Ensuring Positive School Readiness Outcomes Starts with Enrolling Targeted Populations and Opportunity Gap Impacted Children and Families

By Kay Lancaster, Associate Superintendent for Early Learning

In this year’s Connector, we have highlighted the key leverage areas and targeted strategies we believe will lead to better School Readiness outcomes across the program. In February, we looked at Healthy Habits; in March, High Quality Curriculum and Instruction; in April, Attendance; and in May, it was Supporting Dual Language Learners in our focus on Educational and Racial Equity. In order to be able to concentrate on any of the above areas, we first need to be sure that we are well grounded in our final key leverage area: Recruiting, Selecting and Enrolling Targeted Populations and Opportunity Gap Impacted Children and Families.

Keeping our focus on educational equity at all times, it is imperative that we recruit, select and enroll those children and families with the highest needs. PSESD Early Learning serves children and families that are age and income eligible, and are impacted by other risk factors including:

Continued on Page 4 - Enrollment
WHAT’S NEW FOR JUNE 2016
Early Learning Connector

WHAT’S NEW IN GENERAL

What’s Happening with the 2015-2016 Self-Assessment?

By Nathalie Jones, Data Services Director

This year, the PSESD Early Learning Program’s self-assessment has shifted from an annual event to an ongoing process of continuous improvement. As part of this shift, we are trying to make more and better use of the large amount of data we collect through our work. We are collecting staff and family input as a way to fill any gaps in the data we already have and using this input to more directly inform our work. The broad-based family and staff surveys and focus groups from past years provided helpful high-level information, and now we are seeking more specifics, including shifts in the practice and behavior of staff and families in our program.

Given that aim, this year’s site staff surveys are specifically around the Seminar Series and Creative Curriculum trainings. This information will help us understand how these supports are helping to change knowledge and practice among staff and will help us plan future trainings and supports. We will expand these efforts for staff input in the year ahead, particularly with regard to our School Readiness Goals and Early Learning Priorities (Attendance, Healthy Habits, Curriculum and Instruction, Racial Equity and Eliminating the Opportunity Gap, and High Quality Systems). We have also surveyed a sample of parents (Policy Council and those participating in Families Moving Forward) about attendance and healthy habits. We will continue to explore additional family data that helps us understand progress on our School Readiness Goals and Early Learning Priorities.

As in past years, we will still have the year-end culminating event, which is scheduled for June 9. Staff and families will come together to review key data points and questions related to our School Readiness Goals and Early Learning Priorities. These groups will discuss strengths and challenges from the past year, to inform our program-wide improvement plan for 2016-17. Thank you to those who have registered for this event – we look forward to seeing you there!

If you have any questions about self-assessment, please contact Nathalie Jones, Data Services Director, at njones@psesd.org or 425-917-7719.

Latest NIEER Report on State of Preschool in 2015

By Joel Ryan, Washington State Association of Head Start and ECEAP (WSA)

The latest “State of Preschool Report” is now available for 2015. It continues to find that our state has one of the better quality preschool programs (9 out of 10 on their benchmarks – we lose 1 point because we don’t require BA degrees), but we are #32 when it comes to access. In other words, we only serve a very small fraction of the kids that could use our help. The other thing I found interesting is that they looked at the pay of our teaching staff and found that there was more than a $20,000 difference between the pay of the average elementary school teacher and ECEAP teacher. We had one of the largest disparities around the country.
RFP: Social Emotional Learning Innovation Fund for Teachers
By Kelly James, Principal and Director of Strategic Planning, Education First

I’m excited to share a new stipend that Education First is offering as part of our work with Rockefeller Philanthropy Advisors and NoVo Foundation. We aim to seed teacher-led projects that foster social-emotional skills in students in grades K-12 and will award up to $5,000 to individual teachers or groups of teachers to implement the project in their classroom(s) in the 2016-17 school year. Awardees will also have the opportunity to present their work to a group of national SEL practitioners, experts and advocates at a convening in October 2016.

Please forward on to your networks—we are hoping to bring out the best ideas out there and would love your help in circulating this far and wide. The RFP and application materials can be found here. The deadline for applications is Monday, June 13.

Please let me know if you have any questions, and thanks for your help!

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Starting Strong

P - 3rd Grade Institute
August 1 - 3, 2016

Starting Strong aims to build strong connections between Prenatal to 3rd Grade educators and leaders as we work to eliminate the opportunity gap in Washington.

Our P - 3rd Grade Institute hopes to...

- Increase connections between early learning and K - 12 professionals
- Increase rigorous, developmentally appropriate practices in Prenatal - 3rd grade learning environments
- Learn about Washington’s early learning priorities, initiatives, and promising practices
- Support educators in leading change

2016 Highlights

Monday
Choice of full- or half-day sessions for deeper learning opportunities!

Tuesday
Choose one of 4 plenary sessions to start your day!

Wednesday
Leaders of the Early Learning Partnerships will provide a warm welcome, followed by an inspiring Keynote Speaker!

Post-conference opportunities to continue networking on Monday and Tuesday. Join us for dinner* on Monday at one of four restaurants, and Tuesday at the Children’s Museum of Tacoma* for fun and play!

*Costs associated with both activities are not included in conference pricing.

Register @ startingstrong.net/register
facebook.com/staringstrongWA
**WHAT’S NEW IN GENERAL - Continued**

**ESSA Washington Regional Forums**
Join the Office of Superintendent of Public Instruction (OSPI) at one of the following Washington Regional Forums to learn more about the Every Student Succeeds Act (ESSA):
- June 14 – Everett Community Resource Center, Everett
- June 15 – Emerald Ridge High School, Puyallup
- June 16 – Educational Service District 112, Vancouver
- July 11 – Educational Service District 105, Yakima
- July 12 – Wenatchee High School, Wenatchee
- July 13 – West Valley High School, Spokane
- July 19 – Highline Performing Arts Center, Burien

Forums are 6:00 pm to 8:00 pm on each date. For more details, please visit the OSPI website.

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**Continued from Page 1 - Enrollment**

Current homelessness; in foster/kinship care; have CPS involvement; and children with diagnosed disabilities. We also recognize the importance of serving families and children most impacted by the opportunity gap according to child outcome data in early learning and K-3, including those identifying as Black/African American, Hispanic/Latino, Native American, Alaska Native, and Hawaiian/Pacific Islander. Reducing barriers to an equitable education is an essential piece of our work. Recruitment is the first step in providing outreach to these families, and requires both broad and targeted approaches. **Recruitment is an intentional, ongoing process that is everyone’s responsibility.** Development of a site/center specific annual recruitment plan is important to assure a team approach to recruitment ([Annual Recruitment Plan Guidance](#)). There are also many resources available to support recruitment efforts and to build community relationships leading to increased recruitment of targeted populations in the ‘For Staff’ tab of the Early Learning website under Family Support & Engagement Resources.

An intentional and ongoing recruitment plan will generate more applications than slots, leading to the development of a strong and viable waitlist. **Utilizing the pointing and selection criteria** (see ERSEA - Selection, Points, Priorities) to assign category and risk factor points is a critical step to ensure that the children most in need of services are given first priority for an opportunity to enroll in PSESD Early Learning programs. The [2016-2017 Application Procedure](#) provides the specific steps in processing new applications for this year.

The last piece of this key leverage area is enrollment of families and children from our identified targeted populations and those most impacted by opportunity gaps. Enrollment is a process as well as an event. For families, enrollment is the beginning of a relationship with you and the program. This is a relationship that actually starts during recruitment conversations, continues through the completion of the application and conversations about their child and family circumstances, and the relationship deepens during the enrollment visits by Family Support and Education staff once a family has been selected. This visit is important as it helps staff to truly understand our enrolling families and allows staff to get a sense of each family’s system, strengths, goals, and cultural influences and celebrations. This is when you start to develop the Family Partnership Plan and an initial School Readiness Goal ([2016-2017 Enrollment and Re-Enrollment procedure](#)).

Completing forms and changing a family’s status in ChildPlus or ELMS from being on a waitlist to being selected and enrolled is a technical piece of the work. The real work is the forming of the relationship focused on supporting each family to be their child’s first and most important teacher, and supporting each family to meet the goals they set for themselves and their child to ensure that their child enters kindergarten school ready. By engaging in authentic relationships with the communities and families most impacted by the opportunity gap, together we can change outcomes for all children and ensure we meet our agency goal of Success for All Children and Elimination of the Opportunity Gap.
WHAT’S NEW FOR CENTER DIRECTORS

Center Directors - Read Other Sections
Read each section of this Connector for important information related to implementing your program.

Monthly To-Do Lists/Deliverables
Use this checklist to ensure that you complete all required deliverables this month.

June To-Do/Deliverables

Review the E-Alerts for May, 2016
- May 5 - Nurse Consultant Information Needed Immediately (3rd Request)
- May 3 - Clarifying Information About Lead in Tap Water

Registration is Open for the Starting Strong P-3rd Grade Institute
By Cheryl Habgood, Program Manager, Professional Learning
The Starting Strong vision is to build strong connections among Prenatal to 3rd Grade educators and leaders as we work to eliminate the opportunity gap in the state of Washington, making it the perfect venue for you to connect and connect with colleagues in Early Learning. We hope you can find room in your budget to attend!

Conference goals include:
- Increase connections between early learning and K-12 professionals
- Increase rigorous, developmentally appropriate practices in Prenatal - 3rd Grade learning environments
- Learn about Washington’s early learning priorities, initiatives, and promising practices
- Support educators in leading change

When: August 1 - 3, 2016
Where: Greater Tacoma Convention and Trade Center in Tacoma
Register: www.startingstrong.net

2016 Western Washington Early Achievers Institute
By Cheryl Habgood, Program Manager, Professional Learning
This very low cost ($20!!!) event is scheduled for Thursday, July 7 through Sunday, July 10 at the Greater Tacoma Convention and Trade Center. This Institute is available to any staff person or center leader working in a program that is participating in the Early Achievers system. This conference is designed to meet the needs of teaching staff as well as center leadership. Class offerings can be found here.

To register, please visit 2016 Western Washington Early Achievers Institute and follow the prompts. For more information, call 206-886-9218.

Online Course Updates and Timelines
By Cheryl Habgood, Program Manager, Professional Learning
Online courses will be unavailable from July 1 to August 15 as we work to improve the platform and content of the courses.
- Active Supervision, Mandated Reporting, Standards of Conduct and Universal Precautions MUST be completed by all staff BEFORE working with children and families.
- Staff in full year programs must complete these 4 courses no later than September 1.
- Returning Staff should have the remainder of their courses complete no later than September 30.
- New Staff should have their courses completed no later than December 31, or within 4 months of hire.

If we are able to open the courses before August 15, we will send an E-Alert to make you aware of that availability. Questions can be directed to Cheryl Habgood.
Early Achievers Rating Renewal Process Announced
By Cheryl Habgood, Program Manager, Professional Learning

The Washington State Department of Early Learning (DEL) has recently issued policies and guidance around the Early Achievers Renewal Rating Policy. Ratings must be renewed every three years, and for those sites who rated at Level 3-5 (Level 4 for ECEAP) during the Early Achievers Pilot, the renewal date is January 2, 2017.

Why?
- Early Achievers participants must complete a new rating every three years in order to participate in Early Achievers incentives such as scholarships, grants and quality improvement awards (if applicable).
- Sites must renew their rating every three years and continue to meet Early Start Act rating milestones in order to maintain eligibility for Early Childhood Education and Assistance Program (ECEAP) funding and/or Working Connections Child Care (WCCC) subsidies and tiered reimbursement.

When?
- Six months before the rating anniversary date, the Renewal Rating option becomes available in the Request for Onsite Evaluation application in MERIT.
- Sites must request their first renewal rating on or before their existing anniversary date. This is to accommodate facilities/sites that were rated before the applicant cohort calendar was implemented.
- The date the first renewal rating is released will become the facility/site’s updated rating anniversary date.
- All future renewal ratings must be requested so that the rating is released on or before the updated three-year rating anniversary.

Who?
The following sites will need to complete a renewal request using the Request for Onsite Evaluation in MERIT:
- Auburn Pioneer
- Bates Fife/Milton
- Bellevue College
- Bethel Clover Creek
- Bethel Nelson
- Bethel Pioneer Valley
- Cottesmore
- CPSD Evergreen
- CPSD Hillside/Skies
- Clover Park Technical College
- Educare
- Enumclaw
- Federal Way Sherwood Forest
- Federal Way Star Lake
- Federal Way Truman
- KYFS Kent Family Center
- KYFS Panther Lake
- Midland’s Kiddie Korral
- PCCC Buckley
- Riverview
- Tukwila Cascade View
- YWCA Family Village

How?
- Six months before the facility’s rating anniversary, the Primary Contact or Site Contact/Manager will receive an email reminding them to request their onsite evaluation to renew their rating by completing a Request for On-Site Evaluation application in MERIT.
- The Primary Contact or Site Contact/Manager can submit the Early Achievers Request for On-Site Evaluation in MERIT. They will receive an auto-email confirming their request with an attached PDF of the data they entered in MERIT.
- For the first renewal rating, sites may request their rating six months before their anniversary, up to their anniversary date. All future renewal ratings will need to be requested so that the rating posts on or before the rating anniversary date.
- Once the request has been confirmed by the Child Care Aware Regional Coordinator or Grantee/Contractor, the Primary Contact or Site Contact/Manager will receive a second auto-email that confirms their request and includes the dates of their assessment window. The email will also include a PDF attachment of the data they entered into MERIT.
- The request will also be sent to the Childcare Quality & Early Learning (CQEL) program at the University of Washington. Once they receive this information, the Community Liaison will contact the site to discuss the on-site data collection activities.
- After data collection has been completed and reviewed for accuracy, the provider will receive their renewal rating in the WELS and MERIT systems. Providers have 30 days after the rating is released to submit an appeal if they feel their rating is incorrect.
- Providers should refer to the Early Achievers Participant Operating Guidelines for detailed information on the data collection, rating and appeal processes.

If you have questions about this process, please don’t hesitate to contact Cheryl Habgood. If you manage one of the listed sites, you will also be hearing directly from Cheryl about the process and timelines.
Second Step: Social-Emotional Skills for Early Learning
By Kathy Strasbourg, Senior Regional Education Coordinator

Ready for School Success
School readiness and a successful transition to kindergarten play a big role in children's later school success. Children need a solid foundation of self-regulation skills to help them stay focused on their learning, get along with others, and work independently and cooperatively in the classroom. Self-regulation skills are a key to school readiness. Teaching them in early learning classrooms will help get children ready for school success.

The Second Step Curriculum is designed to increase children's school readiness and social success by building their social-emotional competence and self-regulation skills.

Brain Builder Games
One element of the Second Step curriculum are Brain Builder Games. Children develop skills foundational to self-regulation by playing short, five-minute games called Brain Builders. The games are specially designed to build the parts of children's brains that help them focus their attention, use their memory, and control their behavior—skills known together as executive-function skills. Research links these skills to school readiness and later academic achievement, and also shows that games like the Brain Builders can be used successfully to improve children's self-regulation skills.

The fun Brain Builder games can be found in the Second Step teaching materials book in the Second Step kits, or online at http://www.secondstep.org/

How and When to Play
Brain Builders can be played with large or small groups of early learners, outside or inside where children have room to move. They can be played often and at any time during the day and are useful for transitions between activities. Read the directions carefully before playing each game. Use the Increasing the Challenge suggestions when you see most children play the game well. The letters at the end of each challenge tell you which executive-function skill the game works on: (A) attention, (WM) working memory, and/or (IC) inhibitory control. Some games use symbols, which can be downloaded with the game directions.

Home Links
Home Links are simple, fun activities for adult family members to do with children at home. They are a Core Program Component, and they provide further skill practice. Each week, photocopy the Home Link from the Teaching Materials Notebook or download it in English or Spanish. Send it home with children or email it directly to families. Home Links are great activities for the summer months before kindergarten.

Curriculum Connections
By Merrilee McBride, Program Manager for Curriculum & Instruction

Project Based Learning
Whether you call it studies, inquiry-based learning or the Project Approach, there is growing support for this form of active learning from preschool through high school. The updated Creative Curriculum for Preschool (Editions 5/6) uses this approach and provide outlines for projects around topics of common interest to children such as clothes, bread,
roads, balls, trees, insects and more. This quote from the ERIC Digest on Project Based Learning:

“Project work is complementary to the systematic parts of a curriculum. Whereas systematic instruction helps children acquire skills, addresses children’s deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children’s proficiencies, and stresses intrinsic motivation.”

Education Coordinators have been in many classrooms this spring and the really wonderful thing they are seeing is how many classrooms are conducting projects/studies. Children in these classrooms are actively engaged in the process of investigation of their questions about the world around them.

If you haven’t had a chance to explore this approach here are some resources you might find interesting:

- For research on The Project Approach go to: [ERIC Digest](#)
- For a summary of all 3 Phases of a Project go to [Illinois Early Learning](#)
- For those who would like more in-depth information you can access [Chapter 1 of Young Investigators: The Project Approach in the Early Years](#) by Judy Harris Helm and Lillian Katz

Let us know about the projects your children are undertaking!

**Class Observer Trainings**

*By Mary Beth Edmondson, Senior Education Coordinator*

Since January, 2015 PSESD has provided three CLASS Observer trainings for site Directors, Coordinators, and Teachers. Thirty-six of our site staff have completed this 2 day, intensive training.

Some of the participants have taken the Teachstone, on-line test and are now reliable CLASS observers. Others completed the training so they would have a better understanding of the CLASS tool and are now more able to assist their teaching staff with coaching and professional development. Below are a few comments from staff that attended the training:

- “Very good training! I now feel like I understand CLASS much better and can use this information in helping teachers in the classroom”
- “There was lots of opportunity to practice by watching videos and scoring”
- “The group conversation with instructors, discussing the evidence and rationale for scoring each video was helpful.”

We will be trying to offer this training at least once per year. Be sure to read your monthly Connector for future training opportunities!

**2016 Western Washington Early Achievers Institute**

*By Cheryl Habgood, Program Manager, Professional Learning*

This very low cost ($20!)) is scheduled for Thursday, July 7 through Sunday, July 10 at the Greater Tacoma Convention and Trade Center. This Institute is available to any staff person or center leader working in a program that is participating in the Early Achievers system. This conference is designed to meet the needs of teaching staff as well as center leadership. Class offerings can be found [here](#).

To register, please visit [2016 Western Washington Early Achievers Institute](#) and follow the prompts. For more information, call 206-886-9218.
Enrollment and the New Head Start Grant

By James Cooper-Nurse, Family Engagement Service Manager

As you know by now, we have halted enrollment for specific centers due to our status with our recompetition grant. However, we have received some updated news regarding the grant, outlined on page 1 of this month’s Connector. We are currently examining the implications of our new grant and its impact on enrollment for the upcoming year. Please continue to pause as per the Enrollment Clarification email directs. We will be sending you notice soon on how to proceed and in what timeline via an upcoming E-Alert.

Thank you for your patience!
Many of our Early Learning programs are ending in June. The theme of this month’s What’s New is Summer Play: outdoor and summer play safety, ideas for outings, and resources for summer meals and fresh foods. As you meet with your families for the last time this year, please consider sharing these resources to promote a safe and active summer.

The American Academy of Pediatrics has published some guidelines for safe summer play: Summer Safety Tips sheet. A few highlights include:

- Attend community fireworks displays facilitated by professionals rather than using fireworks at home.
- To reduce the risk of insect bites and stings: Get rid of any source of stagnant water around the home; cover up (arms, legs, neck) with light clothing in the evenings or when mosquitoes are most likely to bite; follow directions on insect repellents. Products should not exceed more than 30% DEET.
- When riding bikes and trikes, children and adults should wear helmets that fit snuggly on the head with securely fastened straps (about 2 fingers between chin and strap).
- Playgrounds should contain loose-fill materials such as shredded rubber, wood chips, bark or rubber mats. The protective surface should extend at least 6 feet in all directions from swings, slides and climbing equipment. Look for posted signs in play areas that designate the appropriate age for which play equipment is designed.
- Young children should always be supervised in play areas and kept within eye sight.
- Avoid mowing lawns where children are playing and never allow a child to ride on a moving lawn mower.

Find more Summer Play Safety Tips at KidsHealth.org

Sun Safety

Sunshine in the NW feels so warm and inviting. Remind families about how to protect children from the UV rays to prevent sunburn and protect against the sun. For more information about the health consequences of too much sun exposure and how to protect children from the sun, link to Kids Health - See Sun Safety Tips (English and Spanish)

Water Safety

There is nothing as refreshing as jumping into a swimming pool on a hot day and children love to play in water. Because young children can drown in very shallow water it is critical that they are carefully watched when around buckets or wading pools as well as lakes, ponds, rivers or swimming pools. Drowning is the second leading cause of accidental death for people age 2 - 14.

- Children should wear proper fitting flotation devises and be within an arms reach of an adult for touch supervision. See Water Play Precautions (English and Spanish)
- Swimming lessons are available to children older than 4 at many community pools in the Puget Sound Region. Contact Metro Parks, Tacoma or Seattle City Parks for group swimming class schedules and pool hours.

Drinking Water

Children get thirsty fast. The best way for kids to hydrate is to drink plain water. Sugary beverages, vitamin water and sports drinks are not necessary to provide rehydration on hot days and during physical activities. Make sure to carry
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WHAT’S NEW IN HEALTH AND NUTRITION - Continued

water bottles and refill them whenever you see a public drinking fountain. See Water is the Way to Go

Summer Play Activities in the Region
Consider spray parks for safe water play. There are many in King and Pierce County where creative and thematic sprinkler systems continuously spray cool water onto children. Here are links to spray parks and wading pools in the Puget Sound area:

- Metro-Tacoma Parks, Seattle Parks and Recreation, other Pierce County sites, other King Co. Sites
- The Puget Sound Region offers many fun outings to do with children that do not involve long drives. Other than sprinklers many parks offer hiking and nature trails and natural playscapes. Auburn’s Les Gove Discovery Playground (barrier free play area) is worth the drive from other locations. Tacoma Summer Playground Program operating in many Tacoma city parks serves meals and also includes arts, crafts and games organized by park staff. (These activities require parent presence for young children.)
- Check out the SoundsFunMom website for 100 places to take children in the South Puget Sound area. Many are free.
- Included with the Health and Nutrition What’s New section is a Summer Fun Guide outlining many family outings in the region including children’s theatre and dance, music in the park, sporting events and a schedule of outdoor entertainment.
- Find more Summer Fun activities here!

Summer Food is available for children and families in King and Pierce Counties! Please share these 2 valuable resources with your parents and caregivers.

Summer Food Service Program: Many community locations offer free breakfast and lunch for children 18 and younger. Download a poster and post it on the Parent Board, or distribute the postcards at final family engagement events. Download colorful posters, post cards and other promotional materials in English and Spanish which includes information about how to find out when and where these meals are located all summer long.

Fresh Bucks: For every dollar you receive from SNAP (formerly known as Food Stamps) you will receive an additional dollar to spend at your local farmers market (up to $10). Here’s how it works:

- Go to the Farmer’s Market Information tent
- Swipe your EBT card
- Collect your double fresh bucks
- Shop for fresh fruits and vegetables at your favorite farmer’s stand!
- More money means more fresh food! Find out where the farmers markets are located and when they are open.

5-2-1-0 has updated resources for families. In the Spring Copy of the 5210 Newsletter: the theme is about gardening with children. It only takes some dirt, a little sunshine and water and just a tad of nurturing. Make copies of the entire newsletter, just a page or ask to get enough copies for all of your families sent directly to your program address.
Too Small to Fail
By Nicholas Kristof, New York Times Op-Ed Columnist

First, a quiz: What’s the most common “vegetable” eaten by American toddlers?

Answer: The French fry.

The same study that unearthed that nutritional tragedy also found that on any given day, almost half of American toddlers drink soda or similar drinks, possibly putting the children on a trajectory toward obesity or diabetes.

But for many kids, the problems start even earlier. In West Virginia, one study found, almost one-fifth of children are born with alcohol or drugs in their system. Many thus face an uphill struggle from the day they are born.

Read more on Too Small to Fail here.

Survey on Partnership with Home Visiting Providers

DEL and Thrive Washington are moving forward with formalizing the partnerships between ECEAP and other long term early childhood home visiting programs. We will develop policies and procedures with best practices for referrals, screening, follow-up, service coordination and data/information coordination (as appropriate). To inform this process, we are asking ECEAP and home visiting providers to describe what is and isn’t working in your current partnerships in your community. Please complete this seven question survey to help us inform the process. Thank you for your contribution to this work.

ECEAP Background Checks

Beginning July 1, 2016, ECEAP staff who may have unsupervised access to with children will be required to obtain “portable background checks” through DEL. ECEAP staff in licensed child care are already using this method. MERIT will be ready for other ECEAP staff approximately July 1. DEL will release guidance for implementing this new requirement within the next month.

Lead Exposure

Detailed information about lead in drinking water, sources of lead, lead testing and lead poisoning prevention as well as contact information for your local health department can be found on the Washington State Department of Health website. To learn about the health effects of lead on you and your family, visit the Childhood Lead Poisoning Prevention page.

Online Motor Delay Tool and Report

This is an interactive online tool for parents of children ages 5 and under to use when they are concerned about their child’s motor development. The tool lists physical activities by the age at which they are typically performed. If a parent is concerned that their child has not achieved a certain milestone or if there have been setbacks, parents can click on boxes included next to activity descriptions. This AAP clinical report includes an algorithm to guide developmental surveillance and screening, red flags signaling a need for prompt referral and recommendations, including appropriate testing.

Tool for Advocates in States and Districts

The First Five Years Fund (FFYF) released a new resource which details new opportunities to develop and expand access to quality early childhood education through the recently-passed Every Student Succeeds Act (ESSA). This new resource identifies opportunities throughout the law for states and districts to invest in early learning, provides initial recommendations for what this allowable use of funding can look like, and highlights additional supplementary resources.
Webinar: The Science of Self-Regulation
Dr. Clancy Blair’s webinar will provide participants with a greater understanding of what self-regulation is, its developmental roots in early childhood, the physiological underpinnings of self-regulation, factors that can promote (e.g. early relationships with caregivers) or hinder (e.g. chronic stress) self-regulation development, and the relationship of self-regulation to academic and other outcomes in early childhood and beyond.
When: June 23, 2016 12:00 p.m. - 1:30 p.m.
Register here

Tacoma Early Achievers Institute
These three-day trainings by CQEL staff incorporate a "Working Lab" Classroom showing what an exemplary classroom looks like. Participants will receive additional support on the Early Achievers Standards with sessions ranging from Creative Curriculum to ECERS.
When: July 7 - 10, 2016
Where: The Greater Tacoma Convention Center, Tacoma, WA
Register: here

Starting Strong P-3rd Grade Institute
This three-day event builds connections among prenatal to 3rd grade educators and leaders to reduce the opportunity gap in the state of Washington.
When: August 1 - 3, 2016
Where: The Greater Tacoma Convention Center, Tacoma, WA
Register: here

Online Teaching Strategies GOLD® Basic Course
Contractor staff with a GOLD® username can access this free, self-paced course online. In the four interactive modules, you can type in reflections, view video clips, and complete short activities and quizzes. A certification of completion is available when all four modules are completed. To access this course:
- Sign in here
- Go to Dashboard > Professional Development > Courses
- Select Teaching Strategies GOLD® Basic