

Foundational Quality Standards for Early Learning Programs (WAC Chapter 110-300) Guidebook

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WASHINGTON STATE
Department of
Children, Youth, and Families

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DISCLAIMER

The materials available in this guidebook are for informational purposes only. These materials are not intended to be relied upon as a comprehensive view of licensing regulations or legal advice. Each individual is responsible for knowing and understanding current Washington State laws and regulations. Current child care laws and rules can be found at chapters 43.216 RCW, 110-300A WAC, and 110-300B WAC. Chapter 110-300 WAC will go in effect on August 1, 2019.

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Section One: Alignment Overview

Alignment Overview Snapshot

Alignment in Licensing, Early Achievers and Early Childhood Education and Assistance Program (ECEAP) started in 2015 with the passage of Washington's historic Early Start Act. As required by the Early Start Act, standards alignment involves 1) updating Licensing, Early Achievers and ECEAP requirements and 2) creating a progression of standards and regulations between licensed child care, Early Achievers and ECEAP.

The Department of Children, Youth, and Families (DCYF) established guiding principles to support alignment, and engaged providers, families and others who have key roles in the early learning system to rework standards in Licensing, Early Achievers and ECEAP. A lengthy process took place from 2015 through 2018 that involved thousands of participants.

The Early Start Act provided the initial impetus for standards alignment, which resulted in the updates that support alignment between the family home and center Licensing regulations, eliminating unnecessary differences and consolidating two separate Licensing chapters into one as well as the creation of the progression from Licensing to Early Achievers and to ECEAP. At the same time, this process strengthened the standing of Licensing as the foundation for child development, health and safety. The updates also incorporate the results of review and analysis of new requirements under the federal child care law and DCYF priorities around racial equity, cultural responsiveness, and child environmental health and safety.

From day one, starting with the work of so many who developed and helped to secure the passage of the Early Start Act, through the years of preparation for the issuance of updated Licensing standards, this process has allowed providers of all types, parents, stakeholders, and Licensing staff to work together and learn together in support of final Licensing standards that are set for implementation in August 2019.



Standards Alignment History



In 2015, the legislature passed the Early Start Act, which the governor signed into law. With the passage of the Early Start Act, lawmakers provided an opportunity for all children to arrive at school ready to learn; for families to break the cycle of poverty; and for communities to reap the rewards and the return on investment we know comes from high-quality early learning. This act has been a driving force for new initiatives and improvements at what is now the Department of Children, Youth, and Families (DCYF) and was, at the time, the Department of Early Learning (DEL).

The Early Start Act is comprehensive legislation that included requirements for DCYF to complete. The Early Start Act required:

- Development of a single set of standards across Licensing and Early Childhood Education and Assistance Program (ECEAP) using Early Achievers as the framework for quality;
- Strategies to ensure that early learning programs are available, supported and appropriate for diverse communities across the state, and address barriers to participation;
- Attainment of Early Achievers level 3-5 by 2020 for all licensed child care providers serving non-school age children on subsidy;
- Availability of ECEAP to all eligible children by the 2020-21 school year;
- Provision of ECEAP part-day, full-school-day, and extended-day models according to demand for services and availability of supply;
- Attainment of Early Achievers level 4-5 by March 2016 or begin remedial activities by September 2016 to rate a level 4; and
- Implementation of 12-month authorization for Working Connections Child Care subsidy to promote stability and high-quality care for low-income children.

The work to achieve a single set of standards across Licensing, Early Achievers, and ECEAP is known as “standards alignment.” This guidebook focuses on the updates to Licensing as part of the standards alignment process, but standards alignment includes more than updates to Licensing. Standards alignment is a multi-year process that started in 2015. As required by the Early Start Act, standards alignment involves 1) updating Licensing, Early Achievers and ECEAP requirements and 2) creating a progression of standards and regulations between licensed child care, Early Achievers and ECEAP. As envisioned by the Early Start Act, standards alignment focuses on ensuring that the early learning system has a unified set of regulations that are easy to understand by providers in the field, and creates a clear progression connecting the Licensing, Early Achievers and ECEAP standards.

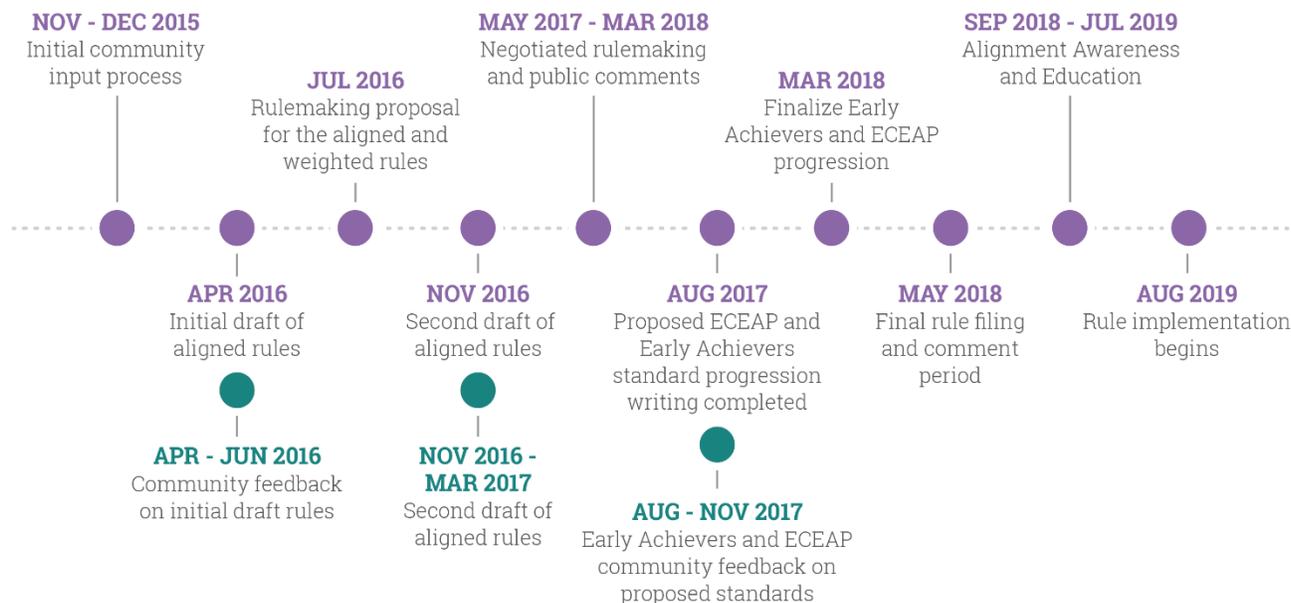
Standards alignment is designed to support high quality care for the children of Washington. The focus of standards alignment on clear and consistent language increases transparency, eliminates duplication, and creates common ground for providers, licensors and parents. Alignment itself—the connected standards among Licensing, Early Achievers and ECEAP—help providers grow program quality and meet the needs of diverse families. As a result of standards alignment, it is easier to share information with families about program quality, which assists families in seeing and choosing what is best for their children.



Starting in 2015, DCYF engaged providers and others, including families, who are key to this work. Many stakeholders who are part of the early learning system have been involved in doing the work to align and update the standards. Their input and expertise have been invaluable to shaping updates to standards in Licensing, Early Achievers and ECEAP in general, and specifically in the updates for Licensing that go into effect on August 1, 2019.

The timeline below provides information on all aspects of alignment, honing in on the Licensing aspects of the standards alignment process.

FIGURE 1.1 TIMELINE FOR STANDARDS ALIGNMENT



Throughout the standards alignment process, two groups played an important role in supporting the work. In 2015, DCYF created an internal Steering Committee to guide this work as well as a Statewide Advisory Committee, composed of stakeholders.

The Steering Committee, made up of state agency staff, guides and champions the work within state government.

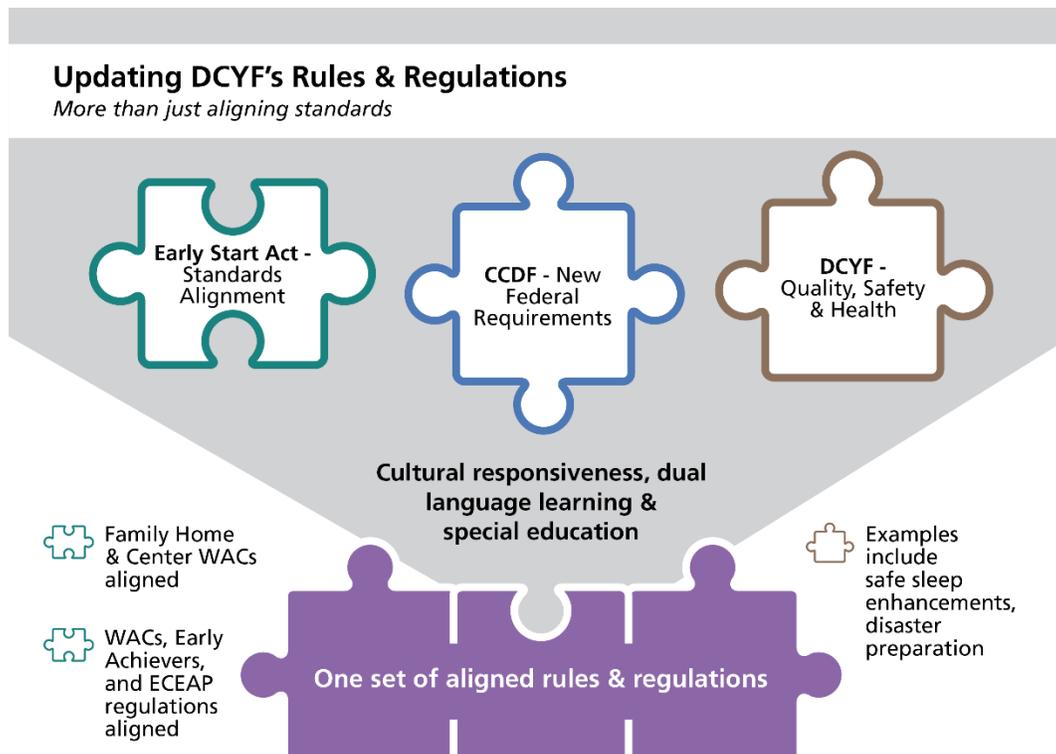
The Statewide Advisory Committee provides ongoing input and expertise. It is a diverse group of individuals and organizations representing providers of all types, including family and center, representatives from Head Start, Early Head Start and ECEAP programs, Montessori providers, and school districts providers. Other participants include Local SEIU 925 representatives, Child Care Aware of Washington, Childcare Quality and Early Learning Center (CQEL), child advocacy organizations such as One America, Children’s Alliance, Washington State Association of Head Start and ECEAP, Educational Service Districts, regional Early Learning Coalitions, health and mental health organizations, Department of Health, and Department of Social and Health Services.

The two committees established a set of principles and basic approach to guide this work, which are discussed in the section on principles. The Early Start Act provided the initial impetus for standards alignment, resulting in the updates that support alignment between the family home and center WAC’s, eliminating unnecessary differences and consolidating two separate WAC chapters into one as well as the creation of the progression from Licensing to Early Achievers and to ECEAP. The standards alignment process also strengthened the standing of Licensing as the foundation for child development, health and safety. During standards alignment, review and analysis of new requirements under the

federal child care law and DCYF priorities around racial equity, cultural responsiveness, and child environmental health and safety contributed to the updates Licensing regulations.

Figure 1.2 below shows how these parts fit together.

FIGURE 1.2 ONE SET OF ALIGNED STANDARDS



In the fall of 2015, the Steering Committee and Statewide Advisory Committee, working with others throughout the state, sought community input into this important work. A total of 22 meetings, convened by the State's 10 Early Learning Regional Coalitions, were held throughout the state and attracted 1000 participants.

Another round of community input was held in 2016, involving 23 meetings and 467 stakeholders representing all types of early learning providers and a wide variety of racial, ethnic, cultural, refugee and immigrant, income, and linguistic communities. The communities represented in these meetings included, but are not limited to: Native American, African-American, Hispanic/Latino, Asian, Yakama Nation, East African, Filipino, Spanish-speaking, Somali-speaking, Oromo-speaking and Russian-speaking. The meetings were convened by the state's 10 Early Learning Regional Coalitions, and they had a particular focus on racial equity and cultural humility.

After these two rounds of community input, a new draft of the Licensing rules was produced and released for public comment in April 2016. Based on public comments received, another draft was released in November 2016 and comments were once again sought. The community input informed revisions to Licensing, Early Achievers and ECEAP standards as part of the work to ensure a smooth progression from and between each set of these standards.



Another phase of the work involved Negotiated Rulemaking (NRM), which took place from June 2017 through March 2018. Washington law (RCW 34.04.310) requires the state to provide greater public

access to administrative rule making and to promote consensus among interested parties. Negotiated Rulemaking played a critical role in the work to update Licensing. It has several elements:

- Participants represent stakeholder groups or interests, and not simply themselves
- All necessary interests or stakeholder groups are represented in the Negotiated Rulemaking
- Participants share responsibility for both process and outcome
- An impartial facilitator, accountable to all participants, manages the process
- Decision making occurs through consensus
- The state agency is a party within the NRM; it does not just facilitate consensus
- The final product is a proposed set of rules that all parties can support



All of the elements of NRM were implemented for Licensing. NRM included a total of five teams: a center team; a Head Start/ECEAP team; a family home team; a parent team; and a Licensing staff team. The NRM process kicked off in 2017 and ended in 2018. It included 43 meetings, of which 10 were full group negotiations. The negotiated rulemaking took 220 hours, most of which took place over weekends in order to ensure that all teams could fully participate. There were at least 50 people on these teams.

During the NRM process, public comment was also included, and 1500 public comments informed the NRM teams of parents, providers, and licensors. Public comments took place at in-person meetings in Renton, Olympia, Yakima, Spokane and Seatac, and time was made available at every in-person NRM meeting for members of the public to deliver in-person comments. Additionally, other methods to obtain comments included email, U.S. mail, and an online web portal. Public comments fell into several categories, noted in **Table 1.1** below.

TABLE 1.1 CATEGORIES OF NEGOTIATED RULEMAKING PUBLIC COMMENTS

Comment Type	Definition
Substantive	This type of comment provides a proposed alternative or change in language.
Commentary	This type of comment provides positive or negative opinions on the regulation and proposed no alternative or change in language.
Mechanical Edits	This type of comment provides grammar or sentence structure edits.
Other	This type of comment is unique from the other categories.



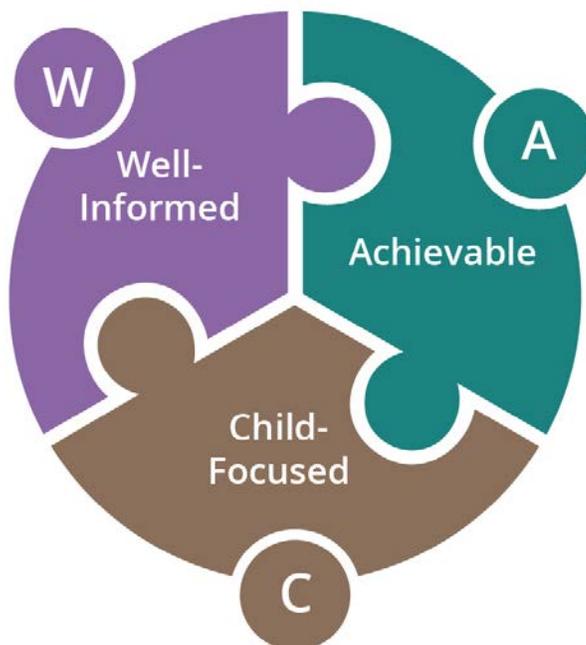
All public comments were distributed monthly to NRM teams to inform their negotiations. Public comments received and distributed to NRM teams can be found at <https://www.dcyf.wa.gov/services/early-learning-providers/standards-alignment/archive>

After the NRM process concluded, the director of the Department of Early Learning reviewed the recommendations of the NRM. The Director pledged to honor the work of the NRM. In keeping with this pledge, revisions were made based on critical health and safety needs of children, compliance with federal child care rules, language clarity, stakeholder needs and state priorities. The resource section of this guidebook includes the decision chart of the director.

On May 9, 2018, the rules were put forward for public comment and finalization and 460 public comments were received. These comments and departments actions are documented in a Concise Explanatory Statement, which can be viewed at <https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/Explan-Statement.pdf> The implementation date for the Licensing rules is August 1, 2019.

The time between finalization of the standards and implementation has been used for a 2018 Awareness Campaign featuring videos, webinars, and live opportunities and 2019 Deep Dive education. The Awareness Campaign and Deep Dive education are designed to prepare and support all early learning professionals (e.g., providers, Early Achiever coaches, Licensing staff, etc.), with consultation and input from provider and partner organizations in its development. This work showcases that the updates to the Licensing rules are well-informed, achievable with support, and child focused.

FIGURE 1.3 UPDATED LICENSING IS WELL-INFORMED, ACHIEVABLE WITH SUPPORT, AND CHILD-FOCUSED



Well-informed: regulation development and negotiation process was robust with many touchpoints, including provider voices and statewide representation

Achievable with Support: these regulations are attainable through a variety of provider practices and supports

Child-Focused: the WAC is based on current research and its implementation means better outcomes for children

<https://www.youtube.com/watch?v=bgEIKbT3KZ8&feature=youtu.be>

<https://www.youtube.com/watch?v=1qDURpO2rHk>

https://www.youtube.com/watch?v=monZz58tG_0

Standards Alignment Principles

The Steering Committee and the Statewide Advisory Committee established a set of principles to guide all of the standards alignment work in Licensing, Early Achievers and ECEAP. **Figure 1.4** shows the principles used to inform the work.

FIGURE 1.4 PRINCIPLES FOR STANDARDS ALIGNMENT



Evaluation and Observation: ongoing evaluation and observation of the standards monitoring compliance in a variety of settings

Simplicity and Clarity: establish plain, consistent and measurable language for the standards

Efficiency: eliminate duplication and inconsistencies in the standards

Transparency: clearly defined levels that align with each other

Community Engagement: an ongoing state to local collaboration process to seek stakeholder expertise

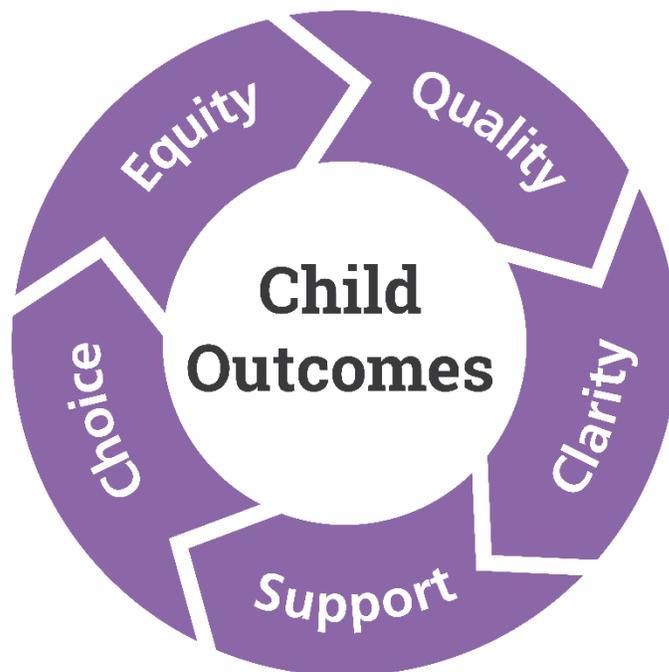
Equity and Community Impact: be aware of racial, cultural, linguistic, and other education systems inequalities that impact the state opportunity gap populations

Cultural Humility: maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]

These principles were used in all aspects of standards alignment. They provided a framework for the updates and progression work done in Licensing, Early Achievers and ECEAP, and were used to generate community input, discussion and improvements in the work.

During the Negotiated Rulemaking process, the negotiating teams defined their own principles to use throughout Negotiated Rulemaking. Using the initial principles set forth by the Steering Committee and the Statewide Advisory Committee, Negotiated Rulemaking simplified and consolidated the principles as shown below, and used this as a reference point throughout the Negotiated Rulemaking and its focus on achieving consensus across the many participating parties.

FIGURE 1.5 NEGOTIATED RULEMAKING PRINCIPLES FOR ALIGNMENT



Quality: the regulations promote high quality care, positive child and family outcomes, are informed by best practice, support the professionalism of the field and inspire collaboration and partnerships

Clarity: the regulations establish plain, consistent and measurable language for the standards, and make them as clear and as brief as possible

Support: Washington ensures support for providers so that they can meet the regulations, and the regulations are consistently interpreted and monitored

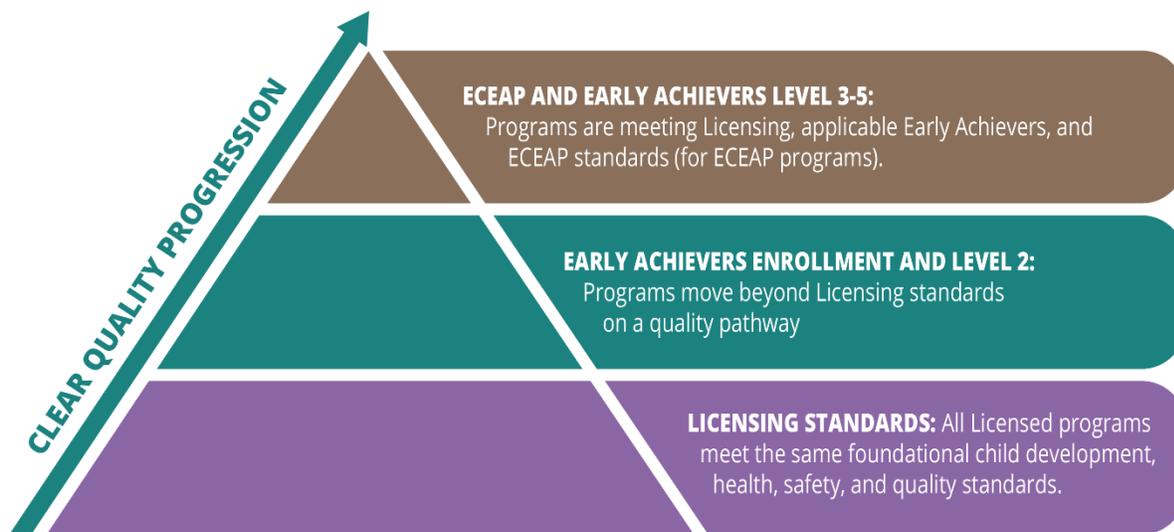
Choice: the regulations enable parents to make choices and providers to continue to have different ways to demonstrate compliance with Licensing regulations and are sustainable for providers

Equity: the regulations set equitable standards and acknowledge diversity and individuality of programming

Partnerships and Progression: Licensing, Early Achievers, Early Childhood Education and Assistance Program

Creating a progression from and between Licensing, Early Achievers, and Early Childhood Education and Assistance Program (ECEAP) requires significant cooperative partnerships. **Figure 1.6** illustrates the interdependence of Licensing, Early Achievers and ECEAP within the alignment progression.

FIGURE 1.6 INTERDEPENDENCE OF LICENSING, EARLY ACHIEVERS AND ECEAP



To achieve the progression required by standards alignment, all standards—whether found in Licensing, Early Achievers or ECEAP—were analyzed and compared. Expert teams, consisting of staff from Licensing, Early Achievers and ECEAP, worked together to identify areas of overlap and duplication, to flag language inconsistencies, and to review all existing standards using the principles that had been agreed upon and are shown in **Figure 1.4**.

As discussed in the history above, this analysis was shared with the Steering Committee and the Statewide Advisory Committee. Multiple meetings were held with provider, parent and community stakeholders to share the analysis and the proposed modifications to standards in Licensing, Early Achievers and ECEAP.

To facilitate the progression needed for standards alignment, one key change relates to the topic used to organize the standards in Licensing, Early Achievers and ECEAP. As a result of standards alignment, the same categories are used for Licensing, Early Achievers and ECEAP. Early Achievers categories for standards were selected as the basis for organizing the standards across all three areas, consistent with the direction set by the Early Start Act.

Table 1.2 shows the categories that are being used across the three areas of Licensing, Early Achievers and ECEAP.

TABLE 1.2 COMPARISON OF STANDARDS CATEGORIES AS A RESULT OF STANDARDS ALIGNMENT

Category	Licensing	Early Achievers	ECEAP
Intent and Authority	✓	NA	✓
Child Outcomes	✓	✓	✓
Family Engagement and Partnerships	✓	✓	✓
Professional Development and Training	✓	✓	✓
Environments	✓	✓	✓
Interactions and Curriculum	✓	✓	✓
Program Administration and Structure	✓	NA	✓

The progression for standards alignment operates within Licensing as well as across Licensing, Early Achievers and ECEAP. Within Licensing, the progression alignment brings together family home and center providers in a new way, and alignment results in the same approach, as appropriate, for these two providers types. When necessary to the particular provider type, alignment recognizes the need for a unique approach so that the standards are not identical for family home and for centers. Other key features of alignment follow the principles that were agreed to at the outset of the process and are noted in **Figure 1.4**. Duplication has been removed, so that providers can expect that requirements in Licensing, Early Achievers and ECEAP do not overlap. Prior to standards alignment, standards might be found in Licensing as well as in ECEAP, for example. Standards alignment has eliminated repetition for Licensing, Early Achievers and ECEAP. Consistent language has been introduced into Licensing, Early Achievers and ECEAP so that similar concepts are easier to identify within the standards progression. These changes create better opportunities for supporting providers and promotes efficient oversight and monitoring by DCYF.

Developmental screening provides a good example of how the progression works.

Previous to standards alignment, Licensing did not address developmental screening although both Early Achievers and ECEAP did. Starting with Licensing, there is an updated regulation that addresses developmental screening. It does not require the early learning program to provide developmental screening. It does require the early learning program to inform parents about the importance of developmental screening and to let them know about organizations that provide these screenings.

WAC 110-300-0055

Developmental screening and communication to parents or guardians.

- (1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five.
- (2) If not conducted on-site, an early learning provider must share information with parents or guardians about organizations that conduct developmental screenings such as a local business, school district, health care provider, specialist, or resources listed on the department web site.

Early Achievers builds on the approach in Licensing, and it offers points (within the Child Outcomes section) for completion of developmental screening. In Early Achievers, the focus is on ensuring that developmental screening is completed on a periodic basis, and that results are shared with families.

TABLE 1.3 EARLY ACHIEVERS STANDARDS PROGRESSION

Early Achievers Standard	Standard Criteria	Points
<p>Screening 1 Policy is in place to ensure that all children birth through kindergarten entry receive developmental screening using a valid and reliable screening tool.</p>	<p>Policy will include:</p> <ul style="list-style-type: none"> • The name of the valid developmental screening tool. • Procedures on how children will be screened within 45 calendar days of when the child first attends the program. • How the provider will attempt to screen in the child's home language. • That re-screening will occur annually. 	<p>1 point</p>
<p>Screening 2 Results of developmental screening are on file for all children.</p>	<p>Results of a valid developmental screening are on file for each child that has attended the program for at least 45 days. This may include valid screening tool results conducted by a parent, community organization or pediatrician OR an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).</p>	<p>2 points</p>
<p>Screening 3 Results of annual developmental screening are on file for all children.</p>	<p>Results of valid developmental screening are on file for each child that has attended the program for at least 45 calendar days and the screening is dated within the last calendar year. This may include valid screening tool results conducted by a parent, community organization or pediatrician OR an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).</p>	<p>2 points</p>
<p>Screening 4 Results of valid screening tool are shared with families.</p>	<p>Screening results are shared with all families in the family's home language, when possible. Examples include parent/guardian signed screening form or dated notes from family conference about screening results.</p>	<p>2 points</p>

For ECEAP, developmental screening is required. While ECEAP providers have to be rated at a certain level in Early Achievers, because Early Achievers allows programs to make their own decisions about how to earn the required points in Child Outcomes, ECEAP mandates that developmental screening must be conducted. Thus, the ECEAP program requirements are very similar to what we see for Early Achievers, but they are mandatory for ECEAP providers. ECEAP requires:

Contractors must conduct a developmental screening within 45 calendar days, counting children's first day attending class as day one. This screening is required only once per child while in ECEAP, and is followed by quarterly assessments of child development. Exception: If a child received a development screening within six months prior to starting ECEAP, and the contractor obtains documentation of that screening, the contractor may use the existing screening.

The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services.

The developmental screening tool must:

- Be valid and reliable
- Be sensitive to the cultural and linguistic needs of enrolled children and families
- Screen speech/language, social-emotional, physical/motor, and cognitive development

The developmental screening must be administered:

- With parent consent and collaboration
- By qualified and trained staff
- In a child's home language by qualified bilingual staff when possible, or through an interpreter together with qualified staff

After completing the screening, staff must score the tool. If any child scores as needing further evaluation, staff must:

- Refer the parent to the local education agency (LEA) for further evaluation
- Ensure the child received the needed evaluations and any related services, while respecting parent choice
- Partner with the LEA to ensure evaluation results meet federal and state timelines

For all children with an Individualized Education Program (IEP), Contractors must:

- Request that the LEA invite the ECEAP teacher to IEP meetings
- Support the participation of ECEAP teachers to attend IEP meetings
- Obtain a copy of the IEP
- Include the child's IEP goals in individualized planning

Staff must document developmental screening dates, results, referrals, follow-ups, and IEP dates in ELMS.

Section Two: Education Overview

Education Overview Snapshot

The Education Overview focuses on critical aspects of the updated Foundational Quality Standards. Starting with **Navigation**, information is provided that explains the role of law, regulation, and policy and procedure for Licensing, followed by information and illustrations that show how the updated regulations are organized, how to read them, and provide brief explanations of what is found in each area covered.

Interconnectivity shows the different ways that licensed early learning programs may have to demonstrate that they are meeting the expectations of the Foundational Quality Standards. The four methods used in the Foundational Quality Standards are policy, practice, documentation, and training. Examples are provided.

Maintaining Intent covers situations in which language in the Foundational Quality Standards has been updated but the content and intent remain the same. The section identifies why language was updated and provides multiple examples.

Variances and Waivers covers how early learning programs may request and be granted exceptions from the Foundational Quality Standards. Variance is a new concept within the Foundational Quality Standards, which allows a group of similar programs to obtain a variance. Waivers are long-standing within Licensing and permit individual programs to request waivers.

The final section provides an overview of **Professional Development and Training**, including an overview of staff qualifications, training requirements and the timelines for completion, in-service training requirements, and related credentials and degrees. Qualifications checklists for early learning professionals serving in the following roles are included: licensed family home licensee; center director, assistant director, and program supervisor; lead teacher; assistant teacher; aide; and volunteer.



Navigation of the Licensing Foundational Quality Standards

Laws and Regulations

In Washington State, Licensing for early learning programs is governed by 3 means:

- **Revised Code of Washington (RCW):** the legal authority for Licensing
- **Washington Administrative Code (WAC):** the regulations for implementing Licensing
- **Policies and Procedures:** the guidance and support for implementing Licensing regulations

RCW: The Revised Code of Washington (RCW) is Washington’s enacted, permanent laws. They provide the legal authority for Licensing for early childhood programs. Chapter [43.216](#) RCW establishes the DCYF’s responsibility and authority to set and enforce Licensing requirements and Early Childhood Education and Assistance Program (ECEAP) standards. You can search the RCW by following this link: <http://apps.leg.wa.gov/rcw/>

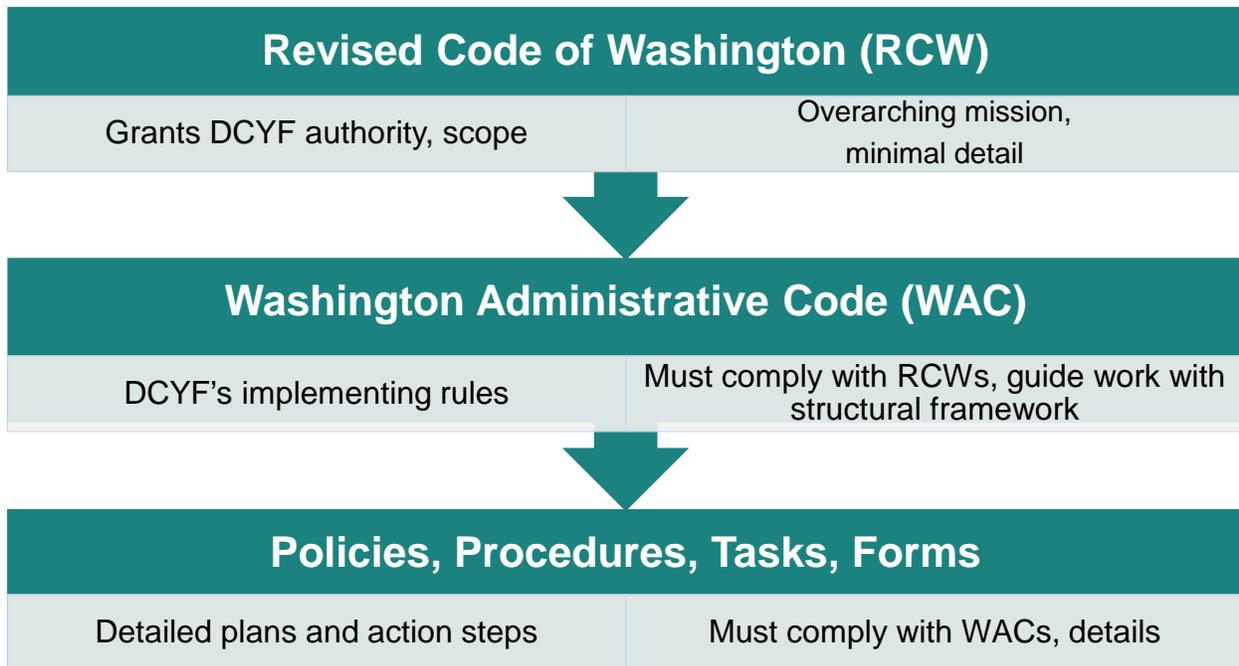
WAC: The Licensing requirements are written as regulations that are part of the Washington Administrative Code (WAC). These regulations provide the clear requirements for operating a licensed early learning program. The WAC is the primary source of information for Licensing regulations for early learning professionals.

The chapter of WAC related to early learning Licensing is Chapter 110-300 WAC, the Foundational Quality Standards. You can search Chapter 110-300 WAC by following this link: <http://apps.leg.wa.gov/wac/default.aspx?cite=110-300>

Policies and Procedures: To explain or help provide guidance and support for implementing the Licensing regulations, DCYF may also develop policies, procedures, tasks, or forms related to the Foundational Quality Standards.

The relationship between the RCW, the WAC, and Licensing Policies and Procedures is shown below.

FIGURE 2.1 LICENSING REGULATIONS GOVERNANCE STRUCTURE



Navigating the Foundational Quality Standards

The Foundational Quality Standards for Early Learning Programs, Chapter 110-300 WAC are the key regulatory source for early learning programs, with the update going into effect on August 1, 2019. The Foundational Quality Standards are organized into 7 major sections, which allows users to more easily find information. The seven major sections include: Intent and Authority; Child Outcomes; Family Engagement and Partnerships; Professional Development, and Training and Requirements; Environment; Interactions and Curriculum, and Program Administration and Oversight.

Within these categories are sections that contain the regulations applicable to both early learning provider types, family home and center. Sections may have subsections. For example, there is a subsection “Infants and Toddlers” within the section of “Environment”. Descriptions of major sections are found below in Explore the Foundational Quality Standards.

Within a section, the regulations are numbered (1, 2, 3, etc.) and may contain subsections (a, b, c, etc.).

To reference a specific regulation, it can be written using the chapter number (110-300), followed by a dash and the section number, then followed by the regulation number in parenthesis. If desired, you can include the subsection letter by having it follow the regulation number in parenthesis.

Example: 110-300-0100 (1)(a)

The screenshot shows the Washington State Legislature website. The header includes the logo and the text "WASHINGTON STATE LEGISLATURE". Below the header is a navigation menu with links such as "Legislature Home", "House of Representatives", "Senate", "Find Your District", "Laws & Agency Rules", "Bill Information", "Agendas, Schedules, and Calendars", "Legislative Committees", "Coming to the Legislature", "Legislative Agencies", "Legislative Information Center", "Email Updates (GovDelivery)", and "View All Links". The main content area displays the breadcrumb "WACs > Title 110 > Chapter 110-300 > Section 110-300-0100" and a "Print" button. The section title is "WAC 110-300-0100" with the note "(Effective August 1, 2019)". The content is titled "General staff qualifications." and states: "All early learning providers must meet the following requirements prior to working: (1) Family home early learning program licensees work from their private residence to provide early learning programming to a group of no more than twelve children present at one time. (a) A family home licensee must meet the following qualifications upon application: (i) Be at least eighteen years old; (ii) Have a high school diploma or equivalent; and (iii) Complete the applicable preservice requirements pursuant to WAC 110-300-0105." A yellow highlight is present under the text "Agency filings affecting this section".

FIGURE 2.2 NAVIGATING THE FOUNDATIONAL QUALITY STANDARDS, CHAPTER 110-300 WAC

CHAPTER
110-300
Foundational quality standards for early learning programs

7 Sections
inform the organization of the chapter

Sections 0001-0030
Intent and Authority

Sections 0055-0065
Child Outcomes

Sections 0080-0085
Family Engagement and Partnerships

Sections 0100-0120
Professional Development, Training and Requirements

Sections 0130-0296
Environment

Sections 0300-0360
Interactions and Curriculum

Sections 0400-0505
Program Administration and Oversight

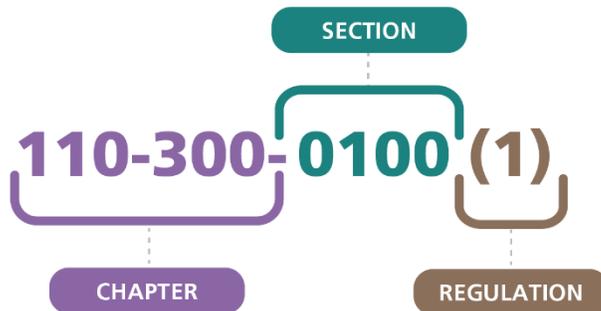
Each section has a title and the numbered regulations

Each Section has a title and the numbered regulations

Section 0100
Staff Qualifications

- (1) Family home early learning program licensees
- (2) Center early learning program licensees

Example of a regulation reference number



Explore the Foundational Quality Standards

To better assist you as you navigate through the Licensing regulations, the 7 sections and subsections are described below.

Intent and Authority

Sections 0001-0030

Intent and Authority covers the authority behind the Licensing regulations as well as the intent. It provides definitions for terms used throughout the Chapter 110-300 WAC. This section also covers the types of programs requiring licenses or programs that are exempt from Licensing.

Child Outcomes

Sections 0055-0065

Child Outcomes are intentionally placed at the beginning of Chapter 110-300 WAC to point out the focus on children. The intent of all Licensing regulations is to better child outcomes.

This section defines expectations about developmental screening, school readiness and kindergarten transition. Topics include connecting families to community resources as early learning programs communicate with families about the importance and availability of developmental screening and kindergarten transition to improve child outcomes.



Family Engagement and Partnerships

Sections 0080-0085

Two core areas--family support self-assessment and family partnership and communication—make up Family Engagement and Partnerships.

This section comes early in the regulation because it acknowledges families are the primary educators of their children. These rules provide an avenue for early learning providers to partner with families in order to attain the highest outcomes for children. These regulations set requirements for providers' communications with parents to partner in their child's care. They also describe expectations for program self-assessment in the area of family support

Professional Development, Training and Requirements

Sections 0100-0120

Expectations for early learning providers in critical areas including staff qualifications, training, program policies and procedures for staff evaluation and supervision, recordkeeping, and other staff supports are covered in Professional Development, Training and Requirements.

Differences in early learning settings have been considered, with differentiation between family home and center early learning requirements as appropriate. Because of the direct correlation between the quality of staff and child outcomes, professional development and training are purposely placed towards the front of the Foundational Quality Standards, Chapter 110-300 WAC.

Environment

Sections 0130-0296

Environment makes up the largest part of the Foundational Quality Standards, Chapter 110-300 WAC. Expectations and requirements for the provision of a safe, healthy, and educational environment with consideration to the uniqueness of both family home and center early learning settings are delineated. Environment focuses on the safety and health of the child's surroundings, which greatly impacts their development and success. Children must be healthy and safe in order to develop.



This is also the first section that contains subsections. There are 8 subsections which include:

- Space and Furnishings
- Activities
- Safety
- Food and Nutrition
- Health Practices
- Cleaning and Sanitation
- Sleep and Rest
- Infant and Toddler-specific regulations

Interactions and Curriculum

Sections 0300-0360

Interactions and Curriculum focuses on the child's learning success, and as with all regulations, considers the uniqueness of both the family home and center settings. How personnel engage and interact with children is covered along with regulations on staff and child relationships, communication, interactions and teaching practice.

This category includes 3 subsections:

- Learning supports
- Emotional support and classroom organization
- Program structure and organization

Program Administration and Oversight

Sections 0400-0505

Program Administration and Oversight includes two subsections:

- Licensing Process
- Records, Policies, Reporting, and Posting

The subsection of Licensing Process sets forth the basic regulations about the steps for becoming Licensed provider.

Records, Policies, Reporting, and Posting, the second subsection, explains the regulations around maintaining and posting of these required policies, reports and records. These sections lay out the importance of processes, policies, and record keeping in order to give early learning programs organizational focus as well as concrete products which give an early learning provider the opportunity to show their work.

Interconnectivity

What and Why

Interconnectivity is the description of how a concept in the Licensing regulations is represented by different types of actions throughout the Foundational Quality Standards of Chapter 110-300 WAC. Interconnectivity does *not* mean duplication.

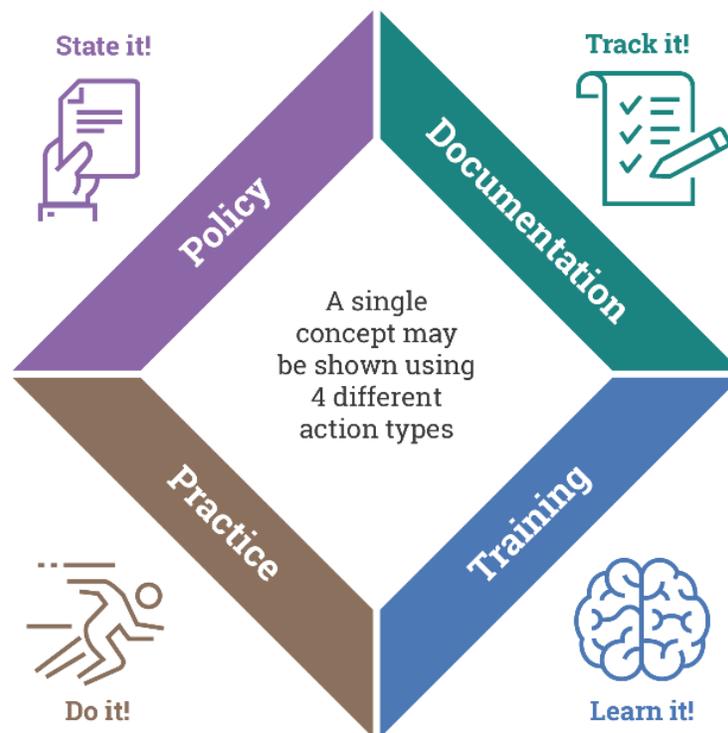
Interconnectivity creates a framework of guidance and accountability for completing Licensing requirements. This guidance and accountability are beneficial for both those new to the early learning field and established early learning professionals. It allows early learning professionals to see a requirement from a variety of lenses and plan their actions to complete the requirement.

How: Examples of Interconnectivity

There are 4 types of actions an early learning provider may complete to meet a Licensing requirement.

- Policy: Has the early learning program stated the requirement in writing?
- Practice: Is the early learning program in full compliance the requirement?
- Documentation: Is there a record of the early learning program being in full compliance with the requirement?
- Training: Has the early learning program staff completed training related to the requirement?

FIGURE 2.3 INTERCONNECTIVITY OF 4 ACTION TYPES



This interconnectivity involving all 4 action types can be seen in the requirement around child physical restraint.

TABLE 2.1 CHILD PHYSICAL RESTRAINT INTERCONNECTIVITY EXAMPLE

Policy	Practice
<p>WAC 110-300-0490(1) An early learning provider must have and follow a child restraint policy that contains behavior management and practices, pursuant to WAC 110-300-0335.</p>	<p>WAC 110-300-0335 (1) Physical restraint must only be used if a child's safety or the safety of others is threatened ...</p>
Documentation	Training
<p>WAC 110-300-0460(2) Each child's enrollment record must include the following: (h) A parent or guardian approved plan for use of physical restraint and documentation of parental or guardian notification</p>	<p>WAC 110-300-0106(9) Family home licensees, center directors, assistant directors, program supervisors, lead teachers, and other appropriate staff members must complete the child restraint training as approved or offered by the department. This training must be completed annually; and...</p>

Maintaining Intent

In many instances, updated regulations have the same intent as the previous version, but the language is different. This means that the intent and the content of many of the Foundational Quality Standards are familiar to licensors and early learning programs even when the wording is not the same. There are several reasons why wording may have been updated but intent and content has not. First, language has been clarified and simplified. Second, the same language is now used in Licensing, Early Achievers and the Early Childhood Education and Assistance Program (ECEAP).

The tables below provide examples where the overall intent remains the same, but the language is different. **Table 2.2** covers child care centers and **Table 2.3** addresses family homes.

TABLE 2.2 CHILD CARE CENTER LANGUAGE CHANGE, NO CHANGE IN INTENT

WAC 170-295 (WAC 110 300A) (Previous version)	WAC 110 Foundational Quality Standard (Updated version, effective 8/1/2019)
ENVIRONMENT	
<p>WAC 170-295-5120 Sleeping and nap equipment must be available for each toddler and preschool age child not using a crib and remaining in care for at least six hours and any other child requiring a nap or rest period. (1) You must: (a) Provide a separate, firm and waterproof mat or mattress, cot or bed for each child or have a system for cleaning the equipment between children;</p>	<p>WAC 110-300-0265 (5) For children not using cribs or playpens, an early learning provider must provide developmentally appropriate mats, cots, or other sleep equipment made of water resistant material that can be cleaned and sanitized.</p>
INTERACTIONS AND CURRICULUM	
<p>WAC 170-295-2040 You must: (2) Guide the child's behavior based on an understanding of the individual child's needs and stage of development;</p>	<p>WAC 110-300-0330 (1) An early learning provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Guidance techniques must adapt an early learning program's environment, routines, and activities to a child's strengths, developmental level, abilities, culture, community, and relate to the child's behavior.</p>
PROGRAM ADMINISTRATION AND OVERSIGHT	
<p>WAC 170-295-7030 Licensees must keep daily attendance records. (1) through (2)</p>	<p>WAC 110-300-0455 (2) An early learning provider must keep daily attendance records, either in paper or electronic format, for each child (including the children of staff in the program). These records must be easily accessible and kept on-site or in the program's administrative office for department review. These records must clearly document: (a) through (e)</p>

TABLE 2.3 FAMILY HOME LANGUAGE CHANGE, NO CHANGE IN INTENT

WAC 170-296A (WAC 110 300B) (Previous version)	WAC 110 Foundational Quality Standards (Updated version, effective 8/1/2019)
PROFESSIONAL DEVELOPMENT AND TRAINING	
<p>WAC 110-300B-1825 (1) The licensee and each staff person must have a current first aid and cardio pulmonary resuscitation (CPR) certification as established by the expiration date of the document</p>	<p>WAC 110-300-0106 (12) Early learning providers must have a current first-aid and cardiopulmonary resuscitation (CPR) certification prior to being alone with children. Early learning providers must ensure that at least one staff person with a current first-aid and CPR certificate is present with each group of children at all times.</p>
ENVIRONMENT	
<p>WAC 170-296A-3750 (1) The licensee must provide mats, cots, or other approved sleeping equipment that are made of material that can be cleaned and sanitized as provided in WAC 170-296A-0010.</p>	<p>WAC 110-300-0265 (5) For children not using cribs or playpens, an early learning provider must provide developmentally appropriate mats, cots, or other sleep equipment made of water resistant material that can be cleaned and sanitized.</p>
INTERACTIONS AND CURRICULUM	
<p>WAC 170-296A-6050 The licensee and staff must use consistent, fair and positive guidance and discipline methods. These methods must be appropriate to the child's developmental level, abilities, culture and are related to the child's behavior.</p>	<p>WAC 110-300-0330 (1) An early learning provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn. Guidance techniques must adapt an early learning program's environment, routines, and activities to a child's strengths, developmental level, abilities, culture, community, and relate to the child's behavior.</p>
PROGRAM ADMINISTRATION AND OVERSIGHT	
<p>WAC 170-296A-2125 The licensee must also keep records of: (1) Daily attendance for each child counted in capacity that includes the: (a) through (c)</p>	<p>WAC 110-300-0455 (2) An early learning provider must keep daily attendance records, either in paper or electronic format, for each child (including the children of staff in the program). These records must be easily accessible and kept on-site or in the program's administrative office for department review. These records must clearly document: (a) through (e)</p>

Waivers and Variances

Early learning programs, whether center or family home, may request exceptions to the Foundational Quality Standards. There are two categories of exceptions. The first is known as waivers, which have always been available on a case by case basis to meet the needs of a specific program need or child. With the updates to the Foundational Quality Standards, there is now an option for a variance as well. In contrast to a waiver, a variance is available for a program approach or methodology. Variances can apply across multiple programs that share a program approach or methodology or may apply to a single program.

The definitions of waiver and variance are found in WAC 110-300-0005:

"Waiver" is an official approval by the department allowing an early learning provider not to meet or satisfy a rule in this chapter due to specific needs of the program or an enrolled child. The department may grant a request for waiver if the proposed waiver provides clear and convincing evidence that the health, welfare, and safety of all enrolled children is not jeopardized. An early learning provider does not have the right to appeal the department's disapproval of a waiver request under chapter 110-03 WAC. The provider may challenge a waiver disapproval on a department form.

"Variance" is an official approval by the department to allow an early learning program to achieve the outcome of a rule or rules in this chapter in an alternative way than described due to the needs of a unique or specific program approach or methodology. The department may grant a request for variance if the proposed alternative provides clear and convincing evidence that the health, welfare, and safety of all enrolled children is not jeopardized. An early learning provider does not have the right to appeal the department's disapproval of request for variance under chapter 110-03 WAC. The provider may challenge a variance disapproval on a department form.

Understanding Waivers (WAC 110-300-0435)

A waiver requires advance approval by DCYF, prior to implementation by the early learning provider. A waiver of a rule is based on a specific need of the program or an enrolled child. Waivers will only be granted if there is clear and convincing evidence that the health, welfare, and safety of all enrolled children will not be jeopardized. Waivers cannot be provided for RCW or federal law.

Family home and center waivers may be time specific, or may be ongoing. However, the early learning provider must continue to comply with the waiver whenever it is in effect.

Waivers are requested in advance using a specific form that DCYF has created for this purpose. The form is known as DCYF form 15-961 Child Care Waiver (Exception) Request. An approval must be given before a waiver can go into effect. DCYF will not approve waivers retroactively. Further, waivers can be rescinded at any time by DCYF.

The process of obtaining a waiver includes submitting form 15-961 Child Care Waiver (Exception) Request to DCYF to request a waiver. In most cases, the early learning program will receive DCYF's decision within 25



business days. If additional time is needed, DCYF will notify the early learning program.

Waivers are individually approved or disapproved on a case-by-case basis, and will take into account Licensing history, complaint history, training and staff qualifications, and any other relevant information.

An early learning provider does not have the right to file a formal appeal of the department's disapproval of request for waiver under chapter 110-03 WAC. However, there is an opportunity for a provider to request internal DCYF review and reconsideration if the initial waiver is not approved. The provider will use a department form for this purpose, 15-962 Challenge of Child Care Waiver (Exception) Decision

Some examples of possible waivers include:

- An early learning program has a child in care turning 13 years of age. The parents do not feel comfortable with the child being left home alone during the summer based upon their rural location and the child's relative immaturity. The parent wants the early learning program to provide summer care after the child is 13 years of age. The program requests a short-term waiver.
- An early learning program is located on school property and has 2 classrooms of preschoolers, with 17 children each. They will be using the bathroom across the hall and have 2 toilets in the boys bathroom and 2 toilets in the girls bathroom and a trough sink with 2 spigots immediately outside the bathrooms that is shared. WAC 170-300-0220 requires one toilet and one sink for every 15 children and staff. The WAC also allows for staff to have toilets and sinks available to them outside of licensed premises and in this situation, there is a staff bathroom.

While there are enough toilets for the total of 34 children, there are not enough handwashing sinks. The school is unable or unwilling to add another sink. The program requests waiver to the handwashing sink requirement showing how they will assure all children have access to appropriate handwashing after toileting.

Understanding Variances

A variance requires advance approval by DCYF prior to implementation by the early learning provider. The variance from the rule is based on the specific program approach of methodology. Variance is an official approval by the department to allow an early learning program to achieve the outcome of a rule or rules in chapter 110-300-WAC in an alternative way than described due to the needs of a unique or specific program approach or methodology. DCYF will grant a request for variance if the proposed alternative provides clear and convincing evidence that the health, welfare, and safety of all enrolled children is not jeopardized.



A provider will use a the DCYF form 15-957 Child Care Variance Request to obtain a variance. An approval must be given before a variance can go into effect. DCYF will not approve variances retroactively. Further, variances can be rescinded at any time by DCYF.

Family home and center variances may be time specific, or may be ongoing. However, the early learning provider must continue to comply with the variance whenever it is in effect.

The process of obtaining a variance includes submitting 15-958 Challenge of Child Care

Variance Decision form to DCYF to request a variance. In most cases, the early learning program will

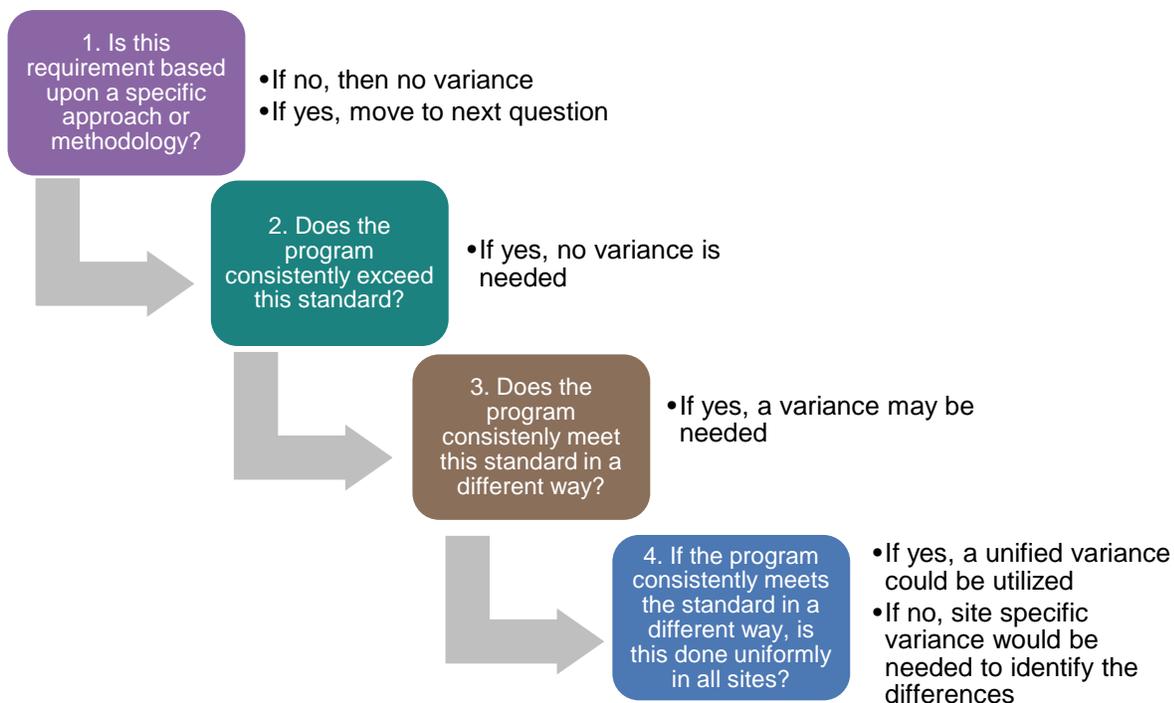
receive DCYF's decision within 40 business days. If additional time is needed, DCYF will notify the early learning program.

Variations are individually approved or disapproved on a case-by-case basis, and will take into account Licensing history, complaint history, training and staff qualifications, and any other relevant information.

An early learning provider does not have the right to file a formal appeal of the department's disapproval of request for variance under chapter 110-03 WAC. However, there is an opportunity for a provider to request internal DCYF review and reconsideration if the initial variance is not approved. The provider will use 15-958 Challenge of Child Care Variance Decision department form for this purpose.

The questions below are designed to assist early learning programs in determining whether to pursue a variance.

FIGURE 2.4 DETERMINING WHETHER TO PURSUE A VARIANCE



An example follows:

- Multiple early learning programs, across many physical locations are managed by one entity. They structure their management of the facilities and programs using a different structure than is outlined in the WAC but have clear duties assigned to specific roles. The approach assures that all aspects of the duties required for Directors, Assistant Directors and Program Supervisors are met consistently across all their sites and programs. They would be meeting the WAC requirements but in a different way. This would require a variance request.

Professional Development, Training and Requirements



The Foundational Quality Standards include qualifications for professional development and training. These requirements are based on the federal Child Care and Development Fund, as well as current research and best practice. This section includes:

- [Overview of staff qualifications](#)
- [Training requirements and timelines for completion](#)
- [In-service training requirements](#)
- [Education Equivalents](#)

[Checklists](#) are at the end of this section for professionals serving in the following roles:

- | | |
|---------------------------------|---------------------|
| • Licensed family home licensee | • Lead teacher |
| • Center director | • Assistant teacher |
| • Assistant director, and | • Aide |
| • Program supervisor | • Volunteer |

General Staff Qualifications – WAC 110-300-0100

Please see WAC 110- 300-0100 for complete staff qualification requirements.
For an overview about each role, visit the [Role Determination Chart](#).

Qualifications for Family Homes

Family Homes	Minimum Age	Hiring Requirement	Education for Role*	
			Time Allowed from Date of Hire or Promotion	
Family Home Owner	18	High School Diploma	Initial Cert (12 credits)	5 years
			Short Certificate (20 credits)	2 years from completing Initial Certificate
Family Home Lead Teacher	18	High School Diploma	Initial Cert (12 credits)	5 years
Family Home Assistant Teacher	18	High School Diploma	Initial Cert (12 credits)	5 years
Family Home Aide	14	High School Diploma OR Enrolled	High School Diploma OR Enrolled	N/A
Family Home Volunteer	14	None Required	None	N/A

*Other certificates or equivalents may meet Licensing requirements, see equivalents information.

Qualifications for Centers

Centers	Minimum Age	Hiring Requirement	Education for Role*	
			Time Allowed from Date of Hire or Promotion	
Center Director Center Assistant Director Center Program Supervisor <i>(only one person in one of these roles must meet the requirement*)</i>	18	10 ECE Credits (12 or less children) 25 ECE credits (13-24 children) 45 ECE credits (25 or more children)	State Cert (47 credits)	5 Years
Center Lead Teacher	18	High School Diploma	Initial Certificate (12 credits)	5 years
			Short Certificate (20 credits)	2 years from completing Initial Certificate
Center Assistant Teacher	18	High School Diploma	Initial Cert (12 credits)	5 years
Center Aide	14	High School Diploma OR Enrolled	High School Diploma OR Enrolled	N/A
Center Volunteer	14	None Required	None	N/A

*Other certificates or equivalents may meet Licensing requirements, see equivalents information.

When the Hiring Requirement is Not Met:

If Hired Before August 1, 2019

- Providers in current roles that had no education requirement before Aug. 1 2019 are in compliance. No action is needed while they work towards the full education requirement.

If Hired After August 1, 2019

- Submit an Affidavit – when education was completed, but records cannot be retrieved.
- Request a Waiver – when the hiring education requirement is not met.

Center directors, assistant directors and program supervisors hired between August 1 and December 7, 2019

Providers who were hired under this timeframe in these roles should be working towards the education requirement of WAC 110-300-0100 with completion by August 2024. Before December 7, 2019, WAC 110-300 did not reflect the Governor’s directive, meaning any center director, assistant director or program supervisor that falls within this window will not be out of compliance, and a licensing waiver is not required.

Training Requirements WAC 110-300-0106

The table below summarizes requirements for training for all roles, and references the following sections of the Foundational Quality Standards:

Pre-service considerations (WAC 110-300-0105):

- Early learning providers and household members 13 years of age and older in a family home early learning program must complete a department background check.
- Early learning providers, including volunteers and household members in a family home early learning program ages 14 and over, must provide documentation signed within the last 12 months by a licensed health care professional of tuberculosis (TB) testing or treatment (see 110-300-0105(3)).
- Licensing Orientation is required prior to applying for a child care license and for all Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers at a Licensed Family Home who are in charge 50% of the time or more.

All providers must register with the electronic workforce registry (MERIT) prior to being granted a license or prior to working unsupervised with children.

Training Title	Who Completes it	When it Needs to be Completed	How to Complete
Child Care Basics	<ul style="list-style-type: none"> ▪ Family Home Licensee ▪ Center Director ▪ Assistant Director ▪ Program Supervisor ▪ Lead Teacher ▪ Assistant Teacher ▪ Aide 	<ul style="list-style-type: none"> ▪ Prior to being granted a license ▪ Prior to working unsupervised with children ▪ Within 90 days upon hire 	<ul style="list-style-type: none"> ▪ Complete Child Care Basics with a State-approved trainer ▪ Complete Child Care Basics through ECED&100 at a college ▪ Complete ECED&107 Health, Safety and Nutrition (part of the Initial Certificate) ▪ Department approved educations AND health and safety trainings ▪ ECEAP, HS, School District Partnership
First Aid/CPR	<ul style="list-style-type: none"> ▪ Family Home Licensee ▪ Center Director ▪ Assistant Director ▪ Program Supervisor ▪ Lead Teacher ▪ Assistant Teacher 	<ul style="list-style-type: none"> ▪ Prior to working unsupervised with children 	<ul style="list-style-type: none"> ▪ Check with local agencies who offer this

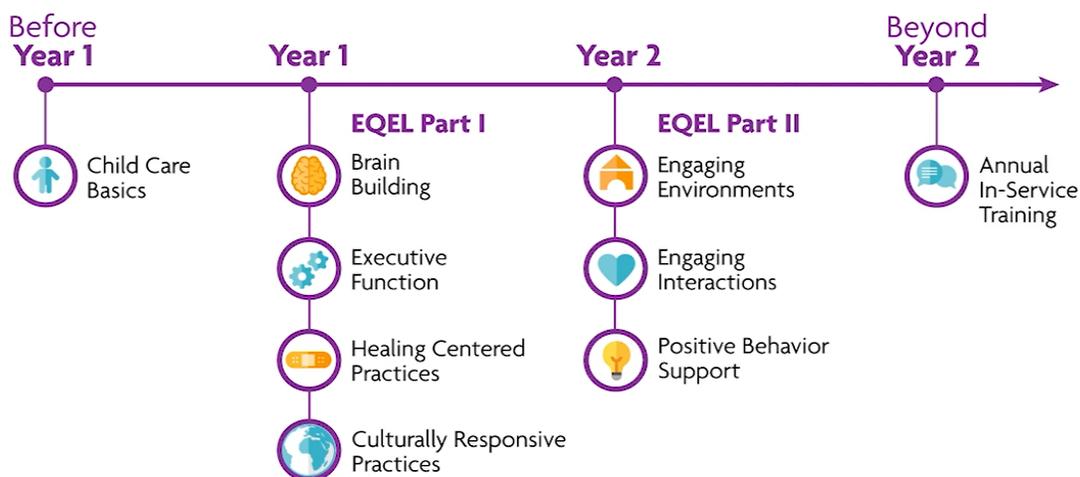
Training Title	Who Completes it	When it Needs to be Completed	How to Complete
Blood Borne Pathogens	<ul style="list-style-type: none"> ▪ Family Home Licensee ▪ Center Director ▪ Assistant Director ▪ Program Supervisor ▪ Lead Teacher ▪ Assistant Teacher ▪ Aide ▪ Volunteer 	<ul style="list-style-type: none"> ▪ Prior to being granted a license ▪ Prior to working with children 	<ul style="list-style-type: none"> ▪ Check with local agencies who offer this
Food Handlers Permit	<ul style="list-style-type: none"> ▪ Family Home Licensee ▪ Center Director ▪ Assistant Director ▪ Program Supervisor ▪ Lead Teacher ▪ Assistant Teacher ▪ Aide 	<ul style="list-style-type: none"> ▪ Prior to preparing or serving food to children 	<ul style="list-style-type: none"> ▪ Your local Health Department
Safe Sleep	<ul style="list-style-type: none"> ▪ Family Home Licensee ▪ Center Director ▪ Assistant Director ▪ Program Supervisor ▪ Lead Teacher ▪ Assistant Teacher ▪ Aide ▪ Volunteer 	<ul style="list-style-type: none"> ▪ Prior to being granted a license ▪ Prior to caring for infants 	<ul style="list-style-type: none"> ▪ DCYF Online training portal
Health and Safety Trainings <ul style="list-style-type: none"> ▪ <i>Recognizing and Reporting Abuse</i> ▪ <i>Emergency Preparedness</i> ▪ <i>Serving Children Experiencing Homelessness</i> ▪ <i>Prevention of Shaken Baby Syndrome</i> 	<ul style="list-style-type: none"> ▪ Volunteers – <i>All other roles meet these trainings with completion of Child Care Basics and other department approved methods of Child Care Basics</i> 	<ul style="list-style-type: none"> ▪ Prior to working with children 	<ul style="list-style-type: none"> ▪ DCYF Online training portal
<p><u>Child Restraint Training</u> – <i>no early learning provider will be determined out of compliance</i> with the child restraint training WAC requirement for not completing a department provided or approved training. At this time, DCYF will not be providing recommendations or approvals on allowable child restraint training.</p>			

For more information about meeting the Child Care Basics training requirement, visit [Completing Child Care Basics](#).

In-Service Training Requirements WAC 110-300-0107

In-service training is part of the professional development requirements for continuing education. The following table summarizes the in-service training requirements of the Foundational Quality Standards pursuant to WAC 110-300-0107.

The visual below shows a provider’s path while completing the in-service training requirements each year beginning with Child Care Basics, Enhancing Quality of Early Learning (EQEL), and beyond. Year 1 means the first year of employment in licensed care.



SECTION TWO:
EDUCATION OVERVIEW

Role	In-Service Requirements
Family Home Licensee Center Director Assistant Director Program Supervisor	<ul style="list-style-type: none"> 10 hour Annual In-service Training Enhancing Quality of Early Learning 10 hours of Leadership practices every three years*
Lead Teacher	<ul style="list-style-type: none"> 10 hour Annual In-service Training Enhancing Quality of Early Learning
Assistant Teacher	<ul style="list-style-type: none"> 10 hour Annual In-service Training Enhancing Quality of Early Learning
Aide	<ul style="list-style-type: none"> 10 hour Annual In-service Training
Volunteer	<ul style="list-style-type: none"> N/A

*Leadership Practices includes: Core Competency areas VII: Program planning and development, and VIII: professional development, and leadership.

Enhancing Quality of Early Learning is completed in 2 years as in-service training and will be provided by DCYF.

Some additional considerations:

- Early learning providers complete ten (10) hours of annual in-service training
- In-Service is required after 12 months of cumulative employment
- The annual training requirement is based on fiscal years (July 1 – June 30 annually)
- Five (5) in-service training hours may be carried over from one fiscal year to the next fiscal year

- “STARS hours” or “state-approved training” are other words commonly used when referring to “in-service”

Education Equivalents for WAC 110-300-0100

Use the information below to learn about what is considered an equivalent.

In WAC 110-300-0005, "Equivalency" is defined as follows:

“When referring to staff qualifications means an individual is allowed to meet the requirements of this chapter through a department recognized alternative credential, or demonstration of competency, that indicates similar knowledge as the named credential.”

Experience-Based Competency Demonstration



What does this mean?

- Existing providers with at least 2 years of experience do not need to do more at this time. No licensing waiver is needed.
- Existing providers with experience and training may be eligible for the Experience-Based Competency Demonstration to qualify for the role they are currently in.
 - Providers with 7 or more years of experience and training are eligible now.
 - Providers with at least 2 years of experience and training may be eligible for the Experience-Based Competency Demonstration by 2024. (*The Experience-Based Competency Demonstration requires 7 years of experience and training history*).
 - Providers with less than 2 years of experience and training are not eligible for this option.
- Providers will be able to choose this option in MERIT by summer 2020 (estimated timeframe).
- Providers will remain in compliance while they complete 7 years of experience and training history.
- Experienced providers may also choose to attend college, or participate in the community based training option to meet the education requirement. (*Note: New funding is necessary to implement a Community-Based Training option*).

New providers and providers who have less than two years of experience are not eligible for this option and can learn about their options below.

Providers who already have some college may meet the requirements with an alternative credential described in the Alternative Credentials section.

New providers who do not have 2 years of experience:



New providers have 5 years from August 1, 2019 to meet their requirement. No waiver is needed.

Two Options:

Training	College
<ul style="list-style-type: none"> • The Community Based Training includes on-the-job learning and training. • This option is under development and requires new funding to scale statewide. • This option will meet licensing requirements for assistant and lead teachers. 	<ul style="list-style-type: none"> • Assistant and lead teachers complete the Initial Certificate within 5 years. • Lead teachers complete the Short Certificate and have 2 additional years to do so (7 years total). • Center directors have 5 years to complete the ECE State Certificate.

New funding is necessary to implement a Community-Based Training option.

Providers with an AA, BA degree or higher that is not in ECE or a related field

Providers with an associate, bachelor’s degree or higher will not be considered out of compliance with education requirements. DCYF is working to find a way to bridge the knowledge and experience from the degree already earned, even if it is not an ECE degree. In time, this will be an alternative way to meet the education requirement. Providers will not be out of compliance with licensing requirements regarding 0100 as DCYF works through this process. A licensing waiver is not required.

Alternative Credentials

Providers who already have degrees, certificates and other credentials may meet the “equivalent” of the named state certificate with one of the options shown in the [Equivalent Options for Education](#) chart.

On this chart, you will find approved equivalents listed for:

- High School Diploma
- WA ECE Initial Certificate
- WA ECE Short Certificate
- WA ECE State Certificate
- Associate’s degree in ECE

If not completed already, submit an education application in MERIT to have education verified.

Role Specific Qualifications Checklists

There are several checklists—organized by role—to assist in clarifying what is needed in MERIT along with required professional development, qualifications, and training. They include:

All role checklists may be reviewed online by visiting:

<https://www.dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider>

Each checklist is also included in the following section of this Guidebook.

Role Specific Checklists:

I am a...
**Licensed Family
 Home Licensee**



Use this checklist to:

- See what is required for your role
- Check off what you have completed
- Keep notes on your progress

Review online:

https://dcyf.wa.gov/sites/default/files/pdf/Family_Licensee_Role_Checklist.pdf

If you have questions on how to get started, please email MERIT@DCYF.wa.gov or call 866.482.4325 option 5.

Items to complete and have verified in MERIT		Notes to Self
<input type="checkbox"/>	I have a MERIT account.	
<input type="checkbox"/>	I have a STARS ID number.	
<input type="checkbox"/>	My personal information and contact information is correct.	
<input type="checkbox"/>	I submitted my Portable Background Check Application in MERIT. WAC 110-300-0105	
<input type="checkbox"/>	I completed my fingerprints.	
<input type="checkbox"/>	My portable background check is cleared.	
Early Care & Education/School-Age Employment Information Section		
<input type="checkbox"/>	I added my employment.	
<input type="checkbox"/>	My employment is verified by my licensor.	
Health & Safety Information Section: self-entered WAC 110-300-0105 and WAC 110-300-0106		
<input type="checkbox"/>	TB Test	
<input type="checkbox"/>	CPR certification	
<input type="checkbox"/>	First Aid certification	

<input type="checkbox"/>	Food Handlers Permit
<input type="checkbox"/>	Safe Sleep (if working with infants/toddlers). Complete it here: www.dcyftraining.com
<input type="checkbox"/>	Blood Borne Pathogens
Initial Training Requirement WAC 110-300-0105 and WAC 110-300-0106	
<input type="checkbox"/>	Child Care Basics
<input type="checkbox"/>	Licensing orientation
Have you completed: Go To My Education In MERIT (see “My Education” tab)	
<input type="checkbox"/>	I completed an Education application in MERIT (if applicable).
<input type="checkbox"/>	I sent my official transcripts to Centraliamerit@centralia.edu for my education that I want to be counted on my professional record (if applicable).
<input type="checkbox"/>	I completed an ECE Short Certificate or equivalent.
<input type="checkbox"/>	If I have not completed the ECE Short Certificate or equivalent, I have a plan to meet my education requirement.
Training Resources	
<input type="checkbox"/>	I have a Log-In for online training at www.dcyftraining.com and know how to find trainings.

SECTION TWO:
EDUCATION OVERVIEW

I am a...
**Center Director,
 Assistant Director,
 or Program
 Supervisor**



Use this checklist to:

- See what is required for your role
- Check off what you have completed
- Keep notes on your progress

Review online:

https://dcyf.wa.gov/sites/default/files/pdf/Director_AD_PS_Role_Checklist.pdf

If you have questions on how to get started, please email MERIT@DCYF.wa.gov or call 866.482.4325 option 5.

Items to complete and have verified in MERIT		Notes to Self
Visit MERIT: https://apps.del.wa.gov/MERIT		
<input type="checkbox"/>	I have a MERIT account.	
<input type="checkbox"/>	I have a STARS ID number.	
<input type="checkbox"/>	My personal information and contact information is correct.	
<input type="checkbox"/>	I submitted my Portable Background Check Application in MERIT. WAC 110-300-0105	
<input type="checkbox"/>	I completed my fingerprints.	
<input type="checkbox"/>	My portable background check is cleared.	
Early Care & Education/School-Age Employment Information Section		
<input type="checkbox"/>	I added my employment.	
<input type="checkbox"/>	My employment is verified by my licensor.	
Health & Safety Information Section: self-entered WAC 110-300-0105 and WAC 110-300-0106		
<input type="checkbox"/>	TB Test	
<input type="checkbox"/>	CPR certification	
<input type="checkbox"/>	First Aid certification	
<input type="checkbox"/>	Food Handlers Permit	
<input type="checkbox"/>	Safe Sleep (if working with infants/toddlers). Complete it here: www.dcyftraining.com	
<input type="checkbox"/>	Blood Borne Pathogens	
Initial Training Requirement WAC 110-300-0105 and WAC 110-300-0106		
<input type="checkbox"/>	Child Care Basics	
<input type="checkbox"/>	Licensing orientation	
Go To My Education In MERIT (see “My Education” tab) See WAC 110-300-0100 section 3(a) and (b) and for more information about center director and assistant director		

SECTION TWO:
EDUCATION OVERVIEW

qualifications.	
<input type="checkbox"/>	I completed an Education application in MERIT (if applicable).
<input type="checkbox"/>	I sent my official transcripts to Centraliamerit@centralia.edu for my education that I want to be counted on my professional record (if applicable).
<input type="checkbox"/>	I completed an ECE State Certificate or equivalent.
<input type="checkbox"/>	If I have not completed the ECE State Certificate or equivalent, I have a plan to meet my education requirement.
Training Resources	
<input type="checkbox"/>	I have a Log-In for online training at www.dcyftraining.com and know how to find trainings.

I am a...
Lead Teacher



Use this checklist to:

- See what is required for your role
- Check off what you have completed
- Keep notes on your progress

Review online:

https://dcyf.wa.gov/sites/default/files/pdf/Lead_Teacher_Role_Checklist.pdf

If you have questions on how to get started, please email MERIT@DCYF.wa.gov or call 866.482.4325 option 5.

Items to complete and have verified in MERIT		Notes to Self
<input type="checkbox"/>	I have a MERIT account.	
<input type="checkbox"/>	I have a STARS ID number.	
<input type="checkbox"/>	My personal information and contact information is correct.	
<input type="checkbox"/>	I submitted my Portable Background Check Application in MERIT. WAC 110-300-0105 .	
<input type="checkbox"/>	I completed my fingerprints.	
<input type="checkbox"/>	My portable background check is cleared.	
Early Care & Education/School-Age Employment Information Section		
<input type="checkbox"/>	I added my employment.	
<input type="checkbox"/>	My employment is verified by my employer.	
Health & Safety Information Section: self-entered WAC 110-300-0105 and WAC 110-300-0106		
<input type="checkbox"/>	TB Test	
<input type="checkbox"/>	CPR certification	
<input type="checkbox"/>	First Aid certification	
<input type="checkbox"/>	Food Handlers Permit	
<input type="checkbox"/>	Safe Sleep (if working with infants/toddlers). Complete it here: www.dcyftraining.com	
<input type="checkbox"/>	Blood Borne Pathogens	
Initial Training Requirement WAC 110-300-0105 and WAC 110-300-0106		
<input type="checkbox"/>	Child Care Basics	

<input type="checkbox"/>	Licensing Orientation (family home if applicable)	
Have you completed: Go To My Education In MERIT (see “My Education” tab)		
<input type="checkbox"/>	I completed an Education application in MERIT (if applicable).	
<input type="checkbox"/>	I sent my official transcripts to Centraliamerit@centralia.edu for my education that I want to be counted on my professional record (if applicable).	
<input type="checkbox"/>	I completed an ECE Short Certificate or equivalent.	
<input type="checkbox"/>	If I have not completed the ECE Short Certificate or equivalent, I have a plan to meet my education requirement.	
Training Resources		
<input type="checkbox"/>	I have a Log-In for online training at www.dcyftraining.com and know how to find trainings.	

I am an...
Assistant Teacher



Use this checklist to:

- See what is required for your role
- Check off what you have completed
- Keep notes on your progress

Review online:

https://dcyf.wa.gov/sites/default/files/pdf/Assistant_Teacher_Role_Checklist.pdf

If you have questions on how to get started, please email MERIT@DCYF.wa.gov or call 866.482.4325 option 5.

Items to complete and have verified in MERIT		Notes to Self
Visit MERIT: https://apps.del.wa.gov/MERIT		
<input type="checkbox"/>	I have a MERIT account.	
<input type="checkbox"/>	I have a STARS ID number.	
<input type="checkbox"/>	My personal information and contact information is correct.	
<input type="checkbox"/>	I submitted my Portable Background Check in MERIT. WAC 110-300-0105	
<input type="checkbox"/>	I completed my fingerprints.	
<input type="checkbox"/>	My Portable Background Check is cleared.	
Early Care & Education/School-Age Employment Information Section		
<input type="checkbox"/>	I added my employment.	
<input type="checkbox"/>	My employment is verified by my employer.	
Health & Safety Information Section: self-entered WAC 110-300-0105 and WAC 110-300-0106		
<input type="checkbox"/>	TB Test	
<input type="checkbox"/>	CPR certification	
<input type="checkbox"/>	First Aid certification	
<input type="checkbox"/>	Food Handlers Permit	
<input type="checkbox"/>	Safe Sleep (if working with infants/toddlers). Complete it here: www.dcyftraining.com	
<input type="checkbox"/>	Blood Borne Pathogens	
Initial Training Requirement WAC 110-300-0106		

<input type="checkbox"/>	Child Care Basics	
Have you completed: Go To My Education In MERIT (see “My Education” tab)		
<input type="checkbox"/>	I completed an Education application in MERIT (if applicable).	
<input type="checkbox"/>	I sent my official transcripts to Centraliamerit@centralia.edu for my education that I want to be counted on my professional record (if applicable).	
<input type="checkbox"/>	I completed an ECE Initial Certificate or equivalent.	
<input type="checkbox"/>	If I have not completed the ECE Initial Certificate or equivalent, I have a plan to meet my education requirement.	
Training Resources		
<input type="checkbox"/>	I have a Log-In for online training at www.dcyftraining.com and know how to find trainings.	

I am an...
Aide



Use this checklist to:

- See what is required for your role
- Check off what you have completed
- Keep notes on your progress

Review online:

https://dcyf.wa.gov/sites/default/files/pdf/Aide_Role_Checklist.pdf

If you have questions on how to get started, please email MERIT@DCYF.wa.gov or call 866.482.4325 option 5.

Items to complete in MERIT		Notes to Self
<input type="checkbox"/>	I have a MERIT account.	
<input type="checkbox"/>	I have a STARS ID number.	
<input type="checkbox"/>	My personal information and contact information is correct.	
<input type="checkbox"/>	I submitted my Portable Background Check Application in MERIT. WAC 110-300-0105	
<input type="checkbox"/>	I completed my fingerprints.	
<input type="checkbox"/>	My portable background check is cleared.	
Early Care & Education/School-Age Employment Information Section		
<input type="checkbox"/>	I added my employment.	
<input type="checkbox"/>	My employment is verified by my employer.	
Health & Safety Information Section: self-entered in MERIT WAC 110-300-0105 and WAC 110-300-0106		
<input type="checkbox"/>	TB Test	
<input type="checkbox"/>	Food Handlers Permit (if handling or serving food)	
<input type="checkbox"/>	Safe Sleep (if working with infants/toddlers). Complete it here: www.dcyftraining.com	
<input type="checkbox"/>	Blood Borne Pathogens	
Initial Training Requirement WAC 110-300-0106		
<input type="checkbox"/>	Child Care Basics	
Have you completed: Go To My Education In MERIT (see “My Education” tab)		
<input type="checkbox"/>	I completed an Education application in MERIT (if applicable).	
<input type="checkbox"/>	I sent my official transcripts to Centraliamerit@centralia.edu for my education that I	

SECTION TWO:
 EDUCATION OVERVIEW

	want to be counted on my professional record (if applicable).	
<input type="checkbox"/>	I have my high school diploma or equivalent.	
<input type="checkbox"/>	If I have not my high school diploma or equivalent, I am currently enrolled in high school or equivalent program.	
Training Resources		
<input type="checkbox"/>	I have a Log-In for online training at www.dcyftraining.com and know how to find trainings.	

I am a...
Volunteer



Use this checklist to:

- See what is required for your role
- Check off what you have completed
- Keep notes on your progress

Review online:

https://dcyf.wa.gov/sites/default/files/pdf/Volunteer_Role_Checklist.pdf

If you have questions on how to get started, please email MERIT@DCYF.wa.gov or call 866.482.4325 option 5.

Items to complete in MERIT		Notes to Self
<input type="checkbox"/>	I have a MERIT account.	
<input type="checkbox"/>	I have a STARS ID number.	
<input type="checkbox"/>	My personal information and contact information is correct.	
<input type="checkbox"/>	I submitted my Portable Background Check Application in MERIT. WAC 110-300-0105	
<input type="checkbox"/>	I completed my fingerprints.	
<input type="checkbox"/>	My portable background check is cleared.	
Early Care & Education/School-Age Employment Information Section		
<input type="checkbox"/>	I added my employment.	
<input type="checkbox"/>	My employment is verified by the family home licensee or center director.	
Health & Safety Information Section: self-entered in MERIT WAC 110-300-0105		
<input type="checkbox"/>	TB Test	
<input type="checkbox"/>	Food Handlers Permit (if handling and serving food)	
<input type="checkbox"/>	Safe Sleep (if working with infants/toddlers) Complete it here: www.dcyftraining.com	
<input type="checkbox"/>	Blood Borne Pathogens	
<input type="checkbox"/>	Health and Safety Training*	
Training Resources		
<input type="checkbox"/>	I have a Log-In for online training at www.dcyftraining.com to complete my health and safety training.	

SECTION TWO:
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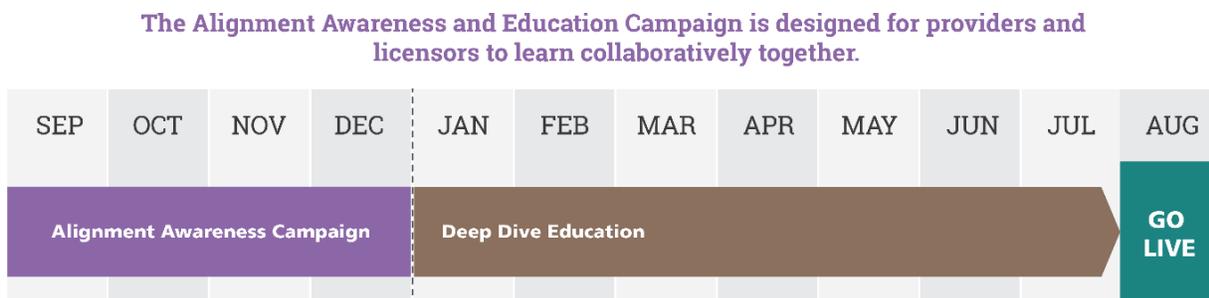
Section Three: Communication Overview

Communication Overview Snapshot

Communication is key to supporting the success of early learning programs in implementing the Foundational Quality Standards. The Foundational Quality Standards are intended to support early learning programs while focusing on positive outcomes for children. Communications to support implementation started with a 2018 awareness campaign featuring videos, webinars, and live opportunities. These awareness opportunities are meant to give a high-level overview.

In 2019, Deep Dive education is the primary communications focus, and the Deep Dives are designed to explore the intricacies of each part of the Foundational Quality Standards and discuss the practical components. The awareness campaign and educational, Deep Dive opportunities are intended to prepare and support all early learning professionals (e.g., providers, Early Achiever coaches, Licensing staff, etc.), and were prepared with consultation and input from provider and partner organizations.

FIGURE 3.1 AWARENESS AND EDUCATION CAMPAIGN TIMELINE



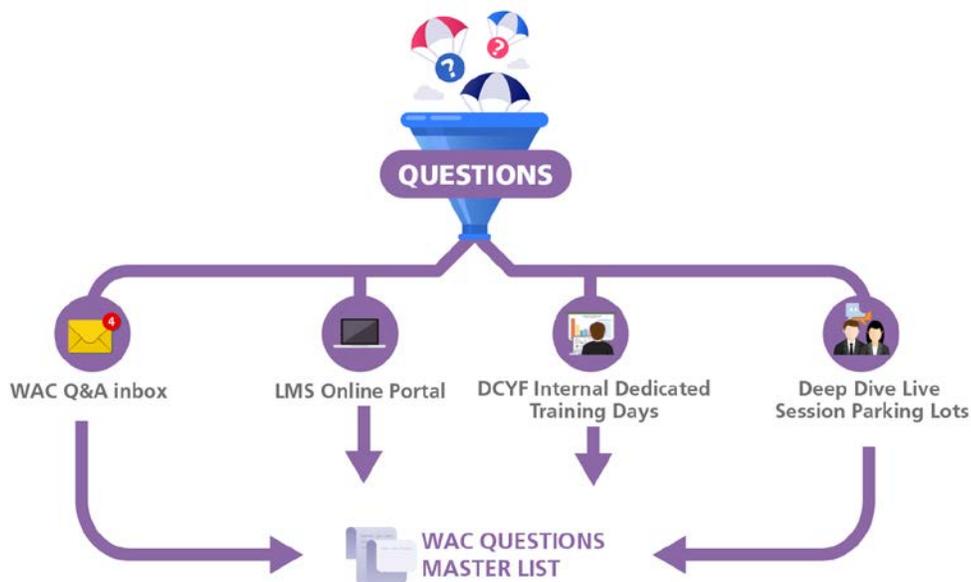
A variety of communication strategies are included to support implementation. An e-mail box is available to ask questions. Awareness materials include on-demand webinars, power points and videos. Community partners are helping to spread the word. And, starting in 2019, there are intensive Deep Dive educational opportunities available, both live and online. These communication and educational strategies are designed to ensure that everyone can learn together, regardless of role in the early learning community, to support successful implementation.



Getting Questions Answered

Early learning professionals and parents are likely to have questions prior to and during implementation. There are many opportunities to have questions answered including using the dedicated DCYF email in box, the LMS online portal, DCYF internal dedicated training days (relevant for DCYF staff only), and Deep Dive live session parking lots. The variety of opportunities to ask questions is shown in the figure below.

FIGURE 3.2 QUESTION SUBMISSION PROCESS



For those wishing to use the DCYF email inbox, the address is dcyf.wacqanda@dcyf.wa.gov. The purpose of this email inbox is to provide a dedicated place for anyone-- early learning professionals as well as parents-- to ask questions.

Once questions are received, DCYF has developed a process for responses that is designed to ensure consistent, fair, and appropriate interpretation and application of the updated Foundational Quality Standards in the field. All questions are reviewed and answered by a team—the Licensing Quality Assurance Council—consisting of Licensing staff from around the state. By drawing upon people in different Licensing roles from across the state, these answers provide a consistent, intentional unified response that can be relied upon statewide. The team that is reviewing the questions and preparing the answers draws upon expertise of Licensors, Licensing Supervisors, Licensing Monitor and Risk Coordinator, Regional Administrators, Technical Assistance Coordinators, and the Child Care Senior Administrator. This process is designed to produce a clear and consistent response to questions within a reasonable period of time.

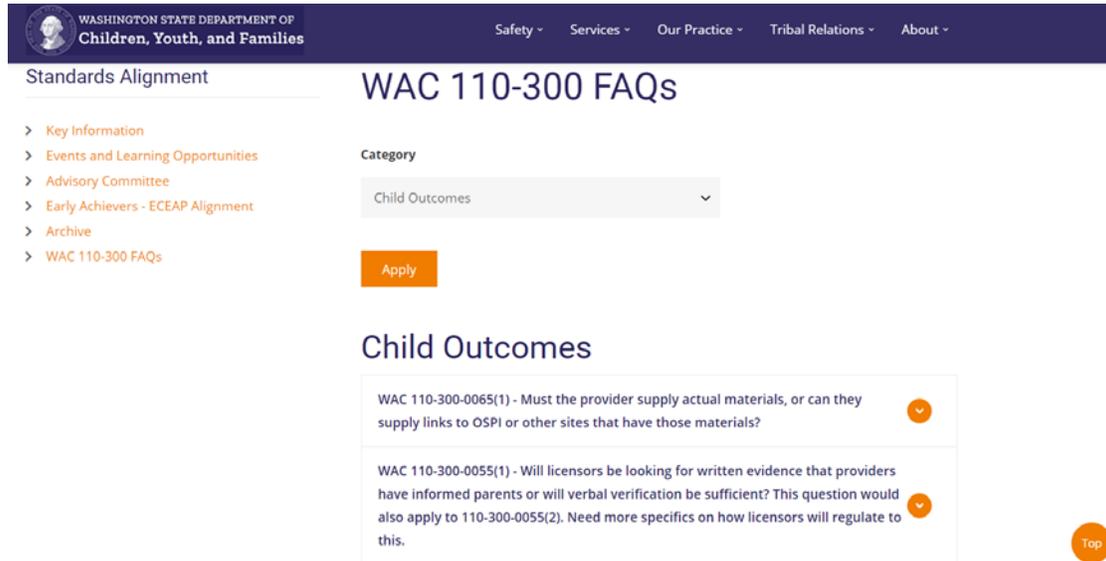
The procedure for responding to questions is show in the figure to the right.

FIGURE 3.3 REVIEW AND ANSWER



As noted in the graphic, questions and responses are being documented in a resource document so that the entire early learning community can learn from the questions being asked. The responses are available for review at <https://www.dcyf.wa.gov/services/early-learning-providers/standards-alignment/faq>. The figure below provides a screen shot of what is available on-line.

FIGURE 3.4 FAQ WEBSITE



This process for getting questions answered has several benefits including:

- Clarity on how to submit and receive responses, with multiple routes available to identify and submit questions
- Transparency in decision-making and interpretation process
- Consistent and informed interpretation of Foundational Quality Standards and responses
- Responses accessible to all early learning professionals, providers, and Licensors
- Documentation of responses over time

Standards Alignment Awareness Webinars and Materials

To help prepare for the implementation of the updated Foundational Quality Standards, four on-line recorded videos and power points are available at:

<https://www.dcyf.wa.gov/services/early-learning-providers/standards-alignment/events>

Within each of these topics, the videos are intended to provide an orientation to the updates, providing basic information that will help orient early learning professionals.



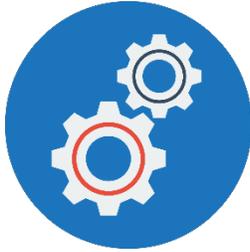
Navigation and Interconnectivity- This recorded webinar and power point address navigation, which explains how the Foundational Quality Standards are organized, and how to understand the numbering system. Interconnectivity is the description of how a concept in the Licensing regulations is represented by different types of actions throughout the Foundational Quality Standards of Chapter 110-300 WAC. Interconnectivity does not mean duplication.

Professional Development and Training- This recorded webinar and power point addresses why there were updates to the professional development standards, and provides overview information on education and training requirements, as well as resources.

Environment- This recorded webinar and power point addresses the principles used to update the Environment Licensing regulations, and gives highlights in three core areas: indoor, outdoor and infant-toddler. Within the indoor regulations, 7 regulations are highlighted and within outdoor, 2 regulations are highlighted.

Interactions and Curriculum- This recorded webinar and power point highlights updates to Learning Supports, Emotional Support and Classroom Organization, and Program Structure and Organization. A few of the highlights covered include updates to supervision requirements, requirements for supporting children's learning through adult interactions and program planning, and expulsion and restraint practices.

Collaborative Partnerships



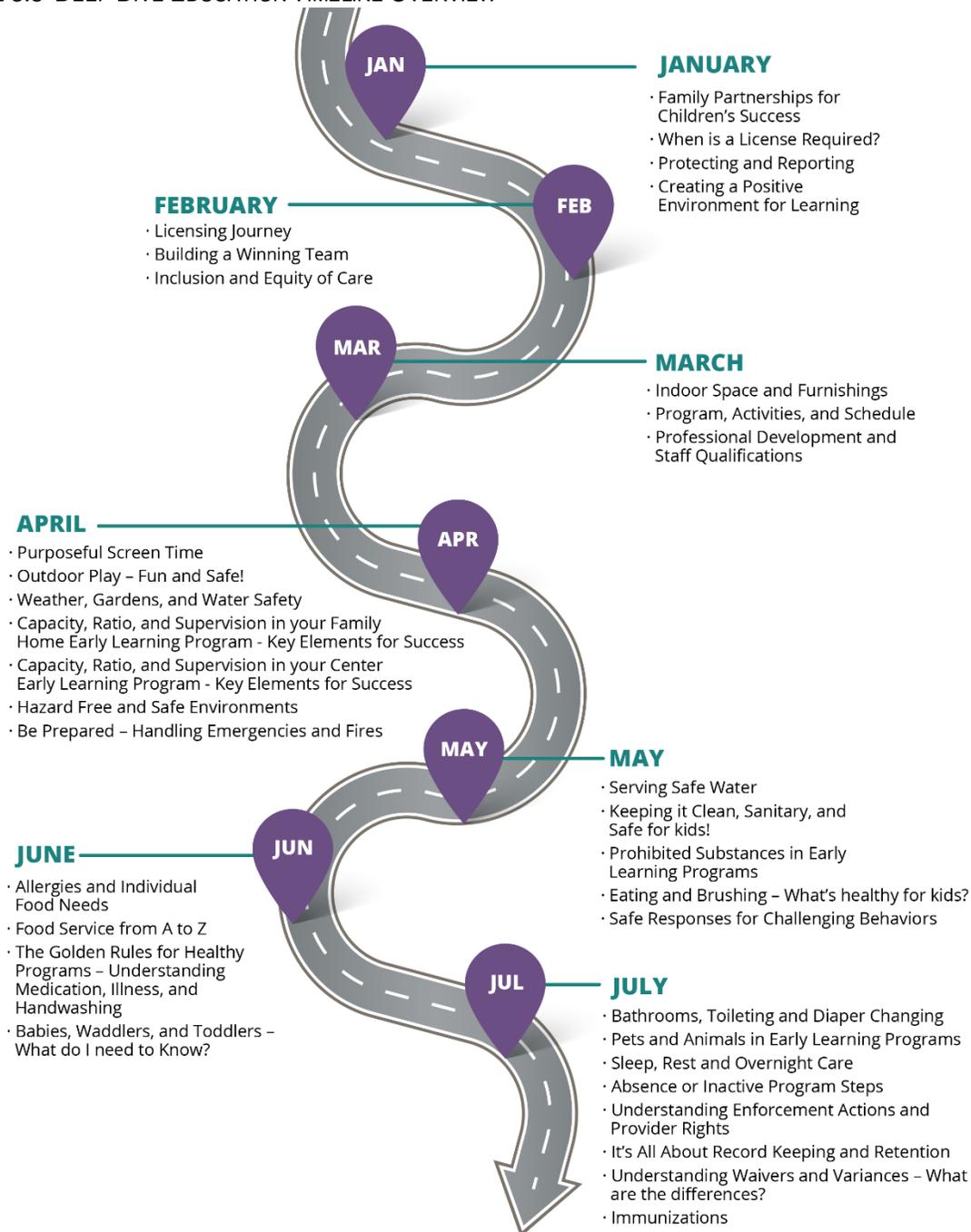
Content for this section is still under development. Please check back for updates to the guidebook.

For questions related to this topic, please email: dcyf.wacqanda@dcyf.wa.gov

Deep Dive Education Timeline

Beginning in January 2019, DCYF will be offering a Deep Dive Education series, where early learning providers and licensors are invited to come together and learn about Chapter 110-300 WAC. Each month, starting in January, there is a different content focus:

FIGURE 3.5 DEEP DIVE EDUCATION TIMELINE OVERVIEW



SECTION THREE:
COMMUNICATION
OVERVIEW

The following pages outline the monthly schedule for online and live training modules, with a reference for which sections of Chapter 110-300 WAC will be covered in each session.

Foundational Quality Standards Content New in January 2019

Online

Family Partnerships for Children's Success
WAC 110-300-0055; WAC 110-300-0065; WAC 110-300-0080; WAC 110-300-0085; WAC 110-300-0450; WAC 110-300-0485

When is a License Required?
WAC 110-300-0001; WAC 110-300-0010; WAC 110-300-0020; WAC 110-300-0025

Protecting and Reporting
WAC 110-300-0475



Live

Creating a Positive Environment for Learning
WAC 110-300-0305; WAC 110-300-0310; WAC 110-300-0315; WAC 110-300-0320; WAC 110-300-0325; WAC 110-300-0495; WAC 110-300-0330

Thursday, January 10th | 9:30am-4:30pm
ESD 123, 3924 W. Court St.
Pasco, WA 99301, Blue Mountain Room
Register here: <https://bit.ly/2zxnR2M>

Saturday, January 12th | 9:30am-4:30pm
Ruby River Hotel, 700 N Division St.
Spokane, WA 99202, Shoreline Ballroom
Register here: <https://bit.ly/2KPZhyn>

Tuesday, January 15th | 9:30am-4:30pm
Red Lion Hotel, 2300 SW Evergreen Park Dr.
Olympia, WA 98502, Pine Room
Register here: <https://bit.ly/2AMq9Br>

Saturday, January 19th | 9:30am-4:30pm
Red Lion Hotel, 11211 Main St.
Bellevue, WA 98004
Register here: <https://bit.ly/2E2w5mH>

Content covered in live sessions will be available online in the following month.

Foundational Quality Standards Content New in February 2019

Online

Licensing Journey

WAC 110-300-0400; WAC 110-300-0401; WAC 110-300-0402; WAC 110-300-0405; WAC 110-300-0410; WAC 110-300-0415; WAC 110-300-0425

Building a Winning Team

WAC 110-300-0110; WAC 110-300-0111; WAC 110-300-0115; WAC 110-300-0120



Live

Inclusion and Equity of Care

WAC 110-300-0030; WAC 110-300-0160; WAC 110-300-0300

Tuesday, February 5th | 9:30am-4:30pm
Red Lion Hotel, 11211 Main St.
Bellevue, WA 98004
Register here: <https://bit.ly/2Pg4q3t>

Saturday, February 9th | 9:30am-4:30pm
Red Lion Hotel, 2300 SW Evergreen Park Dr.
Olympia, WA 98502, Fir Room
Register here: <https://bit.ly/2QbGROG>

Thursday, February 14th | 9:30am-4:30pm
Ruby River Hotel, 700 N Division St.
Spokane, WA 99202, Shoreline Ballroom
Register here: <https://bit.ly/2BNXnLH>

Saturday, February 16th | 9:30am-4:30pm
ESD 123, 3924 W. Court St.
Pasco, WA 99301, Blue Mountain Room
Register here: <https://bit.ly/2QwGugN>

Content covered in live sessions will be available online in the following month.

Foundational Quality Standards Content New in March 2019

Online

Indoor Space and Furnishings

WAC 110-300-0130; WAC 110-300-0135; WAC 110-300-0140

Program, Activities, and Schedule

WAC 110-300-0150; WAC 110-300-0360; WAC 110-300-0480



Live

Professional Development and Staff Qualifications

WAC 110-300-0100; WAC 110-300-0105; WAC 110-300-0106; WAC 110-300-0107

Thursday, March 7th | 9:30am-4:30pm
Red Lion Hotel, 2300 SW Evergreen Park Dr.
Olympia, WA 98502, Pine Room
Register here: <https://bit.ly/2Q9WEXl>

Saturday, March 9th | 9:30am-4:30pm
Red Lion Hotel, 11211 Main St.
Bellevue, WA 98004
Register here: <https://bit.ly/2Ph91Cy>

Thursday, March 21st | 9:30am-4:30pm
ESD 123, 3924 W. Court St.
Pasco, WA 99301, Blue Mountain Room
Register here: <https://bit.ly/2G09lkb>

Saturday, March 23rd | 9:30am-4:30pm
Ruby River Hotel, 700 N Division St.
Spokane, WA 99202, Shoreline Ballroom
Register here: <https://bit.ly/2RBC9GI>

Content covered in live sessions will be available online in the following month.

Foundational Quality Standards Content New in April 2019

Online

Purposeful Screen Time

WAC 110-300-0155

Outdoor Play – Fun and Safe!

WAC 110-300-0145; WAC 110-300-0146

Weather, Gardens, and Water Safety

WAC 110-300-0147; WAC 110-300-0148; WAC 110-300-0175

Capacity, Ratio, and Supervision in your Family Home Early Learning Program – Key Elements to Success

WAC 110-300-0345; WAC 110-300-0350; WAC 110-300-0354; WAC 110-300-0355

Capacity, Ratio, and Supervision in your Center Early Learning Program – Key Elements to Success

WAC 110-300-0345; WAC 110-300-0350; WAC 110-300-0354; WAC 110-300-0356; WAC 110-300-0357

Hazard Free and Safe Environments

WAC 110-300-0165

Be Prepared – Handling Emergencies and Fires

WAC 110-300-0166; WAC 110-300-0170; WAC 110-300-0470



Live

No new live sessions are offered in April.

Foundational Quality Standards Content New in May 2019

Online

Serving Safe Water

WAC 110-300-0235; WAC 110-300-0236

Keeping it Clean, Sanitary and Safe for Kids!

WAC 110-300-0240; WAC 110-300-0241; WAC 110-300-0245; WAC 110-300-0255; WAC 110-300-0250; WAC 110-300-0260

Prohibited Substances in Early Learning Programs

WAC 110-300-0420

Eating and Brushing – What’s Healthy for Kids?

WAC 110-300-0180; WAC 110-300-0185



Live

Safe Responses for Challenging Behaviors

WAC 110-300-0331; WAC 110-300-0335; WAC 110-300-0490; WAC 110-300-0340

Saturday, May 4th | 9:30am-12:30pm
Red Lion Hotel, 2300 SW Evergreen Park Dr.
Olympia, WA 98502, Pine Room
Register here: <https://bit.ly/2KRsaKt>

Thursday, May 9th | 9:30am-12:30pm
Ruby River Hotel, 700 N Division St.
Spokane, WA 99202, Shoreline Ballroom
Register here: <https://bit.ly/2DYyMFJ>

Saturday, May 11th | 9:30am-12:30pm
ESD 123, 3924 W. Court St.
Pasco, WA 99301, Blue Mountain Room
Register here: <https://bit.ly/2rgZCBp>

Thursday, May 23rd | 9:30am-12:30pm
Red Lion Hotel, 11211 Main St.
Bellevue, WA 98004
Register here: <https://bit.ly/2QzyU59>

Content covered in live sessions will be available online in the following month.

Foundational Quality Standards Content New in June 2019

Online

Allergies and Individual Food Needs

WAC 110-300-0186; WAC 110-300-0190

Food Service from A to Z

WAC 110-300-0195; WAC 110-300-0196; WAC 110-300-0197; WAC 110-300-0198

The Golden Rules for Healthy Programs – Understanding Medication, Illness, and Handwashing

WAC 110-300-0200; WAC 110-300-0205; WAC 110-300-0215



Live

Babies, Waddlers, and Toddlers – What do I need to know?

WAC 110-300-0275; WAC 110-300-0295; WAC 110-300-0296; WAC 110-300-0280; WAC 110-300-0281; WAC 110-300-0285; WAC 110-300-0221; WAC 110-300-0290; WAC 110-300-0291

Saturday, June 8th | 9:30am-4:30pm
Red Lion Hotel, 11211 Main St.
Bellevue, WA 98004
Register here: <https://bit.ly/2ALHLqy>

Thursday, June 13th | 9:30am-4:30pm
ESD 123, 3924 W. Court St.
Pasco, WA 99301, Blue Mountain Room
Register here: <https://bit.ly/2BMMYQC>

Saturday, June 15th | 9:30am-4:30pm
Ruby River Hotel, 700 N Division St.
Spokane, WA 99202, Shoreline Ballroom
Register here: <https://bit.ly/2QvAdCq>

Thursday, June 20th | 9:30am-4:30pm
Red Lion Hotel, 2300 SW Evergreen Park Dr.
Olympia, WA 98502, Pine Room
Register here: <https://bit.ly/2QEy4Et>

**Content covered in live sessions will be
available online in the following month.**

Foundational Quality Standards Content New in July 2019

Online

Bathrooms, Toileting and Diaper Changing

WAC 110-300-0220; WAC 110-300-0221

Pets and Animals in Early Learning Programs

WAC 110-300-0225

Sleep, Rest and Overnight Care

WAC 110-300-0265; WAC 110-300-0270

Absence or Inactive Program Steps

WAC 110-300-0015; WAC 110-300-0016

Understanding Enforcement Actions and Provider Rights

WAC 110-300-0440; WAC 110-300-0441; WAC
110-300-0442

It's All About Record Keeping and Retention

WAC 110-300-0455; WAC 110-300-0460; WAC
110-300-0465

Understanding Waivers and Variances – What are the differences?

WAC 110-300-0435; WAC 110-300-0436



Live

Immunizations

WAC 110-300-0210; WAC 110-300-0211

Thursday, July 11th | 9:30am-11:30am
Ruby River Hotel, 700 N Division St.
Spokane, WA 99202, Shoreline Ballroom
Register here: <https://bit.ly/2DZnUra>

Saturday, July 13th | 9:30am-11:30am
ESD 123, 3924 W. Court St.
Pasco, WA 99301, Blue Mountain Room
Register here: <https://bit.ly/2U9obNE>

Saturday, July 20th | 9:30am-11:30am
Red Lion Hotel, 2300 SW Evergreen Park Dr.
Olympia, WA 98502, Pine Room
Register here: <https://bit.ly/2BNqV34>

Thursday, July 25th | 9:30am-11:30am
Red Lion Hotel, 11211 Main St.
Bellevue, WA 98004
Register here: <https://bit.ly/2Q9WPJ1>

**Content covered in live sessions will be
available online in the following month.**

Section Four: Resources

Resources Overview Snapshot

Many resources are available to support understanding and implementation of the Foundational Quality Standards. Included in this section are materials related to commitments made by DCYF during the Negotiated Rulemaking (NRM), along with information on those Foundational Quality Standards that are only applicable to either center or family homes. Resources are also available that show whether updates to the regulations were adjustments of content or introduced new content. Finally, the DCYF Director's decision chart used to review the NRM recommendations is included, as is the fiscal impact analysis required as part of the publication of the updated Foundational Quality Standards.



DCYF Commitments Resulting from Negotiated Rulemaking

During Negotiated Rulemaking (NRM), participants requested resources to assist during implementation of the updated Foundational Quality Standards. The specific areas for which additional resources were requested include community-based services to support staff qualifications, contagious diseases listing, developmental screening, emergency preparedness plan example, family handbook template, stand-up diapering procedure, tracking staff training hours, and Washington State Early Learning and Development Guidelines. The topical areas, and the resources available to assist in each area, are organized alphabetically, below.



Community-Based Services to Support Staff Qualifications

DCYF has two methods to learn about community-based services that can help early learning professionals find training, certificate and degree opportunities.



For training, go to the MERIT training search engine, which is at <https://apps.dcyf.wa.gov/MERIT/Home/Welcome>

For certificate and degrees, go to the ECE Career Planning portal, which is at <https://ececareers.del.wa.gov/>

Contagious Diseases Listing

The Washington Department of Health publishes a list of contagious diseases, which can be found at <https://apps.leg.wa.gov/wac/default.aspx?cite=246-110-010>. As of April 2019, the list includes those diseases listed below. We urge you to check the main regulation.

"Contagious disease" means an illness caused by an infectious agent of public health concern which can be transmitted from one person, animal, or object to another person by direct or indirect means including transmission through an intermediate host or vector, food, water, or air. Contagious diseases include, but are not limited to:

- (a) Bacterial Meningitis
 - (i) Haemophilus influenzae invasive disease (excluding Otitis media)
 - (ii) Meningococcal
- (b) Diarrheal diseases due to or suspected to be caused by an infectious agent
 - (i) Cryptosporidiosis
 - (ii) Giardiasis
 - (iii) Hepatitis A
 - (iv) Salmonellosis
 - (v) Shigellosis
 - (vi) Shiga toxin-producing Escherichia coli (STEC)
- (c) Diseases spread through the air - Tuberculosis
- (d) Vaccine preventable diseases
 - (i) Chickenpox (Varicella)
 - (ii) Diphtheria
 - (iii) German measles (Rubella)
 - (iv) Measles (Rubeola)
 - (v) Mumps
 - (vi) Whooping cough (Pertussis)

Developmental Screening

Parenthelp123 offers parents the opportunity to find resources and can be shared with parents to follow the intent of the Foundational Quality Standards that they notify parents where they can have screening done. Early learning programs can share this link with families: <http://www.parenthelp123.org/child-development/help-me-grow-washington> Some of the key features are noted below.



Free Developmental Screenings On-Line. The website makes free developmental screening available to parents by clicking on the “Developmental Screening” tab. This leads to an entry point where parents can fill out an online developmental screening questionnaire (Ages and Stages) or gives them a number to call for doing one over the phone. The results are scored and shared with the parents through a phone call back. Parents also have the option to let Help Me Grow share the results of the screening with their early learning program. (Note: This helps demonstrate quality for Early Achievers as part of the alignment progression).

Free Developmental Screenings through Early Intervention or Public School. The “Find Resources” tab can link parents or programs to contact information for developmental screening through early intervention or the local school district (Child Find) with a zip code search. For this option, a parent would take a child to the agency or school district for an in-person screening.

Emergency Preparedness Plan Example



The Child Care Health Program of Public Health-Seattle and King County, with assistance from Seattle Emergency Management, prepared a template for early learning programs and school-age programs to use to prepare for and respond to an emergency or disaster. Programs will need to individualize this template.

For an electronic copy of the plan and other supporting documents, go to:

<https://kingcounty.gov/depts/health/child-teen-health/child-care-health/emergency-preparedness.aspx>

<https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/child-care-emergency-disaster-plan.pdf>

Family Handbook Template

For early learning programs that participate in Early Achievers, there are two free templates for family handbooks-- one for centers and one family home providers. These are found on the CCA Business Edge website that provides administrative tools for providers participating in Early Achievers. These materials are free to all participants in Early Achievers. Once providers have signed up for Early Achievers, the materials on the Business Edge website are available through a log-in process, and the handbooks may be downloaded. They are found under the Family Engagement/Admin Tools tab. The link to the Business Edge website is available here: <https://www.childcarebizedge.org/default.aspx>.



Stand-Up Diapering Procedure

The Child Care Health Program of Public Health-Seattle and King County provides a write-up, available in English and in Spanish, about stand-up diapering. The home page is found on the page marked cleaning, sanitizing and disinfecting, towards the bottom under a section marked Additional Resources, noted as Stand-Up Diapering Procedure. Please go to: <https://www.kingcounty.gov/depts/health/child-teen-health/child-care-health/bleach.aspx>.



<https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/stand-up-diapering.pdf>

<https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/stand-up-diapering-sp.pdf>

Tracking Staff Training Hours

Early learning professionals can track hours through MERIT, which includes recording on in-service hours. To learn more, visit MERIT at: <https://www.dcyf.wa.gov/services/earlylearning-profdev/merit/training>

Washington Early Learning and Development Guidelines



The Washington Early Learning and Development Guidelines provide examples, organized by age, regarding children's learning. The Washington Early Learning and Development Guidelines are found here: <https://www.dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf>

Hard copies are available from the state Department of Enterprise Services (DES). The books are free; however, requesters must pay for handling and shipping fees incurred by DES. Order at: myprint.wa.gov; click Fulfillment by Agency, then Early Learning (DEL) to find the guide. You can also find the guide by searching for item FFDEL100.

Provider Specific Foundational Quality Standards

There are certain regulations that apply only to Family Home early learning programs. These can be found here:

<https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/QualStandards-Family.PDF>



There are certain regulations from the Foundational Quality Standards that apply only to Center early learning programs. These can be found here:

<https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/QualStandards-Center.PDF>

Comparing Licensing Regulations

To allow for a side-by-side comparison of the Licensing regulations in effect through July 2019, and the updated Foundational Quality Standards, effective August 2019, DCYF developed a crosswalk mapping the previous Licensing standards for Family Home and Center programs to the updated Foundational Quality Standards. The Early Start Act provided the initial impetus for standards alignment, which resulted in the updates that support alignment between the family home and center Licensing regulations, eliminating unnecessary differences and consolidating two separate Licensing chapters into one as well as the creation of the progression from Licensing to Early Achievers and to ECEAP. Standards alignment is designed to support high quality care for the children of Washington. The focus of standards alignment on clear and consistent language increases transparency, eliminates duplication, and creates common ground for providers, licensors and parents. Alignment itself—the connected standards among Licensing, Early Achievers and ECEAP—help providers grow program quality and meet the needs of diverse families.

At the same time, this process strengthened the standing of Licensing as the foundation for child development, health and safety. The update incorporates the results of review and analysis of new requirements under the federal child care law and DCYF priorities around racial equity, cultural responsiveness, and child environmental health and safety. In many instances, updated regulations have the same intent as the previous version, but the language is different. This means that the intent and the content of many of the Foundational Quality Standards are familiar to licensors and early learning programs even when the wording is not the same. There are several reasons why wording may have been updated but intent and content has not. First, language has been clarified and simplified. Second, the same language is now used in Licensing, Early Achievers and the Early Childhood Education and Assistance Program (ECEAP).

An example of how the crosswalk is formatted is below.

TABLE 4.1 EXAMPLE OF STANDARDS ALIGNMENT CROSSWALK

Standards Alignment - Environment		
Health Practices- First aid supplies		
Family Home WAC Applicable until July 31, 2019	Center WAC Applicable until July 31, 2019	WAC 110-300 Effective August 1, 2019
WAC 170-296A-4075 (1) The licensee must have a complete first-aid kit at all times: (a) In the licensed space; (b) On any off-site trip; and (c) In any vehicle used to transport children in care.	WAC 170-295-5010 (1) You must maintain on the premises adequate first-aid supplies conforming to the center's first-aid policies and procedures. The center's first-aid supplies must include: (a) A supply for each vehicle used to transport children; and (b) A portable supply, which can be taken on walks and field trips.	WAC 110-300-0230 First-aid supplies. (1) An early learning provider must keep a complete first-aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. A first-aid kit must...

To access the crosswalks, please follow the links below to the specific section of Foundational Quality Standards.

- Intent and Authority: <https://www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/Intent-Authority.pdf>

- Child Outcomes: <https://www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/ChildOutcomes.pdf>
- Family Engagement and Partnerships: <https://www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/FamilyEngagement-Partnerships.pdf>
- Professional Development, Training and Requirements: <https://www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/ProfDevTraining-Requirements.pdf>
- Environment: <https://www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/Environment.pdf>
- Interactions and Curriculum: <https://www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/Interactions-Curriculum.pdf>
- Program Administration and Oversight: <https://www.dcyf.wa.gov/sites/default/files/pdf/lic-guide/ProgramAdmin-Oversight.pdf>

Updated Family Home Foundational Quality Standards

As early learning professionals review the updated Licensing regulations, there are two general types of updates reflected in the Foundational Quality Standards. They are **content adjustment** and **content introduction**.

Content Adjustment

The general requirement of the regulation existed in previous versions of Licensing regulations, though a specific portion has been adjusted. In the example below regarding the requirement around storing a child's belongings, the requirement to provide a separate storage space is similar to the previous version of Licensing regulations. However, there are adjustments to specifics around the storage space to provide more guidance.

TABLE 4.2 EXAMPLE OF CONTENT ADJUSTMENT TO LICENSING REGULATIONS

Previous Version of Licensing Regulation	Updated Version of Licensing Regulation
WAC 170-296A-4750 Storage for each child's belongings The licensee must provide separate storage for each child's belongings. Belongings of children from the same family may be stored together	WAC 110-300-0140 (5) An early learning provider must supply individual storage space for each child's belongings while in attendance. At a minimum, the space must be: (a) Accessible to the child; and (b) Large enough and spaced sufficiently apart from other storage space to: (i) Store the child's personal articles and clothing; and (ii) Promote or encourage children to organize their possessions.

Content Introduction

This type of update includes a requirement introduced in the updated version of Licensing regulations, which was not included in previous versions of Licensing regulations. For example, the requirements around communicating with parents related to the importance of developmental screenings is introduced in the updated Licensing regulations.

TABLE 4.3 EXAMPLE OF CONTENT INTRODUCED TO LICENSING REGULATIONS

Previous Version of Licensing Regulation	Updated Version of Licensing Regulation
Not in Previous Version	WAC 110-300-0055(1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five.



To review a focused list of updated regulations specific to Family Home early learning providers, click here: <https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/QualStandards-Updated-Family.PDF>

Updated Center Foundational Quality Standards

As early learning professionals review the updated Licensing regulations, there are two general types of updates reflected in the Chapter. They are **content adjustment** and **content introduction**.

Content Adjustment

The general requirement of the regulation existed in previous versions of Licensing regulations, though a specific portion has been adjusted. In the example below regarding the requirement around maintaining records, the requirement for ensuring facility and program records from the previous 12-months are available for review is the same as previous version of Licensing regulations. Adjustment as to where the records may be stored was made to allow for more flexibility.

TABLE 4.4 EXAMPLE OF CONTENT ADJUSTMENT TO LICENSING REGULATIONS

Previous Version of Licensing Regulation	Updated Version of Licensing Regulation
WAC 170-295-7031 (1) Current records (including records from the previous twelve months) must be kept in the licensed space and be available for the department's review.	WAC 110-300-0465(3) Facility and program records from the previous twelve months must be easily accessible and kept on-site or in the program's administrative office for department of other state agency's review.

Content Introduction

This type of update includes a requirement introduced in the updated version of Licensing regulations, which was not included in previous versions of Licensing regulations. For example, the requirements around communicating with parents related to the importance of developmental screenings is introduced in the updated Licensing regulations.

TABLE 4.5 EXAMPLE OF CONTENT INTRODUCED TO LICENSING REGULATIONS

Previous Version of Licensing Regulation	Updated Version of Licensing Regulation
Not in Previous Version	WAC 110-300-0055(1) An early learning provider must inform parents or guardians about the importance of developmental screenings for each child from birth through age five.



To review a focused list of updated regulations specific to Center early learning providers, click here: <https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/QualStandards-Updated-Center.PDF>

Director's Decision Chart

When the Negotiated Rulemaking (NRM) concluded, a proposed draft of aligned standards was submitted to the director of the Department of Early Learning for review. Included in the draft were stakeholder concerns for all proposed standards, whether or not NRM reached consensus, along with proposed language for standards not reaching consensus during NRM. The director reviewed the proposed draft, all stakeholder concerns, and the proposed language for standards for which consensus was not reached.



Adjustments to proposed regulations were made based on the following criteria:

- Critical health and safety needs of children
- Compliance with federal child care rules
- Language clarity
- Stakeholder needs
- State or department priorities

Modifications to regulations are documented in the Director's Decision Chart Summary, which documents the proposed NRM language, the Director's decision in track changes, and the alignment rationale. The alignment rationale is rooted in the criteria listed above and also outlines the stakeholders impacted by the language updates.

A sample of the Director's Decisions can be seen on the following page, while the document in its entirety is available: <https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/DirectorDecisions.pdf> During the review, the Director maintained the pledge to honor the NRM work.

TABLE 4.6 SELECTED EXAMPLES FROM THE DIRECTOR'S DECISION CHART SUMMARY

WAC	NRM consensus text	Director's decision	Rationale
110-300-0015	(3) If a program staff member provides direct care to children is taking planned medical leave that will result in absence from the early learning program for more than three business days, they must provide notification to the Department as defined in this section at least two days before the planned absence. (a) Upon return to the program, the individual who was on leave must provide a medical release from their medical practitioner.	Strike subsection (3)	The Director's decision is to delete this subsection and therefore the requirement regarding planned medical leave because that is not the business of DCYF, only the absence of the early learning provider from their early learning program. IMPACT: All Stakeholders
110-300-0065	(1) At least once per calendar year, an early learning provider must supply to parents or guardians kindergarten or school readiness materials.	(1) At least once per calendar year, an early learning provider must supply to parents or guardians kindergarten or school readiness materials <u>when developmentally appropriate for enrolled children.</u>	The Director's decision is to revise the language for clarity on when it is appropriate to disperse kindergarten or school readiness materials. IMPACT: All Stakeholders
110-300-0165	(2) An early learning provider must take measures intended to prevent hazards to children including, but not limited to: (f) Ensuring firearms, guns, weapons, and/or ammunition are not in the premises of a center early learning program. Firearms, guns, weapons, and ammunition on the licensed space of a family home early learning program must be stored in a locked gun safe or locked room inaccessible to children. If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling device. The locked room must be inaccessible to children at all times;	(2) An early learning provider must take measures intended to prevent hazards to children including, but not limited to: (f) Ensuring firearms, guns, weapons, and ammunition are not in the premises of a center early learning program. Firearms, guns, weapons, and ammunition on the <u>premises</u> of a family home early learning program must be stored in a locked gun safe or locked room inaccessible to children. If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling device. The locked room must be inaccessible to children at all times;	The Director's decision is to change the "licensed space" phrase to on the "premises". This broadens the scope of regulated conduct in a family home early learning program. DCYF feels that this rule is imperative given the extremely high health and safety risk posed by guns. IMPACT: Family Home Stakeholders

WAC	NRM consensus text	Director's decision	Rationale
110-300-0220	(1) An early learning provider must provide at least one indoor bathroom in the licensed space that has the following: (a) One working flush toilet; (ii) Center early learning programs must have one working flush toilet for every 15 children and staff. A child in diapers does not count for purposes of toilet calculations until the child begins toilet training.	(1) An early learning provider must provide at least one indoor bathroom in the licensed space that has the following: (a) One working flush toilet; (ii) Center early learning programs <u>licensed after the date this chapter becomes effective</u> must have one working flush toilet for every 15 children and staff. A child in diapers does not count for purposes of toilet calculations until the child begins toilet training.	The Director's decision is to add language in 110-300-0220 to "grandfather in" center programs that were licensed before the date this chapter becomes effective. This would allow programs licensed prior to August 2019 to be exempt from the requirement to have one flush toilet for every 15 children and staff. IMPACT: Center Stakeholder groups

Small Business Economic Impact Study for the Foundational Quality Standards

The State of Washington requires an economic impact study when proposing changes in regulations. An economic impact study examines the net financial impact of implementing regulations and projects the financial costs to those who will be required to comply with the regulation. The results of an economic impact study allow for thoughtful planning by the department and those impacted by the regulation.

For the Foundational Quality Standards, an economic impact study was conducted and published in May 2018. The study focused on the economic impact on small businesses, which make up the majority of early learning programs in Washington. The study answered the following questions outlined in **Figure 4.1**

FIGURE 4.1 QUESTIONS EXAMINED IN THE ECONOMIC IMPACT STUDY



The Small Business Economic Impact Study for the Chapter 110-300 WAC is available by following this link <https://www.dcyf.wa.gov/sites/default/files/pdf/wac-guide/EconStudy.pdf>



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