

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0300 Special needs accommodations. (1) An early learning program must make reasonable accommodations to facilities, equipment, furniture, and activities to meet the individual special needs of enrolled children with impaired health or limited abilities, pursuant to the Washington Law Against Discrimination (chapter 49.60 RCW) and the ADA. Weight #6</p> <p>(2) An early learning provider must submit an accommodation plan to the department for approval as soon as a child with special needs is enrolled or identified by a professional listed in subsection (3)(b) of this section. The department must review and return accommodation plans to the provider. Weight #5</p> <p>(3) The department may approve an early learning provider’s planned accommodations once: (a) A provider submits to the department a written Individual Care Plan of how the</p>	<p>The Early Achievers Quality Standards incorporate two standardized program assessments: the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).</p> <p>The ERS and CLASS both measure facility quality by evaluating the types of supports available to children. Because each tool focuses on different elements within the environment, Early Achievers uses both to provide a comprehensive assessment of facility quality.</p> <p>Scoring on the ERS is assigned on a 7-point scale. The CLASS is scored on a continuum from one through seven, with 1-2 considered low, 3-5 considered middle, and 6-7 considered high. For child care centers, the facility ERS and CLASS scores are averages based on the scores of all assessed classrooms.</p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale 	<p><i>Progression from WAC 170-300-0300</i> ECEAP contractors must have a written policy to support children with special needs in inclusive environments. This policy must include the contractor’s philosophy, strategies, and a plan to individualize accommodations.¹</p>

¹ Change is based on quality improvement efforts from the Pre-K Quality Self-Assessment.

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<p>special needs of a child will be met when enrolled or identified. This plan must be signed by the parent or guardian, may be developed using a department provided template, and must contain:</p> <ul style="list-style-type: none"> (i) The child’s diagnosis; (ii) Contact information for the primary health care provider or other relevant specialist; (iii) A list of medication to be administered at scheduled times, or during an emergency along with descriptions of symptoms that would trigger emergency medication; (iv) Directions on how to administer medication; (v) Allergies; (vi) Food allergy and dietary needs pursuant to WAC 170-300-0186; (vii) Activity, behavioral, or environmental modifications for the child; (viii) Known symptoms and what triggers to avoid; (ix) Emergency response plans 	<p>(ITERS-3)ⁱ is designed to be used with one classroom or one group at a time, for children ages birth to three years</p> <ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ECERS-3</p> <ul style="list-style-type: none"> • Program Structure <p>FCCERS-R</p> <p>Program Structure</p> <ul style="list-style-type: none"> • Provisions for Children with Disabilities <p>ITERS-3</p> <ul style="list-style-type: none"> • Program Structure 	
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<p>and what procedures to perform; and</p> <p>(x) Suggested special skills training, and education for early learning program staff, including specific pediatric first aid and CPR for special health care needs.</p> <p>(b) An early learning provider has supporting documentation of the child's special needs provided by the child's licensed or certified:</p> <ul style="list-style-type: none"> (i) Physician or physician's assistant; (ii) Mental health professional; (iii) Education professional; (iv) Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or (v) Registered nurse or advanced registered nurse practitioner. <p style="color: red;">Weight NA</p> <p>(4) An early learning provider's written plan and documentation for accommodations must be in the form of an:</p> <ul style="list-style-type: none"> (a) Individual education plan (IEP); 		
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<p>(b) Individual health plan (IHP); (c) 504 plan; or (d) Individualized family service plan (IFSP). Weight #5</p> <p>(5) An early learning provider's written plan and all documentation required under this section must be kept in the child's file, and must:</p> <p>(a) Be available for department review; (b) Have parent permission that a visiting health professional may provide services to the child at the early learning program, if applicable; (c) Have verification that early learning program staff involved with a particular child has been trained on implementing the Individual Care Plan for that child, if applicable; and (d) Be updated annually or when there is a change in the child's special needs. Weight #5</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
170-300-0305 Curriculum philosophy and planning.	Progression from WAC 170-300-0305	Curriculum Philosophy <i>Progression from 170-300-0305 (1)</i>

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<p>(1) An early learning provider must have and follow a written curriculum philosophy that describes the program of planned daily activities related to early childhood or child development. The curriculum philosophy must address all age groups being served, be informed by the Washington State Early Learning and Development Guidelines, and include:</p> <ul style="list-style-type: none"> (a) How children develop emotionally, socially, cognitively, and physically; (b) What early learning looks like or areas of focus for each age group being served; (c) How the provider will meet cultural, dual language learner, and special needs of children in care; (d) How to guide learning and social interactions; (e) The importance of play to a child’s learning process; and (f) For infants and toddlers, the importance of developing consistent, nurturing relationships with caregivers as a component of learning. Weight #1 <p>(2) Staff must be trained on the program’s curriculum philosophy. Weight #1</p>	<p>Dedicated time for teaching staff planning time on a weekly basis and evidence that the allotted schedule for teaching team planning is actually followed</p> <ul style="list-style-type: none"> • Do staff have regular dedicated time of at least one hour per week or a total of four hours per month to plan together as a teaching team when they are not responsible for the care of children and not counted in ratio? • Evidence of a schedule showing that each teaching team has regular, dedicated planning time as a team must be provided. • For this component: teaching staff refers to teaching teams who work together, (i.e. lead teachers, co-teachers and assistants) whether it be home or center based. If only one person is responsible for the care of the children, the early learning educator must demonstrate that they plan and use dedicated planning time. 	<p>Contractors must implement Creative Curriculum®, HighScope®, or an alternative department-approved comprehensive research-based curriculum. Contractors must obtain written approval from the department’s ECEAP office before implementing an alternative curriculum.</p> <p><i>Progression from 170-300-0305 (1)</i> Contractors must ensure a culturally relevant curriculum that:</p> <ul style="list-style-type: none"> • Reflects the cultures of enrolled children. • Supports ongoing development of each child’s home language, while helping each child learn English. • Includes and demonstrates respect for diverse family structures and cultures. • Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away. <p>Curriculum Planning <i>Progression from 170-300-0305</i> Contractors must ensure that staff plan early learning experiences and maintain written plans which describe the activities for each class day. These written plans must address:</p> <ul style="list-style-type: none"> • <i>The Washington State Early Learning and Development Guidelines</i> in social-emotional
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<p>(3) A Lead Teacher must use at least one hour of scheduled and documented planning time each week to develop curriculum and activities. Planning may be done during rest time but all supervision requirements of WAC 170-300-0345 must be met. Curriculum and activity plans must be available for department review.</p> <p>Weight #1</p>		<p>development, physical development, language development, and cognitive development including literacy and mathematics.</p> <ul style="list-style-type: none"> • Each component of the daily routine. • Supports for individualized instruction for children with a range of abilities. • Children’s developmental and learning goals including Individualized Education Plans (IEP). • Information gained from child observation and assessment. • Nutrition education activities including teaching healthy foods and portion sizes • Parent ideas for activities and experiences. <p>Written plans must not include religious activities. This does not preclude children or families from sharing their traditions.</p> <p><i>Progression from 170-300-0305 (3)</i> ECEAP contractors must ensure staff have regular dedicated time of a minimum of one hour per week of for team curriculum planning when they are not responsible for the care of children and not counted in ratio.²</p>
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² This is a progression from WAC as ECEAP is focused on teaching team curriculum planning together, not just the lead teacher planning.

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<p>170-300-0310 Concept development and feedback quality. (1) An early learning provider must facilitate activities to support child learning and understanding. Weight #1 (2) An early learning provider can facilitate child learning and understanding through techniques including, but not limited to: (a) Using a variety of teaching strategies (different techniques, curricula, or styles) and materials to address different learning styles, abilities, developmental levels, and temperament; Weight #5 (b) Helping children enter into and sustain play; Weight #1 (c) Encouraging children to participate by asking questions and providing guidance; Weight #1 (d) Providing opportunities for children’s creativity; Weight #1 (e) Linking concepts and activities to one</p>	<p><i>Progression from WAC 170-300-0310</i></p> <p>The Early Achievers Quality Standards incorporate two standardized program assessments: the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).</p> <p>The ERS and CLASS both measure facility quality by evaluating the types of supports available to children. Because each tool focuses on different elements within the environment, Early Achievers uses both to provide a comprehensive assessment of facility quality.</p> <p>Scoring on the ERS is assigned on a 7-point scale. The CLASS is scored on a continuum from one through seven, with 1-2 considered low, 3-5 considered middle, and 6-7 considered high. For child care centers, the facility ERS and CLASS scores are averages based on the scores of all assessed classrooms.</p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p>	<p>ECEAP Standard eliminated. This is covered in WAC 170-300-0310 and Early Achievers.</p>

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<p>another and to the children’s lives and interests; Weight #1</p> <p>(f) Noticing and responding to teachable moments; Weight #1</p> <p>(g) Clarifying and expanding children’s understanding; Weight #1</p> <p>(h) Describing and discussing children’s learning processes; Weight #1</p> <p>(i) Encouraging children’s efforts and persistence; Weight #1</p> <p>(j) Showing tolerance for mistakes; Weight #5</p> <p>(k) Using diverse vocabulary; Weight #1</p> <p>(l) Leading discussions and activities; and Weight #1</p> <p>(m) Providing materials during the day, including daily routines such as meals and transitions, to encourage communication in English and children’s home languages when possible. Weight #1</p>	<ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3)ⁱⁱ is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ECERS-3</p> <ul style="list-style-type: none"> • Language and Literacy • Learning Activities • Interaction <p>ITERS-3</p> <ul style="list-style-type: none"> • Language and books • Activities • Interaction 	
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	<p>Reference: Classroom Assessment Scoring System (CLASS)</p> <p>Pre-K CLASS Instructional Support</p> <ul style="list-style-type: none"> • Concept Development • Quality of Feedback <p>Toddler CLASS Engaged Support for Learning</p> <ul style="list-style-type: none"> • Facilitation of Learning and Development • Active Facilitation • Expansion of Cognition 	
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0315 Language modeling and reasoning.</p> <p>(1) An early learning provider must be aware of and responsive to children’s developmental, linguistic, cultural, academic, and needs by:</p> <p style="padding-left: 20px;">(a) Asking children to share ideas about a story being read or to tell about their own experiences. Questions should be</p>	<p><i>Progression from WAC 170-300-0315</i></p> <p>The Early Achievers Quality Standards incorporate two standardized program assessments: the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).</p> <p>The ERS and CLASS both measure facility quality by</p>	<p>ECEAP Standard eliminated. This is covered in WAC 170-300-0315 and Early Achievers.</p>

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<p>appropriate for the age group and allow children to answer without correction from the provider;</p> <p>(b) Circulating among the children during free choice activities and talking with children about what they are doing; and</p> <p>(c) Using teaching techniques such as:</p> <ul style="list-style-type: none"> (i) Self-talk: when the provider talks about what he or she is doing, seeing, eating, touching, or thinking as he or she is involved in that activity; (ii) Parallel-talk: when the provider talks about what the child is doing, seeing, eating, or touching as the child is engaging in those activities; or (iii) Language expansion: when the provider adds detail or new, more exact words to build on ideas that children are expressing. <p>Weight #1</p> <p>(2) An early learning provider working with preschool and school-age children must use language to develop and encourage reasoning skills by:</p>	<p>evaluating the types of supports available to children. Because each tool focuses on different elements within the environment, Early Achievers uses both to provide a comprehensive assessment of facility quality.</p> <p>Scoring on the ERS is assigned on a 7-point scale. The CLASS is scored on a continuum from one through seven, with 1-2 considered low, 3-5 considered middle, and 6-7 considered high. For child care centers, the facility ERS and CLASS scores are averages based on the scores of all assessed classrooms.</p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3)ⁱⁱⁱ is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program 	
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<p>(a) Talking about logical relationships or concepts during the day including, but not limited to the daily schedule, the differences and similarities between objects, or people in the classroom;</p> <p>(b) Introducing concepts using guiding questions that encourage children to figure out cause and effect relationships;</p> <p>(c) Providing opportunities for reading and writing activities; and</p> <p>(d) Asking open ended questions to help children improve skills and acquire knowledge.</p> <p style="color: red;">Weight #1</p> <p>(3) An early learning provider working with non-English speaking children must encourage language development and acquisition by:</p> <p>(a) Using words in various languages to talk about the routines;</p> <p>(b) Reading books out loud or using audio books; and</p> <p>(c) Playing games in different languages.</p> <p style="color: red;">Weight #1</p>	<p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ECERS-3</p> <ul style="list-style-type: none"> • Language and Literacy • Learning Activities • Interaction • Program Structure <p>ITERS-3</p> <ul style="list-style-type: none"> • Language and Books • Activities • Interaction <p>Reference: Classroom Assessment Scoring System (CLASS)</p> <p>Pre-K CLASS</p> <p>Instructional Support</p> <ul style="list-style-type: none"> • Language Modeling • Open-ended questions • Self-talk and parallel talk 	
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	<p>Quality of Feedback</p> <ul style="list-style-type: none">• Feedback Loops <p>Toddler CLASS</p> <p>Engaged Support for Learning</p> <ul style="list-style-type: none">• Facilitation of Learning and Development• Quality of Feedback• Language Modeling	
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<p>170-300-0320 Facilitating child interests, learning, perspective, and productivity.</p> <p>(1) An early learning provider must work to maximize children’s interests, engagement with activities, and ability to learn from play by:</p> <ul style="list-style-type: none"> (a) Maximizing learning time with learning materials and products, limiting disruptions during activities, and offering additional choices when activities are completed; (b) Giving clear instructions and directions to limit wandering time; and (c) Making transitions opportunities for children to learn through communicating clear expectations and keeping transitions brief with limited wait time. <p style="color: red;">Weight #1</p> <p>(2) An early learning provider must offer developmentally and culturally responsive activities that offer a range of auditory, visual, and movement opportunities that:</p> <ul style="list-style-type: none"> (a) Encourage child engagement; (b) Promote each child’s self-help and 	<p><i>Progression from WAC 170-300-0320</i></p> <p>The Early Achievers Quality Standards incorporate two standardized program assessments: the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).</p> <p>The ERS and CLASS both measure facility quality by evaluating the types of supports available to children. Because each tool focuses on different elements within the environment, Early Achievers uses both to provide a comprehensive assessment of facility quality.</p> <p>Scoring on the ERS is assigned on a 7-point scale. The CLASS is scored on a continuum from one through seven, with 1-2 considered low, 3-5 considered middle, and 6-7 considered high. For child care centers, the facility ERS and CLASS scores are averages based on the scores of all assessed classrooms.</p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale 	<p>ECEAP contractors must create a policy that includes:</p> <ul style="list-style-type: none"> • Promotion of physical activity and removal of potential barriers to physical activity participation. • Requirements for staff to support children’s active play by participating in children’s active games when appropriate.

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<p>social skills;</p> <p>(c) Are organized around child interests and ideas;</p> <p>(d) Allow choice, exploration, and experimentation;</p> <p>(e) Promote active and play-based learning experiences;</p> <p>(f) Allow children freedom to move during activities;</p> <p>(g) Ensure child expression;</p> <p>(h) Utilize interesting and creative materials;</p> <p>(i) Offer hands-on opportunities for children;</p> <p>(j) Provide opportunity for children to direct their own learning and problem solving rather than teacher-directed activities; and</p> <p>(k) Orient and guide children toward learning objectives.</p> <p>Weight #1</p>	<p>(ITERS-3)^{iv} is designed to be used with one classroom or one group at a time, for children ages birth to three years</p> <ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ECERS-3</p> <ul style="list-style-type: none"> • Language and Literacy • Learning Activities • Interaction • Program Structure <p>ITERS-3</p> <ul style="list-style-type: none"> • Language and Books • Activities 	
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	<ul style="list-style-type: none"> • Interaction • Program Structure <p>FCCERS-R Program Structure</p> <ul style="list-style-type: none"> • Free Play <p>Reference: Classroom Assessment Scoring System (CLASS)</p> <p>Pre-K CLASS Emotional Support</p> <ul style="list-style-type: none"> • Regard for Student Perspectives <p>Classroom Organization</p> <ul style="list-style-type: none"> • Productivity <p>Toddler CLASS Emotional and Behavior Support</p> <ul style="list-style-type: none"> • Regard for Child Perspectives <p>Engaged Support for Learning</p> <ul style="list-style-type: none"> • Facilitation of Learning and Development 	
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<p>170-300-0325 Creating a climate for healthy child development. (1) When communicating or interacting with children, an early learning provider must:</p> <ul style="list-style-type: none"> (a) Use a warm, calm, and respectful tone of voice; (b) Use positive language to explain what children can do and give descriptive feedback; (c) Have relaxed conversations with children by listening and responding to what they say. Adult conversations must not dominate the overall sound of the group; (d) Warmly greet children upon arrival and departure at the early learning program; (e) Make eye contact and facial expressions such as smiling, laughing, and enthusiasm to match a child’s mood; (f) Use physical proximity in a culturally responsive way to speak to children at their eye level and with warm physical contact, including but not limited to, gently touching a hand or shoulder, 	<p><i>Progression from 170-300-0325</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3)^y is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all classrooms or groups that receive data collection.</p> <p>ECERS-3</p>	<p><i>Progression from the following WAC:</i></p> <ul style="list-style-type: none"> • 170-300-0325 • 170-300-0330 • 170-300-0331 • 170-300-0335 <p>Contractors must write a child guidance policy that incorporates the following WAC and progressions:</p> <ul style="list-style-type: none"> • 170-300-0325 • 170-300-0330 • 170-300-0331 • 170-300-0335 <p>Contractors must use the Environmental Rating Scale and the Classroom Assessment Scoring System and the resulting data to inform continuous quality improvements.</p>

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<p>sitting next to a child, appropriately holding younger children close while communicating;</p> <p>(g) Validate children’s feelings and show tolerance for mistakes;</p> <p>(h) Be responsive and listen to children’s requests and questions, encouraging children to share experiences, ideas, and feelings;</p> <p>(i) Observe children in order to learn about their families, cultures, individual interests, ideas, questions, and theories;</p> <p>(j) Use scaffolding methods to gradually move children toward stronger understanding and greater independence in the learning process;</p> <p>(k) Model and teach emotional skills such as recognizing feelings, expressing them appropriately, accepting others’ feelings, and controlling impulses to act out feelings;</p> <p>(l) Represent the diversity found in the early learning program and society, including gender, age, language, and abilities, while being respectful of cultural traditions, values, religion and beliefs of enrolled families; and</p>	<ul style="list-style-type: none"> • Personal care routines • Learning Activities • Interaction • Program Structure <p>ITERS-3</p> <ul style="list-style-type: none"> • Personal care routines • Activities • Interaction • Program Structure <p>FCCERS-R Activities</p> <ul style="list-style-type: none"> • Promoting Acceptance of Diversity <p>Interaction</p> <ul style="list-style-type: none"> • Provider-child interaction • Interactions among children <p>Reference: Classroom Assessment Scoring System (CLASS)</p> <p>Pre-K CLASS Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student perspectives <p>Toddler CLASS</p>	
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<p>(m) Interact with staff and other adults in a positive, respectful manner. Weight #6</p> <p>(2) An early learning provider must encourage positive interactions between and among children by:</p> <ul style="list-style-type: none"> (a) Giving children several chances a day to interact with each other while playing or completing routine tasks; (b) Modeling good social skills; (c) Encouraging socially isolated children to find friends; (d) Helping children understand feelings of others; and (e) Including children with special needs to play with others. <p>Weight #6</p>	<p>Emotional and Behavioral Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity <p>Engaged Support for Learning</p> <ul style="list-style-type: none"> • Facilitation of Learning and Development 	
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<p>170-300-0330 Positive relationships and child guidance.</p> <p>(1) An early learning provider must work to maintain positive relationships with children by using consistent guidance techniques to help children learn to get along with each other. Weight #6</p> <p>(2) Guidance techniques must adapt an early learning program’s environment, routines, and activities to a child’s developmental level, abilities, culture, and relate to the child’s behavior. The guidance techniques may include:</p> <ul style="list-style-type: none"> (a) Coaching appropriate behavior; (b) Modeling and teaching social skills such as taking turns, cooperation, waiting, self-control, respect for the rights of others, treating others kindly, and conflict resolution; (c) Offering choices; (d) Distracting; (e) Redirecting or helping a child change their focus to something appropriate to achieve their goal; (f) Planning ahead to prevent problems 	<p><i>Progression from WAC 170-300-0330</i></p> <p>The Early Achievers Quality Standards incorporate two standardized program assessments: the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).</p> <p>The ERS and CLASS both measure facility quality by evaluating the types of supports available to children. Because each tool focuses on different elements within the environment, Early Achievers uses both to provide a comprehensive assessment of facility quality.</p> <p>Scoring on the ERS is assigned on a 7-point scale. The CLASS is scored on a continuum from one through seven, with 1-2 considered low, 3-5 considered middle, and 6-7 considered high. For child care centers, the facility ERS and CLASS scores are averages based on the scores of all assessed classrooms.</p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale 	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0330 and Early Achievers.</p>

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New requirement

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<p>and letting children know what events will happen next;</p> <p>(g) Explaining consistent, clear rules and involving children in defining simple, clear classroom limits;</p> <p>(h) Involving children in solving problems; and</p> <p>(i) Explaining to children the natural and logical consequence related to the child’s behavior in a reasonable and developmentally appropriate manner.</p> <p>Weight #6</p>	<p>(ITERS-3)^{vi} is designed to be used with one classroom or one group at a time, for children ages birth to three years</p> <ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>ECERS-3</p> <ul style="list-style-type: none"> • Language and literacy • Interaction <p>ITERS-3</p> <ul style="list-style-type: none"> • Language and books • Interaction <p>Reference: Classroom Assessment Scoring System (CLASS)</p> <p>Pre-K CLASS</p> <p>Emotional Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity <p>Classroom Organization</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

	<ul style="list-style-type: none"> • Behavior Management <p>Toddler CLASS Emotional and Behavioral Support</p> <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Child Perspectives • Behavior Guidance 	
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0331 Prohibited behavior, discipline, and physical removal of children.</p> <p>(1) An early learning provider must intervene immediately when a child or children are teasing, bickering, fighting, bullying, intimidating or becoming physically aggressive. A provider must take steps to protect children from the harmful acts of other children, pursuant to WAC 170-300-0335. Weight #7</p> <p>(2) An early learning provider must not allow:</p>	<p><i>Progression from WAC 170-300-0331</i></p> <p>The Early Achievers Quality Standards incorporate two standardized program assessments: the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).</p> <p>The ERS and CLASS both measure facility quality by evaluating the types of supports available to children. Because each tool focuses on different elements within the environment, Early Achievers uses both to provide a comprehensive assessment</p>	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0331 and Early Achievers.</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(a) Profanity, obscene language, “put downs,” or cultural or racial slurs;</p> <p>(b) Angry or hostile interactions;</p> <p>(c) Threats of physical harm or inappropriate discipline such as, but not limited to spanking, biting, jerking, kicking, hitting, slapping, grabbing, shaking, pulling hair, pushing, shoving, throwing a child, or inflicting pain or humiliation as a punishment;</p> <p>(d) Intimidation, gestures, or verbal abuse including sarcasm, name calling, shaming, humiliation, teasing, derogatory remarks about a child or the child’s family;</p> <p>(e) Emotional abuse including victimizing, bullying, rejecting, terrorizing, extended ignoring, or corrupting a child; or</p> <p>(f) Anyone to:</p> <ul style="list-style-type: none"> (i) Restrict a child’s breathing; (ii) Bind or restrict a child’s movement unless permitted under WAC 170-300-0335; (iii) Tape a child’s nose, mouth, or other body part; (iv) Deprive a child of sleep, food, clothing, shelter, physical activity, first aid, or regular or 	<p>of facility quality.</p> <p>Scoring on the ERS is assigned on a 7-point scale. The CLASS is scored on a continuum from one through seven, with 1-2 considered low, 3-5 considered middle, and 6-7 considered high. For child care centers, the facility ERS and CLASS scores are averages based on the scores of all assessed classrooms.</p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3)^{vii} is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>emergency medical or dental care;</p> <p>(v) Force a child to ingest something as punishment such as hot sauce or soap;</p> <p>(vi) Interfere with a child’s ability to take care of his or her own hygiene and toileting needs;</p> <p>(vii) Use toilet learning or training methods that punish, demean, or humiliate a child;</p> <p>(viii) Withhold hygiene care, toileting care, or diaper changing from any child unable to provide such care for himself or herself;</p> <p>(ix) Expose a child to extreme temperatures as punishment;</p> <p>(x) Demand excessive physical exercise or strenuous postures. Excessive physical exercise includes, but is not limited to, running laps around the yard until overly tired, an extensive number of push-ups, having a child rest more than the child’s development requires, standing on one foot for an</p>	<p>scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ECERS-3</p> <ul style="list-style-type: none"> • Interaction <p>ITERS-3</p> <ul style="list-style-type: none"> • Interaction <p>FCCERS-R</p> <p>Interaction</p> <ul style="list-style-type: none"> • Discipline • Staff-child interactions <p>Reference: Classroom Assessment Scoring System (CLASS)</p> <p>Pre-K CLASS</p> <p>Emotional Support</p> <ul style="list-style-type: none"> • Negative Climate <p>Toddler CLASS</p> <p>Emotional and Behavioral Support</p> <ul style="list-style-type: none"> • Negative Climate 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

uncomfortable amount of time,
or holding out one’s arms until
tired or painful; and

(xi) Prevent or punish a child
from exercising religious rights.

Weight #8

(3) An early learning provider may separate a preschool age or school age child from other children when that child needs to regain control of him or herself. During separation time, the child must remain under the direct supervision of a Licensee, Center Director, Assistant Director, Program Supervisor, and Lead Teacher. Separation of the child must not last longer than five minutes. **Weight #6**

(4) If a child is separated from other children, an early learning provider must:

- (a) Consider the child’s developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions;
- (b) Communicate to the child the reason for being separated from the other children;
- (c) Not place the separated child in a closet, bathroom, locked room,

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p style="padding-left: 40px;">outside, or in an unlicensed space; or</p> <p>(d) Not use high chairs, car seats, or other confining space or equipment to punish a child or restrict movement.</p> <p style="color: red;">Weight #7</p> <p>(5) If an early learning provider follows all strategies in this section, and a child continues to behave in an unsafe manner, only a Licensee, Center Director, Assistant Director, Program Supervisor, or Lead Teacher may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing the child. Physical removal of a child is determined by that child’s ability to walk:</p> <p style="padding-left: 20px;">(a) If the child is able to walk, staff may hold the child’s hand and walk him or her away from the situation.</p> <p style="padding-left: 20px;">(b) If the child is not able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others.</p> <p style="color: red;">Weight #6</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0335 Physical restraint. (1) An early learning provider must have written physical restraint protocols pursuant to WAC 170-300-0490, and implement such protocols only when appropriate and after complying with all requirements of WAC 170-300-0330 and 0331. Weight #7</p> <p>(2) Physical restraint must only be used if a child’s safety or the safety of others is threatened, and must be: (a) Limited to holding a child as gently as possible to accomplish restraint; (b) Limited to the minimum amount of time necessary to control the situation; and (c) Age and culturally appropriate. Weight #7</p> <p>(3) Only early learning Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers trained in a restraint technique pursuant to WAC 170-300-0106(9) may restrain a child. Weight #7</p>		<p><i>Progression from 170-300-0335</i></p> <p>ECEAP contractors may identify additional staff to apply limited restraint techniques with children, such as:</p> <ul style="list-style-type: none"> • Assistant teachers • Family support staff • School district staff <p>Any additional staff identified must be trained in limited restraint procedures prior to restraining a child.</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(4) No person may use bonds, ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights (including and adult sitting on a child) to physically restrain children. Weight #8</p> <p>(5) Licensees, Center Directors, Assistant Directors, Program Supervisors, or Lead Teachers must remove him or herself from a situation if they sense a loss of their own self-control and concern for the child when using a restraint technique if another early learning provider is present. Weight #8</p> <p>(6) If physical restraint is used, a Licensee, Center Director, Assistant Director, Program Supervisor, or Lead Teacher must:</p> <ul style="list-style-type: none"> (a) Immediately report the use of physical restraint to the child's parent or guardian and within 24 hours to the department pursuant to WAC 170-300-0475; (b) Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate; (c) Document the incident in the child's file, including the date, time, early 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>learning program staff involved, duration and what happened before, during and after the child was restrained; and</p> <p>(d) Develop a written safety plan with input from the child’s primary care or mental health provider, early learning provider, parents or guardians, and a department licensor to address underlying issues and reduce need for further physical restraint if physical restraint is repeatedly necessary.</p> <p>Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0340 Expulsion. (1) Expulsion must only be used in extraordinary circumstances. An early learning provider may</p>	<p><i>Progression from WAC 170-300-0340</i></p> <p>Program has a no expulsion policy or children in the program that may be asked to leave are supported through the transition with at least three of the</p>	<p><i>Clarification and progression for ECEAP Contractors from 170-300-0340</i></p> <p>No Expulsion Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>expel a child if, due to that child’s actions, the program is not able to meet that child’s safety needs or the safety needs of others. Weight #5</p> <p>(2) Expulsion policies must detail steps an early learning provider takes to avoid expelling a child and must include referral services, assessments, or programs that may benefit an expelled child. Weight #5</p> <p>(3) To promote consistent care and maximize opportunities for child development and learning, a Licensee, Center Director, Assistant Director, Program Supervisor, or Lead Teacher must develop policies and practices that limit expulsions and other disciplinary actions that deny a child admission to an early learning program as a result of the child’s behavior. Weight #5</p> <p>(4) If a child is expelled, an early learning provider must:</p> <ul style="list-style-type: none"> (a) Share the program’s expulsion policy with the parent or guardian of the expelled child; (b) Provide a record to the parent or guardian about the expulsion and the steps taken to avoid expulsion; 	<p>following supports:</p> <ul style="list-style-type: none"> Parent meetings to discuss challenges Visits to other programs Expert evaluations Documentation of challenges 	<p>implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:</p> <ul style="list-style-type: none"> • Supporting classroom teachers. • Planning to meet individual needs of child. • Engaging community resources. • Choosing an alternative schedule or setting. <p>Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child’s behavioral support plan.</p> <p>If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the department’s ECEAP Office for technical assistance.</p>
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(c) Refer the family to alternative services, assessments, or programs that may benefit the child; and</p> <p>(d) Maintain a record of the expulsion and steps taken to avoid expulsion in the child’s file. Weight #5</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0345 Supervising children.</p> <p>(1) An early learning provider must not allow any person other than a child’s parent or guardian to have unsupervised access to a child in care unless authorized and cleared by the department. “Unsupervised access” has the same meaning here as in chapter 170-06 WAC. For the purposes of this section, individuals authorized and cleared to have unsupervised</p>	<p><i>Progression from WAC 170-300-0345</i></p> <p>The Early Achievers Quality Standards incorporate two standardized program assessments: the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).</p> <p>The ERS and CLASS both measure facility quality by evaluating the types of supports available to children. Because each tool focuses on different</p>	<p>This requirement is now covered in WAC 170-300-0345 and Early Achievers.</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>access include:</p> <ul style="list-style-type: none"> (a) Providers authorized by the department in chapter 170-06 WAC; (b) A government representative including emergency responders who has specific and verifiable authority for access supported by documentation; and (c) A person authorized in writing by a child’s parent such as a child’s therapist or health care provider. <p>Weight #7</p> <p>(2) An early learning provider must meet capacity, group size, mixed age grouping, and staff-to-child ratios while children are in care. This includes but is not limited to:</p> <ul style="list-style-type: none"> (a) Indoor and outdoor play activities; (b) Off-site activities; (c) During transportation; (d) Meal times; (e) Rest periods; (f) Evening or overnight care; and (g) When children are on different floor levels of the early learning program. <p>Weight #7</p> <p>(3) An early learning provider must actively</p>	<p>elements within the environment, Early Achievers uses both to provide a comprehensive assessment of facility quality.</p> <p>Scoring on the ERS is assigned on a 7-point scale. The CLASS is scored on a continuum from one through seven, with 1-2 considered low, 3-5 considered middle, and 6-7 considered high. For child care centers, the facility ERS and CLASS scores are averages based on the scores of all assessed classrooms.</p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3)^{viii} is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>ECERS-3</p> <ul style="list-style-type: none"> • Interaction 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>supervise all children in care by:</p> <ul style="list-style-type: none"> (a) Continually scanning the environment looking and listening for both verbal and nonverbal cues to anticipate problems and plan accordingly; (b) Visibly checking on children often. For the purposes of this section, “often” means on many occasions with little time between them; (c) Moving around frequently to keep children in direct line of sight; and (d) Positioning him or herself to supervise all areas accessible to children. <p style="color: red; margin-left: 20px;">Weight #8</p> <p>(4) An early learning provider must attend to children and be aware of what children are doing at all times. Weight #8</p> <p>(5) An early learning provider must be available and able to promptly assist or redirect a child as necessary. Weight #7</p> <p>(6) An early learning provider must:</p> <ul style="list-style-type: none"> (a) Take attendance when children enter and exit a vehicle during transportation and field trips, assuring all children are accounted for; 	<p>ITERS-3</p> <ul style="list-style-type: none"> • Interaction <p>FCCERS-R</p> <ul style="list-style-type: none"> • Interaction <p>Reference: Classroom Assessment Scoring System (CLASS)</p> <p>Pre-K CLASS Classroom Organization</p> <ul style="list-style-type: none"> • Behavior Management <p>Toddler CLASS Emotional and Behavioral Support</p> <ul style="list-style-type: none"> • Behavior Guidance 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(b) Not use devices such as a baby monitors, video monitors, or mirrors instead of direct supervision;</p> <p>(c) Have a mechanism on exit doors in the licensed space to alert providers when an exit door is opened such as a bell, alarm, or other device that can be heard throughout the licensed space;</p> <p>(d) Supervise children when the children:</p> <ul style="list-style-type: none"> (i) Interact with pets or animals; (ii) Engage in water or sand play; (iii) Play in an area in close proximity to a body of water; (iv) Use a safe route to access outdoor play area when the area is not immediately adjacent to the early learning program; (v) Engage in planned activities in the kitchen; and (vi) Ride on public transportation. <p>(e) Ensure no infant or child is left unattended during:</p> <ul style="list-style-type: none"> (i) Diapering; (ii) Bottle feeding; or (iii) Tummy time. <p>(f) Provide active supervision to children while bathing.</p> <p>(g) Consider the following when deciding</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>whether increased supervision is needed:</p> <ul style="list-style-type: none"> (i) Ages of children; (ii) Individual differences and abilities of children; (iii) Layout of the indoor and outdoor licensed space and play area; (iv) The risk associated with the activities children are engaged in; and (v) Any nearby hazards including those in the licensed or unlicensed space. Weight #7 <p>(7) An early learning program staff member not actively supervising children may undertake other child care activities for a temporary time period. Such activities include, but are not limited to, cleaning up after an activity or preparing items for a new activity. This early learning staff member must remain in visual or auditory range, and available and able to respond if needed. This requirement does not apply to play in or near pools or water hazards. Weight #6</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0350 Supervising children during water activities. (1) During water activities an early learning provider must meet all supervision requirements of this section and WAC 170-300-0345. Weight #8</p> <p>(2) A one-to-one (1:1) staff-to-child ratio must be met for infants and toddlers. Early learning program staff must hold or have continuous touch of infants and toddlers. Weight #8</p> <p>(3) An early learning provider must have written permission for water activities from each child’s parent or guardian. Weight #7</p> <p>(4) For swimming or water play activities, on or off the early learning program premises, an early learning provider must ensure:</p>	<p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3)^{ix} is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores</p>	

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(a) If water is more than 24 inches deep: (i) A certified lifeguard must be present and on duty; and (ii) At least one more staff member than regularly required for the staff-to-child ratio is present to help supervise children preschool age and older;</p> <p>(b) If water is less than 24 inches deep, staff must hold or have continuous touch of infants or toddlers. Weight #8</p> <p>(5) If the swimming pool is 6 feet or more in width, length, or diameter, an early learning provider must provide a ring buoy and rope, a rescue tube, or a throwing line and a shepherd’s hook that will not conduct electricity. The life-saving equipment must be readily accessible and long enough to reach the center of the pool from the edge. Weight #8</p> <p>(6) If an early learning provider takes children off-site to an area with an accessible body of water more than four inches deep (for example, a park with a lake or stream) there must be:</p>	<p>are averages based on the scores of all assessed classrooms or groups</p> <p>ECERS-3</p> <ul style="list-style-type: none"> • Personal Care Routines <p>ITERS-3</p> <ul style="list-style-type: none"> • Personal Care Routines <p>FCCERS-R</p> <ul style="list-style-type: none"> • Personal Care Routines 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(a) At least one more staff person than required in the staff-to-child ratio; and</p> <p>(b) At least one attending staff person must be able to swim.</p> <p>Weight #8</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0354</p> <p>Indoor early learning program space capacity.</p> <p>(1) To define capacity, licensed indoor early learning program space must have a minimum of 35 square feet per enrolled child and further comply with WAC 170-300-0130. Weight #4</p> <p>(a) Center early learning program space must provide 15 additional square feet for each infant or toddler using a crib or playpen if the crib or playpen is located or placed in the sleeping or play area. Weight #1</p> <p>(b) Floor space under tables, desks, chairs, and other equipment used as part of children’s activities must be included in the overall capacity. Weight NA</p> <p>(c) Office or kitchen space that is inaccessible to children and not intended for their use must not be</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>included in the overall capacity. Weight NA</p> <p>(d) An early learning provider may use the napping area as early learning program space if staff removes mats and cots when not in use and children have free access to the area. Weight NA</p> <p>(2) The following indoor space must not be counted in the overall capacity:</p> <ul style="list-style-type: none"> (a) Unlicensed space; (b) Hallway space; (c) Bathrooms and diaper changing areas (including 24 inches surrounding diaper changing areas and handwashing sink); (d) Laundry areas; (e) Closets; (f) Stairways; and (g) Floor space occupied by shelves, permanent built-in cabinets, children’s individual storage space and early learning program staff equipment including, but not limited to, file cabinets, desks, and other office equipment. <p>Weight NA</p> <p>(3) A large, licensed, indoor gross motor activity space can be used, but not counted in the</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>overall capacity if:</p> <ul style="list-style-type: none"> (a) The space provides 75 square feet per child for the maximum number of children listed on the license; and (b) The space is safe and appropriate for activities otherwise performed in an outdoor play space. <p style="color: red;">Weight NA</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0355 Family home capacity, ratio, and group size. (1) The department issues initial or non-expiring family home licenses for up to twelve children. The department will not issue a family license to care for more children than permitted by the rules in this chapter. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each Family Home Licensee, licenses state:</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(a) The maximum number of children that may be in care at any one time (total capacity); and</p> <p>(b) The age range of children allowed in care. Weight NA</p> <p>(2) A Family Home Licensee must not exceed the total capacity or enroll children outside the age range stated on their license at any time. All children in care, on the premises, at offsite activities, or being transported by the early learning provider, staff, or household members are counted towards total capacity. Weight #7</p> <p>(3) Any child on the premises, signed in to the child care, on an off-site trip from the early learning program, or being transported birth through twelve years old counts in capacity. This includes a Family Home Licensee’s own children, children of staff, or visiting children not accompanied or supervised by an adult. Weight #6</p> <p>(4) A Family Home Licensee must provide qualified staff to fulfill the staffing requirements and staff-to-child ratios during operating hours, including off-site activities and when transporting children in care. Weight #7</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(5) A Family Home Licensee must provide additional staff pursuant to WAC 170-300-0350 when children are participating in water activities or activities near water. Weight #7</p> <p>(6) A Family Home Licensee may care for a child with special needs who is older than the maximum age identified on the license with department approval, pursuant to WAC 170-300-0300. A child with documented special needs may be in care up to age 19 and must be counted in capacity and staff-to-child ratio. Weight #6</p> <p>(7) If a child with special needs requires individualized supervision, a staff member providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care. Weight #6</p> <p>(8) The department determines capacity for a family home early learning program after considering:</p> <ul style="list-style-type: none"> (a) Square footage of the early learning program environments pursuant to WAC 170-300-0130 and 0354; (b) An early learning provider’s years of 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>experience in licensed child care;</p> <p>(c) A provider’s education and on-going training;</p> <p>(d) The age range requested and/or approved by the department;</p> <p>(e) The amount of developmentally appropriate equipment, materials, and toys a provider can provide children to use;</p> <p>(f) A provider’s licensing history with the department; and</p> <p>(g) The number of qualified staff available to meet staff-to-child ratios.</p> <p>Weight #1</p> <p>(9) When applying for an initial or non-expiring family home license, a Family Home Licensee with less than one year of experience may request from the department a capacity of up to six children, birth through twelve years of age. A maximum of three children may be under two years of age (one child must be able to walk independently). Experience must be as a Center Director, Program Supervisor, Lead Teacher, a Family Home Licensee, or another similar role in a licensed child care setting for at least twelve months. Weight NA</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(10) When applying for an initial or non-expiring family home license, a Family Home Licensee with at least one year but less than two years of experience and:</p> <ul style="list-style-type: none"> (a) Working alone may request a capacity of up to eight children ages two through twelve years of age, with a maximum of four children under three years of age; (b) Working with a qualified assistant may request a capacity of up to nine children birth through twelve years of age with a maximum of four children under two years of age. <p>Weight NA</p> <p>(11) When applying for an initial or non-expiring family home license, a Family Home Licensee with at least two years' experience and:</p> <ul style="list-style-type: none"> (a) Working alone may request a capacity of up to ten children ages three years through twelve years of age; (b) Working with a qualified assistant, may request a capacity of up to twelve children birth through twelve years of age with a maximum of four children total under two years of age. <p>Weight NA</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>(12) The staff-to-child ratio is determined by the ages and number of children in care. Two early learning program staff are required anytime:</p> <ul style="list-style-type: none"> (a) More than six children are in care and any child in care is under two years of age; (b) More than eight children are in care and any child in care is under three years of age; and (c) More than ten children are in care. <p style="color: red; margin-left: 40px;">Weight #7</p> <p>*** Family Home capacity, ratio and group size table***</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0356 Center capacity, ratio, and group size. (1) The department issues initial or non-expiring center early learning provider licenses. The department will not issue a center license to care for more children than permitted by the rules in this chapter. The department may issue a license to care for fewer than the maximum allowable enrolled children. For each center,</p>	<p>Classroom Assessment Scoring System (CLASS) and Environment Rating Scale (ERS) tools are determined by the ages of the children:</p> <ul style="list-style-type: none"> • Pre-K CLASS: 3 to 5 years • Toddler CLASS: 15 to 36 months • ECERS-3: 3-5 years • ITERS-3: 0-3 years 	<p><i>Progression from 170-300-0356 (5)</i> During ECEAP hours, contractors must have:</p> <ul style="list-style-type: none"> • A lead teacher present • A second staff person who meets lead teacher or assistant teacher qualifications, if more than ten children are present • Additional staff as necessary to ensure safety and an effective learning environment for all children

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

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<p>licenses state:</p> <ul style="list-style-type: none"> (a) The maximum number of children that may be in care at any one time (total capacity); (b) The capacity for each space within the center licensed for use by children; and (c) The age range of children allowed in care. <p style="color: red; margin-left: 20px;">Weight NA</p> <p>(2) The department determines capacity for a center after considering:</p> <ul style="list-style-type: none"> (a) The square footage of the center early learning program environments as defined in WAC 170-300-0130 and 0354; (b) A center early learning provider's years of experience in licensed child care; (c) A center provider's education and on-going training; (d) The age range of children requested and/or approved by the department; (e) The amount of developmentally appropriate equipment, materials, and toys a center early learning 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>program can provide children to use;</p> <p>(f) A center provider’s licensing history with the department; and</p> <p>(g) The number of qualified staff available to meet staff-to-child ratios.</p> <p>Weight #1</p> <p>(3) The department will not issue a center license to care for more children than permitted by the rules in this chapter but may issue a license to care for fewer children than the maximum number who could be physically present on site under this chapter. Weight NA</p> <p>(4) A Center Licensee must not exceed the total capacity or age range stated on the child care license at any time. All children on the premises, signed in to child care, on an off-site trip from the early learning program, or being transported by the early learning program staff are counted in capacity, including the children of staff. Weight #6</p> <p>(5) A Center Licensee must provide qualified staff to fulfill staffing requirements, staff-to-child ratios, group size, and mixed age groupings during operating hours, including off-site</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>activities or when transporting children in care. Weight #7</p> <p>(6) In each classroom or well-defined space, the maximum group size and ratio of center staff members to children, including children related to staff or the licensee, must be:</p> <ul style="list-style-type: none"> (a) Infants (birth through 11 months of age) with a: <ul style="list-style-type: none"> (i) Maximum group size of 8 with a ratio of 1 staff to 4 children (1:4); (ii) Maximum group size of 9 with a ratio of 1:3; (b) Toddlers (12 through 29 months of age) with a: <ul style="list-style-type: none"> (i) Maximum group size of 14 with a ratio of 1:7; (ii) Maximum group size of 15 with a ratio of 1:5; and (c) Preschoolers (30 months through 6 years of age who are not attending kindergarten or elementary school) with a maximum group size of 20 with a ratio of 1:10; and (d) School-age children (5 years through 12 years of age who are attending kindergarten or elementary school) with a maximum group size of 30 with a ratio of 		
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Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>1:15. Weight #7</p> <p>(7) Children at least five years old and enrolled in or attending kindergarten may be a part of the preschooler age group if developmentally appropriate and the child’s parent or guardian agrees to this placement. Weight #5</p> <p>(8) A center early learning provider must conduct activities for each group of children in a specific room or other defined space within a larger area. Weight #5</p> <p>(9) A Center Licensee must provide additional staff as described in WAC 170-300-0350 when children are participating in water activities or activities near water. Weight #7</p> <p>(10) A Center Licensee must receive department approval to care for a child with special needs, pursuant to WAC 170-300-0300, if the child is older than the maximum age identified on the license. A child with documented special needs may be in care up to age nineteen and must be counted in capacity and staff-to-child ratio. Weight #6</p> <p>(11) If an individual child with special needs</p>		
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Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

<p>requires individualized supervision at a center, a staff member providing individualized supervision for that child does not count in the staff-to-child ratio for the other children in care. Weight #6</p> <p>(12) When only one center staff is required to care for a group of children, the Center Licensee must ensure:</p> <ul style="list-style-type: none"> (a) That staff member provides active supervision at all times to the children in care; (b) That staff member is free of all other duties while providing care to children; and (c) A second qualified staff member is on site and readily available to respond if needed. Weight #7 <p>* Center capacity, ratio and group size table***</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

Key:

New requirement

Federal or state requirement.

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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0357 Center mixed age groupings capacity, ratio, and group size. (1) A center early learning program may have mixed age grouping when the program has reached and maintained a level 3 or higher in the Early Achiever’s program. Before mixing age groups, an early learning program must:</p> <ul style="list-style-type: none"> (a) Consult with parents and obtain written approval for their child to be in a combined age group; (b) Meet the square footage requirements for the youngest child in the group, pursuant to WAC 170-300-0130; and (c) Meet the developmental needs of all ages in the mixed group. <p style="color: red;">Weight #5</p> <p>(2) Center early learning programs may have mixed</p>		

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Interactions and Curriculum

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New requirement

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<p>age grouping for children between the ages of birth to 48 months with a maximum group size of 8 when:</p> <ul style="list-style-type: none"> (a) There are two staff present with the group, consisting of a Lead Teacher and another staff who meets the qualifications to be counted in ratio; (b) The ratio is 1:4; and (c) Only two children are not walking independently. <p>Weight #5</p> <p>(3) Center early learning programs may have mixed age grouping for children between the ages of birth to 48 months with a maximum group size of 9 children when:</p> <ul style="list-style-type: none"> (a) There are three staff present with the group, consisting of one Lead Teacher and two other staff who meet the qualifications to be counted in ratio; (b) The ratio is 1:3; and (c) Only three children are not walking independently. <p>Weight #5</p> <p>(4) Center early learning programs may have mixed age grouping for children between the ages of 24 and 48 months with a maximum group size</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

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New requirement

Federal or state requirement.

<p>of 12 children when:</p> <p>(a) There are two staff present with the group, consisting of one Lead Teacher and another staff who meets the qualifications to be counted in ratio;</p> <p>(b) The ratio is 1:6; and</p> <p>(c) Only five children are under the age of 30 months.</p> <p>Weight #5</p> <p>*** Center mixed age grouping capacity, ratio and group size table***</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0360 Program and daily activity schedule.</p> <p>(1) An early learning provider must have an established program and daily activity schedule that is familiar to children. For example, routines and activities should occur in relatively the same sequence most days. Weight #1</p> <p>(2) A schedule must be designed to meet enrolled children’s developmental, cultural, individual, and special needs. The daily activity schedule</p>	<p><i>Progression from WAC 170-300-0360</i></p> <p>The Early Achievers Quality Standards incorporate two standardized program assessments: the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS).</p> <p>The ERS and CLASS both measure facility quality by evaluating the types of supports available to children. Because each tool focuses on different elements within the environment, Early Achievers</p>	<p><i>Progression from 170-300-0360</i></p> <p>Program and daily activity schedule</p> <p>In addition to requirements in WAC 170-300-0360, ECEAP Contractors must ensure the daily schedule includes:</p> <ul style="list-style-type: none"> • Free choice time, where children initiate their own activities and engage in play-based learning. Staff converse with children to support decision making, problem-solving, and higher-order thinking. Free choice time must be offered in a large block

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<p>must:</p> <p>(a) Be specific for each age group of children when applicable. For example, centers with multiple groups of children or family homes with only one group; and</p> <p>(b) Offer a variety of activities to meet children’s needs, pursuant to WAC 170-300-0150.</p> <p style="color: red;">Weight #1</p> <p>(3) A daily activity schedule must be available for department review and include, when applicable:</p> <p>(a) General timelines for activities that meeting the following requirements:</p> <p style="padding-left: 20px;">(i) Full-day programs must provide children daily morning and afternoon active outdoor play time for not less than 60 minutes daily for infants and toddlers, and 90 minutes daily for children preschool age and older.</p> <p style="padding-left: 20px;">(ii) Part-day programs must provide a minimum of:</p> <p style="padding-left: 40px;">(A) 20 minutes of active outdoor play time for each 3 hours of</p>	<p>uses both to provide a comprehensive assessment of facility quality.</p> <p>Scoring on the ERS is assigned on a 7-point scale. The CLASS is scored on a continuum from one through seven, with 1-2 considered low, 3-5 considered middle, and 6-7 considered high. For child care centers, the facility ERS and CLASS scores are averages based on the scores of all assessed classrooms.</p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3)^x is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>ECERS-3 Program Structure</p>	<p>of time, at least 45 minutes.</p> <ul style="list-style-type: none"> • For classes meeting six hours or less, at least one block of free choice time must be offered. • For classes meeting more than six hours, at least two blocks of free choice time must be offered, with at least one opportunity in the morning and one in the afternoon at times the majority of children are present. • Small group learning opportunities. Small groups can be informal gatherings, planned enrichment activities, or options during free choice time. • Short periods of whole group discussion, interaction, and concept development. • Reading in groups or individually. <p>ECEAP Direct Early Learning Services Weeks and</p>
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Interactions and Curriculum

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New requirement

Federal or state requirement.

<p>programming for infants(as tolerated) and toddlers; and (B) 30 minutes of active outdoor play time for each 3 hours of programming for children preschool age and older.</p> <p>(b) Scheduled and consistent times for meal service; (c) Routine transportation times; (d) Rest periods; and (e) Overnight care.</p> <p style="color: red;">Weight #1</p>	<ul style="list-style-type: none"> • Schedule <p>ITERS-3 Program Structure</p> <ul style="list-style-type: none"> • Schedule <p>FCCERS-R Program Structure</p> <ul style="list-style-type: none"> • Schedule 	<p>Hours</p> <p><u>Part Day ECEAP</u> ECEAP Contractors must provide a minimum of 3 hours per class session, and a minimum of 360 hours per year of in no less than 30 weeks. ³</p> <p><u>Full School Day ECEAP</u> ECEAP contractors must provide an average of six hours per day (5.5-6.5), a minimum of 1,000 hours per year and at least four days per week.</p> <p>Parent-teacher conferences may be counted in Full School Day class hours for the year.</p> <p><u>Extended Day ECEAP</u> ECEAP contractors must provide a minimum of 10 hours per day, five days per week, year round and for no less than 2,370 hours per year.</p> <p>Closures may occur for holidays, staff development, or program closures for up to 23 days per year with notice to families in advance. ⁴</p>
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³ Research shows higher dosage correlates to better child outcomes.

⁴ This change comes from providing specific clarification to ECEAP contractors and now adding it to requirements for Extended Day programs.

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Interactions and Curriculum

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New requirement

Federal or state requirement.

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ⁱ Early Achievers: The Early Childhood Rating Scale was revised in 2015 and tested for reliability and validity. The Infant Toddler Environment Rating Scale was revised in 2017 and tested for reliability and validity. The updated versions of these tools, ECERS-3 and ITERS-3 will be referenced as a proposed change to Early Achievers.

ⁱⁱ Early Achievers: The Early Childhood Rating Scale was revised in 2015 and tested for reliability and validity. The Infant Toddler Environment Rating Scale was revised in 2017 and tested for reliability and validity. The updated versions of these tools, ECERS-3 and ITERS-3 will be referenced as a proposed change to Early Achievers.

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