



Washington State Department of  
**Early Learning**

# Alignment Project Advisory Committee Unaligned WACs

**September 17, 2015**



# Agenda

- 1. Welcome- Luba Bezborodnikova**
- 2. Overview and Discussion of Unaligned WACS-Luba Bezborodnikova**
- 3. Overview of Dual Language Learner Alignment- Sidney White**
- 4. Review and Discussion of Fall Community Engagement Process- Luba Bezborodnikova**
- 5. Review of Overall Timeline- Luba Bezborodnikova**

# Unaligned WACs

There is a subset of the WACs that does not have the alignment points with ECEAP standards and Early Achievers quality requirements. The unaligned WACs are covering the following areas:

- Authority
- Administration
- Safety
- Facilities
- Health & Nutrition
- Definitions

# Unaligned WACs

- In this subset of WACs we need to consider some differences in regulations for Family Child Care and Center based care, e.g. facilities' requirements. We also need to consider infant and toddler care WACs.
- Instead of duplicating the same requirements we are suggesting use of a cross-reference approach.
- In addition to the changes that follow we also recommend that the language of the standards, when it is applicable, be aligned to the language used in the Environmental Rating Scale (ERS) tool, an evidence based classroom quality observation tool used in Early Achievers.
- The majority of the unaligned WACs do not have direct connections with Early Achievers and ECEAP to draw on and our recommendation is to organize them per content area, and look for possible alignment points within Family Child Care and Center based care WACs, as well as to identify inconsistencies and duplications.

# Unaligned WACs, Authority

Have one general section that focuses on the **Authority** topics:

- Requirements with the focus on:
  - Who must be licensed per model and setting
  - Facilities
  - Licensing procedures and processes
  - Licensing fees
  - Background check
- Non-Compliance and Penalties, need a consistent and simplified language
- Subsidy Requirements, need to be edited per the Early Start Act mandates and could be included to the Requirements
- Unlicensed Care
- Tribal & Military Care

*Personnel requirements could be moved to the Administrative section*

# Unaligned WACs, Administrative

Have one general section that focuses on the **Administrative** topics with the FH and Center chapters and cross-referencing :

- Policies & Procedures with the focus on the internal site-based regulations, e.g.
  - Personnel, *some could be applicable to FH*
  - Reporting & Recording
  - Active Supervision
  - Abuse and Neglect
  - Confidentialityetc.
- Child & Family Records
- Staff Professional Development and Communication

*Need to include the DLL policies and procedures;*

*Some of the Personnel requirements are more relevant to the programmatic regulations.*

# Unaligned WACs, Safety

Have one general section that focuses on the **Safety** topics with the FH and Center chapters and cross-referencing:

- Policies & Procedures with the focus on the internal site-based regulations relevant to maintaining safe environments and establishing safety support systems, e.g.
  - Disaster, including training and equipment
  - Fire, including training and equipment
  - Outdoor Space, including bodies of water and pools
  - Chemical Substancesetc.
- Communication relevant to maintaining safe environments

*Specific to safety active supervision practices regulations could be cross referenced;*

*Add transportation regulations.*

# Unaligned WACs, Facilities

Have one general section that focuses on the **Facilities** topics with the FH and Center chapters and cross-referencing:

- Policies & Procedures with the focus on the internal site-based regulations relevant to facilities and facilities' support systems, e.g.
  - Indoor temperature, fans, air conditioning or cross ventilation
  - Septic system, inspection and maintenance
  - Pest Control
  - Pesticides
  - Water system
  - Bathrooms, including equipment
  - Kitchen, including equipment
  - Storage Space, including equipment
  - Recording, Reporting & Archiving Systemetc.



# Unaligned WACs, Facilities (cont.)

*Pet and Animals Policies and procedures move to the Program section with cross-referencing to the Facilities and Health sections;*

*"Potable water" definition move to the Definitions section with cross-referencing to Facilities;*

*Storage regulations need to be reviewed due to the duplications with the Health section;*

*Handwashing regulations need to be moved to the Program section, and have a cross reference with the Health/Nutrition section;*

*Need to separate active supervision practices (admin & program) from sanitizing procedures (health), and include cross-referencing.*

# Unaligned WACs, Health & Nutrition

Have one general section that focuses on the **Health & Nutrition** topics with the FH, Center and Infant/Toddler chapters and cross-referencing:

- Policies & Procedures with the focus on the internal site-based regulations relevant to health and nutrition and support systems, e.g.
  - First-aid supplies
  - Medication
  - Food Service Standards
  - Immunization, including immunization exemption
  - Sleep and Nap equipment, including evening and nighttime care
  - Sanitizing, including laundry
  - Diapering and Toileting

# Unaligned WACs, Health & Nutrition (cont.)

*Separate child (health) and staff member (admin) illness requirements, and include cross- referencing;*

*170-296A-1250 (C) 2.p: A license applicant must submit a license application packet that includes well water testing report if applicable under WAC [170-296A-1400](#) could move to facilities and cross-reference it with the Health section*

*Handwashing could move to the Program section and cross-reference it with the Health section;*

*Kitchen and Equipment needs to be reviewed – some move to the Facilities section some to the Program section, and establish cross- referencing;*

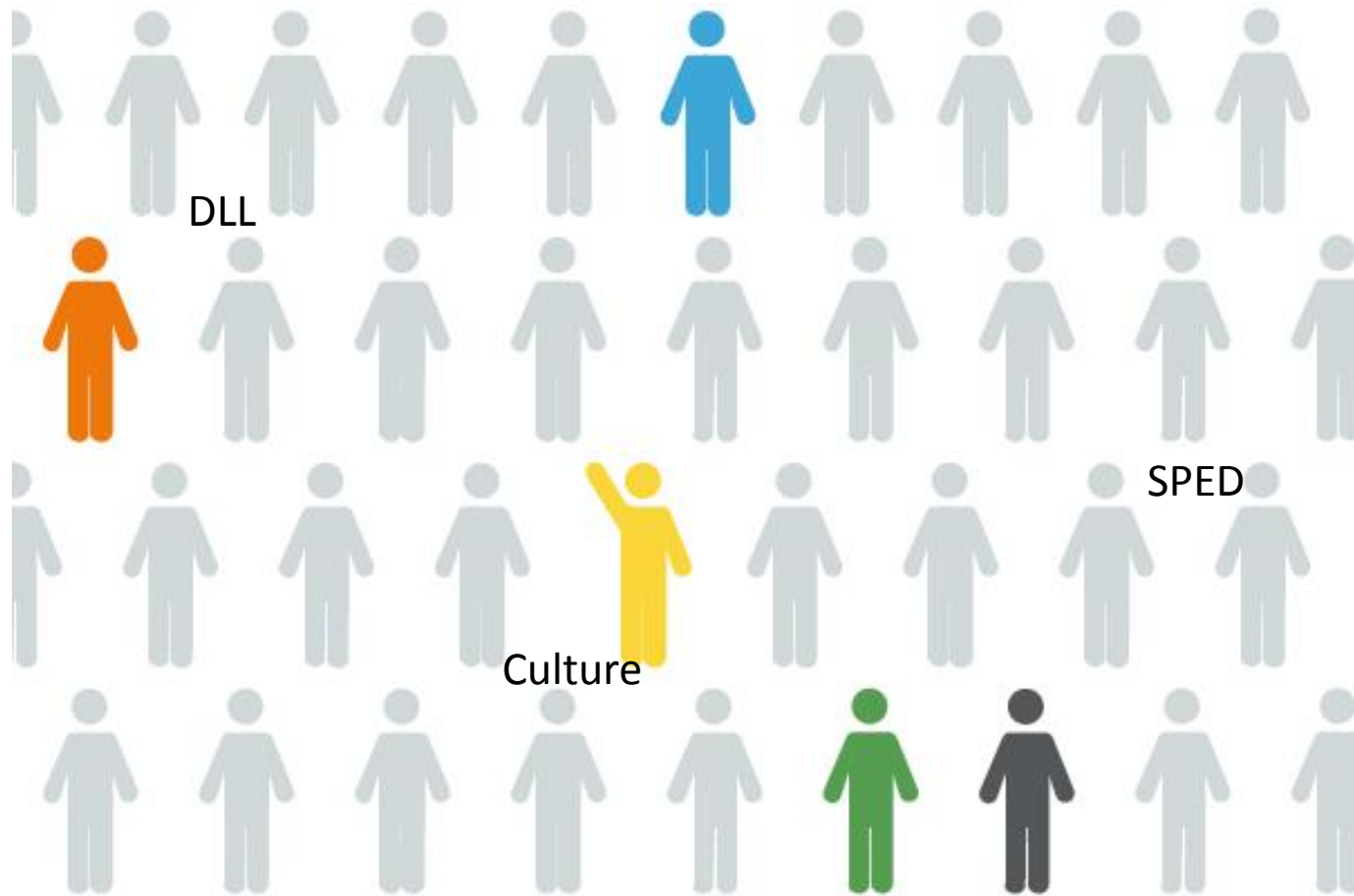
*Staff training could be moved to the Admin section and cross-referenced.*

## Unaligned WACS

### **We value and need your input.**

- What do you think of the suggestions? What are benefits of each? What are limitations?
- Do you have other options you'd like to recommend?
- Do you have strong preferences about the ideas that have been generated to date?

# Enhancements Support Each Child



# Definitions

## **Children who are Dual Language Learners (DLL)**

acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. *Office of Head Start Definition of Dual Language Learners*

## **Language Other Than English (LOTE).**

**LEP (Limited English Proficient)** Persons who are unable to communicate effectively in English because their primary language is not English and they have not developed fluency in the English language.

*U.S. Department of Health & Human Services, Office of Civil Rights*

## **ESL (English for Speakers of Other Languages)**

The teaching of English to people who speak a different language and [or] who live in a country where English is the main language spoken.

*Merriam-Webster*

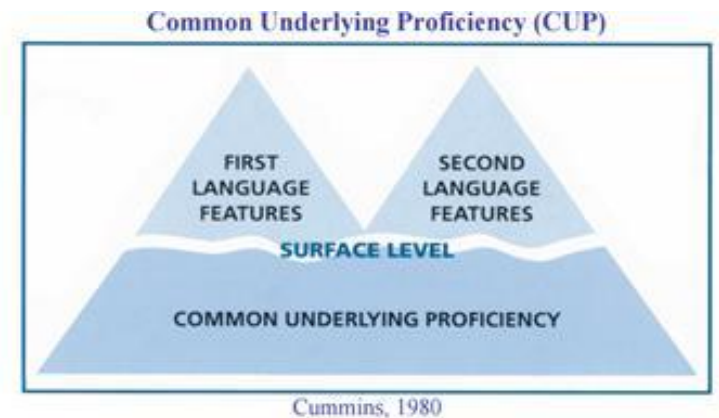
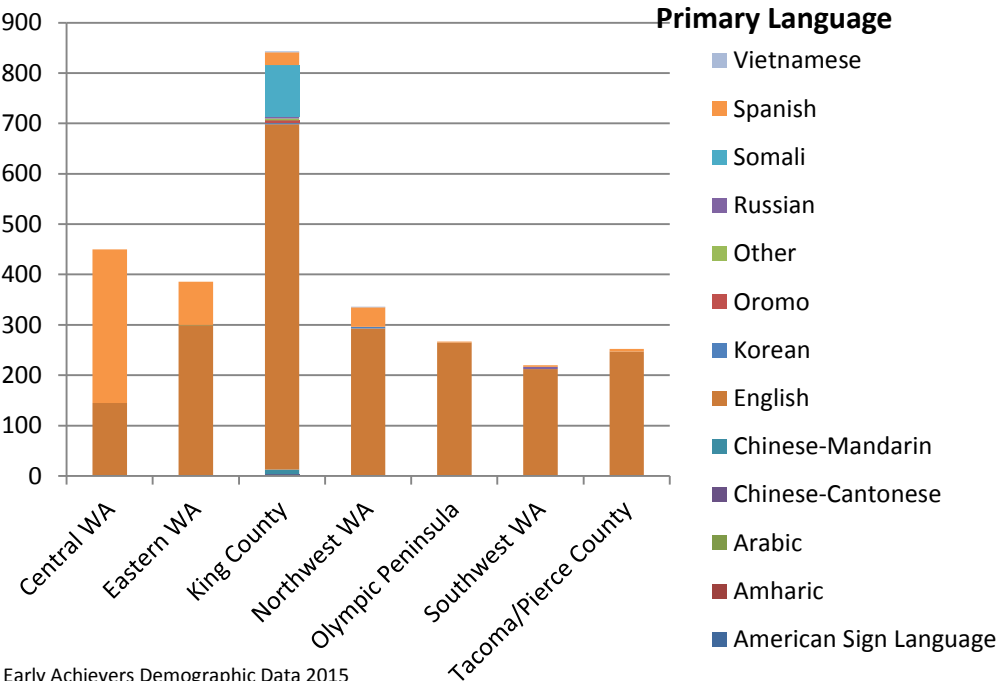
**ELL (English Language Learners)** Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

*The Glossary of Education Reform*

# The case for Inclusion of Standards for Dual Language Learners

The need for appropriate language policies at the early learning level is paramount for improving the practices and outcomes for dual language learners\* (DLLs).

- The population of infants, toddlers and preschool children whose home language is a language other than English is growing at a significant rate.
- Most early learning providers and educators are not prepared to work with children from linguistically and culturally diverse backgrounds.
- Language is interconnected, in the course of learning one language, a child acquires a set of skills and knowledge that can be used when working with another language.



# Goals

As a part of the Early Start Act Standards Alignment requirement these recommendations are based on best practices that:

- Help children to attain the language and literacy readiness skills needed to perform successfully in school
- Engage parents, early learning providers, leadership and teaching staff in building and sustaining powerful relationships that support children's learning and development.



# DLL in Other States

Some states not only focus on the DLL early learning educational requirements, but also provide detailed guidance about

- supporting different cultures
- how and when to use the child's home language
- qualifications of teachers
- materials that should be available in the classroom
- assessments needed
- teaching practices that are expected.

# Other DLL Supports

WAC Level I	Early Achievers Level II	ECEAP Level III
Have an internal DLL policy	Seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families.	Encourage applicants who reflect the ethnicity, culture, and language of children and families served.
	Recruit and include community partners and volunteers, who speak classroom languages	When a majority of children speak the same language, at least one classroom staff member, volunteer, or home visitor interacting regularly with the children must speak their language.
	Serve meals that are planned with families' culture and ethnicity in mind.	Incorporate learning experiences about health and nutrition information as sources of language development

## Dual Language Learners

### **We value and need your input.**

- What do you think of the suggestions? What are benefits of each? What are limitations?
- Do you have other options you'd like to recommend?
- Do you have strong preferences about the ideas that have been generated to date?

# Community Engagement Process

## Fall 2015

### **Early Start Act, Standards Alignment Goals:**

- The Early Achievers program must establish a common set of expectations and standards that define, measure, and improve the quality of early learning and child care settings

# Community Engagement Process

## Fall 2015

- Implementing a single set of licensing standards for child care and ECEAP the new licensing standards must:
  - Provide minimum health and safety standards for child care and preschool programs;
  - Rely on the standards established in the Early Achievers program to address quality issues in participating early childhood programs;
  - Take into account the separate needs of family care providers and child care centers; and
  - Promote the continued safety of child care settings.

# Community Engagement Purpose

## Fall 2015

- Establish the process by which state-wide early learning community will develop ongoing, collaborative, permanent relationships and build capacity to support DEL in implementing the Early Start Act and its deliverables for the purpose of applying a collective vision for the benefit of children and families.

# **Community Engagement Purpose**

## **Fall 2015**

- **This fall, during late October & early November, each Early Learning Coalition will:**
  - **organize one two-hour community engagement meeting**
  - **recruit a diverse group of 30-100 local early learning experts in the following areas:**
    - **child development and education, educational equity, cultural humility and relevancy, dual language learners, learning environments, school readiness, health and nutrition, safety, administration of licensed programs, home-based and center-based child care, preschool services, mental health and special education services, and early learning leadership.**

# Community Engagement Purpose

## Fall 2015

- **Current approach to each meeting:**
  - **30 minutes overview of the Standards Alignment purpose, principles and process**
  - **90 minutes of intensive input session, with each participant selecting up to 3 of the standards alignment areas of focus (Child Outcomes; Family Partnerships; Staff Qualifications, PD & Training; Environments & Interactions; DLL; Culture; etc.) Sessions will be co-facilitated by DEL staff and local coalition representatives**
  - **Materials available in English and in Spanish; materials in additional languages will be provided per EL Coalitions requests. Interpretation services will be supported per EL Coalitions requests.**



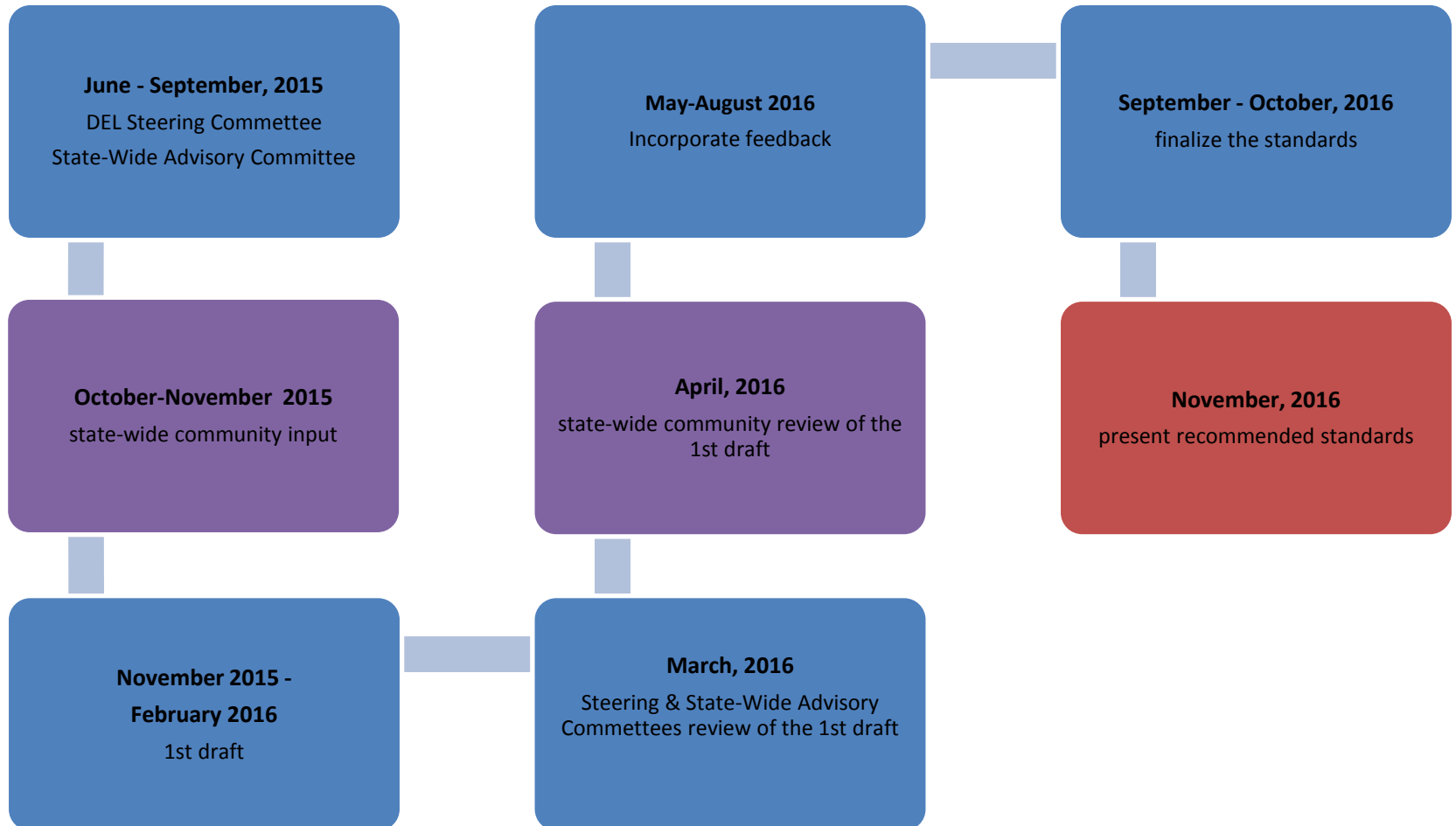
# Community Engagement Purpose

## Fall 2015

### **We value and need your input.**

- What do you like about the planned approach to the community meetings?
- Do you have any suggestions for improvement?

# Summary of Overall Timeline 2015-2016



**Thank you  
for your time today!**

[www.del.wa.gov](http://www.del.wa.gov)

