



Washington State Department of
Early Learning

Alignment Project Advisory Committee

Child Outcomes & Family Engagement & Partnership

September 9, 2015



Agenda

- 1. Welcome- Judy Jaramillo & Nicole Rose**
- 2. Overview and Discussion of Child Outcomes & Family Partnerships and Alignment- Judy Jaramillo & Nicole Rose**
- 3. Overview of Dual Language Learner Alignment for Child Outcomes/Family Partnerships-Judy Jaramillo & Nicole Rose**
- 4. Review and Discussion of Fall Community Engagement Process- Judy Jaramillo & Nicole Rose**
- 5. Review of Overall Timeline- Judy and Nicole**

Child Outcomes

This section covers developmental screening, communication with parents, family engagement, curriculum, daily experience, observation and assessment, and treatment.

Child Outcomes

Developmental Screening

- Overall the analysis shows good alignment without duplication for both centers and Family Homes.
- However, there is no mention of developmental screening in the WAC.

Child Outcomes

Developmental Screening & Communication with Parents

How developmental screening is used to assess the child's level of development and provide support and instruction to challenge their development.

WAC	Early Achievers	ECEAP
There are currently no licensing requirements regarding developmental screening	Developmental screening conducted within 90 days of enrollment and results are shared with parents	E-10 Screening and Referrals
WAC 170-296A-6000 Parent/guardian policies (handbook) WAC 170-295-2080 What must I communicate to parents?	Share individualized child data with parents	E-12 Parent-Teacher Conferences

Child Outcomes

Developmental Screening

	Option 1	Option 2
Developmental Screening	<p>Add staff training regarding how to conduct developmental screening to licensing WAC.</p> <p>No change to Early Achievers and ECEAP</p>	<p>Add to licensing WAC requirement for staff training on conduct developmental screening.</p> <p>Add to licensing WAC requirement to conduct developmental screening for all children within 90 days of enrollment and share results with parents.</p> <p>No change to Early Achievers and ECEAP</p>
Communication with Parents	Add provide resources to families to licensing WAC	
Pros	Child care staff would have the skills to provide developmental screening and how to communicate results with parents	All children would benefit from this important element of supporting their development
Cons	There are currently limited options for training regarding developmental screening	<p>Available training is limited</p> <p>Additional staff needed for trained staff to conduct screening; share results with parents.</p>

Child Outcomes

Developmental Screening

We value and need your input.

- What do you think of the options? What are benefits of each? What are limitations?
- Do you have other options you'd like to recommend?
- What option do you prefer?

Child Outcomes

Family Engagement

- Overall the analysis shows good alignment without duplication for both centers and Family Homes.
- There is no mention of Family Engagement in the WAC.

Family Engagement

Providing support and engaging families will strengthen the care provided to the children.

Item	WAC	Early Achievers	ECEAP
Strengthening Families Self-Assessment	None	<p>Complete modified Strengthening Families Self-assessment</p> <p>Develop a plan of action based on Strengthening Families Self-assessment</p> <p>Provide evidence of continuous feedback and improvement (Plan of Action)</p>	A-6 Parent Policy Council
Family Engagement	None	Evidence of family engagement, data sharing and transition supports for individual children	<p>E-6 Kindergarten Transition Section F: Family Partnerships</p> <p>F-1 Family Support Services</p> <p>F-5 Parent Involvement</p> <p>F-6 Parent Education</p> <p>F-7 Parent Leadership Development</p> <p>A-6 Parent Policy Council</p>
Parent Support	<p>WAC 170-295A-2175 Materials that must be posted</p> <p>WAC 170-296A-2375 Parent/guardian policies (handbook)</p> <p>WAC 170-295-2080 What must I communicate to parents?</p>	Parenting support and education program in place	<p>F-6 Parent Education</p> <p>F-1 Family Support Services</p> <p>F-2 Family Support Principles</p> <p>F-4 Resources and Referrals</p>

Family Engagement Continued

Item	WAC	Early Achievers / CLASS	ECEAP
Resources	None	Provide information about community bases programs available for parents in languages represented in the facility.	F-1 Family Support Services F-2 Family Support Principles F-4 Resources and Referrals
Transition	170-296A-2375 (7)(b) Parent/guardian policies (handbook)	Evidence of transition plans/policies in place for changes in settings and providers to include consulting with the child's parent/guardian to include the family's opinion and make a plan for a smooth and gradual transition. External transition as well and internal in consultation with the parent/guardian	E-6 Kindergarten Transition F-1 Family Support Services A-4 Community Partnerships
Discuss child's progress with parent or guardian	170-296A-0050 Special needs accommodations. 170-296A-2375 (7)(b) Parent/guardian policies (handbook)	Partner with parents to determine perception of child strengths and needs	F-1 Family Support Services E-12 Parent-Teacher Conferences

Child Outcomes

Family Engagement

	Option 1	Option 2
Family Engagement	<p>Add to the licensing WAC the requirement to provide resources to families.</p> <p>Add internal transition requirements to licensing WAC.</p> <p>Incorporate the assessment into ECEAP program planning.</p>	<p>Move Strengthening Families Self-Assessment to licensing WAC.</p> <p>Add the use of evidence based model for ECEAP parent education.</p> <p>Add family consultation to Level 2/EA regarding transition .</p>
Pros	Strengthen support for children and families.	Strengthen support for children and families.
Cons		

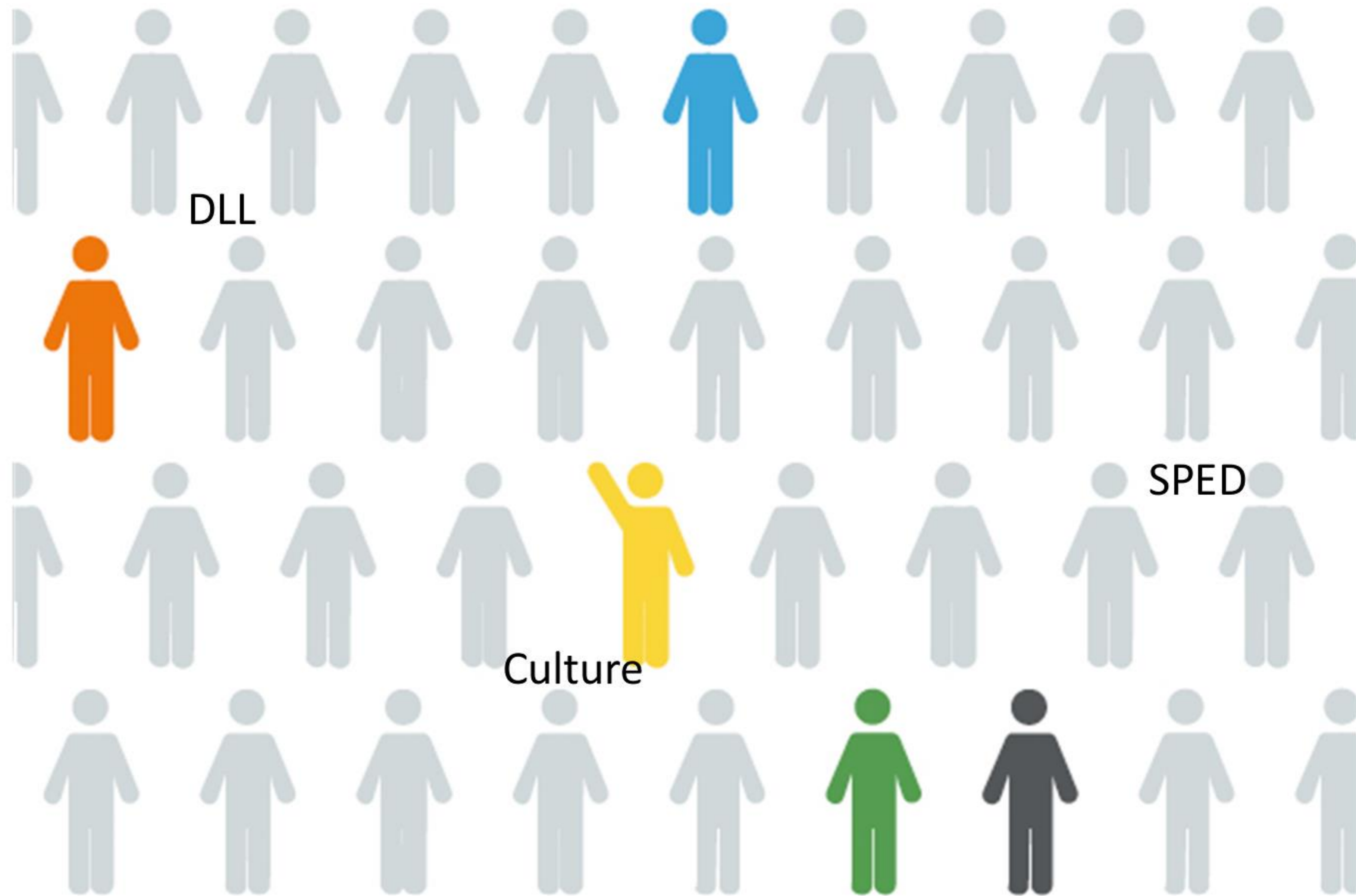
Child Outcomes

Family Engagement

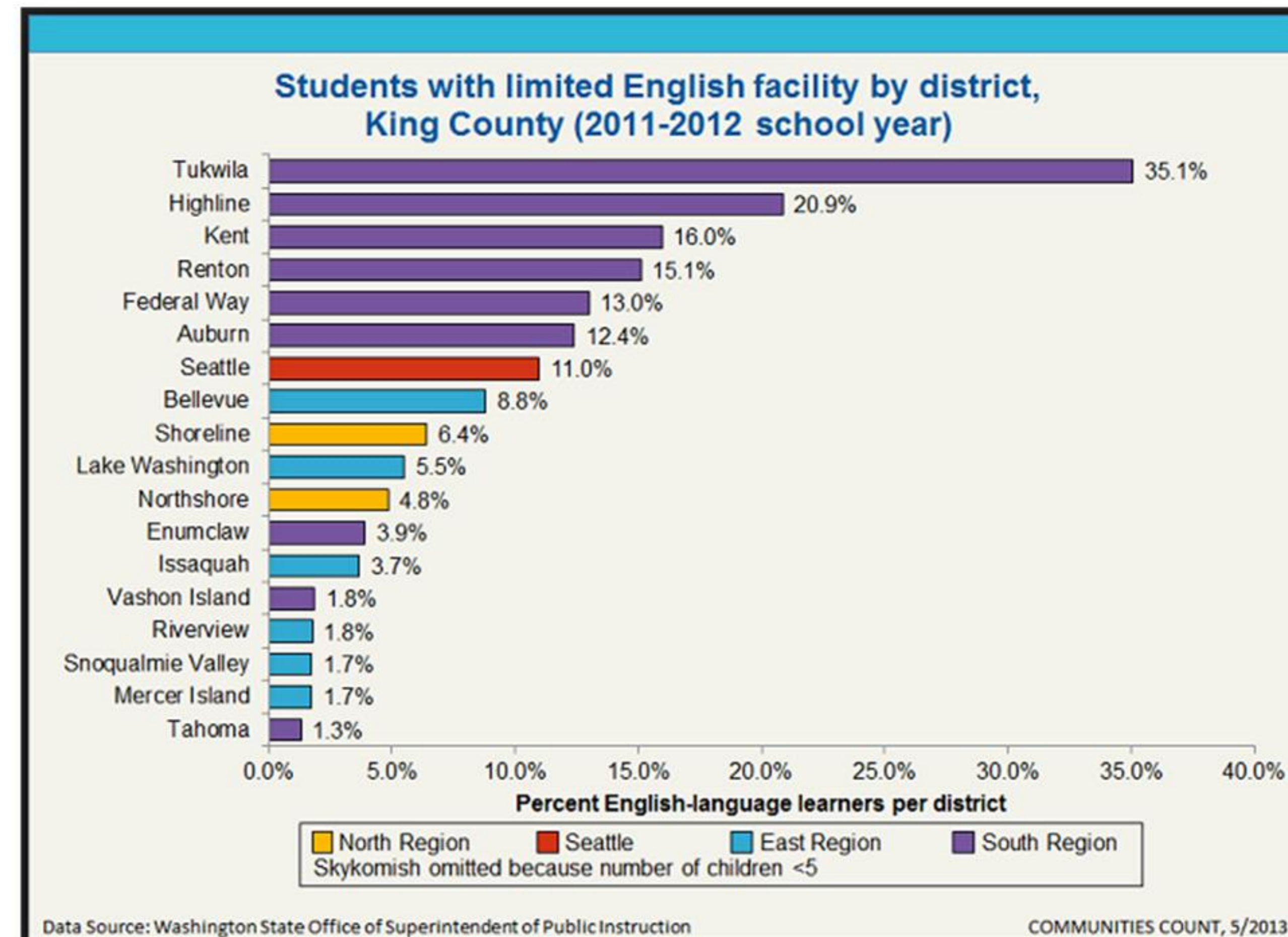
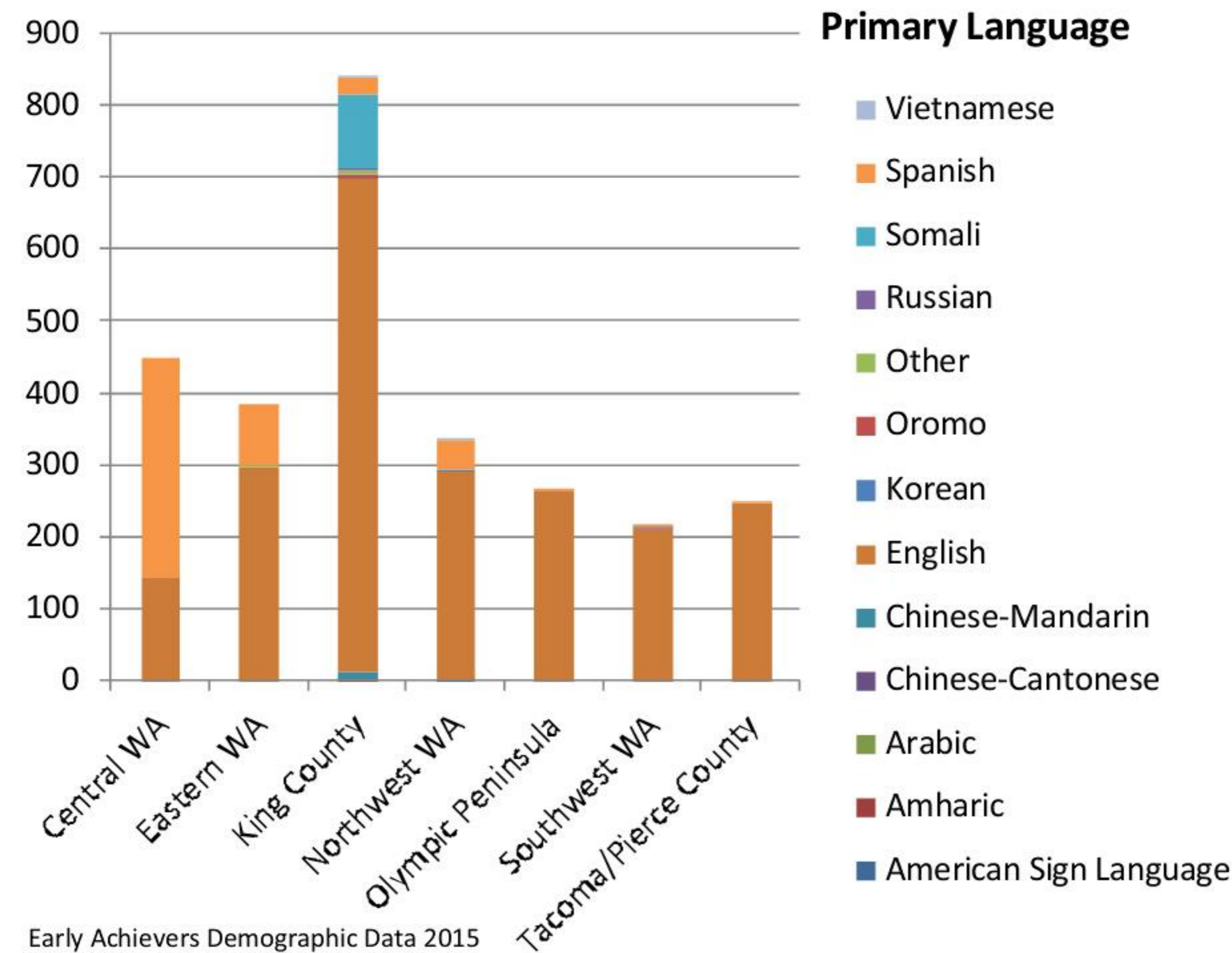
We value and need your input.

- What do you think of the options? What are benefits of each? What are limitations?
- Do you have other options you'd like to recommend?
- What option do you prefer?

Enhancements Support Each Child



Washington's Language Landscape



Definition for Dual Language Learner

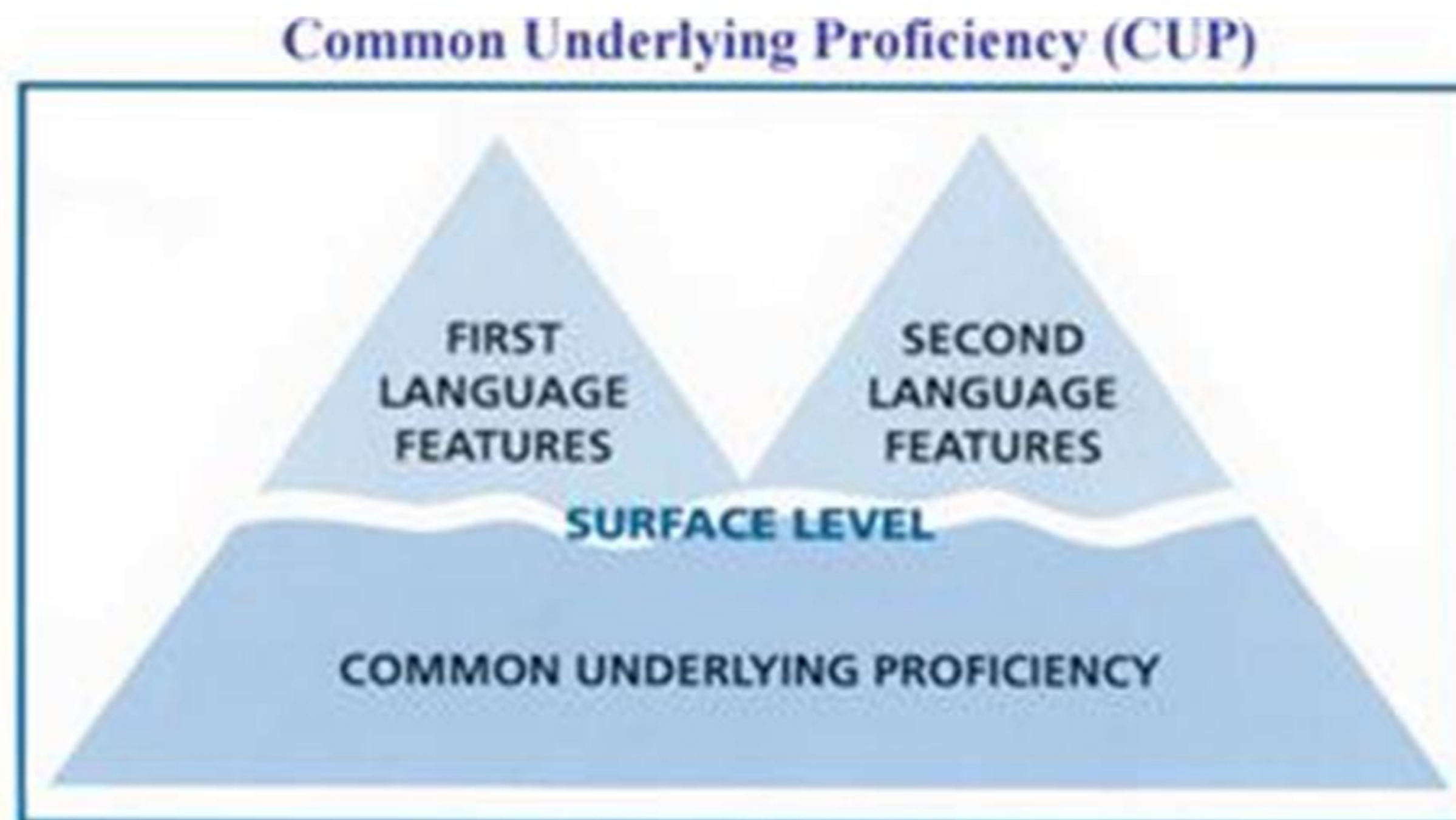
Children who are Dual Language Learners (DLL) acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. The term "dual language learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English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

Office of Head Start Definition of Dual Language Learners

The case for Inclusion of Standards for Dual Language Learners

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

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



Cummins, 1980

DLL in Other States

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

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

Goals

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

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

Child Outcomes (progress and assessment)

Level 1 WAC

Train on the importance of Developmental Screening and home language surveys, how to select and administer, communicating with parents, and available tools.

Do a home language survey/interview with all families.

All staff informed of child's primary and secondary languages, learn a few basic words in the primary language, encourage DLL to use their home language, and include representations of the child's home language and culture in the classroom.

Center to complete a DLL Preparedness Self-Assessment

Child Outcomes Cont.

Early Achievers Level II

Conduct ongoing assessments using a valid, reliable, and language -neutral tool* and use them to inform daily practice.

Initial DLL assessment within 90 days for all children and shared with parents within 30 days of assessment

Require Developmental Screening

If ASQ is used, follow the Guidelines for Cultural and Linguistic Adaptation of ASQ -3

Ensure that those conducting the screening/assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening ...and record the child's responses...(from HS)

Child Outcomes Cont.

ECEAP Level III

Have a written plan that describes how each child's home language is supported in the classroom when there are multiple languages in one classroom, e.g., seek assistance from high school students or other volunteers, parents and other community members who come into the classroom to use the home language for instruction and interactions and to translate materials to the home language.

Family Engagement

WAC Level I	Early Achievers Level II	ECEAP Level III
Catalogue of community resources	Based on Family self assessment offer resources to families in their home language	Based on Family self assessment offer resources and tailored support to families in their home language
Learn about the family's culture and language.	Home Language Survey.	Provide parents and staff with opportunities (and /or Scholarships) to strengthen their primary language and acquire a second language.
Respect family beliefs, culture, language, and child rearing practices.	Obtain parent input for program and curriculum planning. Learn about the family's culture and language.	Reflect family beliefs, culture, language, and child rearing practices with a formal process for parent input.
Invite/allow parents to share language and culture in the classroom.	Family/Provider Conferences Provide Interpreters if needed	Have distributed materials available in the language(s) of families.
Work with staff and parents to Create individualized DLL plans		

Child Outcomes & Family Engagement Dual Language Learners

We value and need your input.

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

Community Engagement Process

Fall 2015

Early Start Act, Standards Alignment Goals:

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

Community Engagement Process Fall 2015

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

Community Engagement Purpose

Fall 2015

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

Community Engagement Purpose

Fall 2015

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

Community Engagement Purpose

Fall 2015

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

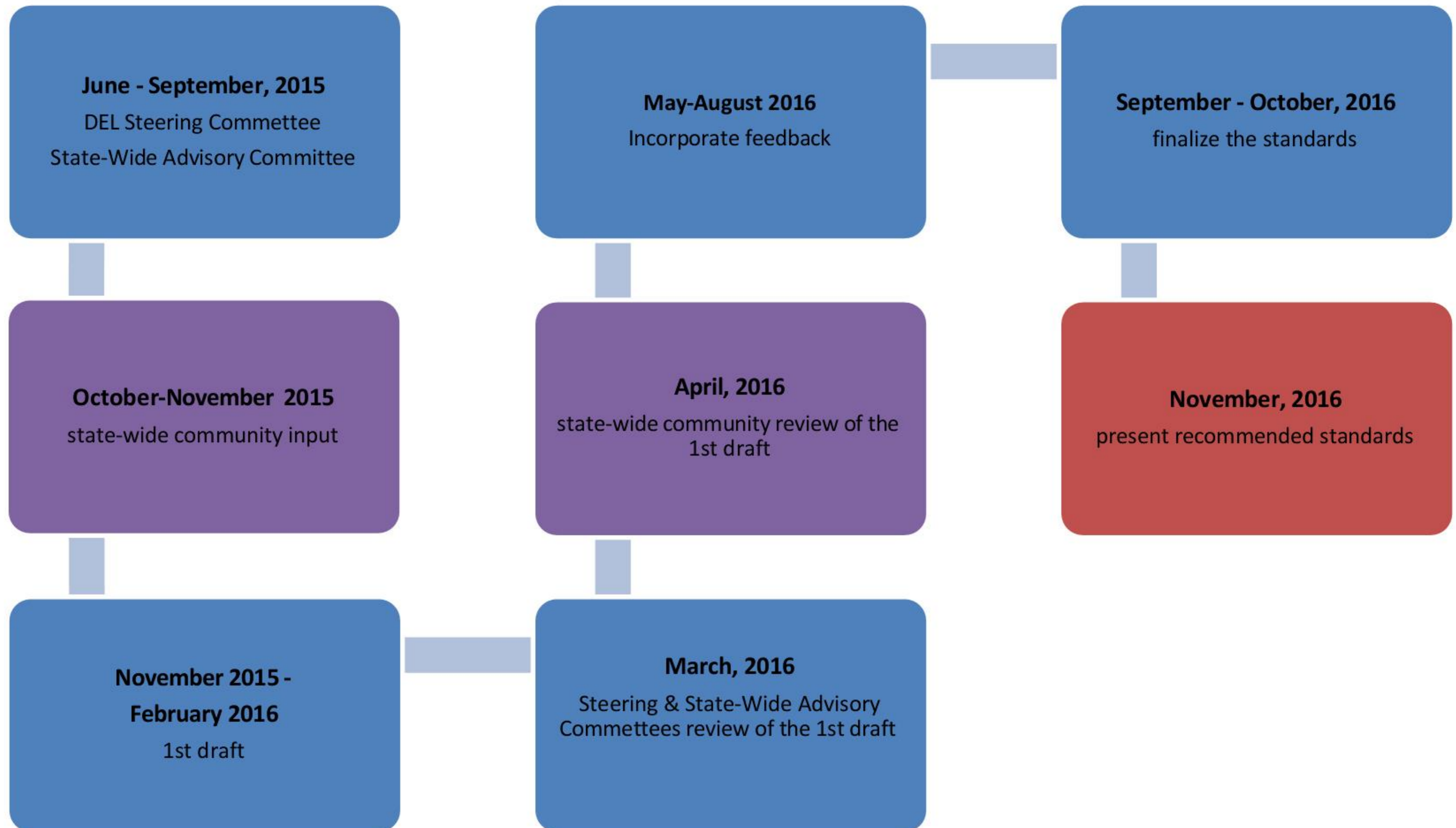
Community Engagement Purpose

Fall 2015

We value and need your input.

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

Summary of Overall Timeline 2015-2016



**Thank you
for your time today!**

www.del.wa.gov



Washington State Department of
Early Learning