## Contents

**Section 1: Getting Started in the Registry** ................................................................. 1
  Policy 100. Security Oversight Access in the Workforce Registry: Internal .................. 1
    Procedure ................................................................. 1
  Policy 101. Getting Access to the Workforce Registry ............................................... 2
    Procedure ................................................................. 2
  Policy 102. Facility/Site Registration ......................................................................... 2
    Procedure ................................................................. 2
  Policy 103. Name and Date of Birth Change ............................................................. 3
    Procedure ................................................................. 3

**Section 2: Education** ................................................................................................. 4
  Policy 201. Education Application and Verification .................................................... 4
    Procedure ................................................................. 4
  Policy 202. Degrees Earned Outside of the United States ........................................... 5
    Procedure ................................................................. 5
  Policy 203. Education Appeals .................................................................................. 5
    Procedure ................................................................. 5
  Policy 204. Awarding Scholarships or Grants ............................................................. 6
    Procedure ................................................................. 6
    Washington Scholarships ....................................................................................... 7
  Policy 205. Education Incentive Awards .................................................................... 7
    Procedure ................................................................. 7
  Policy 206. Payments Received in Error ..................................................................... 9
    Procedure ................................................................. 9
  Policy 208. Education Movement ............................................................................. 9
    Procedure ................................................................. 9

**Section 3: Training Requirements** .......................................................................... 10
  Policy 301. Child Care Basics .................................................................................... 10
    Procedure ................................................................. 10
  Policy 302. School-Age Basics .................................................................................. 10
    Procedure ................................................................. 10
  Policy 303. Electronic Attendance Training ............................................................... 11
    Procedure ................................................................. 11
  Policy 304. Health and Safety Training .................................................................... 11
    Procedure ................................................................. 11
  Policy 305. In-Service Hours (Annual Continuing Education Hours) ....................... 12
    Procedure ................................................................. 12
    College Coursework .............................................................................................. 12
    Conference/Special Events .................................................................................... 12
    Continuing Education Proposal ............................................................................ 13
  Policy 306. DCYF Staff Requesting to Offer In-Service hours .................................... 14
    Procedure ................................................................. 14
  Policy 307. Office of Superintendent of Public Instruction Clock Hours ..................... 14

Updated September 30, 2020
Definitions .................................................................................................................. 27
  • Annual ................................................................................................................... 27
  • Child Care Basics (CCB) ....................................................................................... 27

Section 5: Relationship-Based Professional Development (RBPD) ................................. 24
Policy 501. Reflective Learning to Meet Annual In-Service Requirement .................. 24
  Procedure ................................................................................................................ 24

Section 6: Substitute Pool .............................................................................................. 25
Policy 601. Substitute Eligibility .................................................................................. 25
  Procedure ................................................................................................................ 25
Policy 602. Facility Accessing Substitutes ................................................................... 25
  Procedure ................................................................................................................ 25

Definitions ................................................................................................................ 27
  • Annual ................................................................................................................... 27
  • Child Care Basics (CCB) ....................................................................................... 27

Updated September 30, 2020
PROFESSIONAL DEVELOPMENT POLICY MANUAL

- Conference or Special Event Application............................................................... 27
- Continuing Education Proposal........................................................................... 27
- Core Competencies for Child and Youth Development Professionals.................. 27
- Core Competencies for Early Care and Education................................................ 27
- Department of Children, Youth, and Families .................................................... 27
- Early Achievers..................................................................................................... 27
- Early Childhood Education and Assistance Program (ECEAP)................................. 27
- Early Childhood Education (ECE) Initial Certificate............................................ 27
- Early Childhood Education (ECE) Short Certificate........................................... 27
- Early Childhood Education (ECE) State Certificate............................................ 27
- Early Learning Provider(s)/Provider(s)................................................................ 27
- Education Application......................................................................................... 27
- Education Appeals.............................................................................................. 27
- Education Movement......................................................................................... 27
- Education Verification........................................................................................ 28
- Electronic Attendance System............................................................................. 28
- In-service Hours................................................................................................. 28
- Managed Education and Registry Tool (MERIT)/Electronic Workforce Registry...... 28
- National Association of Credential Evaluation Services (NACES)......................... 28
- Organization Trainer Mentor (OTM)................................................................... 28
- Pre-service Training......................................................................................... 28
- Provider............................................................................................................... 28
- Professional Record........................................................................................... 28
- Relationship Based Professional Development (RBPD). ...................................... 28
- Relationship Based Professional Development (RBPD) Standards....................... 28
- STARS Hours..................................................................................................... 28
- State-Approved Trainer .................................................................................... 28
- Trainer Advisory Board (TAB)......................................................................... 28
- Trainer Assurances............................................................................................ 28
- Trainer Competencies....................................................................................... 28
- Trainer Observer............................................................................................... 28
- Trainer Observation Rubric.................................................................................. 29
- Trainer Sanctions............................................................................................... 29
- Training Organization....................................................................................... 29
- User.................................................................................................................... 29

Updated September 30, 2020
This manual provides Department of Children, Youth, and Families (DCYF) Professional Development policies for the early learning workforce.
Section 1: Getting Started in the Registry

Policy 100. Security Oversight Access in the Workforce Registry: Internal

Some employees of DCYF or individuals who are working in contracted roles may require specified access to the Workforce Registry to perform their work responsibilities.

Procedure

1. Assigned roles provide permission to access data and various levels of editing data. Roles are assigned to ensure agency staff have access only to information that is relevant for a person’s job and responsibilities.

2. Roles within the registry are assigned/removed by the Registry Product Owner and Professional Development Registry Business Owner.
   a. When requesting roles within the registry, contact should first be made to MERIT@dcyf.wa.gov.
   b. You will be provided with a Role Management Request Form upon email.
   c. State the business need and select/describe the role/report for which you are requiring access.
   d. Once the form is reviewed, and if it is approved, the role will be assigned to the individual.
   e. To remove access for outgoing staff, or team transition, the supervisor must complete the Role Management Request form and the same steps will be followed.

3. The following roles are given access to the workforce registry (MERIT) to track and record and adhere to compliance policies.
   a. Specified access is given to the following roles:
      i. DCYF Licensor: access to provider and facility level data.
      ii. License Exempt Specialist (LES): access to information pertaining to individuals participating in Family Friend & Neighbor (FFN) child care.
      iii. DCYF Fiscal: access to payment information and payment processing screens for monetary awards.
      iv. State-approved Trainer: application-based role allowing for the creation and maintenance of trainings used to meet annual continuing education requirements.
      v. Access to the Early Learning Management System (ELMS)- allows access to third party application used in conjunction with the Early Childhood Education and Assistance Program (ECEAP).
      vi. Washington Early Learning System (WELS)- allows access to third party application used in conjunction with Early Achievers.
      vii. Super User Role: allows access to a Professional Search for individuals within DCYF portal. Limited administrative functions, including: account access, password reset, and the update of basic information.
      viii. Substitute Pool Admin: allows for basic administrative access to individuals interested in participating in the DCYF substitute pool and their qualifications.
      ix. Grantee/Contractor Role: allows similar access such that of the DCYF Licensor for ECEAP programs.
Policy 101. Getting Access to the Workforce Registry

All licensed early learning providers, license-exempt providers, and support roles such as state-approved trainers must maintain their Workforce Registry account so that it is accurate and up-to-date. See WAC 110-300-0100, 0105, 0106, 0107.

Procedure
1. See guide for:
   a. How to register in MERIT
   b. How to get a STARS ID
   c. How to add your employment
   d. How to complete an Early Learning Portable Background Check
   e. How to complete a Family, Friend and Neighbor (FFN) Portable background check
2. If you have the role of a DCYF state-approved trainer, DCYF-approved organization, coach, mentor or an ECEAP contractor, you are expected to maintain your Workforce Registry account with up-to-date information for you, your staff, and training rosters, as applicable.
3. Keeping your email address up to date in your MERIT account is important. Your email address is how a person will receive communication about:
   a. Portable background check
   b. Early Achievers rating
   c. QRIS awards
   d. Education awards
   e. Training reimbursement
   f. Professional Development policy and implementation updates

Policy 102. Facility/Site Registration

This policy applies whenever a licensed or licensed-exempt provider needs oversight of their staff or household members. Staff and household members will only appear if connected to the provider via their employment records. Providers must have a qualifying role to be assigned access.

Procedure
1. Workforce Registry users who have a qualifying role will be given access to the facility/site information.
2. To request access to manage the facility, a provider completes the applicable facility registration application.
   a. Facility/Site Registration application.
   b. FFN In-Home/Relative Child Care Provider Registration application.
3. The following roles are the only roles that can manage facility information:
   a. Director
   b. Additional Designee (designation that can be assigned to any job role)
   c. ECEAP/Head Start/Contact Managers
   d. Grantee Contractor
   e. Family Home Owner/Site Managers
   f. Program Supervisor
   g. Family, Friend and Neighbor (FFN) Provider
4. This above role allows the individual to make the following changes to a provider’s record:
   a. End-dating employment
   b. Updating job title on behalf of the employee
   c. Confirming employment
d. Add and confirming health and safety self-entered trainings  
e. Appointing additional designee`s  

5. This facility oversight tool is currently not available to military, tribal or Human Resource entities.

---

Policy 103. Name and Date of Birth Change

In order to complete a name or date of birth change in the Workforce Registry account, the user must submit supporting documents to Workforce Registry staff prior to making the change in the registry system. The sequence of these steps is important because the name and date of birth change is connected to the Portable Background Check application. See WAC 110-300-0105

Procedure

1. To update a name or date of birth in the Workforce Registry a user must submit to MERIT@dcyf.wa.gov
   a. A copy of their Washington Driver’s License, or  
   b. State ID, or  
   c. Out of State License or State ID, or  
   d. Passport, or  
   e. Government-Issue ID, or  
   f. US Uniformed Services ID, or  
   g. Military ID showing your current legal name/date of birth.
Section 2: Education

Policy 201. Education Application and Verification

Workforce Registry users must complete an education application that leads them through the education verification process. **WAC 110-300-0100**

Procedure

1. Workforce Registry user submits an education application in MERIT.
   a. See Guide for How to Submit an Education Application
   b. User determines if a foreign degree transcript evaluation is needed. (See policy 203 for verifying education with foreign degrees.)
   c. User must submit copies of official transcripts along with the education application. Copies of official transcripts are uploaded through the education application, or can be emailed or mailed when needed.
   d. Documents must include the applicant’s first and last name and STARS ID on all supporting documents. Failure to include written name and STARS ID on documents and envelope (if mailed) may delay or prevent processing if we are unable to match documentation to an individual in MERIT.
   e. All complete applications will be processed as soon as possible. DCYF strives for completion within 30 days of the date all materials were received.
   f. User has 90 days from the date the MERIT application was submitted to provide supporting documentation. If the documentation is not received, the application will be withdrawn.
   g. Materials submitted become part of the applicant’s record and are not returned to the applicant.

2. Education application is submitted for education to be verified.
   a. The education application serves two purposes depending on if the person is seeking a degree or certificate to be verified, or if they have coursework they want counted for annual training hours (in-service training hours).
   b. The Degree and Certificate section of the education application are used to have education verified, and will result in displaying verified degrees and the number of early childhood education (ECE), school-age, or ECE/school-age combined credits verified.
   c. The coursework section is used to verify in-service training hours only. During the education verification process, all eligible in-service training hours will be recorded even if the Coursework section of the application was not originally included in the submitted application.
      a. See policy on Submitting College Coursework for in-service hours.

More information about education verification.
Policy 202. Degrees Earned Outside of the United States

Workforce registry users who have earned degrees outside of the United States must have their degrees translated, evaluation, and complete the education verification process in MERIT.

Procedure
1. Workforce registry user must follow Policy 201 Education Application.
2. If the degree is in a language other than English, the Workforce registry user must have their transcripts evaluated and translated by a certified translator so that it can be submitted their supporting documents.
3. Workforce registry user must get their transcripts evaluated.
   a. User must contact a NACES organization to get a course-by-course evaluation to determine the number of early childhood education (ECE), school-age, or ECE/school-age combined credits they have earned.
      i. User may choose from any of the NACES members http://www.naces.org/members.html
      ii. Prices, process and turn-around time varies by organization
4. Once the translation and evaluation are completed, the provider will need to follow Policy 202 and submit a copy of their documents to centraliamerit@centralia.edu.
   a. For more information and to find services please go to: http://www.naces.org/members.html.

* Updated foreign degree policy coming spring 2020.

Policy 203. Education Appeals

Workforce Registry users may appeal a decision made regarding their education application, state-approved trainer application, and/or trainer request for in-service (STARS) hours.

Procedure
1. The workforce registry user has 60 days from the original application’s final decision to submit an appeal form.
   a. Education application appeals are emailed to the Education Verification team at centraliamerit@centralia.edu.
2. The Education Verification team reviews the appeal form and determines the decision.
   a. The Education Verification team may request additional documentation to support the review process.
      i. User must respond to additional information request within five (5) business days.
   b. The Education Verification team will make a decision within 10 business days of receiving all documents necessary to make determination.
   c. DCYF will notify the applicant regarding the outcome of the appeal.
      i. If the applicant does not accept the appeal decision, the Education Verification team may submit the appeal to DCYF. The Review and final decision will be made with the Professional Development & Workforce Manager.
      ii. Professional Development Administrator will make a decision within 10 business days of receiving all documents necessary to make the determination.

1. Professional Development Administrator will notify the applicant regarding outcome of appeal.
2. The Professional Development Administrator will make a note in the user’s account.
   iii. A final decision by the Professional Development Administrator may not be appealed.
   d. An appeal regarding a verification decision may not be submitted after 60 days of the original receipt.

Policy 204. Awarding Scholarships or Grants

*Early learning professionals who are trying to further their early childhood education may be eligible for scholarship through the Early Achievers Grant or Washington Scholarships.*

**Procedure**

1. Early Achievers Grants are available to early learning professionals pursuing certificates and associate degrees in early childhood education and are awarded on a case-by-case basis while funding is available. To apply, applicants must:
   a. Submit an application to the participating community college and enroll in an approved early childhood education program;
   b. Be employed at a facility participating in Early Achievers (child care center, family home, or ECEAP program) for a minimum of 10 hours per week or 40 hours per month;
   c. Provide evidence of employment for at least three months at the facility. The facility must be participating in Early Achievers.

2. Early Achievers Grants are prioritized. In the event a college has more eligible applicants than available funds, the college must prioritize funding based on the following:
   a. First Priority – Students employed at an Early Achievers rated facility who are already receiving Early Achievers Grant funding for their educational program and making good academic progress per college policy
   b. Second Priority – Providers who must complete minimum education requirements to maintain their license, per newly established licensing WAC effective August 2019. Colleges will place emphasis on granting Early Achievers funds to providers in the following order:
      i. Family Home Provider
      ii. ECEAP Providers
      iii. Center Providers
   c. Third Priority – Eligible providers who are working at an Early Achievers rated facility, but have not yet enrolled in an early childhood certificate or early childhood associate degree program.
   d. Fourth Priority – Eligible providers who are working in an Early Achievers rated facility, but have not yet enrolled in an ECE certificate or ECE associate degree program.
   e. Fifth Priority – Eligible providers who have been awarded scholarship funding in the past but did not successfully completed their academic term.

3. The Early Achievers Grant also ensures the following guidelines:
   a. Participating colleges will utilize DCYF-provided information about employers participating Early Achievers Program to make prioritizing decisions.
   b. No more than one-half of the grant recipients from a single college may be employed in ECEAP Programs.
   c. Head Start employees are eligible for one course (up to 5 credits) per quarter for three consecutive quarters.
d. Colleges approach student funding by braiding funding for eligible students whenever possible to expand the benefit of Early Achievers Grant.

**Washington Scholarships**

4. Washington Scholarships is available to early learning professionals pursuing bachelor degrees in early childhood education, or other specialty certificates, and are awarded on a case-by-case basis. Recipient must:
   a. Be employed at an ECEAP, childcare center, or family home that is participating in Early Achievers.
   b. Be in a qualifying job role
   c. Have worked at a participating Early Achievers facility for at least three (3) months.
   d. Work an average of 10 hours per week at current facility.
   e. Complete the student release form in the scholarship contract
   f. Enroll in a minimum of 15 credits per year

5. Washington Scholarships are prioritized. Priority consideration will be assigned in the following order to qualified applicants:
   a. First Priority – Students already receiving a Washington Scholarship for their education program and making good academic progress per college policy.
   b. Second Priority – The following program types (in order of priority):
      i. ECEAP Facilities
      ii. Licensed Family Child Care
      iii. Licensed Centers.

**Policy 205. Education Incentive Awards**

*All Workforce Registry users who are currently working or applying to an early learning position in Washington State are required to submit an education application to meet licensing requirements. They may be eligible for an incentive award that recognizes their completed education degrees, if funding allows.*

**Procedure**

1. The following roles are not eligible for education incentives:
   a. DCYF employees
   b. Out-of-state professionals
   c. Any person without recorded employment indicating they are currently working in a licensed facility.

2. User must submit an education application to have their education verified. Once education is verified, the user may be eligible for an education award.
   a. Education incentive awards are available while funding permits.
   b. User must have a Statewide Vendor Number to receive payment.
      i. User has up to 12 months from the date they submitted their education application to receive a Statewide Vendor Number. If the user does not get a Statewide Vendor Number in that time, they are no longer eligible to receive that education award.

3. Once education is verified, users may be granted an education award based on the following verified achievements *(see guide)*:
   a. Highest level of completed education
   b. Up to four ECE majors
   c. Up to three ECE certificates and credentials
4. Education incentive awards follow the structure outlined in the table below

<table>
<thead>
<tr>
<th>Degree Award – Available for Highest Level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Award – Available for Highest Level of Education</td>
</tr>
<tr>
<td>GED (General Educational Development) $50</td>
</tr>
<tr>
<td>High school diploma $50</td>
</tr>
<tr>
<td>Associate degree $100</td>
</tr>
<tr>
<td>Bachelor’s degree $200</td>
</tr>
<tr>
<td>Master’s degree $300</td>
</tr>
<tr>
<td>Doctoral degree $400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECE Major Award – Available for Up to Four Verified ECE Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate degree with ECE major $100</td>
</tr>
<tr>
<td>Bachelor’s degree with ECE major $100</td>
</tr>
<tr>
<td>Master’s degree with ECE major $100</td>
</tr>
<tr>
<td>Doctoral degree with ECE major $100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECE Certificates &amp; Credentials Award – Available for Up to Three Verified ECE Certificates &amp; Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington State ECE Initial Certificate $50</td>
</tr>
<tr>
<td>Washington State ECE Short Certificate of Specialization $50</td>
</tr>
<tr>
<td>Washington State ECE Certificate $50</td>
</tr>
<tr>
<td>Child Development Associate (CDA) Credential $50</td>
</tr>
<tr>
<td>Home Visitor Child Development Associate (CDA) Credential $50</td>
</tr>
<tr>
<td>1 year ECE certificate/diploma (minimum of 45 credits) $50</td>
</tr>
<tr>
<td>MACTE accredited teacher credential in infant/toddler (I/T) $50</td>
</tr>
<tr>
<td>MACTE accredited teacher credential in ECE $50</td>
</tr>
<tr>
<td>Association Montessori Internationale (AMI) diploma in assistants to infancy (A to I): covers birth to 3 years of age $50</td>
</tr>
<tr>
<td>Association Montessori Internationale (AMI) diploma in primary: covers 3 to 6 years of age $50</td>
</tr>
<tr>
<td>13 Military Modules $50</td>
</tr>
<tr>
<td>Other certificate equal to a minimum of 12 ECE credits $50</td>
</tr>
</tbody>
</table>
Policy 206. Payments Received in Error
Workforce registry users who have received a payment in error will be held accountable for paying back DCYF.

Procedure
  1. Workforce registry users who receive a payment in error are held accountable for paying back DCYF.
     a. User must notify DCYF that they have received a payment in error.
     b. User must reimburse DCYF for full amount of the payment.

Policy 208. Education Movement
Workforce registry users who have completed additional ECE educational accomplishments after the applicant’s initial education application was submitted, may report the degree and could be eligible for an education movement award.

Procedure
  1. In order for a newly reported degree to be considered movement, it:
     a. Must be higher than the previously reported degree;
     b. May not be the same level of degree with a different major;
     c. Must have been a result of additional training or education, not articulation of degree from credits earned prior to initial education verification.
  2. Awards for movement are based on verified education, in alignment with education award policies, and while funding is available.
  3. Users who do not report all earned degrees when they initially submit their education verification will not receive an additional education award for the degrees later.
Section 3: Training Requirements
Workforce registry users must complete training and in-service requirements for their role. Depending on their role, those requirements may include Child Care Basics/School Age Basics, Electronic Attendance System training, Health and Safety training, and annual continuing education.

Policy 301. Child Care Basics
The 30-hour Child Care Basics includes Washington State and federally required content for early learning roles as specified in WAC. This includes, but is not limited to, the following topic areas as required by WAC 110-300-0106: Recognizing and Reporting Abuse (0106 section 4), Emergency Preparedness (0106 section 5), Prevention of Shaken Baby Syndrome (0106 section 6), Serving Children Experiencing Homelessness (0106 section 7), Medication Management (0106 section 10). Licensed child care providers must complete Child Care Basics in accordance with WAC 110-300-0106 – Training Requirements.

Procedure
1. A registry user who is required to complete Child Care Basics (CCB) may do so in one of the following ways (see guide):
   a. Child Care Basics training in the community offered by a state-approved trainer
   b. Child Care Basics offered online by the Department of Children, Youth, and Families
   c. Approved college courses
   d. Combination of both the approved Early Childhood Education AND DCYF online Federal Health and Safety modules:
   e. Licensed Head Start, ECEAP, and School District programs may submit an agreement stating they meet the health and safety training requirements included in WAC 110-300-0106. The hiring program is responsible for designating an individual to document completion of the required training in MERIT on behalf of the user.
2. If you have met the requirement by any method previously accepted by DCYF prior to August 1, 2019 and have the completion recorded in MERIT, DCYF will accept your completion of Child Care Basics. You will need to review updated federal health and safety training topics in the Child Health and Safety Supplemental guide. User will not need to complete the online Health and Safety Modules.
3. If user completed Child Care Basics or the Initial Certificate within the year, they have met the in-service requirement for that year.

* Additional information on the Child Care Basics requirement and various ways to complete the Child Care Basics requirement.

Policy 302. School-Age Basics
Licensed School Age providers must complete School Age Basics, formerly known as the basic STARS training in accordance with WAC 110-305-1775.

Procedure
1. A registry user who is required to complete School Age Basics (SAB) may do so through School Age Basics training in the community that is offered by a state-approved trainer.
2. If the registry user qualifies for an education exemption for School Age Basics, they must request an exemption to the requirement within ten (10) days of assuming the position by contacting MERIT@dcyf.wa.gov.

* The School Age WAC is currently under revision.
Policy 303. Electronic Attendance Training

All providers accepting Working Connections Child Care subsidies are required to track attendance using an electronic attendance system. This applies to child care centers, family home child care providers, and Family, Friend and Neighbor (FFN) providers. Workforce registry users who use the DCYF-provided system must complete a one-time Electronic Attendance System training. This training is not eligible for in-service (STARS) hours.

Procedure

1. One primary worker per facility is required to complete Electronic Attendance System training.
   Eligible roles include:
   a. Director
   b. Assistant Director
   c. Program Supervisor
   d. Licensee
   e. Site Contact/Manager
   f. Site Coordinator
   g. Owner
   h. Family Home Child Care Provider
   i. Family, Friends, and Neighbor Provider
2. Electronic Attendance System Training may be completed in the following ways in English, Spanish, Somali:
   a. In-person from a state-approved trainer
   b. Online at dcyftraining.com
   c. Self-paced/workbook

* See the Electronic Attendance Training and Support page for more information.

Policy 304. Health and Safety Training

Early learning providers must complete and renew health and safety training according to WAC 110-300-0106 to meet licensing requirements. The trainings include: Blood Borne Pathogens, First Aid/CPR, Food Handlers Permit and Safe Sleep. Early learning child-care providers are responsible for completing training before they provide care and throughout their career. As of October 1, 2018, current FFN non-relative providers serving children and receiving Working Connections Child Care subsidy have 90 days to complete and record agency-approved health and safety training.

Procedure

1. Users must complete and renew training requirement through the following methods:
   a. DCYF-approved Health and Safety Training either in-person or using the DCYF online training portal
   b. DCYF Safe Sleep training using the DCYF online training portal
   c. First Aid, Infant CPR, and Blood Borne Pathogens in-person in the local community through fire departments, the Red Cross, or other training providers.
Policy 305. In-Service Hours (Annual Continuing Education Hours)

Workforce registry users must complete 10 hours of annual in-service training according to WAC 110-300-0107. Training completion must be recorded in the Workforce Registry. Workforce registry users may use in-person training, college coursework, conference or special events or a continuing education proposal to meet the annual in-service training requirement for licensed child care providers.

Procedure

1. Workforce registry users will receive in-service hours for training that is delivered by a state-approved trainer through the following methods:
   a. In-person
   b. Online
   c. Self-paced/correspondence
2. Ten in-service hours must be completed each fiscal year between July 1st and June 30th. Users must make sure that all of their training in-service hours have been entered into MERIT.
   a. If a user exceeds the ten required in-service hours in a year, a maximum of five in-service training hours may be carried over to the next fiscal year.
3. In-service trainings are intended for providers to attend one-time and may not be repeated for additional in-service hours.
   a. If a provider attends the same training in a calendar year, in-service hours will only be awarded to the initial training date.

College Coursework

1. Workforce registry user may submit college coursework through the Education Application in MERIT to meet the requirement for in-service hours.
   b. User may only submit college coursework dating three years back from the current calendar year.
   c. Up to three courses may be added to the user’s record per calendar year to meet the requirement for in-service hours.
   d. User must submit a transcript that shows the recorded college course work. A certificate or other documentation will not be accepted.
   e. College course work that is not worth college credit but is offered by an instructor for in-service hours must be recorded in MERIT. The instructor must be a Washington state-approved trainer.
      i. All course work indicated as Pass/Fail on a higher institution transcript is considered training.

Conference/Special Events

1. Workforce registry user may attend a conference or a special event to meet the requirement for in-service hours.
   a. If you are a host of a conference/special event and are not a state-approved trainer, you must complete a conference/special event application in MERIT. Up to four applications may be submitted by an individual each fiscal year. This application is for those individuals who do not offer frequent trainings.
      i. Applications must align with the Washington Core Competencies for Early Care and Education Professionals or Core Competencies for Child and Youth Development Professionals.
ii. Applications must be submitted for review at least three weeks in advance of the event. Applications submitted after the three-week cutoff will not be reviewed.
   1. See guidance for: MERIT Support Conference/Special Events.
   2. Supporting documentation, including the learning objectives and outcomes, must be submitted to training@dcyf.wa.gov. Applications will be automatically withdrawn after 30 days if supporting documentation is not received.
   3. If an event has multiple facilitators, a mix between state-approved trainers and non-state-approved trainers, the application will be reviewed.

b. Conference/special event applications may be submitted more than four times per year if (see Policy 403 Trainer-Affiliated Organization):
   i. The applicant is a state-approved trainer who is working with a presenter who is not a state-approved trainer;
   ii. The applicant is with an approved organization, and is working with a presenter who is not a state-approved trainer.

Continuing Education Proposal
1. Trainings that are not already eligible for in-service hours may be considered for in-service hours if the user submits a Continuing Education Proposal. Qualifying examples may include: out-of-state conferences, clock hour trainings, events or in-person trainings offered by third parties, etc.
   a. Users can submit a Continuing Education Proposal in MERIT for events completed in the last 12 months. They must send supporting documentation to dcyf.merit@dcyf.wa.gov for review within 30 days of submitting an application.
   b. Certificates must meet requirements outlined in Policy 302.5.
   c. If supporting documentation is not received within 30 days, the application will be withdrawn.
      i. DCYF reserves the right to request additional information to process the application, including further evidence in the expansion of learning section.
      ii. DCYF reserves the right to deny continuing education proposals if they do not meet the standards of practice and professionalism established for state-approved training/trainers.
   d. Approved Continuing Education Proposals are not eligible for training reimbursement.

Unauthorized Topics
1. In accordance with the WAC, in-service hours will not be awarded for health and safety training that cover some specialized topics, including:
   a. First aid
   b. Safe sleep
   c. Cardiopulmonary resuscitation (CPR)
   d. Food handling
2. Some training topics are not authorized to be delivered by any entity or state-approved trainer outside of DCYF. The list of unauthorized topics many change and will be updates as needed. Current unauthorized topics include:
   a. Safe sleep training
   b. Training on licensing regulations or WAC
c. Licensing orientation for new providers

3. DCYF reserves the right to restrict delivery to select health and safety-related topics for in-service hours (including content on COVID-19 or other environmental events) to select professional development partners.
   a. All partners who develop COVID-19 or other environmental event-related content for in-service hours must do so in collaboration with the WA Department of Health and DCYF.
   b. DCYF will communicate to state-approved trainers and other professional development stakeholders if such a restricted topic is in effect and when the restriction is lifted.
   c. COVID-19 or other environmental event-related trainings must be delivered at no cost to providers.

Policy 306. DCYF Staff Requesting to Offer In-Service hours

DCYF staff members may request to offer an event or training that provides in-service hours if it meets the requirements for a state-approved training.

Procedure
1. DCYF staff must email training@dcyf.wa.gov to request training approval.
2. Training specialist will schedule an information gathering session between the applicant and PD team. If the event seems to meet the requirements for state-approved training, the applicant will receive the training approval form. Applicant must complete the approval form and demonstrate that the training meets the standards of practice and professionalism for training.
3. If approved, training specialist will give applicant MERIT access so applicant may administer the training roster as the DCYF Organization Administer.

Policy 307. Office of Superintendent of Public Instruction Clock Hours

Early learning providers may earn clock hours through the Office Superintendent of Public Instruction (OSPI) to meet recertification needs.

Procedure
1. In-service hours from DCYF will be automatically accepted as clock hours. WAC 181-85-025(6)
2. Early learning providers will self-report their clock hours to OSPI. DCYF will not be completing the in-service registration form.
3. The workforce registry user will ensure that their in-service training hours are recorded on their professional record in MERIT as record for OSPI.

Policy 308. Training Certificate Verification

A workforce registry user who has completed a training but has not had it recorded in MERIT may submit a training certificate for verification for possible in-service hours.

Procedure
1. If an individual has a certificate from a state-approved trainer, and does not have this training reflected on their MERIT record, the individual may request to have their certificate reviewed to be recorded on their MERIT account by contacting dcyf.merit@dcyf.wa.gov.
2. DCYF will review the training certificate within 10 business days from receipt, and notify the requestor whether the certificate meets the requirements.
   a. To verify your training certificate, the below information is required.
      i. Participant name
      ii. Stars ID
      iii. Training date
iv. Training Name  
v. Number of training hours awarded  
vi. Trainer’s name and signature  
b. DCYF reserves the right to reach out to the requestor if additional information is necessary to verify the training certificate.  
c. DCYF retention policy only accepts certificates that are less than 7 years old.  
d. Child Care Basics may not always adhere to a 7-year timeframe due to the nature of changing federal health and safety requirements.  
3. DCYF has the right to review each certificate on a case-by-case basis.

Policy 309. Training Reimbursement  
*Workforce registry users may apply for reimbursement for completed training.*

**Procedure**

1. Training reimbursement is available to qualifying individuals working in a licensed facility.  
   a. Users may apply once per fiscal year (July 1 – June 30) for up to $250, while funding is available.  
   b. Eligible training must have been provided by a state-approved trainer.  
   c. In order to be eligible for reimbursement, users must be in a qualifying role at the time of application. Qualifying roles include:  
      i. Child care center: director, program supervisor, assistant teacher, lead teacher, assistant teacher or aide  
      ii. Family child care home: licensee, lead teacher, assistant teacher, aide  
      iii. School age program: director, site coordinator, lead staff or group leader, assistant, assistant director  
   iv. A continuing education proposal is not eligible for training reimbursements.  
2. Workforce registry user submits a training reimbursement application in MERIT.  
   a. User must have open confirmed or verified employment in their professional record in MERIT.  
   b. Training must be recorded in user’s professional record.  
   c. User must have a Statewide Vendor Number in order to receive payment.  
      i. User has up to 12 months from the date the training was completed to receive a Statewide Vendor Number and receive payment.  
3. Users are subject repay payments received in error *(Policy 207).*

Policy 310. Trainer/Training Concerns  
*Workforce registry user who have unsatisfactory experiences with a trainer or a training may submit a training/trainer concern form to DCYF to report their experience.*

**Procedure**

1. Workforce registry user must submit their training concern form within 60 days of the original training date to document concerns to DCYF.  
   a. User submits training concern form to training@dcyf.wa.gov  
   b. DCYF follows up with the individual who submitted the form and the trainer within 10 business days.  
      i. DCYF must receive first-hand information from all parties involved.  
      ii. DCYF takes all concerns seriously and upholds confidentiality.
c. DCYF will decide on an appropriate course of action to address the concern.

2. If DCYF finds that a state-approved trainer violated the Standards of Practice and Professionalism for State-approved Training, they will be subject to a more thorough review, including:
   a. Responding to the allegation in writing within 30 calendar days to maintain active state-approved status.
      i. Trainer may deny the allegation but must document how concern will be documented in future work.
      ii. DCYF will review the response and decide when the concern has been resolved.
   b. A state-approved trainer may submit a training concern appeal to training@dcyf.wa.gov.

3. DCYF will determine if the complainant should be notified of the outcome of the review.

4. If two or more concerns have been submitted against the trainer, the trainer’s state-approved status will be revoked and they will be requested to submit a new application and complete a monitoring review process.
   a. Trainers will be observed conducting training and will receive feedback on their performance.
   b. The trainer must have the recommendation from the observer before their state-approved status is reinstated.

5. Trainers may lose their state-approved status at any time depending on the severity of the allegations.
Section 4: State-Approved Trainers

Policy 401. Applying to Become a State-Approved Trainer

A workforce registry user must complete an application in MERIT in order to become a state-approved trainer. State-approved trainer applicants must complete all application requirements based on their role within 90 days of submitting the application in order to be approved.

Procedure

1. A state-approved trainer application must be submitted and approved prior to offering in-service (STARS) training.
   a. Non-state-approved trainers who present more than four times in one fiscal year with a state-approved trainer or an approved organization must become a state-approved trainer.

2. Trainer applicant must reside in Washington State. Out-of-state prospective trainers will be reviewed on a case-by-case basis, and are not allowed to create a cost for their training in MERIT.

3. To apply to become a state-approved trainer, a workforce registry user must submit the state-approved trainer application that best fits their background, experience, and education. Applicant must submit all supporting materials and complete the observation (if relevant for application type) within 90 days; a one-time extension of an additional 90 days may be provided on a case-by-case basis. Application types include:
   a. Specialist Trainer – this application will allow a trainer to provide training in specific content areas and levels of the core competencies.
      i. Letter of recommendation from the past six months must be submitted on an official letterhead to training@dcyf.wa.gov.
      ii. An observation will be completed by a member of the Observer Pool or DCYF (Policy 406).
      iii. Trainer applicants that are associated with an Organization Trainer Mentor (OTM) will be observed internally by their OTM.
   b. K-12/ESD Trainer – this application is for current K-12 employees who provide training and education for teachers, high school teachers who provide Child Care Basics, or employees who provide training and education for an Educational Service District (ESD) or the Office of Head Start.
   c. Higher Education Trainer – this application is for current instructors in the higher education system.

4. All applicants must have employment/education verified in MERIT (policy 201, 202).

5. All trainers applicants who are not from K-12/ESD/College must be observed conducting a training by a DCYF-approved trainer observer or Organization Training Mentor.

6. DCYF reviews applications and makes a final approval decision.
   a. Final decisions are based on completion of the application, the information provided, and supporting documents.
   b. DCYF may request additional documentation to support the review process.
   c. If an applicant does not meet the state-approved trainer competencies and expectations, DCYF may work with the applicant to develop a professional development plan that will support movement toward state-approval.
      i. Trainer applications will remain under review until applicant is ready for an additional observation.
Policy 402. State-Approved Trainer

State-approved trainers are responsible for maintaining compliance with all standards and competencies for state-approved trainers, including professional conduct and all recording and reporting of training completions.

Procedure
1. All state-approved trainers are responsible for providing high-quality professional development opportunities for early learning and school-age professionals based on the following documents:
   a. Core Competencies for Early Care and Education Professionals
   b. Core Competencies for Child and Youth Development Professionals
   c. Standards of Practice and Professionalism for State Approved Training

Policy 402.1. Child Care Basics Trainers

State-approved trainers (see Sec. 4, Policy 401) who are interested in becoming Child Care Basics (CCB) trainers are required to complete and pass a knowledge assessment prior to receiving the Child Care Basics training template and delivering services.

Assessment Policy
The knowledge assessment is a requirement for all state-approved trainers who are delivering the Child Care Basics curriculum.

Procedure (Beginning August 1, 2019)
1. A state-approved trainer with permissions to train in all eight (8) ECE competency areas who wants to become a CCB trainer may request the CCB Knowledge Assessment by emailing training@dcyf.wa.gov.
2. The state-approved trainer must complete and return the assessment to training@dcyf.wa.gov within 30 days.
   a. Trainer must pass the knowledge assessment with a score of 80% or higher.
   b. If the trainer does not pass the assessment, the training template will not be added to their MERIT account.
   c. DCYF will track the knowledge assessment information, including:
      i. Trainer name
      ii. Date knowledge assessment was distributed
      iii. Knowledge assessment status (pass/fail)
      iv. Retake(pass/fail)-Date
      v. Organization affiliation
      vi. Additional information, as needed

Policy 403. Trainer-Affiliated Organizations in MERIT

Organizations may apply to become an affiliated training organization in MERIT.

Procedure
1. Organizations Eligible to be Affiliated in MERIT
   a. Must be located in Washington state
   b. Must have more than one State-Approved Trainer for the organization
   c. Must have designated budget or funding allocated for training delivery
   d. Training delivery is named as a key service provided by the organization
2. Organization Request
a. Training organization application must be completed and submitted by email to training@dcyf.wa.gov.
b. DCYF will review the application. If approved, the organization will be added into the Workforce Registry as an affiliated training organization.
c. Organization must have at least one state-approved trainer who will be assigned as a MERIT organization administrator.
   i. Other non-state-approved trainer, organization staff may also be added as an organization administrator to manage trainings
d. If an organization does not have a state-approved trainer, they must have an individual complete the state-approval process outline in policy 401.

Policy 404. Organization Training Mentor

DCYF contractors that provide state-approved training may have an employee to fulfill the role of an Organization Trainer Mentor (OTM).

Procedure

1. A DCYF contracted organization or another state agency may have a state-approved trainer that serves as a training mentor and liaison between the organization and DCYF’s trainer approval process.
2. A state-approved trainer that is employed by a DCYF contracted organization or state agency may serve as an OTM when:
   a. They have a leadership role related to professional learning.
   b. They are a state-approved trainer with successful experience providing state-approved training.
3. The agency nominated OTM must adhere to the role’s expectations, and signs an agreement with DCYF that includes:
   a. Understanding of the application and monitoring process for trainer approval and OTM’s.
   b. Providing mentorship and support for the organization’s trainer applicants and existing trainers.
   c. Observing the organization’s approved trainers at least once a year, and submitting appropriate documentation to DCYF by emailing training@dcyf.wa.gov.

Policy 405. Training Delivery

State-Approved Trainers, whether independent or part of an organization, may provide training to meet the in-service training requirement for early learning providers.

Procedure

1. All training must meet the standards for professional learning outlined by DCYF in the State-Approved Trainer Standards of Practice and Professionalism Manual.
   a. This includes all Trainer Competencies which specifies expectations for high quality professional learning.
   b. Trainings that do not meet the above DCYF standards will not be approved for in-service hours.
   c. Trainings that are already in MERIT, and are found not to meet DCYF standards, may be removed from MERIT at the discretion of DCYF.
Communication with the trainer may be attempted prior to removal, but the training can be removed without notice.

Trainer will receive a notification that their training has been removed as well as a justification within five (5) business days.

State-approved trainers providing training that does not meet the Standards of Practice and Professionalism will be offered an opportunity to address the issues and update their training to meet the required Standards of Practice and Professionalism.

Upon resolution, the training may be offered again for in-service hours.
If no resolution is reached, the training will remain unavailable until adjustments are made by the trainer.

Online training must provide:

A minimum of one point of interaction for every hour of training. Two types of acceptable interactions are:

- Interaction amongst participants: Back-and-forth interaction between participants. Examples include: live group discussions, group forums or discussion boards, group chat rooms.
- Interaction between the state-approved trainer and the participant: Back-and-forth interaction between the trainer and participants. Examples include: documented feedback, video chats, direct messaging, forum or message boards. Optional emails and ‘help’ links are not considered a back-and-forth interaction.

Self-Paced/Correspondence training must provide:

- Materials with learning content for participants to independently navigate
  - Material provided may be delivered electronically or by mail. Examples include printed materials or workbooks, video recordings, pre-recorded webinars, online modules, or research articles.
- An assessment of learning.
  - Assessment of learning is administered and results are collected to successfully complete the training. This could occur as activities such as submitted projects, work samples, or written short answer/essay responses, knowledge checks throughout and at the end with a minimum 70% pass rate, or oral presentation or interview through correspondence with the trainer.

Hybrid Training must meet the expectations for each of the methods incorporated, regardless of how the time is split between methods.

The trainer determines the number of in-service hours for the training.

- In-service hours include a set amount of time for understanding content and completing required activities.
- If a participant spends more time than the trainer allotted, additional time spent will not be awarded in-service hours.

Policy 406. Maintaining Records

All state-approved trainers must maintain records while delivering training for in-service hours.

Procedure

1. Training must be recorded in MERIT by state-approved trainers.
   a. All trainings must be entered into MERIT at least three weeks in advance to the start date.
2. All trainings must have completed participant rosters within 10 business days of the training’s completion date.
   a. If a participant does not provide a STARS ID, trainer must enter the participant’s name in the roster as a placeholder so that the STARS ID can be added later.
   b. State-approved trainers must provide a certificate for training completion to all participants. Certificates must include:
      i. Training title
      ii. Date of training
      iii. Length of training
      iv. Core competencies addressed and how much time for each
      v. Participants name
      vi. Trainers name, STARS ID #, and signature
      vii. Training organization or agency, if applicable

3. State-approved trainers must retain their training evaluations for two (2) years, and must make them available to DCYF upon request as outlined in the Standards of Practice and Professionalism for State-Approved Training.

Policy 407. Canceling a Training
A state-approved trainer must cancel a training due to unforeseen circumstances.

Procedure
1. If a training must be cancelled, the trainer must make every effort to communicate the cancellation at least 72 hours in advance to all participants, and display a sign at the training location must be posted that the training has been cancelled.
2. Trainings available to the public in MERIT must be marked as canceled in MERIT.
3. Refunds are provided if funds were collected.

Policy 408. Trainer Support Application
A state-approved trainer may submit the trainer support application in MERIT to receive assistance for materials purchased for their training or to receive reimbursement for professional development related to providing adult learning.

Procedure
1. Trainer support is available on a case-by-case basis.
   a. Applicant must be a state-approved trainer.
   b. Support is available on a first-come, first-serve basis, while funding is available.
   c. State-approved trainers may apply once per fiscal year (July 1 – June 30) for up to $200.
   d. State-approved trainers must have a Statewide Vendor Number in order to receive payment.
      i. Trainer has up to 12 months from the date they submitted their trainer support application to receive a Statewide Vendor Number. If the trainer does not get a Statewide Vendor Number in that time, they are no longer eligible to receive that trainer support.
2. Trainer support may be used for the following:
   a. Cost reimbursement for their own training and growth as an adult educator.
   b. Materials purchased to support trainer’s career as a state-approved trainer.
   c. Trainer may be required to submit receipts to support purchases or expenses.
3. Users are subject to the payments received in error (Policy 207).

Policy 409. Trainer Sanctions
State-approved trainer sanctions will be implemented due to lack of adherence to the standards in the State-Approved Trainer Standards of Practice and Professionalism Manual.

Procedure
1. If a state-approved trainer does not meet the Trainer Standards and Responsibilities or engages in fraudulent/illegal activity, trainer sanctions may be implemented.
   a. DCYF reserves the right to implement the trainer sanctions process when these standards are not met.
   b. If a trainer is disqualified from providing child care or has his or her license revoked or denied, the trainer will not be allowed to be a state-approved trainer.
2. Examples of when trainer sanctions may apply include, but are not limited to:
   a. A trainer does not abide by the trainer standards and competencies.
   b. A trainer is convicted of a crime against persons.
   c. A trainer fraudulently keeps in-service training scholarships or participant’s payments.
   d. A trainer does not record training completion in MERIT on more than one occasion.
3. Possible sanctions will be determined on a case-by-case basis and to include:
   a. Required professional development plan and/or mentorship from an assigned state-approved trainer.
   b. Placement on probationary status.
   c. Temporary revocation of state-approved trainer status.
   d. Permanent revocation of state-approved trainer status.

Policy 410. Quality Assurance - Trainer Observations
State-approved trainers will be randomly observed by someone on behalf of DCYF for quality assurance.

Procedure
1. A trainer observation will be completed for a variety of reasons. Examples include:
   a. Initial application observation
   b. Random selection
   c. Trainer concerns
   d. To observe DCYF training content being taught
2. Trainer observations may occur in-person, via video submission, and through online or self-paced/correspondence trainings.
3. When an initial observation is conducted for trainer applicants:
   a. The applicant may not be observed for trainings that require a Train-the-Trainer session, including:
      i. Child Care Basics
      ii. Subsidy Billing
      iii. Electronic Attendance
      iv. FFN Health & Safety
      v. Substitute Orientation
   b. DCYF has the right to ask the applicant or trainer to reschedule an observation if their training requires prior approval by DCYF, such as a Train-the-Trainer session, an assessment requirement or access to Basecamp.
4. A Trainer or trainer applicant must demonstrate enough skills and knowledge in early care and education core competencies, adult learning, facilitation and professionalism for the observer to complete the observation rubric. To ensure this:
   a. Training must be at least 60 minutes in length.
   b. Observers will be present for up two (2) hours.
   c. What is not demonstrated during the training session may be completed in a follow-up interview by the observer or DCYF.
5. DCYF reserves the right to do observations based on the need at any time without notice.
   a. If a trainer is found to not be upholding DCYF trainer standards, additional follow up may occur as described in policy 409.

Policy 411. Quality Assurance - MERIT Training Review

State-approved trainings must be entered in MERIT, and may be randomly reviewed by DCYF to ensure that they align with the expectations that are outlined in the State-Approved Trainer Standards of Practice and Professionalism Manual.

Procedure

1. Training entered in MERIT may be randomly reviewed by DCYF to:
   a. Confirm that all training template fields are completed correctly
   b. Review training content and delivery methods for alignment with trainer competencies
2. DCYF may request additional information or edits to the training template based on data from the review.
   a. If additional information is requested, the state-approved trainer must provide this within 5 business days of the request from DCYF. Additional information may include:
      i. Trainer materials
      ii. Handouts
      iii. Resources or research used to develop the training
   b. If a revision is requested, the state-approved trainer must ensure revisions are completed prior to delivering the training again for in-service hours.
3. DCYF reserves the right to remove a training from MERIT if it does not meet the training standards.
   a. If DCYF decides that there is a need to remove the content, DCYF will notify the trainer or organization, if applicable.
Section 5: Relationship-Based Professional Development (RBPD)

Policy 501. Reflective Learning to Meet Annual In-Service Requirement

*Reflective learning groups may be considered eligible for in-service hours.*

**Procedure**

1. Only state-approved trainers may deliver reflective learning groups for in-service hours.
2. All reflective learning must:
   a. Be connected with a state-approved training, and have specific focus areas that are enhanced through reflective practice.
   b. Incorporate reflective practice strategies as outlined in the relationship-based professional development standards to enhance adult learning.
   c. Introduce opportunities to develop new skills or concepts that can enhance practice;
   d. Monitor participant progress towards increased awareness and ability to implement new behaviors to enhance learning for self and others served (such as children in care);
   e. Adapt interactions and activities to scaffold adult learning based on individual readiness and capacity for raising awareness and modifying behavior;
   f. Have concrete start and end dates, and regularly scheduled meetings (in-person or virtual);
   g. Incorporate a participant evaluation.
3. State-approved trainers must follow the established process for all state-approved training, including the delivery and recording of training delivery, as well as these additional guidelines:
   a. Training that incorporates a reflective learning component must be submitted under one training template.
   b. The reflective learning group must be started within one month of a state-approved training.
   c. Recording in MERIT: The training title should include the title of the training and the wording — “Training with Reflective Practice” at the end. For example: “Strengthening Business Practices: Training with Reflective Practice.”
   d. At this time, DCYF does not have a training format indicator in the training template that allows a trainer to select a blended model of two different modes of delivery (i.e. online training with reflective learning or in-person training with reflective learning). DCYF is in the process of establishing this functionality in MERIT. Until this feature is available, please use “in-person” or “online” as the options.
Section 6: Substitute Pool

Policy 601. Substitute Eligibility
All individuals who are applying to be part of the substitute pool must meet the eligibility requirements, register in MERIT, and complete all pre-service training requirements prior to being considered for the program.

Procedure
1. Individuals must meet the following qualifications to be eligible to serve as a substitute in the state’s early care and education substitute pool:
   a. Be at least 18 years’ old
   b. Register in MERIT and have a STARS ID
   c. Meet all necessary Health and Safety requirements
   d. Attend a substitute pool orientation
   e. Complete all required documents
2. Register in MERIT and obtain a STARS ID.
   a. Register in MERIT and complete the STARS ID application.
   b. Indicate interest on becoming a substitute on the professional record page.
3. Complete all Health and Safety Requirements
   a. This includes the following requirements:
      i. Child Care Basics
      ii. Background Check
      iii. TB Test
      iv. CPR
      v. First Aid
      vi. Blood Borne Pathogens
      vii. Food Handlers (if applicable to role)
      viii. Safe Seep (if applicable to role)
4. Attend a Substitute Pool Orientation
5. Complete the necessary documentation
   a. This includes a signed agreement outlining roles and responsibilities between the substitute and the substitute pool administrator.

Policy 602. Facility Accessing Substitutes
Licensed child care programs that would like to participate in the Substitute Pool must meet all of the eligibility requirements.

Procedure
To have a substitute placed in a provider’s facility, the following must apply:
1. Program must be in good licensing status
   a. This means having a license that is not suspended, revoked, or on probationary status.
2. Program must complete the facility orientation and facility orientation documents required by DCYF or the Substitute Pool Administrator.
3. Family Homes: To access state funded substitute hours through the Collective Bargaining Agreement (CBA), the following must apply:
   a. Be covered by the Collective Bargaining Agreement
   b. Be a Licensed Family Home provider serving at least one non-school-age child receiving subsidy within the past 12 months
4. **Centers**: To access state funded substitute hours as a licensed center provider, the following must apply:
   a. Facility must be a licensed center-based provider enrolled and participating in Early Achievers

5. **Private Pay**: The ability access substitute hours as a private pay option is currently under development. This will include access to the substitute pool bank, but the program must pay for their own substitute pool coverage (specific details are under development).

Providers may use the substitute pool for any activity, including but not limited to:
   1. Professional development days
   2. Holidays
   3. Personal time off (including sick leave and vacation)
   4. Participation in Early Achievers activities such as coaching

The Substitute Pool Administrator is the Imagine Institute. They may be contacted at 206-492-5249 or by email at subpool@imaginewa.org.
Definitions

- **Annual.** The calendar year, January 1 through December 31.
- **Child Care Basics (CCB).** This 30-hour curriculum is designed to meet the initial basic training requirement for early learning program staff working in licensed or certified programs in Washington state. It serves as a broad introduction for professionals who are pursuing a career in the early care and education field and covers the state and federal health and safety topics for preservice requirement in licensed care.
- **Conference or Special Event Application.** Allows organizations and trainers to submit an application to DCYF to have experts who are not state-approved trainers conduct training that earns in-service hours (STARS). All conference/special events align with WA Core Competencies and include a knowledge assessment and evaluation of training.
- **Continuing Education Proposal.** Application is submitted to have training from non-state-approved trainers to be reviewed for alignment with WA Core Competencies for Early Care and Education Professionals to be added as Annual Continuing Education hours.
- **Core Competencies for Child and Youth Development Professionals.** A set of professional core competencies developed for youth that align with Washington State Core Competencies for Early Care and Education Professionals.
- **Core Competencies for Early Care and Education.** Defines what early learning professionals need to know and be able to do to provide quality care and education for children and their families. They serve as the foundation for decisions and practices carried out by professionals in all early care and education settings and align with national standards for early childhood educators.
- **Department of Children, Youth, and Families** also referred to as DCYF or ‘the Department.’
- **Early Achievers.** A statewide system of high quality early learning that connects families to early learning programs with the help of an easy-to-understand rating system and offers coaching, professional development, and resources for early learning providers to support each child’s learning and development.
- **Early Childhood Education and Assistance Program (ECEAP).** A comprehensive state preschool program that provides free services and support to eligible children and their families.
- **Early Childhood Education (ECE) Initial Certificate.** Washington’s Initial Certificate in Early Childhood Education that serves as the point of entry for a career in early learning and covers foundational content for early learning professionals. Participants may earn 12 quarter credits.
- **Early Childhood Education (ECE) Short Certificate.** This certificate builds on the Initial Certificate, and offers participants areas of specialization in early childhood education.
- **Early Childhood Education (ECE) State Certificate.** Washington’s State Certificate in Early Childhood Education is the benchmark for Level 2 Core Competencies for Early Care and Education Professionals and prepares for the next step, an associate’s degree in Early Childhood Education.
- **Early Learning Provider(s)/Provider(s).** Includes all early learning professionals who may be Licensed Family Home (LFH), Licensed Child Care or Family, Friend and Neighbor (FFN) or programs delivery such as ECEAP.
- **Education Application.** An electronic application available in MERIT to request verification of education information and recording of outcome in MERIT.
- **Education Appeals.** Initiated by the education verification applicant, the appeal form documents official request for secondary review of a processed education application when an error may have occurred in the education verification process.
- **Education Movement.** A term for educational accomplishments that an individual has made after submitting their initial education application.
• **Education Verification.** The process of evaluating and education application in MERIT.

• **Electronic Attendance System.** An electronic system that keeps record of check in and check out time for children on subsidy.

• **In-service Hours.** Training hours that meet the need for annual training requirements, delivered by a DCYF state-approved trainer or approved by the department to maintain staff standards and qualifications while employed as an early learning provider.

• **Managed Education and Registry Tool (MERIT)/Electronic Workforce Registry.** Washington State DCYF workforce registry, this includes professional records of individuals, provider background checks, training records, education information and qualification data.

• **National Association of Credential Evaluation Services (NACES).** An organization that conducts a course-by-course evaluation of foreign degrees to determine the number of early childhood education (ECE), school-age, or ECE/school-age combined credits they have earned.

• **Organization Trainer Mentor (OTM).** The organization is a contractor to DCYF and provides an organization trainer mentor (OTM) who assists other staff in completing the trainer approval process. OTMs are committed to following the quality assurance process and expectations and provide mentoring and support to their organization trainer applicants.

• **Pre-service Training.** Training that is completed before someone is employed or soon after becoming employed. Pre-service is grounded in health and safety topics and does not count as in-service (does not earn STARS hours).

• **Provider.** Early learning staff providing care in the early learning program.

• **Professional Record.** The section of the workforce registry covering information about an individual in the workforce and includes contact information, employment, education history, coursework that counts for STARS hours, required and optional state-approved training.

• **Relationship Based Professional Development (RBPD).** An approach that uses professional relationships as a primary method to support professional growth and development for adult learners. Relationship-based professional development implements a reflective cycle of inquiry that uses an evidence-based adult-learning process of goal setting, observation, assessment, action planning, reflection and feedback.

• **Relationship Based Professional Development (RBPD) Standards.** These Competencies focus on professional relationships as the primary focus in professional development and growth. It describes the knowledge and skills that professionals must have to facilitate adult professional development within a reflective framework.

• **STARS Hours.** See the definition for in-service hours.

• **State-Approved Trainer.** A trainer approved to offer in-service hours for DCYF. This is an assigned role in DCYF’s workforce registry for tracking and monitoring statewide training delivery. State-Approved Trainers may also have specific training privileges assigned to them by DCYF to deliver certain pre-service or in-service training requirements or other DCYF developed training.

• **Trainer Advisory Board (TAB).** Provides input and recommendations to DCYF regarding the state approval process and ongoing quality assurance for trainers and training.

• **Trainer Assurances.** A set of expectations state-approved trainers agree and adhere to as part of being a state-approved trainer.

• **Trainer Competencies.** The trainer competencies provide detail with measurable and observable skills necessary for trainers to provide quality professional learning.

• **Trainer Observer.** DCYF staff or contracted professionals who provide observations and individualized feedback to trainers through the observation and evaluation process used for quality assurance of state-approved trainers.
• **Trainer Observation Rubric.** The tool used to evaluate the quality of in-person, online and self-paced/correspondence training as part of the trainer application and quality assurance processes.

• **Trainer Sanctions.** A sanction is issued to a state-approved trainer if a state-approved trainer does not meet the Trainer Standards of Practice and Professionalism or engages in fraudulent/illegal activity.

• **Training Organization.** Listed in MERIT as an organization who employs or contracts with state-approved trainers to provide professional learning opportunities for Washington’s early learning workforce. Trainers can associate with their organization when recording training in MERIT as a way to track all training provided by that organization delivered by multiple trainers.

• **User.** An individual who participates in the early learning workforce, and utilizes the professional development registry.