

Support to Sites

Coaching logistics

- Will the coaches be assigned a day and time at the site?
 - This will be individualized by sites' needs
 - Coaching will be differentiated (different levels of support based on experience and need) and will have a targeted goal or targeted series of goals for the coaching outcome.
 - Sample goals for FSS: how to collaborate in a staffing and they may need support for the first 2 staffings and not for the rest of the year. Could be based on an item that comes up in monitoring, could be an item related to EA quality improvement plan, etc.
- How will it look if the sites may need two teams for different funding models?
 - Teams will collaborate to provide services to site.
- Shoreline recommends to have a coach assign on certain days
 - See "duration" answer below.
- Could coaches work inter-disciplinarily?
 - Each coach holds specific content knowledge and different levels of expertise and part of the team approach gives them an opportunity to address each identified issue in a more comprehensive/collaborative manner.
 - It will be part of the team manager's work to see how we streamline supports.
 - The goal is that coaching teams will be learning from each other and potentially able to provide this interdisciplinary support down the line.
- Who decides how long (duration) coaching will take place for staff?
 - The duration of coaching will depend on the data or objective measures that are written into the goals and what progress is made toward those goals. When the coaching goal is established, the teacher, coach and CD will agree if the goal has been accomplished.
 - The written coaching plan will be shared and used as a way to measure achievement.
 - The duration will depend on the data (CD's and staff's feedback is part of the data) but this becomes a partnership decision.
 - Will have ways to regularly check in with staff who do not have pressing needs, but want support for quality improvement.
- Confidentiality in coaching: will teachers, FS, and directors know?
 - Not going to be able to write a document that highlights every confidentiality situation.
 - Can look at tools/guidance around confidentiality in coaching and solicit feedback from Center Directors.
 - It is common in coaching for the site staff to bring in elements of their personal or professional concerns that may not be within the scope of coaching. It is part of the coaching relationship to come to an agreement about how these extra concerns are addressed. These may be some of the areas that could be considered "confidential." We may sit down to talk about a specific topic, but staff will talk about it in relation to other work, personal life, etc.

Team Managers

- What process will be put in place to connect with the Team Manager?
 - Team managers will have ongoing communication with sites.
 - Exact structures for meetings are still in process but team managers will be in contact by both formal and informal means.

- Most important role of a Team Manager is to know how to build relationships and talk to people. If not, the subcontractor (partner) should have the option of talking to someone else for help.
 - This is a partnership and team managers will partner with center leadership.
 - If there are challenges in this partnership, the Program Manager is available to help facilitate that partnering.

Classroom coaching

- What will the classroom tool look like?
 - Must layout the fidelity practice to Head Start (The curriculum fidelity tool(s) will be defined as part of our HSPPS alignment due on August 1st. We are partnering with Region X about these requirements and our submission.
 - Still using Environmental Rating Scale (ECERS/ITERS) and Classroom Assessment Scoring System (CLASS).
 - We are designing our curriculum, equity, inclusion and DLL tools to reduce overlap in standards monitoring and assessment of teacher practice.
- Will teachers get specific feedback from coaches to know what went wrong or right in compliance or out of compliance
 - Yes.

Design questions

- When will the New model be implemented and when will be informed.
 - The implementation is slated for the start of the new school year (September 1), but we will have started making our internal shifts as of July 1.
 - We will have the final team assignments by next CD's meeting on June 15.
- Do you see how the changes will impact the sites?
 - We are aware that there will be an impact on sites and on how staff are supported, and part of our process is to maintain continuing evaluation of the design to better inform us on impacts.
 - While it's unavoidable to say that current site assignments will be impacted, we've taken into consideration how to maintain established relationships in our new design.
 - We believe the changes will be a positive impact in terms of better ability to meet support needs.

Monitoring & Systems

Professional Learning

How will new staff training courses be delivered? Staff need clarity about which online classes are required for each staff role. Directors are asking for clarity about what content is required for each role of staff on their ECEAP teams.

- New Staff Training online courses as well as annual/special courses for Returning Staff will be delivered via our new online learning management system (LMS) called Litmos. Unlike Moodle, where users enrolled themselves, all current staff members will have a student account created for them. New staff will have an account created upon receipt of the Staff Information Form you submit to inform us of the new staff person and their role/funded program. Each student's page will reflect the courses that are specific to their job role and funded program, so there should be no confusion over which courses to take—they simply take all of the course on their page in the

order they are listed. The courses for each role are determined by the job tasks associated with the role, and the information for most courses comes directly from the [Early Learning Program Manual](#) (ELPM) on www.earlylearningwa.org.

- As in the past, online trainings for new staff will be supported in a “flipped classroom” model of face to face sessions. These sessions are designed to support and enhance what they are learning online. We’ve received feedback over the past 3 years that the face to face sessions are effective and that the opportunities for questions, practice with equipment, provided tips and tricks all work to make meaning of the knowledge gained in the online environment.

Please clarify the 15 hours per year training requirement. HS vs ECEAP. Which roles? Can we receive professional learning hours for online HS classes? CDs need clarity about what is required and expected. How can we count all of the online training into the required training hours each year? Can we include coaching hours in the annual requirement?

- Both funded programs require annual professional learning hours for teachers and for family support staff. Head Start does not specifically include or exclude a particular role for the amount of hours:

Head Start Performance Standards:

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system **must include**:

(1) **Staff** completing a minimum of **15 clock hours** of professional development per year.

ECEAP Performance Standards:

C-20 Required Training

Contractors must ensure all staff, including subcontractors, receive training on ECEAP Performance Standards upon hire and annually thereafter.

Staff working with children must:

- Maintain a current basic standard first aid card (D-18).
- Maintain a current infant/child cardiopulmonary resuscitation (CPR) card (D-18).
- Complete training on disaster plans and emergency procedures (D-3, D-18).
- Complete training on universal precautions for prevention of transmission of blood borne pathogens (D-13).
- Complete training on preventing, identifying, and reporting child abuse and neglect.

Lead teachers and family support specialists must complete a minimum of **15 hours** of professional development per year, such as workshops or classes but not including individual mentoring.

- Both funders describe the quality requirements for the 15 hours of professional learning. Both programs very specifically require that the professional learning provided to staff be researched based, of high quality, and designed to make a difference in the performance of each teacher and family support staff.

Head Start Performance Standards:

For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act: ((5) TEACHER IN-SERVICE REQUIREMENT- Each Head Start teacher shall attend not less than 15 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness.)

(4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

ECEAP Performance Standards:

C-19 Staff Training Program

Contractors must plan a training program, with involvement of staff and parents, to support the personal and professional development of ECEAP staff. The training plan must include:

- Engaging, interactive training activities.
 - Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel.
 - Academic credit, whenever possible.
 - A training evaluation system.
 - A recordkeeping system to track individual training.
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- The online classes we provide are basic “training” courses. They are meant to convey information about standards and procedures. They are not designed to improve and perfect practice, so they would not be considered in the 15 hours of professional learning.
 - It is specifically stated in the ECEAP standards, and implied in the HS standards that coaching/mentoring is not to be considered in the 15 hours of professional learning each year. Coaching can and should inform some of the decisions made about the topics explored during the 15 hours of professional learning.

How do the PSESD trainings align with the core competencies in MERIT?

- Staff working in licensed facilities must engage in 10 hours of STARS approved training each year. That is a requirement regardless of the facility’s participation in Head Start or ECEAP, and those hours are tracked in MERIT.

- We are working to develop a plan to “*establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities.*”
- We will be engaging our stakeholders in that process. Because that system may include professional learning that does not provide STARS hours (or Clock Hours), tracking may need to happen in two systems.

How can we count district trainings? How will it be tracked? How can CDs track in one system across all program models? What criteria should be considered when planning our own trainings to meet the 15 hour requirement?

- As we dive into establishing our professional learning system we’ll be discussing how planning for and tracking of professional learning will occur.
- As stated in the Performance Standards, professional learning should be of high quality, engaging, researched-based, etc. Based on your own assessment, observations by coaches, coaching conversations with staff, staff requests, etc., a Professional Learning Plan should be created for each staff person. That plan may include site-wide training that is provided in a variety of ways and by a variety of trainers. District or agency trainings can “count” if it makes sense for the professional learning plans of the staff and meet the needs of your specific program.

Will new staff have in-person Medication Administration training?

- **School District**--the school nurse needs to be the one to do Child Health Plans for potentially life-threatening illnesses and train staff on medication administration (per RCW).
- **ECEAP**--Nurse Consultant will continue; Child Health Plans in coordination with Family Support; will provide medication administration training as needed.
- **Licensed Child Care Centers**--will do Child Health Plans themselves in partnership with Health Care Provider and parent; medication training would be conducted by nurse consultant in most cases
- **PSESD Direct Service (Heritage, Educare, WCCW, EHS Home-Based)**—will do Child Health Plans themselves in partnership with Health Care Provider and parent; medication training would be conducted by PSESD RN as needed.

Will there be trainers available to provide training to staff? If CDs identify a training need, how will the staff get the training?

- It will be even easier for you to request training with our new model. Your Early Learning Team Manager will be the first person you can connect with, and the Coaches (Education, Family Engagement, Dual Language, and Health/Nutrition/Safety) will be working directly with teaching and family support staff. Depending on the need, coaching may be the best solution to the identified need. Other times, a group experience sharing knowledge and strategies. Research tells us that practice changes when training is paired with coaching, and our new model can support this strategy!

Center Director professional learning—can a portion of Center Directors meeting be dedicated to Directors working with their Early Learning Team Manager?

- We are in the process of planning for the coming year and will incorporate this and any other ideas you might have into our planning.

ERSEA

What are some self-monitoring systems that can be put into place at sites?

- Our recommendation is to follow the Early Learning Monitoring Schedule, PSESD monitors to the checklists that are listed on this timeline.
- http://earlylearningwa.org/images/ForStaff/HUB_All_Staff/Monitoring/Monitoring%20Timeline%20-%20Preschool.pdf

ELMS needs a place to make note on attendance and work being done to fill empty slots. FSS can document in ELMS under Family tab.

- More guidance to come on online ELMS documentation process

Monitoring System

There are monitors for education and family support, but not health and nutrition. Who are the monitors for health/nutrition?

- The details of health and nutrition monitoring are currently being determined. The Health/Nutrition/Safety monitoring will be the responsibility of the Health/Nutrition/Safety coaches, the health aides, and the Health/Nutrition/Safety consultants.

Experience has been that CAPs just get sent in months later with no conversation, education, or planning to change practice. How will this look in the future?

- Once the monitoring data gets collected it will be shared with the site support teams. The goal will be to provide timely, actionable data. The coaches will be responsible for providing follow up on the data, be it additional training, working to build systems, etc.

The use of a format other than Child Plus for CAPs is needed to give all teaching staff and family support staff access.

- We will be reviewing our monitoring processes overall, including how CAPs are created and followed up on. ChildPlus is a data system which provides us a way to track and document monitoring that we will continue to use. We can develop a process of communication to ensure access to this information to all staff.

Health, Nutrition & Safety

- CHPs for children who are homeless (being in place before the start of school)
 - No change; child can start with a plan in process.
- Required trainings are due by start of school year as before.
 - Trainings (such as Medication Administration Training) are required on an annual basis. Each Center Director will want to plan carefully for this—remembering that you may have new staff that will need it prior to the start of the school year (or to ensure that there are at least trained staff present who are able to give medication until new staff are trained).

- Why is Medication Skills Training required every year for all staff?
 - In order to ensure the safety of children and because it's a requirement of Program Standards, each staff person who has the possibility of being responsible for administering medication to a child must complete the online Medication Administration Training as well as the Medication Skills Training.
- If staff start skills trainings now (annual) will it count towards the new school year?
 - This training (medication on-line and skills training) are required to be conducted annually. Subcontractors will just need to keep this in mind if they choose to do it now.
- Request for medication training guidelines and content to pass along to Nurse Consultants
 - PSESD will provide. This will be sent out to Center Directors and the nurses that we have contact information for.
- Will ECEAP nurse consultants be signing off on immunes?
 - With proper training of Family Support staff, it will not be necessary for nurse consultants to review and sign off on immunizations. However, staff should still reach out to nurse consultants if they have specific questions or more complex issues.
- ECEAP stand-alone sites, nurse consultants and how they will be paid?
 - No change. This continues to be a requirement of each ECEAP subcontractor's contract.
- School Districts, school nurses need to conduct trainings/skills training for site staff
 - Correct
- Can large sites do their own health trainings?
 - If this is in reference to Annual Health Training, we will not be having this training this year. However, for any training that we do provide in person—we will consider this.
- CHPs will be uploaded to Child Plus
 - Yes
- ESD Health/Nutrition/Safety consultants will support nurse consultants/school nurses staff
 - Yes
- Can CDs claim for the nurse consultants if they seek support from outside ESD?
 - To be determined
- School nurse compensation – who pays for their additional services to HS children?
 - Unsure; To be determined
- Are the requirements for the nurse consultants in line with the RCW requirements?
 - Yes, with OSPI
- OAE training and equipment access from ESD (Epi-pen, etc)
 - Kits for medication training are available to be checked out. We will provide this information when we send out medication training guidelines.
- Trainings for children with health care needs
 - We will be looking at this and asking staff what they need; will be revising on-line class regarding Child Health Plans to include more specific details for staff (questions to ask, etc.)
- Who does site staff contact with questions for health/nutrition concerns?
 - Start by contacting their Health/Nutrition/Safety Coach
- Role of Early Learning Team Manager vs Program Manager
 - Team Manager will have a closer relationship with Center Director; will serve as point person and will supervise their teams of coaches; Program Manager serves as the content expert and manages the services pieces.
- Why are H/N documents uploaded to ChildPlus if they are not reviewed and not live in the file like ECEAP

- We are beginning a new system which will take time to figure out all the pieces. For monitoring purposes, we need to continue to have documents available in Child Plus. This will be further evaluated.
- Timeline for staff trainings (what is it?) new staff?
 - To be determined
- Offer trainings for new staff with health/nutrition documentation (e.g. immunes, CAPs) booster trainings
 - Yes, definitely. We will be working on this.
- How will the data input be instructed?
 - Written instructions; online training; in-person training as needed
- How specific will be the steps? (e.g. forms, documents, etc)
 - Very specific; still to be developed.
- FS will be uploading documents to ChildPlus directly
 - Correct.
- ECEAP vs HS nurse consultants signing off on documents and why
 - Not sure of what is being asked; further explanation to come.
- Will sites at school districts follow SDs guidelines for medication, storage, etc?
 - Case-by-case basis
- HN coach vs HN consultant, what's the difference?
 - Coach is on team supporting staff at subcontractor level; Coaches will reach to Consultants for content expertise and special attention to specific needs.
- Will this information be on the ESD website?
 - Unknown, but we will work on this.