



Washington State Department of  
**Early Learning**

# Standards Alignment Advisory Committee

*July 29, 2016*



# Agenda

- Welcome – Heather Moss
- WAC Drafts Community Feedback Report – Holly Wyrwich
- WAC drafts, PD provisions – Angela Abrams
- Differences in Age Definitions – Debbie O’Neil
- WAC update, SBEIS – Luba Bezborodnikova
- Early Achievers and ECEAP standards writing update - Nicole Rose
- Summary and Next Steps – Heather Moss

# WAC Draft, Community Feedback Report

- Between April 12 and May 25, there were 23 meetings throughout the state held in four languages (English, Russian, Somali and Spanish)
- Coalitions were the hosts and facilitators, working with community partners to promote the meetings and recruit attendees
- Racial equity experts were invited to facilitate in some cases

# WAC Draft, Community Feedback Report

- Notes from all meetings (plus a report submitted by one coalition) were transcribed, categorized and coded – standard by standard, and meeting by meeting
- All comments were incorporated verbatim or in essence in the draft report, which offers:
  - A summary of feedback
  - Changes to proposed standards
  - Suggestions for implementation priorities
  - Implications across systems
- Coalitions were given an opportunity to review the draft report, in structure and in content

# WAC Draft, Community Feedback Report

- Key themes

- Proposed standards demonstrate good intentions and the potential for high-quality access for all, but providers will require support (funding, technical assistance and materials) to comply
- In particular, providers of color and family child care providers will have less access to the supports that will allow them to comply with the proposed standards
- Translation, translation, translation
- In the implementation of the standards, there must be leeway for providers to honor families' cultures and languages – and accommodate the challenges of low-income, over-worked and disenfranchised families
- There are systemic challenges with community supports in health, K-12, higher education and social services that could hamper families' success despite the best efforts of child care providers or the best intentions of these standards

# WAC Draft, Community Feedback Report

- Hot spots
  - Cost and time for providers to achieve higher educational standards, and accessibility of higher education
  - Perception that more value is placed on educational background than experience in the field
  - Recording data about providers or families
  - Requiring space and time for communication and collaboration with families
  - Finding common ground and setting mutual expectations with families who do not share culture or language with the provider
  - Perceived “haves and have-nots” divide between providers in Early Achievers and those who are not

# Questions & Suggestions

# WAC drafts, PD Provisions

## Training and Education Matrix – by Position

- Roles for Family Home and Center Early Learning Providers
- Education standards
- Pre-Service Requirements
- In-Service Requirements



# WAC drafts, PD Provisions

- Implementation is key
- Considerations for experienced providers
- Streamlining requirements when possible, building to a defined career pathway
- Emphasis on system development and supports to retain and attract culturally and linguistically diverse providers

# WAC drafts, PD Provisions

Education	Pre-Service	In-Service
<b>CONSIDERATIONS FOR IMPLEMENTATION</b>		
<ul style="list-style-type: none"> <li>• <b>What else counts – what if I have other education?</b> <i>Cross walking other options to best capture equivalent credentials.</i></li> <li>• <b>Three years from implementation date (2021) doesn't seem like enough time for retaining our providers, how will this work?</b> <i>Implementation planning, outreach efforts, credit for prior learning policy, building community capacity.</i></li> <li>• <b>I am an experienced provider, I don't want to continue my education, what options do I have?</b> <i>Experienced education waiver policy, consideration for licensing compliance and PD completed during years licensed.</i></li> <li>• <b>I am a refugee or immigrant to this country and do not have means to get my diploma, what can I do?</b> <i>Additional timeline waiver upon demonstrating commitment to meeting the 2021 WAC education standards.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I have extensive background and the knowledge needed, I don't feel I need to take this pre-service requirement.</b> <i>Beginning stages of drafting a competency based PD policy.</i></li> <li>• <b>My program already offers this content in the training they provide, do I need this pre-service training?</b> <i>Developing a cross-walk between Core Competencies, Pre-Service Training, Initial Certificate, ECEAP Standards/Training, Head Start Standards/Training.</i></li> <li>• <b>I'm hiring new staff and it is impossible to fill my staffing needs with these expectations, what would I do?</b> <i>Revisiting the qualifications per role, especially for volunteers and aides. Streamlining options for recognized completion of pre-service requirements (as noted above)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>I am pursuing my degree and enrolled in college, do I need to also take 10 hours of in-service each year?</b> <i>Stronger awareness and recognition that higher education credits do count as in-service.</i></li> <li>• <b>I am not learning in these classes, what are my options?</b> <i>Build capacity with higher education partners to offer community based training that meets the needs of professionals with degrees.</i></li> </ul>

# Questions & Suggestions

# WAC Draft, Differences in Age Definitions

- Comparison made between current WAC, new Aligned Standards, Early Learning Guidelines, CFOC 3<sup>rd</sup> edition and Subsidy Rates per age (handout attached)
- New Aligned Standards redefines “infant” as **birth** through 11 months-this is a change for centers (170-295 1 month through 11 months)
- Discrepancies across several programs with the age brackets including how subsidy payments are made  
Example: Toddler subsidy rates for centers is 12-29 months vs. for family homes is 18-29 months but ELG defines toddler 16-36 months

# WAC Draft, Differences in Age Definitions

- ECEAP preschool age to be considered (36 to 48 mths)
- Input requested on the age differences
- Resolution ideas for the multiple sources utilized by providers, stakeholders, licensing, EA, ECEAP and WCCC
- Action plan developed with your input regarding age clarity across all programs

# Questions & Suggestions

# WAC update

## Small Business Economic Impact Statement (SBEIS)

- SBEIS under chapter 19.85 RCW must be prepared for a proposed rule that would impose more than minor costs on small business required to comply.
- “Small business” means any business (sole prop, partnership, corporation or other form) that has fewer than 50 employees, and is independently operated.
- “Minor cost” means the cost per business that is less than:
  - 3/10 of one percent of annual revenue or income, or \$100, whichever is greater
  - 1/10 of one percent of annual payroll

# WAC update

## Small Business Economic Impact Statement (SBEIS)

- RCW 34.05.310(4) (referenced in RCW 19.85.025) is defining categorical exemptions from preparing a SBEIS
- Exemptions include: emergency rules; internal agency operating rules, rules that adopt language or by reference state or federal laws, other state agency rules, or national consensus codes that establish industry standards; housekeeping rules; rule content that is explicitly required by law; rules that set fees by legislative standard; or procedural rules for agency hearings, or for applying for a license or permit.
- If no SBEIS is prepared, but DEL believes there may be (real or perceived) some compliance costs of the rule that would not trigger a full analysis, staff should consider preparing a pre-analysis of costs and impacts for the rule making file.



# Questions & Suggestions

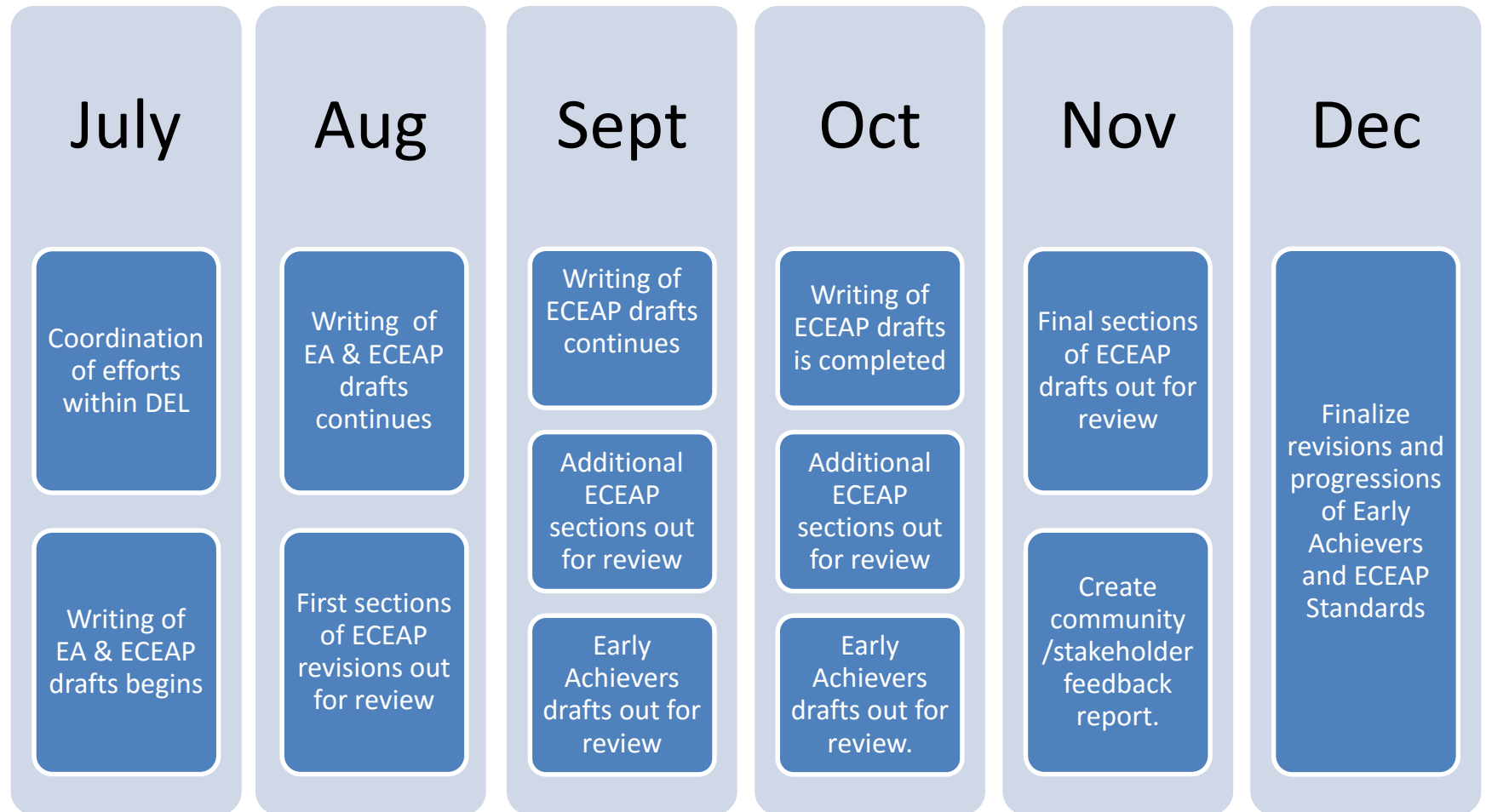
# Early Achievers and ECEAP standards writing update

Early Achievers, ECEAP and licensing are partnering and coordinating:

- timeline development;
- identification of roles and responsibilities;
- creation of resource documents;
- draft writings of progressions; and
- identifying stakeholder populations that will be targeted for the input and review process.

# Proposed Timeline

## Early Achievers and ECEAP Progression Writing



# **Questions & Suggestions**

## **Meeting Summary & Next Steps**