



Washington State Department of
Early Learning

Alignment Project Advisory Committee

Environments & Interactions

September 10, 2015



Agenda

- 1. Welcome and Review of Agenda-Rachael**
- 2. Review and Discussion of Environments & Interactions**

Instructional support, Concept Development, Quality Feedback,
Language Modeling-Travis Hansen and Sidney White

Emotional Support, Classroom Organization-Debbie O'Neil and Peggy Brown

Environments-ERS Space and Furnishings, Personal Care Routines,
Language and Reasoning- Bob Kerwin and Roxanne Garzon

Environments-Activities and Program Structure- Rachael Brown-Kendall
and Cammey Rocco

- 3. Overview of Dual Language Learner Alignment for Environments & Interactions- Sidney**

Agenda

- 3. Review and Discussion of Fall Community Engagement Process- Rachael**
- 4. Review of Overall Timeline- Debbie**

Environments and Interactions
Instructional Support

This area covers how teachers use instructional tools, how they extend student learning and how they facilitate and encourage student language.

Environments and Interactions

Instructional Support

- In this section there are no identified differences in requirements for Family Child Care and Center based care because the area focuses on quality interaction.
- In addition to the changes that follow we also recommend that the language of the standards be aligned to the language used in the Classroom Assessment Scoring System (CLASS) tool, an evidence based classroom quality observation tool used in Early Achievers.
- There is a good base of this area already in Early Achievers and ECEAP to draw on and our recommendation is adding some of those core elements to WAC.

Concept Development

Examples from Current Washington Program Standards

How teachers use instructional discussions and activities to promote students' higher order thinking skills in contrast to a focus on rote instruction.

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6575 Activities to promote child growth and development. The licensee must provide activities that support each child's developmental stage including:</p> <ul style="list-style-type: none"> (1) Social, emotional and self-development; (2) Positive self-concepts; (3) Language and literacy; (4) Physical development, including daily opportunities to develop the child's small and large muscles; (5) Spatial concepts (including, but not limited to, size or position); and (6) Numeracy (counting and numbers). 	<p>Analysis and Reasoning: Why/How questions, problem solving, predicting, classification Creating: Creating during an activity, producing, planning, brainstorming Integration: Integrating previous knowledge into a lesson</p> <p>Active facilitation/involvement: Intentionally guiding exploration, involvement with suggestions and questions, mirror behavior.</p> <p>Connections to the real world: Connecting familiar and home life to what the children learn</p>	<p>E-7 Adult-Child Interactions Contractors must ensure that staff builds positive relationships with children. Staff must:</p> <ul style="list-style-type: none"> • Pay attention to children to learn about their individual interests, ideas, questions, and theories. • Observe what children do, with whom, and where they play. • Demonstrate the belief that children are capable by letting them try out their ideas, take safe risks, and do things at their own pace, in their own way. • Show tolerance for mistakes and teach that mistakes are for learning.
<p>WAC 170-296A-6000 Interactions with children.</p> <ul style="list-style-type: none"> (c) Stimulate the child's development. 		<p>Staff must support children's play and learning by:</p> <ul style="list-style-type: none"> • Noticing and responding to teachable moments. • Posing problems and open-ended questions to stimulate higher-order thinking. • Describing and discussing children's learning processes, rather than focusing on products. <p><i>Kid's Potential, Our Purpose</i></p>

**Environments and Interactions
Instructional Support
Concept Development**

	Option 1	Option 2	Option 3
Concept Development	Leave WAC as is. Remove duplication between ECEAP and Early achievers.	Add pieces to licensing about connecting to student’s real world experiences and individual interests.	Move Higher order questioning to ECEAP/Level III only and not Level II Early Achievers because it tends to require intensive training and practice.
Pros	Reduces new items to learn during the licensing transition process	Adds elements that both increase student success and requires little to no cost.	Reduces the amount of potential training need in Level II.
Cons	Loose out on adding some core elements of quality teaching to reach every child.	Adds new items to learn during the licensing transition process	Students in centers at Level II may not benefit from this important skill building interaction.

Quality Feedback

Examples from Current Washington Program Standards

How teachers extend student's learning through their responses to students' ideas, comments, and work.

WAC	Early Achievers / CLASS	ECEAP
None	<p>CLASS</p> <p>Scaffolding: When the teacher helps the student with something so that the student is now more successful.</p> <p>Provides information: Adding more information during each exchange</p> <p>Feedback loops: Back and forth exchange of information.</p> <p>Encouragement/Affirmation: Specific encouraging words to help the child continue with progress</p>	<p>E-7 Adult-Child Interactions</p> <p>Contractors must ensure that staff builds positive relationships with children. Staff must:</p> <ul style="list-style-type: none">• Give descriptive feedback, instead of generalized praise or criticism.• Listen reflectively, staying on the child's topic, and paraphrasing their ideas.• Coaching children to express their ideas.• Engaging in extended conversations with children to build on their ideas.

Environments and Interactions

Instructional Support

Quality Feedback

This area covers how teachers use instructional tools, how they extend student learning and how they facilitate and encourage student language. There is a good base of this area already in Early Achievers and ECEAP to draw on and our recommendation is adding some of those core elements to WAC.

	Option 1	Option 2	Option 3
Quality Feedback	Leave as is with Quality of Feedback beginning at Early Achievers/Level 2.	Add*Exchange Feedback loops: Back and forth exchange of information *Encouragement/Affirmation to WAC	
Pros	Reduces new items to learn during the licensing transition process.	Adds elements that both increase student success and requires little to no cost.	
Cons	Students in centers at Level II may not benefit from this important skill building interaction.	Adds new items to learn during the licensing transition process	

Language Modeling

Examples from Current Washington Program Standards

Captures the quality and amount of the teacher’s use of language-stimulation and language-facilitation techniques.

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6000 Interactions with children.</p> <p>(2) Interact with children through listening and responding to what the children have to say;</p> <p>(3) Be in frequent verbal communication with children in a positive, reinforcing, cheerful and soothing way. Explain actions, even to very young babies;</p> <p>(7) Be responsive to children, encouraging them to share experiences, ideas and feelings</p>	<p>Frequent conversations: Not asking just yes or no questions, back and forth exchanges.</p> <p>Repetition and extension: teacher repeats children or extends what children say</p> <p>Self and parallel talk: connecting words with actions.</p>	<p>E-7 Adult-Child Interactions</p> <p>Contractors must ensure that staff builds positive relationships with children. Staff must:</p> <ul style="list-style-type: none"> • Respond to children’s requests and questions. • Using varied vocabulary. • Leading discussions and activities during daily routines, such as meals, tooth brushing, and transitions.
<p>WAC 170-296A-6575 Activities to promote child growth and development.</p> <p>(10) Provide each child opportunities for vocal expression; and</p> <p>(11) Adult voices must not always dominate the overall sound of the group.</p>		

Environments and Interactions

Instructional Support

Language modeling

This area covers how teachers use instructional tools, how they extend student learning and how they facilitate and encourage student language. There is a good base of this area already in Early Achievers and ECEAP to draw on and our recommendation is adding some of those core elements to WAC.

	Option 1	Option 2	Option 3
Option	Leave WAC as is. Remove duplication between ECEAP and Early achievers.		
Pros	Reduces duplication of observation Reduces new items to learn during the licensing transition process		
Cons			

Discussion

We value and need your input on language development, quality feedback and concept development:

- **What are your thoughts on the language of the standards being aligned to the language used in CLASS tool?**
- **What are your thoughts around moving items from CLASS to WAC?**
- **Is there anything that we have missed or that could be added?**

Environments and Interactions
Emotional Support and Classroom Organization

This area covers warm and respectful relationships, responsive providers, awareness of children's needs, proactive behavior management, and organized routines that maximize learning time and children's involvement.

Environments and Interactions
Emotional Support and Classroom Organization

This includes:

- Positive & Relational Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspective

And it also includes:

- Behavior Guidance & Management
- Productivity
- Instructional Learning Formats
- Facilitation of Learning
Development/Facilitated Exploration
(Toddlers/Infants)

Environments and Interactions

Emotional Support and Classroom Organization

Recommendations:

- **Infuse CLASS/ECEAP language into WAC standards to set a solid foundation for positive and healthy environments for all children in care with maximum learning opportunities.**
- **Remove duplicative standards in ECEAP that are already represented in WAC.**
- **Create WAC standards that are currently missing yet necessary for the healthy development and well-being of children.**
- **Move specific EA and/or ECEAP concepts into WAC (Level 1) and move specific ECEAP concepts into EA (Level 2).**
- **Utilize Caring for Our Children Basics(2015)-Health and Safety Foundations for Early Care and Education where applicable**

Environments and Interactions

Emotional Support and Classroom Organization

WAC	EA/CLASS	ECEAP
<p>170-295-2030 To facilitate interactions between the staff and children that are nurturing, respectful, supportive and responsive, you must: (1) Ensure staff interact with children using positive communication (for example, giving children options of what to do rather than being told what not to do); (2) Support the child's development in understanding themselves and others by assisting the child to share ideas, experiences, and feelings;</p> <p>170-296A-6000 (1) Demonstrate positive interactions with children and other adults when children are present; (2) Interact with children through listening and responding to what the children have to say; (10) Provide each child opportunities for vocal expression; and (11) Adult voices must not always dominate the overall sound of the group.</p>	<p>Positive Climate</p> <p><u>Relationships</u></p> <p>Physical Proximity</p> <p>Shared activities</p> <p>Peer assistance</p> <p>Matched affect</p> <p>Social conversation</p>	<p>E-7 Adult-Child Interaction</p> <p>Listen reflectively, staying on the child's topic, and paraphrasing their ideas.</p> <p>This standard should be met at Level 1 and Level 2. The frequency, quality and intention should be noticeably different at this level for higher rating.</p> <p>Incorporate <i>concepts</i> from ECEAP E-7 Adult-Child Interaction and E-8 Child Guidance into WAC (Level 1): (E-7) Use a warm, calm, and respectful tone of voice, eye contact, and facial expression. Use positive language, saying what children can do instead of what they cannot do. Respond to children's requests and questions. (E-8) Maintaining positive relationships with children.</p>

Environments and Interactions

Emotional Support and Classroom Organization

(Example of Concept Language Infusion)

Relationships	Option 1	Option 2
Physical Proximity Shared activities Peer assistance Matched affect Social conversation	Leave WAC in its current state	Infuse concept language from CLASS and ECEAP into WAC for better definition and clarification of intent (proximity, affect or expression, conversation)
Pros	No new standard to incorporate or learn	Clarity of standard and improved emotional connections between teachers and children
Cons	Children will not receive appropriate key relational connections for healthy development	Training, modeling and mentoring may be necessary to establish the standard

Environments and Interactions

Emotional Support and Classroom Organization

(Example of no current WAC standard)

WAC	EA/CLASS	ECEAP
<p>170-296A-6000 (3) Be in frequent verbal communication with children in a positive, reinforcing, cheerful and soothing way. Explain actions, even to very young babies; (5) Appropriately hold, touch and smile at children;</p> <p>WAC 170-295 There is not a specific WAC standard currently for Positive Affect category.</p>	<p>Positive affect/Emotion expression Smiling/Laughter Enthusiasm Verbal and physical affection</p>	<p>E-7 Adult-Child Interactions Staff must: Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.</p> <p>This standard should be met at Level 1 and Level 2. The frequency, quality and intention should be noticeably different at this level for higher rating.</p>

Environments and Interactions

Emotional Support and Classroom Organization

Child Abuse and Neglect

WAC	EA/CLASS	ECEAP
<p>170-296A-6275 1) The licensee and staff must: (a) Protect children in child care from all forms of child abuse or neglect as defined in RCW 26.44.020; and (b) Report suspected or actual abuse or neglect as required under RCW 26.44.030 to DSHS children's administration intake (child protective services) or law enforcement. (2) The licensee must provide training for staff, volunteers and household members on: (a) Prevention of child abuse and neglect as defined in RCW 26.44.020; and (b) Mandatory reporting requirements under RCW 26.44.030</p>		<p>C-20 Required Training Contractors must ensure all staff, including subcontractors, receive training on ECEAP Performance Standards upon hire and annually thereafter. Complete training on preventing, identifying, and reporting child abuse and neglect.</p> <p>ECEAP Contract: Notification to DEL The Contractor must inform DEL immediately of any serious issue that has potential for media coverage or impact to services for ECEAP children or families. This includes, but is not limited to: 13.1. Child Protective Services (CPS) issues related to ECEAP children, families, staff and facilities. 13.2. Changes that must be reported according to WAC 170-295-7070.</p>

Environments and Interactions

Emotional Support and Classroom Organization

Child Abuse and Neglect

WAC	EA/CLASS	ECEAP
<p>170-295-6040(1) You and your staff must protect the child in care from child abuse, neglect, or exploitation, as required under chapter 26.44 RCW.(2) You must immediately report an instance when you or the staff have reason to suspect that child physical, sexual, or emotional abuse, child neglect, or child exploitation as defined in chapter 26.44 RCW has occurred. This report must be made to children's administration central intake.</p> <p>(3) If there is immediate danger to a child you must also make a report to local law enforcement.</p>		<p>C-20 Required Training Contractors must ensure all staff, including subcontractors, receive training on ECEAP Performance Standards upon hire and annually thereafter. Complete training on preventing, identifying, and reporting child abuse and neglect.</p> <p>ECEAP Contract: Notification to DEL The Contractor must inform DEL immediately of any serious issue that has potential for media coverage or impact to services for ECEAP children or families. This includes, but is not limited to:</p> <p>13.1. Child Protective Services (CPS) issues related to ECEAP children, families, staff and facilities. 13.2. Changes that must be reported according to WAC 170-295-7070.</p>

Environments and Interactions

Emotional Support and Classroom Organization

Child Abuse and Neglect

Caring For Our Children (1.4.5.2 Child Abuse and Neglect Education and 3.4.4.1 Recognizing and Reporting Suspected Child Abuse, Neglect, and Exploitation) is recommended regarding training and especially: “...establish child abuse and neglect prevention and **recognition strategies** for children, caregivers/teachers, and parents/guardians. The education should address physical, sexual and psychological or emotional abuse and neglect. Caregivers/teachers are mandatory reporters of child abuse or neglect. Caregivers/teachers should be trained in compliance with their state’s child abuse reporting laws.”

Environments and Interactions

Emotional Support and Classroom Organization (Expulsion Policy)

WAC	EA/CLASS	ECEAP
<p>No Current Standard for “No Expulsion”</p>	<p>Evidence that the provider has a no expulsion policy or that children the provider may ask to leave the program are supported through the transition (e.g. Policy in place to support children including: parent meetings, visits to other programs, expert evaluations, and documentation of challenges) (SAM-Standards alignment matrix)</p>	<p>Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed: Supporting classroom teachers. Planning to meet individual needs of child. Engaging community resources. Choosing an alternative schedule or setting. Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child’s behavioral support plan. If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.</p>

Environments and Interactions

Emotional Support and Classroom Organization

(Expulsion Policy)

Caring for Our Children (2.2.0.8) Preventing Expulsions, Suspensions, and Other Limitations in Services

“Programs should establish policies that eliminate or severely limit expulsion, suspension or other exclusionary discipline (including limiting services); these exclusionary measures should be used only in extraordinary circumstances where there are serious safety concerns that cannot otherwise be reduced or eliminated by the provision of reasonable modifications.”

Environments and Interactions

Emotional Support and Classroom Organization

(Expulsion Policy)

We value and need your input:

- **We have also highlighted some areas where we'd like to gather your ideas about solutions for the following:**
 - **Isolation of family home caregivers and alternative solutions**
 - **Expulsion policies or alternate solutions at each level**
 - **Workforce wellness**
 - **Preparation and Training**
 - **Resources-mental health, disabilities or other supports**

Environments and Interactions

Emotional Support and Classroom Organization (Restraint or Not to Restraint)

WAC	EA/CLASS	ECEAP
<p>170-295-2040 (5) Prevent and prohibit any person on the premises from using cruel, unusual, hazardous, frightening, or humiliating discipline, including but not limited to: (c) The use of a physical restraint method injurious to the child, locked time-out room, or closet for disciplinary purposes; (6) In emergency situations, a staff person may use limited physical restraint when: (a) Protecting a person on the premises from serious injury; (b) Obtaining possession of a weapon or other dangerous object; or (c) Protecting property from serious damage.</p>	<p><u>Punitive Control</u> Yelling Threats Physical control Harsh punishments</p>	<p>ECEAP E-8 Child Guidance If restraint is used, contractors must meet all of the following criteria: Staff have received training in limited restraint procedures. Staff restrain a child only as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object. Staff do not restrain a child longer than it takes to achieve the safety goal. Staff do not use restraint as punishment or to force a child to comply. Staff document all instances of restraint. Staff notify the parent of the restrained child following intervention.</p>

Environments and Interactions

Emotional Support and Classroom Organization

WAC

170-296A-6175 (2) Before using physical restraint, the licensee and staff must first use other methods described in WAC 170-296A-6075 to redirect or deescalate a situation. **170-296A-6200** The licensee, staff, or household members must not use: (1) Physical restraint as a form of punishment or discipline; (2) Mechanical restraints including, but not limited to, handcuffs and belt restraints; (3) Locked time-out or isolation space; (4) Bonds, ties, tape, or straps to restrain a child; or (5) Physical restraint techniques that restrict breathing or inflict pain. These include, but are not limited to: (a) Restriction of body movement by placing pressure on joints, chest, heart, or vital organs; (b) Sleeper holds, which are holds used by law enforcement officers to subdue a person; (c) Arm twisting; (d) Pulling hair; (e) Choking or putting arms around the throat; or (f) Chemical restraint such as mace or pepper spray.

170-296A-6225

When a child's behavior makes it necessary for his or her own or other's protection, the licensee or primary staff person may restrain the child, by holding the child as gently as possible. A child must not be physically restrained longer than necessary to control the situation.

We value and need your input:

- **What are your thoughts on the options and recommendations?**
- **Is there anything that we have missed or that could be added?**

Time permitting, here are other items for which we'd like to gather your feedback:

- Special Needs standard needed at each level
- Honoring Diversity Progression through levels
- Implementation Language for Policies and Procedures at each level
- “Child Outcome” standards at Level 1
- Lesson plans or curriculum for Level 1

Environments

Indoor Space

- In this section the WAC is comparable to the Early Achievers and ECEAP standards with regards to indoor usable space. Very detailed information regarding square footage, fire code compliance, safety and accessibility is included in all standards.
- In addition to the changes that follow we also recommend that *Caring for our Children, Third Edition* be referenced for language and research base for safety standards.
- The current WAC for Family Homes may have some specifics to a home environment that will need consideration such as bunk beds, emergency exit windows, deadbolts and security chains, commercial use firewalls, and carbon monoxide detectors.

Indoor Space

Examples from Current Washington Program Standards

How indoor space is used including the WAC term, “usable space” which also is a factor in the capacity of the facility. Requirements for maintaining a safe, clean environment

WAC	Early Achievers/ERS	ECEAP
<p>Centers: Capacity is determined by square footage, group size and ratio, and the number of available toilets and sinks . The standard is 35 square feet of usable space per child; 50 square feet of space per infant; 15 additional square feet for each toddler using a crib</p> <p>Homes: Capacity is determined by 35 square feet per child measured to include only space that is intended for use by children in care as well as group size and ratio</p>	<ul style="list-style-type: none"> • Sufficient indoor space for children, adults and furnishings. 	<p>A minimum of 35 square feet per child of indoor space, not including bathroom, hall, kitchen, and storage space.</p>
<p>Centers: Includes many detailed descriptions of requirements for lighting, ventilation, temperature, storage, safety hazards and maintenance</p> <p>Homes: Includes many detailed descriptions of requirements for safety hazards as well as those specific to a home environment, such as bunk beds, safety chains, carbon monoxide detectors, etc</p>	<ul style="list-style-type: none"> • Adequate lighting, ventilation, temperature control • Space is generally in good repair • Space is reasonable clean and well maintained 	<p>Requires contractors to monitor the health and safety of their indoor facilities and maintain records of inspections to ensure that their facilities are safe, clean and in good repair; free of drugs, alcohol, violence and guns; free from lead based paint</p> <p>Requires that indoor space design an indoor environment that supports children’s developmental levels</p>

Indoor Space

Option 1

Option 2

Option 3

Indoor Space

1. Keep capacity requirements in licensing. Reference Caring for our Children for updated language
2. No change for Early Achievers
3. Keep safety standards for license exempt ECEAP programs

Pros

Caring for our Children is the nationally recognized, research based standard for health and safety in child care settings.

Cons

Some language in Caring for Our Children may not meet the legal rigor for Washington

Furnishings for Routine Care, Learning, and Relaxation

Examples from Current Washington Program Standards

The requirements for furniture including tables, chairs, cribs and adult seating

WAC	Early Achievers/ERS	ECEAP
<p>Centers: Extensive information regarding the safety of furniture such as cribs is included. Information about furniture is included in the larger category of “equipment” and not specified</p> <p>Homes: Information about recalled items, safety of furniture, inclusion of equipment for children of differing abilities and the requirement that equipment can be cleaned easily</p>	<ul style="list-style-type: none"> • Enough furniture for all children that is sturdy and in good repair for all ages/abilities of children in care • Most furniture should be made suitable for children’s size • Furniture promotes self help • Furnishings well cared for • Storage for extra toys provided • Adult seating available 	<ul style="list-style-type: none"> • Provide enough equipment and furniture to meet the needs and facilitate participation of children and adults; meet the learning objectives of the program; be safe and in good repair
<p>Centers: No reference</p> <p>Homes: No reference</p>	<ul style="list-style-type: none"> • Some rugs or soft furnishings available during the day for relaxation or comfort 	<ul style="list-style-type: none"> • Soft elements for comfort are provided

Furnishings for Routine Care, Learning, and Relaxation

	Option 1	Option 2	Option 3
Furnishings for Routine Care, Learning, and Relaxation	<ol style="list-style-type: none"> 1. Add a section specific to furniture. Use Home WAC language for accommodation and recalled items 2. No change for Early Achievers 3. No change for ECEAP 	<ol style="list-style-type: none"> 1. Add a requirement for “some” furniture to be sized for ages served in WAC 	<ol style="list-style-type: none"> 1. Add a requirement for “some” soft elements for relaxation
Pros	Keeps extensive health and safety requirements for furniture and recalled items in Level 1	Allows for a bridge to quality, where “most” furniture is sized for ages	Allows for a bridge to quality
Cons	Creates a new section of the WAC	A definition of “some” will be needed for regulation purposes	Requirements for cleaning soft items will need to be included

Arrangement of Indoor Space

Examples from Current Washington Program Standards

How indoor space is arranged to facilitate play and learning, including child related display

WAC	Early Achievers/ERS	ECEAP
<p>Centers: There is an extensive list of safety hazards that must be avoided such as materials that could cause pinching, burns, choking, crushing, falling from heights, etc.</p> <p>Homes: Similar safety requirements to the Center WAC are included</p>	<ul style="list-style-type: none"> • Furnishings allow for uncrowded place for play • Space is cleared of dangerous objects to children • Space is arranged so that adults can supervise children without difficulty • Most spaces are accessible to children with disabilities • Space is provided for both quiet and active activities • Materials are arranged by type for productive use of children 	<ul style="list-style-type: none"> • Contractors must comply with ADA • Design an environment that allows choice, experimentation, and exploration; promotes action and interaction; avoids crowding, under stimulation and overstimulation • Provide space for children to work individually, in small groups and large groups • Include pathways so children can move without disturbing other children’s work and play • Adapt the environment to the children’s needs and abilities
<p>Centers: No requirement for child related display</p> <p>Homes: No requirement for child related display</p>	<ul style="list-style-type: none"> • At least three age appropriate pictures on display at a height where a child can see it, two of which were created by the children currently attending the program • Many items displayed where children can see them • Teachers talk to the children about the displayed materials 	<ul style="list-style-type: none"> • Predominantly displays children’s work • Must be reflective of the children’s culture

Environments Space and Furnishings

Arrangement of Indoor Space

	Option 1	Option 2	Option 3
Arrangement of Indoor Space	<ol style="list-style-type: none"> 1. Add a requirement for room arrangement for accommodation into WAC as well as space for active and quiet play, and areas that can be easily supervised 2. No change for Early Achievers 3. No change for ECEAP 	<ol style="list-style-type: none"> 1. Add a requirement that materials be arranged for productive use by children 	
Pros	This adds inclusive practice into licensing as well as aids staff with supervision and classroom management	This can be a stepping stone to a rich learning environment	
Cons	Some providers may raise concerns	Language may be needed around “productive use by children”	

Space for Privacy

Examples from Current Washington Program Standards

How children can be accommodated for their need to be away from the group for a short period of time

WAC	Early Achievers/ERS	ECEAP
<p>Centers: No requirement for privacy</p> <p>Homes: No requirement for privacy</p>	<ul style="list-style-type: none">• Children area allowed to find a space for privacy that can be easily supervised• Space is set aside for one or two children to play that is available for much of the day	<ul style="list-style-type: none">• Provides space for children to work individually

Space for Privacy

	Option 1	Option 2	Option 3
Space for Privacy	<ol style="list-style-type: none"> 1. Add a requirement for providing a space away from the larger group-either individually or with one other child 2. No change for Early Achievers 3. No change for ECEAP 		
Pros	In a large group, often having a space to be alone or with one other child can decrease stress		
Cons	Privacy will need to be balanced with supervision		

Environments
Personal Care Routines

This section covers:

- Greeting and Departing
- Meals and Snacks
- Nap and Rest Time
- Diapering and Toileting
- Health Practices
- Safety Practices

Greeting and Departing

Examples from Current Washington Program Standards

How facilities assure that an authorized person is picking up a child, how the child and parent are greeted and how children leave at the end of the day

WAC	Early Achievers/ERS	ECEAP
<p>Centers: Sign in and out procedures are required. Parents must be allowed access to their child's classroom during hours when the child is present.</p> <p>Homes: Sign in and out procedures are required</p>	<ul style="list-style-type: none">• Children are greeted warmly and transitions are handled sensitively• Sharing of child related information is exchanged• Parents enter into the caregiving area as a part of the routine• Departure is safe and well organized	<ul style="list-style-type: none">• Use a calm and respectful tone of voice, eye contact and facial expression

Greeting and Departing

	Option 1	Option 2	Option 3
Greeting and Departing	<ol style="list-style-type: none"> 1. Add elements of greeting each child and parent upon arrival, sharing parent information, and safe, organized departure 2. No change for Early Achievers 3. No change for ECEAP 	<ol style="list-style-type: none"> 1. Add requirement that parent enters the caregiving area where the child spends the majority of the day some of the time 	
Pros	This allows the parent and child to know they are welcome	This is a building block to family engagement	
Cons	Organized departure may need to be defined	The caregiving area may need to be defined	

Meals and Snacks

Examples from Current Washington Program Standards

How indoor space is used including the WAC term, “usable space” which also is a factor in the capacity of the facility. Requirements for the maintaining a safe, clean environment

WAC	Early Achievers/ERS	ECEAP
<p>Centers: Extensive requirements regarding food storage, handling, scheduling, menus, safe drinking water, and nutrition requirements</p> <p>Homes: Extensive requirements regarding food storage, handling, scheduling, menus, safe drinking water, and nutrition requirements</p>	<ul style="list-style-type: none"> • Basic sanitary conditions required • Allergies and dietary restrictions requirements • Meals served with a minimum of waiting • Meals/snacks are relaxed and pleasant 	<ul style="list-style-type: none"> • Some duplication of food service requirements • Children and adults sit together, engaged in conversation and practicing family style dining
<p>Centers: Infant and toddler nutrition requirements are addressed</p> <p>Homes: Infant and toddler nutrition requirements are addressed</p>	<ul style="list-style-type: none"> • Follow USDA guidelines for infants and toddlers • Mealtimes should be relaxed and scheduled to follow children’s schedules 	<ul style="list-style-type: none"> • No requirement for infants and toddlers

Personal Care Routines
Meals and Snacks

	Option 1	Option 2	Option 3
Meals and Snacks	<ol style="list-style-type: none"> 1. Food service and nutrition should reference USDA program requirements, Caring for Our Children, and WA Department of Health current guidelines. 2. No change for Early Achievers 3. License exempt ECEAP programs will need standards 	<ol style="list-style-type: none"> 1. Add an element for a relaxed atmosphere during mealtime 	
Pros	Allows for updated language and consolidation of requirements	This can be a foundation for social and emotional development	
Cons	This may require a lot of change in the writing of the rules	Relaxed atmosphere may need to be defined and may include pleasant conversation, eating at the child's pace, cultural sensitivity	

Nap/Rest Time

Examples from Current Washington Program Standards

How children will be allowed a time for rest, supervision requirements and

WAC	Early Achievers/ERS	ECEAP
<p>Centers: Rest time will be offered for all children under the age of five who are in care for more than six hours and those showing a need for rest. Infants and toddlers will be allowed to sleep on their own schedules.</p> <p>Homes: Rest time will be offered for all children under the age of five. Children will not be forced to sleep. Infants and toddlers will be allowed to sleep on their own schedules.</p>	<ul style="list-style-type: none">• Nap scheduled appropriately for each age group• Children helped to relax	<ul style="list-style-type: none">• No requirements for nap/rest time
<p>Centers: Auditory and visual supervision is required, although ratio requirements are reduced</p> <p>Homes: Auditory or visual supervision is required. Children may be in another room</p>	<ul style="list-style-type: none">• Supervision is pleasant, responsive and warm	<ul style="list-style-type: none">• No requirements for nap/rest

Personal Care Routines

Nap/Rest Time

	Option 1	Option 2	Option 3
Nap/Rest Time	<ol style="list-style-type: none"> 1. Reference Caring for Our Children for supervision and other requirements during nap/rest. 2. No change for Early Achievers 3. ECEAP programs with extended day model will need nap/rest requirements 	<ol style="list-style-type: none"> 1. Add an element for helping children to relax 	
Pros	Disparities between current WACs require a further look at national recommendations around nap/rest	<ul style="list-style-type: none"> • This provides a foundation for a restful environment 	
Cons	A new set of requirements will be required for extended day ECEAP		

Diapering/Toileting

Examples from Current Washington Program Standards

How facilities will provide for diapering and toileting needs of children in their care

WAC	Early Achievers/ERS	ECEAP
<p>Centers: Extensive requirements regarding health and safety, procedures, and equipment</p> <p>Homes: Extensive requirements regarding health and safety, procedures, and equipment</p>	<ul style="list-style-type: none"> • Sanitary conditions maintained and easy to maintain • Diapers checked at least every 2 hours • Pleasant provider-child interactions 	<ul style="list-style-type: none"> • Health and safety requirements required that duplicate the WACs
<p>Centers: Parents are consulted before toilet training begins</p> <p>Homes: Parents are consulted before toilet training begins. Training must be culturally sensitive, developmentally appropriate and use positive reinforcement</p>	<p>No requirement</p>	<p>No requirement</p>

Personal Care Routines

Diapering /Toileting

	Option 1	Option 2	Option 3
Diapering/Toileting	<ol style="list-style-type: none"> 1. Reference Caring for our Children for diapering/toileting requirements 2. Add parental consultation in toilet learning for Early Achievers 3. No change for ECEAP 		
Pros	Allows for an update to the diapering/toileting procedures based on national standards		
Cons	May add additional requirements for ECEAP programs		

Health Practices

Examples from Current Washington Program Standards

How the facility will promote procedures that ensure the health of children

WAC	Early Achievers/ERS	ECEAP
<p>Centers: Hands of adults and children must be washed 100% of the time after twelve specific activities including handling bodily fluids, entering the building, after using the toilet, and after handling animals</p> <p>Homes: Hands of adults and children must be washed 100% of the time after specific activities</p>	<ul style="list-style-type: none"> • Hands of children and provider are washed at least 75% of the time with only one or two lapses 	<ul style="list-style-type: none"> • Contractors must ensure that staff wash their hands after seven specific activities which are duplicated in the WACs
<p>Centers: Requirement for providers to track immunizations and exemptions on approved DOH forms</p> <p>Homes: Requirement for providers to track immunizations and exemptions on approved DOH forms</p>	<ul style="list-style-type: none"> • No requirement to track immunizations 	<ul style="list-style-type: none"> • Duplication of immunization requirements in the WACs

Personal Care Routines

Health Practices

	Option 1	Option 2	Option 3
Health Practices	<ol style="list-style-type: none"> 1. Reference handwashing procedures in Caring for our Children. Maintain immunization requirements 2. No change for Early Achievers 3. License exempt ECEAP programs need to track immunizations 		
Pros	Allows for updated language and continuity		
Cons	New requirements for license exempt providers		

Safety Practices

Examples from Current Washington Program Standards

How the providers will ensure that procedures safeguard the safety of the children in their care

WAC	Early Achievers/ERS	ECEAP
<p>Centers: Extensive list of prohibited hazards</p> <p>Homes: Extensive list of prohibited hazards including those exclusive to a Family Home environment (bunk beds, safety chains, stairs, commercial fire walls)</p>	<ul style="list-style-type: none">• No safety hazards indoors or outdoors that could cause serious injury	<ul style="list-style-type: none">• Contractors must immediately remove or repair any safety hazards
<p>Centers: Requirement and supplies required for a first aid kit and for staff to be trained in First Aid/CPR</p> <p>Homes: Requirement and supplies required for a first aid kit and for staff to be trained in First Aid/CPR</p>	<ul style="list-style-type: none">• First Aid kit required and staff present with First Aid and CPR	<ul style="list-style-type: none">• Requirement and supplies required for a first aid kit and for staff to be trained in First Aid/CPR

Personal Care Routines

Safety Practices

	Option 1	Option 2	Option 3
Safety Practices	<ol style="list-style-type: none"> 1. Reference Caring for our Children for safety practices 2. No change for Early Achievers 3. Remove contents of First Aid kit from ECEAP and just reference that a kit must be available 		
Pros	Allows for continuity and organization with sections specifically applicable to Family Homes		
Cons	Streamlines requirements for ECEAP		

Discussion

We value and need your input on indoor space, furnishings, privacy, greeting & departing, meals and snacks, diapering/toileting, rest time, and health & safety.

- **What are your thoughts on the various options we have presented? What are your preferences?**
- **Is there anything that we have missed or that could be added?**

Environments & Interactions Activities & Program Structure

- The language in the Family Child Care WACs easily aligns with Early Achievers and ECEAP
- The language in the Child Care Center WACs is assembled in a more complicated manner, and in order to align, the WACs will need to be broken into smaller content areas
- We recommend using the language in the Family Child Care WACs to begin the alignment work

ERS--Activities

This area covers how teachers set up the learning environment to support the growth and development of the children in their program. Here we consider the quality and quantity of different materials and activities.

This includes:

- Fine Motor
- Art
- Music/Movement
- Blocks
- Dramatic Play
- Math/Number
- Nature/Science
- Sand/Water
- Promoting Acceptance of Diversity
- Use of TV, Video, and/or Computers
- Active Physical Play

**Two foundational
WACs for this section:**

WAC 170-296A-6600
Toys and play materials.

WAC 170-296A-4200
*Toys, equipment, and
recalled items.*

Environments & Interactions
ERS Activities

Some items have added requirements

- Fine Motor
- *Art*
- Music/Movement
- Blocks
- Dramatic Play
- Math/Number
- Nature/Science
- *Sand/Water*
- *Promoting Acceptance of Diversity*
- *Use of TV, Video, and/or Computers*
- *Active Physical Play*

The items in grey,
have additional
WACs to consider

Activities—Fine Motor

Examples from Current Washington Program Standards

How teachers use fine motor activities help children develop the eye-hand coordination needed to complete the many academic tasks of grade school.

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6600 <i>Toys and play materials.</i> The licensee must provide toys, objects, and other play materials that are:</p> <ol style="list-style-type: none"> (1) Washable and clean; (2) Nonpoisonous or free of toxins; and (3) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking. <p>WAC 170-296A-4200 <i>Toys, equipment, and recalled items.</i> The licensee must maintain equipment, toys or other items in the child care in good and safe working condition. The licensee must remove a recalled item as soon as the licensee becomes aware that the item used in the licensee's child care operation has been recalled.</p>	<p>Environment Rating Scales: ACTIVITIES Fine motor Minimal (3) Some developmentally appropriate fine motor materials of each type accessible* Materials are accessible for much of the day Most of the materials are in good repair and complete* Good (5) Many and varied appropriate fine motor materials for each age group accessible for much of the day* Materials are well organized (Ex. Similar toys are stored together; sets of toys in separate containers; toys picked up, sorted and restored as needed) Provider interacts with children in relation to their play with the materials (ex. Talks to baby about sound of shaken rattle; helps child to fit the puzzle pieces; shows older child how to use a thimble)</p>	<p>E-2 Environment (Indoors and Outdoors) Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items). Reflect the diversity found in society -- including gender, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families. Be free from religious representations.</p>

Activities—Art

Examples from Current Washington Program Standards

How teachers use art activities to help children express themselves and help children develop a variety of skills including science and math skills as they manipulate colors and lines.

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6600 <i>Toys and play materials.</i> The licensee must provide toys, objects, and other play materials that are:</p> <ul style="list-style-type: none"> (1) Washable and clean; (2) Nonpoisonous or free of toxins; and (3) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking. 	<p>Environment Rating Scales: ACTIVITIES Art Minimal (3)</p> <ul style="list-style-type: none"> • At least one appropriate drawing material used with toddlers (12-30 months) at least once a week; at least one drawing material accessible daily for preschoolers and older children • All art materials used with children are nontoxic, and safe. • Children are not required to participate; alternate activities available • Some individual expression permitted with art materials (Ex. Children allowed to decorate pre-cut shapes in their own way; in addition to teacher-directed projects, some individualized work is permitted)* 	<p>E-2 Environment (Indoors and Outdoors) Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items). Reflect the diversity found in society -- including gender, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families. Be free from religious representations.</p>
<p>WAC 170-296A-4200 <i>Toys, equipment, and recalled items.</i> The licensee must maintain equipment, toys or other items in the child care in good and safe working condition. The licensee must remove a recalled item as soon as the licensee becomes aware that the item used in the licensee's child care operation has been recalled</p>	<p>Good (5)</p> <ul style="list-style-type: none"> • Toddlers offered some appropriate art materials 3 times a week, preschoolers and older children have drawing materials accessible daily for much of the day* • At least two different materials from 4 of the types of art materials are accessible daily to preschoolers and older children • Individual expression is encouraged (ex. Expectation based on children's abilities; children carry out work in their own way.) • Provider facilitates appropriate use of materials (Ex. Tape paper in place for scribbling; use adaptive equipment when needed; encourage children to paint on paper and not paint on furniture or walls) 	
<p>WAC 170-296A-6625 <i>Art materials.</i></p> <ul style="list-style-type: none"> (1) All prepackaged art materials used in the family home child care must be labeled "nontoxic" and as conforming to or meeting "ASTM D-4236." This does not apply to food items used as art materials, bulk paper, or items from the natural environment. (2) Infants, toddlers, and preschool age children must be closely supervised when using art materials. 		

Activities—Math and numbers

Examples from Current Washington Program Standards

How teachers provide sand and water experiences in the learning environment.

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6600 <i>Toys and play materials.</i> The licensee must provide toys, objects, and other play materials that are:</p> <ol style="list-style-type: none"> (1) Washable and clean; (2) Nonpoisonous or free of toxins; and (3) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking. 	<p>Environment Rating Scales: ACTIVITIES Sand/water Minimal (3)</p> <ul style="list-style-type: none"> • Some sand or water play provided outdoors or indoors at least once every two weeks year-round* • Supervision of sand/water play is appropriate for the ages and abilities of children • Some toys used for sand/water play <p>Good (5)</p> <ul style="list-style-type: none"> • Sand or water play provided at least once per week • Variety of toys used for sand/water play (Ex. Containers, spoons, funnels, scoops, shovels, pots and pans, molds, toy people, animals, and trucks)* • Sand or water play activities set up to facilitate play (Ex. Not too crowded for toys; enough sand/water and space for the number of children participating) 	<p>E-2 Environment (Indoors and Outdoors) Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items). Reflect the diversity found in society -- including gender, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families. Be free from religious representations.</p>
<p>WAC 170-296A-4200 <i>Toys, equipment, and recalled items.</i> The licensee must maintain equipment, toys or other items in the child care in good and safe working condition. The licensee must remove a recalled item as soon as the licensee becomes aware that the item used in the licensee's child care operation has been recalled</p>		
<p>WAC 170-296A-5150 <i>Water activity—Supervision.</i> When children in care are attending a swimming or water play activity outside the licensed premises:</p> <ol style="list-style-type: none"> (1) The licensee must have written permission from each child's parent or guardian; (2) There must be a certified lifeguard on duty; and (3) When infants or toddlers are in water depth that is: <ol style="list-style-type: none"> (a) Twenty-four inches or less, the licensee or staff must stay within reach of infants or toddlers; or (b) Greater than twenty-four inches, the licensee must provide one-to-one staff-to-child ratio for each infant or toddler. Staff must hold or be in constant touch contact with each infant or toddler. 		
<p>**additional WACs addressing swimming pools and other bodies of water both on and off the child care premises should remain: WAC 170-296A-5175--Wading pools—Defined—Supervision. WAC 170-296A-5225--Bodies of water or water hazards on the licensed premises. And WAC 170-296A-5250--Bodies of water outside and near licensed space</p>		

Activities—Promoting Acceptance of Diversity

Examples from Current Washington Program Standards

Addressing the math and number experiences in the learning environment.

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6600 <i>Toys and play materials.</i> The licensee must provide toys, objects, and other play materials that are:</p> <ol style="list-style-type: none"> (1) Washable and clean; (2) Nonpoisonous or free of toxins; and (3) For infants, toddlers, or children at those developmental levels, large enough to avoid swallowing or choking. 	<p>Environment Rating Scales: ACTIVITIES Promoting acceptance of diversity Minimal (3)</p> <ul style="list-style-type: none"> • materials (Ex. Multi-racial or multi-cultural dolls, books, or pictures; music tapes or CDs from many cultures; in bilingual areas some materials accessible in children’s primary language)* • Materials show diversity in a positive way* • No prejudice is observed or provider intervenes appropriately to counteract prejudice shown by children or other adults (Ex. Discuss similarities and differences; establish rules for fair treatment of others) <p>Good (5)</p> <ul style="list-style-type: none"> • Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities and gender in non-stereotyping roles (Ex. Both historical and current images; males and females shown doing many different types of work including traditional and non-traditional roles)* • At least 4 examples of props representing various races/cultures included for use in dramatic play (Ex. Dolls of different races; ethnic clothing; cooking and eating utensils from various cultural groupings)* 	<p>E-2 Environment (Indoors and Outdoors) Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items). Reflect the diversity found in society -- including gender, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families. Be free from religious representations.</p>
<p>WAC 170-296A-4200 <i>Toys, equipment, and recalled items.</i> The licensee must maintain equipment, toys or other items in the child care in good and safe working condition. The licensee must remove a recalled item as soon as the licensee becomes aware that the item used in the licensee's child care operation has been recalled</p>		
<p>WAC 170-296A-6775 <i>Diversity.</i> The licensee must:</p> <ol style="list-style-type: none"> (1) Provide an environment that reflects each child's daily life, family culture and language, and the diversity in society. (2) Describe or demonstrate to the licensor, or have a written plan for how: <ol style="list-style-type: none"> (a) The licensee will discuss with parents how the child care reflects that child's daily life and family's culture or language; and (b) The child care environment reflects the diversity in society. 		

Activities—TV, video and computers

Examples from Current Washington Program Standards

Addressing the TV, videos and computer experiences in the learning environment.

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6650</p> <p>Screen time. If the licensee or staff provide screen time for children in care, the screen time must:</p> <p>(1) Be educational, and developmentally and age appropriate;</p> <p>(2) Have child-appropriate content; and</p> <p>(3) Not have violent or adult content.</p> <p>WAC 170-296A-6675</p> <p>Screen time—Limitations. The licensee or staff must:</p> <p>(1) Limit screen time for any child to less than two hours per day during operating hours;</p> <p>(2) Not require children to participate in screen time;</p> <p>(3) Provide alternative activities to screen time; and</p> <p>(4) Place children at least three feet from a television screen.</p> <p>WAC 170-296A-6700</p> <p>Limiting screen time for children under two. The licensee must minimize exposure to screen time for any child under the age of two by:</p> <p>(1) Providing alternative activities for the child;</p> <p>(2) Moving the child away from direct view of the screen; and</p> <p>(3) Positioning the child so the child is not able to view the screen.</p>	<p>Environment Rating Scales: ACTIVITIES</p> <p>Use of TV, video, and/or computers</p> <p>Minimal (3)</p> <ul style="list-style-type: none"> • All materials children are exposed to are developmentally appropriate for the ages of children, non-violent, and culturally sensitive • At least one alternative activities accessible while TV/video/computer is being used (Ex. Children do not have to sit in front of TV and may go to other activity) • Time children allowed to use TV/video or computer is limited (Ex. TV/videos limited to one hour daily in full-day programs, computer turns limited to 15 minutes daily; no use with children under 24 months of age)* <p>Good (5)</p> <ul style="list-style-type: none"> • Materials are limited to those considered “good for children” (Ex. Sesame Street, music, dance, exercise, educational video and computer games, but not most cartoons)* • At least 3 interesting alternative activities accessible for free choice while TV/video/computer is used • Provider is actively involved with the children in use of TV, video or computer (Ex. Watch and discuss video with children; do activity suggested in educational TV program; help child learn to use computer program) 	<p>None</p>

Environments—Activities--Recommendations

	Option 1	Option 2	Option 3
Fine Motor, Music & movement, Blocks, Dramatic play, Math & number, Nature & science	Maintain the WAC as is—using WAC 170-296A-4200 and WAC 170-296A-6600 as the foundations for all activities and maintain the additional WACs aligned to particular activities (art, sand/water, diversity, screen-time, and active physical play)	Align WAC categories with ERS language—for example, instead of calling out each activity like fine motor and art in WAC, we have one WAC for activities that aligns with the different activities measured in the ERS	Specific to screentime— move the requirements from Early Achievers Minimal (3) to licensing—limiting screen time to 1 hour daily and no screen time for children under 24 months
Pros	Reduces new items to learn during the licensing transition process, WAC is general and foundational and Early Achievers and ECEAP more specific. Easy to monitor “some”.	Reduces risk of conflict or confusion with multiple WACs or Early Achievers/ECEAP standards addressing the materials and activities accessible to children	Aligns with recommendations from the American Academy of Pediatrics
Cons	Very general, no guidance about different types of materials and quantities needed	Does not allow for differentiation with the activities that might benefit from further rules—such as water play	Challenging to monitor

Environments and Interactions

ERS--Interactions

This area addresses the interactions between adults and children, and among children.

- **Supervision of play and learning**
- **Provider-Child interactions**
- **Discipline**
- **Interactions amount children**

ERS-Interactions

Examples from Current Washington Program Standards

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6000</p> <p>Interactions with children</p> <p>The licensee and staff members must:</p> <p>(1) Demonstrate positive interactions with children and other adults when children are present;</p> <p>(2) Interact with children through listening and responding to what the children have to say;</p> <p>(3) Be in frequent verbal communication with children in a positive, reinforcing, cheerful and soothing way. Explain actions, even to very young babies;</p> <p>(4) Treat each child with consideration and respect;</p> <p>(5) Appropriately hold, touch and smile at children;</p> <p>(6) Speak to the children at their eye level when possible and appropriate;</p> <p>Etc...</p>	<p>Provider-child interactions</p> <p>Minimal (3)</p> <ul style="list-style-type: none"> • Provider usually responsive to children, is involved with them • Few, if any, unpleasant interactions; no harsh verbal or physical provider-child interactions • Occasional smiling and talking to children throughout the day • Some warm and responsive physical affection throughout the day in routines or play (Ex. Holds child gently while reading a book; cuddles baby during bottle feeding puts arm around school-ager while helping with homework.) <p>Good (5)</p> <ul style="list-style-type: none"> • Provider uses frequent positive verbal & physical interaction with children throughout the day (Ex. Provider and children usually relaxed; voices pleasant; gentle) • Provider shows respect for children (Ex. Listens attentively, makes eye contact, treats children fairly) • Provider responds sympathetically to help children who are upset, hurt, or angry* 	<p>E-7 Adult-Child Interactions</p> <p>Contractors must ensure that staff builds positive relationships with children. Staff must:</p> <ul style="list-style-type: none"> • Give descriptive feedback, instead of generalized praise or criticism. • Listen reflectively, staying on the child’s topic, and paraphrasing their ideas. • Coaching children to express their ideas. • Engaging in extended conversations with children to build on their ideas.

Environments and Interactions

ERS--Interactions

	Option 1	Option 2	Option 3
Interactions: Supervision of children Supervision of play and learning Provider-child interactions	Maintain WAC 170-296A-6000 “Interactions with children” to align with <i>Supervision of Children</i> and <i>Supervision of Play and Learning</i> and <i>Provider Child Interactions</i> , which are measured with the ERS in Early Achievers. Also recommend eliminating the duplicate language in ECEAP performance standards E-7 and E-8.	Separate the WAC language to align with the categories within the ERS—so instead of one WAC called Interactions with children, we would have 3-- Supervision of Children; Supervision of Play and Learning and Provider-Child Interactions	
Pros	Provides foundational guidance about interactions and supervision that can be built upon with quality measures in ERS and/or CLASS. Eliminates duplicated monitoring in Early Achievers and ECEAP.	Easy for providers to see alignment across the continuum of standards	
Cons	May be confusing to have one WAC align to three Early Achievers Standards	Creates additional standards; may create challenges if ERS language changes	

ERS-Interactions

Examples from Current Washington Program Standards

WAC	Early Achievers / CLASS	ECEAP
WAC 170-296A-6025 Prohibited interactions.	<p>Discipline Minimal (3)</p> <ul style="list-style-type: none"> • No physical punishment or severe methods ever used • Provider usually maintains enough control to prevent problems, such as children from hurting one another, endangering themselves, or being destructive • Expectations are realistic and based on the age and ability of children with few, if any exceptions 	<p>E-8 Child Guidance</p> <p>Staff must use positive guidance techniques to help children learn to get along with each other,</p> <p>Staff must use positive guidance techniques to support classroom limits and maintain safety</p> <p>If restraint is used, contractors must meet all of the following criteria:</p> <ul style="list-style-type: none"> • have received training in limited restraint procedures. • restrain a child only as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object. • do not restrain a child longer than it takes to achieve the safety goal • do not use restraint as punishment • document all instances • notify parent of the restrained child following the intervention.
WAC 170-296A-6050 Guidance and discipline.		
WAC 170-296A-6075-- Positive options for discipline.		
WAC 170-296A-6100 Separating a child from the group.		
WAC 170-296A-6200 Physical restraint—Prohibited uses or methods.		
WAC 170-296A-6225 Physical restraint—Holding method allowed.	<p>Good (5)</p> <ul style="list-style-type: none"> • Program set up to avoid conflict and promote appropriate interaction • Positive methods of discipline used effectively Attention frequently given when children are behaving well • Provider reacts consistently to children’s behavior 	

Environments and Interactions ERS--Interactions

	Option 1	Option 2	Option 3
Discipline	<p>Maintain the following: WAC 170-296A-6025, Prohibited interactions; WAC 170-296A-6050, Guidance and discipline; WAC 170-296A-6075, Positive options for discipline; WAC 170-296A-6100, Separating a child from the group; WAC 170-296A-6200, Physical restraint—Prohibited uses or methods; WAC 170-296A-6225, Physical restraint—Holding method allowed. And use the Discipline item in Early Achievers to measure quality. Eliminate duplicate monitoring in ECEAP</p>	<p>Disallow child restraint or allow child restraint but require specific training at licensing level</p>	<p>Streamline WACs using strength-based language</p>
Pros	<p>Provides many standards to protect children from harm</p>	<p>Provides greater protection of children</p>	<p>Possibly reduce number of WACs from 6 on discipline. Provide positive approaches. Supports continuous quality improvement</p>
Cons	<p>Not strengths based, allows restraint of children and does not require training on restraint at licensing, or Early Achieves only at ECEAP.</p>		<p>This is a safety issue and may be challenging to reduce the number or WACs</p>

Environments and Interactions

ERS—Program Structure

This area covers the extent to which children have an appropriate schedule of activities and groupings during the day, are given time to play with materials, and are provided for when they have special needs including:

- **Schedule**
- **Free Play**
- **Group Time**
- **Provisions for children with disabilities**

Schedule

Examples from Current Washington Program Standards

WAC	Early Achievers / CLASS	ECEAP
<p>WAC 170-296A-6550--Developmental activities.</p> <p>(1) The licensee must have and post a typical daily schedule that includes program activities. Some items that must be included are:</p> <ul style="list-style-type: none"> (a) Hours of operation; (b) Types of activities, including screen time; (c) General timelines for activities; (d) Routine transportation times; (e) Meal service; (f) Rest periods; Etc... <p>WAC 170-296A-6575--Activities to promote child growth and development.</p> <p>The licensee must provide activities that support each child's developmental stage including:</p> <ul style="list-style-type: none"> (1) Social, emotional and self development; (2) Positive self concepts; (3) Language and literacy; (4) Physical development, including daily opportunities to develop the child's small and large muscles; (5) Spatial concepts (including, but not limited to, size or position); and (6) Numeracy (counting and numbers). 	<p>Environment Rating Scales: PROGRAM STRUCTURE</p> <p>Schedule Minimal (3)</p> <p>Basic daily schedule exists that is familiar to children (Ex. Routines and activities occur in relatively the same sequence most days)</p> <p>Schedule meets the needs of most children</p> <p>At least one indoor and one outdoor play period (weather permitting) occurs daily* (must equal at least one hour total)</p> <p>Both gross motor and less active physical play occur daily</p> <p>Good (5)</p> <p>Schedule is individualized for infants, with some flexibility for toddlers and older children (Ex. Each infant is on own schedule; toddlers eased into group schedule; outdoor play period may be lengthened in good weather)</p> <p>A variety of play activities occur each day, some initiated by the provider and some by the children</p> <p>No long period of waiting during transition between daily events*</p>	<p>E-3 Daily Routine</p> <p>This daily routine must: Be predictable, flexible and responsive, meet the interests and needs of the children. Offer ample time for unrushed activities and transitions. Minimize the number of transitions so that there is more productive time and less waiting. Allow periods of quiet and of activity, responding to children's needs.</p> <p>Must include: A large block of free choice time, at least 45 minutes. During free choice, children initiate their own activities and engage in play-based learning. Staff converse with children to support decision-making, problem-solving, and higher-order thinking.</p> <p>Small group learning opportunities. Small groups can be informal gatherings, planned enrichment activities, or options during free choice time.</p> <p>Short periods of whole group discussion, interaction, and concept development.</p> <p>Outdoor or large motor time. Reading in groups or individually.</p> <p>Meals or snacks with children and adults sitting together, engaging in relaxed conversation, and practicing family-style meal skills, such as serving themselves and cooperating with others.</p> <p>Hand-washing before eating and as needed.</p> <p>Tooth-brushing following one meal or snack daily.</p>

Environments and Interactions Schedule

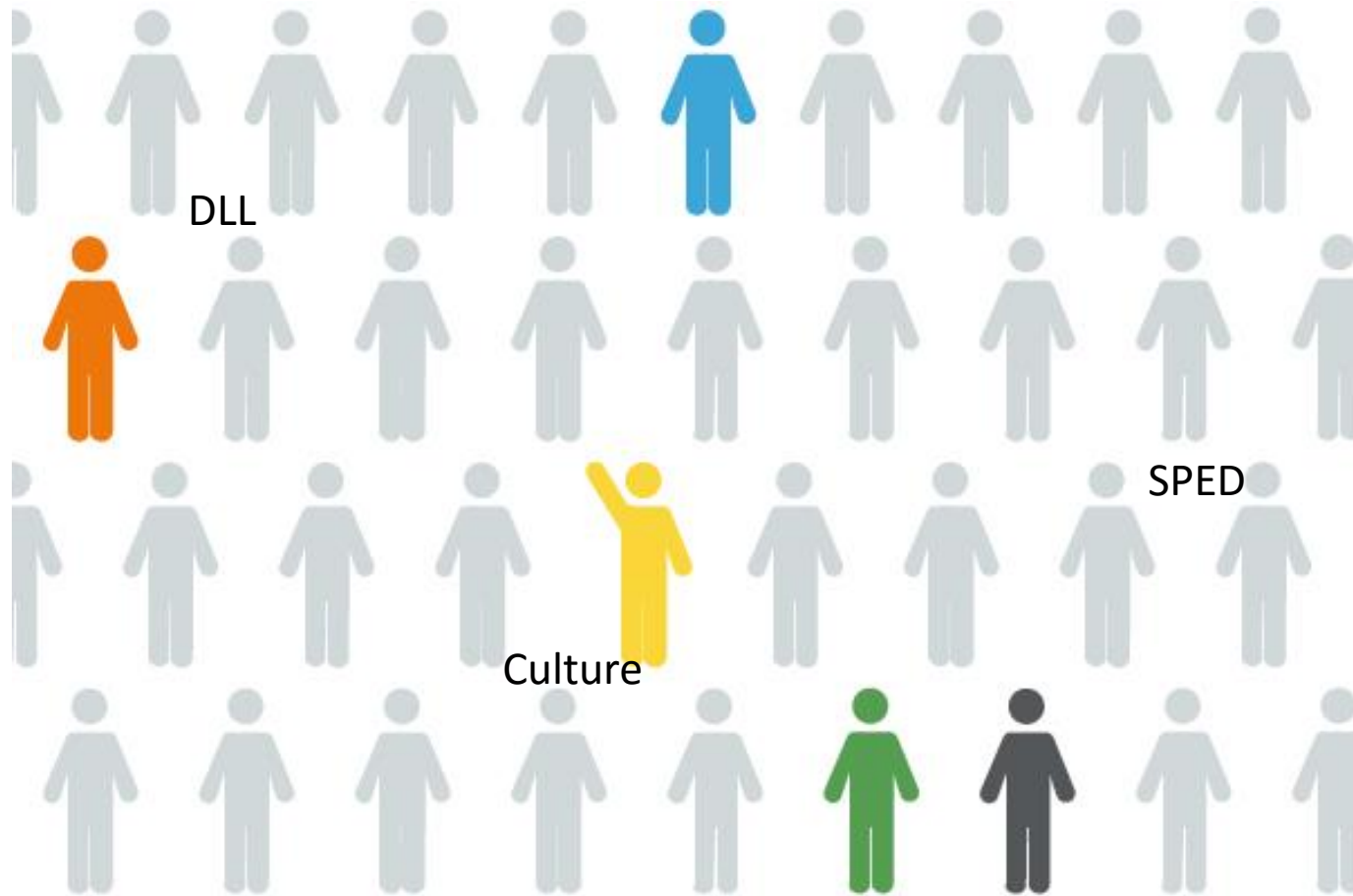
	Option 1	Option 2	Option 3
Option	Maintain status quo	Move the language from ECEAP about schedule— large and small group play to Licensing and then eliminate duplication in ECEAP	Add language about large group, small group, and free play in Licensing and eliminate any duplication in ECEAP
Pros	WAC nicely aligns with Early Achievers and ECEAP.	Provides more guidance about the types of activities children should have access to during the day	Provides more guidance about the types of activities children should have access to during the day
Cons	Have standards for schedule monitored at three levels	Increases expectation in licensed child care	Increases expectation in licensed child care

Discussion

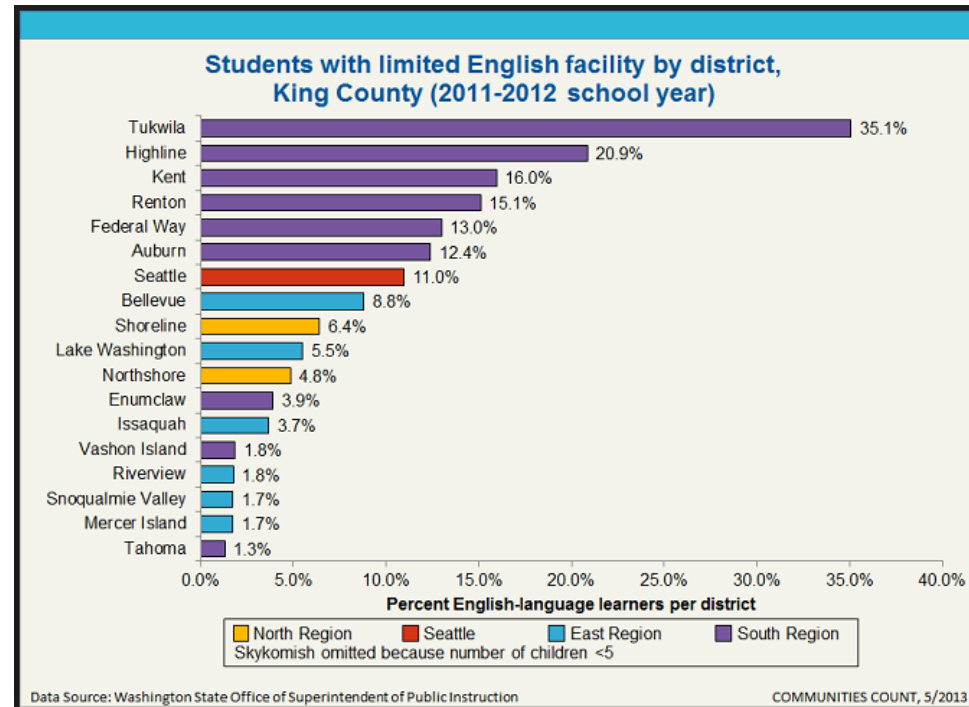
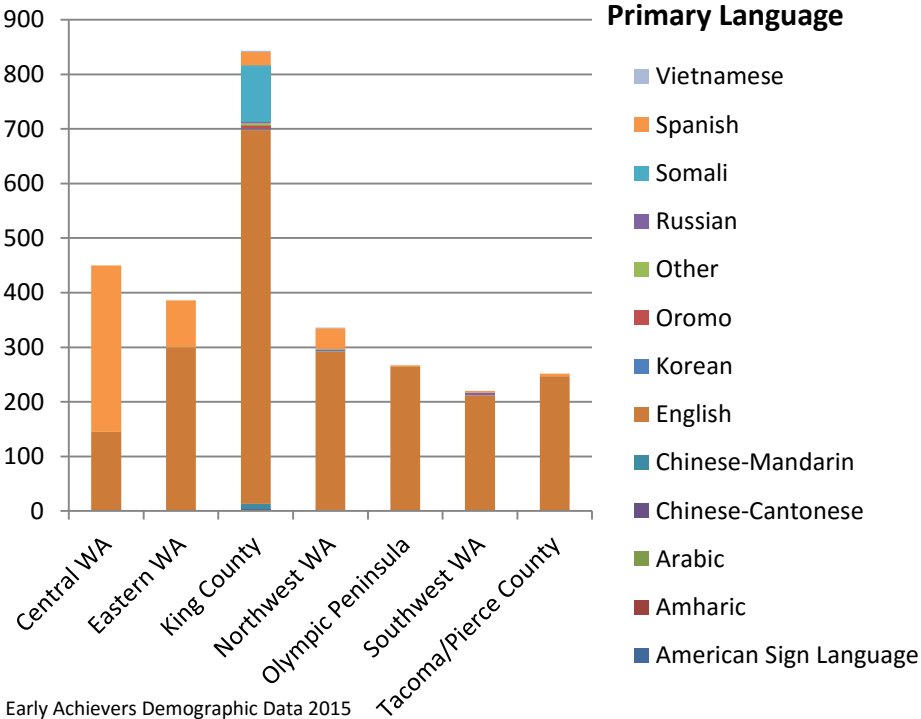
We value and need your input on activities, interactions and program structure.

- **What are your thoughts on the various options we have presented? What are your preferences?**
- **Is there anything that we have missed or that could be added?**

Enhancements Support Each Child



Washington's Language Landscape



Definition for Dual Language Learner

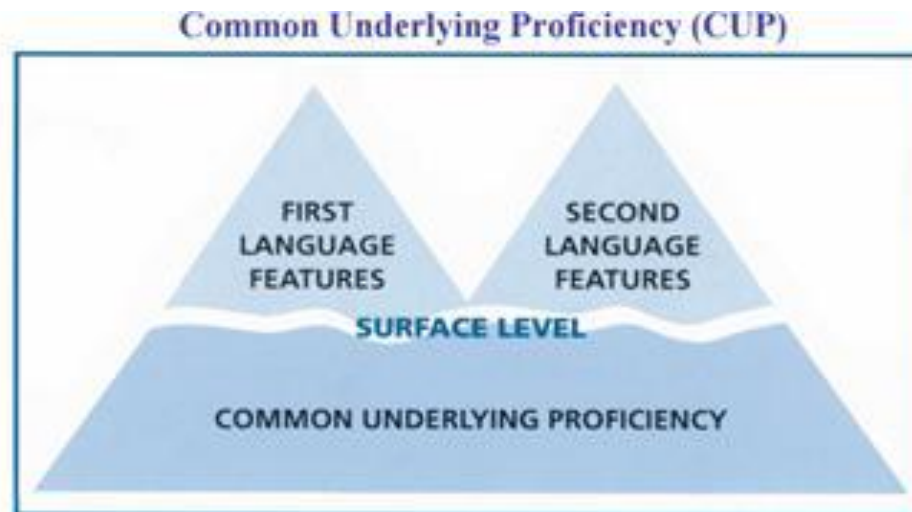
Children who are Dual Language Learners (DLL) acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. The term "dual language learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE).

Office of Head Start Definition of Dual Language Learners

The case for Inclusion of Standards for Dual Language Learners

The need for appropriate language policies at the early learning level is paramount for improving the practices and outcomes for dual language learners* (DLLs).

- The population of infants, toddlers and preschool children whose home language is a language other than English is growing at a significant rate.
- Most early learning providers and educators are not prepared to work with children from linguistically and culturally diverse backgrounds.
- Language is interconnected, in the course of learning one language, a child acquires a set of skills and knowledge that can be used when working with another language.



Cummins, 1980

DLL in Other States

Some states not only focus on the DLL early learning educational requirements, but also provide detailed guidance about

- supporting different cultures
- how and when to use the child's home language
- qualifications of teachers
- materials that should be available in the classroom
- assessments needed
- teaching practices that are expected.

Goals

As a part of the Early Start Act Standards Alignment requirement these recommendations are based on best practices that:

- Help children to attain the language and literacy readiness skills needed to perform successfully in school
- Engage parents, early learning providers, leadership and teaching staff in building and sustaining powerful relationships that support children's learning and development.

Learning Environment (and instructional strategies)

Level I	Level II	Level III
<p>In mixed language classrooms provide space for DLL children to work individually AND in space that promotes action and interaction between English only and DLLs .</p>	<p>Reflect the diversity found in staff and student, and in society, including gender, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families.</p>	<p><u>HS 1304.52(2)</u> When a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language (also noted in staff section)</p>
<p>Use daily routines as opportunities for L1 (and L2 when possible) language exposure.</p>	<p>Utilize all areas of the classroom and a full range of developmentally appropriate learning experiences to promote children’s acquisition of Language.</p>	
<p>Support ongoing development of each child's home language, while helping each child gain early reading skills. (from ECEAP)</p>	<p>Reflect enrolled children and staff (for example, in books, music, photos, dolls, toys, labels and household items).</p>	

Learning Environment (and instructional strategies)cont.

Level I	Level II	Level III
<p>Visual schedule posted (that contains reference to accommodations for DLLS)</p>	<p>Identify and use music, songs, and stories from the cultures and languages of the children and families</p>	
<p>In mixed language classrooms, have at least one daily small group time together with children of mixed languages.</p>	<p>Prioritize the use of children’s home language for infants and toddlers to promote cultural and individual identity, family relationships, cultural appreciation, and cognitive and social-emotional development.</p>	<p>Include Language Development domain in planning.</p>
<p>Encouragement and affirmation, feedback loops, accepting mistakes, and real world experience (from CLASS, instructional support)</p>	<p>Promote acquisition of English for DLLs with specifically adapted strategies.</p>	
<p>Use a range of communication strategies, including verbal and non-verbal methods to build relationships with children and to support children’s comprehension of spoken language.</p>	<p>Supporting each child’s learning, using various modalities including experimentation, inquiry, observation, play and exploration; ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.</p>	

Environments and Interactions

Dual Language Learners

We value and need your input.

- What do you think of the suggestions? What are benefits of each? What are limitations?
- Do you have other options you'd like to recommend?
- Do you have strong preferences about the ideas that have been generated to date?

Community Engagement Process

Fall 2015

Early Start Act, Standards Alignment Goals:

- The Early Achievers program must establish a common set of expectations and standards that define, measure, and improve the quality of early learning and child care settings

Community Engagement Process

Fall 2015

- Implementing a single set of licensing standards for child care and ECEAP the new licensing standards must:
 - Provide minimum health and safety standards for child care and preschool programs;
 - Rely on the standards established in the Early Achievers program to address quality issues in participating early childhood programs;
 - Take into account the separate needs of family care providers and child care centers; and
 - Promote the continued safety of child care settings.

Community Engagement Purpose

Fall 2015

- Establish the process by which state-wide early learning community will develop ongoing, collaborative, permanent relationships and build capacity to support DEL in implementing the Early Start Act and its deliverables for the purpose of applying a collective vision for the benefit of children and families.

Community Engagement Purpose

Fall 2015

- **This fall, during late October & early November, each Early Learning Coalition will:**
 - **organize one two-hour community engagement meeting**
 - **recruit a diverse group of 30-100 local early learning experts in the following areas:**
 - **child development and education, educational equity, cultural humility and relevancy, dual language learners, learning environments, school readiness, health and nutrition, safety, administration of licensed programs, home-based and center-based child care, preschool services, mental health and special education services, and early learning leadership.**

Community Engagement Purpose

Fall 2015

- **Current approach to each meeting:**
 - **30 minutes overview of the Standards Alignment purpose, principles and process**
 - **90 minutes of intensive input session, with each participant selecting up to 3 of the standards alignment areas of focus (Child Outcomes; Family Partnerships; Staff Qualifications, PD & Training; Environments & Interactions; DLL; Culture; etc.) Sessions will be co-facilitated by DEL staff and local coalition representatives**
 - **Materials available in English and in Spanish; materials in additional languages will be provided per EL Coalitions requests. Interpretation services will be supported per EL Coalitions requests.**

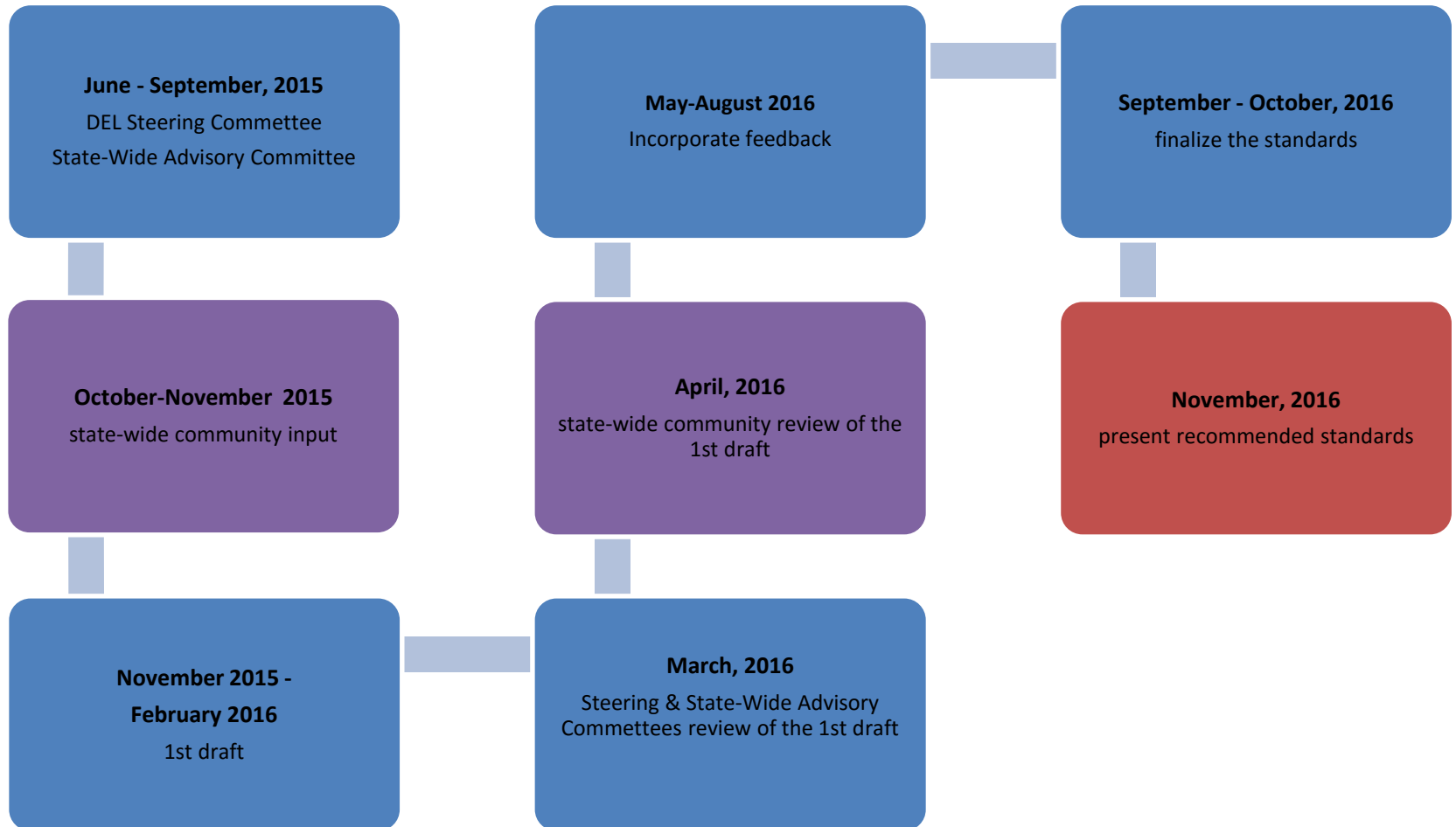
Community Engagement Purpose

Fall 2015

We value and need your input.

- What do you like about the planned approach to the community meetings?
- Do you have any suggestions for improvement?

Summary of Overall Timeline 2015-2016



**Thank you
for your time today!**

www.del.wa.gov



Washington State Department of
Early Learning