

ECEAP / WaKIDS CROSSWALK

ECEAP	WaKIDS
<p>The Early Childhood Education and Assistance Program (ECEAP) is Washington's state-funded preschool that prepares 3- and 4-year-old children from low-income families for success in school and in life. Since 1985, ECEAP has focused on the well-being of the whole child by providing comprehensive nutrition, health, education, and family support services. ECEAP reaches the children most in need of these foundations for learning.</p> <p>ECEAP Performance Standards</p>	<p>WaKIDS was developed as a result of an increased understanding that young children's early experiences play a significant role in their later success in school and in life. National and state research informed the development of WaKIDS.</p> <p>WaKIDS is a kindergarten entry process that includes three components: building family connections, assessing students' developmental levels and collaborating with early learning providers.</p> <p>WaKIDS</p>
<p><u>Family Connection</u></p> <p>E-6 Kindergarten Transition</p> <p>Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff.</p> <p>E-12 Parent-Teacher Conferences</p> <p>The teacher must meet with each child's parent(s) a minimum of three hours per school year. Conferences may occur in the home, school, or other location convenient to the parent. Conferences must be in person, except phone contact may be used on a limited basis if a parent is unable to meet face-to-face. During conferences, teachers:</p> <ul style="list-style-type: none"> • Learn about the family's culture and language. • Discuss parent and teacher observations of child's development and progress. • Share screening and assessment results. • Obtain parent input for program and curriculum planning. • Jointly plan goals for the child. <p>Teachers must maintain written documentation of these discussions.</p>	<p><u>Family Connection</u></p> <ul style="list-style-type: none"> • The purpose of the family connection component is to bring together teachers, students, and families to get to know each other, share information about the child, and support the child's transition to kindergarten. <ul style="list-style-type: none"> ○ These meetings between teachers and families occur at the school or at a mutually agreed upon location, before or near the beginning of the school year. • Typically, teachers meet for 20–60 minutes with each family. <ul style="list-style-type: none"> ○ An "Introducing Me" booklet provides questions for the family and child to answer about the child's interests and preferences, and helps guide the conversation.

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<p>F-1 Family Support Services</p> <p>Contractors must provide a minimum of three hours of family support contact per year with each child’s parent. Most family support contact must occur face-to-face in the home, school, or other location convenient to the parent. Phone contact may be used when a parent is unable to meet face-to-face or for brief follow-up. Family support contact must start as early in the service year as possible. During family support contact, staff work in partnership with individual families to:</p> <ul style="list-style-type: none"> • Assess family strengths and needs. • Set family goals. • Assist families in accessing community resources. • Follow up on progress toward goals. • Coordinate transitions between ECEAP and home, childcare, and kindergarten. <p>Staff must maintain written documentation of these discussions, as well as hours of contact.</p>	
<p>Overview:</p> <p><i>Teaching Strategies GOLD®</i> is an authentic, observational assessment system for children from birth through kindergarten. It is designed to help you get to know children well—what they know and can do, and their strengths, needs and interests. With this information, you can guide children’s learning by planning engaging experiences that are responsive to individual and group needs. This seamless system for children birth through kindergarten is destined for use as part of meaningful everyday experiences in the classroom or program setting. It is inclusive of children with disabilities, children who are English-language or dual-language learners and children who demonstrate competencies beyond typical developmental expectations.</p>	
<p><u>Teaching Strategies GOLD®</u></p> <p><i>Teaching Strategies GOLD®</i> is an observational assessment that measures the child’s skill in nine areas of development and learning. ECEAP Contractors assess children on 51 objectives and dimensions in six areas of development and learning:</p> <ol style="list-style-type: none"> 1. Social-emotional 2. Physical 3. Language 	<p><u>Teaching Strategies GOLD®</u></p> <p><i>Teaching Strategies GOLD®</i> is an observational assessment that measures the child’s skills in nine areas of development and learning. WaKIDS Teachers assess children on 31 objectives and dimensions in six areas of development and learning:</p> <ol style="list-style-type: none"> 1. Social-emotional 2. Physical 3. Language

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<ul style="list-style-type: none"> 4. Cognitive 5. Literacy 6. Mathematics 7. Language Acquisition * <p>*Teachers will complete the Home Language Survey on all children, and assess children’s English language acquisition, if indicated. ECEAP teachers are encouraged, but not required, to assess Spanish-speaking children with the Spanish language and literacy objectives.</p>	<ul style="list-style-type: none"> 4. Cognitive 5. Literacy 6. Mathematics
<p><u>GOLD® Objectives and Dimensions (ECEAP)</u></p> <p>Social–Emotional</p> <ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> a. Manages feelings b. Follows limits and expectations c. Takes care of own needs appropriately 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> a. Forms relationships with adults b. Responds to emotional cues c. Interacts with peers d. Makes friends 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> a. Balances needs and rights of self and others b. Solves social problems <p>Physical</p> <ul style="list-style-type: none"> 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross-motor manipulative skills 7. Demonstrates fine-motor strength and coordination <ul style="list-style-type: none"> a. Uses fingers and hands b. Uses writing and drawing tools 	<p><u>GOLD® Objectives and Dimensions (WaKIDS)</u></p> <p><i>Note: These 20 objectives are a subset of the 38 Teaching Strategies GOLD® objectives. The numbers and letters associated with the objective correspond with the GOLD® objectives and dimensions; numbers and letters are missing when the associated GOLD® objective or dimension is not part of WaKIDS.</i></p> <p>Social–Emotional</p> <ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> a. Manages feelings b. Follows limits and expectations c. Takes care of own needs appropriately 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> c. Interacts with peers 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> a. Balances needs and rights of self and others b. Solves social problems <p>Physical</p> <ul style="list-style-type: none"> 4. Demonstrates traveling skills 5. Demonstrates balancing skills 7. Demonstrates fine-motor strength and coordination <ul style="list-style-type: none"> a. Uses fingers and hands b. Uses writing and drawing tools

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<p>Language</p> <p>8. Listens to and understands increasingly complex language</p> <ul style="list-style-type: none"> a. Comprehends language b. Follows directions <p>9. Uses language to express thoughts and needs</p> <ul style="list-style-type: none"> a. Uses an expanding expressive vocabulary b. Speaks clearly c. Uses conventional grammar d. Tells about another time or place <p>10. Uses appropriate conversational and other communication skills</p> <ul style="list-style-type: none"> a. Engages in conversations b. Uses social rules of language <p>Cognitive</p> <p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> a. Attends and engages b. Persists c. Solves problems d. Shows curiosity and motivation e. Shows flexibility and inventiveness in thinking <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> a. Recognizes and recalls b. Makes connections <p>13. Uses classification skills</p> <p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"> a. Thinks symbolically b. Engages in sociodramatic play <p>Literacy</p> <p>15. Demonstrates phonological awareness</p> <ul style="list-style-type: none"> a. Notices and discriminates rhyme b. Notices and discriminates alliteration c. Notices and discriminates smaller and smaller units of sound 	<p>Language</p> <p>8. Listens to and understands increasingly complex language</p> <ul style="list-style-type: none"> a. Comprehends language b. Follows directions <p>9. Uses language to express thoughts and needs</p> <ul style="list-style-type: none"> b. Speaks clearly <p>10. Uses appropriate conversational and other communication skills</p> <ul style="list-style-type: none"> a. Engages in conversations <p>Cognitive</p> <p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> a. Attends and engages b. Persists c. Solves problems <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> a. Recognizes and recalls <p>13. Uses classification skills</p> <p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"> a. Thinks symbolically <p>Literacy</p> <p>15. Demonstrates phonological awareness</p> <ul style="list-style-type: none"> a. Notices and discriminates rhyme c. Notices and discriminates smaller and smaller units of sound <p>16. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> a. Identifies and names letters b. Uses letter–sound knowledge <p>17. Demonstrates knowledge of print and its uses</p> <ul style="list-style-type: none"> b. Uses print concepts <p>18. Comprehends and responds to books and other texts</p> <ul style="list-style-type: none"> b. Uses emergent reading skills <p>19. Demonstrates emergent writing skills</p> <ul style="list-style-type: none"> a. Writes name

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<p>16. Demonstrates knowledge of the alphabet</p> <ol style="list-style-type: none"> a. Identifies and names letters b. Uses letter–sound knowledge <p>17. Demonstrates knowledge of print and its uses</p> <ol style="list-style-type: none"> a. Uses and appreciates books b. Uses print concepts <p>18. Comprehends and responds to books and other texts</p> <ol style="list-style-type: none"> a. Interacts during read-alouds and book conversations b. Uses emergent reading skills c. Retells stories <p>19. Demonstrates emergent writing skills</p> <ol style="list-style-type: none"> a. Writes name b. Writes to convey meaning <p>Mathematics</p> <p>20. Uses number concepts and operations</p> <ol style="list-style-type: none"> a. Counts b. Quantifies c. Connects numerals with their quantities <p>21. Explores and describes spatial relationships and shapes</p> <ol style="list-style-type: none"> a. Understands spatial relationships b. Understands shapes <p>22. Compares and measures</p> <p>23. Demonstrates knowledge of patterns</p> <p>English Language Acquisition—as needed</p> <p>37. Demonstrates progress in listening to and understanding English</p> <p>38. Demonstrates progress in speaking English</p>	<p>Mathematics</p> <p>20. Uses number concepts and operations</p> <ol style="list-style-type: none"> a. Counts b. Quantifies c. Connects numerals with their quantities <p>21. Explores and describes spatial relationships</p> <ol style="list-style-type: none"> b. Understands shapes
<p><u>Observation and data entry</u></p> <p>E-11 Observation, Assessment, and Individualization Contractors must ensure teaching staff:</p> <ul style="list-style-type: none"> • Perform ongoing observations of individual children’s 	<p><u>Observation and data entry</u></p> <ul style="list-style-type: none"> • After making an observation(s), the teacher determines the level of development and enters it into an online tool. • Data entry must be completed by October 31.

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<p>activities, interactions, behavior, language, learning, and development across the developmental domains.</p> <ul style="list-style-type: none"> • Maintain objective observation notes in Teaching Strategies GOLD® Online. • Use observation and assessment information to plan individualized curriculum and guidance. <p>ECEAP Contract Provisions Contractors must ensure staff enter and maintain accurate information in Teaching Strategies GOLD® Online including:</p> <ul style="list-style-type: none"> • Enter each child’s demographic data. • Select ECEAP as the funding source. • Enter child observations throughout the school year. • Archive, not delete, exited children’s portfolios. 	<ul style="list-style-type: none"> • After data are entered and finalized, online reports will become available to the teacher, principal, and other school district personnel, including a class “snapshot” of the developmental levels of all the children in the class and a report for parents that may be used in conferences. • Teachers collect and maintain evidence of children’s development, but are not required to enter documentation online. Teachers may elect this option if they choose to do so.
<p><u>Three times-a-year administration</u></p> <p>E-11 Observation, Assessment, and Individualization Teaching staff use Teaching Strategies GOLD® Online for their child assessment tool. Staff must enter and maintain accurate information in GOLD®.</p> <ul style="list-style-type: none"> • Rate all objectives within the following areas of GOLD®: Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics three times each year. • Complete the Home Language Survey on all ECEAP children, and assessing the child’s English language acquisition, if indicated, using GOLD® objectives 37-38. 	<p><u>Once-a-year administration</u></p> <ul style="list-style-type: none"> • Kindergarten teachers are required to administer Teaching Strategies GOLD® once at the beginning of the school year. • Schools may choose to administer GOLD® additional times during the school year to document student progress over time.
<p><u>Interrater reliability certification</u></p> <p>Lead teachers are expected to test “reliable” within six months of training or within six months of the beginning of the school year. This strengthens the accuracy of the statewide data. There is no cost for the online inter-rater reliability test and it is available in English and</p>	

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<p>Spanish.</p> <p>Education/child development coordinators and coaches are encouraged to test “reliable.” Completing the testing allows education coordinators to fully support their teaching staff who are implementing Teaching Strategies GOLD®.</p> <ul style="list-style-type: none"> • There is no limit to how many times teachers can take the inter-rater reliability test. • A score of 80% is needed to achieve inter-rater reliability certification. 	
<p><u>Early Learning Collaboration</u></p> <p>A-4 Community Partnerships Contractors must develop community partnerships with schools, health and social service agencies, and other related community organizations. Contractors must involve partners in:</p> <ul style="list-style-type: none"> • Community services development and coordination. • Planning for children with disabilities (E-10). • Kindergarten transition planning (E-6, F-1, F-6). <p>E-6 Kindergarten Transition Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff.</p> <p><u>ECEAP Performance Standards</u></p>	<p><u>Early Learning Collaboration</u></p> <p>The goal of the early learning collaboration component is to increase communication and build connections between kindergarten teachers and early learning providers in order to:</p> <ul style="list-style-type: none"> • Promote a shared understanding of kindergarten readiness and WaKIDS among families, early learning professionals, and schools. • Strengthen kindergarten transitions and transition planning for children and families. • Facilitate work in regions to utilize WaKIDS assessment data and to inform strategies to improve the readiness of children, families, schools, and communities. • Foster partnerships among families, school districts, and community partners to improve children’s kindergarten readiness and engage families in their children’s education and school. <p><u>WaKIDS</u></p>