

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Professional Development and Training

Key:

New requirement.

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>*Please note that the proposed WAC is subject to change based on Negotiated Rule Making.</p> <p>170-300-0100 General staff qualifications. All early learning providers must meet the following requirements prior to working with children:</p> <p>(1) Family Home Early Learning Program Licensees (or “Family Home Licensees”) work from their family home to provide early learning programming to a group of no more than 12 children. Weight NA</p> <p>(a) A Family Home Licensee must meet the following qualifications:</p> <ul style="list-style-type: none"> (i) Be at least 18 years old; (ii) Have an ECE Initial Certificate or high school diploma or equivalent, as approved and verified in the electronic workforce registry by the department, within three years of the date this section becomes effective or from being licensed; (iii) Complete the applicable pre- 		<p><i>Progression from 170-300-0100</i></p> <p>General Staff Qualifications Contractors must hire and employ staff who meet the qualifications for their position. If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from date of hire¹. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.</p> <p style="background-color: yellow;">In order to be hired on a PDP, hired staff must meet baseline qualifications as defined by DEL ECEAP. ²</p> <p>When a contractor requires additional qualifications, such as para-educator status, each staff person must also meet the qualifications for their ECEAP role. When a staff person fills more than one position, as defined by ECEAP Performance Standards, they must meet the qualifications for each position.</p>

¹ For most ECEAP positions (Coach, Family Support, Lead Teacher), qualifications are more stringent than WAC. In an already low workforce, we need to keep this to five years for people to be able to get the degrees they are required to have.

² This will be defined in the ECEAP Contract. Because of changing qualifications and workforce availability, ECEAP and contractors need the flexibility to adjust this as the workforce landscape changes. Once a stable base of the stackable certificates is in place around the state, we will be able to define this better in the standards.

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<p>service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108. Weight #1</p> <p>(b) Family Home Licensees must:</p> <p>(i) Be dependably available for the daily operation of the early learning program 50 percent or more of weekly operating hours; Weight #5</p> <p>(ii) Ensure the early learning program meets Foundational Quality Standards and is developmentally appropriate for the ages of children being served; Weight #5</p> <p>(iii) Develop a curriculum philosophy and communicate the philosophy to all early learning program staff and parents. Ensure the curriculum philosophy serves all ages of children in the early learning program or designate a Lead Teacher with this responsibility; Weight #1</p> <p>(iv) Have knowledge of community resources available to families, including resources for children with special needs and the ability to share these resources with families; and Weight #1</p> <p>(v) Oversee early learning program staff and provide support to staff for creating and maintaining staff records in the electronic workforce registry. Weight #1</p>		<p>College Credit <i>Progression from WAC 170-300-0100</i> When college credit is required for ECEAP staff, the following applies:</p> <ul style="list-style-type: none"> • College credit must be earned from an accredited institution of higher education. • One college semester credit equals 1.5 college quarter credits. • Credit counted for staff qualifications, such as specific 12 or 30 credit requirements for teachers and family support specialists, must be directly related to the job description. • Early childhood education (ECE) credit is coursework with content closely related to the Washington State Core Competencies and predominantly addresses children ages birth to eight. • Staff requirements for an associate degree allow any “two-year” community or technical college degree of 90 quarter credits or more, including degrees designated as AA, AAS, AAS-T, ATA, or AD. • Equivalent degrees and credentials from other states and countries are accepted for ECEAP staff qualifications. <p>Lead Teacher Qualifications <i>Progression from 170-300-0100 5a</i> All persons serving in the role of ECEAP lead teacher must meet <i>one</i> of the following qualifications:</p> <ul style="list-style-type: none"> • An associate or higher degree in early childhood education or DEL equivalent³; or
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³ In order to flow into degree and career pathways, credit language is removed.

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<p>(2) Center Early Learning Program Licensees (or “Center Licensees”) must meet the requirements of a Center Director, listed in WAC 170-300-0100(3), or hire a Center Director who meets the qualifications prior to being granted an initial license. Center Licensees who fulfill the role of Center Director in their early learning program must complete all trainings and requirements for Center Directors. Weight #1</p> <p>(3) Center Directors or Assistant Directors manage the early learning program and set appropriate program and staff expectations.</p> <p style="padding-left: 20px;">(a) The Center Director or Assistant Director must meet the following qualifications:</p> <p style="padding-left: 40px;">(i) Be at least 18 years old;</p> <p style="padding-left: 40px;">(ii) Have an ECE State Certificate or equivalent, as approved and verified in the electronic workforce registry by the department, within three years of the date this section becomes effective or from being employed at any licensed early learning program or licensed;</p> <p style="padding-left: 40px;">(iii) Have two years of experience as a teacher of children in the age group(s) enrolled in the center and six months of experience in administration or management; and</p> <p style="padding-left: 40px;">(iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108. Weight #6</p> <p>(b) The Center Director or Assistant</p>	<ul style="list-style-type: none"> • A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education; or • Previously qualified as an ECEAP Lead Teacher in the electronic workforce registry before July 1, 2018. <p>Lead Teacher Role <i>Progression from 170-300-0100 5b</i></p> <p>The ECEAP lead teacher is directly responsible for the early learning of children and must be present during ECEAP hours of child direct services. The lead teacher must demonstrate competency to:</p> <ul style="list-style-type: none"> • Observe and assess children’s development. • Plan children’s curriculum based on child development knowledge. • Design the learning environment. • Implement and supervise developmentally appropriate learning activities. • Build positive relationships with children. • Plan guidance strategies for children. • Involve parents. <p>The lead teacher must:</p> <ul style="list-style-type: none"> • Enter objective observations for individual children throughout the school year. • Rate all Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics objectives and finalize checkpoints by the checkpoint due dates in Exhibit D: Deliverables Calendar, for all children attending class for a minimum of three weeks prior to the checkpoint. • By the same checkpoint due dates,
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<p>Director must provide the following services:</p> <ul style="list-style-type: none"> (i) Be dependably available for the daily operation of the early learning program 50 percent or more of weekly operating hours, or designate a person with the qualifications of an Assistant Director or Program Supervisor to be on site when not present. Occasionally, a Director may act as a substitute teacher as long as it is not a regular duty which may interfere with management or supervisory responsibilities. (ii) Ensure the early learning program meets Foundational Quality Standards and is developmentally appropriate for the ages of children being served; (iii) Ensure there is a curriculum philosophy and the philosophy has been communicated to all early learning program staff and parents. Ensure the curriculum philosophy serves all ages of children in the early learning program or designate a Program Supervisor with this responsibility; (iv) Have knowledge of community resources available to families, including resources for children with special needs and be able to share these resources with families; and 		<p>complete the Home Language Survey for all ECEAP children and if indicated, assess their English language acquisition using GOLD® objectives 37-38</p> <p>Assistant Teacher Qualifications <i>Progression from 170-300-0100 6a</i> All persons serving in the role of ECEAP assistant teacher must meet <i>one</i> of the following qualifications:</p> <ul style="list-style-type: none"> • Short Certificate or higher Washington State Early Childhood Education (ECE) Certificate or DEL equivalent⁴; or • Previously qualified as an ECEAP Assistant Teacher in the electronic workforce registry before July 1, 2018. <p>Assistant Teacher Role <i>Progression from 170-300-0100 6b</i> An assistant teacher must be present during the ECEAP hours of child direct services, whenever there are more than ten children present or when needed to ensure a safe learning environment. An assistant teacher demonstrates competency to implement program activities under the direction of a lead teacher.</p> <p>Family Support Staff Qualifications All persons serving in the role of ECEAP family support staff must meet <i>one</i> of the following qualifications:</p> <ul style="list-style-type: none"> • An associate or higher degree in adult
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⁴ Increasing the requirement for Assistant Teachers in order to represent a progression from WAC requirements.

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<p>(v) Oversee early learning program staff professional development plans such as:</p> <ul style="list-style-type: none"> (A) Providing support to staff for creating and maintaining staff records in the electronic workforce registry; (B) Setting educational goals with staff and locating or coordinating state-approved training opportunities for staff; and (C) Observing and mentoring staff. <p style="text-align: center; color: red;">Weight #6</p> <p>(4) Center Program Supervisors oversee planning in the early learning program under the supervision of a Center Director or Assistant Director.</p> <p>(a) Program Supervisors must meet the following qualifications:</p> <ul style="list-style-type: none"> (i) Be at least 18 years old; (ii) Have an ECE State Certificate or equivalent, as approved and verified in the electronic workforce registry by the department, within three years of the date this section becomes effective or from being employed at any licensed early learning program or licensed; 	<p>education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities⁵; or</p> <ul style="list-style-type: none"> • A DEL-approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families. • Home Visitor Child Development Associate (CDA) Credential from the Council of Professional Recognition. • Previously qualified as a family support staff in the electronic workforce registry before July 1, 2018. <p>Family Support Staff Role</p> <p>An ECEAP family support staff provides comprehensive and integrated family support services to enrolled families. Contractors must ensure that family support staff maintain flexible hours to provide services when parents are available.</p> <p>Family Support Staff must have the knowledge, skills and abilities to:</p> <ul style="list-style-type: none"> • Build relationships with families that are positive and goal-directed. • Identify and assess family strengths and goals. • Coordinate services for families.
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⁵ In order to flow into degree and career pathways, credit language is removed.

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<p>(iii) Have at least two years of experience as a teacher of children in the age group(s) enrolled in the center; and</p> <p>(iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108. Weight #5</p> <p>(b) Program Supervisors perform the following duties:</p> <p>(i) Guide the planning of curriculum philosophy, implementation, and environmental design of the early learning program;</p> <p>(ii) Ensure practices in the early learning program meet Foundational Quality Standards and are developmentally appropriate for the ages of children being served;</p> <p>(iii) Supervise programs on site at least 50 percent or more of weekly operating hours without being included in the staff-to-child ratio;</p> <p>(iv) Manage the professional development plans and requirements for staff as needed. The Program Supervisor may also perform classroom teaching duties so long as they continue to follow the requirements of subsection (b)(iii); and</p>		<ul style="list-style-type: none"> • Link families to community resources. • Support family involvement activities. • Establish mutual trust with families. • Coach families toward self-sufficiency. • Increase the family’s knowledge in advocacy, transition, leadership and parenting. • Understand family and relationship development cycles. • Recognize influences of diversity and culture. • Cultivate community partnerships • Work with the family as a system. • Demonstrate acceptance of all types of family groupings and use materials that reflect nontraditional families. <p>The number of families served must be adjusted proportionately when these staff:</p> <ul style="list-style-type: none"> • Work less than 35 hours per week. • Are assigned roles and duties in addition to family support. • Provide more intensive services based on family needs. • Travel extensively to meet with families. <p>Contractors must identify a family support lead staff to:</p> <ul style="list-style-type: none"> • Attend Mobility Mentoring® training • Coordinate implementation of family support services according the performance
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<p style="color: red; margin: 0;">Weight #5</p> <p style="margin: 0;">(v) One person may be both the Center Director, Assistant Director, and the Program Supervisor when qualified for both positions, provided that all requirements of WAC 170-300-0100(3)(a) and (b) are met. Weight NA</p> <p style="margin: 10px 0 0 0;">(5) Lead Teachers are responsible for implementing the center or family home early learning program.</p> <p style="margin: 0 0 0 20px;">(a) Lead teachers must meet the following qualifications:</p> <ul style="list-style-type: none"> (i) Be at least 18 years old; (ii) Center Lead Teachers must have a minimum of an ECE State Certificate or equivalent as approved and verified in the electronic workforce registry by the department within three years of the date this section becomes effective or from being employed at any licensed early learning program; (iii) Family Home Lead Teachers must have a minimum of an ECE Initial Certificate or high school diploma or equivalent as approved and verified in the electronic workforce registry by the department within three years of the date this section becomes effective or from being employed; 		<p style="margin: 0;">standards</p> <ul style="list-style-type: none"> • Participate in ongoing family support webinars, trainings and meetings provided by ECEAP⁶. <p style="margin: 10px 0 0 0;">Coach Qualifications</p> <p style="margin: 0 0 0 20px;">All persons serving in the role of coach must meet the following qualifications:</p> <ul style="list-style-type: none"> • Bachelor’s degree in Early Childhood Education or DEL equivalent. • A minimum of two years working with young children in a group setting • Experience as an early learning coach, consultant, mentor or trainer <p style="margin: 10px 0 0 20px;">If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has an Associate’s degree in Early Childhood Education or related field, and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from date of hire. The Contractor must monitor progress on all PDPs and ensure the staff make yearly progress to meet the required qualifications.</p> <p style="margin: 10px 0 0 0;">Coach Role</p> <p style="margin: 0 0 0 20px;">The Contractor must provide, or have access to, a practice-based coach trained on the Early Achievers Coach Framework, to:</p> <ul style="list-style-type: none"> • Support rating readiness and ongoing continuous quality improvement. • Assist the Contractor in identifying goals
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⁶ Family support pilot work shows that a lead staff person, whether it is a family support coordinator or one direct family support staff, is needed to implement Mobility Mentoring. This is not necessarily an additional required staff person, but an identification of already-existing staff person who can take on this responsibility.

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<p>and</p> <p>(iv) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108. Weight #5</p> <p>(b) Lead Teachers perform the following duties:</p> <p>(i) Be dependably available for the daily operation of a Family Home Early Learning Program when the Family Home Licensee is not present;</p> <p>(ii) Promote an educational and nurturing indoor and outdoor learning environment that meets enrolled children’s developmental needs; and</p> <p>(iii) Lead Teachers must have the ability to respond appropriately to children’s needs and communicate with parents. Weight #5</p> <p>(6) Assistant Teachers work to assist a Lead Teacher or licensee in center or family home early learning programs.</p> <p>(a) Assistant teachers must meet the following qualifications:</p> <p>(i) Be at least 18 years old;</p> <p>(ii) For center early learning program, have a minimum of an ECE Initial Certificate or high school diploma or equivalent as approved and verified in the electronic workforce registry by the department within three years of the date this section becomes effective or from being employed</p>		<p>and making quality improvement plans to achieve goals.</p> <ul style="list-style-type: none"> • Assist the Contractor in completing remedial activities within the identified timeline, when applicable. • Document support to ECEAP classrooms in a department approved data base or any successor system to: <ul style="list-style-type: none"> • Enter use of Early Achievers Quality Improvement Award funds. • Prior to finalized rating, enter pre-rating support provided. • Once the rating is finalized, enter Quality Improvement Plan. • Enter Goals and Action Plans. <p>Health Advocate Qualifications</p> <p>All persons serving in the role of ECEAP Health Advocate must meet <i>one</i> of the following qualifications:</p> <ul style="list-style-type: none"> • Employment as an ECEAP family support aide or health aide in the same agency before July 1, 2014; or • The equivalent of 12 college quarter credits in family support, public health, health education, nursing or another field directly related to their job responsibilities. <p>Health Advocate Role</p> <p>An ECEAP health advocate demonstrates competency to implement program activities under the direction of a health professional.</p> <p>A Health Advocate must:</p> <ul style="list-style-type: none"> • Provide support to ensure children’s health
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<p>at any licensed early learning program;</p> <p>(iii) For family home early learning program, have an ECE Initial Certificate or high school diploma or equivalent as verified and approved by the department, or be currently enrolled in high school or equivalent education program;</p> <p>(iv) Assistant Teachers working in this role before this section becomes effective must obtain an ECE Initial Certificate or high school diploma or equivalent within three years of the date this section becomes effective;</p> <p>(v) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and</p> <p>(vi) Assistant Teachers who have an ECE Initial Certificate or high school diploma equivalent may occasionally work alone with children for short periods of time (generally 60 minutes or less). In this section, a short period of time means the time necessary to step out of a room to do program planning, talk with parents, or go to an off-site appointment.</p> <p style="color: red; font-weight: bold;">Weight #5</p> <p>(b) Assistant Teachers perform the following duties:</p> <p style="padding-left: 20px;">(i) Assist Lead Teachers or Family</p>		<p>care needs are met.</p> <ul style="list-style-type: none"> • Track health care coordination for each child which includes: • Health referrals. • Follow-up to ensure treatment is completed. • Planning for ongoing health care needs⁷. <p>Health Consultant Qualifications</p> <p>The health consultant must meet <i>one</i> of the following qualifications:</p> <ul style="list-style-type: none"> • Licensed in Washington State as a registered nurse (R.N.) or as a physician (M.D., N.D, D.O.); or • A bachelor’s or higher degree in public health, nursing, health education, health sciences, medicine, or DEL equivalent. <p>Health Consultant Role</p> <p>ECEAP staff, including subcontractors, must have access to a health consultant who provides consultation regarding individual children’s health needs and health education programming for children and families.</p> <p>Nutrition Consultant Qualifications</p> <p>The nutrition consultant must meet one of the following qualifications:</p> <ul style="list-style-type: none"> • Registered Dietitian (R.D.) credentialed through the Commission on Dietetic Registration (CDR), the credentialing agency for the Academy of Nutrition and Dietetics (formerly the American Dietetic
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⁷Adding duties of the Health Advocate to provide clarification on current ECEAP practices that are expected but not in standards yet.

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<p>Home Licensees to provide instructional support to children and implement developmentally appropriate programs; and</p> <p>(ii) Be able to carry out job duties under the supervision of a Lead Teacher, Program Supervisor, Director, Assistant Director, or Family Home Licensee. Weight #5</p> <p>(7) Instructional Aides provide classroom organizational support to a Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee.</p> <p>(a) Instructional Aides must meet the following qualifications:</p> <p>(i) Be at least 16 years old;</p> <p>(ii) Have a high school diploma or equivalent as verified and approved by the department, or be currently enrolled in high school or equivalent education program;</p> <p>(iii) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and</p> <p>(b) Instructional Aides may be counted in the staff-to-child-ratio under the continuous supervision of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee. Weight #5</p> <p>(8) Aides offer support to early learning program staff in a center or home.</p> <p>(a) An Aide must meet all of the following qualifications:</p>		<p>Association); or</p> <ul style="list-style-type: none"> • A Washington State certified nutritionist under RCW 18.138. <p>Nutrition Consultant ECEAP staff, including subcontractors, must have access to a nutrition consultant who:</p> <ul style="list-style-type: none"> • Approves menus. • Consults on children’s special dietary requirements. • Consults on nutrition education activities for children and their families. <p>Mental Health Consultant Qualifications The mental health consultant must meet one of the following qualifications:</p> <ul style="list-style-type: none"> • Licensed by the Washington State Department of Health as a mental health counselor, marriage and family therapist, social worker, psychologist, psychiatrist, or psychiatric nurse; or • Approved by the Washington State Department of Health as an agency-affiliated or certified counselor, with a master’s degree in counseling, social work or related field; or • Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker, or psychologist. <p>Mental Health Consultant Role Contractors must have access to a mental health</p>
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<p>(i) Be at least 16 years old; (ii) Have a high school diploma or equivalent as verified and approved by the department, or be currently enrolled in high school or equivalent education program; (iii) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and</p> <p>(b) An Aide may not be counted in staff-to-child ratio and must be under the continuous supervision of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee. Weight #5</p> <p>(9) Volunteers provide classroom organizational supports to a Lead Teacher in an early learning program. (a) Volunteers must meet the following qualifications: (i) Be at least 14 years old; (ii) Only work under the continuous supervision of a Lead Teacher, Program Supervisor, Center Director, Assistant Director, or Family Home Licensee; and (iii) Complete the applicable pre-service requirements and training pursuant to WAC 170-300-0105, 0106, and 0108; and</p> <p>(b) Volunteers may not be counted in the staff-to-child ratio. Weight #5</p>	<p>consultant who is available to:</p> <ul style="list-style-type: none"> • Observe and/or screen children regarding behavior, emotional needs, and mental health. • Work collaboratively with parents to address their child’s mental health issues. • Consult with staff regarding classroom support and interventions for children. • Refer children and families to local mental health services. • Consult with and train staff as needed on topics, such as: • Classroom environment, practices, and activities to promote social and emotional development. • Early identification of behavioral disorders, atypical behavior, and child abuse. • Specific interventions to address identified behavioral and mental health needs. <p>Long Term Substitutes⁸ <u>Teacher Role Substitutes</u> A long term teacher substitute is a person substituting in the position of a classroom teacher for three weeks or more. In addition, this person is substituting for a teacher role that is required to maintain ratios in the classroom and is required to be present during ECEAP hours. Long term teacher substitutes must meet the ECEAP teacher qualifications for the position they are substituting for. If a qualified substitute is unavailable, contractors must begin the provisional hire Professional Development Plan process upon</p>
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⁸ Definitions and qualifications for substitute staff are needed to ensure children and families continue to receive quality early learning and family support while staff is absent.

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		<p>appointment or hire. Long term substitute qualifications must be entered into the electronic workforce registry upon appointment or hire.</p> <p>Family Support Role Substitutes</p> <p>A long term family support substitute is a person substituting in the position of a family support staff for three weeks or more.</p> <p>Long term family support substitutes must meet the ECEAP family support staff requirements. If a qualified substitute is unavailable, contractors must begin the provisional hire Professional Development Plan process upon appointment or hire. Long term substitute qualifications must be entered into the electronic workforce registry upon appointment or hire.</p> <p>Short Term Substitutes</p> <p>A short term teacher substitute (inclusive of permanent float staff)⁹ is a person substituting in the position of a classroom teacher for less than three weeks or intermittently, for longer than 60 minutes. In addition, this person is substituting for a teacher role that is required to maintain ratios in the classroom and is required to be present during ECEAP hours. Short term substitutes must be utilized from one of the following:</p> <ul style="list-style-type: none"> • DEL Substitute Pool • School District Substitutes in ECEAP paid for by ECEAP contractors or districts and administered by school districts under OSPI
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⁹ A permanent float staff is a person that ‘floats’ between age groups or classes, roles and positions that may have different qualifications amongst role type.

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		<p>regulations</p> <ul style="list-style-type: none"> On-Hire substitutes or float staff identified and paid for by ECEAP contractors. <p>Short Term Substitute Qualifications Short term substitute staff must meet the minimum requirements for a lead teacher as defined in WAC 170-300-0100 (5). Short term substitute qualifications must be entered into the electronic workforce registry upon appointment or hire.</p> <ul style="list-style-type: none"> ECEAP contractors located in school districts who opt to use their district-provided substitutes meet the requirements for substitutes set by their school district.
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0105 Pre-service requirements. (1) All Applicants, Co-Applicants, Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers in family early learning programs must complete a department provided orientation for the applicable early learning program type. Weight #1</p> <p>(2) Early learning providers and household members ages 14 and older must complete the department background check application, pursuant to chapter 170-06 WAC. Weight #7</p>		<p><i>Progression from WAC 170-300-0105</i></p> <p>ECEAP staff that are not included in licensing, such as family support specialist, health advocate, and health consultant are subject to:</p> <ul style="list-style-type: none"> Criminal history background clearance if they have unsupervised contact with children. Complete a one-step Mantoux tuberculosis (TB) skin test, unless they have written proof of one of the following: <ul style="list-style-type: none"> Negative Mantoux TB test in the 12 months prior to hire. Medication therapy to treat TB. A recent negative chest x-ray and a statement from a health care

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<p>(3) Early learning providers, including volunteers, and household members ages 14 and over, must provide documentation signed by a licensed health care professional of tuberculosis (TB) testing or treatment consisting of:</p> <ul style="list-style-type: none"> (a) A negative TB symptom screen and negative TB risk assessment; or (b) A previous positive FDA approved TB test and a current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program; or (c) A positive symptom screening or a positive risk assessment with documentation of: <ul style="list-style-type: none"> (i) A current negative FDA approved TB test; or (ii) A previous or current positive FDA approved TB test; and (iii) A current negative chest radiograph and documentation of clearance to safely work or reside in an early learning program. <p style="color: red;">Weight #6</p> <p>(4) Upon notification of TB exposure, early learning providers may be required to be retested for TB as directed by the local health jurisdiction.</p> <p style="color: red;">Weight #7</p> <p>(5) Early learning providers who will care for infants, toddlers, and non-immunized children must follow requirements of WAC 170-300-0120(4) prior to starting work in an early learning program.</p> <p style="color: red;">Weight #6</p>		<p>provider that the employee does not pose a risk to others.</p>
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<p>WAC 170-300-0106 Training requirements.</p> <p>(1) Early learning providers licensed, working, or volunteering in an early learning program before the date this section becomes effective must complete the applicable training requirements of this section within three months of the date this section becomes effective unless otherwise indicated. Early learning providers hired after the date this section becomes effective must complete the training requirements of subsections (5) through (11) of this section prior to working in an unsupervised capacity with children. An early learning provider must implement training skills and knowledge as soon as possible. Weight #1</p> <p>(2) License applicants and early learning providers must register with the electronic workforce registry prior to being granted an initial license or working with children in an unsupervised capacity. Weight #1</p> <p>(3) License applicants and early learning providers must record and update completed trainings and other applicable requirements of this chapter in the electronic workforce registry. Weight #1</p> <p>(4) License applicants, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers, Assistant Teachers, and Instructional Aides must complete the department Child Care Basics training:</p> <ul style="list-style-type: none"> (a) Prior to being granted a license; (b) Prior to working with children; or 		<p><i>Progression from WAC 170-300-0106</i></p> <p>Training requirements. Contractors must ensure all staff, including subcontractors, receive training on ECEAP Performance Standards upon hire and annually thereafter.</p> <p>All ECEAP staff in roles working with children that are not specifically identified in licensing must meet these foundational elements found in WAC 170-300-0106:</p> <ul style="list-style-type: none"> • Complete training on prevention of child abuse and neglect as defined in RCW 26.44.020 and mandatory reporting requirements under RCW 26.44.030 • Complete the department Emergency Preparedness training (applicable to the early learning program where they work or volunteer) or DEL approved equivalent • Complete the current Washington State Department of Labor and Industries training on the Prevention of Exposure to Blood and Body Fluids • Maintain a current first-aid and cardiopulmonary resuscitation (CPR) certification as established by the expiration date of the document, and meet the requirements of WAC 170-300-0106 (13) (a) and (b) • <p><i>Progression from 106(10)</i></p>

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<p>(c) Within three months of the date this section becomes effective if already employed or being promoted to a new role. Weight #5</p> <p>(5) Early learning providers must complete the department Recognizing and Reporting Suspected Child Abuse, Neglect, and Exploitation training according to subsection (1) of this section. Training must include the prevention of child abuse and neglect as defined in RCW 26.44.020 and mandatory reporting requirements under RCW 26.44.030. Weight #7</p> <p>(6) Early learning providers must complete the department Emergency Preparedness training (applicable to the early learning program where they work or volunteer) according to subsection (1) of this section. Weight #5</p> <p>(7) Early learning providers licensed to care for infants must complete the department Prevention and Identifying Shaken Baby Syndrome/Abuse Head Trauma training according to subsection (1) of this section. Weight #6</p> <p>(8) Early learning providers must complete the department Serving Children Experiencing Homelessness training according to subsection (1) of this section. Weight #5</p> <p>(9) License applicants and early learning providers licensed to care for infants or toddlers must complete the department Safe Sleep training. This</p>	<p>If restraint is used, contractors must meet all of the following criteria: All staff applying restraints, in addition to those specifically identified in WAC, have received training in DEL-approved¹⁰ limited restraint procedures.</p> <p>Family Support Staff Training Contractors must ensure that Family Support Staff are trained in ECEAP Mobility Mentoring.¹¹</p> <p><u>Coach Training</u> Contractors must assure that all coaches:</p> <ul style="list-style-type: none"> • Complete the Coach Orientation Webinars, on the DEL ECEAP website, upon hire. • Attend the Early Achievers Coach Framework training within six months of hire. • Participate in ongoing Early Achievers coach webinars, trainings and meetings provided by ECEAP. • Participate in coach consultation with CQEL and DEL ECEAP staff as needed. • Register in the electronic workforce registry and request an account in WELS, or any successor system to WELS as identified by the Department • Enter the following Personal Professional Development data into the Activity Log in WELS or any successor system to WELS as identified by the Department: <ul style="list-style-type: none"> ○ Coach Orientation (date attended). ○ Monthly Coach webinar (Title and date attended).
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¹⁰ Added DEL-approved to align with WAC. Menu of approved trainings is not available yet.

¹¹ This training is required to implement new family engagement standards for ECEAP.

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Professional Development and Training

<p>training must be completed annually and:</p> <ul style="list-style-type: none"> (a) Prior to being licensed; (b) Prior to working with children; or (c) According to subsection (1) of this section. Weight #7 <p>(10) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers must complete the department Child Restraint training prior to being authorized by the early learning program where they work to restrain an enrolled child, or as indicated in subsection (1) of this section. Weight #6</p> <p>(11) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, and Lead Teachers must complete the department Medication Management and Administration training prior to giving medication to an enrolled child, or as indicated in subsection (1) of this section. Weight #6</p> <p>(12) License applicants and early learning providers involved in the direct care of children must complete the current Washington State Department of Labor and Industries training on the Prevention of Exposure to Blood and Body Fluids prior to being granted a license or working with children. This training must be repeated pursuant to Washington State Department Labor and Industries regulations (found at: http://www.lni.wa.gov/Safety/TrainingPrevention/?F=M). Weight #7</p> <p>(13) Early learning providers involved in the direct care of children must have a current first-aid and cardiopulmonary resuscitation (CPR) certification as established by the expiration date of the document,</p>		<ul style="list-style-type: none"> ○ ECEAP Coach Framework training (date attended). ○ CLASS and ERS reliability training <p>The Contractor must strongly encourage Coaches to attend reliability training in CLASS and ERS.</p> <p><u>Eligibility Staff Training</u></p> <p>The Contractor must ensure staff verifying ECEAP eligibility and enrollment complete an Eligibility and Enrollment training, either in person or online, and maintain certificates of completion. Staff who determine eligibility must be trained on proper eligibility determination practices and the importance of protecting program integrity and the public trust.</p> <p><u>Lead Teacher Training</u></p> <p>Contractors must assure that ECEAP lead teachers complete both of the following within six months of hire:</p> <ul style="list-style-type: none"> ● In-person or online training to use GOLD[®] by Teaching Strategies ● Inter-rater reliability certification for GOLD[®] by Teaching Strategies, and after the first time, every three years thereafter. <p>In addition, if purchased or provided by DEL, contractors must assure that ECEAP lead teachers:</p> <ul style="list-style-type: none"> ● Participate in the DEL sponsored in-person curriculum training, if DEL provided a free Creative Curriculum[®] or HighScope[®] curriculum kit. ● Complete a DEL determined GOLDplus[®]
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<p>prior to working with children. A provider subject to this requirement must renew first aid and CPR certification prior to expiration dates.</p> <p>(a) Proof of certification may be a card, certificate, or instructor letter.</p> <p>(b) The first-aid and CPR training and certification must:</p> <p>(i) Be delivered in person by an instructor certified by the American Red Cross, American Heart Association, American Safety and Health Institute, or other nationally recognized certification program;</p> <p>(ii) Include infant, child, and adult CPR; and</p> <p>(iii) Include an in person, hands-on component for first- aid and CPR demonstrated in front of a certified instructor. Weight #7</p> <p>(14) Early learning providers involved in serving food to children at an early learning program must obtain a current Food Worker card prior to serving food. Food Worker cards must:</p> <p>(a) Be obtained online at www.foodworkercard.wa.gov or through the local health jurisdiction; and</p> <p>(b) Be renewed prior to expiring. Weight #6</p>		<p>training if DEL purchased this add-on feature in GOLD® by Teaching Strategies.</p>
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Professional Development and Training

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0107 In-service training. (1) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors, Lead Teachers, Assistant Teachers, and Instructional Aides must complete in-service training requirements of this section. An early learning provider must implement in-service training skills and knowledge as soon as possible. Weight #4</p> <p>(2) The department Enhancing Quality of Early Learning (EQEL) training must be completed within 24 months of being hired in a licensed facility after completing Child Care Basics pursuant to WAC 170-300-0106. During the time the EQEL is being completed, EQEL hours count towards the 10 hours of in-service training required each year. Weight #4</p> <p>(3) In-service training (10 hours total) must be completed every 12 months based on the start date of employment after an early learning provider completes the EQEL training required in subsection (2) of this section. The department determines how many hours of the 10 hours total are required per Core Competency and how many hours are elective. In-service training: (a) Must include one or more of Washington State’s Core Competencies for Early Care and</p>		<p><i>Progression from 170-300-0107</i></p> <p>Staff Training Program Contractors must plan a training program with involvement of staff and parents to support the in-service professional development of ECEAP staff. The training plan must include:</p> <ul style="list-style-type: none"> • Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel. • Maintained records in the workforce registry system, as roles are available. <ul style="list-style-type: none"> • For roles not available, the ability to provide a comprehensive staff training plan and completion records. <p>Lead teachers and family support staff must complete a minimum of 20 hours¹² of in-service professional development per year, such as workshops, classes, or job-embedded professional learning. These hours include requirements listed in WAC 170-300-0107 (3).</p> <p>Assistant teachers must complete a minimum of 15 hours of professional development per year, such as workshops, classes, or job-embedded professional learning. These hours include requirements listed in WAC 170-300-0107 (3).</p>

¹² Increasing hours to reflect differentiated training needs for ECEAP Lead Teachers and Family Support staff.

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<p>Education;</p> <p>(b) May be met by completing credit bearing early childhood education delivered by an institution of post-secondary education as approved by the department; and</p> <p>(c) Hours cannot be carried over to the following year(s), 10 hours of in-service must be completed every 12 months based on the start date of employment.</p> <p style="color: red;">Weight NA</p> <p>(4) Family Home Licensees, Center Directors, Assistant Directors and Program Supervisors must complete three of the 10 hours total in Core Competency Professional Development and Leadership each year. Weight #1</p> <p>(5) Family Home Licensees, Center Directors, Assistant Directors, and Program Supervisors must complete the Strengthening Families Program Self-Assessment or an equivalent assessment as approved by the department (applicable to the early learning program where they work) within twelve months of the date this section becomes effective if already employed or twelve months of being licensed. Weight #1</p> <p>(6) Family Home Licensees, Center Directors, Assistant Directors, Program Supervisors and Lead Teachers must complete the renewal trainings that include Business and Leadership Practices training and Child Development training. This training must be completed every three years and within twelve months of the</p>		
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date this section becomes effective if already employed. Weight #1		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>WAC 170-300-0108 Program-based new staff orientation. (1) An early learning provider must develop and deliver a new staff orientation specific to the early learning program and premises. Providers must be orientated prior to working with children. Weight #5</p> <p>(2) Orientation topics must include, but are not limited to:</p> <ul style="list-style-type: none"> (a) Those portions of the staff handbook listed in WAC 170-300-0110(4)(f)(g); (b) Chapter 43.215 RCW, Chapters 170-300 and 170-06 WAC; (c) Curriculum philosophy; (d) Child active supervision; (e) Planned daily activities and routines; (f) Developmental screening, when applicable; (g) Positive behavior management; (h) Child abuse and neglect prevention, detection, and reporting policies and procedures; (i) Health and safety policies and procedures; (j) Contagious disease recognition and prevention; (k) Prevention of exposure to blood and body fluids; 		<p><i>Progression from WAC 170-300-108.</i></p> <p>Staff Recruitment Contractors must have written policies and procedures for recruitment and selection of staff. Contractors must:</p> <ul style="list-style-type: none"> • Follow all state and federal laws that ensure equity. • Advertise all position openings to the public. • Encourage applicants who reflect the ethnicity, culture and language of children and families served. • Involve parents and appropriate staff in the hiring process. • Document staff recruitment procedures, including evidence of any labor pool shortages. • During the interview process, seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families. • Conduct reference checks.

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<ul style="list-style-type: none"> (l) Emergency preparedness procedures; (m) Special health and developmental needs of the individual child; (n) Safe sleep practices when licensed to care for infants or toddlers; (o) Personnel policies, when applicable; (p) Equity and cultural responsiveness; (q) Non-discrimination policies; (r) Age and developmentally appropriate practices; and (s) Child Care and Development Fund (CCDF) mandates and changes. CCDF is a federal program designed to help low-income families get high quality child care and support high quality child development services. Weight #5 		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0110 Staff policies.</p> <p>(1) An early learning provider must have and follow written policies for early learning program staff. Staff policies must be reviewed and approved by the department prior to issuing a provider’s initial license and when changes are made. Weight #1</p> <p>(2) An early learning provider must train all staff and volunteers on the policies. Weight #6</p> <p>(3) An early learning provider must document trainings and keep training records current in the individual staff files for all applicable</p>		<p><i>Progression from WAC 170-300-0110</i></p> <p>Staff policies. <i>Progression from (3)</i> The Contractor must ensure that staff qualifications for all roles in ECEAP that are eligible for entering in the electronic registry are verified.</p> <p><i>Progression from (4)</i> Contractors must maintain accurate job descriptions for all ECEAP roles and staff, not just specifically covered by licensing.</p> <p>Contractors must provide adequate staff to comply</p>

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<p>persons. Staff files must be kept current in the electronic workforce registry. Staff names must be deleted from the electronic workforce registry when no longer employed at the early learning program. Weight #4</p> <p>(4) Early learning program staff policies must include, but are not limited to:</p> <ul style="list-style-type: none"> (a) All of the information in the parent or guardian handbook except fees; (b) A plan for keeping staff records current in the electronic workforce registry; (c) Job descriptions; (d) Professional development support plan; (e) Attendance, conduct, and pay benefits; (f) Early learning program staff responsibilities for: <ul style="list-style-type: none"> (i) Child supervision requirements, including preventing children’s access to unlicensed space; (ii) Child growth and development; (iii) Age-appropriate curriculum; (iv) Teacher-child interaction; (v) Child protection, guidance and discipline techniques; (vi) Safe sleep practices, if applicable; (vii) Food service practices; (viii) Off-site field trips; (ix) Transporting children; (x) Health, safety and sanitization procedures; (xi) Medication management procedures; (xii) Medical emergencies, fire, disaster and evacuation plans; (xiii) Mandatory reporting of 		<p>with all ECEAP Performance standards.</p> <p>Staff Recruitment and Selection</p> <p>Contractors must have written policies and procedures for recruitment and selection of staff. Contractors must:</p> <ul style="list-style-type: none"> • Follow all state and federal laws that ensure equity. • Advertise all position openings to the public. • Encourage applicants who reflect the ethnicity, culture, and language of children and families served. • Involve parents and appropriate staff in the hiring process. • Document staff recruitment procedures, including evidence of any labor pool shortage. • During the interview process, seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families. • Conduct reference checks. • Require criminal history background clearance for all staff who have unsupervised contact with children.
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<p>suspected child abuse, neglect, and exploitation, per RCW 26.44.020 and RCW 26.44.030;</p> <p>(xiv) Implementation of child’s individual health care or special needs plan;</p> <p>(xv) Following non-smoking, vaping, alcohol and drug regulations;</p> <p>(xvi) Overnight care, if applicable;</p> <p>(xvii) Religious and cultural diversity including all children and families; and</p> <p>(xviii) Non-discrimination.</p> <p>(g) Staff responsibilities if the Family Home Licensee, Center Director, Assistant Director, or Program Supervisor is absent from the early learning program.</p> <p>(h) A plan that includes how job duties are evenly distributed and ensuring duties do not interfere with caretaking responsibilities.</p> <p style="color: red;">Weight #5</p> <p>(5) An early learning provider must have and follow written policies requiring staff working with the same group of children to share information with each other on a daily basis regarding:</p> <p>(a) Children’s health needs, allergies and medication;</p> <p>(b) Any change in a child’s daily schedule;</p> <p>(c) Significant educational or developmental information;</p> <p>(d) Any communications from the family; and</p> <p>(e) Information to be shared with the family.</p> <p style="color: red;">Weight #5</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>WAC 170-300-0111 Supervision of staff. (1) When an early learning provider is supervising staff, he or she must be: (a) Aware of what staff are doing; (b) Dependably available and able to respond if the need arises to protect the health and safety of children in care; and (c) Dependably available and able to respond in an emergency situation. Weight #6</p> <p>(2) Assistant Teachers, Instructional Aides, Aides, and Volunteers are individuals who help in an early learning program but are supervised by the Family Home Licensee, Center Director, Assistant Director, Program Supervisor or Lead Teacher at all times. Weight NA</p> <p>(3) The Family Home Licensee, Center Director, Assistant Director, Program Supervisor or Lead Teacher must be within visual and auditory range of an Instructional Aide, Aide, or Volunteer. The early learning program staff who is supervising must be available and able to respond at any time. Weight #6</p> <p>(4) When the Family Home Licensee, Center Director, Assistant Director, Program Supervisor, or Lead Teacher is the only supervisory staff, the Assistant Teacher,</p>		<p><i>Progression from WAC 170-300-0111(5)</i></p> <p>Supervision of staff The Contractor must support the professional development of classroom staff by providing regularly scheduled time within the work week and away from class time for reflective practice with coaches, supervisors and peers, both in groups and individually.</p>

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<p>Instructional Aide, Aide, or Volunteer may be out of visual or auditory range for brief period of time while the supervisory staff attends to their personal needs on the premises.</p> <p>Weight #5</p> <p>(5) An early learning provider must have and follow a policy for observing and evaluating early learning program staff. The purpose is to provide meaningful feedback to the provider about how well staff is performing their duties and to inform decisions regarding professional development. Observations, evaluations and feedback must be kept confidential and in the staff member’s employment file. Weight #4</p> <p>(6) Short, informal observations and feedback should occur at least once monthly and may be spontaneous, scheduled at the request of the staff member, done as a result of a complaint, or scheduled as part of the program’s continuous quality improvement plan. Weight #4</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0115 Staff records.</p> <p>(1) An early learning provider must establish a records system for themselves, household members, staff, and volunteers that meet the business needs of the early learning program.</p>		<p><i>Progression from 170-300-0115</i></p> <p>Staff Records <i>Progression with (1)</i></p> <p>The Contractor must ensure that employment information and staff qualifications are maintained</p>

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<p>Early learning program records must be:</p> <ul style="list-style-type: none"> (a) Verified by the Licensee, Center Director, Assistant Director, or Program Supervisor; (b) Input and maintained in the electronic workforce registry; and (c) Available on site for verification during department inspections or early learning program visits, either in the electronic workforce registry or in paper format. Paper records are not required to be kept once entered into and confirmed within the electronic workforce registry. <p style="color: red;">Weight #1</p> <p>(2) Early learning program records must include the following for each early learning provider and staff, including the Licensee:</p> <ul style="list-style-type: none"> (a) First and last name of the provider and program staff; Weight #4 (b) Age; Weight #4 (c) Job title; Weight #3 (d) Education and Qualifications; Weight #3 (e) First and last day of employment; Weight #3 (f) Portable Background Check Status; Weight #5 (g) Current Washington State Food Worker card; Weight #5 (h) TB Test results and date or follow-up documentation, as required; Weight #5 (i) Washington state training registry system identification number; Weight #4 (j) Child Care Basics training completion date; Weight #4 		<p>in the electronic registry system for all ECEAP staff roles that are eligible for entering in the electronic registry system. ¹³</p> <p><i>Progression for (2)</i> Contractors must maintain records of volunteer hours.</p>
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¹³ This is a repeat from 110 but it matches how the WAC is structured.

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<p>(k) Proof of required training; Weight #4</p> <p>(l) Annual continuing education hours; Weight #4</p> <p>(m) Early Achievers Training, if applicable; Weight #4</p> <p>(n) Prevention of Exposure to Blood and Body Fluids training certification date per Chapter 296-823 WAC; Weight #5</p> <p>(o) Current first aid and infant, child, and adult CPR training, with a hands-on component and valid date range; and Weight #5</p> <p>(p) Immunization records, if applicable. Weight #5</p> <p>(3) A Licensee, Center Director, Assistant Director, or Program Supervisor must maintain the following records for each early learning provider and staff in a confidential manner. These records must be reviewable by the department and must include at a minimum:</p> <ul style="list-style-type: none"> (a) A copy of current government issued photo identification; (b) Social Security Number or a statement that the provider does not possess one; (c) Emergency contact information; (d) Federal tax documents, EIN if program employs staff; (e) Completed employment application; (f) Professional development support plan; (g) Observation and evaluation information; and (h) A document confirming orientation to early learning policy and procedures. <p>Weight #4</p>		
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<p>(4) An early learning provider must meet all requirements of the Washington State Department of Labor and Industries in the filing and retention of documents. Weight NA</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0120 Providing for personal, professional, and health needs of staff.</p> <p>(1) A Licensee must provide for the personal and professional needs of staff by:</p> <ul style="list-style-type: none"> (a) Having a secure and convenient place for staff to store personal belongings that is inaccessible to children; (b) Having a readily accessible phone to use for emergency calls or brief conversations with the parents of enrolled children; and (c) Providing file and storage space for professional materials. <p>Weight #4</p> <p>(2) A Licensee must meet Washington State Department of Labor and Industries rules including, but not limited to, required breaks, pay, and benefits. Weight #4</p> <p>(3) A Licensee, Center Director, Assistant Director, or Program Supervisor must exclude staff, including Volunteers, from child care activities</p>		

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<p>when a staff member’s illness or condition poses a risk of spreading harmful diseases to others or compromises the health and safety of others. See WAC 170-300-0205 for possible illnesses and conditions that would exclude a staff member. Weight #6</p> <p>(4) Program staff who take care of infants, toddlers, and non-immunized children must have documentation from a health care provider stating the staff person has been immunized for vaccine preventable diseases and follows DOH’s adult immunization schedule. If a staff person has not been vaccinated, or has shown documented immunity to a vaccine preventable disease, that person may be required by the local health jurisdiction or the department to remain off-site during an outbreak of an illness defined in the current DOH Notifiable Conditions List. Weight #6</p> <p>(5) A Licensee, Center Director, Assistant Director, or Program Supervisor must notify the department, DOH, or the local health jurisdiction within 24 hours of a program staff member being diagnosed with a condition listed in the current DOH Notifiable Conditions List. Unless a health care provider has provided written notification that the staff person can safely return, an early learning provider must follow its health policy (WAC 170-300-0500) before readmitting the staff person into the early learning program, or allowing them to participate in child care activities. Weight #6</p> <p>(6) An early learning program’s health policy must</p>		
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include provisions for excluding or separating staff with a contagious disease as described in the DOH Notifiable Conditions List. Weight #6		
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