



Washington State Department of  
**Early Learning**

# Standards Alignment Advisory Committee

*April 15, 2016*



# Agenda

- Welcome
- Group size, ratios and mixed age grouping standards, Valisa Smith
- Updates, Angela Abrams & Luba Bezborodnikova
  - PD standards
  - Community Feedback
  - Timeline
- Summary & Next Steps

# Ratios, Group Size

- Nationally, Washington has had low ratios in comparison to other states.
- WA is close to recommended levels of best practice, but not yet meeting best practice levels.
- Recommendations have been made to change the required center-based licensing ratios to be in alignment with the Caring for Our Children Basics (CFOCB) recommended ratios.
- The writing team has not recommended making changes to the FCC ratios.

## Two Options to consider:

- Change ratios in WAC to align with best practices
- Keep Current WAC Ratios and build a progression in Early Achievers and ECEAP

# Ratios Pros and Cons

Change Ratios	Keep Ratios and Allow Progression
<p>Pros:</p> <ul style="list-style-type: none"><li>• Washington would be a leader in the nation for promoting low child: teacher ratios.</li><li>• Low ratios are shown to promote strong child development.</li></ul>	<p>Pros:</p> <ul style="list-style-type: none"><li>• Supports the progression goals of the Standards Alignment process.</li><li>• Protects current capacity in the system</li><li>• Encourages lower ratios at the higher levels of quality, including ECEAP.</li></ul>
<p>Cons:</p> <ul style="list-style-type: none"><li>• Financial pressures - providers rely on being at full capacity.</li><li>• Increased subsidy and ECEAP rates.</li><li>• Increased costs of child care for families as providers increase rates.</li><li>• Reduction in the capacity of the system to serve children.</li><li>• ECEAP entitlement pressure with reduced capacity in the current system.</li></ul>	<p>Cons:</p> <ul style="list-style-type: none"><li>• Not aligned with national best practices</li></ul>

# Ratios, Group Size - Centers

Current WAC requirement		Proposed WAC	Proposed EA	CFOCB	
0 - 11 mos	1:4 (8 max)	1:4 (8 max)	Allow 1:3 (9 max)	≤ 12 mos	1:4
12 -29 mos	1:7 (14 max)	1:7 (14 max) (>50% must be 18 months or older)	Allow 1:5 (15 max)	13-23 mos	1:4
				24 – 35 mos	1:4 – 1:6
30 - K (preschool)	1:10 (20 max)	1:10 (20 max) (>50% must be 48 months or older)	<ul style="list-style-type: none"> <li>1:8 (16 max) if &gt;50% are 36-47 months)</li> <li>1:10 (20 max) if &gt;50% are 48 months or older</li> </ul>	3-year-olds	1:9
				4- to 5-year-olds	1:10
5 - 12 years	1:15 (30 max)	1:15 (30 max)		-	-
ECEAP	1:10	1:8 (16 max)	1:8 (16 max)	-	-

# Mixed-Age Grouping

- Keep FCC mixed age grouping as is
- Centers - Three Options for Consideration to allow programs to serve mixed-age groups. The maximum licensed capacity for children in each age category would still need to be defined

# Mixed-Age Grouping

**Option 1 - Keep current “Waiver” System:** *keep the mixed-age group as a waiver option for programs*

## Pros

- Allows for additional assessment to assure that clear safety protocols are in place.
- Enables flexibility as program requirements for Early Head Start – Child Care Partnership as the program develops and/or expands.
- Ensures the group size is appropriate for the ages of children participating.

## Cons

- Doesn't utilize the Standards Alignment process to “solve” this problem.

# Group Size and Mixed-Age Grouping

**Option 2 - Change the WACs:** *allow for mixed-age groups.*

## Pros

- Encourages programs to move to mixed-age groups
- Uses WACs to offer clarity about requirements
- Ease in administration

## Cons

- Doesn't allow additional review to ensure safety and quality
- May encourage programs to offer mixed-age groups without the quality assurance needed to be successful.
- Mixed-age groups require additional support as a program model and many programs may not be ready to do this well.



# Group Size and Mixed-Age Grouping

**Option 3 - Progression from Early Achievers Level 3:** *build mixed-age groups into the progression so that programs that attain a Level 3 or higher would be able to use mixed-age groups.*

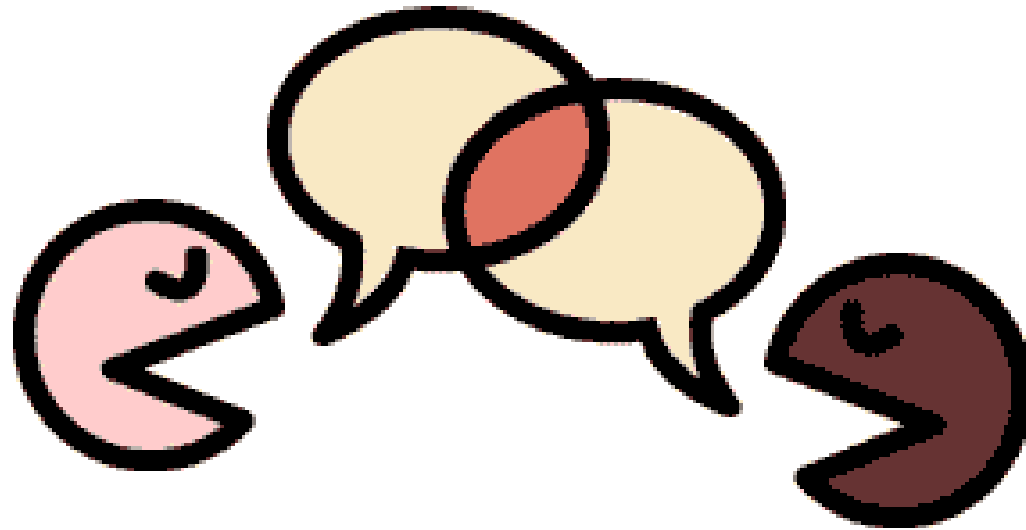
## Pros

- Supports the Standards Alignment progression
- Ties mixed-age grouping to quality
- Can create standards for using mixed-age classroom and allowable group sizes that are built on quality.

## Cons

- Some programs (e.g. Montessori) that are currently not participating in Early Achievers would be required to participate in order to continue offering mixed-age groups and to request changes in the allowable group size to support their program model.

# Ratios, Group Size, and Mixed-Age Grouping Questions & Suggestions



# Professional Development Update

**Option 2:** Continuous Educational Attainment Approach –  
Uses Early Achievers to build on education required in WAC.

- 2A:** Requires **all educators** to meet the professional development indicated within this option

- 2B:** Requires a **percentage of educators** to meet the professional development indicated within this option

- 2C:** Allows an EA rating of 3, 4 or 5 to **waive the education requirement** for that level if other quality measures (EA points) are met for that rating.

# Professional Development Update

- 2B – requires a monitoring system to track progress and establish ongoing supports at the licensing and EA levels
- 2C – requires a “professional development” quality points system and procedure, as well as monitoring and TA system at the licensing and EA levels

Let’s look at option 2A with two new considerations at the licensing level:

- **Waiving system**
- **Flexible timeline**

# Professional Development, Option 2A

Program Type	Position	Current WAC	Proposed WAC	EA Level 3 Subsidy CC	EA Level 4 ECEAP	EA Level 5
Centers	Director	CDA	ECE State Certificate	Associates	Bachelor's	Bachelor's
	Lead Teacher	High School Diploma	ECE State Certificate	Associates	Bachelor's	Bachelor's
	Assistant	None	Initial Certificate	ECE Short Certificate	ECE State Certificate ECEAP Associate's	Associate's
Family Child Care Home	Licensee/ Owner	High School Diploma	ECE Short Certificate	ECE State Certificate	Associate's ECEAP Bachelor's	Bachelor's
	Primary Staff	None	ECE Short Certificate	ECE State Certificate	Associate's ECEAP Bachelor's	Bachelor's
	Assistant	None	Initial Certificate	ECE Short Certificate	ECE State Certificate ECEAP Associate's	Associate's

# Professional Development Update, Option 2A

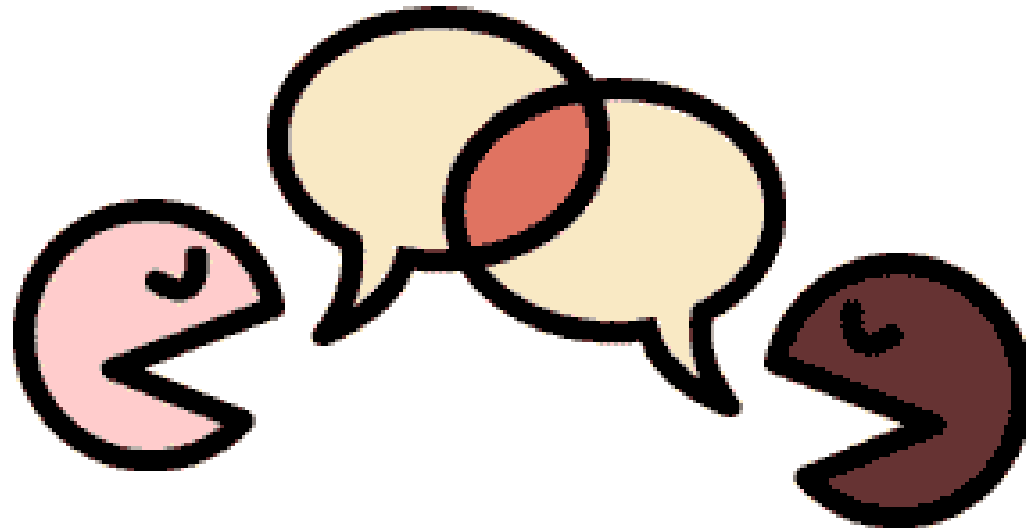
EXISTING	NEW
<p><b>Existing</b> licensees/staff are those who were employed in their current position prior to implementation of new WAC.</p>	<p><b>New</b> licensees/staff are those who are licensed or hired after implementation of new WAC.</p>
<ul style="list-style-type: none"> <li>• Required to meet education standards by 2023             <ul style="list-style-type: none"> <li>• Timeline - 5 years (2019-2023)</li> </ul> </li> <li>• Experienced providers/staff are allowed to request an education waiver             <ul style="list-style-type: none"> <li>• Consideration for licensing compliance, PD/trainings completed during years licensed and experience.</li> </ul> </li> <li>• Refugee and immigrant providers/staff, providers/staff whose primary language is other than English are allowed an additional timeline waiver upon demonstrating commitment to meeting the 2023 WAC education standards.</li> </ul>	<ol style="list-style-type: none"> <li>1) Meet the education standards upon CCC hiring or FCC license application <b>OR</b></li> <li>2) Proof of enrollment in the educational program to meet WAC education standard             <ul style="list-style-type: none"> <li>• Timeline: 1.5 years from FCC initial license date or staff hire date</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>• In 2023, all new family child care licensees and center staff must meet the 2023 education standards in WAC.</li> </ul>

# Professional Development Update

Things to clarify:

- Provide guidance on how education requirements may be grandfathered and/or translated to ECE credits (examples: CDA, AMI/MACTE Montessori certification)
- Define:
  - Experienced provider: Consideration for licensing compliance, PD/trainings completed during years licensed and experience.
  - Demonstrating commitment
  - Additional timeline waiver

# Professional Development Update Questions & Suggestions





# Community Feedback, Update

**review the standards changes by using racial equity, cultural humility and inclusion lens**

- All alignment community feedback meeting materials are at the Standards Alignment webpage on the Thrive site - <https://thrivewa.org/standards/>
- Director Hunter Alignment Community Feedback welcome address could be viewed - <https://www.youtube.com/watch?v=gBvTe9rl3UU>
- Materials translated pre the RELCs requests to Spanish, Somali and Russian
- Majority of the meetings are already scheduled (see Alignment Community Feedback Schedule handout)
- Please contact your RELC and offer to support the regional meeting(s)

# Standards Writing Updated Timeline



# Summary & Next Steps

- Finalize group size, ratio, and mixed age grouping standards
- Finalize professional development standards
- Review Implementation Plan and dependencies
- Children Alliance/ELAA - racial equity analysis framework

# Final Comments

