

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0130 Indoor early learning program space. (1) Indoor center early learning program space must comply with the Washington State Building Code (chapter 19.27 RCW) and the International Building Code (chapter 51-50 WAC) which the department adopts and incorporates by reference as now or hereafter amended. Weight #7</p> <p>(2) Indoor family home early learning program space must comply with the International Residential Code (chapter 51-51 WAC) which the department adopts and incorporates by reference as now or hereafter amended. Weight NA</p> <p>(3) Indoor early learning program space includes only the space intended to be used by children in care and must be accessible during program operating hours. Weight #4</p>	<p><i>Progression from WAC 170-300-0130</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3)ⁱ is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores</p>	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0145 and 170-300-0354</p>

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<p>(4) Early learning program space, ramps, and handrails must comply with, be accessible to, and accommodate children and adults with disabilities as required by the ADA, as now and hereafter amended. Weight #4</p> <p>(5) Early learning program space must include pathways for children to move between areas without disrupting another child’s work or play. Weight #4</p> <p>(6) A Family Home Licensee must provide a signed and dated declaration form, (found at https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers) if the early learning program meets any of the following requirements in unlicensed space:</p> <p style="padding-left: 20px;">(a) Furnace area safety, or smoke or carbon monoxide detector</p>	<p>are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3</p> <p>Space and Furnishings</p> <ul style="list-style-type: none"> • Indoor Space <p>Personal Care Routines</p> <ul style="list-style-type: none"> • Safety practices <p>ECERS-3</p> <p>Space and Furnishings</p> <ul style="list-style-type: none"> • Indoor Space <p>Personal Care Routines</p> <ul style="list-style-type: none"> • Safety practices <p>FCCERS-R</p> <p>Space and Furnishings</p> <ul style="list-style-type: none"> • Indoor Space used for child care <p>Personal Care Routines</p> <ul style="list-style-type: none"> • Safety practices 	
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<p>requirements under WAC 170-300-0170(3);</p> <p>(b) Guns, weapon, or ammunition storage under WAC 170-300-0165(2)(f);</p> <p>(c) Medication storage under WAC 170-300-0215;</p> <p>(d) Refrigerator or freezer under WAC 170-300-0198; or</p> <p>(e) Storage areas that contain chemicals, utility sinks, or wet mops under WAC 170-300-0260.</p> <p style="color: red;">Weight NA</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0135 Routine care, play, learning, relaxation, and comfort. (1) An early learning provider must have accessible and child-size furniture and equipment in sufficient quantity for the number of children in</p>	<p><i>Progression from WAC 170-300-0135</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one 	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0135.</p>

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<p>care. Tables must not be bucket style. Weight #4</p> <p>(2) Furniture and equipment must be:</p> <ul style="list-style-type: none"> (a) Maintained in a safe working condition; (b) Developmentally and age appropriate; (c) Inspected at least weekly for hazards, broken parts, or damage. All equipment with hazardous, broken parts, or damage must be repaired immediately or must be made inaccessible to children until repairs are made according to the manufacturer’s instructions, if available; (d) Arranged in a way that does not interfere with other play equipment; (e) Installed and assembled according to manufacturer specifications. An early learning provider must keep manufacturer specifications on file for review by the department; (f) Stored in a manner to prevent injury; and 	<p>classroom or one group at a time, for children ages birth to three years</p> <ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3</p> <ul style="list-style-type: none"> • Furniture for routine care, play and learning <p>ECERS-3 Space and Furnishings</p>	
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Federal or state requirement.

<p>(g) Accessible to the child’s height so that he or she can find, use, and return materials independently. Weight #6</p> <p>(3) Indoor handmade play structures must be maintained for safety or removed when no longer safe. The department must review and approve construction plans and a list of materials to be used to construct indoor handmade play structures before construction begins. Weight #5</p> <p>(4) An early learning provider must provide soft furnishings in licensed space accessible to children. Soft furnishings may include, but are not limited to, carpeted areas and area rugs, upholstered furniture, cushions or large floor pillows, stuffed animals and soft dolls. Soft furnishings must be:</p> <p style="margin-left: 20px;">(a) Accessible to the children in care;</p> <p style="margin-left: 20px;">(b) Developmentally appropriate for the children in care; and</p>	<ul style="list-style-type: none"> • Furniture for routine care, play and learning <p>FCCERS-R Space and Furnishings</p> <ul style="list-style-type: none"> • Furniture for routine care, play and learning • Provision for relaxation and comfort 	
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<p>(c) Maintained in a clean and sanitary condition. Weight #4</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0140 Room arrangement, child-related displays, private space, and belongings. (1) Early learning materials and equipment must be visible and accessible to children in care, and must be arranged to promote and encourage independent access by children. Weight #3</p>	<p><i>Progression from WAC 170-300-0140</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years 	<p>Progression from WAC 170-300-0140 (2)</p> <p>ECEAP contractors must design a play and learning environment that:</p> <ul style="list-style-type: none"> • Avoids crowding, under-stimulation, or over-stimulation. • Provides space for children to work individually, in small groups, and in a large group.

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<p>(2) An early learning provider must display age and developmentally appropriate early learning materials. Materials must be posted at enrolled children’s eye level and related to current activities, themes, or lessons plans. Weight #1</p> <p>(3) An early learning provider must provide, or allow a child to create, a place for privacy. This space must:</p> <p style="margin-left: 20px;">(a) Allow for appropriate supervision; and</p> <p style="margin-left: 20px;">(b) Include an area for children, visible to staff, and accessible to children who seek or need time alone or small group time. Weight #4</p> <p>(4) An early learning provider must have extra clothing available for children who wet, soil, or have a need to change clothes. A provider may require parents to provide their own children’s extra clothing. Weight #1</p> <p>(5) An early learning provider must provide individual and separate storage space for each</p>	<ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Space and Furnishings</p> <ul style="list-style-type: none"> • Room arrangement • Display for children <p>ECERS-3 Space and Furnishings</p>	<ul style="list-style-type: none"> • Includes pathways so that children can move between areas without disrupting each other’s work and play.
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<p>child’s belongings. At a minimum, the space must be:</p> <ul style="list-style-type: none"> (a) Accessible to the child; (b) Large enough and spaced sufficiently apart from other storage space to: <ul style="list-style-type: none"> (i) Store the child’s personal articles and clothing; (ii) Prevent contact with the belongings of other children; (iii) Prevent the spread of diseases or parasites; and (iv) Promote or encourage children to organize their possessions. <p style="color: red; margin-left: 20px;">Weight #4</p> <p>(6) Child useable and accessible areas must be arranged to provide sufficient space for routine care, child play, and learning activities. These areas must:</p> <ul style="list-style-type: none"> (a) Be designed to allow for appropriate supervision so no obstructions to sight such as walls, tall shelving, or tall furniture are 	<ul style="list-style-type: none"> • Room arrangement for play and learning • Space for privacy • Child-related display <p>FCCERS-R Space and Furnishings</p> <ul style="list-style-type: none"> • Arrangement of indoor space for child care • Space for privacy 	
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New requirement

Federal or state requirement.

<p>between the children in care and the staff supervising the children; Weight #5 (b) Allow children to move freely from one interest area to another (for example: blocks, puppets, language and literary materials, art materials, clay or play dough, music and movement, or dramatic play); and Weight #5 (c) Be designed to allow for different types of activities at the same time. Weight #1</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0145 Outdoor early learning program space. (1) An early learning provider must inspect outdoor play areas daily to ensure outdoor program space is safe and free of hazards. Weight #6</p>	<p><i>Progression from WAC 170-300-0145</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one 	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0145.</p>

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<p>(2) Outdoor play space must contain a minimum of 75 square feet of licensed space per child accessing the play space at any given time. An early learning provider may develop an alternate plan if an early learning program does not have enough outdoor play space to accommodate all enrolled children at once (for example, rotating groups of children to play outdoors or using an off-site play area). The department must approve plans to use off-site play spaces. Weight #5</p> <p>(3) “Usable space” means the areas that are available at all times for use by children in an early learning program and meets licensing requirements. Weight NA</p> <p>(4) An early learning program must have shaded areas in outdoor play space provided by trees, buildings, or shade structures. Weight #1</p>	<p>classroom or one group at a time, for children ages birth to three years</p> <ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Activities</p> <ul style="list-style-type: none"> • Gross motor <p>ECERS-3</p>	
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<p>(5) Outdoor play space must promote a variety of age and developmentally appropriate active play areas for children in care. Activities must encourage and promote both moderate and vigorous physical activity such as running, jumping, skipping, throwing, pedaling, pushing and pulling, kicking, and climbing. Weight #1</p> <p>(6) When the licensed outdoor play space is not immediately adjacent to the early learning program site, an early learning provider must identify and use a safe route to and from the licensed outdoor play space. Weight #6</p> <p>(7) Licensed outdoor play areas must be enclosed with a fence or barrier that prevents children from exiting and discourages climbing. If the outdoor play area is enclosed by a barrier that is not a fence, the barrier may be a wall constructed with brick, stone, or a similar material. Weight #7</p>	<p>Space and Furnishings</p> <ul style="list-style-type: none"> • Space for gross-motor play <p>FCCERS-R</p> <p>Activities</p> <ul style="list-style-type: none"> • Active physical play 	
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<p>(8) Licensed outdoor play areas must be enclosed to prevent people without permission from entering. Weight #7</p> <p>(9) Fences, barriers, and gates must be in good condition and conform to applicable local building codes in height and construction or have a minimum height of 48 inches and not have a gap more than three and one-half inches from the ground. Weight #6</p> <p>(10) The opening between a fence post and gate or fence post and building must not be greater than three and one-half inches. Weight #6</p> <p>(11) An early learning provider must not install any wooden fence, playground structure, or furniture if it contains chromated copper arsenate (CCA), creosote or pentachlorophenol. If wooden fences, structures, and furniture are suspected of having CCA they must be tested. If CCA is</p>		
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<p>noted, fences, structures, and furniture must be removed or sealed with an oil-based outdoor sealant annually or as needed within six months of the date this section becomes effective. Weight #6</p> <p>(12) Gates allowing access to a licensed outdoor play area must be equipped with self-closing or self-latching mechanisms (shuts automatically when released from an individual’s control) within six months of the date this section becomes effective. The latch or securing device must be high enough or of a type that children cannot open. Weight #6</p> <p>(13) Outdoor play areas must have two exits that must not be partially or entirely blocked. At least one exit must be located away from the early learning program, and one exit may be into the early learning program space. Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0146 Equipment in outdoor early learning space. (1) An early learning provider must inspect outdoor play equipment daily to: (a) Ensure it is properly maintained and safe, and (b) Ensure unsafe equipment is removed or made inaccessible to children. Weight #6</p> <p>(2) Playground equipment used by an early learning provider must comply with CPSC’s guidelines for playground equipment as now or hereafter amended including, but not limited to: (a) Climbing play equipment must not be placed on or above concrete, asphalt, packed soil, lumber, or similar hard surfaces;</p>	<p><i>Progression from WAC 170-300-0146</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores</p>	<p>Covered in WAC 170-300-0146</p>

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<p>(b) The ground under swings and play equipment must be covered by a shock absorbing material. Grass alone is not an acceptable ground cover material under swings or other play equipment. Weight #6</p> <p>(3) An early learning provider must comply with the standards in the CPSC’s guidelines including, but not limited to installing, arranging, designing, constructing, and maintaining outdoor play equipment. Weight #</p> <p>(4) Permanently anchored outdoor play equipment must not be placed over septic tank areas or drain fields, and must be installed according to the manufacturer’s directions. Weight #6</p> <p>(5) Handmade playground equipment must be maintained for safety or removed when no longer safe. The department must review and</p>	<p>are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Activities</p> <ul style="list-style-type: none"> Gross motor <p>ECERS-3 Space and Furnishings</p> <ul style="list-style-type: none"> Gross motor equipment <p>FCCERS-R Activities</p> <ul style="list-style-type: none"> Active physical play 	
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Key:

New requirement

Federal or state requirement.

<p>approve construction plans and a list of materials to be used to construct handmade playground equipment before construction begins. Weight #6</p> <p>(6) Bouncing equipment including, but not limited to, trampolines, rebounders and inflatable equipment must be inaccessible and not in early learning program space. This requirement does not apply to bounce balls designed to be used by children individually. Weight #7</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0147 Weather conditions and outdoor requirements.</p> <p>(1) An early learning provider must observe weather conditions and other possible hazards. The provider must not take or leave children outside if conditions exist that may pose a health or safety risk. Conditions that</p>		

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New requirement

Federal or state requirement.

<p>pose a health or safety risk include, but are not limited to the following:</p> <ul style="list-style-type: none"> (a) Heat in excess of 100 degrees Fahrenheit or less for children under five years old, or pursuant to advice of the local sources; (b) Cold less than 20 degrees Fahrenheit, or pursuant to advice of the local sources; (c) Lightning storm, tornado, hurricane, or flooding if there is immediate or likely danger to children in care; (d) Earthquake; (e) Air quality emergency ordered by a local or state authority on air quality or public health; (f) Lockdown ordered by a public safety authority; and (g) Other similar incidents. <p>Weight #7</p>		
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New requirement

Federal or state requirement.

(2) An early learning provider must appropriately dress children for weather conditions during outdoor play time. Weight #6		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>Adopted Permanent Rule 170-300-0148 Gardens in outdoor early learning program space. (1) A garden in early learning program space must:</p> <ul style="list-style-type: none"> (a) Have safeguards in place to minimize risk of cross-contamination by animals; Weight #5 (b) Use soil free from agricultural or industrial contaminants such as lead or arsenic if gardening directly in the ground; Weight #6 (c) Use new soil that is labeled as organic and obtained from a gardening supply store or other retail store if gardening in raised beds; and Weight #5 		

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<p>(d) Use water that comes from a private well approved by the local health jurisdiction or from a public water system. An early learning provider must make water for gardens inaccessible to children if the provider uses irrigation water. Weight #5</p> <p>(2) Garden beds must be made of materials that will not leach chemicals into the soil including, but not limited to, wood treated with chromated copper arsenate, creosote or pentachlorophenol, reclaimed railroad ties, or tires. Weight #6</p> <p>(3) Any herbicide or pesticide must be applied pursuant to the product manufacturer’s directions. The product must not be applied during program hours. Children must not apply the product or have access to the garden during the manufacturer’s prescribed waiting period following application. Weight #7</p>		
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New requirement

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<p>(4) Commonplace toxic plants or plants with poisonous leaves (for example: tomato, potato, or rhubarb) may be grown in the garden. An early learning provider must actively supervise children who are able to access a garden where commonplace toxic plants or plants with poisonous leaves are growing. Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0150 Program and activities. (1) An early learning provider must provide children in care with early learning materials and equipment that are age and developmentally appropriate. For each age group of children in care, a provider must ensure a sufficient supply of materials and equipment that satisfy individual, developmental, and cultural needs. Early learning materials and equipment must be:</p>	<p><i>Progression from WAC 170-300-0150</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one 	<p>Progression from 170-300-0150(1)</p> <p>ECEAP contractors must provide materials and equipment that:</p> <ul style="list-style-type: none"> • Reflect the children’s current interests. • Are free from religious representations.

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<p>(a) Clean; (b) Washable or disposable; (c) Nonpoisonous and free of toxins; (d) Large enough to prevent swallowing or choking; (e) In good and safe working condition; (f) Be child-size; (g) Allow for a range of abilities of children in care; (h) Accessible to children in care at child’s height so they can independently find, use, and return materials; (i) Accommodating to special needs of children in care; and (j) Removed from the premises once a provider becomes aware an item has been recalled by CPSC.</p> <p style="color: red;">Weight #6</p> <p>(2) An early learning provider must only use prepackaged art materials that are labeled “non-toxic” and meet ASTM standard D-4236 as described in 16 C.F.R. 1500. 14(b)(8)(i) as</p>	<p>classroom or one age group, for children ages three to five years</p> <ul style="list-style-type: none"> • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Activities</p> <ul style="list-style-type: none"> • Fine motor • Art • Music and movement • Blocks • Dramatic play • Nature/Science • Math/Number 	
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Key:

New requirement

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<p>now or hereafter amended. This requirement does not apply to food items used as art materials, bulk paper, or items from the natural environment. Weight #5</p> <p>(3) An early learning provider must ensure a sufficient quantity and variety of early learning materials and equipment to engage children in the early learning program. The materials must include, but are not be limited to, arts and crafts materials, texture materials, construction materials, manipulative equipment and materials, music and sound materials, books, and social living equipment. Such materials and equipment must:</p> <p style="padding-left: 20px;">(a) Encourage both active physical play and quiet play activities.</p> <p style="padding-left: 40px;">(i) Active play materials and equipment include, but are not limited to, toy balls, bean bags, jump ropes, hula-hoops, riding toys, and developmentally appropriate climbing equipment.</p>	<p>ECERS-3 Activities</p> <ul style="list-style-type: none"> • Fine motor • Art • Music and movement • Blocks • Dramatic play • Nature/science • Math materials and activities • Understanding written numbers <p>FCCERS-R Activities</p> <ul style="list-style-type: none"> • Fine motor • Art • Music and movement • Blocks • Dramatic play • Math/number • Nature/science • Sand and water play 	
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<p>(ii) Quiet play materials and equipment include, but are not limited to, puzzles, writing or drawing, musical instruments and dancing scarves.</p> <p>(b) Promote imagination and creativity. For example, building blocks, sand, water, play dough, dramatic play areas, manipulatives, and art materials.</p> <p>(c) Promote language development and literacy skills. For example, interactive storybook reading, writing materials, pattern blocks, alphabet games, rhymes and songs, felt boards, and puppets.</p> <p>(d) Promote numeracy (counting and numbers) and spatial ability. For example, blocks, matching and sorting toys and cards, counting objects, nested cups, measuring and balance items, beads and bead patterns and calendar activities.</p>		
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<p>(e) Encourage discovery and exploration. For example, collections of natural objects such as leaves, rocks, and seashells, magnifying glasses and microscopes, magnets, sink and float objects, planting seeds, aquarium with small animals or fish, and class pets.</p> <p>(f) Promote learning skills. For example, same and different activities, classifying and sorting toys, simple games to help understand rules and cooperation, blocks and accessories, and music.</p> <p>Weight #4</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0155 Use of television, video, and computers. If an early learning provider offers screen time to children in care:</p>	<p><i>Progression from WAC 170-300-0155</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p>	<p>ECEAP requirement eliminated. This is covered in WAC 170-300-0155.</p>

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New requirement

Federal or state requirement.

<p>(1) The screen time available for each child must be educational, developmentally and age appropriate, non-violent, and culturally sensitive; Weight #5</p> <p>(2) The screen time must be interactive. For example, staff must help children focus on the story on the screen and less on the sounds and movements. Staff must ask questions and direct children to point to pictures or talk about what is happening; Weight #4</p> <p>(3) Children must not be required to participate in screen time activities; Weight #4</p> <p>(4) Alternative activities must be provided to children in care when the television or computer is being used; Weight #1</p> <p>(5) Screen time must not occur during meals or snacks; Weight #4</p>	<ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Activities</p> <ul style="list-style-type: none"> • Appropriate use of technology 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(6) Total screen time must not exceed one hour per day for each child over 24 months of age in full-day care (30 minutes per child in half-day care); Weight #4</p> <p>(7) For preschool children, computer use must be limited to 15 minutes per day for each child in full-day care (7 minutes per child in half-day care) unless computer use is a part of curriculum approved under this chapter; Weight #3</p> <p>(8) For school-age children, computer use must be limited to 30 minutes per day for each child unless computer use is required for homework or a part of curriculum approved under this chapter; and Weight #4</p> <p>(9) There must not be screen time for children under 24 months of age. Weight #4</p>	<p>ECERS-3 Learning Activities</p> <ul style="list-style-type: none"> • Appropriate use of technology <p>FCCERS-R Activities</p> <ul style="list-style-type: none"> • Use of TV, video and/or computers 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0160 Promoting acceptance of diversity. (1) An early learning provider must provide culturally and racially diverse learning opportunities. Diverse learning opportunities must be demonstrated by the provider’s curriculum, activities, and materials that represent all children, families, and staff. To promote diverse learning opportunities, a provider must use the following equipment and materials in an early learning program: (a) Diverse dolls, books, pictures, games, or materials; (b) Diverse music from many cultures in children’s primary languages; and</p>	<p><i>Progression from WAC 170-300-0160</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program 	<p><i>Progression from WAC 170-300-0160(1)</i></p> <p>ECEAP contractors must provide materials and equipment that reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items). ¹</p>

¹ When we talk about materials that reflect the daily life, family, culture, and language of enrolled children, not only do we mean home language/culture/diversity in a general sense, but also reflecting the specific local community culture and daily life. An example is if a community is centered around construction, there would be construction play materials in the classroom.

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(c) A balance of different ethnic and cultural groups, ages, abilities, family styles, and genders. Weight #4</p> <p>(2) An early learning provider must intervene appropriately to stop biased behavior displayed by children or adults including, but not limited to:</p> <ul style="list-style-type: none"> (a) Refusing to ignore bias; (b) Being aware of situations that may involve bias and responding appropriately; and (c) Taking appropriate action when observing biased behavior such as redirecting an inappropriate conversation or inappropriate behavior. Weight #6 	<p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Activities</p> <ul style="list-style-type: none"> • Promoting acceptance of diversity <p>ECERS-3 Learning Activities</p> <ul style="list-style-type: none"> • Promoting acceptance of diversity <p>FCCERS-R Activities</p> <ul style="list-style-type: none"> • Promoting acceptance of diversity 	
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>170-300-0165 Safety requirements.</p> <p>(1) An early learning provider must keep indoor and outdoor early learning program space, materials, and equipment free from hazards and in safe working condition. Weight #7</p> <p style="padding-left: 20px;">(a) An early learning program must purchase and use equipment and toys that are compliant with CPSC guidelines or ASTM standards as now or hereafter amended; and Weight #3</p> <p style="padding-left: 20px;">(b) Playground surfaces must have a certificate of compliance, label, or documentation stating they meet ASTM standards F1292-13 and F2223-10 as now or hereafter amended. Weight #3</p> <p>(2) An early learning provider must prevent hazards to children including, but not limited to:</p> <p style="padding-left: 20px;">(a) Making inaccessible to infants and toddlers any equipment, material, or</p>	<p><i>Progression from WAC 170-300-0165</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p>	<p>ECEAP Standards eliminated. These are covered in WAC 170-300-0165.</p>
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>objects that may pose a risk of choking, aspiration, or ingestion. For the purposes of this section, equipment, material, or objects that have a diameter or total size of one and three-quarter (1 ¾) inches or less shall be considered items that may pose a risk of choking, aspiration, or ingestion. Small parts from larger equipment, material, or objects that have a diameter or total size of one and three-quarter (1 ¾) inches or less, that may become detached from the larger equipment, materials, or object shall also be considered items that may pose a risk of choking, aspiration, or ingestion;</p> <p>(b) Eliminating and not using in the premises, pursuant to RCW 43.215.360, as now or hereafter amended, any window blinds or other window coverings with pull cords or inner cords</p>	<p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices <p>Interaction</p> <ul style="list-style-type: none"> • Supervision of play and learning(non -gross motor) • Supervision of gross motor play <p>ECERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices <p>Interaction</p> <ul style="list-style-type: none"> • Supervision of gross motor activities <p>FCCERS-R Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>capable of forming a loop and posing risk of strangulation to children;</p> <p>(i) Window blinds and other window coverings that have been manufactured or properly retrofitted in a manner that eliminates the formation of loops posing a risk of strangulation are allowed;</p> <p>(ii) A window covering must not be secured to the frame of a window or door used as an emergency exit in a way that would prevent the window or door from opening easily.</p> <p>(c) Making inaccessible to children straps, strings, cords, wires, or similar items capable of forming a loop around a child’s neck. Activities using string, yarn, jump ropes, or other similar items must be supervised at all times;</p> <p>(d) Making inaccessible to children plastic bags and other suffocation hazards;</p>	<p>Interaction</p> <ul style="list-style-type: none"> • Supervision of play and learning 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(e) Making inaccessible to children poisons, chemicals, toxins, or any product labeled “Keep out of reach of children”;</p> <p>(f) Ensuring firearms, guns, weapons, or ammunition are not on the premises of a center early learning program. Firearms, guns, weapons, and ammunition on the premises of a family home early learning program must be stored in a locked gun safe or locked room inaccessible to children. If stored in a locked room, each gun must be stored unloaded and with a trigger lock or other disabling device. The locked room must be inaccessible to children at all times; and</p> <p>(g) Preventing children from attempting to walk or go through a glass door, window, or other glass barrier, there must be stickers or art work placed at child’s eye level on the glass. Cribs, play pens, bassinets, infant beds, and indoor climbing structures must not be placed next to</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>windows unless the window is made of safety glass. Weight #8</p> <p>(3) An early learning provider must prevent other hazards to children in care in early learning program space including, but not limited to:</p> <ul style="list-style-type: none"> (a) Cuts, abrasions, and punctures. Equipment, materials, and other objects on the premises that have sharp edges, points, corners, protruding nails, bolts, or other dangers must be repaired, removed, or made inaccessible to children; (b) Burns. Equipment, materials, or products that may be hot enough to injure a child must be made inaccessible to children; (c) Sheering, crushing, or pinching. Broken or cracked equipment, materials, and objects must be repaired, removed, or made inaccessible to children; 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(d) Splinters. All equipment, materials, and objects made of wood or material that splinters must be sanded and sealed;</p> <p>(e) Entrapment. Freezers, refrigerators, washers, dryers, compost bins, and other entrapment dangers must be inaccessible to children;</p> <p>(f) Tripping. Cables, wires, ropes, and chains must not be a tripping hazard and must be inaccessible to children. Uneven walkways, damaged flooring or carpeting, or other tripping hazards are prohibited;</p> <p>(g) Falling objects. Large objects must be securely attached to the premises. Large objects include, but are not limited to, televisions, dressers, bookshelves, wall cabinets, sideboards or hutches, and wall units; and</p> <p>(h) Equipment in poor condition. Equipment with loose parts, rusty parts, flaking paint, or other dangers must be</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>repaired, removed, or made inaccessible to children. Weight #8</p> <p>(4) To ensure a safe environment for children in care, an early learning provider must comply with the following requirements:</p> <p style="padding-left: 20px;">(a) Indoor temperatures for the premises.</p> <p style="padding-left: 40px;">(i) The indoor temperature for the early learning premises must not be less than 65 degrees Fahrenheit or greater than 82 degrees Fahrenheit; and</p> <p style="padding-left: 40px;">(ii) Fans, air conditioner or cross ventilation must be used in licensed space when the indoor temperature exceeds 82 degrees Fahrenheit. Fans and air conditioners must be inaccessible to children.</p> <p style="padding-left: 20px;">(b) Windows screens and openings. All windows designed to be opened and within the reach of children must have screens. Windows within the reach of</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>children must only open up to three and one-half inches. The three and one-half inch opening does not apply to a family home early learning program when a window is utilized as an exit window.</p> <p>(c) Premises lighting. All areas of an early learning program premises must have natural or artificial light that provides appropriate illumination for early learning program activities and supervision. A provider must comply with all light fixture manufacturer’s installation and use requirements. A provider must also ensure compliance with the following requirements:</p> <ul style="list-style-type: none"> (i) Light fixtures must have shatter-resistant covers or light bulbs; (ii) Lights or light fixtures used indoors must be designed for indoor use only; 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<ul style="list-style-type: none"> (iii) Free standing lamps and table lamps must be attached or secured to the floor or a table to prevent tipping; and (iv) Halogen lamps and bulbs are prohibited. (d) Safe noise levels. Noise levels must be maintained at a level in which a normal conversation may occur. (e) Safe water temperature. All water accessible to children must not be hotter than 120 degrees Fahrenheit. (f) Stairway safety. <ul style="list-style-type: none"> (i) All stairways (indoor and outdoor) must have natural or artificial light that provides sufficient illumination to safely use the stairway; (ii) There must not be clutter or obstructions in the stairway; (iii) All stairways (indoor and outdoor), not including play structures, must meet local 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>building codes pursuant to RCW 43.215.308 within six months of the date this section becomes effective. Open stairways with no walls on either side must have handrails with slats (balusters) that prevent a child from falling off either side of the stairway. For stairways with a wall on only one side, there must be a handrail with slats (balusters) on the side without the wall that prevents a child from falling off the stairway. For stairways with a wall on both sides, there must be at least one side of the stairway that has a handrail no higher than 38 inches; and</p> <p>(iv) Stairways must have a pressure gate, safety gate or, door to keep stairs</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>inaccessible to infants and toddlers when not in use. Openings between slats on pressure or safety gates must not be larger than three and one-half inches wide.</p> <p>(g) Platforms and decks. All platforms and decks used for child care activities must meet local building codes pursuant to RCW 43.215.308 within six months of the date this section becomes effective. This does not include play equipment. All platforms and decks with a drop zone of more than 18 inches must have guardrails in sections without steps.</p> <p>Weight #7</p> <p>(5) To ensure a safe environment for children in care, an early learning provider must comply with the following electrical requirements:</p> <p>(a) In areas accessible to children, electrical outlets must have automatic shutters that only allow electrical</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>plugs to be inserted (tamper-resistant) or are covered by blank plates;</p> <p>(b) Outlets near sinks, tubs, toilets, or other water sources must be inaccessible to children or be tamper-resistant and equipped with a ground fault circuit interrupter (GFCI) outlet type;</p> <p>(c) Electrical cords must be in good working condition, not torn or frayed, and not have any exposed wires;</p> <p>(d) Electrical cords must be plugged directly into a wall outlet or a surge protector;</p> <p>(e) Power strips with surge protectors may be used but must not be accessible to children in care;</p> <p>(f) Extension cords may only be used for a brief, temporary purpose and must not replace direct wiring; and</p> <p>(g) Electrical devices accessible to children must not be plugged into an electrical outlet near a water source</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>such as sink, tub, water table, or swimming pool. Weight #7</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0166 Emergency preparation and exiting. (1) To be properly prepared for an emergency, an early learning program must have and follow an emergency preparedness plan pursuant to WAC 170-300-0470 and comply with the following requirements: (a) A working flashlight or other emergency lighting device must be available for use as an</p>		<p>Covered in WAC 170-300-0166</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>emergency light source. Battery powered flashlights must have an extra set of batteries easily available; and</p> <p>(b) A working telephone must be available for use with sufficient backup power to function for at least five hours.</p> <p>Weight #6</p> <p>(2) To ensure a safe exit from the premises during an emergency, the early learning provider must comply with the following requirements:</p> <p>(a) Emergency exit doors must remain unlocked while the early learning program is open. The door handle must be of the type that can be opened from the inside without the use of a key, tools, or special knowledge, and must automatically unlock when the knob or handle is turned;</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(b) Exit doors that are not designated as an emergency exit door may be locked during operating hours. Locking interior doors in early learning program space must be designed to be unlocked from either side. An unlocking device must be readily available; and</p> <p>(c) Family home early learning programs must have at least one pivoting or side-hinged swinging exit door. Other exit doors may be sliding glass doors.</p> <p><i>Weight #7</i></p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
170-300-0170 Fire safety.		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(1) An early learning provider must comply with the State Building Code as now or hereafter amended, pursuant to RCW 19.27.031. Weight #7</p> <p>(2) An early learning provider must arrange for a building and fire safety inspection annually, and inspection documents must be available for department review. A provider must arrange a building or fire safety inspection with a local government agency. If a local government agency is not available to conduct a fire safety inspection, a provider must inspect for fire safety using the State Fire Marshal form (found at). Weight #6</p> <p>(3) To ensure a safe environment for children in care, an early learning provider must comply with the following fire safety requirements:</p> <p style="margin-left: 20px;">(a) Combustible materials. Combustible materials must be properly discarded pursuant to local jurisdictions, removed from</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>the premises, or properly stored in closed metal containers specifically designed to hold such combustible materials. Combustible materials stored in a closed metal container must not be stored in the premises licensed space or any place that may be accessible to children in care. Combustible materials include, but are not limited to, lint, gasoline, natural gas, diesel, fuel, propane, rags soaked in combustible materials, oils, chemicals, or solvents.</p> <p>(b) Furnaces and other heating devices.</p> <p>(i) Paper, rubbish, or other combustible materials must be at least three feet from furnaces, fireplaces, or other heating devices;</p> <p>(ii) Furnaces and other heating devices must be inaccessible to children in care; and</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(iii) An appliance or heating device that has a surface capable of burning a child or reaching 110 degrees Fahrenheit must be inaccessible to children in care.</p> <p>(c) Electrical motors. Electrical motor fans and appliances must be regularly cleaned to prevent accumulation of dust or lint.</p> <p>(d) Open flame devices, candles, matches and lighters. Except for the use of a gas kitchen range, open flame devices must not be used in early learning program space or any other space accessible to children in care during operating hours. Candles must not be used during operating hours, matches, and lighters must be inaccessible to children.</p> <p>(e) Portable heaters and generators. Portable heaters or fuel powered</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>generators must not be used inside early learning program space during operating hours.</p> <p>(i) In case of an emergency, a generator may be used but must be placed at least 15 feet from buildings, windows, doors, ventilation intakes, or other places where exhaust fumes may be vented into the premises or early learning space; and</p> <p>(ii) Appliances must be plugged directly into a generator or into a heavy duty outdoor-rated extension cord that is plugged into a generator.</p> <p>(f) Fireplaces, woodstoves, or similar wood burning heating devices. Chimneys, fireplaces, gas burning fireplaces, wood stoves or similar wood-burning devices must be inspected annually by a state or</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

(g)	<p>locally certified inspector, unless the provider submits to the department a written statement that the chimney, fireplace, wood stove or similar wood-burning device will not be used at any time.</p> <p>Fire alarms and smoke and carbon monoxide detectors.</p> <p>(i) An early learning program must have and maintain at least one smoke detector per licensed sleeping area and one per floor. Pursuant to the State Building Code, center early learning providers must comply with WAC 51-50-0907 and family early learning providers must comply with WAC 51-51-0314; and</p> <p>(ii) An early learning program must have and maintain carbon monoxide detectors. Pursuant to the State Building Code, the</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>State Building Code, center early learning providers must comply with WAC 51-50-0915 and family early learning providers must comply with WAC 51-51-0315.</p> <p>(h) Backup method to sound an alarm. In addition to working smoke detectors, an early learning program must have another method to alert all staff and enrolled children of a fire, emergency situation, or drill.</p> <p>(i) Extinguishers. An early learning program must have and maintain working fire extinguishers that are marked with a minimum rating of 2A:10 BC.</p> <p style="padding-left: 20px;">(i) Fire extinguishers must be readily available for use in case of an emergency;</p> <p style="padding-left: 20px;">(ii) Fire extinguishers must be located on each level of the</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>early learning program space used by children and mounted within seventy-five feet of an exit next to the path of the exit; and</p> <p>(iii) If a fire extinguisher is mounted in a closet, there must be a sign indicating the location of the extinguisher and obstructions must not block access to the closet.</p> <p>(j) Monthly inspections. At least once per month a provider must inspect the premises to identify possible fire hazards and eliminate any hazards found. A provider must:</p> <p>(i) Involve Lead Teachers responsible for a child or group of children and staff persons responsible for observing the premises or their individual classrooms.</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(ii) Keep records of monthly inspections for department review for:</p> <ul style="list-style-type: none"> (A) Fire extinguishers; (B) Smoke detectors; (C) Alternate alarms; and (D) Emergency lighting. <p>Weight #7</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0175 Water hazards and swimming pools. To prevent injury or drowning and ensure the health and safety of children, an early learning</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>provider must comply with the requirements described in this section.</p> <p>(1) The following bodies of water must be inaccessible to children in care by using a physical barrier with a locking mechanism:</p> <ul style="list-style-type: none"> (a) Swimming pools when not being used as part of the early learning program, hot tubs, spas and jet tubs; (b) Ponds, lakes, storm retention ponds, ditches, fountains, fish ponds, landscape pools or similar bodies of water; and (c) Uncovered wells, septic tanks, below grade storage tanks, farm manure ponds or other similar hazards. <p>Weight #8</p> <p>(2) An early learning provider must comply with the following requirements when using a swimming pool as part of the early learning program:</p> <ul style="list-style-type: none"> (a) Comply with the supervision requirements of WAC 170-300-0350; 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(b) Audible alarms must be on all doors, screens, and gates in licensed areas that lead to a swimming pool. The alarm must be sufficient to warn staff when children enter the outdoor area and could access the swimming pool;</p> <p>(c) Swimming pools must be maintained according to manufacturer specifications;</p> <p>(d) Swimming pools must be cleaned and sanitized according to manufacturer instructions and DOH or local health jurisdiction guidelines;</p> <p>(e) A swimming pool must not be used if the main drain is missing; and</p> <p>(f) Children in diapers or toilet training must wear swim pants to lower the risk of contaminating the water.</p> <p>Weight #8</p> <p>(3) Unfiltered wading pools must be inaccessible to enrolled children. “Wading pool” means a pool that has a water depth of less than two</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>feet (24 inches). A portable wading pool is one that is formed of molded plastic or inflatable parts, and can be removed after use. Weight #7</p> <p>(4) For bodies of water not located in early learning program space, but that are in close proximity, a physical barrier on the property must make such bodies of water inaccessible to children in care. Weight #8</p> <p>(5) Five gallon buckets or other similar containers must not be used for infant or toddler water play. Weight #8</p> <p>(6) Water tables or other similar containers must be emptied and sanitized after each activity session, or more often if necessary. Weight #6</p> <p>(7) “Locking mechanism” means a lock that requires a key, tumbler, dial, passcode, touchpad, or similar device or method to lock and unlock. Weight NA</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(8) “Physical barrier” means:</p> <ul style="list-style-type: none">(a) A non-climbable fence or wall that is at least five feet tall and has no openings greater than two inches(b) A gate or door that allows entry to and exit from the body of water must meet the following requirements:<ul style="list-style-type: none">(i) Contain a locking mechanism;(ii) Be at least five feet tall;(iii) Have no openings greater than two inches;(iv) Have a self-closing or self-latching device;(v) A device used to open the locks must be inaccessible to children but readily available to staff; and Weight NA <p>(9) “Swimming pool” means a pool that has a water depth greater than two feet. Weight NA</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0180 Meal and snack schedule. (1) An early learning provider must serve meals and snacks to children in care as follows: (a) Children in care for nine hours or less: (i) At least one meal and two snacks; or (ii) Two meals and one snack. (b) Children in care for more than nine hours: (i) Two meals and two snacks; or (ii) Three snacks and one meal.</p>	<p><i>Progression from WAC 170-00-0180</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program 	<p>Progression from 170-300-0180 (1)</p> <p>ECEAP Contractors providing class sessions of four hours or less must provide one meal and one snack.²</p>

² These are lower requirements than WAC because 3 hour Part Day sessions may not be able to fit the amount of meals/snacks required by WAC (1) (a). This is only for Part Day sessions; Full School Day (~6 hours) and Extended Day (~10 hours) can meet the WAC requirements. This requirement is adjusted based on draft ECEAP standards that require Part Day sessions to hold classes for a minimum of 3 hours.

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(c) After school snack, dinner, evening snack, and breakfast:</p> <p>(i) A snack or meal must be provided to a child that arrives to the early learning program after school;</p> <p>(ii) Dinner must be provided to children in nighttime care if a child is at an early learning program after his or her dinnertime, or has not had dinner;</p> <p>(iii) An evening snack must be provided to children in nighttime care;</p> <p>(iv) Breakfast must be provided to children in nighttime care if a child remains in care after the child’s usual breakfast time; and</p> <p>(v) A breakfast or morning snack must be available to children in care.</p> <p>Weight #5</p>	<p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>ECERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>FCCERS-R Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(2) Meals and snacks must be served not less than two hours and not more than three hours apart. Weight #5</p> <p>(3) An early learning provider must offer daily opportunities after a meal or snack for developmentally appropriate tooth brushing activities that are safe, sanitary, educational and with parental permission. Toothbrushes must be stored in a manner that prevents cross contamination. Weight #1</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
170-300-0185	<i>Progression from WAC 170-300-0185</i>	Progression from 170-300-0185

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>Menus, milk, and food. To ensure proper nutrition of children in care, an early learning provider must comply with the child nutrition requirements described in this section.</p> <ol style="list-style-type: none"> (1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the USDA Child and Adult Care Food Program (CACFP). Weight #5 (2) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the USDA Crediting Handbook for the CACFP, which describes what food and beverages meet meal pattern requirements. Weight #5 (3) An early learning provider must provide children’s parents or guardians the dates each particular menu is in effect. Weight #1 	<p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p>	<p>ECEAP Contractors must:</p> <ul style="list-style-type: none"> • Participate in the USDA Child and Adult Care Food Program or National School Breakfast and Lunch Program. ECEAP funds may be used to cover meal and snack costs not covered by these programs, and to meet ECEAP nutritional requirements. • Limit serving the following to no more than once per week across all eating occasions: <ul style="list-style-type: none"> ○ Processed meats such as hot dogs, corn dogs, or sausage ○ Pre-fried foods or foods fried off-site • Provide at least one serving each of dark green vegetables, red and orange vegetables, beans and peas (legumes), starchy vegetables and other vegetables once per week. • Serve a variety of fruits and choose whole fruits (fresh, canned, dried, or frozen) more often than juice. • Include parent input in menu planning. • Use and post menus approved by a registered or certified dietician.
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(4) Food and beverage substitutions to a scheduled menu must be of equal nutritional value pursuant to subsection (1). Weight #1</p> <p>(5) An early learning provider must only serve water, milk or 100% fruit or vegetable juice. Weight #5</p> <p>(6) An early learning provider must limit the consumption of 100% fruit juice to no more than 4-6 ounces per day for children between one and six years old, and 8-12 ounces per day for children seven through twelve years old. Weight #1</p> <p>(7) An early learning provider must serve a fruit or vegetable as one of the two required components during at least one snack per day. Weight #1</p>	<p>ITERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>ECERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>FCCERS-R Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks 	<ul style="list-style-type: none"> • Incorporate cultural dietary preferences in menus.
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0186 Food allergies and special dietary needs. (1) An early learning provider must obtain written instructions (The Individual Care Plan) from the child's health care provider and parent or guardian when caring for a child with a food allergy or special dietary requirement due to a health condition. The Individual Care Plan (WAC 170-300-0300(3)) must:</p> <ul style="list-style-type: none"> (a) Identify foods that must not be consumed by the child and steps to take in the case of an unintended allergic reaction; (b) Identify foods that can substitute for allergenic foods; and (c) Provide a specific treatment plan for the early learning provider to follow in 		<p>Progression from 170-800-0186</p> <p>To ensure ECEAP services are free of charge for families, contractors must work with families by providing appropriate food substitutions to children with food allergies or special dietary requirements.</p> <p>ECEAP funds may be used to cover costs associated with food substitutions not covered by the USDA Child and Adult Care Food Program or National School Breakfast and Lunch Program.</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>response to an allergic reaction. The specific treatment plan must include the names of all medication to be administered, directions for how to administer the medication and directions related to medication dosage amounts. The specific treatment plan must also describe allergic reactions and symptoms associated with the child’s particular allergies. Weight #8</p> <p>(2) An early learning provider and staff must arrange with the parents or guardians of a child in care to ensure the early learning program has the necessary medication, training, and equipment to properly manage a child’s food allergies. Weight #8</p> <p>(3) If a child suffers from an allergic reaction, the early learning program staff must promptly administer medication pursuant to the instructions in the Individual Care Plan. Weight #8</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(4) Early learning program staff must immediately notify the parents or guardians of a child if it is suspected or appears that any of the following occurred, or is occurring:</p> <ul style="list-style-type: none"> (a) The child is having an allergic reaction; or (b) The child consumed or came in contact with a food identified by the parents or guardians that must not be consumed by the child, even if the child is not having or did not have an allergic reaction. <p>Weight #8</p> <p>(5) Early learning program staff must immediately contact 911 whenever epinephrine or other lifesaving medication has been administered.</p> <p>Weight #8</p> <p>(6) Early learning program staff must notify the parents or guardians of enrolled children of the program’s food allergy policies. Weight #7</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(7) Early learning program staff must review each child’s Individual Care Plan for food allergies prior to serving food to children. Weight #8</p> <p>(8) An early learning provider must post individual children’s food allergies or special dietary needs in a classroom or wherever food is prepared and served. The list must be posted in a location easily viewable by early learning staff but not viewable by children in care, parents, guardians, or other members of the public. Weight #7</p> <p>(9) To ensure proper treatment of an allergic reaction during field trips, early learning program staff must carry children’s written Individual Care Plans, a mobile phone, and children’s medication. Weight #8</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0190 Parent or guardian provided food and Written Food Plans.</p> <p>(1) An early learning provider may allow or require parents or guardians to provide food or other special dietary items for their child if a Written Food Plan is completed and signed by the provider and parent or guardian. Weight #5</p> <p>(2) A Written Food Plan may include, but is not limited to, accommodations for a child's: (a) Special feeding needs; (b) Special diets; (c) Religious or cultural preferences; or (d) Family preference. Weight #5</p> <p>(3) An early learning provider must supplement a child's diet to satisfy USDA CACFP requirements if food provided by a parent or guardian does not satisfy these requirements. Weight #5</p>	<p><i>Progression from WAC 170-300-0190</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores</p>	<p><i>Progression from 170-300-0190</i></p> <p>To ensure ECEAP services are free of charge for families, contractors must work with families by providing appropriate supplemental food or food substitutions to children on Written Food Plans.</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(4) On special occasions, such as birthdays, an early learning provider may allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided by parents must be limited to store purchased:</p> <p style="margin-left: 20px;">(a) Uncut fruits and vegetables; and</p> <p style="margin-left: 20px;">(b) Foods prepackaged in original manufacturer's containers.</p> <p style="color: red;">Weight #4</p>	<p>are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>ECERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>FCCERS-R Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks 	
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
170-300-0195	<i>Progression from WAC 170-300-0195</i>	Progression from WAC 170-300-0195

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>Food service, equipment, and practices.</p> <p>(1) Early learning program staff, including volunteers, must:</p> <ul style="list-style-type: none"> (a) Comply with the DOH’s current Washington State Food and Beverage Workers’ Manual; and (b) Observe food preparation services. Weight #6 <p>(2) Snacks and meals must be prepared and served by a program staff person who possesses a valid and current Food Worker card, unless the food is provided pursuant to WAC 170-300-0196(3). Weight #6</p> <p>(3) An early learning provider must:</p> <ul style="list-style-type: none"> (a) Provide durable and developmentally appropriate individual eating and drinking equipment, or developmentally appropriate single use disposable items; (b) Clean and sanitize eating and drinking equipment after each use; 	<p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p>	<p>ECEAP contractors must ensure the mealtime routine includes:</p> <ul style="list-style-type: none"> • Children and adults sitting together, engaging in relaxed conversation, and practicing family-style meal skills, such as serving themselves and cooperating with others.
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(c) Ensure plastic eating and drinking equipment does not contain BPA (a chemical used in hard plastic bottles and as a protective lining in food and beverage cans) or have cracks or chips;</p> <p>(d) Use gloves, utensils, or tongs to serve food;</p> <p>(e) Serve each child individually or serve family style dining, allowing each child the opportunity to practice skills such as passing shared serving bowls and serving themselves;</p> <p>(f) Serve meals or snacks on plates, dishware or trays;</p> <p>(g) Sit with children during meals and snacks and engage in pleasant conversation, if family style dining is not possible; and</p> <p>(h) Be respectful of each child's cultural food practices.</p> <p>Weight #5</p>	<p>ITERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>ECERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>FCCERS-R Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0196 Food sources. (1) Food prepared and served from an early learning program must not be tampered with or spoiled. Weight #8 (2) Food prepared and served from an early learning program must be obtained from an approved source licensed and inspected by the local health jurisdiction, the Washington State Department of Agriculture (WSDA), or the USDA. Food items not approved to be served to children in care include: (a) Meat, fish, poultry, eggs, or milk that has not been inspected by the USDA or WSDA; (b) Home canned food; (c) Game meat or other meat that has not been inspected by the WSDA or USDA;</p>	<p><i>Progression from WAC 170-300-0196</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores</p>	

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(d) Leftover food that was previously served from outside of the early learning program; or (e) Food from roadside stands selling without a permit. Weight #7</p> <p>(3) Food not prepared on-site by early learning program staff pursuant to WAC 170-300-0195(2) must be provided by: (a) A licensed food service establishment, kitchen, or catering business that meets DOH food service requirements (chapter 246-215 WAC) and is regularly inspected by a local health jurisdiction; or (b) A parent or guardian for his or her own children. Weight #6</p> <p>(4) Fruits and vegetables (produce) grown on site in a garden as part of an early learning program</p>	<p>are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>ECERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>FCCERS-R Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>may be served to children as part of a meal or snack. Prior to preparing and serving:</p> <p>(a) The produce must be thoroughly washed and scrubbed in running cold water to remove soil and other contaminants.</p> <p>(b) Damaged or bruised areas on the produce must be removed.</p> <p>(c) Produce that shows signs of rotting must be discarded.</p> <p>Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0197 Safe food practices. (1) Early learning provider staff must wash their hands prior to handling, preparing, and serving food, and ill staff members must not handle, prepare, or serve food. Weight #7</p>	<p><i>Progression from WAC 170-300-0197</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years 	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0197</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(2) An early learning provider and staff must comply with the safe food storage, preparation, cooking, proper holding temperature, serving, and dishwashing guidelines in the current Washington State Food and Beverage Workers’ Manual prepared by DOH. Weight #7</p> <p>(3) For all foods in the early learning provider’s possession, including foods offered by the provider or given to an enrolled child by a parent or guardian, the provider must:</p> <p>(a) Provide appropriate refrigeration to preserve foods from spoiling. Foods that may be subject to spoiling include, but are not limited to, meats, cooked potatoes, cooked legumes, cooked rice, sprouts, cut melons, cut cantaloupes, milk, and cheese; and</p> <p>(b) Refrigerate foods requiring refrigeration at 41 degrees Fahrenheit or less and freeze foods required to be frozen at 10 degrees Fahrenheit or less. Foods</p>	<ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks <p>ECERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>required to be frozen must not be allowed to thaw until such food is being prepared for immediate consumption.</p> <p>Weight #7</p> <p>(4) Stored food must be described as follows:</p> <p>(a) Food must be in original containers or in clean, labeled, dated, and airtight food grade containers. If refrigeration is not required, the container must be stored at least six inches off the floor;</p> <p>(b) Food must be stored in a manner that prevents contamination from other sources;</p> <p>(c) Food and food service items (such as utensils, napkins, and dishes) must not be stored in an area with toxic materials (such as cleaning supplies, paint, or pesticides);</p> <p>(d) Food that is past the manufacturer's expiration or "best served by" date must be discarded; and</p>	<p>FCCERS-R</p> <p>Personal Care Routine</p> <ul style="list-style-type: none"> • Meals/snacks 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(e) Raw meat must be stored in the refrigerator or freezer below cooked or ready to eat foods. Weight #7</p> <p>(5) For food requiring temperature control, a center early learning program must maintain a food temperature log by using a calibrated and working metal stem-type or digital food thermometer. Weight #5</p> <p>(6) Prior to storing leftover food in a refrigerator or freezer, an early learning provider must label the food with the date and time the leftover food was opened or cooked. Weight #5</p> <p>(7) An early learning provider may serve leftover food that originated from the early learning program if: (a) The food was not previously served; and</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(b) It was stored at the proper temperature for less than 48 hours after preparation. Weight #5</p> <p>(8) Frozen food must be thawed by one of the following methods:</p> <ul style="list-style-type: none"> (a) In a refrigerator; (b) Under cool running water inside a pan placed in a sink with the drain plug removed; or (c) In a microwave if the food is to be cooked immediately as part of the continuous cooking process. <p>Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>170-300-0198 Food preparation areas. (1) An early learning provider or staff must clean and sanitize food preparation areas and eating surfaces before and after each use. Weight #7 (2) In an early learning program’s food preparation area, kitchens must: (a) Have walls, counter tops, floors, cabinets, and shelves that are: (i) Maintained in good repair including, but not limited to, being properly sealed without chips, cracks, or tears; and (ii) Moisture resistant. (b) Have a properly maintained and vented range hood, exhaust fan, or operable window; and (c) Have a properly maintained and working refrigerator, freezer, or a combination refrigerator and freezer with sufficient space for proper storage and</p>		<p>Covered in WAC 170-300-0198</p>
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>cooling of food. Weight #6</p> <p>(3) A center early learning program must have:</p> <ul style="list-style-type: none"> (a) A handwashing sink separate from dishwashing facilities; (b) A food preparation sink located in the food preparation area; and (c) A method to clean and sanitize dishes, pans, and kitchen utensils and equipment in the food preparation area using: <ul style="list-style-type: none"> (i) A two-compartment sink and an automatic dishwasher that reaches at least 155 degrees Fahrenheit; or (ii) A three-compartment sink method (sink one is used to wash, sink two is used to rinse, sink three contains a sanitizer, and the dishes are allowed to air dry). Weight #6 <p>(4) A family home early learning provider must:</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(a) Clean and sanitize a sink immediately before using it to prepare food;</p> <p>(b) Use a colander to prevent food and kitchen utensils from touching the sink basin; and</p> <p>(c) Dishes, pans, and kitchen utensils must be:</p> <ul style="list-style-type: none"> (i) Cleaned and sanitized by an automatic dishwasher that reaches at least 155 degrees Fahrenheit; or (ii) Hand washed, rinsed, sanitized, and allowed to air dry <p style="color: red;">Weight #6</p> <p>(5) An early learning provider may use the kitchen for supervised cooking or food preparation activities with children in care. Weight #4</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>170-300-0200 Handwashing and hand sanitizer. (1) Early learning program staff, including volunteers, and children must comply with the following handwashing procedures or those defined by the United States Center for Disease Control and Prevention. When washing hands, staff and children must:</p> <ul style="list-style-type: none"> (a) Wet hands with warm water; (b) Apply soap to the hands; (c) Rub hands together to wash for at least 20 seconds; (d) Thoroughly rinse hands with water; (e) Dry hands with a paper towel, single-use cloth towel, or air hand dryer; (f) Turn water faucet off with using a paper towel or single use cloth towel; and (g) Properly discard paper and single-use cloth towels after each use. <p>Weight #6</p>	<p><i>Progression from WAC 170-300-0200</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p>	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0200</p>
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(2) An early learning provider must wash and sanitize cloth towels after a single use. Soiled and used towels must be inaccessible to children. Weight#6</p> <p>(3) To prevent children from being burned, air hand dryers must have a heat guard and turn off automatically. Weight #6</p> <p>(4) Early learning program staff must wash their hands:</p> <ul style="list-style-type: none"> (a) When arriving at work; (b) After toileting a child; (c) Before and after diapering a child or use a wet wipe in place of handwashing during diapering only, and must wash hands after diapering is complete; (d) After personal toileting; (e) After attending to an ill child; (f) Before and after preparing, serving, or eating food; (g) After handling raw or undercooked meat, poultry, or fish; 	<p>ITERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Health Practices <p>ECERS-3 Personal Care Routine</p> <ul style="list-style-type: none"> • Health Practices <p>FCCERS-R Personal Care Routine</p> <ul style="list-style-type: none"> • Health Practices 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(h) Before and after giving medication or applying topical ointment;</p> <p>(i) After handling, feeding, or cleaning up after animals;</p> <p>(j) After handling bodily fluids;</p> <p>(k) After using tobacco or vapor products;</p> <p>(l) After being outdoors or involved in outdoor play;</p> <p>(m) After gardening activities;</p> <p>(n) After handling garbage and garbage receptacles; and</p> <p>(o) As needed or required by the circumstances.</p> <p>Weight #7</p> <p>(5) Early learning program staff must assist, teach, coach, and ensure children wash their hands:</p> <p style="padding-left: 20px;">(a) When arriving at the early learning premises;</p> <p style="padding-left: 20px;">(b) After using the toilet;</p> <p style="padding-left: 20px;">(c) After diapering;</p> <p style="padding-left: 20px;">(d) After outdoor play;</p> <p style="padding-left: 20px;">(e) After gardening activities;</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(f) Before and after playing with animals; (g) After touching body fluids such as blood or after nose blowing or sneezing; (h) Before and after eating or participating in food activities including table setting; and (i) As needed or required by the circumstances. Weight #7</p> <p>(6) Hand sanitizers or hand wipes with alcohol may be used for adults and children over 24 months of age under the following conditions: (a) Traditional handwashing is not readily available such as during a field trip or after wiping a child’s nose on the playground; (b) Hands are not visibly soiled or dirty; (c) An alcohol-based hand sanitizer must contain 60-95% alcohol to be effective; and</p>		
Proposed WAC	Proposed Early Achievers	Proposed ECEAP

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(d) Children should be supervised when using hand sanitizers to avoid potential ingestion or contact with eyes, nose or mouths. Weight #7</p>		
<p>170-300-0210 Immunizations. (1) An early learning provider must obtain from the parent or guardian of an enrolled child one of the following immunization records: (a) A current and complete DOH certificate of immunization status (CIS) (found at https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers); (b) A current and complete immunization form from the Washington State</p>		<p>ECEAP standard eliminated. This is covered in WAC 170-300-0210.</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>Immunization Information System (WA IIS); or (c) A current and complete DOH certificate of exemption (COE) form signed and dated by a health care provider, pursuant to WAC 170-300-0211 (found at https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers).</p> <p>Weight #6</p> <p>(2) Unless the requirements of subsection (4) are met, an early learning provider must exclude a child from care, on or before the child’s first day of attendance, if the parent or guardian fails to provide an immunization record. Weight #5</p> <p>(3) To track the immunization status for each child in care, an early learning provider must implement a system to maintain and update each child’s immunization records. For each</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0205 Child, staff, and household member illness. (1) An early learning provider must check all children for signs of illness when they arrive at the early learning program and throughout the day. Parents or guardians of a child should be notified as soon as possible if the child develops signs or symptoms of illness. Weight #6</p> <p>(2) If an early learning provider becomes ill, a Licensee, Center Director, Assistant Director, or Program Supervisor must determine whether that person should be required to leave the premises. Weight #6</p> <p>(3) When a child becomes ill, a Licensee, Center Director, Assistant Director, or Program Supervisor must determine whether the child should be sent home or isolated from others. When isolation is necessary, an early learning provider must provide a mat or cot in an area away from other children. A provider must</p>		<p>ECEAP standard eliminated. This is covered in WAC 170-300-0205.</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>supervise the child to prevent contact between the ill child and healthy children. Weight #6</p> <p>(4) An ill child must be sent home or isolated from other children;</p> <ul style="list-style-type: none"> (a) If the illness or condition prevents the child from participating in normal activities; (b) If the illness or condition requires more care and attention than the early learning provider can give; (c) If the required amount of care for the ill child compromises or places at risk the health and safety of other children in care; or (d) If there is a risk that the child’s illness or condition will spread to other children or individuals. <p>Weight #7</p> <p>(5) Unless covered under an individual care plan or protected by the ADA, an ill child, staff member, or other individual must be sent</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>home or isolated from children in care if he or she has:</p> <ul style="list-style-type: none"> (a) A fever equal to or greater than 100 degrees Fahrenheit for a person’s temperature measured under the arm or by a forehead (temporal artery) scanner; (b) A fever 101 degrees Fahrenheit measured orally for preschool age children or older; (c) An earache, headache, sore throat, or vomiting; (d) Diarrhea that includes more than one abnormally loose, runny, or watery stool, or one bloody stool; (e) A rash not associated with heat, diapering, or an allergic reaction; (f) Drainage of thick mucus or pus from the eye or nose; (g) Open sores or wounds discharging bodily fluids; (h) Lice or scabies. Individuals with head lice or scabies must be excluded from 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>the child care premises beginning from the end of the day the head lice or scabies was discovered. An individual with head lice may return to the premises after receiving the first head lice treatment. An individual with scabies may return 24 hours following the beginning of treatment; or</p> <p>(i) Fatigue that prevents participation in regular activities.</p> <p>Weight #7</p> <p>(6) At the first opportunity, but in no case longer than 24 hours of learning that an enrolled child, staff member, volunteer, or household member has been diagnosed with a contagious condition listed in the current DOH Notifiable Conditions List (http://www.doh.wa.gov/ForPublicHealthandHealthcareProviders/NotifiableConditions/ListofNotifiableConditions), an early learning provider must provide written notice to:</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(a) The department and DOH or the local health jurisdiction; and</p> <p>(b) Parents or guardians of each of the children in care.</p> <p>Weight #7</p> <p>(7) An early learning provider must not take ear or rectal temperatures to determine a child’s body temperature.</p> <p>(a) Providers must use developmentally appropriate methods when taking infant or toddler temperatures (for example, digital forehead scan thermometers or underarm auxiliary methods);</p> <p>(b) Oral temperatures may be taken for preschool through school-age children if single use covers are used to prevent cross contamination; and</p> <p>(c) Glass thermometers containing mercury must not be used.</p> <p>Weight #6</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(8) An early learning provider may readmit a child into care or a staff member, volunteer, or household member into the early learning program area with written notification from DOH or a health care provider stating the individual may safely return after being diagnosed with a condition from the current DOH Notifiable Conditions List. Weight #5</p> <p>(9) An early learning provider must follow its Health policy (WAC 170-300-0500) before readmitting a child into the program, allowing staff or volunteers to continue work, or allowing household members to participate in child care activities. Weight #6</p>		
<p>child currently enrolled in the early learning program, the CIS form, the immunization form from the WA IIS, or COE form must be available in the licensed space for review by department licensors, health specialists, and health consultants. Weight #5</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(4) An early learning provider may accept a child into care who is not current on immunizations or does not have a completed and signed COE. To accept such a child, the provider must give written notice to that child’s parent or guardian stating the child may be accepted if the immunizations are completed as soon as medically possible and:</p> <ul style="list-style-type: none"> (a) The parent or guardian provides written proof the child is scheduled to be immunized on or before the date the child will enroll; or (b) If the immunization is scheduled to take place after the date the child will enroll, the parent or guardian provides a signed and dated statement detailing when the child’s immunizations will be brought up to date. Statements in this subsection must be kept in a child’s file, if applicable. <p style="color: red;">Weight #5</p> <p>(5) An early learning provider may accept homeless or foster children into care without</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>immunization records if the child’s family, case worker or health care provider offers written proof that he or she is in the process of obtaining the child's immunization records. Weight #5</p> <p>(6) For a child attending on a conditional basis under sub-sections (4) or (5), an early learning provider may exclude a child from care if the child’s parent or guardian fails to make progress toward full immunization for the child. Weight #5</p> <p>(7) For a child admitted into care under a temporary medical exemption, an early learning provider may exclude the child from care if the temporary medical exemption is no longer valid, and the child’s parent or guardian fails to make progress toward full immunization for the child. A temporary medical exemption is when a child is not fully immunized and cannot receive any additional vaccines at that time. Weight #5</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0211 Children exempt from immunizations. (1) An early learning provider may admit or enroll a child without immunizations if the parent or guardian provides to the provider a DOH certificate of exemption (COE) form: (a) Signed by a health care professional for a medical exemption; (b) Signed by the child's parent or guardian and health care provider expressing a religious, philosophical or personal objection to immunizations; or (c) When the exemption or illness is covered under the ADA. Weight #5</p> <p>(2) An early learning provider must notify a parent or guardian of a vaccine exempted child if an outbreak of a vaccine-preventable disease</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>occurs within the early learning program. A provider may exclude the child from the child care premises for the duration of the outbreak of the vaccine-preventable disease. Weight #7</p> <p>(3) An early learning provider may have a written policy stating children exempted from immunizations by their parent or guardian will not be accepted into care unless that exemption is due to an illness protected by the ADA or by a completed and signed COE. Weight #5</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0215 Managing and storing medication. (1) An early learning provider must not give medication to any child without written and</p>		<p>ECEAP standard eliminated. This is covered in WAC 170-300-0215.</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>signed consent from that child’s parent or guardian, and must administer medication pursuant to directions on the medication label. Weight #8</p> <p>(2) An early learning provider must have and implement a medication management policy that includes, but is not limited to, policies on safe medication storage, reasonable accommodations for giving medication, mandatory medication documentation, and forms pursuant to WAC 170-300-0500 (Health policy). Weight #7</p> <p>(3) An early learning provider must administer medication to children in care as follows: (a) Prescription Medication. Prescription medication must only be given to the child named on the prescription. Prescription medication must be prescribed by a health care professional with prescriptive authority for a specific child. A medication</p>		
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Environments

Key:

New requirement

Federal or state requirement.

<p>authorization form that allows a provider to give prescription medication to a child must be signed by the child’s parent or guardian. Prescription medication must be labeled with:</p> <ul style="list-style-type: none"> (i) A child’s first and last name; (ii) The date the prescription was filled; (iii) The name and contact information of the prescribing health professional; (iv) The expiration date, medical need, dosage amount, and length of time to give the medication; (v) Instructions for the administration, storage, and disposal of the medication; and (vi) The possible side effects of the medication. <p>(b) Non-prescription medication. Non-prescription (over-the-counter)</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>medication brought to the early learning program by a parent or guardian must be in the original packaging.</p> <ul style="list-style-type: none"> (i) A parent or guardian must label non-prescription medication with their child’s first and last name, the expiration date, medical need, dosage amount, and length of time to give the medication; (ii) Non-prescription medication must only be given to the child named on the label provided by the parent or guardian; and (iii) A medication authorization form allowing a provider to give non-prescription medication to a child must be signed by that child’s parent or guardian. <p>Weight #7</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(4) An early learning provider may allow children to take his or her own medication if the provider and parent or guardian complies with the following requirements:</p> <ul style="list-style-type: none"> (a) The parent or guardian must give the provider a written statement, signed and dated by the parent or guardian, that authorizes the child to take his or her own medication; (b) The parent or guardian must give the provider a signed and dated written statement from the child’s health care provider that has prescriptive authority stating that the child is physically and mentally capable of taking his or her own medication; and (c) An early learning program staff member must observe and document that the child took the medication. <p>Weight #7</p> <p>(5) Medication must be stored and maintained as directed on the packaging or prescription label,</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>including applicable refrigeration requirements. Medication must be maintained in a manner that prevents cross contamination. An early learning provider must comply with the following additional medication storage requirements:</p> <ul style="list-style-type: none"> (a) Medication must be inaccessible to children; (b) Controlled substances must be locked in a container or cabinet which is inaccessible to children; (c) Medication must be kept away from food in a separate, sealed container; (d) Medication must be kept away from sources of moisture, heat, or light; and (e) External medication (designed to be applied to the outside of the body) must be stored separately from internal medication (designed to be swallowed or injected). External medication includes medicated ointments, lotions, or liquids applied to the skin or hair. <p>Weight #7</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(6) An early learning provider must receive written authorization from a child’s parent or guardian and health care provider with prescriptive authority prior to administering:</p> <ul style="list-style-type: none">(a) Vitamins;(b) Herbal supplements;(c) Fluoride;(d) Homeopathic or naturopathic medication; and(e) Teething gel or tablets (amber bead necklaces are prohibited). <p>Weight #7</p> <p>(7) An early learning provider must not give or allow another to give any medication to a child for the purpose of sedating the child unless the medication has been prescribed for a specific child for that particular purpose by a qualified health care professional. Weight #8</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(8) An early learning provider must not accept or give to a child homemade medication, such as diaper cream or sunscreen. Weight #6</p> <p>(9) An early learning provider must not give medication to a child if the provider has not successfully completed:</p> <ul style="list-style-type: none"> (a) An orientation about the early learning program’s medication policies and procedures; and (b) The department standardized training course in medication administration that includes a competency assessment pursuant to WAC 170-300-0106(10). Weight #6 <p>(10) Parents and guardians, or an appointed designee, must provide training to early learning providers for special medical procedures that are part of a child’s Individual Care Plan. This training must be documented and signed by the provider and parent or guardian, or the designee. Weight #7</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(11) Parents or guardians must provide to early learning providers appropriate medication measuring devices. Weight #6</p> <p>(12) A parent or guardian may authorize an early learning provider to administer the following for up to 180 calendar days:</p> <ul style="list-style-type: none"> (a) Diaper ointments used as needed and intended only for the diaper area of children; (b) Sunscreen; (c) Lip balm or lotions; and (d) Hand sanitizers or hand wipes with alcohol, which may be used only for children over 24 months old. <p>Weight #4</p> <p>(13) An early learning provider must keep a current written medication log that includes:</p> <ul style="list-style-type: none"> (a) A child’s first and last name; (b) The name of the medication that was given to the child; 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(c) The dose amount that was given to the child;</p> <p>(c) Notes about any side effects exhibited by the child;</p> <p>(d) The date and time of each medication given or reasons that a particular medication was not given; and</p> <p>(e) The name and signature of the person that gave the medication.</p> <p style="color: red;">Weight #6</p> <p>(14) An early learning provider must return a child’s unused medication to that child’s parent or guardian. If this is not possible, a provider must follow the Food and Drug Administration (FDA) recommendations for medication disposal.</p> <p style="color: red;">Weight #5</p> <p>(15) An early learning provider must keep medication authorization forms and medication logs for no less than twelve months, confidential, within the licensed space, and available for review by department staff.</p> <p style="color: red;">Weight #5</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0220 Bathroom space and toilet training. (1) An early learning provider must provide at least one indoor bathroom in the licensed space that complies with the following: (a) One working flush-type toilet (center early learning programs for every 15 children and staff) that is an appropriate height and size for children. To comply with height and size requirements for children, a platform may be used that is easily cleanable and resistant to moisture and slipping. For purposes of calculating the number of flush-type toilets, a child in</p>	<p><i>Progression from WAC 170-300-0220</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program 	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0220.</p>

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Environments

Key:

New requirement

Federal or state requirement.

<p>diapers is not included in the calculation until the child begins toilet training;</p> <p>(b) One working sink and faucet (center early learning programs for every 15 children and staff) that is an appropriate height and size for children. To comply with the height and size requirements for children, a platform may be used that is easily cleanable and resistant to moisture and slipping.</p> <p>(i) For handwashing, a faucet must provide warm running water between 80 and 120 degrees Fahrenheit;</p> <p>(ii) Sinks and faucets must be located in the bathroom or immediately outside each bathroom;</p> <p>(iii) Bathroom sinks must have water controls that are</p>	<p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Diapering/Toileting <p>ECERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Diapering/Toileting <p>FCCERS-R Personal Care Routines</p> <ul style="list-style-type: none"> • Diapering/Toileting 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>accessible to the intended user; and</p> <p>(iv) Bathroom sinks must not be used as a drinking source or for food preparation.</p> <p>(c) The bathroom must provide privacy while toileting for children of the opposite sex who are four years old or older, and for other children who demonstrate a need for privacy;</p> <p>(d) A mounted toilet paper dispenser for each toilet must be within arm’s reach of a child;</p> <p>(e) A window or exhaust fan must ventilate each bathroom;</p> <p>(f) The bathroom floor must have a washable surface, resistant to moisture, and cleaned and disinfected on a daily basis or more often as needed; and</p> <p>(g) If an early learning program premises is equipped with a bathtub or shower, the provider must:</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<ul style="list-style-type: none"> (i) Not give a bath or shower to any child without the parent or guardian’s written, signed, and dated consent; (ii) Only use the bath or shower to clean a child after an accident such as diarrhea or vomiting incident; (iii) Ensure the area around a bathtub or shower is equipped with a conveniently located grab bar, or a nonskid floor, pad, or surface; (iv) Provide constant supervision to a child taking a shower or bath; and (v) Make the bathing facility inaccessible to children when not being used by children. <p style="color: red; margin-left: 40px;">Weight #6</p> <p>(2) An early learning provider must discuss toilet training procedures with a child’s parent or</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>guardian when a child is ready for training. A provider must facilitate the toilet training process by encouraging the child with:</p> <ul style="list-style-type: none"> (a) Positive reinforcement (which may not include food items); (b) Culturally sensitive methods; (c) Developmentally appropriate methods; and (d) A toilet training routine developed in agreement with the parent or guardian. <p style="color: red;">Weight #5</p> <p>(3) An early learning provider may use a modified toilet seat if it is cleaned and disinfected using a safe disinfectant at least daily or more often if soiled. Weight #5</p> <p>(4) Toilet training equipment must be cleaned in a designated sink that must not be used for food preparation, handwashing, or clean up.</p> <ul style="list-style-type: none"> (a) A family home early learning program may use a bathtub or multipurpose sink unless it is used for food preparation. 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>This sink, basin, or bathtub must be cleaned and disinfected after each use with a safe disinfectant. Weight #6</p> <p>(5) If a child is developmentally ready, and an early learning provider uses a stand-up diapering procedure, it must be done in the bathroom or a diaper changing area. Weight #5</p> <p>(6) An early learning provider must post and follow a stand-up diapering procedure (found at https://del.wa.gov/providers-educators/publications-forms-and-research/licensing-forms-and-documents-providers). Weight #4</p>		
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Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0221 Diaper changing areas and disposal. (1) A center early learning provider must have a designated diaper changing area for each classroom or for every age grouping of children who require diapering. Only one diaper changing area is required at a family home early learning provider. (a) A diaper changing area must:</p> <ul style="list-style-type: none"> (i) Be separate from areas where food is stored, prepared, or served; (ii) Have a sink with hot and cold running water, not used for food preparation and clean up; (iii) Have a sturdy surface or mat that: <ul style="list-style-type: none"> (A) Is not torn or repaired with tape; (B) Washable; (C) Has a moisture resistant surface that 	<p><i>Progression from WAC 170-300-0265</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p>	

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

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Key:

New requirement

Federal or state requirement.

<p>is cleaned and disinfected between children, even if using a non-absorbent covering that is discarded after each use;</p> <p>(D) Large enough to prevent the area underneath the diaper changing area from being contaminated with bodily fluids; and</p> <p>(iv) On moisture resistant, washable material that surrounds and extends at least two feet from the diaper changing station and handwashing area; and</p> <p>(v) Be uncluttered and not used for storage of any items not</p>	<p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices • Diapering/toileting <p>FCCERS-R Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices <p>Diapering/toileting</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p style="text-align: center;">used in diapering a child. Weight #6</p> <p>(b) An early learning provider must not leave a child unattended on the diaper changing surface or mat during the diaper changing process; Weight #8</p> <p>(c) An early learning provider must not use safety belts on diaper changing tables because they are neither cleanable nor safe; and Weight #6</p> <p>(d) An early learning provider must post an easily viewable diaper changing procedure and must follow each step described in the procedure. Weight #5</p> <p>(2) If using a diaper changing station at an early learning program, it must be:</p> <p>(a) Within arm’s length of a handwashing sink; and</p> <p>(b) On moisture resistant, washable material that surrounds and extends at least two feet from the diaper changing</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

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Key:

New requirement

Federal or state requirement.

<p>station and handwashing area; and either:</p> <ul style="list-style-type: none"> (i) A table or counter large enough to accommodate the length of a child, with a protective barrier at least three and one-half inches high on all sides; or (ii) A wall mounted diaper changing station that meets manufacturer guidelines and specifications in addition to the requirements of this section. <p style="color: red;">Weight #5</p> <p>(3) If reusable or cloth diapers are used, the diapers must:</p> <ul style="list-style-type: none"> (a) Not be rinsed; and (b) Placed in a securely closed plastic bag and stored in a separate disposal container away from the child’s other belongings. On a daily basis, the diapers must be delivered to a commercial laundry 		
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Key:

New requirement

Federal or state requirement.

<p>service or given to the child’s parent or guardian.</p> <p>Weight #6</p> <p>(4) An early learning provider must provide a container designated for disposing of soiled diapers and diapering supplies only. The diaper disposal container must be:</p> <ul style="list-style-type: none"> (a) Hands-free and covered to prevent cross contamination; (b) Lined with a disposable plastic trash bag; (c) Within arm’s length of the diaper changing area; and (d) Emptied, removing contents from the early learning program space, and replaced with a new liner at least daily or more often if odor is present. <p>Weight #6</p>		
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Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0225 Pets and animals. (1) An early learning provider may have pets or other animals on the early learning program premises. Weight NA</p> <p>(2) Before allowing pets or animals on the early learning program premises, an early learning provider must have and implement a pet and animal policy. Weight #5</p> <p>(3) An early learning provider must provide written notice to children's parents and guardians that pets or animals are allowed and on the premises. Weight #5</p> <p>(4) Pets or other animals that have contact with children must:</p> <ul style="list-style-type: none"> (a) Have all required vaccinations pursuant to local and county regulations; (b) Show no signs of illness, disease, worms, or parasites. If these 		

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Key:

New requirement

Federal or state requirement.

<p>symptoms appear, the pet or animal must be removed from the premises until appropriately treated for the condition; and</p> <p>(c) Be nonaggressive. If the pet or animal exhibits aggressive behavior, the pet or animal must be removed from the premises. Weight #7</p> <p>(5) An early learning provider must:</p> <p>(a) Directly supervise children who interact with pets or other animals;</p> <p>(b) Require children and early learning program staff to wash hands after handling or feeding pets, or handling pet toys or equipment;</p> <p>(c) Make reptiles and amphibians that are not part of the early learning program or activities inaccessible to the children due to the risk of Salmonella;</p> <p>(d) Require that chickens, ducks, turkeys, doves, pigeons, or other birds are</p>		
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Key:

New requirement

Federal or state requirement.

<p>caged, cooped, or penned outside early learning program space when children are in care, at a distance that prevents children from having direct access to the enclosures or waste;</p> <p>(e) Require indoor birds to be caged;</p> <p>(f) Have containers or cages for pets and animals. Containers or cages must prevent debris from spilling out of the container or cage;</p> <p>(g) Not allow pets and animals in the kitchen during food preparation and ensure pets and animals do not come into contact with food, food preparation, or serving areas;</p> <p>(h) Not use a sink used for cleaning food or utensils to clean pet supplies;</p> <p>(i) Not allow animals in rooms or areas typically used by infants or toddlers if a center early learning program;</p> <p>(j) Provide direct supervision when animals are in family home early learning</p>		
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Key:

New requirement

Federal or state requirement.

<p>program areas with infants and toddlers, including naptime; and</p> <p>(k) Store pet and animal medication separate from human medication.</p> <p style="color: red;">Weight #6</p> <p>(6) If early learning program activities or special events include or involve reptiles, amphibians, chickens, or ducks, early learning program staff must:</p> <p>(a) Directly supervise children interacting with these animals to reduce the risk of Salmonella;</p> <p>(b) Wash their hands before and after interacting with these animals; and</p> <p>(c) Require that the children wash their hands before and after interacting with these animals.</p> <p style="color: red;">Weight #7</p> <p>(7) An early learning provider must require:</p> <p>(a) Animals and pets to go to the bathroom outdoors if the animals do not have a</p>		
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Environments

Key:

New requirement

Federal or state requirement.

<p>designated indoor litter area. The designated outdoor area must be inaccessible to children in care;</p> <p>(b) Pet containers, cages, and litterboxes to be cleaned and disinfected at least weekly or more often if needed;</p> <p>(c) Litter boxes to be kept inaccessible to children;</p> <p>(d) Animal wastes and litter to be disposed of immediately and the area disinfected;</p> <p>(e) Animal waste is disposed of in a manner that prevents children from coming into contact with the waste material. All animal waste must be inaccessible to children;</p> <p>(f) Animal waste, including fish tank water, must be disposed of in toilets or custodial sinks. Toilets and custodial sink areas must be washed, rinsed, and disinfected after disposal; and</p> <p>(g) Indoor and outdoor play space to be cleaned and disinfected where animals</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>or birds use the bathroom or vomit. This must be done at the first opportunity, prior to access by children. Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0230 First aid supplies. (1) An early learning provider must maintain a complete first aid kit in the licensed space, on any off-site trip, and in a vehicle used to transport children in care. Weight #7</p> <p>(2) A first-aid kit must only include:</p> <ul style="list-style-type: none"> (a) Disposable nonporous protective gloves; (b) Adhesive bandages of various sizes; (c) Small scissors; (d) Tweezers; (e) An elastic wrapping bandage; (f) Sterile gauze pads; (g) Ice packs; 		<p>ECEAP standard eliminated. This is covered in WAC 170-300-0230(3).</p>

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Key:

New requirement

Federal or state requirement.

<p>(h) A mercury free thermometer that uses disposable sleeves, or is cleaned and sanitized after each use;</p> <p>(i) A sling, or a large triangular bandage;</p> <p>(j) Adhesive tape;</p> <p>(k) A CPR mask with a one way valve; and</p> <p>(l) A current first-aid manual.</p> <p>Weight #1</p> <p>(3) A first aid kit must:</p> <p>(a) Be stored in an easily accessible location for staff;</p> <p>(b) Be inaccessible to children;</p> <p>(c) Be separate from food or chemicals;</p> <p>(d) Be kept clean and sanitary;</p> <p>(e) Be stored in a manner that prevents contamination; and</p> <p>(f) Have sufficient supplies for the number of enrolled children and staff consistent with the early learning program’s licensed capacity, or sufficient supplies for each room in the licensed space. Weight #6</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>Adopted Permanent Rule 170-300-0235 Safe water sources.</p> <p>(1) Hot and cold running water shall be supplied to early learning program premises. Weight #7</p> <p>(2) An early learning provider must use a Washington state certified water laboratory accredited by the department of ecology to analyze drinking water to test the program water supply for lead and copper within six months of the date this section becomes effective. All fixtures used to obtain water for preparing food or infant formula, drinking, or cooking must be tested prior to licensing and at least once every six years. Testing must be done pursuant to current environmental protection agency standards. A copy of the water testing results must be kept on the</p>		

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Key:

New requirement

Federal or state requirement.

<p>licensed premises. If the test results are at or above the current EPA action level, an early learning provider must immediately:</p> <ul style="list-style-type: none"> (a) Close the early learning program to prevent children from using or consuming water, or supply bottled or packaged water to meet the requirements of this chapter; (b) Consult with the department of health for technical assistance; (c) Contact and advise the department of the water test results and steps taken to protect enrolled children; (d) Notify all parents and guardians of the test results; and (e) Notify the department once lead and copper levels are below the current EPA action level. <p style="color: red;">Weight #7</p> <p>(3) If an early learning program space receives water from a private well, the well must comply with Chapter 173-160 WAC minimum</p>		
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Environments

Key:

New requirement

Federal or state requirement.

<p>standards for construction and maintenance of wells.</p> <p>(a) Well water must be tested within six months of the date this section becomes effective and at least once every 12 months thereafter for coliform bacteria and nitrates by a Washington state certified laboratory accredited by the department of ecology to analyze drinking water. To achieve desirable results the test must indicate:</p> <ul style="list-style-type: none">(i) No presence of coliform bacteria; and(ii) The presence of less than ten parts per million (ppm) for nitrates. If test results for nitrates are greater than five but less than ten ppm, the water must be retested within six months.		
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Key:

New requirement

Federal or state requirement.

<p>(b) If well water tests positive for coliform bacteria, or greater than ten ppm for nitrates, the provider must:</p> <ul style="list-style-type: none">(i) Immediately stop using the well water in the child care premises; and(ii) Immediately inform the local health jurisdiction or the department of health and the department of the positive test results. <p>(c) If directed by the department, an early learning provider must discontinue child care operations until repairs are made to the water system and water tests indicate desirable results pursuant to subsection 3(a) of this section.</p> <p>(d) If the department determines that child care operations may continue while an unsafe water system is being repaired or installs treatment, an early learning provider must:</p>		
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Key:

New requirement

Federal or state requirement.

<p>(i) Provide an alternate source of water, approved by the department; and</p> <p>(ii) Repair the well or install treatment as required and re-test until the water meets the water quality standards pursuant to subsection 3(a) of this section.</p> <p>Weight #7</p> <p>(4) An early learning provider must immediately notify the department when the water connection to an early learning program space is interrupted for more than one hour, or the water source becomes contaminated:</p> <p>(a) The department may require the early learning provider to temporarily close until the water connection is restored or the water source is no longer contaminated; or</p> <p>(b) The early learning provider must obtain an alternative source of potable water such as bottled or packaged water. The</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>amount of the alternative source of potable water must be sufficient to ensure compliance with the requirements of this chapter for safe drinking water, handwashing, sanitizing, dishwashing, and cooking.</p> <p>Weight #7</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0236 Safe drinking water. (1) An early learning program’s drinking water must: (a) Be offered frequently and readily available to children at all times;</p>		<p>ECEAP standard eliminated. This is covered in WAC 170-300-0236.</p>

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Key:

New requirement

Federal or state requirement.

<p>(b) Be offered in outdoor play areas, in each classroom for centers, and in the licensed space for family homes;</p> <p>(c) Be served in a manner that prevents contamination;</p> <p>(d) Not be obtained from a handwashing sink used with toileting; and</p> <p>(e) Be served fresh daily or more often as needed.</p> <p style="color: red;">Weight #7</p> <p>(2) All drinking equipment must be cleaned and sanitized:</p> <p style="padding-left: 20px;">(a) On a daily basis or more often as needed; and</p> <p style="padding-left: 20px;">(b) Between uses by different children.</p> <p style="color: red;">Weight #7</p> <p>(3) An early learning program may serve drinking water from:</p> <p style="padding-left: 20px;">(a) Single use or reusable drinkware;</p> <p style="padding-left: 20px;">(b) Individual water bottles;</p> <p style="padding-left: 20px;">(c) Pitchers; or</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(d) Drinking fountains. Weight #5</p> <p>(4) Drinking fountains at an early learning program must:</p> <ul style="list-style-type: none"> (a) Not be attached to handwashing sinks; (b) Not be located in bathrooms; (c) Not be a “bubble type” fountain; and (d) Be cleaned and sanitized daily, or more often as needed. <p>Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0240 Clean and healthy environment.</p>	<p><i>Progression from WAC 170-300-0240</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p>	

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Key:

New requirement

Federal or state requirement.

<p>(1) Early learning program premises and program equipment must be clean and sanitary. Weight #7</p> <p>(2) Early learning program surfaces including, but not limited to, floors, walls, counters, bookshelves, and tables must be smooth and easily cleanable. A cleanable surface must be:</p> <p style="margin-left: 40px;">(a) Designed to be cleaned frequently and made of sealed wood, linoleum, tile, plastic, or other solid surface materials;</p> <p style="margin-left: 40px;">(b) Moisture resistant; and</p> <p style="margin-left: 40px;">(c) Free of chips, cracks, and tears.</p> <p>Weight #6</p> <p>(3) An early learning provider must have at least 24 inches of moisture resistant and cleanable material around sinks, drinking fountains, toilets, and diaper changing areas. Weight #5</p> <p>(4) An early learning provider must clean all surfaces before sanitizing or disinfecting. Surfaces must be cleaned with a soap and</p>	<ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p>	
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Environments

Key:

New requirement

Federal or state requirement.

<p>water solution or spray cleaner. If using a spray cleaner, directions on the label must be followed. Weight #6</p> <p>(5) Aerosol sprays and air fresheners must not be used during child care hours. Weight #5</p> <p>(6) If a bleach solution is used for sanitizing or disinfecting, an early learning provider must use one that is fragrance-free and follow DOH’s current <u>Guidelines for Mixing Bleach Solutions for Child Care and Similar Environments</u>. Weight #6</p> <p>(7) If an early learning provider uses a product other than bleach to sanitize or disinfect, the product must be:</p> <p style="margin-left: 20px;">(a) Approved by the department prior to use;</p> <p style="margin-left: 20px;">(b) Registered with the EPA and have Safety Data Sheets (SDS) available;</p>	<p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices <p>ECERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices <p>FCCERS-R Personal Care Routines Health practices</p>	
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Key:

New requirement

Federal or state requirement.

<p>(c) Used in accordance with the manufacturer’s label, which must include:</p> <ul style="list-style-type: none"> (i) Directions for use; (ii) A description of the safety precautions, procedures, and equipment that must be used for mixing the substitute product concentration, if applicable; (iii) A description of the safety precautions and procedures if the substitute product contacts skin or is inhaled, if applicable; and (iv) A description of the procedures and safety precautions for rinsing cleaned areas and cleaning equipment, if applicable. <p>(d) Labeled as safe to use on food surfaces if the product will be used to sanitize:</p> <ul style="list-style-type: none"> (i) Food contact surfaces; or 		
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Key:

New requirement

Federal or state requirement.

<ul style="list-style-type: none"> (ii) Items such as eating utensils or toys used by the child or put into the child’s mouth; and (e) Fragrance-free. <p style="color: red; margin-left: 20px;">Weight #6</p> <p>Sanitizing or disinfecting wipes must not be used in the licensed space. Weight #4</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0241 Cleaning schedules. (1) An early learning provider must develop and follow a cleaning schedule that includes: (a) Food preparation areas, tables and chairs, high chairs, and food service counters must be cleaned and sanitized before and after each meal and snack with single use paper towels or one time use wiping cloths;</p>		

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Key:

New requirement

Federal or state requirement.

<p>(b) Eating utensils, bottles, drinking equipment, and dishes must be cleaned and sanitized after each use;</p> <p>(c) Pacifiers must be cleaned and sanitized after each use (sanitizing must be done by washing and boiling the pacifier or washing the pacifier in the dishwasher);</p> <p>(d) Appliances used to prepare food must be cleaned after each use and sanitized daily, or more often as needed;</p> <p>(e) Refrigerators and freezers must be cleaned and sanitized monthly or more often as needed; and</p> <p>(f) Toys must be cleaned and sanitized daily, or as needed, including but not limited to being removed from the play area or cleaned and sanitized prior to reuse when a toy comes into contact with another child’s mouth or bodily fluids.</p> <p>Weight #6</p>		
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Key:

New requirement

Federal or state requirement.

<p>(2) Machine washable clothes and toys must be laundered weekly or more often as needed. Weight #5</p> <p>(3) Sleeping equipment must be: (a) Cleaned and sanitized after each use if used by more than one child; or (b) Cleaned and sanitized weekly or more often as needed if assigned to a child. Weight #5</p> <p>(4) Bedding must be: (a) Laundered and sanitized weekly or more often as needed when assigned to a child. A sanitizer must be added to the rinse cycle. (b) Laundered and sanitized after each use if used by more than one child. A sanitizer must be added to the rinse cycle. Weight #5</p> <p>(5) Sinks that are not used for handwashing after toileting, diapering, or food preparation must</p>		
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Key:

New requirement

Federal or state requirement.

<p>be cleaned and sanitized daily or more often as needed. Weight #5</p> <p>(6) Toileting and diaper changing areas including, but not limited to, toilets, counters, sinks, floors, and bathroom garbage cans must be cleaned and disinfected daily or more often as needed. Weight #6</p> <p>(7) Diaper changing tables and changing pads must be cleaned and disinfected after each use. Weight #7</p> <p>(8) Diaper pails and garbage receptacles must be emptied, cleaned, and disinfected daily or more often as needed. Weight #6</p> <p>(9) Floors must be:</p> <ul style="list-style-type: none"> (a) Cleaned by either sweeping or vacuuming at least once per day or more often as needed; and (b) Cleaned and sanitized at least once per day or more often as needed for 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>moisture resistant flooring. Weight #5</p> <p>(10) Large area rugs or installed carpet must be cleaned at least once every six months or when visible dirt or stains are present, using a carpet shampoo machine, steam cleaner, or other method that minimizes the exposure of children in care to pathogens and allergens.</p> <p style="padding-left: 20px;">(a) An early learning provider must not use dry shampoos or dry chemical sanitizers or disinfectants.</p> <p style="padding-left: 20px;">(b) If caring for infants, a provider must either supply a safe and clean material over large rugs or carpet, or clean rugs or carpet if visible stains are present and at least once per month. Weight #5</p> <p>(11) Small area rugs must be shaken outdoors or vacuumed daily, and laundered weekly. Weight #5</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(12) Carpets or area rugs soiled with bodily fluids must be cleaned and disinfected with an EPA registered product. Precautions must be used to limit exposure to blood and body fluids during cleanup. Weight #7</p> <p>(13) Children must not:</p> <ul style="list-style-type: none"> (a) Be present when carpets are cleaned or vacuumed; or (b) Use or play on or near carpet areas until dry. Weight #5 		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0245 Laundry and equipment.</p> <p>(1) Laundry and laundry equipment at an early learning program must be inaccessible to children and separated from areas where food is prepared to prevent cross contamination. Weight #1</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(2) Dirty or soiled laundry must be:</p> <ul style="list-style-type: none"> (a) Kept separate from clean laundry; Weight #6 (b) Cleaned with laundry soap or detergent; Weight #5 (c) Rinsed; and <ul style="list-style-type: none"> (i) Sanitized with bleach or a similar sanitizer registered by the EPA; or (ii) Sanitized by using a “sanitize” setting on a washing machine that reaches at least 140 degrees Fahrenheit, if possible. Weight #5 <p>(3) A dryer must be vented to outside of the building. Weight #5</p>		
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Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0250 Private septic systems. (1) If an early learning program is served by a private septic system, the septic system must be designed, constructed, and maintained in accordance with state and local health jurisdiction requirements. For purposes of this section, a septic system is a “private septic system” if the septic system is not connected to a public sewer system maintained by a government agency. A “private septic system” includes, but is not limited to, the septic system’s drain field and tanks. Weight #6</p> <p>(2) A private septic system must be: (a) Inspected by a septic system inspector certified by the local health jurisdiction; and (b) Pumped at least once every three years or more often as required by the state or a local health jurisdiction.</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p style="color: red; margin-left: 20px;">Weight #5</p> <p>(3) The most recent private septic system pumping and inspection records must be kept on the premises and made available to the department upon request. Weight #4</p> <p>(4) An early learning program must have inspection documentation from the state, local health jurisdiction, or a private company. This documentation must state that the private septic system and drain field can accommodate the number of occupants, including children and adults, currently using or planned to use the private septic system. Weight #5</p> <p>(5) If an early learning provider does not have the documentation described in subsection (4) of this section, the provider must obtain from the state, local health jurisdiction, or a department approved private company such documentation within three months of the date this section becomes effective.</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>Weight #4</p> <p>(6) Playgrounds must not:</p> <ul style="list-style-type: none"> (a) Interfere with access to or the operation of a private septic system, including a private septic system’s drain field and tanks; and (b) Be located or placed on the private septic system’s drain field or tanks. <p>Weight #6</p> <p>(7) An early learning provider must provide notice to the department and local health jurisdiction if there is a problem, concern, or malfunction with a private septic system. Weight #6</p> <p>If a private septic system malfunctions or a problem arises that interferes with the proper operation of the system, the state, local health jurisdiction, or department may require an early learning program to close until the system is repaired and operates according to the manufacturer’s standards. Weight #6</p>		
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Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0255 Pest control. (1) An early learning program must keep premises free from pests such as insects, mice, rats, fleas, and cockroaches. Weight #7 (2) An early learning provider must prevent or control pests in or around the premises by: (a) Keeping garbage cans covered except for those containing only paper; (b) Maintaining properly fitting screens in good condition for all exterior doors and windows when in use; (c) Properly sealing and storing food; and</p>	<p>WAC meets standard. No progression needed.</p>	

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Key:

New requirement

Federal or state requirement.

<p>(d) Keeping floors and other areas free from crumbs and food debris. Weight #6</p> <p>(3) An early learning provider must remove and eliminate pests discovered on the premises, and take steps to prevent future pests. A provider must have policies in place that use an Integrated Pest Management (IPM) program to reduce the risk of chemical exposure to children in care. IPMs must be an effective and environmentally sensitive approach to pest management that relies on a combination of common sense practices and applies pesticide as a last resort. IPMs must include:</p> <p>(a) Prevention. A provider must take steps to prevent attracting pests including, but not limited to, identifying and removing food and water sources that attract pests.</p> <p>(b) Inspection. Indoor and outdoor areas in and around the premises must be inspected for evidence of pests. A</p>		
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Key:

New requirement

Federal or state requirement.

<p>provider must document the date and location if evidence is found.</p> <p>(c) Identification. Pests found on the premises must be identified and documented so the pest may be properly removed or exterminated.</p> <p>(d) Management. A provider must document steps taken to remove or exterminate the pests if found on the premises. Weight #6</p> <p>(4) At enrollment, and annually thereafter, a written copy of the early learning program’s pesticide policies must be given to the parents or guardians of enrolled children. Pesticide policies must require postings on the child care premises and written notice to parents or guardians when:</p> <p>(a) Evidence of pests on the premises is discovered; and</p> <p>(b) The early learning program plans to use pesticides or other approved chemicals to eliminate pests.</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Weight #5		
<p>(5) An early learning provider must use, apply, or implement the least hazardous or toxic method of pest management available. If using chemical pesticides:</p> <ul style="list-style-type: none">(a) The individual applying the chemical pesticide must read and follow all directions on the pesticide’s product label.(b) Chemical pesticides must not be used, applied, or disbursed when enrolled children are present.(c) Before children may occupy and use areas treated with pesticides, surfaces that may have come into contact with pesticides must be cleaned and rinsed, and rooms where the pesticide was used must be sufficiently ventilated pursuant to the pesticide manufacturer’s instructions.		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(d) Pest baits, poison, traps, and other chemicals or pesticides must be inaccessible to children.</p> <p>(e) In addition, a center early learning provider must:</p> <ul style="list-style-type: none"> (i) Comply with the Washington State Department of Agriculture’s guide for <i>Pesticide Use at Public Schools (K-12) and Licensed Day Care Centers</i>, as now or hereafter amended; and (ii) Post a notice to parents or guardians and staff 48 hours before a chemical pesticide is used, applied, or disbursed on the licensed premises, pursuant to RCW 43.215.220 and 17.21.415 as now or hereafter amended. The notice must include: 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(A) The product name of the pesticide to be applied;</p> <p>(B) The intended date and time of application;</p> <p>(C) The location to which the pesticide is to be applied;</p> <p>(D) The pest to be controlled; and</p> <p>The name and phone number of a contact person at the premises coordinating the pesticide use.</p> <p>Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0260 Storage of maintenance and janitorial supplies. (1) An early learning provider must ensure all poisonous or dangerous substances including, but not limited to, fuels, solvents, oils,</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>detergents, sanitizing products, and disinfectants are stored:</p> <ul style="list-style-type: none"> (a) In a location that is inaccessible to children; (b) Separate and apart from food preparation areas, food items, and food supplies; (c) In their original containers or clearly labeled with the name of the product if not in the original container; and (d) In compliance with the manufacturer’s directions including not storing products near heat sources. <p style="color: red;">Weight #7</p> <p>(2) Storage areas and storage rooms must:</p> <ul style="list-style-type: none"> (a) Be inaccessible to children; (b) Have locking doors or other methods to prevent child access; (c) Have moisture resistant and easily cleanable floors; (d) Have shielded or shatter-resistant lighting; 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(e) Have a designated maintenance or janitorial utility sink, or another method to dispose of wastewater (kitchen sinks must not be used for disposal of wastewater); and</p> <p>(f) Be kept clean and sanitary. <i>Weight #7</i></p> <p>(3) Storage areas and rooms that contain chemicals, utility sinks, or wet mops must be ventilated to the outdoors or exterior window or mechanical ventilation. <i>Weight #6</i></p> <p>(4) Maintenance and janitorial supplies and equipment must be stored in a location that is inaccessible to children including, but not limited to: tools, saws, power tools, lawn mowers, mops, brooms, toilet plungers, toilet brushes, and vacuums. <i>Weight #7</i></p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>170-300-0265 Sleep, rest, and equipment.</p> <p>(1) An early learning provider must offer a supervised daily rest period for children preschool age and younger who remain in care more than six hours per day, or who show a need for rest. Weight #5</p> <p>(2) An early learning provider must provide quiet activities for children who do not require rest. Quiet activities must be minimally disruptive to sleeping children. Weight #4</p> <p>(3) An early learning provider must communicate a child’s sleep needs and patterns with that child’s parent or guardian. Weight #4</p> <p>(4) An early learning provider must not place children directly on the floor to rest or sleep. Weight #5</p>	<p><i>Progression from WAC 170-300-0265</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-</p>	<p>ECEAP standard eliminated. This is covered in WAC 170-300-0265.</p>
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(5) For children not using cribs or playpens, an early learning provider must provide developmentally appropriate mats, cots, or other sleep equipment made of water resistant material that can be cleaned and sanitized. Weight #5</p> <p>(6) Mats, cots, and other sleep equipment used in an early learning program must be:</p> <p style="padding-left: 20px;">(a) In good condition, have no tears or holes, and have no repairs with tape;</p> <p style="padding-left: 20px;">(b) Cleaned, sanitized, and air dried at least once per week or as needed if used by only one child, or after each use if used by more than one child; and</p> <p style="padding-left: 20px;">(c) Stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use.</p> <p>Weight #5</p>	<p>point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices <p>ECERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health practices • Safety practices <p>FCCERS-R Personal Care Routines Health practices</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(7) Floor mats designed for sleeping and mattresses must be at least one inch thick. Weight #4</p> <p>(8) Floor mats must be spaced apart from other floor mats, cots, and mattresses to reduce germ exposure and allow early learning providers access to each child during sleep time as follows:</p> <ul style="list-style-type: none"> (a) There must be at least 30 inches on each side between each floor mat, cot, or mattress; and (b) Floor mats, cots, and mattresses must be arranged so children are head to toe, or toe to toe. Weight #4 <p>(9) Each child’s bedding must:</p> <ul style="list-style-type: none"> (a) Have a clean sheet or blanket to cover the sleeping surface and a clean blanket for the child that is suitable given the child’s size and room temperature; 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(b) Be laundered weekly or more often if soiled, or laundered daily if used by more than one child; and</p> <p>(c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use. Weight #5</p> <p>An early learning provider must not allow children less than six years of age to use loft style beds or upper bunks of bunk beds. Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0270 Evening and overnight care. (1)An early learning provider must be approved by the department to provide evening and overnight care between eight o’clock at night and six o’clock in the morning. Weight #6</p>		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(2) If approved by the department to provide overnight care, an early learning provider must provide every child a bed or other sleep equipment that:</p> <ul style="list-style-type: none"> (a) Is safe and in good working condition; (b) Is made of moisture resistant material that can be cleaned and sanitized; (c) Meets the child’s developmental needs; and (d) Is stored so sleeping surfaces are not touching each other unless cleaned and sanitized after each use. <p style="color: red;">Weight #5</p> <p>(3) Each child’s bedding must:</p> <ul style="list-style-type: none"> (a) Have a clean sheet or blanket to cover the sleeping surface and a clean cover for the child; (b) Be laundered weekly or more often if soiled. Bedding must be laundered daily if used by different children; 		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(c) Be stored separately from bedding used by another child, unless it is cleaned and sanitized after each use. Weight #5</p> <p>(4) An early learning provider must:</p> <p>(a) Keep children in continuous sight and hearing range at all times while they are awake, except where children demonstrate the need for privacy to change clothes prior to sleeping and can safely do so;</p> <p>(b) Maintain required staff-to-child ratios; and</p> <p>(c) Have department approval prior to using night latches, deadbolts, or security chains. Weight #6</p> <p>(5) An early learning provider must ensure all program staff providing care for children remain awake when supervising children, regardless if children are asleep or awake. Weight #6</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(6) An early learning provider must remain in hearing range of children while they are asleep. Weight #7</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0275 Infant and toddler care. (1) An early learning program may care for infants if the department inspects the program space and approves care for infants: (a) Prior to issuing the program its license, or (b) Prior to caring for newborn infants if the program has not previously done so. Weight #6</p>	<p>WAC meets standard. No progression needed.</p>	

Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(2) An early learning provider must complete the department required Infant Safe Sleep training pursuant to WAC 170-300-0106(8). Weight #7</p> <p>(3) An early learning provider must not use or allow infants to use wheeled baby walkers. Weight #7</p> <p>(4) A center early learning program licensed to care for four or more infants must employ or contract with an infant nurse consultant. An infant nurse consultant’s duties depend upon the needs of the center early learning program. A center early learning provider and infant nurse consultant may identify the physical and emotional needs of infants through observations and assessments. Weight #5</p> <p>(5) Employment or contract work between a center early learning program and an infant nurse consultant must include:</p> <p style="padding-left: 20px;">(a) A written agreement with an infant nurse consultant currently licensed as a</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>registered nurse (RN) who has worked in pediatrics (care of children) or public health within the past year, or has taken or taught classes in pediatric nursing at the college level within the past five years;</p> <p>(b) At least one on-site visit from the nurse consultant monthly, if infants are enrolled;</p> <p>(c) A nurse or designee that meets the requirements of a nurse consultant available by phone as needed; and</p> <p>(d) The nurse consultant’s written notes from the on-site visit, which must include topics discussed, areas of concern, date, and signatures of the consultant and a representative from the early learning program.</p> <p>Weight #5</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>170-300-0280 Bottle preparation. (1) An early learning provider may allow parents to bring from home filled bottles clearly labeled with the date and infant's first and last name for daily use. Bottles must be refrigerated immediately. Weight #5</p> <p>(2) A bottle preparation area including a sink must: (a) Be located at least eight feet from any diaper changing tables or counters and sinks used for diaper changing; or (b) Be physically separated from the diaper changing area by means of a barrier to prevent cross contamination. If a barrier is used, it must be: (i) Smooth and easily cleanable; (ii) Sealed, if made of wood; (iii) Moisture resistant; and (iv) Extend at least 24 inches in height from the counter or changing surface. Weight #6</p>	<p><i>Progression from WAC 170-300-0280</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(3) To prepare bottles, an early learning provider must:</p> <ul style="list-style-type: none"> (a) Clean bottles and nipples before each use using warm soapy water and a bottlebrush and sanitize by boiling in hot water for one minute, or pursuant to WAC 170-300-0198; (b) Wash hands in a sink cleaned and sanitized prior to preparing bottles; (c) Obtain water from a sink used for bottle or food preparation only, or from another approved source, such as bottled water. Water from a handwashing or diaper changing sink may not be used for bottle preparation; (d) Use bottles and nipples in good repair with no stains, discoloration, or cracks; (e) Use glass or stainless steel bottles or use plastic bottles labeled with "1," "2," "4," or "5" on the bottle. A plastic bottle must not contain the chemical bisphenol-A or phthalates; 	<p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health Practices • Safety Practices • Meals/Snacks <p>FCCERS-R Personal Care Routines Meals/Snacks</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(f) Prepare infant formula according to manufacturer’s directions and never serve infant formula past the expiration date on the container;</p> <p>(g) Not heat a bottle in a microwave;</p> <p>(h) Warm bottles under running warm water or in a container of water not warmer than 120 degrees Fahrenheit;</p> <p>(i) Keep bottle nipples covered if bottles are prepared ahead, and clearly label the bottle with the infant’s first and last name and date it was prepared;</p> <p>(j) Store prepared and unserved bottles in the refrigerator;</p> <p>(k) Not allow infants or toddlers to share bottles or cups; and</p> <p>(l) Throw away contents of any bottle not fully consumed within one hour (partially consumed bottles must not be put back into the refrigerator).</p> <p>Weight #6</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0281 Breast milk. When breast milk is provided for a child, an early learning provider must:</p> <p>(1) Immediately freeze breast milk or refrigerate milk to be used the day received; Weight #7</p> <p>(2) Label the breast milk container with the child’s first and last name and the date received; Weight #6</p> <p>(3) Store frozen breast milk at 10 degrees Fahrenheit or less, and in a manner that prevents contamination; Weight #6</p> <p>(4) Keep frozen breast milk for no more than two weeks; Weight #5</p>	<p><i>Progression from WAC 170-300-0281</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point</p>	

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(5) Use frozen breast milk within 12 hours after thawing; Weight #6</p> <p>(6) Thaw frozen breast milk in the refrigerator, under warm running water, or in a container with warm water that is no more than 120 degrees Fahrenheit; Weight #6</p> <p>(7) Never thaw or heat breast milk in a microwave oven or on the stove; Weight #7</p> <p>(8) Return any unused refrigerated bottles or containers of breast milk to the parent at the end of the day; Weight #5</p> <p>(9) Return any unused frozen breast milk to the parent after two weeks; and Weight #5</p> <p>(10) Obtain parental consent prior to feeding infant formula to an otherwise breastfed infant. Weight #6</p>	<p>scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health Practices • Safety Practices • Meals/Snacks <p>FCCERS-R Personal Care Routines Meals/Snacks</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0285 Infant and toddler nutrition and feeding. (1) An early learning provider must have and follow written policies on providing, preparing, and storing breast milk or infant formula and food. Weight #5 (2) After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes: (a) A plan to support the needs of a breastfeeding mother and infant by: (i) Providing an area for mothers to breastfeed their infants; and (ii) Providing educational materials and resources to support breastfeeding mothers; (b) Feeding infants and toddlers when hungry according to their nutritional and developmental needs, unless the parent or guardian gives written</p>	<p><i>Progression from WAC 170-300-0285</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores</p>	<p>None</p>

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>instructions for an alternative feeding schedule;</p> <p>(c) Serving only breast milk or infant formula to an infant less than 12 months old, unless the child's health care provider offers a written order stating otherwise. When bottle feeding, an early learning provider must:</p> <ul style="list-style-type: none"> (i) Test the temperature of bottle contents before feeding to avoid scalding or burning the child's mouth; (ii) Hold infants and toddlers to make eye contact and talk to them; (iii) Stop feeding the infant or toddler when he or she shows signs of fullness; and (iv) Not allow infants or toddlers to be propped with bottles or given a bottle or cup when lying down. <p>(d) Introducing using a cup when developmentally appropriate;</p>	<p>are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Health Practices • Safety Practices • Meals/Snacks <p>FCCERS-R Personal Care Routines Meals/Snacks</p>	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(e) Introducing age-appropriate solid foods no sooner than four months of age, but preferably at six months of age, based on an infant’s ability to sit with support, hold his or her head steady, close his or her lips over a spoon, and show signs of hunger and being full;</p> <p>(f) Not adding food, medication, or sweeteners to the contents of a bottle unless a health care provider gives written consent;</p> <p>(g) Not serving 100% juice or any sweetened beverages (for example, juice drinks, sports drinks, or tea) to infants less than 12 months old, and helping prevent tooth decay by only offering juice to children older than 12 months from a cup;</p> <p>(h) Increasing the texture of the food from strained, to mashed, to soft table foods as a child’s development and skills progress between six and twelve months of age. Soft foods offered to</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>older infants should be cut into pieces ¼ inch or smaller to prevent choking;</p> <p>(i) Allowing older infants or toddlers to self-feed soft foods from developmentally appropriate eating equipment;</p> <p>(j) Placing infants or toddlers who can sit up on their own in high chairs or at an appropriate child-size table and chairs when feeding solid foods or liquids from a cup, and having an early learning provider sit facing the child. If high chairs are used, each high chair must:</p> <ul style="list-style-type: none"> (i) Have a base that is wider than the seat; (ii) Have a safety device, used each time a child is seated, that prevents the child from climbing or sliding down the chair; (iii) Be free of cracks and tears; and (iv) Have a washable surface. <p>(k) Not leaving infants or toddlers alone more than 15 minutes in high chairs</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>waiting for meal or snack time, and immediately removing a child once he or she finishes eating;</p> <p>(l) Not allowing infants or toddlers to share the same dish or utensil;</p> <p>(m) Throwing away any uneaten food from the serving container; and</p> <p>(n) Not serving food to infants or toddlers using polystyrene foam (Styrofoam) cups, bowls, or plates. Weight #6</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0290 Infant and toddler sleep, rest, and equipment. (1) For infants, an early learning provider must provide a single level crib, playpen, or other sleep equipment. Providers must not use sofas, couches, or adult-sized or toddler beds for infant sleeping. Weight #6</p>	<p><i>Progression from WAC 170-300-0290</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one classroom or one group at a time, for children ages birth to three years 	

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>(2) For toddlers, an early learning provider must provide and use a single level crib, playpen, toddler bed, or other developmentally appropriate sleep equipment. Weight #6</p> <p>(3) Sleep equipment must:</p> <ul style="list-style-type: none"> (a) Be of a design approved by CPSC and ASTM International safety standards for use by infants and toddlers; (b) For cribs, have a certificate of compliance, sticker, or documentation from the manufacturer or importer stating the crib meets 16 Code of Federal Regulations (C.F.R.) 1219 and 1220; (c) Have a clean, firm, and snug-fitting mattress designed specifically for the particular equipment that does not have tears or holes and is not repaired with tape; (d) Have a moisture resistant and easily cleaned and sanitized mattress; 	<ul style="list-style-type: none"> • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routines</p> <ul style="list-style-type: none"> • Furnishings for care, play, and learning • Health Practices <p>FCCERS-R Personal Care Routine</p> <ul style="list-style-type: none"> • Furniture for routine care and play • Nap 	
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

<p>(e) Have an appropriate fitted sheet laundered at least weekly in between uses, or more often if soiled;</p> <p>(f) Be arranged and spaced at least 30 inches apart; and</p> <p>(g) Have a moisture resistant and easily cleanable solid barrier if cribs are placed end to end closer than 30 inches. Weight #7</p> <p>(4) An early learning provider must:</p> <p>(a) Immediately remove sleeping children from car seats, swings, or similar equipment not designed for sleep;</p> <p>(b) Consult with a child’s parent or guardian before the child is transitioned from infant sleeping equipment to other sleep equipment; and</p> <p>(c) Transition children who are able to climb out of their sleeping equipment to developmentally appropriate sleep equipment. Weight #7</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template Environments

Key:

New requirement

Federal or state requirement.

Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>Adopted Permanent Rule 170-300-0291 Infant and toddler safe sleep practices.</p> <p>(1) An early learning provider must follow infant safe sleep practices when infants are napping or sleeping by:</p> <ul style="list-style-type: none"> (a) Actively supervising infants or toddlers by visibly checking often and being within sight and hearing range, including when an infant goes to sleep, is sleeping, or is waking up; Weight #7 (b) Following the current standard of American Academy of Pediatrics concerning safe sleep practices including SIDS/SUIDS risk reduction; Weight #8 (c) Placing an infant to sleep on his or her back or following the current standard of American Academy of Pediatrics. If an infant turns over while sleeping, the provider must return the infant to his 		

Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>or her back until the infant is able to independently roll from back to front and front to back; Weight #7</p> <p>(d) Not using a sleep positioning device unless directed to do so by an infant's or toddler's health care provider. The directive must be in writing and kept in the infant's or toddler's file; Weight #7</p> <p>(e) Sufficiently lighting the room in which the infant or toddler is sleeping to observe skin color; Weight #7</p> <p>(f) Monitoring breathing patterns of an infant or toddler; Weight #7</p> <p>(g) Allowing infants and toddlers to follow their own sleep patterns; Weight #6</p> <p>(h) Not allowing loose blankets, stuffed toys, pillows, crib bumpers, or similar items inside an occupied crib, bassinet, or other equipment where infants commonly sleep; Weight #8</p> <p>(i) Not allowing a blanket or any other item to cover or drape over an occupied crib, bassinet, or other</p>		
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Early Achievers and ECEAP Alignment Progression – Community Engagement Template

Environments

Key:

New requirement

Federal or state requirement.

<p>equipment where infants commonly sleep; Weight #8</p> <p>(j) Not allowing a blanket, bedding, or clothing to cover any portion of an infant's or toddler's head or face while sleeping, and readjusting these items when necessary; and Weight #8</p> <p>(k) Preventing infants from getting too warm while sleeping; which may be exhibited by indicators that include, but are not limited to, sweating; flushed, pale, or hot and dry skin, warm to the touch, a sudden rise in temperature, vomiting, refusing to drink, a depressed fontanelle, or irritability; and Weight #7</p> <p>(2) An early learning provider who receives notice of a safe sleep violation must:</p> <p>(a) Post the notice in the licensed space for two weeks or until the violation is corrected, whichever is longer; and</p> <p>(b) Within five business days of receiving notice of the violation, provide all</p>		
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Key:

New requirement

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<p>parents and guardians of enrolled children with:</p> <p style="padding-left: 20px;">(i) A letter describing the safe sleep violation; and</p> <p>Written information on safe sleep practices for infants and toddlers. Weight #5</p>		
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0295 Infant and toddler programs and activities. (1) An early learning provider must support each infant and toddler’s culture, language, and family. Weight #5</p>	<p><i>Progression from WAC 170-300-0295</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one 	

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<p>(2) An early learning provider must ensure an adequate supply of age and developmentally appropriate program materials and equipment for infants and toddlers in the early learning program. Materials and equipment must meet individual, developmental, and cultural needs of children in care, and must be:</p> <ul style="list-style-type: none"> (a) Clean and washable or disposable; (b) Nonpoisonous, free of toxins, and meet ASTM D-4236 (the American Society for Testing and Materials labeling requirements for chronic health hazards); (c) Large enough to prevent swallowing or choking; (d) Safe and in good working condition; (e) Child-size; (f) Accommodating to a range of abilities and special needs of enrolled children, if applicable; (g) Accessible for children to find, use, and return independently; and 	<p>classroom or one group at a time, for children ages birth to three years</p> <ul style="list-style-type: none"> • Early Childhood Environment Rating Scale (ECERS-3) is designed to be used with one classroom or one age group, for children ages three to five years • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Personal Care Routines</p>	
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<p>(h) Removed from the early learning premises as soon as a provider becomes aware an item has been recalled by CPSC. Weight #6</p>	<ul style="list-style-type: none"> • Safety Practices <p>FCCERS-R Personal Care Routines Safety Practices</p>	
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Proposed WAC	Proposed Early Achievers	Proposed ECEAP
<p>170-300-0296 Infant and toddler development. (1) An early learning provider must expose infants and toddlers to a developmentally appropriate curriculum supported by a sufficient quantity and variety of materials and equipment that</p>	<p><i>Progression from WAC 170-300-0296</i></p> <p>The Early Achievers Quality Standards incorporate the Environment Rating Scales (ERS):</p> <ul style="list-style-type: none"> • Infant Toddler Environment Rating Scale (ITERS-3) is designed to be used with one 	

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<p>engages all enrolled infants and toddlers. Weight #5</p> <p>(2) Developmentally appropriate curriculum includes, but is not limited to:</p> <p style="margin-left: 20px;">(a) Developing infant and toddler language and communication by:</p> <p style="margin-left: 40px;">(i) Talking and listening to children, encouraging soft infant sounds, naming objects, feelings and desires, and describing actions;</p> <p style="margin-left: 40px;">(ii) Giving individual attention to children when needed;</p> <p style="margin-left: 40px;">(iii) Playing and reading with children;</p> <p style="margin-left: 40px;">(iv) Mirroring similar infant sounds and sharing a child’s focus of attention;</p> <p style="margin-left: 40px;">(v) Communicating throughout the day and during feeding, changing, and “cuddle times”; and</p> <p style="margin-left: 40px;">(vi) Providing materials and equipment that promote language</p>	<p>classroom or one group at a time, for children ages birth to three years</p> <ul style="list-style-type: none"> • Family Child Care Environment Rating Scale (FCCERS-R) is designed to be used in one family home early learning program that may include infants and toddlers <p>The ERS measures early learning program quality by evaluating the types of supports available to children. Scoring on the ERS is assigned on a 7-point scale. For early learning programs, the ERS scores are averages based on the scores of all assessed classrooms or groups</p> <p>ITERS-3 Language and Books</p> <ul style="list-style-type: none"> • Talking with children • Encouraging vocabulary development • Responding to children’s communication • Encouraging children to communicate 	
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<p>development and communication such as soft books, interactive storybook reading, rhymes and songs, and finger puppets.</p> <p>(b) Developing infant and toddler physical and cognitive abilities by:</p> <p>(i) Allowing each infant supervised tummy time at least three times daily when the infant is awake. As used in this section, “tummy time” means placing an infant in a nonrestrictive prone position, lying on his or her stomach when not in sleeping equipment;</p> <p>(ii) Providing infants and toddlers freedom to explore and learn on their own on the floor in uncluttered or crowded space;</p> <p>(iii) Providing infants and toddlers access to active outdoor playtime. An early learning provider must enforce sun safety precautions for infants younger than six months old</p>	<ul style="list-style-type: none"> • Staff use of books with children <p>Activities</p> <ul style="list-style-type: none"> • Fine motor • Art • Music and movement • Blocks • Dramatic play • Nature/science • Math/number • Gross motor • <p>Interaction</p> <ul style="list-style-type: none"> • Supervision of gross motor play • Supervision of play and learning(non-gross motor) • Peer Interaction • Staff-child interaction • Providing physical warmth/touch • Guiding children’s behavior <p>Program Structure</p> <ul style="list-style-type: none"> • Schedules and transitions • Free Play 	
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<p>by keeping them out of the direct sunlight and limiting sun exposure when ultraviolet rays are strongest (typically from 10:00 a.m. to 2:00 p.m.); and</p> <p>(iv) Encouraging infants and toddlers to play, crawl, pull up, and walk such as, but not limited to, materials and equipment that encourage:</p> <p style="padding-left: 20px;">(A) Physical and cognitive activities, for example rattles, grasping and reaching toys, busy boxes, nesting cups, small push, and pull toys, riding toys, balls, squeezable toys, books, dolls, and press-together blocks.</p> <p style="padding-left: 20px;">(B) Spatial and numeracy understanding, for example counting toys,</p>	<ul style="list-style-type: none"> • Group Play Activities <p>FCCERS-R</p> <p>Listening and Talking</p> <ul style="list-style-type: none"> • Helping children understand language • Helping children use language <p>Activities</p> <ul style="list-style-type: none"> • Active physical play <p>Interaction</p> <ul style="list-style-type: none"> • Supervision of play and learning • Provider-child interaction • Interactions among children <p>Program Structure</p> <ul style="list-style-type: none"> • Schedule • Free play • Group time 	
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<p>soft blocks and toys with different sizes (measuring cups, spoons, etc.), and toys with different shapes and colors to help introduce sorting and categorization.</p> <p>(c) Developing infant and toddler social and emotional abilities by:</p> <ul style="list-style-type: none"> (i) Providing social contact with infants and toddlers in addition to time spent feeding, diapering and bathing by playing with children, naming and acknowledging emotions, and encouraging peer interaction; (ii) Immediately investigating cries or other signs of distress; (iii) Providing comfort to an upset or hurt child; (iv) Responding to a child’s verbal and non-verbal cues; 		
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Key:

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<p>(v) Responding to infants and toddlers without being harsh; (vi) Intervening during negative peer interactions such as when a child grabs other children’s toys, pulls hair, or bites; (vii) Providing physical stimulation through holding, cuddling, rocking, talking, singing, playing, carrying, and changing positions; and (viii) Providing materials and equipment that promote social and emotional activities such as pictures of children and adults exhibiting different emotions, pictures of infants and family members, dolls and soft toys, rattles, music, and dancing scarves.</p> <p>Weight #6</p>		
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ⁱ Early Achievers: The Early Childhood Rating Scale was revised in 2015 and tested for reliability and validity. The Infant Toddler Environment Rating Scale was revised in 2017 and tested for reliability and validity. The updated versions of these tools, ECERS-3 and ITERS-3 will be referenced as a proposed change to Early Achievers.