WORKFORCE GROWTH, QUALITY, AND RECOGNITION PROCEDURAL MANUAL

Washington State Department of
CHILDREN, YOUTH & FAMILIES

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This manual provides the Washington State Department of Children, Youth, and Families (DCYF) Workforce Growth, Quality, Recognition procedures for the early learning workforce.

CONTENTS

Section 1: Getting Started in the Registry

Procedure 100. Security Oversight Access in the Workforce Registry: Internal

Some employees of DCYF or individuals working in contracted roles may require specified access to the Workforce Registry to perform their work responsibilities.

Procedure

1. Assigned roles provide permission to access and edit various levels of data. Roles are assigned to ensure agency or contracted staff have access only to information that is relevant to a person's job and responsibilities.
    a. For all DCYF staff who require access to the Workforce Registry (MERIT) your supervisor must email **MERIT@dcyf.wa.gov** to request, change or remove your access and indicate whom your role access should mirror.
    b. For all DCYF contractors that require access, they must work with their contract manager, who agrees it is critical to the contract's deliverables. The contract manager makes the request to **MERIT@dcyf.wa.gov**.
        i. All DCYF contractors will be required to complete a participation and confidentiality agreement to be granted role access.
    c. To be granted access:
        i. A role management form will be provided upon email request.
        ii. State the business need and select/describe the role/report for which you require access.
        iii. Once the form is reviewed, and if it is approved, the role will be assigned to the individual.
    d. To remove access:
        i. To remove access for outgoing staff or team transition, the supervisor must complete the Role Management Request form, and the same steps will be followed.
    e. To maintain your administrative role access:
        i. You must log in to the Workforce Registry (MERIT) once every six months.
        ii. If you have not logged in within the six-month timeframe, your administrative permissions will be removed.
        i. If it is determined that additional access is required, a new request must be submitted with new job responsibilities defined that would determine administrative permission needed.
2. If you have a specific MERIT data need, you can request this without administrative permissions. Make requests to **MERIT@dcyf.wa.gov**.
3. The following roles are given access to the workforce registry (MERIT) to track and record and adhere to compliance policies.
    a. Specified access is given to the following roles:
        i. DCYF Licensor: access to provider and facility-level data.
        ii. License Exempt Specialist (LES): access to information on individuals participating in Family, Friend, and Neighbor (FFN) child care.
        iii. DCYF Fiscal: access to payment information and payment processing screens for monetary awards.

iv. State-Approved Trainer: application-based role allowing for the creation and maintenance of trainings used to meet annual continuing education requirements.

v. Access to the Early Learning Management System (ELMS): allows access to third-party applications used in conjunction with the Early Childhood Education and Assistance Program (ECEAP).

vi. Washington Early Learning System (WELS): allows access to third-party applications used in conjunction with Early Achievers.

vii. Super User Role: allows access to a professional search for individuals within the DCYF portal. Limited administrative functions, including account access, password reset, and the update of basic information.

viii. Substitute Pool Admin: allows for basic administrative access to individuals interested in participating in the DCYF substitute pool and their qualifications.

ix. Grantee/Contractor Role: allows similar access such as that of the DCYF Licensor for ECEAP programs.

Procedure 101. Workforce Registry Login Credentials

Individuals who have access to the workforce registry are advised not to disclose their login credentials, login name and password, to any other person for any purpose. All actions taken within the registry account will be attributed to the registered user. The registered user will be responsible for any penalties and sanctions associated with improper use of their account or account violations made from their account. Furthermore, it is against the workforce registry policy for supervisors, conference organizers and other individuals who may work with a registered user to request access to individual registered user login credentials.

Procedure

1. If someone requests your password, please refer them to this policy and notify the Professional Development Team at merit@dcyf.wa.gov.
2. If you suspect your account(s) have been compromised, immediately change all related login password(s).
3. All passwords are to be treated as sensitive and confidential.

Procedure 102. Getting Access to the Workforce Registry

All licensed early learning providers, license-exempt providers, and support roles such as state-approved trainers must maintain their Workforce Registry account to be accurate and up to date. See WAC 110-300-0100, 0105, 0106, 0107.

Procedure

1. See guide for:
   a. **How to register in MERIT**
   b. **How to get a STARS ID**
   c. **How to add your employment**
   d. **How to complete an early learning portable background check**
   e. **How to complete an FFN portable background check**
2. If you have the role of a DCYF state-approved trainer, DCYF-approved organization, coach, mentor, or ECEAP contractor, you are expected to maintain your Workforce Registry account with up-to-date information for you, your staff, and training rosters, as applicable.

3. Keeping your email address up to date in your MERIT account is important. Your email address is how a person will receive communication about:
    a. Portable background check
    b. Early Achievers rating
    c. QRIS awards
    d. Education awards
    e. Training reimbursement
    f. Professional Development policy and implementation updates

Procedure 103. Facility/Site Registration

This policy applies whenever a licensed or licensed-exempt provider needs oversight of their staff or household members. Staff and household members will only appear if connected to the provider via their employment records. Providers must have a qualifying role to be assigned access.

Procedure
1. Workforce Registry users who have a qualifying role will be given access to the facility/site information.
2. To request access to manage the facility, a provider completes the applicable facility registration application.
    a. Facility/Site Registration application.
    b. FFN In-Home/Relative Child Care Provider Registration application.
3. The following roles are the only roles that can manage facility information:
    a. Center Director
    b. Program Director
    c. Additional designee (designation that can be assigned to any job role)
    d. ECEAP/Head Start/Contact Managers
    e. Grantee Contractor
    f. Family Home Owner/Site Managers
    g. Program Supervisor
    h. FFN Provider
4. This above role allows the individual to make the following changes to a provider's record:
    a. End-dating employment
    b. Updating job title on behalf of the employee
    c. Confirming employment
    d. Add and confirming health and safety self-entered trainings
    e. Appointing additional designee's
5. This facility oversight tool is currently not available to military, tribal, or Human Resources entities.

Procedure 104. Name and Date of Birth Change

*To complete a name or date of birth change in the Workforce Registry account, the user must submit supporting documents to Workforce Registry staff before making the change in the registry system. The sequence of these steps is important because the name and date of birth change are connected to the Portable Background Check application. See **WAC 110-300-0105**.*

Procedure

1. To update a name or date of birth in the Workforce Registry, a user must submit to
   MERIT@dcyf.wa.gov one of the following:
   a. A copy of their Washington Driver's License
   b. State ID
   c. Out of State License or State ID
   d. Passport
   e. Government-Issue ID
   f. U.S. Uniformed Services ID
   g. Military ID showing current legal name/date of birth

Section 2: Staff Qualifications

Procedure 201. Staff Qualifications for Child Care Programs

Workforce Registry users must meet the required staff qualifications for their role as identified in WAC 110-300, WAC 110-301, and the Outdoor Nature-Based Touchstone Standards depending on program type. Staff qualifications are inclusive of pre-service, training, and education requirements. Programs serving ECEAP must also adhere to the staff qualifications outlined in the ECEAP Performance Standards. All staff qualifications must be documented in the Workforce Registry. DCYF reserves the right to complete quality assurance checks to ensure requirements are met during the required timelines.

Procedure

1. Workforce Registry user must meet the hiring education requirement for their role.
2. Pre-service requirements must be met. This includes background check, TB test and licensing orientation (role specific).
3. Training requirements met before being left alone with children, but no longer than 90 days from date of hire (role dependent).
4. In-Service training must be completed each year.

Early Learning

1. See WAC 110-300-0100 for more information about hiring education requirements.
2. Workforce Registry user submits an education application in MERIT for education completed to date. See Policy 301 Education Application and Verification for more information.

   Montessori
   a. Montessori certificate or credential is submitted in MERIT through the education application. (See Policy 301)
   b. The submitted Montessori certificate or credential is approved when:
      i. Montessori certificate or credential is accredited by MACTE.
      ii. Montessori program includes practicum experience.
   c. The submitted Montessori certificate or credential is denied when:
      i. Montessori certificate or credential is not MACTE accredited
      ii. Montessori certificate or credential does not include practicum experience,

      iii. The Program Review for Staff Qualifications application may be submitted by the organization to be considered as an approved certificate or credential if requirements listed in 1a are met. See policy 203.

      iv. This Montessori certificate or credential may be eligible for in-service hours through a Continuing Education Proposal. See policy 405.

    d. DCYF approved Montessori certificates and credentials include:

      i. MACTE accredited teacher credential in infant/toddler

      ii. MACTE accredited teacher credential in ECE

      iii. AMI diploma in assistants to infancy (birth-3)

      iv. AMI in primary (ages 3-6)

3. If the education submitted does not meet licensing staff qualifications or the user has no education to submit:

    a. User must document their selected option for meeting the education staff qualification and has at least 5 years from the date of hire or promotion to complete their selection. This is recorded in the workforce registry under their professional record.

      i. For early learning providers, options to meet this staff qualification include experience, training, or education. The availability of each option is dependent on role type.

4. Pre-service requirements must be met. See WAC 110-300-0105 for more information about pre-service.

5. Training requirements met before being left alone with children, but no longer than 90 days from date of hire (role dependent). This includes Safe Sleep, CPR/First Aid, BBP, Food Handler's Permit, and Health and Safety Training (initial training requirement). See policy 404 for more information about the health and safety training requirements.

    a. Early learning providers must complete Child Care Basics to meet their initial training requirement. Some education and training options may meet requirements for health and safety. See policy 401 for Child Care Basics.

6. In-Service training must be completed each year. Individuals working in licensed care must complete 10 hours each year, and individuals serving ECEAP must complete 15 hours each year. For more information about in-service training requirements and options, see policy 405.

School-Age

1. See WAC 110-301-0100 for more information about hiring education requirements.

2. Workforce Registry user submits an education application in MERIT for education completed to date. See Policy 301 Education Application and Verification for more information.

3. If the education submitted does not meet licensing staff qualifications or the user has no education to submit:

    a. User must document their selected option for meeting the education staff qualification and has at least 5 years from the date of hire or promotion to complete their selection. This is recorded in the workforce registry under their professional record.
        i. For school-age providers, options to meet this staff qualification include experience or education. The availability of each option is dependent on role type.

4. Pre-service requirements must be met. See WAC 110-301-0105 for more information about pre-service.

5. Training requirements met before being left alone with children, but no longer than 90 days from date of hire (role dependent). This includes CPR/First Aid, BBP, Food Handler's Permit, and Health and Safety Training (initial training requirement). See policy 404 for more information about the health and safety training requirements.
    a. School-age providers must complete School-Age Basics to meet their initial training requirement. Some education and training options may meet requirements for health and safety. See policy 402 for School-Age Basics.

6. In-Service training must be completed each year. Individuals working in licensed care must complete 10 hours each year. For more information about in-service training requirements and options, see policy 405.

Outdoor Nature-Based
1. See Standard 0100 for more information about hiring education requirements.

2. Workforce Registry user submits an education application in MERIT for education completed to date. See Policy 301 Education Application and Verification for more information.

3. If the education submitted does not meet licensing staff qualifications or the user has no education to submit:
    a. User must document their selected option for meeting the education staff qualification and has at least 5 years from the date of hire or promotion to complete their selection. This is recorded in the workforce registry under their professional record.
        i. For outdoor nature-based providers, options to meet this staff qualification is based on program type (early learning or school-age). The availability of each option is dependent on role type.

4. Pre-service requirements must be met. See Standard 0105 for more information about pre-service.

5. Training requirements met before being left alone with children, but no longer than 90 days from date of hire (role dependent). This includes CPR/First Aid, BBP, Food Handler's Permit, and Health and Safety Training (initial training requirement). See policy 404 for more information about the health and safety training requirements.
    a. Outdoor nature-based providers must complete Outdoor Nature-Based (ONB) Child Care Basics to meet their initial training requirement.

6. In-Service training must be completed each year. Individuals working in licensed care must complete 10 hours each year, and individuals serving ECEAP must complete 15 hours each year. For more information about in-service training requirements and options, see policy 405.

Procedure 202. Provider Access to a Community Equivalent (PACE)

Workforce Registry users working in licensed early learning child care facilities must meet the required staff qualifications for their role as identified in WAC 110-300-0100. The Provider Access to a Community Equivalent (PACE) is a training equivalent option for early learning roles who need an initial or short certificate – assistant teachers, lead teachers, and licensed family home owners. PACE is not an eligible equivalent for ECEAP Performance Standards and will not be calculated in Early Achievers as completed staff education that contributes to Early Achievers Professional Development Points.

Procedure

1. A registry user who is choosing PACE as the pathway to meet their education requirement for licensing must:
    a. Verify their early learning role is eligible for this pathway:
        i. Assistant Teacher
        ii. Lead Teacher
        iii. Family Home Licensee
    b. Complete Child Care Basics (CCB). See policy 401.
    c. Complete Enhancing Quality Early Learning (EQEL) See policy 406.
        i. If the registry user was hired before August 1, 2019, and not required to complete EQEL, they will need to complete EQEL to participate in PACE.

    d. Complete all PACE content and requirements for the initial certificate equivalent:
        i. The Field of Early Care & Education (ECE)
        ii. Supporting Child Development & Wellness
        iii. Job-Embedded Learning: Putting it all Together.
      e. Complete PACE within the timeline of being hired or promoted as stated in WAC 110-300-0100.
2. All training must be recorded in MERIT, see policy 408.
3. A registry user may count EQEL and PACE trainings as their in-service trainings for that year. See policy 406.
    a. Up to five hours may be rolled over to the next calendar year in accordance to WAC 110-300-0107(3).

Procedure 203. Recognizing degrees, certificate, and credentials for Staff Qualifications

Educational programs may apply to have a degree, certificate or credential evaluated to determine if it meet DCYF role qualification requirements for ECEAP and licensed programs. Only programs that meet the following DCYF accreditation requirements are eligible to apply. Approval for staff qualifications may inform DCYF scholarship policy but does not guarantee scholarship access.

Procedure

DCYF will review degrees certificates or credentials to determine if the programs qualifies as a DCYF-recognized alternative credential for staff qualifications. To be approved, the program must align with one of the following alternative credential options:

- ECE Related Degrees
- Aligned Credits
- DCYF- Recognized Certificate and Credentials

Please see the Education Verification Manual for more information

1. Program submits Program Review for Staff Qualifications form to MERIT@dcyf.wa.gov
   a. All sections of the application must be complete.
   b. Additional documentation may be requested by DCYF to determine program eligibility.
      i. User must respond to additional information request within five (5) business days.
   c. Applicant will receive an email notification once the evaluation process has begun.
2. DCYF completes program review.
   a. Only programs that meet DCYF accreditation requirements are eligible to apply.
   b. Degree, certificate, or credential outcomes must align to the Washington State Core Competencies.
   c. DCYF will notify the applicant regarding the outcome of the evaluation.
      i. DCYF will make a decision within 30 business days of receiving all documents necessary to make determination.
   d. If denied, the program must adapt program content submitted for review that is different or includes more information that the previous submission/denied evaluation.

Procedure 204. Professional Development Plans

Child care providers (including family-home, school-age, licensed and un-licensed ECEAP) are required to have their professional development progress documented annually. These professional development plans outline how the child care worker will meet the required education requirement for their role.

Procedure

1. Workforce registry user will complete the designated professional development plan document that is applicable for their role.
   a. Users need to show annual progression to meeting the required education for their role and program.
   b. Users need to mark in the electronic workforce registry which pathway is being used to meet the education requirement or equivalent.
2. Workforce registry user must identify pathway for meeting education requirement for their role using the Workforce Registry dashboard when made available for their program.
3. Workforce registry user will update progress annually in the electronic workforce registry by:
   a. User must have open confirmed or verified employment in their professional record in MERIT to show employment in the eligible role.
   b. Education application is submitted to show new college coursework or credentials completed during the past year.
   c. User who is using the community-based training pathway, PACE, must have training recorded in user's professional record. See policy 201.

i. PACE is not an eligible equivalent for ECEAP Performance Standards and will not be calculated in Early Achievers as completed staff education that contributes to Early Achievers Professional Development Points.

Section 3: Education

Procedure 301. Education Application and Verification

Workforce Registry users must complete an education application that leads them through the education verification process. **WAC 110-300-0100, WAC 110-301-0100, WAC 110-302-0100**.

Procedure

1. Workforce Registry user submits an education application in MERIT.
   a. See Guide for How to Submit an **Education Application**.
   b. User must submit copies of official transcripts or supporting documents along with the education application. Copies of official transcripts or supporting documents are uploaded through the education application or can be emailed or mailed when needed.
      i. If the degree is in a language that uses characters that differ from alphabetical letters (for example: Mandarin, Hindi, Japanese, etc.), the Workforce registry user must provide a literal notarized translation of their education documents.
   c. If a provider in a role that requires a High School diploma or equivalent cannot access supporting documents to verify education in the workforce registry MERIT, they may request an affidavit to meet their <u>hiring education</u> requirement.

      a. Early Learning Affidavit:
         i. A user can request an affidavit form by emailing merit@dcyf.wa.gov.
         ii. A user completes the form and returns it to merit@dcyf.wa.gov.
         iii. Once the affidavit is approved, it will be recorded in a user's MERIT dashboard.

      b. School-Age Affidavit:
         i. A user can request an affidavit form by emailing merit@dcyf.wa.gov.
         ii. A user completes the form and returns it to merit@dcyf.wa.gov.
         iii. Once the affidavit is approved, the user will be required to complete a waiver in their WA Compass provider portal.
         iv. Once the waiver has been approved by the licensing supervisor, the users hiring education will have been met.

      c. Outdoor Nature-Based Affidavit:
         i. A user can request an affidavit form by emailing merit@dcyf.wa.gov.
         ii. A user completes the form and returns it to merit@dcyf.wa.gov.
         iii. Once the affidavit is approved, the user will be required to complete a waiver in their WA Compass provider portal.
         iv. Once the waiver has been approved by the licensing supervisor, the users hiring education will have been met.

   d. Documents must include the applicant's first and last name and STARS ID on all supporting documents. Failure to include written name and STARS ID on documents and envelope (if mailed) may delay or prevent processing if we cannot match documentation to an individual in MERIT.

e. All complete applications will be processed as soon as possible. DCYF strives for completion within 45 days of the date all materials were received.

f. User has 90 days from the date the MERIT application was submitted to provide supporting documentation. If the documentation is not received, the application will be withdrawn.

g. Materials submitted become part of the applicant's record and are not returned to the applicant.

2. Education application is submitted for education to be verified.

a. The education application serves two purposes depending on if the person is seeking a degree or certificate to be verified or if they have coursework, they want to be counted for annual training hours (in-service training hours).

b. The degree and certificate sections of the education application are used to have education verified and recorded as early childhood education (ECE), school-age, or ECE/school-age, and non-applicable credit.

c. The coursework section is used to verify in-service training hours only. During the education verification process, all eligible in-service training hours will be recorded even if the coursework section of the application was not originally included in the submitted application.

      i. See policy on **Submitting College Coursework for in-service hours**.

d. If DCYF is unable to verify education documents, DCYF reserves the right to request additional information. For international education, this may include a NACES course-by-course evaluation.

      i. User must contact a NACES organization to get a course-by-course evaluation to determine the number of ECE, school-age, ECE/school-age combined and non-applicable credits they have earned.

            1. User may choose from any of the NACES members

http://www.naces.org/members.html.

            2. Prices, process, and turn-around time varies by organization

More information about education verification.

Procedure 302. Education Appeals

Workforce Registry users may appeal a decision made regarding their education application, state-approved trainer application, and/or trainer request for in-service (STARS) hours.

Procedure

1. The workforce registry user has 60 days from the original application's final decision to submit an appeal **form**.

a. Education application appeals are emailed to the Education Verification team at education.verification@centralia.edu.

b. Education applications that have been verified in MERIT and have surpassed the education appeal timeline are not eligible to be re-evaluated.

2. The Education Verification team reviews the appeal form and determines the decision.

a. The Education Verification team may request additional documentation to support the review process.

      i. User must respond to additional information request within five business days.

b. The Education Verification team will make a decision within 10 business days of receiving all documents necessary to make a determination.

c. DCYF will notify the applicant regarding the outcome of the appeal.

i.   If the applicant does not accept the appeal decision, the education verification team may submit the appeal to DCYF. The review and final decision will be made with the Professional Development & Workforce Manager.

ii.   Professional Development Administrator will make a decision within 10 business days of receiving all documents necessary to make the determination.

1.   Professional Development Administrator will notify the applicant regarding the outcome of the appeal.

2.   The Professional Development Administrator will make a note in the user's account.

iii.   A final decision by the Professional Development Administrator may not be appealed.

d.   An appeal regarding a verification decision may not be submitted after 60 days of the original receipt.

Procedure 303. Awarding Scholarships or Grants

Early learning professionals trying to further their ECE may be eligible for scholarship through the Early Achievers Grant or Washington Scholarships.

Procedure

1.   Early Achievers Grants are available to early learning professionals pursuing certificates and associate degrees in ECE and are awarded on a case-by-case basis while funding is available. To apply, applicants must:

a.   Submit an application to the participating community college and enroll in an approved ECE program.

b.   Be employed at a facility participating in Early Achievers (child care center, family home, or ECEAP program) for a minimum of 10 hours per week or 40 hours per month.

c.   Provide evidence of employment for at least three months at the facility. The facility must participate in Early Achievers.

2.   Early Achievers Grants are prioritized. In the event a college has more eligible applicants than available funds, the college must prioritize funding based on the following:

a.   First Priority: Students employed at an Early Achievers rated facility who are already receiving Early Achievers Grant funding for their educational program and making good academic progress per college policy.

b.   Second Priority: Providers who must complete minimum education requirements to maintain their license, per WAC. Colleges will emphasize granting Early Achievers funds to providers in the following order:

i.   Licensed Family Home Providers

ii.   ECEAP Providers

iii.   Licensed Center Providers

c.   Third Priority: Eligible providers working at an Early Achievers rated facility but have not yet enrolled in an ECE certificate or ECE associate degree program.

d.   Fourth Priority: Eligible providers working in an Early Achievers rated facility but have not yet enrolled in an ECE certificate or ECE associate degree program.

e.   Fifth Priority: Eligible providers who have been awarded scholarship funding in the past but did not successfully complete their academic term.

3.   The Early Achievers Grant also ensures the following guidelines:

    a. Participating colleges will utilize DCYF-provided information about employers participating Early Achievers program to make prioritizing decisions.

    b. No more than one-half of the grant recipients from a single college may be employed in ECEAP programs.

    c. Head Start employees are eligible for one course (up to five credits) per quarter for three consecutive quarters.

    d. Colleges approach student funding by braiding funding for eligible students whenever possible to expand the benefit of the Early Achievers Grant.

4. When selecting scholarship recipients, DCYF does not take into account ethnicity, race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, veteran, or immigration status.

Washington Scholarships

5. Washington Scholarships are available to early learning professionals pursuing bachelor's degrees in ECE or other specialty certificates and are awarded on a case-by-case basis. Recipient must:

    a. Be employed at an ECEAP, child care center, or family home participating in Early Achievers.

    b. Be in a qualifying job role.

    c. Have worked at a participating Early Achievers facility for at least three months.

    d. Work an average of 10 hours per week at current facility.

    e. Complete the student release form in the scholarship contract.

    f. Enroll in a minimum of 15 credits per year.

6. Washington Scholarships are prioritized. Priority consideration will be assigned in the following order to qualified applicants:

    a. First Priority: Students already receiving a Washington Scholarship for their education program and making good academic progress per college policy.

    b. Second Priority: The following program types (in order of priority):

        i. ECEAP Facilities

        ii. Licensed Family Home Providers

        iii. Licensed Center Providers

Procedure 304. Education and Training Awards

DCYF offers education and training incentives as determined by legislation or program policy, and as funding is available. In order to receive the education or training incentive, the provider must meet the program's eligibility criteria, which is subject to change based on availability of funding and resources.

Procedure

Education Incentive Awards

1. The following roles are eligible for education incentive award:

    a. Eligible roles working in a licensed care facility must have employment recorded in the workforce registry.

    b. Eligible roles working outside of licensed care must have verifiable employment as determined by program criteria. See eligibility criteria below for trauma informed care incentive awards

2. The following roles are not eligible for education incentive award:

    a. DCYF employees.

    b. Out-of-state professionals.

    c. Any person without eligible role requirements.

3. User must submit an education application to have their education verified. Once education is verified, the user may be eligible for an education award.
    a. All education and training incentives or awards are available while funding permits.
    b. User must have a Statewide Vendor Number to receive payment.
        i. User has up to 12 months from the date they submitted their education application to receive a Statewide Vendor Number. If the user does not get a Statewide Vendor Number in that time, they are no longer eligible to receive that education award.
4. Once education is verified, users may be granted an education award based on the following verified achievements (**see guide**):
    a. Highest level of completed education.
    b. Up to four ECE majors.
    c. Up to three ECE certificates and credentials.
5. Education incentive awards follow the structure outlined in the table below.

Trauma Informed Care -- Education Awards and Training Awards
To receive an approved trauma-informed training and education award. Individuals are required to have a Workforce Registry Account, with a STARS ID.

Qualifying Roles

1. Qualifying roles include employees or owners of eligible program types. This includes but may not be limited to:
    a. Licensed or certified child care center or outdoor nature-based care accepting state subsidy.
    b. Licensed family home provider accepting state subsidy.
    c. ECEAP or Early ECEAP
    d. License-exempt family friend and neighbor
2. **Determining role qualification:** Qualifying roles for licensed programs are determined by the role listed in the Workforce Registry. Current eligible roles by program type include but may not be limited to:

    a. Owner, licensee, director, assistant director, program supervisor, lead teacher, assistant teacher, aide, site coordinator, lead staff or group leader, FFN provider.
        i. Individuals at the time of the award must work in a program with children receiving subsidy, and the program has claimed payment at least one of the past 12 months prior to the award date to qualify for any incentives.
    b. ECEAP or Early ECEAP roles in MERIT including assistant teacher, child development/education manager, contractor staff, family support manager, family support staff, health advocate, lead teacher, site contact manager.
    c. The active job role in MERIT must be confirmed or verified.

3. **Coaches and consultants**: Qualifying coaches and consultants are determined by DCYF and are providing service to programs participating in or enrolled in Early Achievers and recognized by DCYF, including:
    a. Early Achievers Coach
    b. Birth-to-3 Quality Initiative Coach

    c. Infant Early Childhood Mental Health Consultants (training awards only)
    d. ECEAP coach

Eligible Trauma Informed Care Education and Training

4. Eligible Education
   a. Bachelor's Degree with Infant and Early Childhood Mental Health
   b. Bachelor's Degree with Infant and Toddler Mental Health
   c. Master's Degree with Infant and Early Childhood Mental Health
   d. Master's Degree with Infant and Toddler Mental Health

5. Eligible Trainings
   a. To receive an incentive for eligible trainings, the trainings must be completed with a DCYF-contracted training organization by a State-Approved Trainer or DCYF approved proprietary training entity.
      i. State-approved training alone does not ensure eligibility for training awards.
   b. Eligible trainings are DCYF-approved and will specify they are award-eligible in MERIT and include:
      i. WAPM Implementing Inclusive + Equitable Pyramid Model Practices UPDATE (Modules 1 and 2),
      ii. Pyramid Model Prevent Teach Reinforce for Young Children (Prerequisite is the Pyramid Model (WAPM) module 1 and 2),
      iii. Conscious Discipline,
      iv. Filming Interactions to Nurture Development (FIND),
      v. Mobility Mentoring,
      vi. PREPARE for Care,
      vii. Developing Social Emotional Skills
      viii. Prenatal and Infant Mental Health
      ix. DCYF approved Trauma Informed Care Training Modules – Advanced Series

6. Eligible providers working in Licensed and License-Exempt Programs must have education and training recorded in the workforce registry.
7. Eligible coaches and consultants must have education and training recorded in the workforce registry unless otherwise verified by the employer and DCYF.
8. All trauma-informed care education and training awards are capped at $1,200 total.
9. Total payments will not exceed $1,200, and some awards may be adjusted to ensure the limit is not exceeded. Please see the award structure below.
   a. Training and education awards are paid based on funds available.
   b. Eligible providers must complete all required forms in order to receive payment that may include forms related to:
      i. Taxable income
      ii. Statewide vendor number
   c. Education awards are paid based on verified education in the Workforce Registry.
10. DCYF will prioritize awards as funds are available in the following order for:
    a. Certified Tribal Providers

b. Early Learning Providers who speak languages other than English
c. License-Exempt Family Friend and Neighbor Providers
d. Coaches who speak language other than English
e. All other licensed or certified early learning providers accepting subsidy.

Education Award Types

Degree Award – Available for Highest Level of Education	
GED (General Educational Development)	$50
High School Diploma	$50
Associate Degree	$100
Bachelor's Degree	$200
Master's Degree	$300
Doctoral Degree	$400
ECE Major Award – Available for Up to Four Verified ECE Majors	
Associate Degree with ECE Major	$100
Bachelor's Degree with ECE Major	$100
Master's Degree with ECE Major	$100
Doctoral Degree with ECE Major	$100
Trauma Informed Care Major Award – Available for verified TIC Majors	
Bachelor's Degree with Infant and Early Childhood Mental Health	$1,200.00
Bachelor's Degree with Infant and Toddler Mental Health	$1,200.00
Master's Degree with Infant and Early Childhood Mental Health	$1,200.00
Master's Degree with Infant and Toddler Mental Health	$1,200.00
Certificate/Credential – Available for Highest Level of Education	
Washington State ECE Initial Certificate	$50
Washington State ECE Short Certificate of Specialization	$50
Washington State ECE Certificate	$50
Child Development Associate (CDA) Credential	$50
Home Visitor CDA Credential	$50
One-Year ECE Certificate/Diploma (Minimum of 45 Credits)	$50

Degree Award – Available for Highest Level of Education	
MACTE Accredited Teacher Credential in Infant/Toddler (I/T)	$50
MACTE Accredited Teacher Credential in ECE	$50
Association Montessori Internationale (AMI) Diploma in Assistants to Infancy (A to I): Covers Birth to 3 Years of Age	$50
AMI Diploma in Primary: Covers 3 to 6 Years of Age	$50
13 Military Modules	$50
Other Certificate Equal to a Minimum of 12 ECE Credits	$50

Training Award Types

Contracted Partner - Trauma Informed Care Trainings	
• WAPM Implementing Inclusive + Equitable Pyramid Model Practices UPDATE (Modules 1 and 2) *(Only content developed from Haring Center and Cultivate)*	$800.00
• Mobility Mentoring (ECEAP and Early ECEAP only)	$800.00

• Conscious Discipline
  ○ Start Strong: SEL Foundations and Resiliency in Infants and Toddlers, for ages birth to 3
  ○ Building Resilient Schools and Homes
	$800.00

• Filming Interactions to Nurture Development (FIND)	$800.00
• Developing Social Emotional Skills – Only provided in Somali and Spanish	$800.00
• Prenatal and Infant Mental Health – Provided in Somali	$1200.00
• PREPARE for Care Training at least two modules	$1200.00
• Prenatal and Infant Mental Health – Only provided in Somali and Spanish	$1200.00
• DCYF Approved Trauma-Informed Care Training Modules - Advanced Series	$1200.00
• PREPARE for Care Training – at least four modules	$1200.00

Procedure 305. Professional Development Points in Early Achievers Rating

Workforce Registry users who are employed at programs participating in Early Achievers may contribute to the facility's Early Achievers Rating. Education must be verified in the Workforce Registry prior to the rating process taking place in order to be considered during the rating. Education that is submitted but not verified at the time of rating will not count towards the facility's Early Achievers Professional Development Points.
<u>Education equivalents</u> *are included but will not include experience or training equivalent options.*

Procedure

1. Professional Development Points are part of an Early Achievers facility rating and are calculated based on information in the Workforce Registry about staff working at the facility.

2. Professional Development Points are:
   a. Determined by staff education levels.
   b. Includes consideration for state identified equivalents recognized for earning points towards Early Achievers Rating.
   c. Count for up to 10% of a program's rating (10 points possible)

3. Centers Professional Development Points:
   a. Program leadership can earn up to 4 points out of 10 possible.
      i. These 4 points will be calculated based on one person who has the highest ECE education and is in the role of Director, Assistant Director, or Program Supervisor.
      ii. Leadership Points are awarded as follows: State Cert or equivalent: 1 point; Associate in ECE or equivalent: 2 points, Bachelor's in ECE: 3 points, Master's in ECE or higher: 4 points.
      iii. Associate, Bachelor's, or higher degrees that are not in ECE will earn one point less than the amount noted above if that degree were in ECE.

   b. Teaching Staff can earn up to 6 points out of 10 possible.
      i. These 6 points are calculated based on the top 25% of verified education for teaching staff. Teaching staff includes assistant teachers and lead teachers.
      ii. If 25% of teaching staff accounts for a partial staff amount (ex: 2.5 staff in a 10-teaching staff facility) the number of staff used in the calculation will be rounded down.
      iii. Teaching Staff Points are awarded as follows: Initial Cert or equivalent: 2 points; Short Cert or equivalent: 3 points; Associate in ECE or equivalent: 4 points, Bachelor's in ECE: 5 points, Master's in ECE or higher: 6 points.
      iv. Associate, Bachelor's or higher degrees that are not in ECE will earn one point less than the amount noted above if that degree were in ECE.

4. Family Homes Professional Development Points:
   a. Family Home Licensee can earn up to 10 points for their completed education.
   b. Points are awarded as follows: Initial Cert or equivalent: 2 points; Short Cert or equivalent: 3 point; State Cert or equivalent: 4 points; Associate in ECE or equivalent: 6 points, Bachelor's in ECE: 8 points, Master's in ECE or higher: 10 points.

5. Additional information is available in the Early Achievers Professional Development Standard Document <u>standard document</u>.

Procedure 306. Payments Received in Error

Workforce registry users who have received a payment in error will be held accountable for paying back DCYF.

Procedure

1. Workforce registry users who receive a payment in error are held accountable for paying back DCYF.
   a. User must notify DCYF that they have received a payment in error.
   b. User must reimburse DCYF for the full amount of the payment.

Procedure 307. Education Movement

Workforce registry users who have completed additional ECE educational accomplishments after the applicant's initial education application was submitted may report the degree and could be eligible for an education movement award.

Procedure

1. For a newly reported degree to be considered movement, it:
   a. Must be higher than the previously reported degree.
   b. May not be the same level of degree with a different major.
   c. Must have been a result of additional training or education, not articulation of degree from credits earned before initial education verification.
2. Awards for movement are based on verified education, in alignment with education award policies, and while funding is available.
3. Users who do not report all earned degrees when they initially submit their education verification will not receive an additional education award for the degrees later.

Section 4: Training Requirements

Workforce registry users must complete training and in-service requirements for their role. Depending on their role, those requirements may include Child Care Basics/School-Age Basics, Electronic Attendance System training, Health and Safety training, and annual continuing education.

Procedure 401. Child Care Basics

*The 30-hour Child Care Basics includes Washington State and federally required content for early learning roles as specified in WAC. This includes, but is not limited to, the following topic areas as required by WAC 110-300-0106: Recognizing and Reporting Abuse (0106 section 4), Emergency Preparedness (0106 section 5), Prevention of Shaken Baby Syndrome (0106 section 6), Serving Children Experiencing Homelessness (0106 section 7), Medication Management (0106 section 10). Licensed child care providers must complete Child Care Basics in accordance with <u>**WAC 110-300-0106**</u> – Training Requirements.*

Procedure

1. A registry user who is required to complete Child Care Basics (CCB) may do so in one of the following ways (**see guide**):
   a. CCB training in the community offered by a state-approved trainer.

b. CCB offered online by DCYF.
c. Approved college courses.
d. Combination of both the approved ECE and DCYF online Federal Health and Safety modules:
    i. Licensed Head Start, ECEAP, and School District programs may submit an agreement stating they meet the health and safety training requirements included in WAC 110-300-0106. The hiring program is responsible for designating an individual to document completion of the required training in MERIT on behalf of the user.
2. If you have met the requirement by any method previously accepted by DCYF before Aug. 1, 2019, and have the completion recorded in MERIT, DCYF will accept your completion of CCB. You will need to review updated federal health and safety training topics in the **Child Health and Safety Supplemental guide**. User will not need to complete the online Health and Safety Modules.
3. If user has completed the requirement for CCB, this will also meet the in-service requirement for the year (only for their first 12 months of cumulative employment).

* Additional information on the **CCB requirement** and various ways to complete the **CCB requirement**.

Procedure 402. School-Age Basics

*Licensed school-Age providers must complete School Age Basics, formerly known as the basic STARS training, in accordance with **WAC 110-301-0106**. The 30-hour School-Age Basics includes Washington State and federally required content for school-age roles as specified in WAC. This includes, but is not limited to, the following topic areas as required by WAC 110-301-0106: Recognizing and Reporting Abuse (0106 section 4), Emergency Preparedness (0106 section 5), Serving Children Experiencing Homelessness (0106 section 6), Medication Management (0106 section 7). Licensed school-age providers must complete School-Age Basics in accordance with **WAC 110-301-0106** – Training Requirements.*

Procedure
1. A registry user who is required to complete School-Age Basics (SAB) may do so in one of the following ways:
    a. SAB training in the community that is offered by a state-approved trainer.
    b. Approved college course.
2. If you have met the requirement by any method previously accepted by DCYF before June. 1, 2021, and have the completion recorded in MERIT, DCYF will accept your completion of SAB. You will need to review updated federal health and safety training topics in the **Child Health and Safety Supplemental guide**. User will not need to complete the online Health and Safety Modules.
3. If user previously worked in an early learning program and completed Child Care Basics, and the completion is recorded in MERIT, DCYF will accept this as meeting the initial training requirement for school-age programs.
4. If user has completed the requirement for SAB, this will also meet the in-service requirement for the year (only for their first 12 months of cumulative employment).

Procedure 403. Electronic Attendance Training

All providers accepting Working Connections Child Care subsidies are required to track attendance using an electronic attendance system. This applies to child care centers, family home child care providers, and FFN

providers. Workforce registry users who use the DCYF-provided system must complete a one-time Electronic Attendance System training. This training is not eligible for in-service (STARS) hours.

Procedure

1. One primary worker per facility is required to complete Electronic Attendance System training. Eligible roles include:
    a. Director
    b. Assistant Director
    c. Program Supervisor
    d. Licensee
    e. Site Contact/Manager
    f. Site Coordinator
    g. Owner
    h. Family Home Child Care Provider
    i. FFN Provider
2. Electronic Attendance System Training may be completed in the following ways in English, Spanish, Somali:
    a. In-person from a state-approved trainer
    b. Online at **dcyftraining.com**
    c. Self-paced/workbook

* See the Electronic Attendance **Training and Support** page for more information.

Procedure 404. Electronic Attendance – Internet or System is Unavailable

Providers must continue to maintain daily attendance records on paper during internet or system unavailability per WAC 110-15-0034(5).

Procedure

1. Providers who have a temporary power outage or temporary internet outage must keep paper attendance records and input into the electronic attendance system when the system is available again.
2. Providers who are unable to use their electronic attendance system or devices due to a planned or unplanned system outage must keep paper attendance records and input the information into the electronic attendance system when the system is available again.
3. Providers who are unable to use their electronic attendance system or devices due to a natural disaster or declared state of emergency must keep paper attendance records and input the information into the electronic attendance system when the system us usable again.

Procedure 405. Electronic Attendance Records – Exceptions to Rule (ETR).

Providers may request an ETR based on criteria that prevents their ability to successfully use an electronic attendance system per WAC 110-15-0126. ETRs are subject to a review process for approval or denial.

Procedure: Providers without internet access may request and ETR.

1. Providers may request an ETR for the following reasons, not limited to:

    a. Rules preventing the use of electronics at the facility.

    b. The provider's selected third-party system is working towards meeting system approval requirements.

    c. Computer access is not available or nearby.

    d. The system is not offered in the primary language of the provider and/or the families the provider serves.

2. Provider's approved ETR must:

    a. Provide copies of their records monthly within seven days of submitting their invoice for payment.

    b. Report to DCYF within ten (10) days if the circumstances around the reason for their initial ETR request changes

    c. Submit a request for exemption at least every two years.

3. Providers denied for an ETR can request a reconsideration of their denial through the Electronic Attendance Coordinator.

Procedure 406. Health and Safety Training

Early learning providers school-age providers must complete and renew health and safety training according to WAC 110-300-0106 and WAC 110-301-0106 to meet licensing requirements. The trainings include Blood Borne Pathogens, First Aid/CPR, Food Handlers Permit, and Safe Sleep. Early learning child care providers are responsible for completing training before they provide care and throughout their career. As of Oct. 1, 2018, current FFN non-relative providers serving children and receiving Working Connections Child Care subsidy have 90 days to complete and record agency-approved health and safety training.

Procedure

1. Users must complete and renew training requirement through the following methods:

    a. DCYF-approved Health and Safety Training either in-person or using the **DCYF online training portal**.

    b. DCYF Safe Sleep training using the **DCYF online training portal**.

    c. First Aid, Infant CPR, and Blood Borne Pathogens in-person in the local community through fire departments, the Red Cross, or other **training providers**.

Procedure 407. In-Service Hours (Annual Continuing Education Hours)

Workforce registry users must complete 10 hours of annual in-service training according to WAC 110-300-0107 and WAC 110-301-0107. Training completion must be recorded in the Workforce Registry. Workforce registry users may use in-person training, college coursework, conference or special events, or a continuing education proposal to meet the annual in-service training requirement for licensed child care providers.

Procedure

1. Workforce registry users will receive in-service hours for training that is delivered by a state-approved trainer through the following methods:

    a. In-person

    b. Online

    c. Self-paced/correspondence

2. Ten in-service hours must be completed each calendar year between January 1 and December 31st. Users must make sure that all of their in-service training hours are entered into MERIT.

    a. If a user exceeds the 10 required in-service hours in a year, a maximum of five in-service training hours may be carried over to the next calendar year (January 1 – December 31).

3. Providers may participate in the same in-service trainings more than once. The following conditions apply:
    a. If a provider attends the same training in a 12-month period, in-service hours will only be awarded to the initial training date.
    b. The same training may be taken multiple times during a 12-month period so that the provider can refresh on the content or if the training is part of a required professional growth plan.
4. Providers who are also DCYF staff can receive in-service hours credit for completed trainings <u>if</u> the training was **not** hosted by:
    a. Their DCYF team/unit, or
    b. One of the team/unit's contracted organizations

College Coursework

1. Workforce registry user may submit college coursework through the education application in MERIT to meet the requirement for in-service hours.
    a. User follows **Policy on Education Application**.
    b. User may only submit college coursework dating three years back from the current calendar year.
    c. Up to three courses may be added to the user's record per calendar year to meet the requirement for in-service hours.
    d. User must submit a transcript that shows the recorded college coursework. A certificate or other documentation will not be accepted.
    e. College coursework that is not worth college credit but is offered by an instructor for in-service hours must be recorded in MERIT. The instructor must be a Washington state-approved trainer.
        i. All course work indicated as pass/fail on a higher institution transcript is considered training.

Conference/Special Events

1. This application is designed for conferences as well as special events, which include organization professional development days, specialized trainings with contracted trainers/organizations, or series learning events. Workforce registry user may attend a conference or a special event to meet the requirement for in-service hours.
    a. If you host a conference/special event and are not a state-approved trainer, you must complete a conference/special event application in MERIT. Up to four applications may be submitted by an individual each calendar year. This application is for those individuals who do not offer frequent trainings.
        i. Applications must align with the Washington Core Competencies for Early Care and Education Professionals or Core Competencies for Child and Youth Development Professionals.
        ii. Applications must be submitted for review at least three weeks in advance of the event. Applications submitted after the three-week cutoff will not be reviewed.
            1. See guidance for **MERIT Support Conference/Special Events**.

2. Supporting documentation, including the learning objectives and outcomes, must be submitted to **training@dcyf.wa.gov**. Applications will be automatically withdrawn after 30 days if supporting documentation is not received.
3. Non-learning moments within events will not be approved (e.g., lunch breaks, introductions, and closing activities not aligned with the core competencies).
4. If an event has multiple facilitators, a mix between state-approved trainers and non-state-approved trainers, the application will be reviewed.

b. Conference/special event applications may be submitted more than four times per year if (see **Policy 503 Trainer-Affiliated Organization)** the applicant is affiliated with a training organization in MERIT, and is contracting with an independent trainer or a trainer from another organization (non-dependent on their trainer approval status).

   i. The applicant is a state-approved trainer who is working with a presenter who is not a state-approved trainer.
   ii. The applicant is with an approved organization and is working with a presenter who is not a state-approved trainer.

Continuing Education Proposal

1. Trainings that are not already eligible for in-service hours may be considered for in-service hours if the user submits a Continuing Education Proposal. Qualifying examples may include out-of-state conferences, clock hour trainings, events, or in-person trainings offered by third parties, etc.

   a. Users can submit a Continuing Education Proposal in MERIT for events completed in the last 12 months. They must send supporting documentation to **dcyf.merit@dcyf.wa.gov** for review within 30 days of submitting an application.
   b. Certificates must meet requirements outlined in **Policy 409**.
   c. If supporting documentation is not received within 30 days, the application will be withdrawn.
      i. DCYF reserves the right to request additional information to process the application, including further evidence in the expansion of learning section.
      ii. DCYF reserves the right to deny continuing education proposals if they do not meet the standards of practice and professionalism established for state-approved training/trainers.
   d. Approved Continuing Education Proposals are not eligible for training reimbursement.

Procedure 408: Completing Enhancing Quality of Early Learning (EQEL) for Early Learning Providers

This policy applies to all early learning providers required to complete the Enhancing Quality of Early Learning training series to ensure they meet the WAC training requirement. (WAC 110-300-107)

Procedure:

1. New Early Learning Providers as of August 1, 2019, must complete EQEL within 36 months (3 years) of being hired.
2. EQEL is recorded in MERIT by a contracted state-approved trainer eligible to offer EQEL using the DCYF templates assigned to them.
3. Early Learning Providers may:
   a. Complete EQEL over 2 years.
   b. Use EQEL to meet the annual in-service requirement for early learning providers for each year.

   c.   Complete a DCYF approved alternative for EQEL which includes:
  - i. ECEAP required training, including the Professional Development Plan training needs based on ECEAP Performance Standards
  - ii. Head start required training, including those identified based on need related to Head Start Performance Standards
  - iii. WA ECE Short Certificate or higher ECE degree
  - iv. DCYF recognized education/credential equivalents for WA State ECE Short Certificate or higher.

Procedure 409. DCYF Staff Requesting to Offer In-Service Hours

DCYF staff members may request to offer an event or training that provides in-service hours if it meets the requirements for a state-approved training.

Procedure

1. DCYF staff must email **training@dcyf.wa.gov** to request training approval.
2. Training specialist will schedule an information gathering session between the applicant and PD team. If the event seems to meet the requirements for state-approved training, the applicant will receive the training approval form. Applicant must complete the approval form and demonstrate that the training meets the standards of practice and professionalism for training.
3. If approved, the training specialist will give applicant MERIT access so applicant may administer the training roster as the DCYF Organization Administer.

Procedure 410. Office of Superintendent of Public Instruction Clock Hours

Early learning providers may earn clock hours through the Office Superintendent of Public Instruction (OSPI) to meet recertification needs.

Procedure

1. In-service hours from DCYF will be automatically accepted as clock hours. **WAC 181-85-025(6)**.
2. Early learning providers will self-report their clock hours to OSPI. DCYF will not be completing the in-service registration form.
3. The workforce registry user will ensure that their in-service training hours are recorded on their professional record in MERIT as record for OSPI.

Procedure 411. Training Certificate Verification

A workforce registry user who has completed a training but has not had it recorded in MERIT may submit a training certificate for verification for possible in-service hours.

Procedure

1. If an individual has a certificate from a state-approved trainer and does not have this training reflected on their MERIT record, the individual may request to have their certificate reviewed to be recorded on their MERIT account by contacting **dcyf.merit@dcyf.wa.gov**. Each certificate is reviewed on a case-by-case basis.
2. DCYF will review the training certificate within 10 business days from receipt and notify the requestor whether the certificate meets the requirements.
   - a. To verify your training certificate, the below information is required:
     - i. Participant name

      ii.   Stars ID
     iii.   Training date
     iv.   Training name
      v.   Number of training hours awarded
     vi.   Trainer's name and signature
  b. DCYF will reach out to the listed trainer or the training organization administrator, if the trainer is no longer available, to verify the registration and completion of a training and the authenticity of the certificate.
  c. DCYF reserves the right to reach out to the requestor if additional information is necessary to verity the training certificate.
  d. DCYF retention policy only accepts certificates that are less than seven years old.
  e. CCB may not always adhere to a seven-year timeframe due to the nature of changing federal health and safety requirements.
3. DCYF has the right to review each certificate on a case-by-case basis.

Procedure 412. Training Reimbursement

Workforce registry users may apply for reimbursement for completed training.

Procedure
4. Training reimbursement is available to qualifying individuals working in a licensed facility.
  a. Users may apply once per fiscal year (July 1 – June 30) for up to $250 while funding is available.
  b. Eligible training must have been provided by a state-approved trainer.
  c. Eligible learning events include:
      i.   Trainings provided by a state-approved trainer.
     ii.   Approved conference/special events.
  d. To be eligible for reimbursement, users must be in a qualifying role at the time of application. Qualifying roles include:
      i.   Child care center: director, program supervisor, assistant teacher, lead teacher, assistant teacher, or aide.
     ii.   Family child care home: licensee, lead teacher, assistant teacher, aide.
     iii.   School-age program: director, site coordinator, lead staff or group leader, assistant, assistant director.
     iv.   A continuing education proposal is not eligible for training reimbursements.
5. Workforce registry user submits a training reimbursement application in MERIT.
  a. User must have open confirmed or verified employment in their professional record in MERIT.
  b. Training must be recorded in user's professional record.
  c. User must have a Statewide Vendor Number to receive payment.
      i.   User has up to 12 months from the date the training was completed to receive a Statewide Vendor Number and receive payment.
6. Users are subject to repay payments received in error (**Policy 307**).

Section 5: State-Approved Trainers

Procedure 501. Applying to Become a State-Approved Trainer

A user must complete an application in the registry to become a state-approved trainer. State-approved trainer applicants must complete all application requirements based on their role within 90 days of submitting the application in order to be approved.

Procedure

1. A state-approved trainer application must be submitted and approved before offering in-service (STARS) training.
   a. Non-state-approved trainers who present more than four times in one fiscal year with a state-approved trainer or an approved organization must become a state-approved trainer.
2. Trainer applicant must reside in Washington State; exceptions will be made for Region X states.
   a. Trainers from Region X states (Alaska, Idaho, and Oregon) are eligble to apply using a streamlined process. If interested, please email training@dcyf.wa.gov for more details. All other out-of-state prospective trainers will be reviewed on a case-by-case basis.
3. To apply to become a state-approved trainer, a workforce registry user must submit the state-approved trainer application that best fits their background, experience, and education along with all supporting materials, complete the observation (if relevant for application type), and complete the adult learning modules within 90 days.
   a. A one-time extension of an additional 90 days may be provided on a case-by-case basis.
4. Adult Learning Modules must be completed prior to approval.
   a. Modules will be available on the DCYF learning portal and are each 1-2 hours in length.
5. Specialist Trainer applicants will need to complete a training observation.
   a. An observation will be completed by a DCYF contracted trainer observer or DCYF staff. Trainer applicants who are associated with an Organization Trainer Mentor (OTM) will be observed internally by their OTM (**Policy 404**).
      i. Initial training observations must be synchronous (live delivery) either online or in-person. The training must be at least 1.5 hours in length.
      ii. Applicants are responsible for coordinating a training event with training participants. In-service (STARS) hours are not awarded for this training.
         1. Co-teaching with an existing state-approved trainer is permitted. If a trainer applicant is co-teaching, in-service (STARS) hours may be awarded for the portion the applicant delivers as long as they are under the direct supervision of the state-approved trainer. The state-approved trainer is required to uphold all standards of practice and professionalism for the training they are supervising.
      iii. DCYF will send the applicant an observation packet to prepare for the observation. It will include the trainer standards, a description of the observation process, and the observation rubric.
      iv. Observers may follow-up with the trainer to ask additional questions in order to complete the scoring of the rubric.
   b. DCYF may be able to accommodate with an alternative to the live delivery observation on a case-by-case basis. Interested applicants may reach out to training@dcyf.wa.gov to see if they are eligible.
   c. All applicants must have employment/education verified in the registry (policy **301**, **302**).

6. Trainer applicants from DCYF-contracted professional development organizations who will solely deliver DCYF curricula may use DCYF-developed curricula to complete the initial observation. These types of observation exceptions will be decided on a case-by-case basis; please notify DCYF at training@dcyf.wa.gov.
    a. The observation will be conducted using an amended rubric for proprietary curricula.
    b. If the training is longer than two hours long, DCYF will determine the appropriate modules/sections for the observations.
    c. All other observation procedures will remain the same.
7. DCYF reviews applications and makes a final approval decision.
    a. Final decisions are based on the applicants' professional experience working directly with children, youth, and families, experience facilitating learning to adults, and their academic experience.
    b. Trainer applicants who do not meet the minimum approval requirement may be provisionally accepted to be state-approved trainers for a six-month period.
        i. They may train for in-service hours during this period.
        ii. This period must be used to address the areas of growth that were identified during the observation.
        iii. In order to receive full-trainer status after this provisional period the trainer must:
            1. Trainers will work with a trainer mentor to develop a professional growth plan and identify activities to accomplish their learning goal(s).
            2. Pass a live observation using the same curriculum that was used for the initial observation. If the trainer cannot demonstrate that they have met the trainer standards, they will be denied their trainer status.
        iv. Trainers who are denied may reapply one year after their denial date. In order to reapply, they will need to complete a professional growth plan, and demonstrate that they have made improvement. If DCYF determines that they have met the goals in the growth plan, the trainer will be asked to complete the full application process, as well as additional quality assurance monitoring for the trainings that they intend to list in the registry.

Procedure 502. Guiding Frameworks

State-approved trainers are responsible for maintaining compliance with all standards and competencies for state-approved trainers, including professional conduct and all recording and reporting of training completions.

Procedure
1. All state-approved trainers are responsible for providing high-quality professional development opportunities for early learning and school-age professionals based on the following documents:
    a. **Core Competencies for Early Care and Education Professionals**.
    b. **Core Competencies for Child and Youth Development Professionals**.
    c. **Standards of Practice and Professionalism for State Approved Training**.

Procedure 503. Federally Required Training Topics

WAC 110-300-106 lists federally-required training topics for licensed providers. This includes, but is not limited to, the following topic areas as required by WAC 110-300-0106: recognizing and reporting suspected child abuse, neglect, and exploitation (section 4), emergency preparedness (section 5), prevention and identification of shaken baby syndrome/abuse head trauma (section 6), serving children experiencing homelessness (section 7), safe sleep (section 8), medication management and administration (section 9), exposure to blood and bodily fluids (section 10), first-aid and CPR (section 11), and food handling (section 12).

Procedure
1. Introductory-level training on many of these topics can be found on the DCYF learning management system, through designated approved organizations, or through the Child Care Basics training. These training topics are not eligible for in-service hours.
2. The delivery of these topics for in-service is restricted to DCYF-approved training organizations. In order to be considered for approval, that training curriculum must be:
   a. Developed by subject matter experts.
   b. Designed for synchronous delivery.
   c. Reflective of the Trainer Standards; and
   d. Beyond the level of information shared on the DCYF LMS and Child Care Basics

   If you are a trainer and your organization is interested in delivery training on these topics, contact training@dcyf.wa.gov.
3. Additional training topics that are not authorized to be delivered by an entity or state-approved trainer outside of DCYF, include:
   a. Training on licensing regulations or WAC
   b. Licensing orientation for new providers
4. The list of restricted topics is subject to change and will be updated as needed.

Procedure 504. COVID-19 and Other Environmental Events Training

DCYF reserves the right to restrict delivery to select health and safety-related topics for in-service hours (including content on COVID-19 or other environmental events) to select professional development partners.

Procedure
1. All partners who develop COVID-19 or other environmental event-related content for in-service hours must do so in collaboration with the Washington State Department of Health and DCYF.
2. DCYF will communicate to state-approved trainers and other professional development stakeholders if such a restricted topic is in effect and when the restriction is lifted.
3. COVID-19 or other environmental event-related trainings must be delivered at no cost to providers.

Procedure 505. Trainers Delivering DCYF Curricula

DCYF will ensure the consistent implementation of all DCYF-developed curricula by partnering with DCYF-contracted organizations or approved partner agencies for delivery. These organizations will have a designated lead who will make trainer recommendations for approval, ensure implementation fidelity, and provide ongoing support to trainers specific to the curricula. Approved trainers will use the appropriate assigned template, and only DCYF-approved materials to deliver the training.

Procedure
1. The designated lead will recommend trainers to deliver DCYF training.
    a. The designated lead must be an individual who oversees trainers and training content with the training organization. This may include an Organization Trainer Mentor or Training Organization Administrator.
    b. The designated lead must have a signed Memorandum of Agreement on file with DCYF to make trainer recommendations.
2. Each DCYF training includes a trainer manual with trainer requirements and onboarding process. Trainers who meet the requirements and complete the onboarding may be eligible to provide the DCYF training.
3. The designated lead completes the trainer recommendation.
    a. The designated lead states the qualifications of the trainer specific to each curricula that they would like to have assigned to the trainer.
    b. The designated lead and trainer agree to fulfill all the expectations for delivering the DCYF training.
4. The designated lead must sign the trainer recommendation and submit it to DCYF.
5. DCYF will assign the training template to the trainer, if approved.
6. All DCYF training must be recorded in the registry by the approved trainer using the assigned training template.
7. DCYF may conduct a random quality assurance observation for trainers delivering DCYF-developed curricula in addition to the random quality assurance observations for the state-approved training program.
    a. Trainers delivering DCYF-developed curricula will not be penalized for Standards and indicators that are beyond their control. The observation rubric will be amended for these observations.
    b. Trainers may be observed multiple times during a calendar year for each of the DCYF-curricula they are approved to deliver.
    c. Trainer and the designated lead will be notified of the observation results in order to support quality improvement.
    d. Designated leads are responsible for reviewing observation results and providing ongoing support to ensure implementation fidelity.
8. Designated leads will notify DCYF if a trainer is no longer associated with their organization by emailing training@dcyf.wa.gov.

Procedure 506. Providing Electronic Attendance System Training and Support

All individuals (i.e., state-approved trainers, technical assistance providers, and Learning Lab facilitators) who support providers who serve children on subsidy must have a strong understanding of the Electronic Attendance System (EAS) and its associated policies and procedures as demonstrated by a knowledge assessment. State-approved trainers (see Sec, 5, Policy 501) who successfully complete the knowledge assessment will be assigned the official EAS training template in the registry so that they can document providers' completion of this requirement. The underline official training template must be used to ensure that the completion is recorded in the registry.

Procedure
1. Individuals may request the EAS knowledge assessment by emailing the PD team at training@dcyf.wa.gov.

2. Individuals have an option of completing the **EAS training** before the knowledge assessment.
    a. Trainers affiliated with an organization may work with their training program coordinator for additional individualized one-on-one EAS mentoring to build their knowledge and skills.
3. Individuals will have two weeks to complete the training in a virtual training environment and return the assessment to **training@dcyf.wa.gov**.
    a. If the assessment is not completed and returned, access to the training environment will be removed from the SATs account.
    b. DCYF will track the knowledge assessment information, including:
        i. Trainer name
        ii. EAS Training completion
        iii. Date knowledge assessment was distributed
        iv. Training Environment Access granted date
        v. Knowledge assessment status (pass/fail)
        vi. Retake (pass/fail) date
        vii. Organization affiliation
        viii. Additional information, as needed
4. Individuals must pass the knowledge assessment with a score of 80% or higher and may not miss any system critical questions to provide support on the system.
    a. If individual passes the assessment:
        i. (if a state-approved trainer) the training template will be added to their registry account, and they may begin delivering the training.
        ii. Access to the training environment remains active.
        iii. Letter is sent via email notifying the individual and their organization they have passed the assessment.
5. If an individual does not pass the assessment, they will receive a follow-up email reviewing the questions that need to be re-evaluated.
    a. They will be required to retake missed questions.
        i. If they fail a second time, they will need to complete a one-on-one phone call with a representative of the PD team who will determine if the individual understands the system based on verbal responses.
        ii. If a state-approved trainer, they will be allowed to co-teach the training until they have developed the skills to pass the assessment.

Procedure 507. Trainer-Affiliated Organizations

Organizations may apply to become an affiliated training organization.

Procedure
1. Organizations eligible to be affiliated in the registry:
    a. Must be located in Washington state
    b. Must have designated budget or funding allocated for training delivery
    c. Training delivery is named as a key service provided by the organization

2. Organization Request:
    a. Training organization application must be completed and submitted by email to **training@dcyf.wa.gov**.

b. DCYF will review the application. If approved, the organization will be added to the Workforce Registry as an affiliated training organization.
c. Organization must have at least one state-approved trainer who will be assigned as an organization administrator.
      i. Other non-state-approved trainer organization staff may also be added as an organization administrator to manage trainings.
d. If an organization does not have a state-approved trainer, they must have an individual complete the state-approval process outline in **policy 401**.

Procedure 508. Organization Training Mentor

DCYF contractors that provide state-approved training may have an employee to fulfill the role of an Organization Trainer Mentor (OTM).

Procedure
1. A DCYF contracted organization or another state agency may have a state-approved trainer that serves as a training mentor and liaison between the organization and DCYF's trainer approval process.
2. A state-approved trainer that is employed by a DCYF contracted organization or state agency may serve as an OTM when:
   a. They have a leadership role related to professional learning.
   b. They are a state-approved trainer with successful experience providing state-approved training.
3. The agency nominated OTM must adhere to the role's expectations and sign an agreement with DCYF that includes:
   a. Understanding of the application and monitoring process for trainer approval and OTMs.
   b. Providing mentorship and support for the organization's trainer applicants and existing trainers.
   c. Observing the organization's approved trainers at least once a year and submitting appropriate documentation to DCYF by emailing **training@dcyf.wa.gov**.

Procedure 509. Training Delivery

State-Approved Trainers, whether independent or part of an organization, may provide training to meet the in-service training requirement for early learning providers.

Procedure
1. All training must meet the standards for professional learning outlined by DCYF in the State-Approved Trainer Standards of Practice and Professionalism Manual.
   a. This includes all **trainer standards**, which specify expectations for high-quality professional learning.
   b. Trainings that do not meet the above DCYF standards will not be approved for in-service hours.
   c. Trainings that are already in the registry, and are found not to meet DCYF standards, may be removed at the discretion of DCYF.
      i. Communication with the trainer may be attempted before removal, but the training can be removed without notice.
      ii. Trainer will receive a notification that their training has been removed as well as a justification within five business days.
   d. State-approved trainers providing training that does not meet the Standards of Practice and Professionalism will be offered an opportunity to address the issues and update their training to meet the required Standards of Practice and Professionalism.

   i. Upon resolution, the training may be offered again for in-service hours.

   ii. If no resolution is reached, the training will remain unavailable until adjustments are made by the trainer.

2. **Online training** must provide:

  a. Live virtual (synchronous) instruction where all participants engage in the content at the same time (e.g., online webinar, virtual meeting platform)

  b. A minimum of one point of interaction for every hour of training. Two types of acceptable interactions are:

   i. <u>Interaction amongst participants</u>: Back-and-forth interaction between participants. Examples include live group discussions, breakout rooms, group forums, discussion boards, or group chat rooms.

   ii. <u>Interaction between the state-approved trainer and the participant</u>: Back-and-forth interaction between the trainer and participants. Examples include documented feedback, video chats, direct messaging, forum, or message boards. Optional emails and 'help' links are not considered a back-and-forth interaction.

3. **Self-Paced/Correspondence training** must provide:

  a. Materials with learning content for participants to independently navigate.

   i. Material provided may be delivered electronically or by mail. Examples include printed materials or workbooks, video recordings, pre-recorded webinars, self-paced, online modules, or research articles.

  b. An assessment of learning.

   i. Assessment of learning is administered, and results are collected to successfully complete the training. This could occur as activities such as submitted projects, work samples, written short answer/essay responses, knowledge checks throughout and at the end with a minimum 70% pass rate, or oral presentation or interview through correspondence with the trainer.

   ii. Materials must be accessible at any time.

  c. Back and forth interaction with instructor or peers (i.e., group forums, discussions boards, instructor sends content, participant submits response, instructor reviews and provides feedback, mails certificate).

4. **Hybrid Training** is a combination of two or more different methods. Each method must meet the expectations for that delivery model, regardless of how the time is split up.

  a. If a participant is asked to complete pre-work and/or post-training assignment(s) for in-person or online training, this may be classified as hybrid training.

  b. Cohort model (e.g., training content with discussion boards, chat rooms, social media group).

   i. Cohort of participants participate in training and have touchpoints within a shared range of time.

   ii. Each participant access content individually and completes activities on their own within a window of time.

   iii. Participants join in interactive activities to complete training.

  c. Flipped model (e.g., online modules, documents/text review, meeting by webinar or phone).

   i. Content with follow-up reflective practice/small groups.

   ii. Each person accesses content individually and completes it on their own time.

   iii. Participants join in a small group to reflect and discuss application to practice.

5. The trainer determines the number of in-service hours for the training.

    a. In-service hours include a set amount of time for understanding content and completing required activities.

    b. If a participant spends more time than the trainer allotted, additional time spent will not be awarded in-service hours.

6. State-approved trainers may not provide in-service hours for learning events that promote a commercial product offered either by the state-approved trainer or a for-profit enterprise with which they are associated.

Procedure 510. Maintaining Records

All state-approved trainers must maintain records while delivering training for in-service hours.

Procedure

1. Training must be recorded in the registry by state-approved trainers or trainer-affiliated organization administrators

    a. All trainings must be entered into the registry at least three weeks in advance of the start date.

    b. If your training entry is listed as an unscheduled training in the registry, it must have a start and end date in the same calendar year.

        i. To provide continuous access to these trainings, the trainer will need to re-create the training every year.

2. All trainings must have completed participant rosters within 30 business days of the training's completion date.

    a. If a participant does not provide a STARS ID, the trainer must enter the participant's name in the roster as a placeholder so that the STARS ID can be added later.

    b. State-approved trainers must provide a certificate for training completion to all participants. Certificates must include:

        i. Training title

        ii. Date of training

        iii. Length of training

        iv. Core competencies addressed and how much time for each

        v. Participants name

        vi. Trainers name, STARS ID #, and signature

        vii. Training organization or agency, if applicable

3. State-approved trainers must retain their training evaluations for two years and must make them available to DCYF upon request as outlined in the **Standards of Practice and Professionalism for State-Approved Training**.

Procedure 511. Canceling a Training

A state-approved trainer must cancel a training if they are no longer able to deliver it due to unforeseen circumstances.

Procedure

1. If a training must be canceled, the trainer must make every effort to communicate the cancellation at least 72 hours in advance to all participants and display a sign at the training location must be posted that the training has been canceled.

2. Trainings available to the public in the registry must be marked as canceled in the registry.

3. Refunds must be provided if funds were collected.

Procedure 512. Trainer Support

A state-approved trainer may submit the trainer support application in the registry to receive assistance for materials purchased for their training or to receive reimbursement for professional development related to providing adult learning.

Procedure

1. Trainer support is available on a case-by-case basis.
    a. Applicant must be a state-approved trainer.
    b. Support is available on a first-come, first-serve basis, while funding is available.
    c. State-approved trainers may apply once per fiscal year (July 1 – June 30) for up to $200.
    d. State-approved trainers must have a Statewide Vendor Number to receive payment.
        i. Trainer has up to 12 months from the date they submitted their trainer support application to receive a Statewide Vendor Number. If the trainer does not get a Statewide Vendor Number in that time, they are no longer eligible to receive that trainer support.
2. Trainer support may be used for the following:
    a. Cost reimbursement for their own training and growth as an adult educator.
    b. Materials purchased to support trainer's career as a state-approved trainer.
    c. Trainer may be required to submit receipts to support purchases or expenses.
    Users are subject to follow the repayment policy for payments received in error (**Policy 307**).

Section 6: Training Program Quality Assurance

Procedure 601. Trainer/Training Observations

All state-approved trainers are subject to random quality assurance. These observations are completed by trained observers (from DCYF or from contracted partners) who use a standardized process to complete the observation (for more information, please see Part III: Monitoring Training Quality). All training types are eligible for a quality assurance observation.

Procedure

1. A training may be selected for a quality assurance observation due to:
    a. Random selection
    b. Reported trainer/training concerns
    c. Monitoring of DCYF-training content
2. Existing trainers may use synchronous and asynchronous trainings for quality assurance observations.
    a. Observers will be present for up two hours.
    b. Observers or DCYF may complete a follow-up to assess knowledge and skills that were not demonstrated during the training session.
3. DCYF will notify existing trainers of the outcome of the observation.
    a. Trainers will have five business days to appeal the outcome of the observation by providing additional evidence for unmet indicators and/or information about a deviation in the observation process. Requests for follow-up observations will be decided on a case-by-case basis at the discretion of DCYF.
    b. If the trainer does not meet the minimum points required, they will be placed on provisional approval for six-months, and must agree to revise the content based on the feedback that was received. At the end of the six-month period, the trainer will need to offer this training so that

they can be observed. If the training does not meet the minimum points requirement, the trainer will lose their state-approved status.

      i. If the trainer has other content hosted in the registry, DCYF will select additional trainings for quality assurance monitoring. The observations will be completed during the provisional approval period.

          1. The trainer/training organization will be asked to revise any additional content that is below 80% of points possible during their provisional approval period. This content will be reviewed at the end of the six-month period. If the training(s) do not meet the minimum points requirement, the trainer will lose their state-approved status.

  c. If, at the end of the provision period, the trainer approval status is set to be revoked, the following actions must be taken:

      i. DCYF will change the window of delivery for any training to the end of the current month.

      ii. The trainer must:

          1. Stop enrolling new participants.

          2. Notify registered training participants that the synchronous event is cancelled, if applicable.

          3. Notify Washington participants who are registered for an asynchronous training that they must complete the course by the end of the month in order to receive credit.

          4. Process training reimbursement, if applicable.

          5. Complete all active trainer rosters within three weeks.

      iii. The trainer may not create any new trainings under their profile.

      iv. If the trainer conducts trainings on behalf of a national training organization, they are responsible for notifying them that they are no longer able to provide training within Washington State.

4. If an existing trainer is denied approval, they may submit another application one year after the denial date.

  a. In order to reinstate approval status, the individual must complete their professional growth plan, and interview with DCYF to demonstrate that they have made improvements.

  b. If DCYF determines that they have met the goals in the growth plan, the trainer will be invited to complete the full application process and participate in additional quality assurance monitoring for trainings that they intend to list in the registry until they have demonstrated a consistent understanding of and adherence to the standards or practice.

  c. Out-of-state trainers/training organizations (excluding Region X states) will be considered on a case-by-case basis.

5. DCYF reserves the right to complete observations at any time without prior notice to the trainer. If a trainer is found to not be upholding DCYF trainer standards, additional follow-up may occur as described in **policy 603**

Procedure 602. Registry Training Data Review

State-approved trainings entered in the registry may be randomly reviewed by DCYF to ensure that they align with the expectations that are outlined in the ***State-Approved Trainer Standards of Practice and Professionalism Manual***.

Procedure

1. Training entered into the registry may be randomly reviewed by DCYF to:
   a. Confirm that all training template fields are completed correctly.
   b. Review training content and delivery methods for alignment with trainer standards.
2. DCYF may request additional information or edits to the training template based on data from the review.
   a. If additional information is requested, the state-approved trainer must provide this within five business days of the request from DCYF. Additional information may include:
      i. Trainer materials
      ii. Handouts
      iii. Resources or research used to develop the training
   b. If a revision is requested, the state-approved trainer must ensure revisions are completed before delivering the training again for in-service hours.
3. If a trainer has ongoing issues with completing the training template after receiving targeted technical assistance from the Professional Development Team, their trainer status may not be renewed in the next approval cycle.
4. DCYF reserves the right to remove a training from the registry if it does not meet the training standards.
   a. If DCYF decides that there is a need to remove the content, DCYF will notify the trainer or organization, if applicable.

Procedure 603. Trainer/Training Concerns

All participants of the training community may report their concerns to the training team. Concerns may be related to any content area outlined in the standards of practice for trainers. For example, inappropriate or threatening behavior from a trainer or training participant, plagiarism of training content, and poor quality of training materials can be shared with DCYF through a training concern form or confidential interview.

Procedure

1. Workforce registry user must submit their training concern form or complete their confidential interview within 60 days of the original training date to document concerns to DCYF.
   a. User submits **training concern form** to **training@dcyf.wa.gov**, or they can email to set up an interview date and time.
   b. DCYF follows up with the individual who submitted the form and the trainer within 10 business days.
      i. DCYF must receive first-hand information from all parties involved.
      ii. DCYF takes all concerns seriously and upholds confidentiality.
   c. DCYF will decide on the appropriate action to take based on the information learned from the discovery process, and in adherence with our state-approved trainer sanctions policy.
2. If DCYF finds that a state-approved trainer violated the **Standards of Practice and Professionalism for State-approved Training**, they will be subject to a more thorough review, including:
   a. Responding to the allegation in writing within 30 calendar days to maintain active state-approved status.
      i. Trainer may deny the allegation but must document how concern will be documented in future work.
      ii. DCYF will review the response and decide when the concern has been resolved.

   b. A state-approved trainer may submit a training concern appeal to **training@dcyf.wa.gov**.
3. DCYF will determine if the complainant should be notified of the outcome of the review.
4. Trainers may lose their state-approved status at any time, depending on the severity of the allegations.

Procedure 604. Trainer Sanctions

State-approved trainer sanctions will be implemented due to lack of adherence to the standards in the State-Approved Trainer Standards of Practice and Professionalism Manual or when an existing trainer has not been approved during a quality assurance observation.

Procedure
1. DCYF reserves the right to implement the trainer sanctions process when:
    a. A state-approved trainer does not meet the Standards of Practice or Professionalism.
    b. A state-approved trainer does not meet the minimum requirement during an annual quality assurance observation.
    c. A state-approved trainer engages in fraudulent/illegal activity.
    d. A trainer is disqualified from providing child care or has their license revoked or denied.
    e. A trainer is convicted of a crime against persons.
    f. A trainer fraudulently keeps in-service training scholarships or participant's payments.
2. Sanctions will be determined on a case-by-case basis, and may include one or more of the following:
    a. Required professional growth plan with additional follow-up observation upon completion.
    b. Goal-oriented mentorship from an assigned state-approved trainer with additional follow-up observation upon completion.
    c. Placement on provisional approval status until the trainer can demonstrate changes in practice.
    d. Temporary revocation of state-approved trainer status until remedial activities are completed.
    e. Permanent revocation of state-approved trainer status.

Section 7: Relationship-Based Professional Development (RBPD)

Procedure 701. Reflective Learning to Meet Annual In-Service Requirement

Reflective learning groups may be considered eligible for in-service hours.

Procedure
1. Only state-approved trainers may deliver reflective learning groups for in-service hours.
2. All reflective learning must:
    a. Be connected with a state-approved training and have specific focus areas that are enhanced through reflective practice.
    b. Incorporate reflective practice strategies as outlined in the relationship-based professional development standards to enhance adult learning.
    c. Introduce opportunities to develop new skills or concepts that can enhance practice.
    d. Monitor participant progress toward increased awareness and ability to implement new behaviors to enhance learning for self and others served (such as children in care).
    e. Adapt interactions and activities to scaffold adult learning based on individual readiness and capacity for raising awareness and modifying behavior.
    f. Have concrete start and end dates and regularly scheduled meetings (in-person or virtual).
    g. Incorporate a participant evaluation.
3. State-approved trainers must follow the established process for all state-approved training, including the delivery and recording of training delivery, as well as these additional guidelines:

a. Training that incorporates a reflective learning component must be submitted under one training template.
b. The reflective learning group must be started within one month of a state-approved training.
c. Recording in MERIT: The training title should include the title of the training and the wording "Training with Reflective Practice" at the end. For example: "Strengthening Business Practices: Training with Reflective Practice."
d. Currently, DCYF does not have a training format indicator in the training template that allows a trainer to select a blended model of two different modes of delivery (i.e., online training with reflective learning or in-person training with reflective learning). DCYF is in the process of establishing this functionality in MERIT. Until this feature is available, please use "in-person" or "online" as the options.

Procedure 702. DCYF Technical Assistance Delivery

DCYF will ensure the consistent implementation of all DCYF-funded technical assistance by partnering with DCYF-contracted organizations or approved partner agencies for delivery. These organizations will have a designated lead who will make recommendations for TA approval, ensure implementation fidelity, and provide ongoing support to TA specialists specific to their content area(s). Approved TA specialists will use the appropriate materials and tracking process for all services.

Procedure

9. The designated lead will recommend TA specialists to deliver DCYF TA.
    a. The designated lead must be an individual who oversees TA specialists and TA content with the contracted organization. This may include an Organization TA specialist Mentor or TA Organization Administrator.
    b. The designated lead must have a signed Memorandum of Agreement on file with DCYF to make TA specialist recommendations.
10. Each DCYF TA service includes a TA specialist manual with TA specialist requirements and onboarding process. TA specialists who meet the requirements and complete the onboarding may be eligible to provide the DCYF TA service.
11. The designated lead completes the TA specialist recommendation.
    a. The designated lead states the qualifications of the TA specialist specific to each content area that they would like to have assigned to the TA specialist.
    b. The designated lead and TA specialist agree to fulfill all the expectations for delivering the DCYF TA service.
12. The designated lead must sign the TA specialist recommendation and submit it to DCYF.
13. DCYF will approve the TA specialist and provide any additional materials.
14. All DCYF TA services must be recorded in the approved method.
15. DCYF may conduct a random quality assurance observation for TA specialists delivering DCYF-TA services.
    a. TA specialist and the designated lead will be notified of the observation results in order to support quality improvement.
    b. Designated leads are responsible for reviewing observation results and providing ongoing support to ensure implementation fidelity.
16. Designated leads will notify DCYF if a TA specialist is no longer associated with their organization by emailing training@dcyf.wa.gov.

Procedure 703. Technical Assistance Mentoring Lead

DCYF contractors that provide technical assistance may have an employee to fulfill the role of a TA mentor lead.

Procedure

4. A DCYF contracted organization, or another state agency may have a staff who serves as a TA mentor and liaison between the organization and DCYF's TA program.
5. Organization staff that is employed by a DCYF contracted organization or state agency may serve as a lead when:
    a. They have a leadership role related to RBPD/Technical Assistance.
    b. They are familiar with RBPD practices with successful experience providing Technical Assistance.
6. The agency nominated lead must adhere to the role's expectations and sign an agreement with DCYF that includes:
    a. Understanding of the application and monitoring process for TA specialist and leads.
    b. Providing mentorship and support for the organization's TA specialists.
    c. Observing the organization's TA specialists at least once a year.

Section 8: Substitute Pool

Procedure 801. Substitute Eligibility

All individuals who are applying to be part of the substitute pool must meet the eligibility requirements, register in MERIT, and complete all pre-service training requirements before being considered for the program.

Procedure

1. Individuals must meet the following qualifications to be eligible to serve as a substitute in the state's early care and education substitute pool:
    a. Be at least 18 years old.
    b. Register in MERIT and have a STARS ID.
    c. Meet all necessary Health and Safety requirements.
    d. Attend a substitute pool orientation.
    e. Complete all required documents.
2. Register in MERIT and obtain a STARS ID.
    a. Register in **MERIT** and complete the STARS ID application.
    b. Indicate interest in becoming a substitute on the professional record page.
3. Complete all Health and Safety Requirements.
    a. This includes the following requirements:
        i. CCB
        ii. Background Check
        iii. TB Test
        iv. CPR
        v. First Aid
        vi. Blood Borne Pathogens
        vii. Food Handlers (if applicable to role)
        viii. Safe Seep (if applicable to role)
4. Attend a Substitute Pool Orientation.
5. Complete the necessary documentation.

a. This includes a signed agreement outlining roles and responsibilities between the substitute and the substitute pool administrator.

Procedure 802. Facility Accessing Substitutes

Licensed child care programs that would like to participate in the Substitute Pool must meet all eligibility requirements.

Procedure

To have a substitute placed in a provider's facility, the following must apply:

1. Program must be in good licensing status.
   a. This means having a license that is not suspended, revoked, or on probationary status.
2. Program must complete the facility orientation and facility orientation documents required by DCYF or the Substitute Pool Administrator.
3. **Family Homes**: To access state funded substitute hours through the Collective Bargaining Agreement (CBA), the following must apply:
   a. Be covered by the CBA.
   b. Be a licensed family home provider serving at least one non-school-age child receiving subsidy within the past 12 months.
4. **Centers**: To access state funded substitute hours as a licensed center provider, the following must apply:
   a. Facility must be a licensed center-based provider enrolled and participating in Early Achievers.
5. **Private Pay**: The ability to access substitute hours as a private pay option is currently under development. This will include access to the substitute pool bank, but the program must pay for its own substitute pool coverage (specific details are under development).

Providers may use the substitute pool for any activity, including but not limited to:

1. Professional development days.
2. Holidays.
3. Personal time off (including sick leave and vacation).
4. Participation in Early Achievers activities such as coaching.

The Substitute Pool Administrator is the Imagine Institute. They may be contacted by phone at 206-492-5249 or by email at **subpool@imaginewa.org**.

Section 9: Early Achievers

Procedure 900. Early Achievers Participation

If your facility provides subsidized care, ECEAP or Early ECEAP services you are required participate in Early Achievers, per RCW 43.216.085 RCW 43.216.515.

Procedure

1. Licensed, Certified or Certified for Payment only early learning programs, and ECEAP sites are required to participate in Early Achievers.
   a. This includes military, school-based, and tribal early learning programs that are Certified for Payment Only with DCYF.
   b. Military, school-based, or tribal early learning programs that are **license-exempt** must be Certified for Payment Only to enroll in Early Achievers.

2. All early learning programs that accept state funding must participate in Early Achievers and meet participation timelines. This applies to any programs that accept State Subsidy through:
    i. Working Connections Child Care (WCCC)
    ii. Seasonal Child Care
3. All licensed or certified early learning programs must have an active license to finalize a quality level or receive a Quality Improvement award
4. If you have received a subsidy payment and are not yet enrolled in Early Achievers, you have 30 days from the day you receive that payment to enroll in Early Achievers.
5. Early learning programs that are licensed or certified to serve only school-age children are not eligible to participate at this time.
6. DCYF dismisses programs from Early Achievers who are no longer eligible to participate in Early Achievers. Please see Policy 917 Dismissal from Early Achievers
7. Early Achievers participants may not be employed as Early Achievers coaches, regional coordinators, DCYF staff members, or a member of the UW Quality Recognition team in any way during their participation in Early Achievers.

Procedure 901. Active Participation

Early Achievers participants must begin a new quality recognition cycle and finalize a new quality level before the program's three-year quality recognition anniversary to be actively participating in the program. Active participation is defined as engagement in ongoing quality improvement activities and submission of quality recognition components over the course of the three-year cycle.

Procedure
1. After completing your quality level recognition, you will begin another cycle to be considered active in Early Achievers.
    a. If you are not actively participating in Early Achievers, then you may lose access to Early Achievers benefits such as coaching, scholarships and grants. This may also impact your subsidy and tiered reimbursement eligibility.
    b. DCYF will email the primary contact 12 months and six months before your three-year quality level anniversary so that you can submit an Early Achievers Request for Quality Recognition or finalize your quality level in MERIT.
2. If you do not submit your Request for Quality Recognition, then your rating will expire. You will no longer be eligible to receive subsidy payments, tiered reimbursement, or QI Awards. You may also have reduced access to other services such as scholarships, grants, or coaching.

Procedure 902. Early Achievers Registration

The Early Achievers primary contact is the center director/family home child care primary contact or designee is responsible for completing the Early Achievers registration application within the Workforce Registry MERIT.
Procedure
1. The registration application through the Facility/Site tab in MERIT. You can find information about how to register for Early Achievers on the DCYF website, also available in Spanish and Somali.
2. Once the Early Achievers Registration is complete an email will be sent from the Workforce Registry MERIT, confirming the Early Achievers enrollment.

Procedure 903. Timeline Requirements

Early Achievers participants are required to meet the timeline requirements depending on their program type.

Procedure

Providers Newly Accepting Subsidy
1. Providers newly accepting subsidy must meet the following requirements:
    a. Any provider that begins accepting subsidy payments after 12 or more months without accepting subsidy is considered a new subsidy provider
2. Enroll in Early Achievers within 30 days of receiving the initial subsidy payment.
3. Complete the Request for Quality Recognition within 12 months of enrollment in Early Achievers or first subsidy payment, whichever is later.
4. Receive a Quality Level 3 or higher within 30 months of Early Achievers enrollment or first subsidy payment, whichever is later.
5. An early learning program that does not request a rating within this timeline is no longer eligible to receive state child care subsidy until the request for rating is submitted. If an early learning program has requested a rating within the timeline and does not achieve a Quality Level 3 when their rating is released, then they must complete remedial activities and reach a Level 3 or higher within the remdial activities timeline. If they do not achieve a Quality Level 3 or higher after remedial activities, then the site is no longer eligible to receive state child care subsidy until the required Quality Level is met.
6. Maintain an up-to-date Early Achievers Quality Level 3 or higher by renewing their Quality Level every three years.

Subsidy Providers
1. Subsidy providers who receive a Quality Level 2 must work with their coach to complete remedial activities, which is specialized coaching focused on a short-term quality improvement plan to help sites meet mandated quality levels, and finalize a Quality Level 3. Providers will need to show they are working towards completing remedial activities. This is done by submitting evidence in CeCi
2. Any existing subsidy providers that have not finalized a Quality Level 3 or higher must submit all of their remedial activities evidence and are waiting for Cultivate Learning and DCYF to provide feedback. This must be done within 12 months of beginning remedial activities or the site will no longer be eligible to receive state child care subsidy until the required quality level is met.

ECEAP/Early ECEAP Services
1. All providers serving ECEAP/Early ECEAP must:
    a. Register for Early Achievers within 30 days of the start of ECEAP/Early ECEAP services.
    b. Receive a Quality Level 4 or higher within 24 months of the start of providing ECEAP/Early ECEAP services.
    c. Maintain a current Quality Level 4 or higher by renewing their Quality Level every three years.
    d. Providers that receive a Quality Level 2,3, or 3+ must work with their coach to complete remedial activities, which is specialized coaching focused on a short-term quality improvement plan to help sites meet mandated quality levels, and receive a Quality Level 4 or higher
    e. Providers will need to show they are working towards completing remedial activities. This is done by submitting evidence in CeCi. ECEAP providers that have not received a Quality Level 4 or higher must submit all of their remedial activities evidence and are waiting for Cultivate Learning and DCYF to provide feedback. This must be done within 12 months of beginning

remedial activities or the site will no longer be eligible to receive ECEAP funding until the required quality level is met.

Timeline Extension

1. Programs that receive subsidy payments and/or provide ECEAP services may request a one-time, six-month extension to their timeline requirements.
    a. The extension does not provide relief of the 30-month timeline expectation for tiered reimbursement outlined in RCW 43.216.710.
2. Providers may request an extension up to 12 months before their Quality Level anniversary or during remedial activities. In order to be eligible for the extension, they must:
    a. Submit the Early Achievers Extension Application before the Quality Level or remedial activity date.
    b. Be in full compliance with all licensing and ECEAP/Early ECEAP requirements, if applicable.
    c. Meet all prior Early Achievers requirements, including enrollment and completion of the Early Achievers Request for Quality Recognition.
    d. Meet active participation requirements.
    e. Experience verifiable exceptional circumstances (please see the Early Achievers Operating Guidelines for detailed definition).
3. Providers may submit the Early Achievers Extension Application form in order to be considered for an extension. The form must include the following:
    a. Reason for requesting an extension
    b. Summary of Early Achievers participation and quality improvement activities
    c. Documentation to verify the request (e.g. doctors' letters, termination letters, etc.)
4. The extension request will be reviewed by DCYF staff.
    a. Your request may be approved if it meets the predetermined criteria listed on the application.
    b. If the exceptional circumstance described is not on the predetermined list, a DCYF panel will review your request and supporting evidence to determine if the application qualifies for an extension.
    c. The primary contact will receive an email notifying them of DCYF's decision to grant or deny the request.
5. The one-time extension can be deferred due to exceptional circumstances once per quality recognition cycle. Your program will be moved to the end of the quality recognition queue.

The Cultivate Learning Community Liaison will be able to provide more information.

Procedure 904. Quality Recognition Cycle

Early Achievers participants are required to participate in a three-year quality recognition cycle RCW.43.216.085 .

Procedure

Beginning the Cycle

1. A Quality Recognition Request must be completed within 12 months of enrolling in Early Achievers.

2. If it is not completed within 12 months of enrollment, and Early Achievers participant will become ineligible to receive state funding until the Early Achievers Request for Quality Recognition is completed.
3. If the Early Achievers Request for Quality Recognition has not been completed, DCYF will send a letter least 30 days before the milestone to enrolled parents who receive subsidy to inform them that the facility is at risk of losing eligibility.
4. The primary or secondary Early Achievers contact can access and complete the Quality Recognition Application in the Workforce Registry MERIT.

Ending the Cycle
1. The Quality Recognition Cycle is complete when you have earned the desired number of recognition points and finalized your Quality Level in the Workforce Registry MERIT.
2. DCYF will email the Early Achievers Quality Level Certificate to your program the month after you finalize your Quality Level.
3. You may submit a new Request for Quality Recognition and begin another cycle after you have completed the previous cycle.
    a. Quality Levels are valid for three years from the most recent finalization date.
    b. Participants must provide current evidence during each quality recognition cycle.

Procedure 905. Quality Recognition Components

Early Achievers participants are required to complete quality recognition components in a three-year quality recognition cycle [RCW.43.216.085](RCW.43.216.085) *.*

Procedure

Program Profile
1. Directors, Owners, Staff who participate in an Early Achievers program are required to complete Program Profile.
    a. The Director/Owner invites families who attend the site to participate in the Program Profile process.
2. Early Achievers primary contact requests a Program Profile when completing the Quality Recognition application in MERIT.
3. Once the application is complete, a Cultivate Learning Community Liaison will contact you when it is your turn to begin the Program Profile.
4. For more information, please see the Program Profile Fact Sheet - English | Spanish | Somali

Video Highlights
4. Early Achievers participant must complete at least two video highlights that will measure the quality of the learning environment and staff-child interaction for each early learning (ages 0-5) classroom or session in order to reach a Quality Level 3 or higher.
    a. Identify an Early Learning Guideline or Core Competency that you want to demonstrate in your video and write a short reflection.
    b. Record 10-15-minute videos of quality teacher-child interactions from each classroom or learning environment that capture the guideline or competency you selected.

     c. Early Achievers primary contact uploads the recordings to CECI.

     d. A Quality Recognition Specialist will review videos and provide positive feedback on strengths and opportunities for growth.

         i. If your program requires additional support, you will have the opportunity to work with your Community Liaison and Coach.

5. Early learning providers who have a cultural, religious, or philosophical belief which prohibits the recording and submission of video highlights may request an in-person or virtual observation.

     a. Please send a request for an exception to the Early Achievers inbox at QRIS@dcyf.wa.gov, and include a copy of program policies that prohibit the recording of video highlights.

6. Participants who are required to or are interested in moving beyond a Quality Level 3 (including ECEAP/Early ECEAP providers) may submit additional Video Highlights.

     a. A program can submit up to four additional Video Highlights to demonstrate additional guidelines and competencies.

     b. Programs may earn up to 20 additional points.

7. The Program Profile and the first two Video Highlights must be submitted before participants can submit additional evidence or earn Professional Development points.

Records Review

8. Programs may submit evidence in the Quality Standard areas of Child Outcomes, Interactions and Curriculum, and Family Engagement and Partnership by completing the Records Review Tool and uploading files in CECI.

     a. Supporting documents include written proof of policies and practices (i.e., staff handbook).

     b. Participants select which Quality Standard areas they want to submit evidence for and opt out of others that they do not want to include in this part of the quality recognition process.

         i. Opting out of standards reduces the number of points programs can earn toward their overall quality level.

         ii. Programs can receive areas of specialization that recognize high-quality in focused areas based on the total points earned in each Quality Standard area.

Professional Development and Accreditation

9. Professional Development points are awarded to programs who have verified and recorded their education in the Workforce Registry MERIT.

     a. See Policy 301 Education Application and Verification

     b. See Policy 305 Professional Development Points in Early Achievers

10. Licensed Child Care, ECEAP and Early ECEAP providers are required to verify their education in the Workforce Registry MERIT. See Policy 201 Staff Qualifications

11. DCYF recognizes national accreditations within Early Achievers. Eligible participants will receive an additional ten points toward their final Quality Level as well as an Accreditation Area of Specialization on their Quality Level certificate.

     a. Accreditation points are not retroactive.

     b. To qualify, accredited providers must upload a current certificate or other documentation during quality recognition phase to CECI that states that the facility is fully accredited by an agency that meets the Early Achievers accreditation requirements. These agencies include:

      i.   National Association for the Education of Young Children (NAEYC)
     ii.   National Association for Family Child Care (NAFCC)
   iii.   American Montessori Society (AMS)
   iv.   National Accreditation Commission (NAC)
    v.   Cognia

Procedure 906. Areas of Specialization

Areas of Specialization recognize high quality in focused areas. This information can help families learn more about your program as they search for an early learning program for their family. DCYF awards Areas of Specialization based on total points earned in each Quality Standard area.

Procedure

1. An early learning program must meet all of the Early Achievers eligibility criteria, additionally,
2. Have a license in "good standings" status.
3. Have completed the Program Profile and 2 Video Highlights
4. Once these have been completed, the early learning program must earn the following points in the quality standard area:

Learning Environment	• Earn at least 40 out of 55 points
Child Outcomes	• Earn at least 14 out of 20 points
Interactions and Curriculum	• Earn at least 7 out of 10 points
Family Engagement and Partnerships	• Earn at least 7 out of 10 points
Professional Development and Training	• Earn at least 7 out of 10 points
Accreditation	• Current accreditation from a recognized agency

Procedure 907. Finalizing a Quality Level

Early Achievers Programs that receive subsidy payments and/or those that provide Early Childhood Education and Assistance Program (ECEAP) services are required to meet Early Achievers timelines for finalizing their Quality Level. Per RCW 43.216.135 And RCW 42.216.515.

Procedure

1. Providers receiving subsidy payments must finalize a Quality Level 3 within 30 months of Early Achievers registration.
2. Providers offering ECEAP services must finalize a Quality Level 4 within 24 months of Early Achievers registration.
3. If you do not accept subsidy payments or ECEAP/Early ECEAPs services, you do not have to finalize your quality level.
4. If you have a closed license you are not eligible to finalize your quality level.
5. If your license re-opens within 12 months, all current participation information, including rating status and timeline requirements will be restored.

6. If you are not actively engaged in quality improvement activities and/or working toward a quality level, your program staff may have limited access to Early Achievers coaching supports and other resources.
7. Programs that finalize their quality level in error, may request to withdraw the finalized level within 30 days of finalization by emailing QRIS@dcyf.wa.gov. This will allow the program to continue working on your quality recognition points and submit additional evidence.
   a. Requests made past 30 days will not be considered.

Procedure 908. Re-submitting for an Updated Quality Level

Rated Early Achievers participants that did not meet their mandated or desired quality level have up to 12 months after their most recent quality level release date to request and resubmit an updated quality level. There are two ways to go about this process.

Procedure
1. Providers that do not accept state funding may request a paid re-submission for quality recognition.
2. Some programs have mandated quality levels based on program type (RCW 43.216.085). Sites that have quality level mandate can re-submit free of charge to the participant, one time per quality recognition cycle if they:
   a. Provide ECEAP/Early ECEAP and did not reach the **required** Quality Level.
   b. Accept subsidy payments from Working Connections Child Care (WCCC) or Seasonal Child Care and did not reach your **required** Quality Level.
   c. If after the free resubmission these sites do not reach the mandated quality level, they are eligible for paid re-submission for quality recognition.
3. Paid resubmission for quality recognition is based on facility size.
   a. Cost for resubmission varies based on program size.
   b. Provider has 12 months to resubmit new or additional Quality Recognition Components to gain more points.
   c. Quality Recognition Components can be submitted throughout the 12-month period, and new points awarded will be added to the existing number of points.
      i. Participants may submit additional Video Highlights, up to six total video highlights.
      ii. Participants may submit additional Records Review components or submit additional evidence for points that were not received.
   d. Once the provider has resubmitted enough evidence to reach their desired/mandated Quality Level, they must complete the "Finalize an Updated Quality Level" process in MERIT.
4. The date that the updated Quality level is finalized becomes the new Quality Level release date.

Procedure 909: Recognizing New Subsidy Types

As an Early Achievers participant accepting State Subsidy, you are eligible to receive a Quality Improvement award. Your Quality Improvement award calculation considers a percentage of subsidized care and the type of subsidies accepted. Through negotiations with SEIU 925, both school-age and non-school-age children receiving subsidies are considered when calculating the 5% subsidy requirement for family home child care providers only.

Procedure

DCYF pre-approved Subsidy types:

1. ECLIPSE and Medicaid
2. Programs supported by:
    a. Municipalities (such as City of Seattle Preschool Programs and Best Start for Kids)
    b. Colleges or universities (such as WWU)
    c. Local school districts
    d. Federally recognized tribal organizations
    e. Military (such as Navy)
    f. The Family Umbrella Group (approved by DCYF leadership)
    g. Orcas Montessori
    h. Little Star Montessori
3. If you are providing care using an alternative subsidy, you can request approval for your subsidy type to be recognized. Reach out to dcyf.QRIS@dcyf.wa.gov
4. DCYF will review the form and work directly with the to have their additional subsidy approved.
5. All providers who have an outcome of approval will be required to sign terms and conditions stating that the information provide is up-to date and accurate.
6. If a site's alternative subsidy type is approved through the administrative review process, the new subsidy type will be manually calculated towards a participants Quality Improvement award calculation.
7. All participants accepting DCYF approved subsidy types other than Working Connections Child Care, Seasonal Child Care, and Child Welfare will be required to provide the following documentation based on the providers Quality Improvement calculation timeline:
    a. Confirm that the subsidy program is approved by DCYF.
    b. Send in official documentation that details the number of children using the alternate subsidy over served per month over the calculation period.
    c. Official documentation may be subject to invoice statements, attendance logs, or reports pulled from an official database that includes the children's date of birth.
    d. Certain information such as the names of children and parents, addresses, or telephone numbers should remain private and not be included in any documentation sent.
    to DCYF
8. Once the data has been received from the provider, an Early Achievers Navigator will verify that all required documentation has been received and that data is for a recognized subsidy during the correct time period.

Procedure 910. Remedial Activities

If you serve children receiving subsidy or provide ECEAP/Early ECEAP services and do not meet your required quality level, then you must engage in remedial activities, which is specialized coaching focused on a short-term quality improvement plan to help sites meet mandated quality levels.

Procedure

1. Programs have 12 months from the date your Quality Level is finalized to complete remedial activities and reach the mandated quality level.

2. Primary contacts are expected to work with their coach and/or other support staff to submit additional evidence to meet the required quality level.
    a. Review your Quality Level data and share relevant information with staff within 60 days or receiving it.
    b. Work with your coach to identify Quality Recognition Components where you can submit additional evidence.
    c. Create or update an existing QIP to show how you plan to earn the additional points needed to achieve your desired quality level. The QIP should include:
        i. Relevant information on roles and responsibilities for staff members
        ii. A timeline that shows when you will submit additional evidence.
        iii. Notes related to your program's progress during remedial activities.
    d. Check in with your coach regularly to review progress toward your goals.
        i. Ensure that key staff participate in video coaching at least once per month.

Procedure 911. Dismissal from Early Achievers Participation

DCYF reserves the right to initiate dismissal from Early Achievers at any time if the early learning program fails to meet any of the expectations outlined in the Early Achievers Participation Agreement or the Early Achievers Operating Guidelines.

Procedure
1. A program may be dismissed from Early Achievers for but not limited to the following criteria:
    a. Site's license is closed
    b. Changes in ages served: early learning program no longer serves children birth to age 5 and only serves school-age children. Currently, there is no pathway for school-age only sites to participate in Early Achievers.
    c. Providing false information on the Early Achievers application or any participation documents.
    d. Misuse of Needs-Based Grant
    e. Not maintaining all records, including receipts and documentation of the use of Needs-Based Grants on-site for seven years.
    f. Unprofessional conduct and behavior with Early Achievers representatives or DCYF staff, including racist behavior.
    g. Not following the Early Achievers Operating Guidelines or other administrative and statutory guidelines issued by any local, state, or federal government agency.
2. If an early learning program is found to be in violation of the Early Achievers participation guidelines, corrective action will be taken by DCYF.
    a. Provider will be notified of corrective action and will have 30 days to comply with the corrective actions being requested.
    b. DCYF reserves the right to suspend all or part of Early Achievers activities during the review process.
    c. Review all information provided by your early learning program, including steps that you have taken to remedy the issue, to determine if there is sufficient evidence that your early learning program has violated any aspect of Early Achievers participation or otherwise acted unethically.

    d. Notify DCYF of recommendation to dismiss your early learning program. DCYF makes the final decision about early learning program withdrawal from Early Achievers.

    e. Notify your early learning program of the final decision, in writing, within 30 days of receiving all necessary documentation to make a final decision.

3. In the event DCYF dismisses your early learning program due to suspected fraudulent use of funds or failure to keep records of fund use, your early learning program may be liable for damages as authorized by law, including repayment of Quality Improvement funds received by your early learning program.

Procedure 912. Leaving Early Achievers

Early Achievers participants are able to end their participation temporarily or permanently. In the event that a program withdrawn from Early Achievers, they may be eligible to re-enroll to participate.

Procedure

Permanent Withdrawal

1. If you choose to withdraw your early learning program from Early Achievers participation please contact DCYF at QRIS@dcyf.wa.gov to request withdrawal.

2. You will be asked to:

    a. Provide the Early Achievers regional lead agency with all outstanding reports and participation information.

    b. Remove all Early Achievers marketing materials, including your early learning program Quality Level certificate, from your early learning program premises, website, and all promotional materials.

Re-enrolling

1. If a provider chooses to re-enroll within 12 months, all current participation information, including rating status and timeline requirements will be restored.

2. If provider chooses to re-enroll 12 months or later from your withdrawal date, you must begin the participation process as if you are a new provider and any applicable timelines will be reset.

3. DCYF reserves the right to deny reapplication to Early Achievers after a withdrawal or dismissal from Early Achievers.

Procedure 913. Dismissal from Early Achievers Participation

DCYF reserves the right to initiate dismissal from Early Achievers at any time if the early learning program fails to meet any of the expectations outlined in the Early Achievers Participation Agreement or the Early Achievers Operating Guidelines.

Procedure

1. A program may be dismissed from Early Achievers for but not limited to the following criteria:

    a. Site's license is closed

    b. Changes in ages served: early learning program no longer serves children birth to age 5 and only serves school-age children. Currently, there is no pathway for school-age only sites to participate in Early Achievers.

    c. Providing false information on the Early Achievers application or any participation documents.

    d. Misuse of Needs-Based Grant

    e. Not maintaining all records, including receipts and documentation of the use of Needs-Based Grants on-site for seven years.

    f. Unprofessional conduct and behavior with Early Achievers representatives or DCYF staff, including racist behavior.

    g. Not following the Early Achievers Operating Guidelines or other administrative and statutory guidelines issued by any local, state, or federal government agency.

2. If an early learning program is found to be in violation of the Early Achievers participation guidelines, corrective action will be taken by DCYF.

    a. Provider will be notified of corrective action and will have 30 days to comply with the corrective actions being requested.

    b. DCYF reserves the right to suspend all or part of Early Achievers activities during the review process.

    c. Review all information provided by your early learning program, including steps that you have taken to remedy the issue, to determine if there is sufficient evidence that your early learning program has violated any aspect of Early Achievers participation or otherwise acted unethically.

    d. Notify DCYF of recommendation to dismiss your early learning program. DCYF makes the final decision about early learning program withdrawal from Early Achievers.

    e. Notify your early learning program of the final decision, in writing, within 30 days of receiving all necessary documentation to make a final decision.

3. In the event DCYF dismisses your early learning program due to suspected fraudulent use of funds or failure to keep records of fund use, your early learning program may be liable for damages as authorized by law, including repayment of Quality Improvement funds received by your early learning program.

Procedure 914. Needs-Based Grants

Needs-Based Grants are available to support early learning programs participating in Early Achievers to assist with purchasing curriculum development, instructional materials, supplies, focused infant-toddler improvements, equipment, and/or environment improvements to improve program quality.

Procedure
1. A program may be able to apply for one Needs-Based Grant each fiscal year (July 1 – June 30) if they meet the eligibility criteria:

    a. Be enrolled in Early Achievers, AND meet at least one of the following:

        i. Enrolled in the Tier 1 food program, or

        ii. Live within a school district that serves at least 20% low-income children based on OSPI data (See Early Achievers Operating Guidelines for more information).

2. DCYF may prioritize the applications based on:

    a. Participants who provide services to non-school-age children accessing WCCC, by estimating percentage of children accessing services in a center or licensed family home.

    b. Participants who demonstrate a culturally diverse program.

3. DCYF distributes Needs-Based Grant awards between 30 and 60 days from the date that DCYF approves the completed grant application.
    a. In order to receive the funds, your program must have an active and valid Statewide Vendor Number.
    b. If your program does not provide this information to DCYF, it will not be eligible to receive a grant award.
4. Programs must use grant funds to assist with:
    a. purchasing curriculum and instructional materials, supplies, equipment
    b. focused infant-toddler improvements
    c. environmental improvements
    d. minor renovations to your child care facility
    e. supports and materials or services for care
5. Programs may not use grant funds for:
    a. Capital Improvements: This includes the purchase or improvement of land and the purchase, construction, or permanent improvement of buildings. An exception is made for upgrades that are necessary to meet health and safety requirements, including plumbing upgrades, electrical repairs, replacing worn flooring, replacing groundcover or hazardous outdoor equipment, roof repair, or installing a fire suppression or door alarm system.
    b. Religious Activities: You may not use grant funds for any religious purpose or activity, including worship or instruction.
    c. Gift Cards: You may not use grant funds to purchase monetary equivalents such as gift cards, traveler's checks, or money orders.
6. Programs that receive a Needs-Based Grant are required to keep their receipts for seven years and provide them to DCYF upon request.

Procedure 915: Dual Language Designation and Awards

Early Achievers programs who provide dual language learning, where children learn literacy, content, and culture in two languages, typically English and a partner language spoken in the community, are eligible to earn a Dual Language Designation. As funding permits, eligible providers who earn the Dual Language Designation, may be eligible to receive a Dual Language Designation award.

Procedure

Dual Language Designation Eligibility
1. Early learning programs participating in Early Achievers, ECEAP, and/or Early ECEAP are eligible to receive a Dual Language Designation.
    a. This includes military and tribal early learning programs that are Certified for Payment Only with DCYF.
    b. Military or tribal early learning programs that are license-exempt must be Certified for Payment Only.

Application Process
2. Eligible programs must:
    a. Have established program languages as indicated in their policy handbook.

b. Identify dual language classroom(s) and bilingual staff providing dual language programming.
c. Agree to submit evidence the program learning environment(s) meet the Dual Language Standards when finalizing Quality Level.
3. Providers will submit a request for Designation in Washington's Coach and Educator Community Interface (CeCi).
      a. Providers will attest to the dual language program commitments at the time of request.
            i. Providers will attest to providing 50-90% of time with children in the non-English partner language.
            ii. Providers will confirm they have at least one child enrolled who speaks the non-English partner language at home,
            iii. Providers will confirm at least one teacher speaks the non-English partner language. OR
            iv. Be a tribal language revitalization program with at least one teacher providing instruction in the tribal language.
      b. Dual Language Designations will be approved within 60 days of request.
      c. When functionality becomes available, programs will submit evidence that their program meets the Dual Language Standards when finalizing their Quality Level.

Award Eligibility
1. The following Early Achievers program types are eligible for Dual Language Designation Awards while funding is available:
      a. Licensed providers serving children accessing subsidy,
            i. The program must have claimed and received a subsidy payment in the 12 months prior to the designation request due date;
      b. Certified or Certified for Payment Only providers;
      c. Sites providing ECEAP or Early ECEAP services.
2. Awards are distributed based on the following prioritization:
      a. **Priority 1:** Tribal Language Revitalization
      b. **Priority 2:** Licensed or Certified for Payment Only Programs meeting 3 or more of the prioritization factors
            i. Programs in priority 2 will be prioritized based on the number of factors they meet
      c. **Priority 3:** Licensed or Certified for Payment Only Programs meeting 2 of the prioritization factors
      d. **Priority 4:** Licensed or Certified for Payment Only Programs meeting 1 of the prioritization factors.
      e. Prioritization criteria includes the following factors, which leverages statutory definitions for other funding opportunities for providers. This is based on the Child Care Stabilization Dashboard. Prioritization factors include:
            i. Tribal Language
            ii. Zip Code
                  1. Extreme child care access deserts
                  2. High rate of maltreatment

3. High childhood poverty
4. Rural counties
5. Highest concentration of AI/AN B, H, NH/PI
6. High concentration of children of color under age 15

3. Funding award amounts are distributed per licensed space, up to 10 licensed spaces per facility.

Dual Language Designation	Dual Language Award	Tribal Language Award
Commitment: During the early adopter phase, programs commit to provide evidence they are meeting the Dual Language Standards during their Quality Recognition process.	$2,700.00	$4,100.00

Award Expenditures

1. Dual language designation award funds must only be used for the following:
    a. Wages for individual staff providing bilingual instruction, including but not limited to
        a. Wage increases or stipends
        b. Hiring incentive
    b. Professional development training, including but not limited to
        a. job-embedded professional development and training
        b. conferences, communities of practice, and other similar events
        c. substitute costs for staff participating in professional development
    c. Dual language and culturally appropriate curricula, curricular training, including but not limited to
        a. Job-embedded curricular planning time
        b. substitute costs for staff participating in curriculum development, training, or collaboration
        c. curriculum materials that support language and culture.
    d. Instructional materials, including but not limited to
        i. purchases to support creation of learning materials.
        ii. purchased of learning materials that support language and culture.

2. Facilities must keep receipts from purchases made with the Dual Language Designation award funds for seven (7) years.
    a. DCYF may ask programs to provide receipts for purchases made with money from dual language award.
    b. If receipts and documentation cannot be provided when asked, facilities will be required to repay part or all of the award to the State of Washington.

Procedure 916. Marketing and Outreach Materials

Early Achievers participants who share about their participation must use the approved Early Achievers marketing material.

Procedure
1. Participants are encouraged to share about their participation in Early Achievers with families and the community in both online and printed materials as long as the following guidelines are followed:
   a. You may place the Early Achievers logo on your business website provided you use the logo and the phrase "We are an Early Achievers Participant" along with a link to the Early Achievers page on DCYF's website. This is the only logo use approved for an early learning program's website.
   b. You must notify DCYF when you use the Early Achievers logo on your early learning program's business website. You and your regional coordinator or ECEAP Contractor/Head Start Grantee should contact DCYF by email at QRIS@dcyf.wa.gov before the logo is live on the website. Please place "Use of Early Achievers Logo" in the email subject line.
2. Programs may use the Early Achievers logo on their business brochures and/or flyers to market the program if they followed these guidelines:
   a. The logo must not be on the title page of your early learning program's promotional brochure.
   b. If you use the Early Achievers logo, you must also include one of the following phrases:
      i. "Proudly participating in Early Achievers, Washington's Quality Recognition and Improvement System"
      ii. "Ask us how we are demonstrating our commitment to high-quality early learning by participating in Early Achievers, Washington's Quality Recognition and Improvement System!"
3. Participants should work with their coach or local CCA of WA agency

Procedure 917: Facility Information Changes

Early Achievers participants are required to communicate when facility site information has been changed or updated.

Procedure
Licensed Facilities
1. Any changes to the license type, SSPS Provider Number, facility ownership, or location of facility will need to be done through the DCYF licensor.

ECEAP and Head Start Sites:
2. Any changes to SSPS Provider Number, facility ownership, or location of facility will need to be done through the DCYF ECEAP team.
3. All changes must be communicated to the to the QRIS@dcyf.wa.gov inbox within 30 days of these changes. If communication is not provided with the timeline, this can cause a disruption in a providers Early Achievers participation history and timeline requirements disrupted.

Procedure 918: Recognizing New Subsidy Types

As an Early Achievers participant accepting State Subsidy, you are eligible to receive a Quality Improvement award. Your Quality Improvement award calculation considers a percentage of subsidized care and the type of subsidies accepted (Working Connections Child Care (WCCC), Seasonal Child Care (SCC), Homeless Child Care (HCC), and Child Welfare subsidies for non-school-age children are all included in the percentage calculation).

Through negotiations with SEIU 925, both school-age and non-school-age children receiving subsidies are considered when calculating the 5% subsidy requirement for family home child care providers only.

Procedure

DCYF pre-approved Subsidy types:

9. ECLIPSE and Medicaid
10. Programs supported by:
    i. Municipalities (such as City of Seattle)
    j. Colleges or universities (such as WWU)
    k. Local school districts
    l. Federally recognized tribal organizations
    m. Military (such as Navy)
    n. The Family Umbrella Group (approved by DCYF leadership)
    o. Orcas Montessori
11. If you are providing care using an alternative subsidy, you can request approval for your subsidy type to be recognized, by contacting the dcyf.QRIS@dcyf.wa.gov inbox.
12. DCYF will review the form and work directly with the to have their additional subsidy approved.
13. All providers who have an outcome of approval will be required to sign terms and conditions stating that the information provide is up-to date and accurate.
14. If a site's alternative subsidy type is approved through the administrative review process, the new subsidy type will be manually calculated towards a participants Quality Improvement award calculation.
15. All participants accepting DCYF approved subsidy types other than Working Connections Child Care, Seasonal Child Care, and Child Welfare will be required to provide the following documentation based on the providers Quality Improvement calculation timeline:
    a. Confirm that the subsidy program is approved by DCYF.
    b. Send in official documentation that details the number of children using the alternate subsidy over served per month over the calculation period.
    c. Official documentation may be subject to invoice statements, attendance logs, or reports pulled from an official database that includes the children's date of birth.
    d. Certain information such as the names of children and parents, addresses, or telephone numbers should remain private and not be included in any documentation sent to DCYF
16. Once the data has been received from the provider, an Early Achievers Navigator will verify that all required documentation has been received and that data is for a recognized subsidy during the correct time period.

Definitions

Please see the Professional Development Definitions Guide