

YES FOR EARLY SUCCESS ECEAP LEAD TEACHER

Exhibit C



Washington State Department of
CHILDREN, YOUTH & FAMILIES

YES for Early Success

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YES FOR EARLY SUCCESS - ECEAP LEAD TEACHER HOW-TO GUIDE

This document is to be used as a how-to complete the roles and responsibilities of Lead Teachers. This document does not take away from the ECEAP Performance Standards or the Subcontractor Contract of YES subcontractors, moreover the goal of this document is to help you execute ECEAP Performance Standards (minimum) and lay out how to accomplish Yes for Early Success performance standards (higher than minimum standard).

At Yes for Early Success we do our best to go above and beyond to meet the needs of families while simultaneously supporting communities through high quality learning opportunities for children in care utilizing Creative Curriculum **(REQUIRED)** and assessing that learning through Teaching Strategies GOLD - <https://youtu.be/TcB-lVTUbPg?feature=shared>

ONGOING DCYF MENTORING

All ECEAP Teachers in the state of Washington can receive support directly from DCYF here:

<https://www.dcyf.wa.gov/services/early-learning-providers/eceap/contractors/direct-service-staff/classroom-staff>

YES FOR EARLY SUCCESS MENTORING

All subcontractors of Yes for Early Success are encouraged to reach out to their Regional Directors if they need support with their caseload:

- Region 1 - Adams, Asotin, Chelan, Douglas, Garfield, Lincoln, Okanogan, Spokane, Stevens, and Whitman
 - rd1@yesforearlysuccess.org
- Region 2 - Benton, Columbia, Franklin, and Yakima
 - rd2@yesforearlysuccess.org
- Region 3 - San Juan Island, Skagit, Snohomish
 - Region 3 currently is being supported by the Region 4 Director
 - rd4@yesforearlysuccess.org
- Region 4 - King
 - rd4@yesforearlysuccess.org
- Region 5 - Pierce, Kitsap
 - rd5@yesforearlysuccess.org



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Subcontractors are required to partner with their Family Support Staff, during their monthly on-site parent events to ensure they are up-to-date with best practices, standards or any questions they may have about the general welfare of the children in their care.

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REGIONAL PARENT POLICY COUNCIL

Regional Parent Policy Council has never been attempted before in the State of Washington and we are excited to pilot this program in partnership with your program. Regional Directors will lead the parent policy council and explain what that will look like during your first Director meeting.

WEEKLY YES! CHECK INS

Friday Check-ins - each week on Friday, your Regional Director will be contacting you to discuss the following:

- **Student Attendance** - they need to know how many days ECEAP students were in attendance for the week, if the students were absent, they will need to know why for documentation purposes.
- **Documentation in TSG** - they will ask you if you submitted any documentation on your children in Teaching Strategies GOLD and if so, did you submit a minimum of 4 documentations per child this week.
 - **A tip for teachers** - in TSG the Small Group activities have 2 tabs, one that tells you how to teach the activity and a second tab that says "assess". By assessing the small group activity daily, you will meet the YES standard of submitting 4 pieces of documentation per week



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- **Conversations with Parents** - Your family support worker is your teammate in meeting parents needs. If a family member has come to you asking for a resource and you were able to provide the family with help/support, we need to document that. If they have a question about help and support and you need help to get that for parents, the family support will begin the process of finding that resource for the family and provide that to you. If a family member comes to you and lets you know there has been a change in their marital status, a death in the family, loss of jobs or wages, we need to document this, as this is all required base knowledge for ECEAP eligibility. Your role is to be a teammate with your family support in understanding and supporting the children at your site.
- **Submit Next Week's Curriculum** - it is the responsibility of the Lead Teacher to submit the curriculum within Teaching Strategies GOLD. Here is a video of how to complete this task - <https://youtu.be/qoRp-PwnafU?feature=shared>
 - **A tip for teachers** - to start the school year, YES for Early Success has added a curriculum study to your Teaching Strategies GOLD account. Your Regional Director will support you in selecting your own studies and submit your curriculum, weekly, on Fridays. Here's a how-to: <https://youtu.be/r8stYJSMW6Q?feature=shared>

REQUIRED DOCUMENTATION

- **Teaching Strategies GOLD** - Yes for Early Success requires our ECEAP subcontractors to submit 4 pieces of documentation per child, per week. Weekly we will audit TSG to ensure Lead Teachers are inputting this information. Your site may be flagged for an audit by DCYF at any time, so it is our goal to make sure you have everything you need to be successful ECEAP Teachers in your documentation.
 - **A tip for teachers** - in TSG the Small Group activities have 2 tabs, one that tells you how to teach the activity and a second tab that says "assess". By assessing the small group activity daily, you will meet the YES standard of submitting 4 pieces of documentation per week
- **Friday Site Check Ins** - each Friday Regional Directors are expected to contact their sites and obtain information regarding the attendance of students, lead teacher conversations with families, documentation on children in TSG (reminding providers to document, asking them if they documented, how many pieces of documentation did they input - the weekly goal is 4 pieces of documentation per child) and remind providers to submit their documentation for next week curriculum.

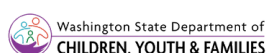




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ONGOING CALENDAR OF DELIVERABLES

WHEN	DELIVERABLE
Frequently	Review this document to ensure Lead Teachers are able to track deliverables and resources
Monthly	Review this Teaching Staff To-Do List document and all current month due dates to make sure your tasks are completed accurately and within established timelines.
Monthly	First Day Learning trainings
Monthly	Complete Home Language Surveys for any new children.
Annually	Take the Recruitment, Eligibility and Enrollment training from dcyftraining.com
Upon Hire	Update all qualifications in MERIT
At enrollment	Ensure all enrollment forms are filled out accurately for new students
By September 30	Complete the confidentiality training with your Regional Director
At first parent event	Complete parent orientation with your Family Support Staff; including parent policy council, subcontractor agreement, safe arrival, health and nutrition program expectations
At enrollment	Set up each family's file with your Family Support Staff
By the 1st day of class	Ensure all slots are assigned and fully enrolled with eligible students
Monthly	Provide opportunities for Parent Policy Council reps to present back to their sites at the Monthly Family Engagement Meeting
Frequently	Conduct child observations and assessments. Document observations in MyTeachingStrategies.
Daily	Take attendance and meal count at the table during each meal and snack on your attendance and meal count report
Weekly	Make sure your daily classroom schedule and weekly lesson plan are posted. Submit your weekly curriculum on Fridays in Teaching Strategies GOLD.
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication



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Weekly/Monthly	Complete at least four pieces of documentation per child in MyTeachingStrategies for GOLD Checkpoints. For preschool children, there should be at least four pieces of documentation/work samples every week for each child. Teachers and home visitors must make sure that they have documentation across all areas of development (social-emotional, physical, language, cognitive, literacy and math) to be able to support completion of MyTS GOLD Checkpoint ratings for each objective.
Quarterly and as needed	Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals
Within the first 2 weeks of child's first day of attendance	Complete the Home Language Survey (if not completed at enrollment) in MyTeachingStrategies GOLD. No answers should be marked as "N/A." Reach out to your Family Support Staff or Regional Director with any questions.
Within 45 days of child's 1st day of class	Complete screenings. Required 45-Day Developmental Screenings, Screening Dual Language Learners with ASQ, and Inclusion of Children with Disabilities and Developmental Delays for more information. Place the screening summary page in the family file
Within 6-8 weeks after the initial screening is completed	Complete rescreens for children whose screening results were re-screen/monitor
Quarterly	Have an active Regional Parent-Site Committee and provide a regional family event per quarter, coordinate with your Family Support Staff and your Regional Director
As changes occur	ECEAP only: Enter/update IEP/IFSP information, developmental screening dates, results, referrals, and follow-up in ELMS.
As services are needed	Partner with families in initiating and navigating the referral process for early intervention or special education services. Update and upload the Developmental Concerns Checklist to ChildPlus with follow ups and decisions
As Interpreters or translators are needed	Update interpreter information on the ELMS report for the family visit
As parent contact is made	Log any family support visits, formal meetings, or substantive conversations with families in ELMS / Family Contact Log.
Beginning in January and ongoing	Discuss the transition to Kindergarten with families, provide enrollment information for family's local school district, and develop a plan/timeline for Kindergarten Enrollment, must provide this information to your Family Support Staff
Prior to the last day of class	Provide parents information to return to ECEAP the following year
Ongoing / Monthly	Attend, Yes for Early Success Co-Op Board Meetings, all Lead Teachers & Directors are co-op members



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MONTHLY CALENDAR OF DELIVERABLES

SEPTEMBER:

DUE BY	DELIVERABLE
Before the 1st day of class	Complete all staff updates in MERIT and ELMS Complete Recruitment, Eligibility, and Enrollment training - dcyftraining.com Complete IRRT - https://youtu.be/YRwWTij6oy4?feature=shared
By the 1st day of class	Set up the classroom to reflect the diversity of enrolled children and families
By the 1st day of class	Ensure class is fully enrolled
Before the 1st day of class	Complete the Child Enrollment Information and Home Language Survey - Preschool with the family and place the forms in family file, use the completed form to guide classroom planning and individualizing
Before the 1st day of class	For children entering the program with an IFSP/IEP, acquire a full, current copy to individualize classroom support and instruction.
Weekly	Make sure your daily classroom schedule and weekly lesson plan are posted. Submit your weekly curriculum on Fridays in Teaching Strategies GOLD.
Weekly, on the last day of the week	Communicate with your Family Support Staff - to communicate the check-in on student attendance, site enrollment and family communication
September 30	Complete Home Language Surveys for all children.
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication

OCTOBER:

DUE BY	DELIVERABLE
As soon as possible	For classes beginning the end of September/beginning of October, see September list and complete all September to-do items
By the 1st day of class	Ensure class is fully enrolled
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication



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NOVEMBER:

DUE BY	DELIVERABLE
November 5	Submit Monthly Report for October
November 15	Finalize MyTeachingStrategies GOLD Checkpoints. - https://youtu.be/BiyscmMnJRI?feature=shared
November 15	Encourage your families to attend the first regional parent policy council, led by Family Support and Regional Directors
November 30	Run the "Development and Learning Report" or "Family Conference Form" from MyTeachingStrategies GOLD to set quarterly goals for each child. Ensure one of these forms is in the family file
Quarterly	Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals.
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication

DECEMBER/JANUARY:

DUE BY	DELIVERABLE
December 5	Submit Monthly Report for November
January 5	Submit Monthly Report for December
Ongoing	See Ongoing/As Needed Deliverables
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication

DECEMBER/JANUARY:

DUE BY	DELIVERABLE
December 5	Submit Monthly Report for November
January 5	Submit Monthly Report for December
Ongoing	See Ongoing/As Needed Deliverables
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication





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FEBRUARY:

DUE BY	DELIVERABLE
February 5	Submit Monthly Report for October
February 15	Annual ECEAP Advocacy Day - State Capital
February 15	Finalize MyTS GOLD Checkpoints. https://youtu.be/BiyscmMnJRI?feature=shared
February 29	Run the "Development and Learning Report" or "Family Conference Form" from MyTeachingStrategies GOLD to set quarterly goals for each child. Ensure one of these forms is in the family file
Quarterly	Complete parent-teacher conferences/home visits with families to discuss 7 the child's progress and to set individual goals incorporating IFSP and IEP goals.
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication

MARCH:

DUE BY	DELIVERABLE
March 5	Submit Monthly Report for February
Ongoing	See Ongoing/As Needed Deliverables.
Quarterly	Encourage your families to attend the first regional parent policy council
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication

APRIL:

DUE BY	DELIVERABLE
April 5	Submit Monthly Report for March
Ongoing	See Ongoing/As Needed Deliverables
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication





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MAY:

DUE BY	DELIVERABLE
May 5	Submit Monthly Report for April
May 15	Finalize MyTeachingStrategies GOLD Checkpoints. https://youtu.be/BiyscmMnJRI?feature=shared
May 30	Complete the Individual School Readiness Goals with the family
Quarterly	Complete parent-teacher conferences/home visits with families to discuss the child's progress and to set individual goals incorporating IFSP and IEP goals
Quarterly	Encourage your families to attend the first regional parent policy council
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication

JUNE/JULY:

DUE BY	DELIVERABLE
June 5	Submit Monthly Report for May
June 30	Complete Year-End Subcontractor survey
June 30	Submit a list of all returning students to your Family Support Staff
July 5	Submit Monthly Report for June
Weekly, on the last day of the week	Communicate with your Regional Director - to communicate the check-in on student attendance, site enrollment and family communication