Progressing from Foundational Quality Standards to Early Achievers-What’s New for Infants and Toddlers?

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Today we will review…

- Who’s in the room?
- Overview of the Standards Alignment for Early Learning Programs
- Foundational Quality Standards and Early Achievers Standards Comparison
- Supports for Early Learning Professionals and those who work with them
- Learning Opportunities
## Standards Alignment Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
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| 2015 | • Alignment principles created  
      • Initial alignment analysis completed  
      • Initial community input process |
| 2016 | • Two drafts of alignment rules  
      • Community feedback |
| 2017 | • Licensing Negotiated Rulemaking and public comments  
      • Proposed Early Achievers and ECEAP standards progression writing completed  
      • Early Achievers and ECEAP community feedback and public comments of proposed standards |
| 2018 | • Licensing Negotiated Rulemaking and public comments concludes  
      • Early Achievers and ECEAP progression finalized  
      • Final Licensing rule filing and comment period |
| 2019 | • Alignment awareness and education campaign  
      • Licensing rule implementation begins |

[www.dcyf.wa.gov](http://www.dcyf.wa.gov)
Continuous Quality Improvement

Licensing updated Foundational Quality Standards (WAC)

+ Early Achievers updated quality standards

+ ECEAP updated performance standards

= Continuous Quality Improvement

www.dcyf.wa.gov
Alignment Key Principles

Quality: the regulations promote high quality care, positive child and family outcomes, are informed by best practice, support the professionalism of the field, and inspire collaboration and partnerships.

Clarity: the regulations establish plain, consistent and measurable language for the standards, and make them as clear and as brief as possible.

Support: Washington ensures support for providers so that they can meet the regulations, and the regulations are consistently interpreted and monitored.

Choice: the regulations enable parents to make choices and providers to continue to have different ways to demonstrate compliance with Licensing regulations and are sustainable for providers.

Equity: the regulations set equitable standards and acknowledge diversity and individuality of programming.
Video Teasers

Early learning professionals and parents discuss the alignment process and updates to the Foundational Quality Standards

https://www.youtube.com/watch?v=h1bpixjV8w4
Foundational Quality Standards and Early Achievers Standards

- Accessible Materials
- Curriculum
- Developmental Screening
- Warm, Responsive Relationships
- Expulsion

Foundational Quality Standards 2019

Early Achievers Updated Standards 2020
Accessible Materials

Materials for infants and toddlers will be stored in a way that allows the children to self-select and learn to put them away when they are done.

Table Talk: Share a time when you helped a 1 or 2 year old child have access to materials and put them away -what tips can you share?
Curriculum

- Staff Training
- Responsive relationships are central
- Supporting language development
- Physical development
- Cognitive development
- Spatial and numeracy development
- Social and emotional development

Developmental Screening in Early Learning Programs

What do you know?
What have you heard?
Developmental Screening Standards

FOUNDATIONAL QUALITY STANDARDS FOR EARLY LEARNING PROGRAMS (2019)

- Early learning providers must tell parents that developmental screening is important for every child from ages birth to five.
- If not conducted on site, early learning providers must let parents know where else they can get a developmental screening such as health care provider, school district, or community agency.

EARLY ACHIEVERS UPDATED STANDARDS (2020)

- Early learning providers receive points for each of the following:
  - Have a policy to screen every child from birth to five with a valid and reliable screening tool. 1 pts
  - Results on file for all children within 45 days of enrollment. 2 pts
  - Results of annual screening for each child 2 pts
  - Share results with all families and refer to community resources as needed 2 pts

http://www.parenthelp123.org/child-development/help-me-grow-washington
Theory of Change
Training and material supports for early learning professionals will increase the number of children receiving developmental screening with a valid, reliable tool.
Steps in the Process

1. **Coach and Director/Owner agree to complete project**

2. **All staff receive STARS training from coach in working with parents and using the ASQ-3 and ASQ-SE**

3. **Coach supports staff in planning and holding a parent event to give information and ASQ questionnaires to all parents**

4. **Parents complete ASQ Questionnaire and return them to be scored**

5. **Results are reviewed with parents-next steps are shared for learning and growth opportunities**
Lessons Learned

• Early learning professionals request to participate in developmental screening supports

• Over 900 professionals received training in the last 2 years

• Referrals for ESIT services have increased

• Early learning providers see the benefit of universal developmental screening to families and their programs
Environment Rating Scale: ITERS-3

- Enhanced focus on interactions and the role of the teacher.
- Six new language and literacy Items.
- A new Item on beginning math experiences.
- Expanded age range to include children from birth to 36 months.
- Improved indicator scaling, providing more precise and useful scores for use in professional development and self-improvement.
- Reduced emphasis on the number of materials, along with greater emphasis on how materials are used to encourage learning.
1) Positively respond to children’s verbal and nonverbal communication  
   a. math  b. providing physical warmth/touch  c. gross motor  d. responding to children’s communication

2) Encourage children to crawl, pull up, walk  
   a. math  b. providing physical warmth/touch  c. gross motor  d. responding to children’s communication

3) Provide physical stimulation through holding, cuddling, rocking  
   a. math  b. providing physical warmth/touch  c. gross motor  d. responding to children’s communication

4) Promote spatial and numeracy understanding  
   a. math  b. providing physical warmth/touch  c. gross motor  d. responding to children’s communication
1) Positively respond to children’s verbal and nonverbal communication
   a. blocks   b. providing physical warmth/touch   c. gross motor   d. responding to children’s communication

2) Encourage children to crawl, pull up, walk
   a. blocks   b. providing physical warmth/touch   c. gross motor   d. responding to children’s communication

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https://www.youtube.com/watch?time_continue=97&v=WQNm4ASB7iY
Expulsion in Early Learning Programs

What do you know?
What have you heard?
What is Expulsion?

In-school suspensions – Practices that involve removing or excluding the child from the classroom.

Out-of-school suspensions – Practices that involve temporarily removing the child from the program.

Expulsions – Permanent removal or dismissal from the program.

Soft-expulsions – Practices that make it so that the program is not a viable or welcoming care arrangement for the family and leaves the family with little choice but to withdraw their child.
Expulsion

FOUNDATIONAL QUALITY STANDARDS (2019)

- Expulsion is only allowed in cases where serious safety concerns are present
- Early learning programs must have an expulsion policy
- If a child is expelled the parent must be consulted about what steps were taken to prevent expulsion
- Parent must be given community based resources to help the child
- Early learning provider must report expulsion to DCYF

EARLY ACHIEVERS 2020

Early learning providers may receive points in Early Achievers for:

- Having a no expulsion policy
- Preventing expulsion by providing supports to staff (training, coaching, consultation) around behavior challenges
- Connecting families to resources in the community
IECMHC in Infant-Toddler Consultation

- Concerns
  - Classroom Teacher
  - Families

- Request Services
  - Early Achievers Coach
  - Infant-Toddler Coach

- Observation and Supports
  - Onsite visits
  - Expulsion prevention
  - Referral as necessary
Events and Learning Opportunities

The Washington Administrative Code (WAC) rules for early learning (Center and Family Home) are updated and go into effect on August 1, 2019. Through the work of an active Advisory Committee, 45 community meetings, 10 multi-day negotiated rulemaking sessions with teams of parents, providers, and licensors, and over 2000 public comments, these revised, updated WACS are well-informed by a large, engaged, and diverse group of people in Washington state who contributed their ideas, expertise and experience. Check out the schedule of learning opportunities to assist you in getting informed about the updates.

https://www.dcyf.wa.gov/services/early-learning-providers/standards-alignment/events
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