



Washington State Department of
Early Learning

Alignment Project Advisory Committee

**Curriculum and Staff Supports/
PD and Training**

PD and Training

September 15th, 2015



Agenda

- 1. Welcome- Angela Abrams, Ann Radcliffe, and Sheryl Garrison**
- 2. Overview of Washington's Early Learning Workforce and Professional Development System**
- 3. Review and Discussion of PD and Workforce Alignment including Curriculum and Staff Support; Mentoring, Planning Time, Curriculum; Education and Training; Certificates, Credentials, Degrees, Initial Training and Annual Continuing Education**
- 4. Overview of Dual Language Learner Alignment for Workforce- Sidney White**
- 5. Review and Discussion of Fall Community Engagement Process- Ann Radcliffe**
- 6. Review of Overall Timeline – Angela Abrams**

Professional Development Systems



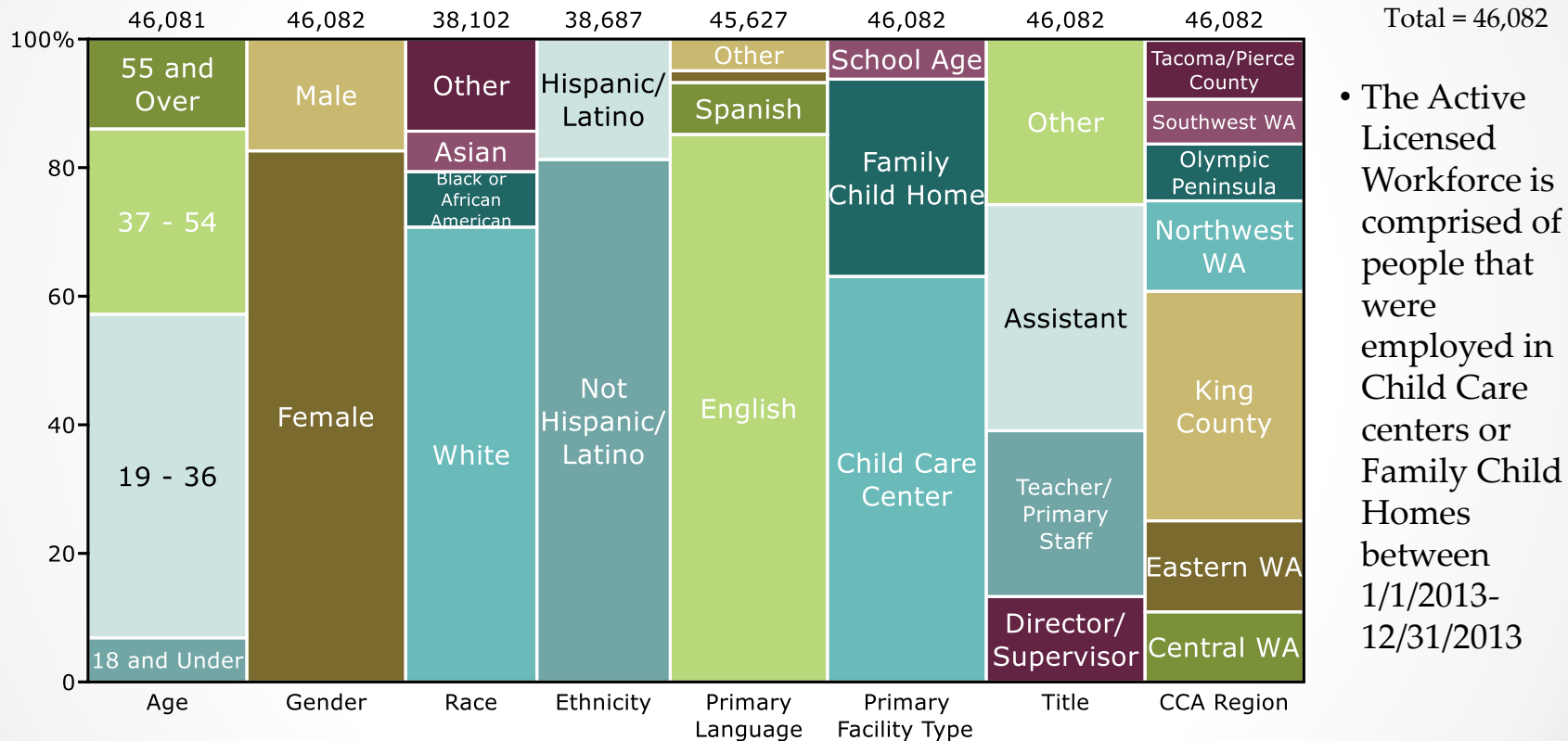
- Education and training requirements for licensed professionals
- Career pathways
- Trainer professional development and quality assurance
- Relationship-based professional development (coaching, mentoring, TA)
- Higher education partnerships
- Early Achievers Institutes and PD
- Joint training opportunities for P-3
- PD registry (MERIT)
- Curriculum development

Benefits of PD Alignment

- **Clear career pathways in early learning**
- **Consistent standards of practice across program types, leading to strong child outcomes**
- **Incorporate best practice and research**
- **Advance racial equity and opportunity**
- **Respond to lessons learned**

Active Licensed Workforce Overview

The workforce is composed primarily of younger female employees at licensed Child Care Centers



- The Active Licensed Workforce is comprised of people that were employed in Child Care centers or Family Child Homes between 1/1/2013-12/31/2013

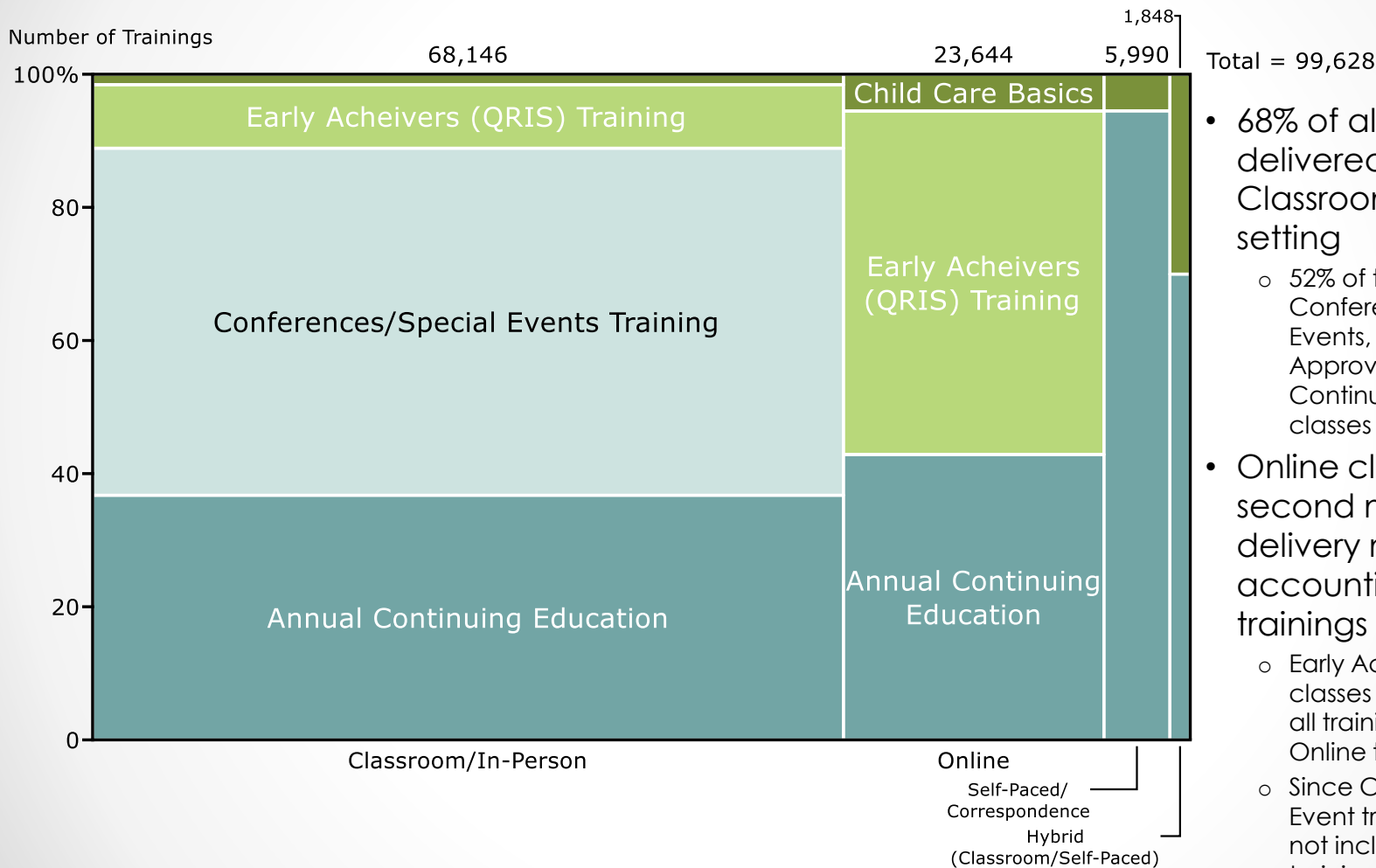
Missing Values: Age (1), Gender (0), Race (7,980), Ethnicity (7,395), Primary Language (455), Primary Facility Type (0), Title (0), CCA Region (0)

Note: Race and Ethnicity are optional fields in MERIT; Primary Language is only required if an employee signs up for MERIT online, it is not required if an employee creates a MERIT account via mail-in survey.

Source: MERIT Datasets, 1/1/2013-12/31/2013, monthly data extracts; HS/ECEAP, FFN excluded

Consumption by Delivery Method by Type

Most training is offered in a Classroom/In-Person setting



Total = 99,628

- 68% of all trainings are delivered in a Classroom/In-Person setting
 - 52% of trainings are Conferences/ Special Events, vs. 37% for State Approved (SA) Annual Continuing Education classes
- Online classes are the second most popular delivery method, accounting for 24% of all trainings
 - Early Achievers (QRIS) classes account for 19% of all trainings but 52% of Online trainings
 - Since Conferences/Special Event training is by definition not included in Online training, one would expect the share of Annual Continuing Education to be larger

Source: Training roster data, 1/1/13-12/31/13

Initial and Continuing Training Alignment Recommendations for Child Care Centers: Directors and Program Supervisors

Licensing WAC 170-295	Early Achievers	ECEAP	Recommendations
<p>1010: Who can be the director of a child care center?</p> <p>WAC: 21 yrs old; no degree required; can have as low as a CDA, but must have ECE knowledge and 2 years' experience. May sub the CDA for certain number of credits/clock hours/ STARS</p> <p>1020: What if the director does not meet the minimum qualifications? (program supervisor)</p> <p>WAC: Must meet all requirements for director; if director doesn't meet 1010, he/she must have at least one 3 credit ECE class</p>	<p><u>Center Director or Program Supervisor:</u></p> <p>AA in ECE or related field – Level 3</p> <p>BA in ECE or related field Level 4</p> <p>MA in ECE or related field Level 5</p> <p>(Degree required)</p>	<p>SECTION C – Human Resources</p> <p>(no specific requirement for director)</p>	<p>Recommendation for alignment: WAC would require an AA in ECE or related field with the intent that this requirement will be increased to a BA in ECE within X years.</p>

Initial and Continuing Training Alignment Recommendations for Child Care Centers: Lead Teachers

Licensing WAC 170-295	Early Achievers	ECEAP	Recommendations
<p>1030: Who can be a lead teacher in a child care center?</p> <p>WAC: 18 yrs old; HS diploma or equivalent and documented child development education or work experience or STARS Child Care Basics</p>	<p><u>Center Designated Lead Teaching Staff</u></p> <p>25% have initial certificate or credential (12 credits or higher) – Level 2</p> <p>25% have AA or higher in ECE or related field – Level 3</p> <p>25% have BA or higher in ECE or related field – Level 4</p> <p>Note: in EA, the lead staff are rated by percentage of the education level over the entire facility; WAC requires each lead teacher to have certain qualifications personally and EA required % of staff have qualifications.</p>	<p>C-6 LEAD TEACHERS</p> <ul style="list-style-type: none"> • AA or higher with 30 credits ECE (or) • Valid Washington State Teaching Certificate with ECE endorsement 	<p>Recommendation for alignment: WAC would require an AA in ECE or related field with the intent that this requirement will be increased to a BA in ECE within X years.</p> <p>Lead Teachers: Complete the WA Early Learning Guidelines and trained on the Program’s curriculum philosophy. 10 hours of annual continuing education.</p>

Initial and Continuing Training Alignment Recommendations for Child Care Centers: Assistant Teachers /Aides

Licensing WAC	Early Achievers	ECEAP	Recommendations
<p>1040: Who can be an assistant or aide in a child care center?</p> <p>WAC: at least 16 and under direct supervision of a lead child care staff person. If this person is 18 or older, they may have sole responsibility for a group of children without direct supervision by a superior for a brief period of time. No ECE experience or knowledge required by WAC.</p>	<p><u>Center - All Other Teaching Staff</u></p> <p><u>25%</u> have CDA or One Year Certificate of Proficiency (45 credits) or higher approved certificate or credential (12 credits or higher) – Level 2</p> <p><u>50%</u> have CDA or One Year Certificate of Proficiency (45 credits) or higher approved certificate or credential (12 credits or higher) – Level 3</p> <p><u>25%</u> have AA or higher in ECE or related field – Level 3</p> <p>Note: in EA, all other teaching staff are rated by percentage of the education level over the entire facility; WAC has no educational requirement, only age; however, they are not to be unsupervised except for “a brief period of time”</p>	<p>C-8 ASSISTANT TEACHER</p> <ul style="list-style-type: none"> • Employment as assistant prior to July 1, 1999 (or) • 12 ECE college quarter credits • Initial or Higher WS ECE certificate (or) <p>Current CDA awarded by Council for Early Childhood Professional Recognition.</p>	<p>Recommendation for alignment: WAC would require unsupervised assistants to be 18 or older and have completed the Child Care Basic training. The initial ECE certificate would be completed within one year.</p> <p>Supervised assistants must be at least 16 years old, never left alone with children and complete Child Care Basic training within 90 days.</p>

Initial and Continuing Training Alignment Recommendations for Child Care Centers: Additional training requirements

Licensing WAC	Early Achievers	ECEAP	Recommendations
<p>1060 – STARS training</p> <p>1070 – Continuing education</p> <p>1080 – Topics for Center Orientation</p> <p>1090 – Ongoing training provided by the facility</p> <p>1100 – First aid and CPR</p> <p>1110 – HIV/AIDS, Blood borne Pathogen Training</p> <p>WAC: STARS approved, Child Care Basics required for director, program supervisor and lead teachers within first six months of employment or first initial license</p> <p>WAC: director, program supervisor and lead teachers must complete ten clock hours or one college credit of continuing education yearly after completing the initial training listed in 1010; specific classes required for directors and program supervisors RE: program management and administration</p> <p>WAC: new employees and volunteers must have an orientation to the program including program policies, practices, philosophies and goals</p>	<p><u>Training:</u></p> <p>Complete Professional Training Series – Level 2 (director/owner/program supervisor)</p> <ul style="list-style-type: none"> • Washington State Early Learning and Development Guidelines • Washington State Core Competencies for Early Care and Education Professionals • Introduction to Cultural Competence • QRIS Strengthening Families for Early Learning Professionals • Introduction to the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS) • QRIS School Readiness <p><u>Lead Teaching Staff</u> trained on Program Curriculum Philosophy</p> <p><u>Lead Teaching Staff</u> trained on WA State Early Learning and Development Guidelines</p>	<p>C-19 Staff Training Program</p> <p>Must support personal and professional development of staff to include:</p> <ul style="list-style-type: none"> ○ Financial support ○ Academic credit, when possible ○ Training evaluation ○ Recordkeeping system <p>C-20 Required Training</p> <p>Basic First Aid/CPR</p> <ul style="list-style-type: none"> • Disaster and Emergency Planning • Universal precautions • Child Abuse prevention, identification and reporting. • At least one person in each classroom must maintain a WA State Dept of Health food worker card. • Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year. <p>EA: Primary/Secondary QRIS Contracts and teaching staff that are assigned to a facility in the Early Achievers Request for On-Site Evaluation have approved applications in MERIT verifying education.</p>	<p>Directors: Complete these 3 trainings within 6 months of hire:</p> <p>Washington Early Learning Guidelines, Washington State Core Competencies for Early Care and Education, Introduction to Cultural Competence</p> <p>Lead Teachers: Complete the WA Early Learning Guidelines and trained on the Program’s curriculum philosophy. 10 hours of annual continuing education.</p>

Initial and Continuing Training Alignment

Recommendations for Family Home Child Care: Licensee or Primary Staff Person

Licensing WAC 170-296A	Early Achievers	ECEAP	Recommendations
<p>1700 Licensee: minimum age 18</p> <p>1725 Licensee: minimum education (HS diploma, GED, CDA, level 3 in EA)</p> <p>1900 Primary staff person minimum age 18</p> <p>1910 Primary staff person must complete basic STARS training prior to working unsupervised with children</p> <p>1975 Licensee/staff qualifications: both must have basic STARS along with orientation, fire safety, first aid/CPR training, HIV/AIDS training, food handler</p>	<p>Family Child Care Provider or Primary Worker</p> <p>CDA or One Year Certificate of Proficiency (45 credits) or higher is Level 2</p> <p>AA in ECE or related field is Level 3</p> <p>BA in ECE or related field is Level 4</p> <p>MA in ECE or related field is Level 5</p>	<p>C-5 LEAD TEACHERS</p> <p>AA or higher with 30 credits ECE (or)</p> <p>Valid Wa State Teaching Certificate with ECE endorsement</p>	<p>Leave this as the minimum; however, licensees are encouraged to take additional classes and it would be preferred to have an AA degree in ECE</p>

Initial and Continuing Training Alignment

Recommendations for Family Home Child Care: Assistants and Volunteers

Licensing WAC 170-296A	Early Achievers	ECEAP	Recommendations
<p>1925: Assistants and volunteers – supervision: must be supervised by the licensee or primary staff person at all times. Licensee or primary staff person must be within visual OR auditory range of assistant or volunteer age 16 or older; must be within visual AND auditory range of assistant or volunteer 14 years to 16 years</p> <p>1950: Assistants and volunteers, minimum age: 14</p> <p>Note: no minimum education requirement</p>	<p>“Lead Teaching Staff” includes family child care assistants in EA standards book RE: training on program curriculum philosophy and WA State Early Learning and Development Guidelines (otherwise FH assistants are not mentioned in EA)</p>	<p>C-8 ASSISTANT TEACHER</p> <p>Employment as assistant prior to July 1, 1999 (or)</p> <p>12 ECE quarter credits</p> <p>Initial or Higher WS ECE certificate (or)</p> <p>CDA awarded by Council for Early Childhood Professional Recognition.</p>	<p>Volunteers age 14-15 supervised 100% of the time, not counted in ratio.</p> <p>At age 16, person could be an assistant and count in ratio</p> <p>Initial certificate preferred for assistants (age 16 and up)</p>

Initial and Continuing Training Alignment

Recommendations for Family Home Child Care:

Ongoing annual education

Licensing WAC 170-296A	Early Achievers	ECEAP	Recommendations
<p>1800: Ongoing training: licensee and each primary staff person must complete 10 hours of department approved ongoing training each year. May include training of their choice and/or department directed training. Over 10 hours, may be carried over towards meeting the next year's requirement.</p>	<p>EA education guidelines are progressive through levels and based on a percentage of staff meeting qualifications vs. individual qualifications.</p>	<p>ECEAP allows for professional development plans as needed to reach qualifications within 5 years of hire date</p> <p>C-20, Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year.</p>	<p>Licensees do a self-assessment of core knowledge/ competencies (in-person or online) to see where their needs lie. This could be done through the help of licensors/EA coaches/self-guided tool</p> <p>Ongoing training may be per directive from DEL. Ongoing trainings may not be repeated from year to year unless required by DEL; these trainings should be progressive and build on previous knowledge</p>

Education and Degrees Where are we now?

		2009	2010	2011	2012	2013	2014	2015
ECE Degrees	AA	95	119	182	171	197	207	13
	BA	158	138	220	245	254	218	13
	MA	27	54	51	40	53	48	3
	PhD	-	-	-	-	-	-	2
	Total	280	311	453	456	504	473	31
Non-ECE Degrees	AA	76	88	84	113	86	51	9
	BA	254	291	288	331	224	224	17
	MA	27	54	51	40	53	48	3
	PhD	2	-	-	-	-	-	-
	Total	359	433	423	484	363	323	29
ECE Certificates		144	237	371	370	471	546	132

1,433 ECE degrees were completed during the first three years of the RTT-ELC grant

1,387 ECE certificates were earned during the first three years of the RTT-ELC grant

Current Curriculum and Staff Support Through WAC, Early Achievers and ECEAP

Topic: Mentoring

Center WAC	Family Home WAC	Early Achievers	ECEAP	Recommendations
None	None	<p>Ongoing mentoring of teaching staff to support improvement in curriculum and teacher child interactions</p> <p>Point Criteria</p> <p>#9—once or twice a year with lead teacher/FCC primary provider</p> <p>#10—at least 3 times per year</p> <p>#11--monthly</p>	<p>G-4 refers to Professional Development Plan, observation and mentoring notes for provisional hires</p>	<p>Relationship-Based Professional Development (RBPD)</p> <p>Competencies include mentoring as a strategy; consider adding to WAC</p>

Current Curriculum and Staff Support Through WAC, Early Achievers and ECEAP

Topic: Dedicated Planning Time

Center WAC	Family Home WAC	Early Achievers	ECEAP	Recommendations
<p>WAC 170-295-2010: (partial) What types of play materials, equipment and activities must I provide for children? Refers in general to lesson plans and transition plans. Also: (9) <u>Afford staff classroom planning time</u> Note: “weekly” is not specified</p>	<p>None</p>	<p>Dedicated time for teaching staff planning time on a weekly basis Point Criteria #12: <u>Teaching team</u> (of FCC Primary Provider and assistant if applicable) plans for at least 1 hour per week. Contingent on teams planning together. Cannot be responsible for children at this time. Need to see written schedule Point Criteria #13: evidence that the planning schedule is followed. Dedicated time for teaching staff to <u>engage in reflective practice</u> with peer group on a monthly basis</p>	<p>E-5 Curriculum Planning includes daily routine, IEPs, observation and assessment of children, parent ideas for curriculum. Contract states the contractor “will support professional development of classroom staff by providing regularly scheduled time for curriculum planning and engaging in reflective practice with coaches, supervisors and peers.” E-2 Includes Environment requirements</p>	<p>Centers: Classroom planning time required (WAC/Level 1) and encouraged across program levels</p> <p>Family Homes: N/A?</p>

Current Curriculum and Staff Support Through WAC, Early Achievers and ECEAP

Topic: Curriculum

Center WAC	Family Home WAC	Early Achievers	ECEAP	Recommendations
<p>WAC 170-295-2080: (partial) What must I communicate to parents?</p> <p>The center’s policies and procedures; philosophy, program and facilities;</p> <p>Advise the parent of the child's progress and issues relating to the child's care and individual practices concerning the child's special needs;</p> <p>A typical activity schedule, including hours of operation; nondiscrimination statement; religious and cultural activities, if any</p>	<p>WAC 170-296A-2375 (partial) Parent/guardian policies (handbook); Program philosophy (the licensee's view of child learning and development); Typical daily schedule; Written plan for any child's specific needs if applicable</p> <p>6550 Developmental activities</p>	<p>Curriculum Profile</p> <p>Show evidence of Program Curriculum Philosophy (1 point)</p> <p>Demonstrate alignment with Washington State Early Learning and Development Guidelines (2 points) – see chart “Curricular alignment tool”</p> <p>Program has a CURRICULUM statement that is specific to the program's curriculum, not just their guiding program principles.</p>	<p>E-4 Curriculum- Developmentally Appropriate and Culturally Relevant</p> <p>E-5 Curriculum Planning</p> <p>E-12 Parent Teacher Conferences</p> <p>F-1 Family Support Services</p> <p>F-5 Parent Involvement (including curriculum)</p> <p>F-6 Parent Education (interactive format)</p> <p>F-7 Parent Leadership Development</p> <p>G-6 Early Childhood Education Documents: curriculum plans, including individualization</p> <p>G-7 Child Records: individualized curriculum and guidance plans</p>	<p>Centers: Revise WAC regarding parent communication to draw connection between program/teaching philosophy and child development/individualizing instruction</p> <p>Family Home: Add to WAC so licensees display evidence of curriculum philosophy that shows alignment with the Early Learning Guidelines; in addition, have a written plan for each individual child’s growth and development</p>

Thoughts to Consider

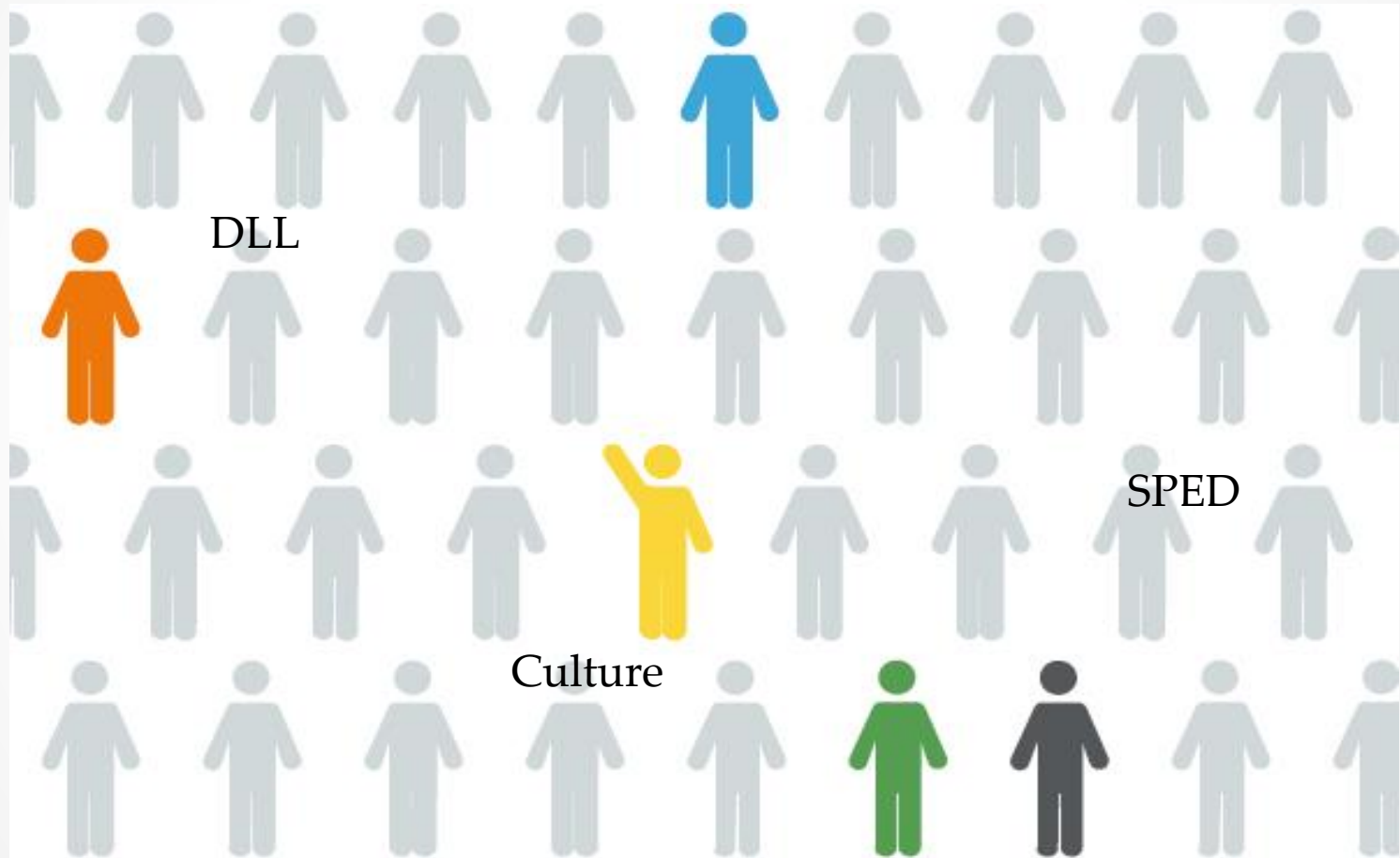
Benefits	Considerations
<ul style="list-style-type: none">• Clear early learning pathways• Recruitment of new early learning professionals• Support higher compensation• Stronger recruitment of well-qualified educators• Reduction in staff turnover• Workforce stability	<ul style="list-style-type: none">• Resources to support tuition and expenses (scholarships, loan forgiveness, etc.)• Higher education capacity and teacher preparation outcomes• Higher education requirements aligned with compensation• Time it takes to complete a degree program

Discussion Prompts

We value and need your input.

- **Considering the system development required, what do you consider appropriate text for the timeline?**
- **What innovative approaches can you think of to reach our training and educational goals?**
 - Initial training requirements
 - Annual continuing education
 - Degrees, certificates and credentials
- **What are the pros/cons/considerations for the outlined recommendations?**

Enhancements Support Each Child



Definitions

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. *Office of Head Start Definition of Dual Language Learners*

Language Other Than English (LOTE).

LEP (Limited English Proficient)
Persons who are unable to communicate effectively in English because their primary language is not English and they have not developed fluency in the English language.
U.S. Department of Health & Human Services, Office of Civil Rights

ESL (English for Speakers of Other Languages) The teaching of English to people who speak a different language and [or] who live in a country where English is the main language spoken.
Merriam-Webster

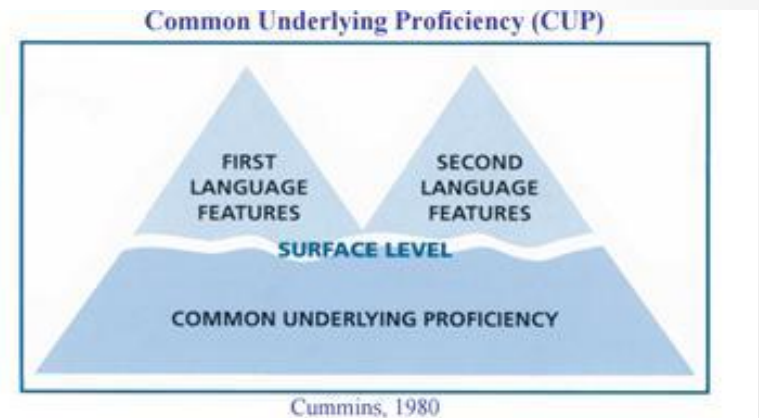
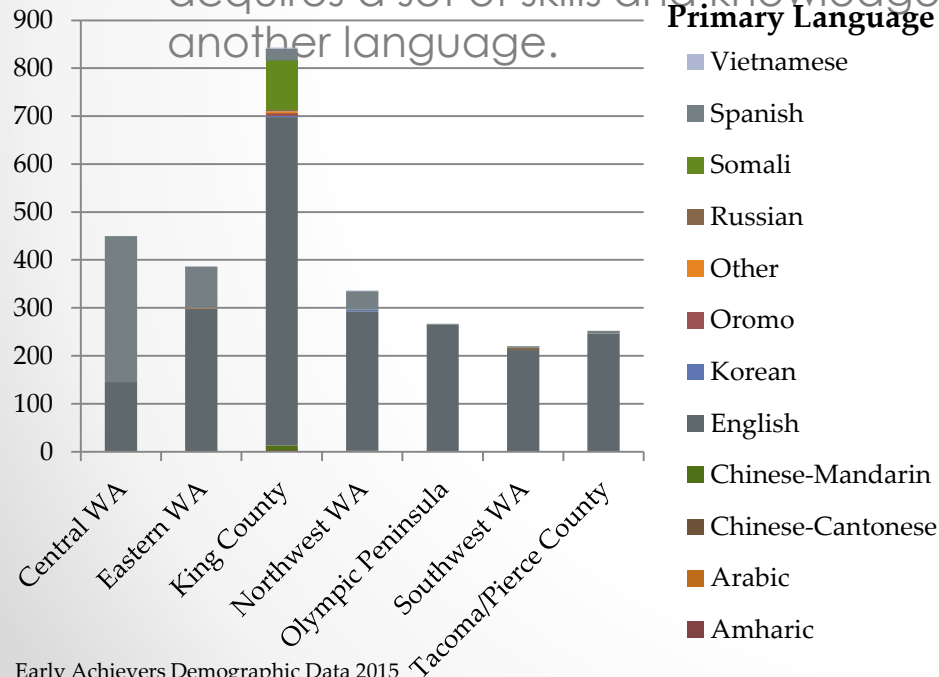
ELL (English Language Learners)
Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.
The Glossary of Education Reform

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.

Primary Language



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.

Staff Supports and Development

WAC Level I	Early Achievers Level II	ECEAP Level III
<p>Initial Cultural Competency training (add home language importance component)</p>	<p>DLL Strategies Specific Training with discussion of code switching, importance of family engagement, how to assess progress to inform lessons, and other DLL best practice issues (for mono and bilingual teachers and assistants)</p>	<p>Train volunteers and all staff on the developmental characteristics DLLs with a focus on first and second language development and supporting home culture and language.</p>
	<p>Provide technical assistance on adapting screenings for DLLs.</p>	<p>Train on Nuances of diversity in CLASS and ERS added to CLASS/ERS training</p>
		<p>Optional next step resource: DLL pathway training series for more in depth learning, culminating in a certification for either staff or center depending on training model and participation)</p>

Professional Development and Staff Support 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 and 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 Coalition requests.

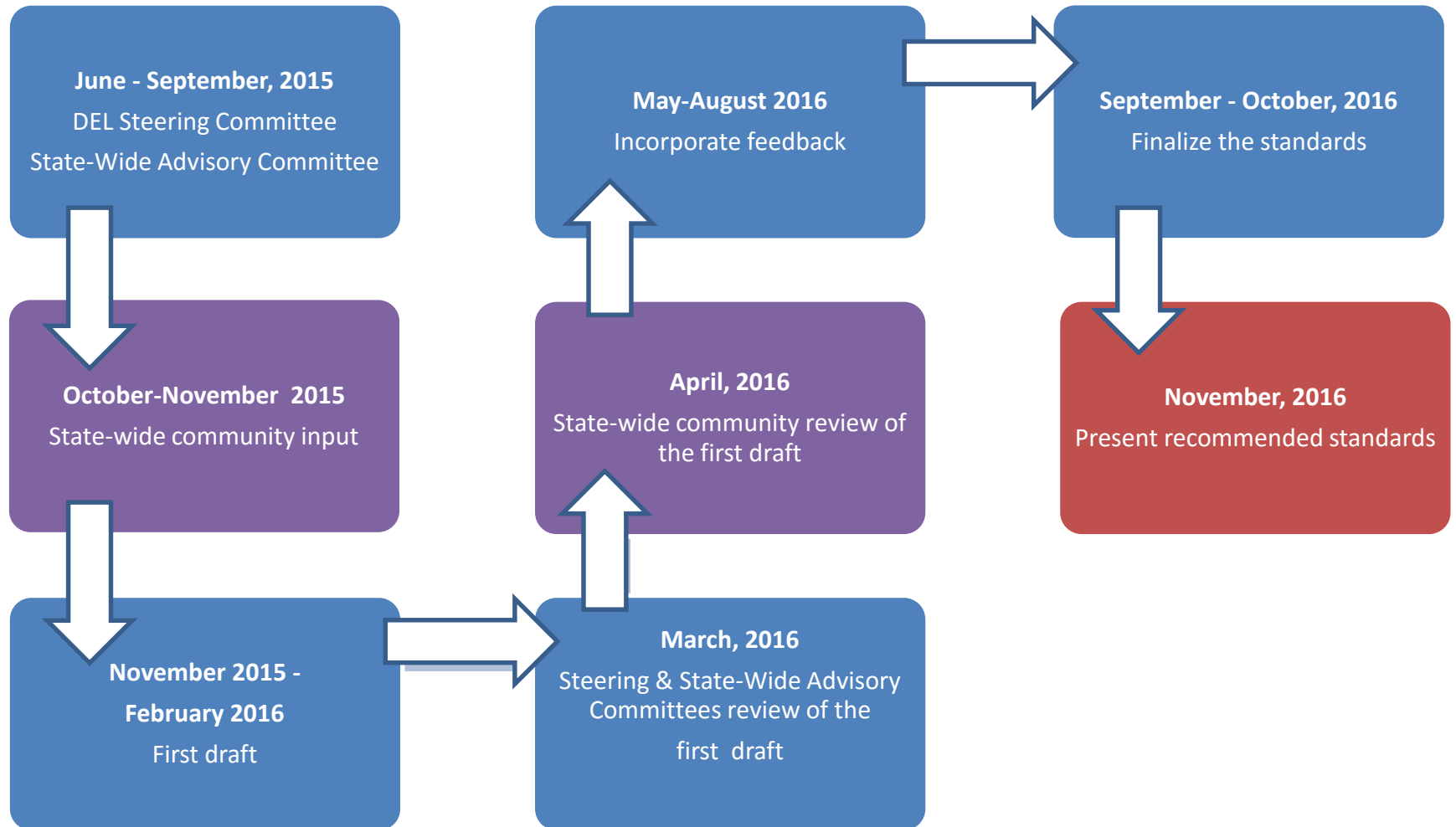
Community Engagement Purpose

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