



Washington State Department of

Early Learning

Standards Alignment, Proposed Licensing Rules

Negotiated Rulemaking

Amended for WSA Fall Association Meeting

10/25/17



NRM Status Update
Public Comments Status Update
NRM, Next Steps
NRM QA Panel
Implementing aligned WACs

We are committed to creating and maintaining high quality early learning environments that protect and nurture children and prepare them for kindergarten.



Main Stakeholders Directly Impacted by the Proposed Licensing Rules



- Family Home Providers
- Center Providers
- Head Start & ECEAP Providers
- Parents & Families: customers of the licensed providers
- Child Care Licensing/DEL

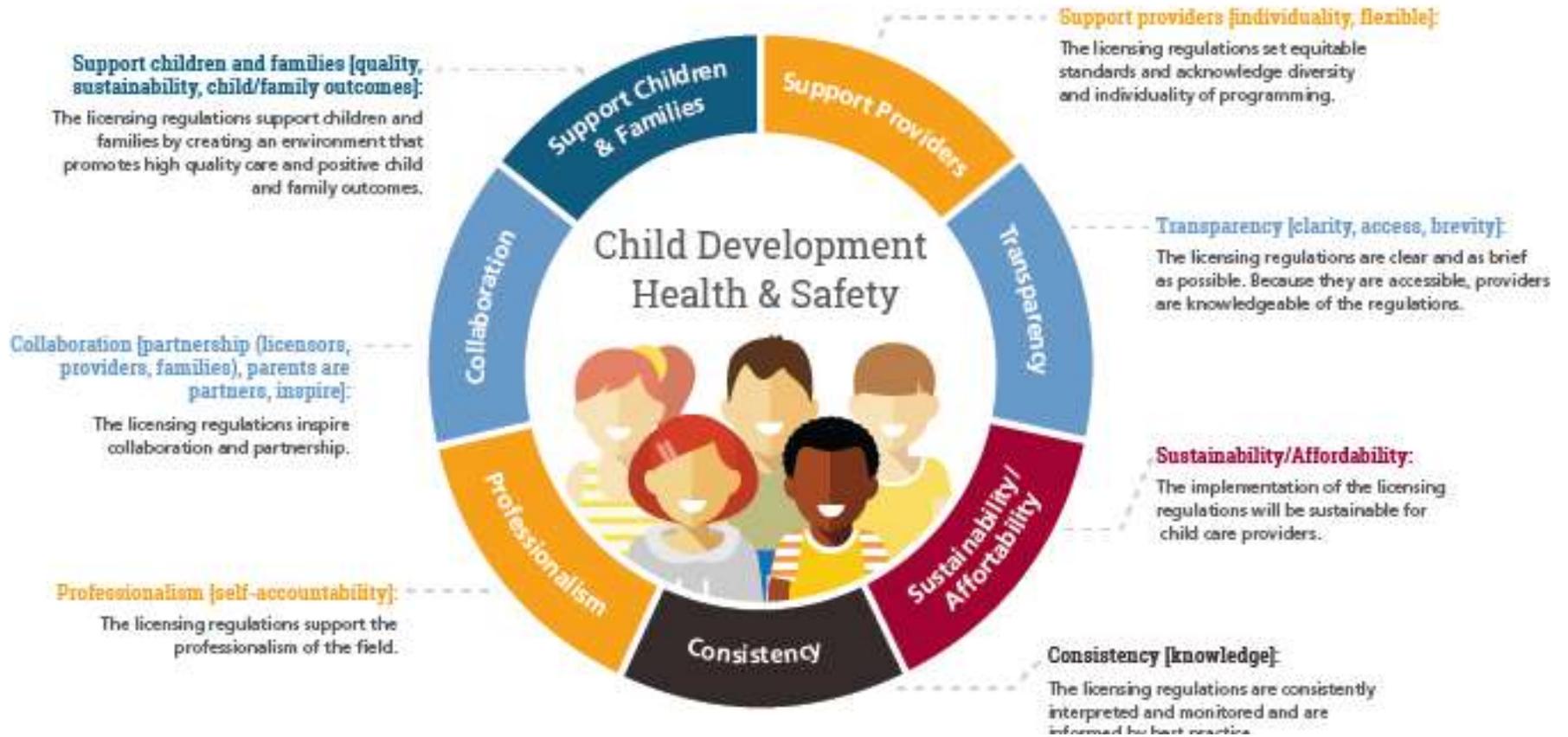


NRM Process Cultural Competency

The Standards Alignment process is operating with a principle of consistent application of racial equity and cultural humility principles.

- Is this regulation biased for or against any one population?
- Does the regulation consider the cultural or linguistic background of the provider or population they are serving?
- Is the language in this regulation or edits I am proposing thoughtful and deliberately inclusive?
- Do I need to seek information from individuals, families, or other communities to assist me in understanding the needs and preferences of culturally and ethnically diverse groups in Washington who will be effected by these regulations?

NRM Guiding Principles and Core Values



NRM, Process

includes content and weights

Negotiation Activities – big or small groups discussion and editing of the proposed rules drafts prior to measuring consensus.

Measuring Consensus – a whole group activity, all 5 NRM participation groups (up to 10 members per group) have to come to consensus by using a “feast to five” process. May include discussion, editing, request to engage technical assistant and/or resolution teams, data inquiry, tabling, etc.

NRM Status by Topic

Topic	Total Sections	Negotiated	Consensus Reached	Partial Consensus Reached*	In Queue for Consensus	Tabled**
Intent and Authority	7	7	4	1	3	
Child Outcomes	2	2		1	2	
Professional Development	9	9		3	8	3
Family Engagement	2	2			2	
Environment	48	48	31	4	13	4
Interactions and Curriculum	17	17			17	1
Program Administration	27	27	4		23	
TOTAL	112	112	39	9	68	8

Negotiation Activities – fully completed. Need to consider tabled items.

Measuring Consensus – need to measure consensus for 68 rules, including tables items.

NRM, Next Steps

Options proposed at September NRM, **with consensus on Option 3**

<p>Option 1: Proposed by DEL Full Negotiation, Full Consensus 6 months communication roll-out Implement March 2019</p>	<p>Option 2: Proposed by DEL Full Negotiation, Partial Consensus 1 year communication roll-out Implement March 2019</p>
<p>Option 3: Proposed by HS/ECEAP Full Negotiation/Full Consensus 1 year communication and training roll-out from the filing date. Projected implementation date - Sept. 2019</p>	<p>Option 4: Proposed by Licensors Full Negotiation/Full Consensus 1 year communication roll-out Implement 1 year from final consensus date</p>

Upcoming NRM Meetings

- October 12-13 (Olympia)
- Nov. 17-19 (Spokane)
- January TBD
- February TBD

NRM, Refinement Process example

170-300-0190- Parent Provided Food and Written Food Plan

Initial Proposed Draft from DEL May 2017

(1) An early learning provider may allow or require parents or guardians to provide food or other special dietary items for their child if a Written Food Plan is completed and signed by the provider and parent or guardian. Weight #5

(2) A Written Food Plan may include, but is not limited to, accommodations for a child's:(a)Special feeding needs;(b)Special diets; (c) Religious or cultural preferences; or(d)Family preference. Weight #5

(3) An early learning provider must supplement a child's diet to satisfy USDA CACFP requirements if food provided by a parent or guardian does not satisfy these requirements. Weight #5

(4) On special occasions, such as birthdays, an early learning provider may allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided by parents must be limited to store purchased:(a) Uncut fruits and vegetables; and(b) Foods prepackaged in original manufacturer's containers. Weight #4

Sources Reviewed

- USDA guidelines



In person subgroup negotiation on August 18, 2017

Proposed Draft from subgroup negotiation - August 18, 2017

(1) If a Written Food Plan is completed and signed by the provider and parent or guardian, an early learning provider must either allow or require parents or guardians to provide food or other special dietary items for their child. **Weight #5**

(a) A Written Food Plan may include, but is not limited to, accommodations for a child's:

- (a) Special feeding needs;
- (b) Special diets;
- (c) Religious or cultural preferences; or
- (d) Family preference. **Weight #0**

(2) On special occasions, such as birthdays, an early learning provider may provide or allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided by parents must be limited to store purchased:

- (a) Uncut fruits and vegetables; and
- (b) Foods prepackaged in original manufacturer's containers. **Weight #4**



DEL writers submitted revised language for consideration. Draft was reviewed by optional small group August 26 before being presented for large group consensus- August NRM.

Sources Reviewed

- NRM Team
Feedback Matrices

Proposed Draft presented on August 27 2017

(1) If a Written Food Plan is completed and signed by the provider and parent or guardian, an early learning provider must either allow or require parents or guardians to provide food or other special dietary items for their child.

(a) A Written Food Plan may include, but is not limited to, accommodations for a child's:

- (a) Special feeding needs;
- (b) Special diets;
- (c) Religious or cultural preferences; or
- (d) Family preference.

Weight #3



(2) If a parent or guardian provides meals for their child, an early learning provider must: (a) Notify the parent or guardian in writing of the USDA CACFP requirements for each meal; and (b) Supplement a child's meal that does not satisfy USDA CACFP requirements if necessary.

Weight #5

(3) On special occasions, such as birthdays, an early learning provider may provide or allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided by parents must be limited to store purchased:

- (a) Uncut fruits and vegetables; and
- (b) Foods prepackaged in original manufacturer's containers. Weight #4



Consensus reached on (2)

Subsection (1) sent to TA/Resolution on August 27



Sources Reviewed

- USDA guidelines

Proposed Draft from TA/Resolution group- September 22

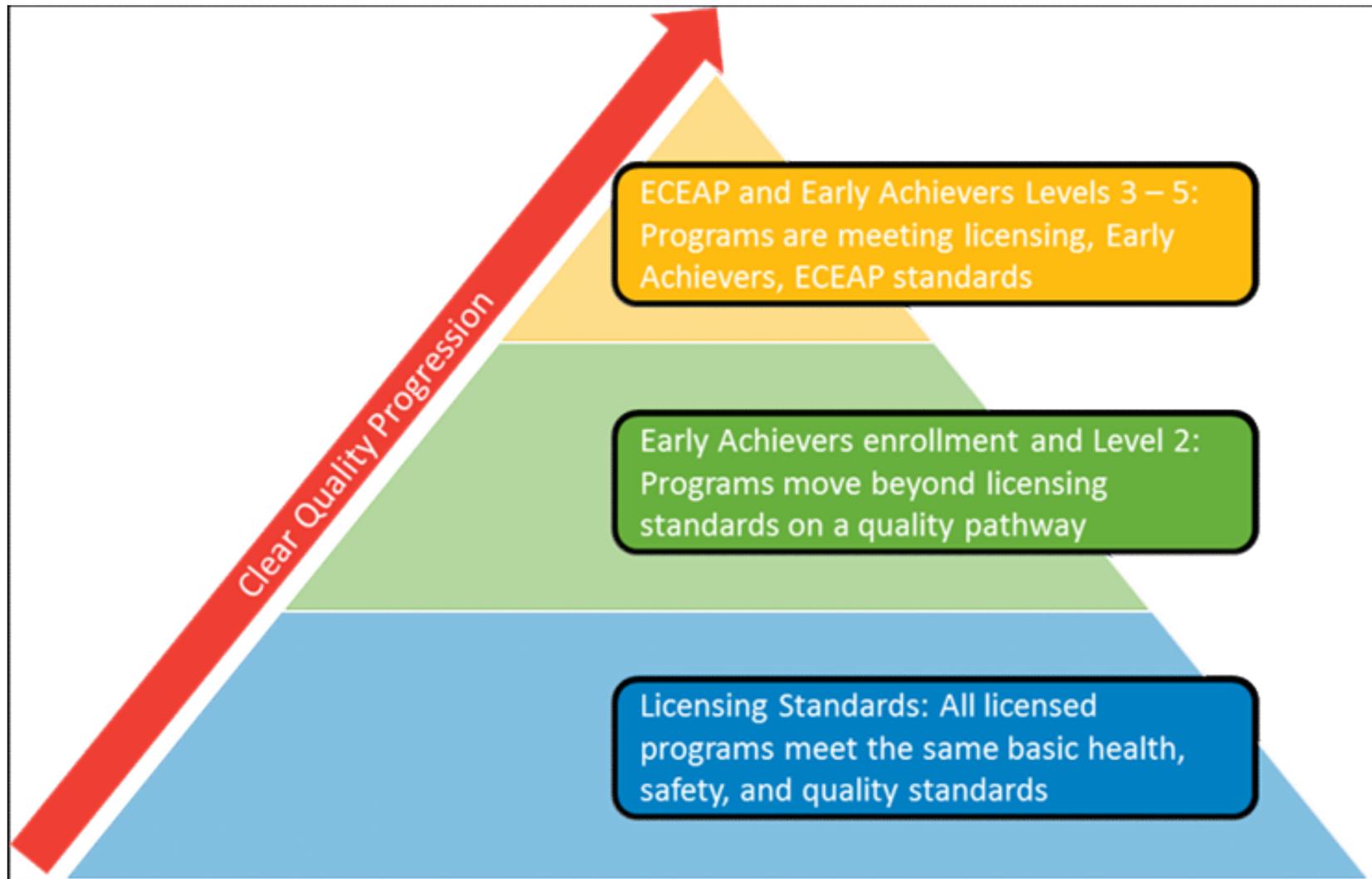
- ✓ (1) A Written Food Plan must be developed by the provider and parent/guardian, signed by all parties, and followed when providing accommodations for a child's:
 - (a) Special feeding needs;
 - (b) Special diets;
 - (c) Religious or cultural preferences;
 - (d) Family preference; or
 - (e) Other needsWeight #3
- ✓ (2) Provider may allow or require parents to bring food to meet the Written Food Plan. Weight NA
- ✓ (3) If a parent or guardian provides meals for their child, an early learning provider must:
 - (a) Notify the parent or guardian in writing of the USDA CACFP requirements for each meal; and
 - (b) Supplement a child's meal that does not satisfy USDA CACFP requirements if necessary.Weight #5
- (4) On special occasions, such as birthdays, an early learning provider may provide or allow parents or guardians to bring in snacks that may not satisfy the nutritional requirements for all children. The snacks provided by parents must be limited to store purchased:
 - (a) Uncut fruits and vegetables; and
 - (b) Foods prepackaged in original manufacturer's containers. Weight #4

✓ **Consensus reached on (1), (2), (3)**
Subsection (4) sent to TA/Resolution

Sources Reviewed

- Request to review DOH resources re: home baked goods

Early Achievers & ECEAP Alignment



Early Achievers & ECEAP Alignment

DEL has teamed up with the Early Learning Regional Coalitions to host three rounds of community feedback meetings in four locations across the state. Here's the tentative timeline:

 **Round 1: June**

- Topics – Family Engagement and Child Outcomes

 **Round 2: August – September**

- Topics – Administration and Oversight, Professional Development

 **Round 3: October – November**

- Topics – Environments, Interactions, and Curriculum

Online Comment

- <https://del.wa.gov/government/ea-eceap-alignment>

Find out more on Thrive Washington's website:

<https://thrivewa.org/progression/> or email jess@thrivewa.org

Submit Comments Here

The table below links to the sets of standards that are available for comment. To submit comments, please fill out the surveys linked in the column to the right of the standards.

Section	Feedback and Comments
Child Outcomes	Submit Feedback and Comments
Family Engagement	Submit Feedback and Comments
Professional Development	Submit Feedback and Comments
Program Administration and Oversight	Submit Feedback and Comments