



Washington State Department of

**Early Learning**

# Standards Alignment Advisory Committee

*December 2015*



# Agenda

- Welcome
- Updates, Luba Bezborodnikova
  - Community Input to Date
  - Next Steps, Timeline & Process
- Review & Discussion of Alignment Analysis for Culture and Inclusion – Sidney Traen
- Adjourn

# Alignment Community Input

- Nov. 3 – Dec 16, 22 meetings
- Co-facilitation – EL Coalitions, CCA, Licensing
- Number of participants – 730 (10 – 60)
- Participants: Providers, EL staff, partner organizations
- Linguistic diversity – Spanish, Somali, Amharic, Oromo, Russian

# Community Input, Concerns

- Differences in regional approaches
- Level of details – meeting materials
- Lack of time – limited input
- Equitable participation – home providers, diversity

# Community Input, Wins

- Collaborative work of the key EL stakeholders
- Collective ownership of the project
- Development of shared vision
- Community education and preparedness
- Commitment, dedication and leadership
- Development of state-wide community engagement system
- Community involvement
- Data

# Community Input, Next Steps

- Community Input Portal - December 21, 2015
- Input Data summary – January, 2015
- Community Input Report – February, 2015

**Questions?  
Suggestions?**



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## Next Steps, Timelines & Process





# Timeline



# Organization of the Process

- DEL – writing and review workgroups
- Steering Committee – initial reviews
- Advisory Committee – final reviews
- Community Feedback
- Public Comments

## **Advisory Committee – reviews' dates:**

- 2/19, 11:00-1:00
- 3/11, 11:00-1:00, and
- 3/25, 11:00-1:00

**Questions?  
Suggestions?**



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# Standards Alignment Enhancements

## Cultural Considerations

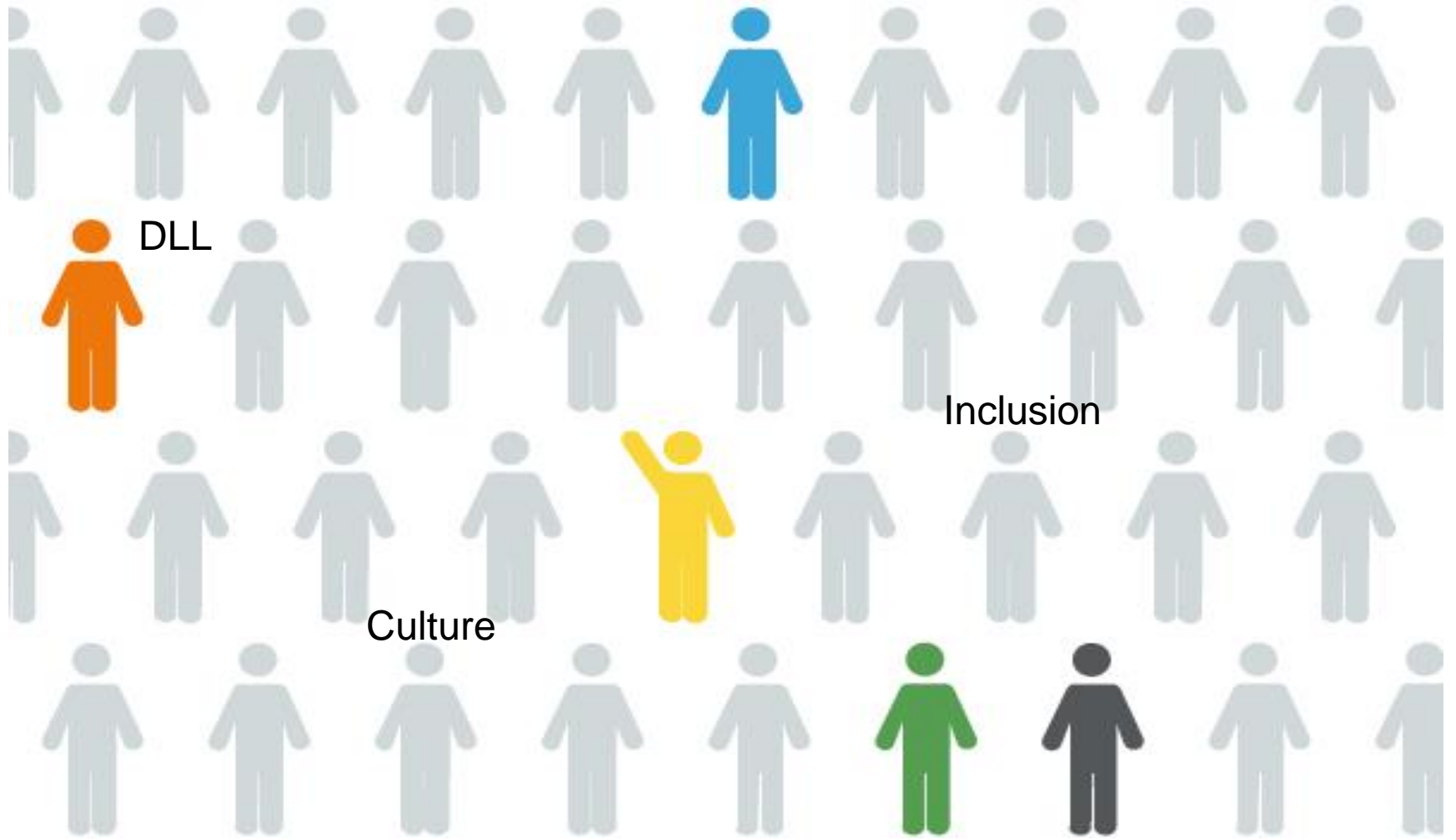
### Inclusion and Supports for Children with Disabilities

*Alignment Project Steering Committee*

*December 2015*



# Enhancements Support Each Child



DLL

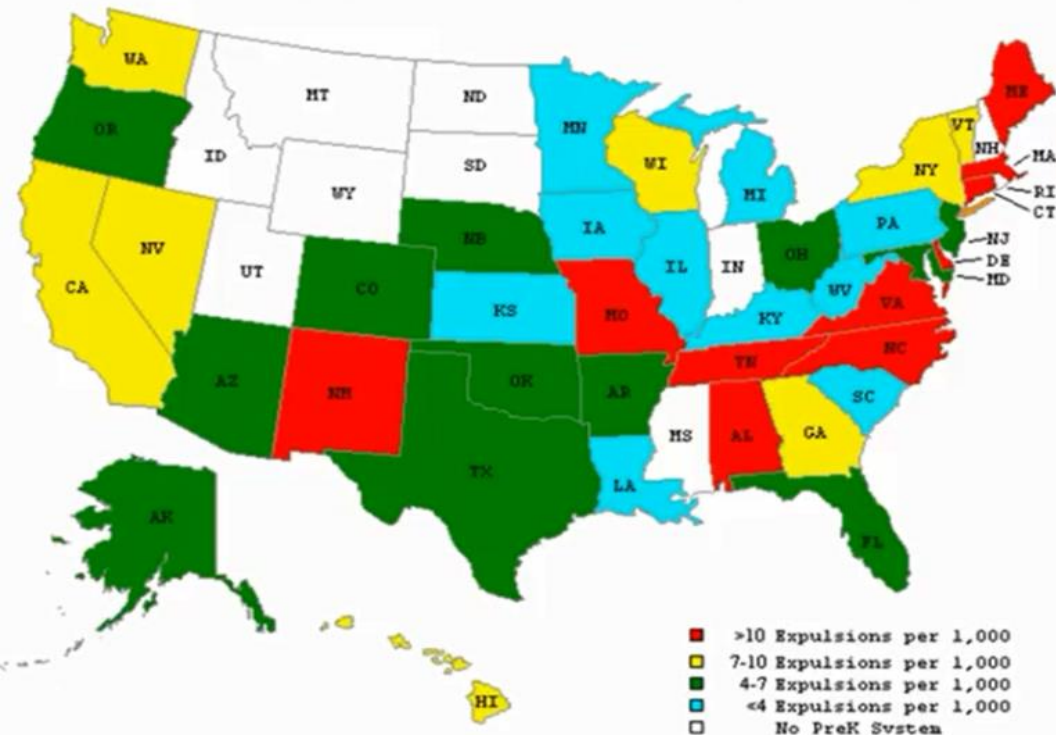
Inclusion

Culture

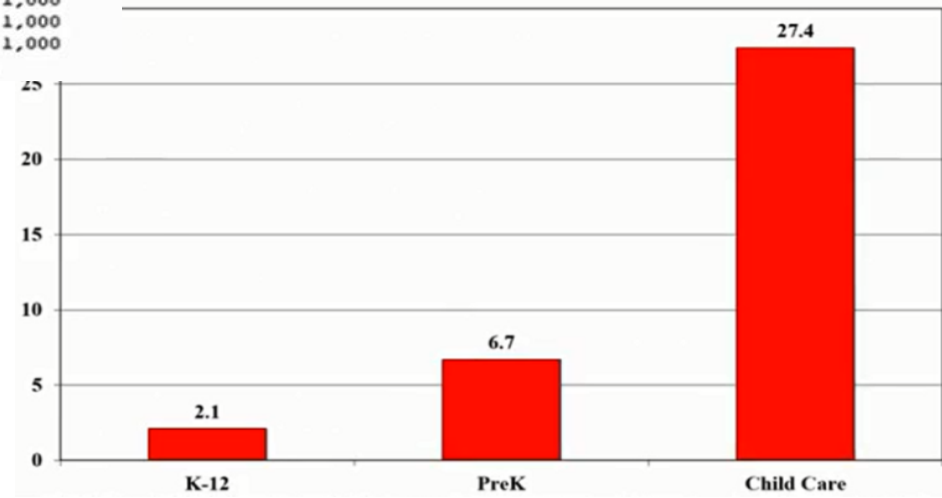


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# State PreK Expulsion Rates



## Expulsion Rates (per 1,000)



# Family Engagement and Child Outcomes

# Developmental Screening and Referral

	WAC	Early Achievers	ECEAP
Current	N/A	Point offered for Developmental screening conducted within 90 days of enrollment and results are shared with parents but not required	E-10 Screening and Referrals - Contractors must conduct developmental screenings to identify children who may need further evaluation... within 90 calendar days of the child's first day of class. Referrals for further assessment, if needed, based on screening, observation, and/or parent concerns. Follow up with parents to ensure that referred children receive needed developmental services. If a child is identified as having special needs, contractors must work with the Local Education Agency (LEA) to develop an Individualized Education Program (IEP) that identifies and plans for needed services.
New	<p>Either screening not required for FCC (but is for centers) but referral to WithinReach is or require developmental screening within 90 days of enrollment for all licensed facilities</p> <p>Train on Developmental Screening and home language surveys, how to select and administer, communicating with parents, and available tools. When a developmental screening tool is used, written parent permission is required and there is an 'opt out' option.</p>	Require Developmental screening conducted within 90 days of enrollment (if not required already for licensing), using a valid, reliable, culturally appropriate, and language-neutral tool and use them to inform daily practice, and results are shared with parents	
	Assist with the initial referral process	Provide ongoing support through the referral process with coordination with specialist and caregiver(s) to implement IFSP/IEP	Staff made available to attend IFSP/IEP meetings and provide a dedicated, content area expert as a contact for families before, during, and after referral



# Community Resources

	WAC	Early Achievers	ECEAP
Current	None	Provide information about community based programs available for parents in languages represented in the facility.	Contractors must inform parents about community resources and provide assistance in accessing resources, such as housing, energy assistance, legal services, health or dental care, mental health, chemical dependency, domestic violence services, childcare, food, clothing, parenting, adult education, adult literacy, or job skills. Staff must document referrals and follow-up.
New	Have available information about community based programs available for parents in languages represented in the facility, where possible.	Provide information about community based programs, tailored to family need, available for parents in languages represented in the facility.	



# Family Education

	WAC	Early Achievers	ECEAP
Current	<p>170-296A-2375(7) Communication plan with parents/guardians including:</p> <p>(a) How the parent or guardian may contact the licensee with questions or concerns; and</p> <p>(b) How the licensee will communicate the child's progress with the parent or guardian at least twice a year;</p> <p>(c) How the licensee will support parents regarding parenting;</p>	<p>Point for parent education program (CSEFEL Parenting Modules)</p>	<p>F-6 Contractors must offer parent education opportunities, based on families' interests and needs, and developed in collaboration with parents. Topics may include: Positive child guidance.</p>
New		<p>Provide access to training on developmental screening and referrals through Early Achievers. If possible, engage with community partners for training delivery (ex: ESD's, CCA regional offices, state -- approved trainers).</p>	<p>(Positive child guidance trainings should be evidence based)</p>



# Strengthening Families

	WAC	Early Achievers	ECEAP
Current	<p>170-296A-2375(7) Communication plan with parents/guardians including:</p> <p>(a) How the parent or guardian may contact the licensee with questions or concerns; and</p> <p>(b) How the licensee will communicate the child's progress with the parent or guardian at least twice a year;</p> <p>(c) How the licensee will support parents regarding parenting;</p>	<p>Complete modified Strengthening Families Self-assessment</p> <p>Develop a plan of action based on Strengthening Families Self-assessment</p> <p>Provide evidence of continuous feedback and improvement (Plan of Action)</p>	<p>Contractors must establish a Parent Policy Council, composed primarily of current and former ECEAP parents, and separate from an agency board of directors. The purpose of the Parent Policy Council is to develop parent empowerment and leadership and serve as a communication link between the contractor and ECEAP families. Contractors must provide a minimum of three hours of family support contact per year with each child's parent.</p>
New	<p>Move Strengthening Families Self-Assessment to licensing</p>		



# Conferences and communication

	WAC	Early Achievers	ECEAP
Current	<p>170-295-2080(c) Advised 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>170-296a-0050 (1) The department may approve accommodations to requirements in these standards for the special needs of an individual child when: (a) The licensee submits to the department a written plan, signed by the parent or guardian, that describes how the child's needs will be met in the licensed child care; and (b) The licensee has supporting documentation of the child's special needs provided by a licensed or certified:(details of this WAC in notes)</p> <p>170-296A-2375(7) Communication plan with parents/guardians including:</p> <p>(a) How the parent or guardian may contact the licensee with questions or concerns; and</p> <p>(b) How the licensee will communicate the child's progress with the parent or guardian at least twice a year;</p> <p>(c) How the licensee will support parents regarding parenting;</p>	<p>Share individualized child data with parents</p> <p>Parenting support and education program in place</p> <p>Partner with parents to determine perception of child strengths and needs</p>	<p>The teacher must meet with each child's parent(s) a minimum of three hours per school year to: Learn about the family's culture and language. Discuss parent and teacher observations of child's development and progress. Share screening and assessment results. Obtain parent input for program and curriculum planning. Jointly plan goals for the child.</p>
New	<p>'Regular' communication with parents that includes information about developmental status and progress on IFSP/IEP goals or other plans and next steps.</p>	<p>Conferences at least twice annually to share and elicit knowledge of children's strengths, needs, and interests and to make important decisions related to child's services jointly with parents.</p>	



# Written Communication with families

	WAC	Early Achievers	ECEAP
Current	<p>Parent/guardian policies (handbook)</p> <p>What must I communicate to parents? Special needs accommodations Parent/guardian policies (handbook)</p>		<p>Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies.</p> <p>Contractors must offer parent education opportunities, based on families' interests and needs, and developed in collaboration with parents.</p> <p>The parent education format must be interactive and encourage parents to be resources to each other.</p>
New		<p>0-36 months – daily, individualized correspondence, 37 months+ group or individual correspondence at least weekly</p>	



# Transition Planning

	WAC	Early Achievers	ECEAP
Current		Evidence of transition plans/policies in place for changes in settings and providers to include consulting with the child's parent/guardian to include the family's opinion and make a plan for a smooth and gradual transition. External transition as well and internal in consultation with the parent/guardian	Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff.
New	Add internal transition requirements to licensing	Add family consultation to Early Achievers regarding transition	



# Expulsion and Child Guidance

	WAC	Early Achievers	ECEAP
Current	<p>WAC 170-296A-6050 Guidance and discipline - The licensee and staff must use consistent, fair and positive guidance and discipline methods. These methods must be appropriate to the child's developmental level, abilities, culture and are related to the child's behavior. And The licensee is responsible for developing a written policy</p> <p>WAC 170-296A-6075 Positive options for discipline. The licensee and staff must use positive guidance methods.</p> <p>WAC 170-296A-2375 Parent/guardian policies (handbook). Guidance and discipline policy.</p> <p>170-295-2040(1) Develop and implement written behavior management and guidance practices for the center; (details in notes)</p>	<p>CLASS: Behavior Management</p>	<p>E-8 Child Guidance Contractors must write a child guidance policy which incorporates this ECEAP Standard. Staff must use positive guidance techniques to support classroom limits and maintain safety, ...</p>
	<p>WAC 170-296A-6125 Harmful or aggressive acts of children - The licensee and staff must: (1) Take steps to protect children from the harmful acts of other children; and (2) Immediately intervene when a child becomes physically aggressive.</p>		<p>E-9 No Expulsion - 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...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.</p>
New	<p>In the parent handbook, a policy voicing support for inclusion, treating behavior as communication, describing steps taken before a possible expulsion under extreme circumstance.</p>	<p>Create formal behavior plans, when needed, with caregiver/specialist input. (in all to each training)</p>	

# Culture and Families

	WAC	Early Achievers	ECEAP
Current	170-296A-6775The licensee must: (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 licenser, or have a written plan for how: (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.		
New	Learn about and Respect family beliefs, culture, language, and child rearing practices. Gather information from families about their culture and what they have found works best to support their child to encourage communication, recognize families as their child's best/first teacher and support home school continuity.	Obtain parent input for program and curriculum planning. Learn about the family's culture and language.	Reflect family beliefs, culture, language, and child rearing practices with a formal, written process for parent input.
	In the parent/guardian hand book, have an internal Cultural Consideration policy		
	Providers explore through research, conversations with families, or attendance to community events, the cultures represented in their facility.		Partner with Community cultural organizations
	Invite/allow parents to share language and culture in the classroom, provide a variety of other engagement opportunities including out of classroom support and discuss the families preferred level of engagement with them		





# Community Building

	WAC	Early Achievers	ECEAP
Current	170-295-2080d Encouraged parent participation in center activities.		
New	Develop a space, physical or online for parents to converse.	Hold a minimum of one event intended to connect parents around common experiences to encourage community and shared support. Have family events to encourage community support at least twice a year	Offer talking circles for parents to engage with each other on specific issues and/or family events to encourage community support several times a year

# Learning Environment

# Accommodations

	WAC	Early Achievers	ECEAP
Current	<p><b>170-296A-0050</b>  <b>Special needs accommodations.</b>                      Details in notes</p>		
New	<p>Changes made to activities and materials to ensure full participation of all children, including a visual schedule and providing clear routines and space for children to work individually AND in space that promotes action and interaction.</p>	<p>Create formal adaptation plans and provide specialized materials when needed with caregiver/specialist input. (in all to each training)</p>	<p>Assistive technology, adapted equipment, and modified space.</p>

# Learning Environment

	WAC	Early Achievers	ECEAP
Current		<p>ERS - Reflect the diversity found in staff students, and local community, including gender, age, language, and abilities</p> <p>Space is provided for both quiet and active activities</p> <p>Most spaces are accessible to children with disabilities (if they are enrolled)</p>	
New	<p>Provides space away from the larger group-either individually or with one other child</p> <p>AND space that promotes action and interaction</p> <p>Many spaces are accessible to children with disabilities (if they are enrolled)</p> <p>Ask about and occasionally plan for culturally relevant foods.</p>	<p>Serve meals that are planned with families' culture and ethnicity in mind.</p>	
	<p>Visual schedule posted</p>		



# Volunteers

	WAC	Early Achievers	ECEAP
Current	Volunteer - supervision: must be supervised by the licensee or primary staff person at all times.		
New	Actively recruit staff and volunteers who reflect the cultures in the facility community and/or who demonstrate competency in interacting positively and respectfully with culturally and linguistically diverse children and families.	General Orientation on philosophy and policies.	Training on supporting home culture/language, behavior as communication



# Staff Training

	WAC	Early Achievers	ECEAP
Current	STARS training	Director/ Owner Complete Professional Training Series including Cultural Competency training	
New	Training in Developmental Supports and Cultural Humility	Early Achievers -Ongoing Developmental Supports training including differentiation and the referral process and annual continuing education /STARS hours on anti-racism, anti-oppression and self-reflection on identity and personal biases.	Specialty Developmental supports Trainings. optional next step resource: Developmental Supports pathway training series for more in depth learning, culminating in a certification for either staff or center depending on training model and participation) And Train on Nuances of diversity in CLASS and ERS added to CLASS/ERS training optional next step resource: Cultural Humility pathway training series for more in depth learning, culminating in a certification for either staff or center depending on training model and participation)

**Questions?  
Suggestions?**