Resource Guide

Washington Early Learning Child Care Orientation

ACKNOWLEDGEMENTS

We would like to recognize and thank the following individuals for their contributions to this project:

Angela Abrams, *Professional Development*
Luba Bezborodnikova, *Licensing*
Peggy Brown, *ECEAP*
Rachael Brown-Kendall, *Quality Rating and Improvement System*
Lindsay Cortina, *Child Care Licensing*
Kierra Cox, *Public Consulting Group*
Tyler Farmer, *Child Care Policy*
Eva Freumith, *Child Care Licensing*
Heather Gann, *Public Consulting Group*
Roxanne Garzon, *Quality Rating and Improvement System*
Travis Hansen, *Child Care Licensing*
Jody Hitchings, *Child Care Licensing*
Fartun Nur, *Child Care Licensing*
Ann Radcliffe, *Child Care Policy*
Michelle Roberts, *Professional Development*
Sonya Stevens*, Licensing Division Research*
Diana Stokes, *Professional Development*
Deanna Sundby, *Quality Rating and Improvement System*
Heather West, *Child Care Licensing*
Jodi Whiteman, *Public Consulting Group*

The materials available in this guidebook are for informational purposes only. These materials are not intended to be relied upon as a comprehensive view of licensing regulations or legal advice. Each individual is responsible for knowing and understanding current Washington State laws and regulations. Current child care laws and rules can be found at chapters 43.216 RCW, 110-300A WAC, and 110-300B WAC. Chapter 110-300 WAC will go in effect on August 1, 2019.

Please Note: Documents that are available in Spanish (**SP**) and Somali (**SO**) are highlighted in this resource guide next to the supporting links, and indicated with the following icons:

| SP | SO |

Table of Contents

SECTION 1: RESOURCE LINKS

DCYF Section

Early Learning Background Checks

Background checks are important to protect the safety and welfare of children.

Read More

Background Check Information
https://www.dcyf.wa.gov/services/early-learning-providers/background-checks

Department of Children, Youth, and Families Regional Structure

DCYF Map
https://www.dcyf.wa.gov/sites/default/files/pdf/DCYFMap-offices.pdf

WASHINGTON EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL

Early Achievers https://www.dcyf.wa.gov/services/early-learning-providers/early-achievers

WASHINGTON STATE DEPARTMENT OF
Children, Youth, and Families

Early Learning & Child Care Offices

Contact your local early learning & child care office when you:

- Have a question about child care or child care licensing
- Need to see or speak with your child care licensor or supervisor
- Have questions about programs or resources relating to child care

Find your local early learning & child care office

Early Learning Child Care Licensing Offices
https://dcyf.wa.gov/find-an-office/el-offices

Early Childhood Education and Assistance Program

Prepares 3-4 year olds from low-income families for success in school and life.

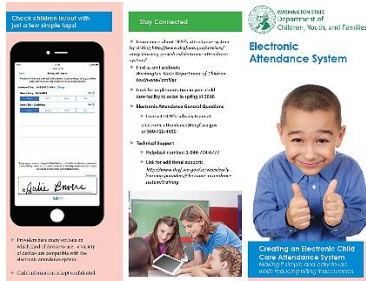Read More

ECEAP https://www.dcyf.wa.gov/services/early-learning-providers/eceap
ECEAP/Head Start
https://dcyf.wa.gov/services/earlylearning-childcare/eceap-headstart

Electronic Attendance Provider Brochure
https://www.dcyf.wa.gov/services/early-learning-providers/electronic-attendance-system

SP	SO

Early Support for Infant and Toddlers | ESIT
https://www.dcyf.wa.gov/services/child-dev-support-providers/esit

Family, Friends, Neighbor Care | FFN
https://www.dcyf.wa.gov/services/earlylearning-childcare/ffn
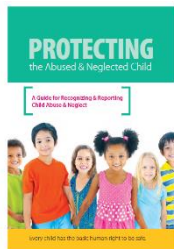
Mandatory Reporting of Child Abuse and Neglect
https://www.dcyf.wa.gov/safety/mandated-reporter

MERIT Registration
https://apps.dcyf.wa.gov/MERIT/Home/Welcome?ReturnUrl=%2fmerit

Professional Development | Early Childhood Career Portal https://ececareers.del.wa.gov/

Professional Development | Charts of Related Credentials, General Staff and Training Requirements
https://dcyf.wa.gov/services/earlylearning-profdev/early-learning-provider

Professional Development | Training Portal
www.dcyftraining.com

Washington Early Learning Guidelines
https://dcyf.wa.gov/sites/default/files/pdf/guidelines.pdf

Washington State Legislative Rules and Laws Portal
http://leg.wa.gov/

Health and Safety Section

CPSC Crib Standards
https://www.cpsc.gov/s3fs-public/5023.pdf

SP   **SO**

Diaper Changing Poster
https://www.doh.wa.gov/Portals/1/Documents/8330/130-082-DiaperCCsm-en-L.pdf

SP

Handwashing Poster
https://www.doh.wa.gov/Portals/1/Documents/Pubs/130-012.pdf

SP
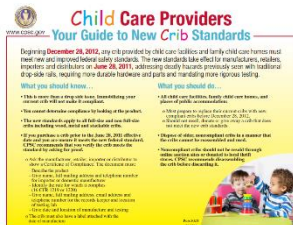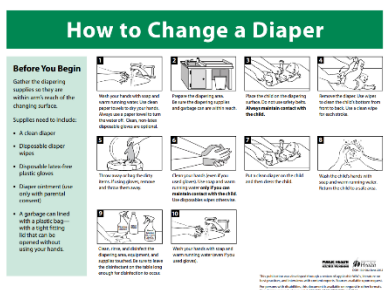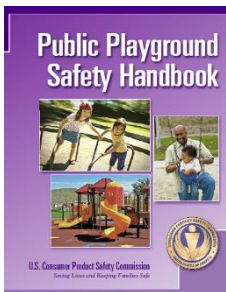
Center Based Playground Safety Handbook
https://www.cpsc.gov/s3fs-public/325.pdf
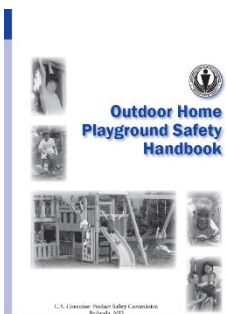
Outdoor Home Playground Safety Handbook
https://www.cpsc.gov/s3fs-public/324.pdf

Safe Sleep – Bare is Best

https://onsafety.cpsc.gov/blog/2017/09/11/bare-is-best/

| SP | SO |

State Fire Marshal http://www.wsp.wa.gov/fire-inspection-plan-review/
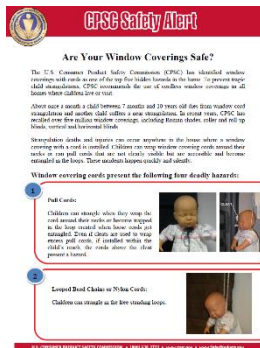
Window Blinds Handout https://www.cpsc.gov/safety-education/safety-education-centers/window-covering

Nationwide Resources

Healthy Children, *from American Academy of Pediatrics*
https://www.healthychildren.org/

Association for Early Learning Leaders
https://www.earlylearningleaders.org/
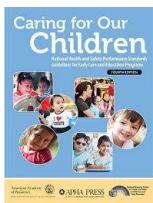
Caring for Our Children, *National Health and Safety Performance Standards Guidelines for Early Care and Education Programs* http://nrckids.org/CFOC

Centers for Disease Control and Prevention
https://www.cdc.gov/parents/infants/milestones.html

Council for Professional Recognition
https://www.cdacouncil.org/

National Association of the Education of Young Children
https://www.naeyc.org/

National Association for Family Child Care
https://www.nafcc.org/

National Early Childhood Program Accreditation
https://necpa.net/

Zero to Three
https://www.zerotothree.org/
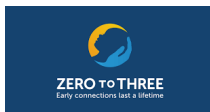
Nutrition Section

My Plate Chart
https://www.choosemyplate.gov/myplate-tip-sheets

CACFP Family Child Care Program Information
http://www.k12.wa.us/ChildNutrition/Programs/CACFP/pubdocs/CACFPprograminforamtionforfamilydaycarehomes.pdf

Center Based Food Program
https://www.fns.usda.gov/cacfp/child-day-care-centers

Washington State Food and Beverage Workers Manual
https://www.doh.wa.gov/CommunityandEnvironment/Food/FoodWorkerandIndustry/FoodWorkerManual/FoodSafetyisEverybodysBusiness

Early Learning Program Section

3 Big Reasons Why Child Need to Play Outdoors
https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2017/march/3-big-reasons-why-children-need-to-play-outdoors/

Child Care Aware of Washington http://www.childcareaware.org/state/washington/

Cold Weather Outdoor Play Boots Immune System!
https://www.med.upenn.edu/antibiotics/newsletters/2017_5.1_January.pdf

Faith Based Programs http://www.cdealliance.org/wp-content/uploads/2013/10/Definition_of_Faith_Based_Program1.pdf

Montessori Programmatic Approach https://montessori-nw.org/what-is-montessori-education/

Outdoor Focused Programmatic Approach https://naturalstart.org/about-us

Play Based Programmatic Approach https://naeyc.org/resources/topics/play

Reggio Emilia Programmatic Approach https://www.reggioalliance.org/

Waldorf Programmatic Approach https://www.waldorfeducation.org/waldorf-education

Whole Child Programmatic Approach http://www.wholechildeducation.org/about

SECTION 2: COMPREHENSIVE APPLICATION SUBMISSION

Opening a Family Home Early Learning Program
Recommendations:
- Consider which ages you want to serve and if your home can accommodate the needs of those age groups.
- Consider whether or not you will offer transportation of children and the costs associated with that service.
- Contact your local city or county zoning and building departments to identify steps for obtaining a business license.
- Confirm that your address is zoned for a private business.
- If your home is part of a home owner's association (HOA), confirm that your HOA bylaws and ordinances allow small businesses to operate within your neighborhood.
- If you rent your home, talk to your landlord about your interest in operating child care in the home.
- Review the different Washington Administrative Code (WAC) standards that apply to structural requirements for indoor square footage, outdoor play areas, fencing, emergency exits, and other requirements.
- Look at any nearby safety hazards in proximity to the residence you want to license.

Opening a Center Early Learning Program
Recommendations:
- Consider which ages you want to serve and if your facility can accommodate the needs of those age groups.
- Consider whether or not you will offer transportation of children and the costs associated with that service.
- Contact your local city or county zoning and building departments.
- Do not sign a lease or purchase agreement without looking into whether or not the facility can be licensed.
- Look at any nearby safety hazards in proximity to the property you want to license.
- Consider whether or not you will hold the position of director, or make sure you choose to hire a director who meets qualifications.

Applying
If you would like to apply for a license after completing the Department of Children, Youth, and Families (DCYF) orientation, the next step is to complete a license application. See the application checklist on Page 4.

After you complete this training, you must contact your local early learning child care licensing office to inform them that you completed the orientation and want to begin the licensing process.

Before calling your local licensing office, please be prepared with the following information:
- Your full name
- The date you completed the online early learning child care orientation
- The complete address of the program site where you will be applying

- Current contact information for yourself, including a phone number and email address

Once your local office receives this information, it will be entered into DCYF's online Provider Portal and you will receive an email with a link to prompt you to finalize your provider account. This link will allow you access to an online application where you can begin the steps for uploading your documents directly into the system.

According to WAC, an applicant must submit the completed application packed at least 90 calendar days prior to the planned opening of the early learning program.

This timeframe allows DCYF to:
- Review your materials and confirm they meet standards.
- Make any necessary requests for inspection by other entities.
- Inspect your facility and inform you of any corrections you may need to make.

The exact timeframe for becoming licensed varies from location to location. The more prepared you are and the quicker you make the necessary corrections, the quicker we can assess your facility for licensure.

A Complete Application Packet

It's important to review WAC 110-300-0400 for all of the documentation that must be submitted to DCYF along with your license application. Please review Page 4 to learn more about the documents required in your application packet.

Once received, the licensing office will review each document and notify you of what information may still be missing. Someone from your local early learning child care office will contact you about how to submit your non-refundable licensing fee and the amount that will apply to your program.

Payment must be in the form of a check, credit or debit card, or money order, in the following amounts:
- Family Home Early Learning Program Fees: $30.00
- Center Early Learning Program Fees: $125.00 for the first 12 children; plus $12.00 for each additional child

Please note: the fees for both types of early learning programs are non-refundable.

Once complete, the application will be assigned to an early learning child care licensing staff who will contact you and work with you throughout the application process. You can expect licensing staff to coordinate a scheduled initial inspection of your early learning program. If you are applying for a center-based program, the licensing staff will also send an inspection request to the Washington State Fire Marshal's Office.

The Application Process

DCYF will retain all incomplete application packets for up to one year. If it is still incomplete at that time, the application materials will be returned to the applicant. You always have the option to reapply at a later time if you are interested.

An applicant who is unable to successfully complete the application and licensing process within 90 days may withdraw the application and reapply when they are able to meet the licensing requirements.

It's important that you contact your local licensing office as soon as you can in these situations so that licensing staff can assist you in making the necessary preparations for what's needed.

The Application Process

Applicant completes Early Learning Child Care Orientation sponsored by DCYF. → Applicant determines location of early learning program and obtains local approvals (HOA, zoning, city, etc.). → Optional: applicant contacts local early learning child care office to schedule a plan review.

↓

Initial license is granted. ← Early learning child care licensing staff observes program, gives technical assistance. Program comes into compliance for initial license. This is usually done within 90 days of application submission. ← Applicant submits complete application packet, including required fees.

↓

Program is observed again by early learning child care licensing staff within six months of initial license granted. → If a program is found to be in compliance, a non-expiring license may be issued. If a program is found to not be in compliance, a second initial license may be granted for an additional six months. → If a program is on a non-expiring license, the Annual Compliance procedure is followed. If a program is on a second initial license, an early learning child care licensing staff will complete a follow-up visit.

If you are interested in learning more about the application submission process, please contact your local Early Learning and Child Care Licensing Office.

You can also contact dcyf.providerportal@dcyf.wa.gov or call (866) 627-8929.

Application Checklist

- ❒ Completed, signed, and dated application form
- ❒ Current, government-issued identification
- ❒ Social security card or sworn declaration stating that the applicant does not have one
- ❒ Certificate from orientation completed within the last 12 months
- ❒ Diploma, transcript, or sworn declaration stating that the applicant cannot verify education requirements
- ❒ A staffing plan that includes:
  - o The number and position types and qualifications of staff to meet the projected capacity of the early learning program
  - o How the applicant will verify that staff hired meet the required qualifications
  - o Projected staff training plan for the first year of the program
- ❒ A list that includes: applicant, staff, volunteers, and household members that are required to complete the background check process as outlined in WAC 170-06
- ❒ Résumé for applicant and résumé for certain staff positions:
  - o Family Home – lead teacher
  - o Center – director, assistant director, and program supervisor
- ❒ Three letters of professional reference for the applicant and specific staff members to include:
  - o Family Home – lead teacher
  - o Center – director, assistant director, and program supervisor
- ❒ Certificate of Occupancy if a center early learning program
- ❒ Program hours of operation, including closure dates and holiday observances
- ❒ Floor plan, including the use of proposed licensed and unlicensed space, with identified emergency pathways and emergency exits
- ❒ Copy of Washington State business license or a tribal, county, or city business or occupation license
- ❒ Proof of Employer Identification Number (EIN) if program intends to hire staff
- ❒ Certificate of Incorporation, partnership agreement, or similar business organization document (e.g., LLC, corporation, etc.)
- ❒ Proof of liability insurance:
  - o Family Homes – optional
  - o Centers – required, and some companies may only provide a quote prior to receiving an early learning child care program license
- ❒ If an on-site septic system is present, an inspection report completed within six months prior to the initial license inspection is required
- ❒ If an on-site private well water system is present, a coliform and nitrate testing results completed within six months prior to initial license inspection is required
- ❒ Lead and copy test results for water from all fixtures used to obtain water for: drinking, cooking, preparing food, or infant formula
- ❒ A lead or arsenic agreement, only for sites in the Tacoma smelter plume region (specifically for some: Thurston, Pierce, and King County programs)
- ❒ License fee:
  - o $30 for Family Home
  - o $125 for Center, with the remaining fee due after capacity is determined and before the initial license is issued
- ❒ Parent and program policies

❐ Staff policies, if the applicant plans to hire staff or use volunteers
❐ Emergency preparedness (fire and disaster) plan
❐ Health policies, including a plan to prevent exposure to blood and body fluids

SECTION 2:
COMPREHENSIVE
APPLICATION SUBMISSION

SECTION 3: EXTEND YOUR LEARNING

Video Resources

DCYF YouTube Channel
https://www.youtube.com/channel/UCsRzIU1gRk6-u4JtKIDyqhQ

History of Child Care in Washington State , Child Care Aware of America
https://www.youtube.com/watch?v=zZKzGScWq4Q

Safe Sleep video https://www.youtube.com/watch?v=Cyfruq4osjY

Meaningful Makeover Cultivate Learning
University of Washington. (n.d.) *Meaningful Makeovers*. Retrieved January 2019, from
http://cultivatelearning.uw.edu/meaningfulmakeover/

Quality Interactions Early Years
Charterhatch Infant School. (2017). Case Study – Adult Interactions Chaterhatch Infant
School. April 4, 2019. https://www.youtube.com/watch?v=efeizNuuEo0

How a Child's Brain Develops Through Early Experiences
National Society for the Prevention of Cruelty to Children (NSPCC). (2017). April 4,
2019.
https://www.youtube.com/watch?v=hMyDFYSkZSU

Ignite Bilingual Learning

I-LABS University of Washington. (2017). Ignite Bilingual Learning. April 4, 2019
https://www.youtube.com/watch?v=HE5fBAS6gf4

Importance of Play Video http://www.easternct.edu/cece/e-clip-importance-of-play/

InBrief: Executive Function: Skills for Life and Learning
Center on the Developing Child at Harvard University. (2012) InBrief: Executive
Function: Skills for Life and Learning. April 4, 2019.
https://www.youtube.com/watch?v=efCq_vHUMqs

Building Positive Relationships with Young Children
Center for Early Childhood Education at Eastern Connecticut State University, (2016).
Building Positive Relationships with Young Children. April 4, 2019.
https://www.youtube.com/watch?v=nQixEKut8bM

Written Resources

10 Tips to Enhance Your Outdoor Play Space. Retrieved October 2018 from https://eclkc.ohs.acf.hhs.gov/learning-environments/article/10-tips-enhance-your-outdoor-play-space

CPSC Safety Alert: Trampoline Safety. Retrieved October 2018 from https://www.cpsc.gov/PageFiles/137868/085 Trampoline Safety.pdf

The Guiding Principles for Outdoor Teaching and Learning. Retrieved October 2018 from http://drhelenbilton.com/wp-content/uploads/2013/12/The-guiding-principles-for-outdoor-teaching-and-learning..pdf

Handbook for Public Playground Safety. Retrieved October 2018 from https://www.cpsc.gov/s3fs-public/325.pdf

Heat Exhaustion, Retrieved October 2018 from https://www.mayoclinic.org/diseases-conditions/heat-exhaustion/symptoms-causes/syc-20373250

How Can I Protect My Children from the Sun? Retrieved October 2018 from https://www.cdc.gov/cancer/skin/basic_info/children.htm

SECTION 4: PROGRAM SUPPORTS
Early Achievers

WASHINGTON EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL

What is Early Achievers?

Early Achievers is a framework for improving the quality of early care in Washington to ensure that:

- Children have access to high-quality early learning experiences that help them develop the skills they need to be successful in school and beyond.
- Parents can find high-quality child care and early learning programs that fit their needs by providing evidence-based information about facility quality.
- Early learning professionals have access to the resources and supports they need to provide quality care that supports each child's learning and development.

Early Achievers is building a state-wide system of high quality early learning by bringing families, early learning professionals, and resources together to support each child's learning and development.

How does Early Achievers work?

Early Achievers uses an easy-to-understand rating system to track growth in quality improvement of participating early care providers. At Levels 1 and 2, early learning professionals are "participating in quality improvement" through training and activities. Facilities that are rated Levels 3—5 have achieved a "quality level of excellence" through an on-site evaluation.

Level 5:
Excelling in High Quality

Level 4:
Thriving in High Quality

Level 3:
Demonstrating High Quality

Level 2:
Committing to High Quality

Level 1:
Licensed Child Care- the Foundation for High Quality

Early Achievers ratings are evidence-based so you can feel confident about your child care choice. You can find your providers participation and rating status at www.del.wa.gov/check.

Ask your child care provider about Early Achievers today!

Because Quality Matters.

www.del.wa.gov | www.facebook.com/WashingtonDEL | twitter.com/DEL_wa

DCYF Statewide Offices

Department of Children, Youth, and Families Regional Structure

WASHINGTON STATE Department of Children, Youth, and Families

Legend:
- ⬤ Juvenile Institutions
- ⬤ Juvenile Group Homes
- ⬤ Juvenile Regional Offices
- ⬤ Child Welfare Office
- ⬤ Early Learning Office
- ⬤ Child Welfare and Early Learning co-location

- ☐ Region 1
- ☐ Region 2
- ☐ Region 3
- ☐ Region 4
- ☐ Region 5
- ☐ Region 6
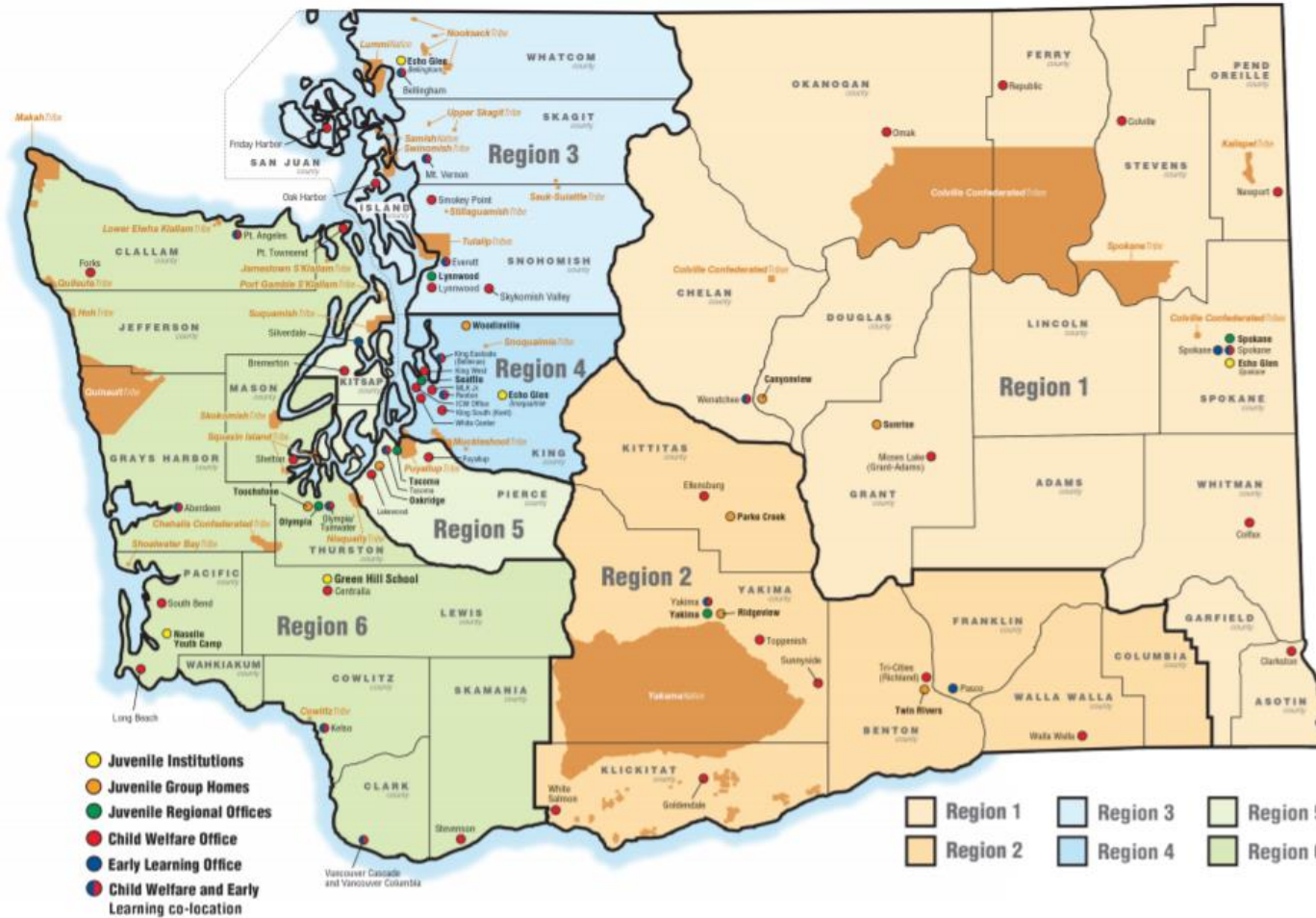
Electronic Attendance System

Check children in/out with just a few simple taps!

iPad
1:46 PM
Morgan Hill (14)

Cancel   Bowers, Julie (Sponsor)

Please touch the buttons under each child's name to record attendance. When you are done please sign your name in the signature box below and touch Submit.

Attendance Time: 10-13-2017, 01:46 PM   Change

Bowers, Danny - Checked Out   Note ⊕

| Sign In | Sign Out | Absent | None |

Bowers, Tina - Checked Out   Note ⊕

| Sign In | Sign Out | Absent | None |

By signing my name and clicking the Submit button, I confirm that the attendance transactions I am submitting are true and accurate to the best of my knowledge. I understand that I may be prosecuted for intentionally submitting false claims.

Clear Signature

x *Julie Bowers*

Submit

▶ Providers have many options on which kind of device to use - a variety of devices are compatible with the electronic attendance system.

▶ Child information is kept confidential.

Stay Connected

▶ Learn more about DCYF's attendance system by visiting *http://www.dcyf.wa.gov/services/early-learning-providers/electronic-attendance-system/*

▶ Find us on Facebook: *Washington-State-Department-of-Children-Youth-and-Families*

▶ Look for implementation in your child care facility to occur in spring of 2018

▶ **Electronic Attendance General Questions**

   ▶ Contact DCYF's subsidy team at electronic.attendance@dcyf.wa.gov or 360-725-4430

▶ **Technical Support**

   ▶ Helpdesk number: 1-844-704-6777

   ▶ Link for additional support:
   http://www.dcyf.wa.gov/services/early-learning-providers/electronic-attendance-system/training

WASHINGTON STATE
Department of
Children, Youth, and Families

Electronic Attendance System

Creating an Electronic Child Care Attendance System
Making it simple and easy to use while reducing billing inaccuracies

SECTION 4:
PROGRAM SUPPORTS

SECTION 5: PROFESSIONAL DEVELOPMENT AND QUALIFICATIONS

Chart of Related Credentials

Role	Staff Qualification	Related Credentials
• Center Director • Assistant Director • Program Supervisor	WA ECE State Certificate (47 credits)	One of the following: 1. Associate degree in ECE or related 2. Bachelor's degree in ECE or related 3. A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Prenatal-Grade 3) or Early Childhood Special Education 4. 1 year ECE certificate with minimum of 45 aligned credits or related 5. Montessori Accreditation Council for Teacher Education (MACTE) accredited teacher credential in infant/toddler 6. Montessori Accreditation Council for Teacher Education (MACTE) accredited teacher credential in ECE 7. Association Montessori Internationale diploma in assistants to infancy (B-3) 8. Association Montessori Internationale diploma in primary (age 3-6) 9. A current CDA + 35 aligned college credits* 10. 47 aligned college credits*
Center Lead Family Home Licensee	WA ECE Short Certificate (20 credits)	Options Above OR one of the following: 1. 20 aligned college credits* 2. A current CDA + 8 aligned college credits*
Center Assistant Family Home Assistant	WA ECE Initial Certificate (12 credits)	Options Above OR one of the following: 1. Military Modules 2. A current CDA 3. 12 aligned college credits*
Aides	HS Diploma or Equivalent; or enrolled	Options Above OR one of the following: 1. GED 2. A current CDA 3. Initial Certificate

General Staff Qualifications

Family Homes	Age	Minimum Hiring Requirement	Update*	Timeline
Family Home Owner	18	High School Diploma	Initial Cert (12 credits)	5 years
			Short Certificate (20 credits)	2 years from completing Initial Certificate
Family Home Lead Teacher	18	High School Diploma	Initial Cert (12 credits)	5 years
Family Home Assistant Teacher	18	High School Diploma	Initial Cert (12 credits)	5 years
Family Home Aide	14	High School Diploma OR Enrolled	High School Diploma OR Enrolled	N/A
Family Home Volunteer	14	None Required	None	N/A
Centers	Age	Minimum Hiring Requirement	Update*	Timeline
Center Director	18	State Certificate (47 credits)	State Cert (47 credits)	5 Years
Center Assistant Director	18	State Certificate (47 credits)	State Cert (47 credits)	5 years
Center Program Supervisor	18	State Certificate (47 credits)	State Cert (47 credits)	5 years
Center Lead Teacher	18	High School Diploma	Initial Certificate (12 credits)	5 years
			Short Certificate (20 credits)	2 additional years (7 years total)
Center Assistant Teacher	18	High School Diploma	Initial Cert (12 credits)	5 years
Center Aide	14	High School Diploma OR Enrolled	High School Diploma OR Enrolled	N/A
Center Volunteer	14	None Required	None	N/A

Training Requirements

Role	Training Requirements	In-Service Requirements
Family Home Licensee Center Director Assistant Director Program Supervisor	▪ Licensing Orientation (if applicable) ▪ Child Care Basics* ▪ First Aid/CPR ▪ Blood Borne Pathogens ▪ Food Handlers Permit (if applicable) ▪ Safe Sleep (if applicable) ▪ Child Restraint (if applicable)	▪ 10-hour Annual In-service Training ▪ Enhancing Quality of Early Learning
Lead Teacher	▪ Child Care Basics* ▪ First Aid/CPR ▪ Blood Borne Pathogens ▪ Food Handlers Permit (if applicable) ▪ Safe Sleep (if applicable) ▪ Child Restraint (if applicable)	▪ 10-hour Annual In-service Training ▪ Enhancing Quality of Early Learning
Assistant Teacher	▪ Child Care Basics* ▪ First Aid/CPR ▪ Blood Borne Pathogens ▪ Food Handlers Permit (if applicable) ▪ Safe Sleep (if applicable)	▪ 10-hour Annual In-service Training ▪ Enhancing Quality of Early Learning
Aide	▪ Child Care Basics* ▪ Blood Borne Pathogens ▪ Food Handlers Permit (if applicable) ▪ Safe Sleep (if applicable)	▪ 10 hour Annual In-service Training
Volunteer	▪ Blood Borne Pathogens ▪ Safe Sleep (if applicable) ▪ Health and Safety Trainings – Recognizing and Reporting Abuse, Emergency Preparedness, Serving Children Experiencing Homelessness, Prevention of Shaken Baby Syndrome (if applicable)	▪ N/A

SECTION 6: POSTERS AND VISUALS

Crib Standards

www.cpsc.gov

Child Care Providers
Your Guide to New Crib Standards

Beginning **December 28, 2012,** any crib provided by child care facilities and family child care homes must meet new and improved federal safety standards. The new standards take effect for manufacturers, retailers, importers and distributors on **June 28, 2011,** addressing deadly hazards previously seen with traditional drop-side rails, requiring more durable hardware and parts and mandating more rigorous testing.

What you should know…

- This is more than a drop side issue. Immobilizing your current crib will not make it compliant.

- You cannot determine compliance by looking at the product.

- The new standards apply to all full-size and non full-size cribs including wood, metal and stackable cribs.

- If you purchase a crib prior to the June 28, 2011 effective date and you are unsure it meets the new federal standard, CPSC recommends that you verify the crib meets the standard by asking for proof.

  o Ask the manufacturer, retailer, importer or distributor to show a Certificate of Compliance. The document must:

    - Describe the product
    - Give name, full mailing address and telephone number for importer or domestic manufacturer
    - Identify the rule for which it complies (16 CFR 1219 or 1220)
    - Give name, full mailing address, email address and telephone number for the records keeper and location of testing lab
    - Give date and location of manufacture and testing

  o The crib must also have a label attached with the date of manufacture

What you should do…

- All child care facilities, family child care homes, and places of public accommodation:

  o Must prepare to replace their current cribs with new, compliant cribs before December 28, 2012.
  o Should not resell, donate or give away a crib that does not meet the new crib standards.

- Dispose of older, noncompliant cribs in a manner that the cribs cannot be reassembled and used.

- Noncompliant cribs should not be resold through online auction sites or donated to local thrift stores. CPSC recommends disassembling the crib before discarding it.

Pub.5023
042011

Diaper Changing Poster


How to Change a Diaper

Before You Begin

Gather the diapering supplies so they are within arm's reach of the changing surface.

Supplies need to include:

- A clean diaper

- Disposable diaper wipes

- Disposable latex-free plastic gloves

- Diaper ointment (use only with parental consent)

- A garbage can lined with a plastic bag— with a tight fitting lid that can be opened without using your hands.
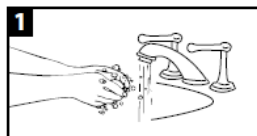
1 Wash your hands with soap and warm running water. Use clean paper towels to dry your hands. Always use a paper towel to turn the water off. Clean, non-latex disposable gloves are optional.
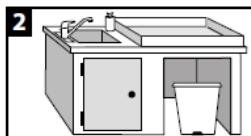
2 Prepare the diapering area. Be sure the diapering supplies and garbage can are within reach.
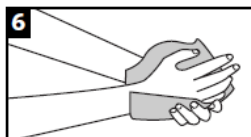
3 Place the child on the diapering surface. Do not use safety belts. **Always maintain contact with the child.**
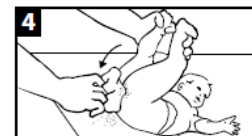
4 Remove the diaper. Use wipes to clean the child's bottom from front to back. Use a clean wipe for each stroke.

5 Throw away or bag the dirty items. If using gloves, remove and throw them away.

6 Clean your hands (even if you used gloves). Use soap and warm running water **only if you can maintain contact with the child.** Use disposables wipes otherwise.

7 Put a clean diaper on the child and then dress the child.

8 Wash the child's hands with soap and warm running water. Return the child to a safe area.

9 Clean, rinse, and disinfect the diapering area, equipment, and supplies touched. Be sure to leave the disinfectant on the table long enough for disinfection to occur.
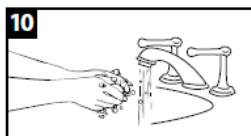
10 Wash your hands with soap and warm running water (even if you used gloves).

PUBLIC HEALTH
ALWAYS WORKING FOR A SAFER AND
HEALTHIER WASHINGTON

Washington State Department of
Health

DOH 130-082 June 2012

This publication was developed through a review of applicable WACs, literature on best practices, and interviews with content experts. Sources available upon request.

For persons with disabilities, this document is available on request in other formats. To submit a request, please call 1-800-525-0127 (TDD/TYY call 711).

Hand Washing Poster
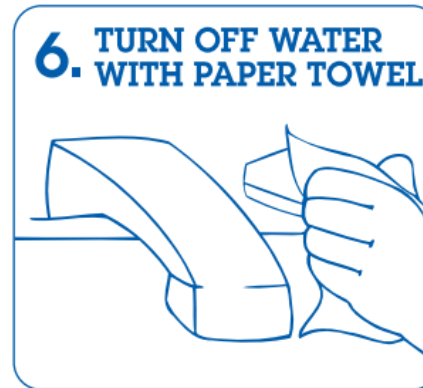
Bare is Best

BARE is Best!
for your baby's sleep environment

Keep your Baby Cozy

- Always place baby on back to sleep
- Use a crib that meets current CPSC standards
- Keep pillows, quilts, comforters and cushions out of baby's crib, bassinet or play yard
- Use a firm, tight-fitting mattress
- Positioning devices are unnecessary and can be deadly
- For warmth, dress baby in footed pajamas

Without the Clutter

Never add pillows, quilts, comforters or cushions to your baby's crib, bassinet or play yard.

Nearly half of the infant crib deaths and two-thirds of bassinet deaths reported to CPSC each year are suffocations from a baby being placed on top of pillows and thick quilts or because of overcrowding in baby's sleep environment.

NSN 12-5   www.CPSC.gov

SECTION 6:
POSTERS AND VISUALS

Window Coverings

CPSC Safety Alert

Are Your Window Coverings Safe?

The U.S. Consumer Product Safety Commission (CPSC) has identified window coverings with cords as one of the top five hidden hazards in the home. To prevent tragic child strangulations, CPSC recommends the use of cordless window coverings in all homes where children live or visit.

About once a month a child between 7 months and 10 years old dies from window cord strangulation and another child suffers a near strangulation. In recent years, CPSC has recalled over five million window coverings, including Roman shades, roller and roll-up blinds, vertical and horizontal blinds.

Strangulation deaths and injuries can occur anywhere in the house where a window covering with a cord is installed. Children can wrap window covering cords around their necks or can pull cords that are not clearly visible but are accessible and become entangled in the loops. These incidents happen quickly and silently.

Window covering cords present the following four deadly hazards:
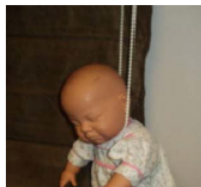
1 **Pull Cords:**

Children can strangle when they wrap the cord around their necks or become trapped in the loop created when loose cords get entangled. Even if cleats are used to wrap excess pull cords, if installed within the child's reach, the cords above the cleat present a hazard.

2 **Looped Bead Chains or Nylon Cords:**

Children can strangle in the free-standing loops.

U.S. CONSUMER PRODUCT SAFETY COMMISSION • (800) 638-2772 • www.cpsc.gov • www.SaferProducts.gov

CPSC Safety Alert

3 **Inner Cords of Roman Shades**

- Children can pull out an exposed inner cord on the back side of Roman shades, wrap it around their necks and strangle.
- Children can place their necks in the opening between the fabric and cord and strangle.

4 **Lifting Loops of Roll-up Blinds**

- If the lifting loops (that raise and lower the blinds) slide off the side of the blind, they form a free-standing loop in which a child can become entangled and strangle.
- Children can place their necks between the lifting loop and the roll-up blind material and strangle.

CPSC offers the following safety tips to prevent deaths and injuries associated with window covering cords:

- Examine all shades and blinds in the home. CPSC recommends the use of cordless window coverings in all homes where children live or visit. Make sure there are <u>no</u> accessible cords on the front, side, or back of the product.
- Do not place cribs, beds, and furniture close to the windows because children can climb on them and gain access to the cords.
- Make loose cords inaccessible.
- If the window shade has looped bead chains or nylon cords, install tension devices to keep the cord taut.

Note: Most window blinds sold prior to November 2000 have inner cords (for raising the slats of the blinds) that can be pulled by a child and form a loop in which the child's neck can entangle. Consumers should immediately repair these types of blinds. For a free repair kit, call the Window Covering Safety Council at 800-506-4636 or visit windowcoverings.org. Consumers should know that WCSC's retrofit kits do not address the dangling pull cord hazard associated with many common window blinds.

5009-0413

U.S. CONSUMER PRODUCT SAFETY COMMISSION • (800) 638-2772 • www.cpsc.gov • www.SaferProducts.gov
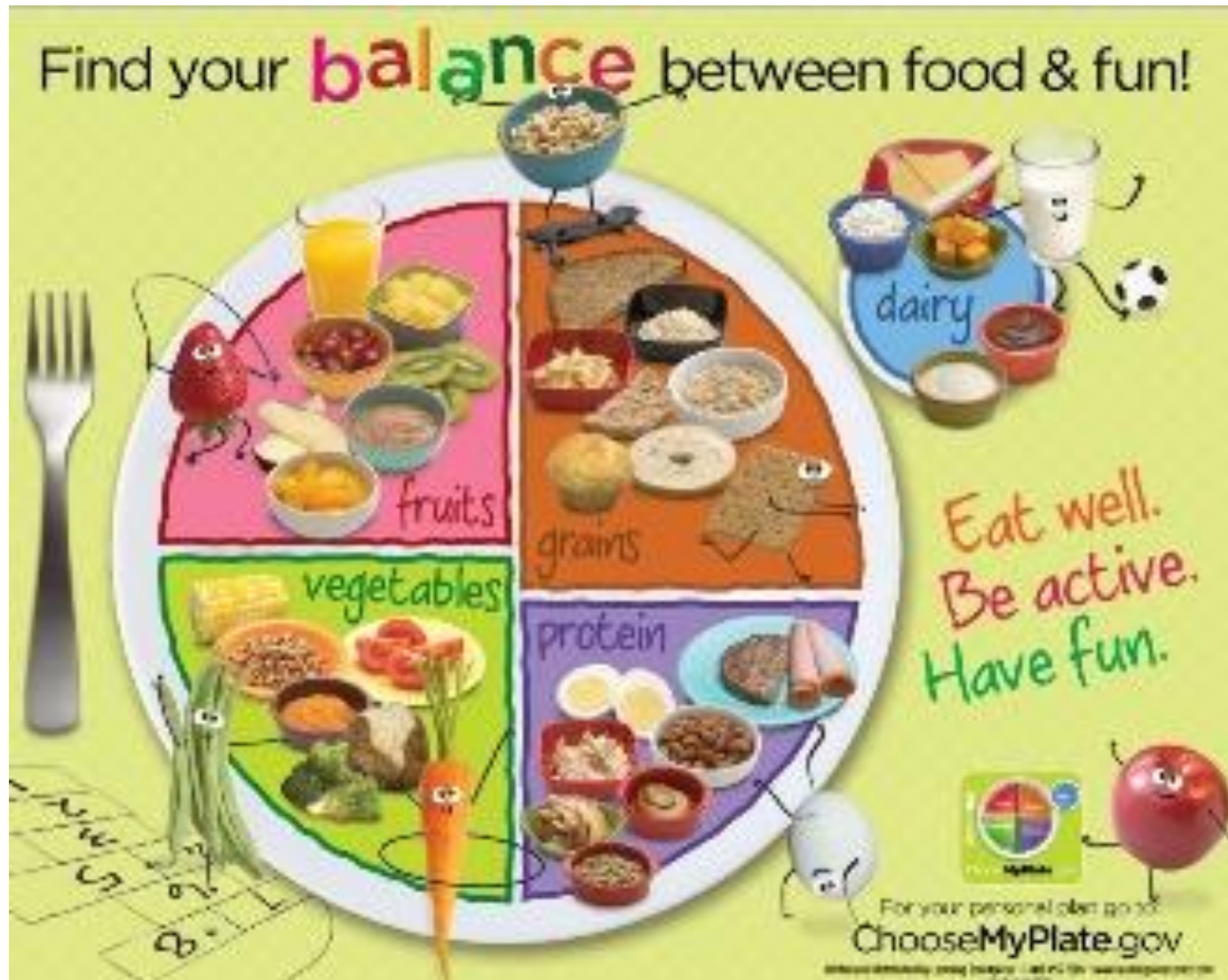
Nutrition

What's **MyPlate** All About?

Fruits

Vegetables

Grains

Protein Foods

Dairy

USDA
United States Department of Agriculture
Center for Nutrition Policy and Promotion

SOURCES CITED

American Society for Testing and Materials, Retrieved October 2018 from
https://www.astm.org/SNEWS/DECEMBER_2007/word_dec07.html

Caring for Our Children, 3rd Edition. National Health and Safety Performance
Standards: Guidelines for Early Care and Education Programs, Retrieved October
2018, from http://nrckids.org/files/CFOC3_updated_final.pdf

Centers for Disease Control and Prevention (CDC), Retrieved from
https://searchhealthit.techtarget.com/definition/Centers-for-Disease-Control-and-
Prevention-CDC, October 2018

Certification and Declaration Programs: The Safety Equipment Institute, Retrieved
October 2018, https://www.astm.org/CERTIFICATION/

Consumer Protection Safety Commission. (2013, June). CPSC Safety Alert: Trampoline
Safety [Press release]. Retrieved October, 2018, from
https://www.cpsc.gov/PageFiles/137868/085 Trampoline Safety.pdf

Cultivate Learning, University of Washington. (n.d.) *Meaningful Makeovers*. Retrieved
January 2019, from http://cultivatelearning.uw.edu/meaningfulmakeover/

Department of Children, Youth, and Families. (n.d.) *Career Portal*. Retrieved January
2019, from https://ececareers.del.wa.gov/

Department of Children, Youth, and Families. (n.d.) *ECEAP*. Retrieved January 2019,
from https://www.dcyf.wa.gov/sites/default/files/pdf/eceap/2018-
19_ECEAP_Performance_Standards.pdf

Department of Children, Youth, and Families. (n.d.) *Family, Friend, and Neighbor
Providers*. Retrieved January 2019, from
https://www.dcyf.wa.gov/services/earlylearning-childcare/ffn.

Department of Early Learning. (2012). Washington State Early Learning and
Development Guidelines. Retrieved January 2019 from
https://del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.
pdf.

Eastern Connecticut State University. (2011). *The Importance of Play*. The Center for
Early Childhood Education. Retrieved February 2019 from
http://www.easternct.edu/cece/e-clip-importance-of-play/.

Head Start: Early Childhood Learning & Knowledge Center. (n.d.) *Head Start Policy and Regulations*. Retrieved January 2019, from https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii

Heat Exhaustion. (2017, December 14). Retrieved October, 2018, from https://www.mayoclinic.org/diseases-conditions/heat-exhaustion/symptoms-causes/syc-20373250

Hinton, H. B. (n.d.). The Guiding Principles for Outdoor Play. Retrieved October, 2018, from http://drhelenbilton.com/wp-content/uploads/2013/12/The-guiding-principles-for-outdoor-teaching-and-learning..pdf

How Can I Protect My Children from the Sun? (2018, April 23). Retrieved October 2018, from https://www.cdc.gov/cancer/skin/basic_info/children.htm

Nature-Based Learning and Development. Retrieved October 2018, from https://eclkc.ohs.acf.hhs.gov/learning-environments/article/nature-based-learning-development

Public Playground Safety Handbook (Rep.). (2015, December 29). Retrieved October 2018, from US Consumer Product Safety Commission website: https://www.cpsc.gov/s3fs-public/325.pdf

SB 5357 - 2017-18 Establishing a Pilot Project to License Outdoor Early Learning and Child Care Programs. (n.d.). Retrieved October, 2018, from http://apps2.leg.wa.gov/billsummary?BillNumber=5357&Year=2017&BillNumber=5357&Year=2017

Strauss, V. (2015, September 05). The decline of play in preschoolers — and the rise in sensory issues [Web log post]. Retrieved October, 2018, from https://www.washingtonpost.com/news/answer-sheet/wp/2015/09/01/the-decline-of-play-in-preschoolers-and-the-rise-in-sensory-issues/?noredirect=on&utm_term=.8d4fa247aebc

United States, Washington, State Legislature. (2018, June 30). Washington Administrative Code Foundational Standards for Early Learning Programs. [WSR 18-15-001, recodified as § 110-300-0145, filed 7/5/18, effective 7/5/18. Statutory Authority: RCW 43.215.070, 43.215.201 and chapter 42.56 RCW. WSR 18-14-079, § 170-300-0145, filed 6/30/18, effective 8/1/19.] Retrieved October 2018, from http://app.leg.wa.gov/WAC/default.aspx?cite=110-300-0145

United States, Washington, State Legislature. (2018, June 30). Washington Administrative Code Foundational Standards for Early Learning Programs. [WSR 18-15-001, recodified as § 110-300-0145, filed 7/5/18, effective 7/5/18. Statutory Authority:

RCW 43.215.070, 43.215.201 and chapter 42.56 RCW. WSR 18-14-079, § 170-300-0145, filed 6/30/18, effective 8/1/19.] Retrieved October 2018, from http://app.leg.wa.gov/WAC/default.aspx?cite=110-300-0146

Washington Administrative Code: Foundational Quality Standards for Early Learning Programs. (2018, July 05). Retrieved October 2018, from http://app.leg.wa.gov/WAC/default.aspx?cite=110-300

Washington Nature Preschool Association. Retrieved, October 2018 from https://www.wanpa.org/

NAEYC Outdoor Resources. Retrieved October 2018 from https://www.naeyc.org/resources/topics/outdoor

Outdoor Learning Environment Resources. Retrieved October 2018 from https://eclkc.ohs.acf.hhs.gov/browse/topic/learning-environments?keyword%5B0%5D=702

Outdoor Play Benefits. Retrieved November 2018 from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/outdoor-play-benefits.pdf

Safety Publications: Playgrounds. Retrieved October 2018 from https://www.cpsc.gov/safety-education/safety-guides/playgrounds

Shade Planning for America's Schools, Sun Safety Tips for Schools and What You Can Do: Sun Safety for School Administrators and Board Members. Retrieved October 2018 from https://www.cdc.gov/cancer/skin/

Washington Nature Preschool Association. Retrieved October 2018 from https://www.wanpa.org/