2026-27 ECEAP PERFORMANCE STANDARDS-TRAINING COPY

Washington State Department of CHILDREN, YOUTH & FAMILIES

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Washington State Department of
CHILDREN, YOUTH & FAMILIES

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Introduction to the 2026-27 ECEAP Performance Standards

The Early Childhood Education and Assistance Program is Washington State's pre-kindergarten program that supports children and families who are furthest from opportunity. ECEAP provides high-quality comprehensive services that focus on the whole child. Children receive individualized, child-centered services including education, health coordination and family support services.

The ECEAP Performance Standards explain the service delivery requirements of the Washington State Early Childhood Education and Assistance Program (ECEAP). They serve as the basis for ECEAP program monitoring. Contractors must ensure compliance with the ECEAP Performance Standards for all sites, including subcontracted sites, per their contract with the Department of Children Youth and Families.

ECEAP Contractors must also comply with all applicable Tribal, federal, state, and local regulations.

Equity Statement

DCYF ECEAP commits to dismantling racism and building an equitable state-funded preschool system in Washington.

- Increasing our understanding of and capacity to address the deep-rooted impacts of bias and racism at every level is the highest priority for our team.
- We embrace equity as a foundation of and driving force behind our work by listening to and learning from families, contractor staff and communities.
- Driven by this commitment, we develop and revise systems, policies and practices, with the goal of eliminating disparities and transforming lives.

The 2026-27 Standards will be in effect beginning July 1, 2026

Performance Standards are the minimum requirements to address the goals of ECEAP. Contractors are encouraged to exceed standards based on community, child and family needs to:

- Provide a comprehensive center-based prekindergarten program that integrates education, family support and health services.
- Foster the development of the whole child and enhance opportunities for success in school and life.
- Focus on parent and family strengths and support each parent as their child's first and most important teacher and provider of safety, loving care, and stability.
- Acknowledge, affirm and honor each family's culture and language, and ensure culturally relevant services.
- Ensure that parents and families know and feel that ECEAP cherishes their child.

These Performance Standards are the work of many dedicated ECEAP program administrators, staff, and families who shared their vision and expertise.

Language highlighted in yellow indicates a new requirement.

Language highlighted in gray indicates clarified language.

Intent and Authority

This section covers the intent and authority behind the ECEAP Performance Standards and provides definitions for terms used throughout this document.

IA-1 ECEAP Definitions

"504 Plan"– is a formal plan required by Section 504 of the Rehabilitation Act of 1973, which prevents discrimination based on disability. A 504 Plan supports schools in providing "free appropriate public education" (FAPE) for students with a physical or mental impairment that limits one or more major life activities.

"Affirmative Action" means taking action to increase the representation of affected groups in the workforce when a particular group is under-represented.

"Alternative Attendance Plan" means a temporary plan, with a beginning and end date, developed with the family, that ensures comprehensive services when a child is unable to attend or unavailable for the regular daily schedule.

"Annual Learning Plan" means the annual plan that focuses on each staff's professional development goals.

"Anti-Bias" practices involve creating a community that supports all dimensions of human differences, including culture, race, language, ability, learning styles, ethnicity, family structure, religion, sexual orientation, gender identity, gender expression, age, and socioeconomic differences. Which includes addressing issues of personal and social identity, social-emotional relationships with people different from oneself, prejudice, discrimination, critical thinking, and taking action for fairness.

"**ECEAP Provider**" means organizations that provide site level, direct, and high-quality ECEAP services under the direction of an ECEAP contractor.

"Child Focus Response Plan" means a specific plan to meet the individual behavioral needs of a child due to trauma, learning difficulties, or emotional and behavioral challenges.

"Contractor" means the organization that provides ECEAP services under a signed contract with the Washington State Department of Children, Youth, and Families.

"**Culturally Responsive"** Culture includes the shared social behaviors and norms within a society. This can include shared knowledge, beliefs, laws, arts, customs, habits, priorities, expectations, and many other shared practices. Being culturally responsive would involve proactively engaging with people in ways that are appropriate within their cultural values, behaviors, and norms.

"Curriculum" consists of the knowledge, skills, abilities, and understandings children are to acquire and the plans for learning experiences through which those gains will develop skills and knowledge through experiential learning.

"DCYF" means the Washington State Department of Children, Youth, and Families.

"Differentiate" means to plan for and individualize services to enrolled children and families based on their individual needs identified through initial application and priority factors, initial Mobility Mentoring™ family support conversations, developmental and health screening, and family choice.

"Dual Language Learners" refers to children who are learning two or more languages at the same time. This term includes children who learn two or more languages from birth, and children who are still mastering their home language when they are introduced to and start learning a second language.

"ELMS" means the Early Learning Management System, the database where contractors enter ECEAP program and child information.

"ESE" Exceeds State Median Income Eligibility means family's income exceeds the state median income percentage for eligibility for ECEAP.

"Family Partnership" means that staff and families develop authentic, trusting relationships and shared purposes to meet the whole family's strengths and areas the family identifies as opportunities for growth. In family partnerships, or in partnership with families, the staff of an ECEAP contractor and members of the family, typically the parents or guardians, are working towards a shared family focus, each having tasks or responsibilities. Family partnerships are activities and strategies that fall within family engagement.

"Family Engagement" means program staff, in an ongoing way, invite and welcome families to build secure relationships that facilitate participation in all aspects of the ECEAP program.

"Gender expression" External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

"Gender identity" One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

"Government to Government" refers to the relationship between Washington State and Tribal Governments see RCW 43.376.010

"Impact" is the current DCYF determined data system used by Early Achievers partners including Child Care Aware/regional lead agencies to track and maintain data including facilities/sites quality improvement progress.

"Inclusion" embodies the values and practices that create access to individualized opportunities for every child and their family. State agencies, Tribal Sovereign Nations, community partners, and families all work together to provide access to inclusive high-quality early childhood programs for all children. Inclusive practices ensure that all children and their families, regardless of ability, can participate in a broad range of activities and are supported to engage as full members of their, communities, and society. The desired result of inclusive experiences for all children is that they feel a sense of belonging to a community, develop positive social relationships and friendships, and experience learning that engages the individual child's development.

"Indian Child" As defined by WAC 110-425-0030.

"Individual Care Plan" means a specific plan to meet the individual needs of a child with a food allergy, special dietary requirement due to a health condition, other special needs, or circumstances.

"Individualized Education Program" (IEP) - is a written statement for a student eligible for special education that is developed, reviewed and revised in accordance with state and federal laws.

"Individualized Family Service Plan" (IFSP) is a process and document that a family and a team of specialists develop to assist family and child.

"Instructional Leadership" (IL) is a relationship based professional development strategy that is strengths based, learning focused, culturally responsive and grounded in the relentless pursuit of equity. It is informed by data and measured by improvement in instructional practice and in child and family outcomes. It fosters a culture of reflective practice that builds self-awareness to increase knowledge and apply skills.

"Isolation" means purposely leave a child unsupervised to de-escalate due to behavior.

"Job-Embedded Professional Learning" (JEPL) is an individualized, collaborative process of continuous improvement that makes a direct connection between learning and application. It takes place within the context of an early learning professional's day-to-day practice, is data-informed and intended to improve outcomes.

"Kindergarten Transition" is a process that involves children, families, schools, and communities over the life of the child to set the stage for success in learning.

"Local Education Agency" (LEA) is a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

"MERIT" means the Managed Education and Registry Information Tool, Washington's professional development registry for early learning.

"Parent" means birth parent, custodial parent, foster parent, guardian, or other person legally responsible for the welfare of the child.

"Professional Development Plan" (PDP) means a specific education plan for an employee to complete in order to meet the education qualifications for their position.

"Restraint" means to bind or restrict a child's movement or forcibly move them to another area.

"Special Needs" is a term used for children who require assistance due to learning difficulties, physical or mental disability, or emotional and behavioral difficulties and who have documentation in the form of a healthcare providers diagnosis, an individualized educational program (IEP), individual health plan (IHP), 504 plan, or an individualized family service plan (IFSP).

"Subcontractor" means an individual or entity that is not an employee of the contractor and is providing all or part of the ECEAP services under a contract or interagency agreement with an ECEAP contractor. All services provided by subcontractors must comply with these ECEAP Performance Standards.

"Transition" is the process or period of time to change from one activity, place, learning environment, or sleeping arrangement to another.

"Tribal Sovereign Nation" means the federally recognized Indian Tribe that has executed this contract and its designated subdivisions and agencies performing services pursuant to this contract and includes the Tribal Sovereign Nation officers, employees, and/or agents. For purposes of any permitted Subcontract, "Tribal Sovereign Nation" includes any Subcontractor of the Tribal Sovereign Nation and the Subcontractor's owners, members, officers, directors, partners, employees, and/or agents.

"WAC" means the Washington Administrative Code, which are regulations of executive branch agencies issued by authority of statute.

IA-2 Non-Discrimination

(1) Contractors and ECEAP providers must not deny service to, or discriminate against, any person who meets the eligibility criteria for ECEAP on the basis of sex, gender identity, race, ethnicity, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, health, family configuration, sexual orientation, gender expression, culture, veteran status, stages of child development including toilet learning, or public assistance recipient status.
(2) Contractors and ECEAP providers must comply with the requirements of the Washington law against discrimination (chapter 49.60 RCW) and with the Americans with Disabilities Act (ADA).
(3) Contractors and ECEAP providers must have a written nondiscrimination policy addressing:
    (a) At least, but not limited to the factors listed in section (1) of this section.
    (b) The process for family complaints per PAO-31.
    (c) The process for informing and training staff on nondiscrimination policy.
(4) Contractors must ensure the non-discrimination policy is included in the family handbook, or other written communications, with translations as appropriate.

Child Outcomes

Positive child outcomes are supported by the requirement that all children in ECEAP receive an approved developmental screening, followed by developmental monitoring with ongoing, culturally aware observation and assessment to track children's development. Referrals for further evaluation are provided if needed. Staff partner with families throughout this process. Ongoing observation and assessment of each child by qualified, culturally responsive classroom staff ensures that needs are identified, and children and families receive the support needed as they move through ECEAP and transition into kindergarten.

CO-1 Developmental Screening and Referrals

(1) Contractors must ensure all children receive a developmental screening with parental consent, within 45 calendar days, counting a child's first day attending class as day one. This screening is required only once per child while enrolled in ECEAP. ECEAP screenings are followed by ongoing assessments of child development.
(2) Exceptions:
  (a) If a child received a developmental screening within six months prior to starting ECEAP, and the contractor obtains documentation of that screening, the contractor may use the existing screening.
  (b) The contractor does not need to complete a developmental screening for children who are on an active Individualized Education Program (IEP), and the child had a comprehensive evaluation.
(3) The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services.
(4) The developmental screening tool must:
  (a) Be valid and reliable.
  (b) Be sensitive to the cultural and linguistic needs of enrolled children and families.
  (c) Screen speech/language, social-emotional, physical/motor, and cognitive development.
(5) The developmental screening must be administered:
  (a) With written parent consent and collaboration.
  (b) By qualified and trained staff.
  (c) In a child's home language by bilingual staff, or through an interpreter together with qualified staff, when possible.
(6) After completing the screening, staff must score the tool and share the results with the family in their home language when possible. If any child scores as needing further evaluation, staff must:
  (a) Meet with the parent to discuss result to determine if a rescreen or referral is appropriate.
    (i) Rescreens must follow the guidance of the developmental screening tool used.
  (b) Refer the parent to the local education agency (LEA) for further evaluation.
  (c) Ensure the child received the needed evaluations and any related services, while respecting parent choice.
  (d) Partner with the LEA to support federal and state timelines for the evaluation process.
(7) For all children with an IEP, staff must:
  (a) Request that the LEA invite the ECEAP teacher to IEP meetings.
  (b) Support the participation of ECEAP teachers to attend IEP meetings.
  (c) Obtain a copy of the current IEP and retain in child's file.
  (d) Include the child's IEP goals in individualized planning.
(8) Staff must document developmental screening dates, results, referrals, follow-ups, and IEP dates in Early Learning Management System (ELMS).

CO-2 Transition Plan

Effective transitions create continuity in the growth and development of children and the cultivation of relationships that begin at birth and extend long into a child's life. Successful transitions include the child, family, early care and education providers, PreK and school district staff, and the larger community.

(1) ECEAP providers must develop a transition plan in partnership with families that includes an annual schedule of activities to assist children and families transitioning:
  (a) Into ECEAP from home, another contractor, or other early learning care
  (b) Between rooms at any ECEAP site
  (c) Out of an ECEAP classroom to another contractor, or other early learning care
  (d) From ECEAP to kindergarten
(2) Kindergarten Transition Plan must include how ECEAP providers will coordinate with schools in their service areas to:
  (a) Plan joint family events, when possible.
  (b) Connect ECEAP families to school kindergarten readiness events provided by schools.
  (c) Inform ECEAP families of kindergarten registration processes.
  (d) Build relationships with kindergarten teachers to promote successful transitions.
  (e) Exchange child information, such as child assessments, with parent permission.
  (f) Discussion during parent-teacher conferences to help families understand their child's progress towards kindergarten readiness.

CO-3 Observation

(1) Contractors must ensure teaching staff observe each child throughout the school year and document these observations in Teaching Strategies GOLD®.

CO-4 GOLD® Assessment

(1) All ECEAP providers must use GOLD® to document assessment of child development and learning, and participate in the ELMS to GOLD® data feed which loads ECEAP site, class, teacher and child data into GOLD® and archives exited ECEAP children automatically.
(2) Contractors must ensure ECEAP providers:
  (a) Finalize checkpoint ratings in GOLD® by the DCYF due date for each child who attended class for a minimum of three weeks prior to the checkpoint. DCYF checkpoint due dates are:
    (i) Summer Checkpoint (August 15 Working Day ECEAP only) Optional
    (ii) Fall Checkpoint (November 15)
    (iii) Winter Checkpoint (March 15)
    (iv) Spring Checkpoint (June 15)
  (b) Ensure teachers gather observations and additional information from family and staff, including from observers who speak the child's home language, when possible.
  (c) Rate all required objectives in the six areas of development and learning (mathematics, language, literacy, social-emotional, physical, and cognitive) for each child.
  (d) Complete the Home Language Survey by each child's first checkpoint after enrollment and if indicated, assess the child's English language acquisition using objectives 37-38.
(3) Contractors must analyze their aggregate child assessment data to inform continuous improvement planning, including:
  (a) Culturally responsive teaching practices.
  (b) Curriculum decisions.
  (c) Staff professional development.

CO-5 Individualization

(1) Contractors must ensure ECEAP providers' teaching staff individualize child goals, curriculum, and supports based on:
  (a) Staff observations of the child, interactions and environment.
  (b) Assessment data.
  (c) Family observations of the child.

(d) Information gained from parent-teacher conferences.
(e) IEPs, if applicable.
(f) Child Focus Response Plan if applicable.
(g) Individual Care Plan, if applicable.

(2) Teaching staff must document individualization.

Family Engagement and Partnerships

Relationship-based family partnerships are an essential component of ECEAP comprehensive services. To support family well-being and promote children's learning and development, contractors integrate parent and family engagement strategies into all systems and program services.

These practices include identifying and interrupting biases with awareness building, listening to families about their experiences, training, and staff accountability. The result of anti-bias practices is creating and fostering responsive environments in which all children and their families experience an unconditional sense of belonging and acceptance.

FEP-1 Family Engagement and Partnership Principles

(1) While providing services to families, staff must differentiate services to meet individual family needs by:
(a) Recognize and focus on parent and family strengths.
(b) Build relationships based on mutual respect, trust and equality.
(c) Acknowledge parents and family members as resources to themselves and others.
(d) Respect family beliefs, culture, language, traditions, and child rearing practices.
(e) Engage with families in the family's preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe.

FEP-2 Family Confidentiality

(1) Contractors must ensure ECEAP providers provide a meeting space for education and family support services where conversation between parents and staff cannot be overheard.
(2) All family records must be kept confidential.

FEP-3 Parent-Teacher Conferences

(1) Contractors must ensure ECEAP teachers provide regular ongoing parent-teacher conferences as needed with opportunities for three conferences for each enrolled child per school year.
(2) To count as one of the required parent-teacher conferences, each conference must be:
(a) A minimum of 30 minutes.
(b) Scheduled based on individual family needs.
(c) In a location agreed upon with the parent.
(d) Face-to-face in person or online with the parent.
(e) Be planned with individualized content for each child.
(3) Phone or email contact may be used in place of face-to-face visits **only** for additional conferences, or follow-up conversations.
(4) When the ECEAP lead teacher participates with the family in their child's IEP meeting with school district staff, they may count this meeting as a parent-teacher conference.

FEP-4 Parent-Teacher Conference Content

(1) During each conference, teachers partner with families to:
(a) Learn about the child's family, culture, and language.
(b) Hear family observations of their child's strengths, skills, interests, needs, and goals.
(c) Gather family suggestions for class activities and ways their family culture can be included in the classroom and curriculum.

(d) Develop at least one educational or developmental goal for the child, aligned with the child's cultural and language development.
(e) Review and update goals set at previous conferences.

(2) During conferences, teachers share:
(a) Their observations of the child's strengths, skills, interests and development.
(b) Screening results and assessment data.
(c) The child's progress toward:
(i) Meeting their goal(s).
(ii) Kindergarten readiness.
(d) Information about kindergarten and individualized planning for transitions with family.

(3) Contractors must not count time spent in enrollment processes as parent-teacher conferences, though both may happen during one meeting.

(4) Contractors must ensure documentation in ELMS of:
(a) Date, location, topics, and summary of discussion for each parent- teacher conference.
(b) Follow-up plans.
(c) Follow-up contacts between parents and teachers outside of regular conferences.

FEP-5 Family Support Visits

(1) Contractors must ensure ECEAP providers family support staff offer a minimum of three family support visits per family, per school year.

(2) To count as one of the required formal family support visits, each visit must be:
(a) A minimum of 30 minutes.
(b) Scheduled based on individual family needs.
(c) In a location agreed upon with the parent.
(d) Face-to-face in person or online with the parent.
(e) Planned with individualized content for each family for each visit.

(3) Contractors should provide additional family support visits as needed, based on each family's strengths, needs, and requests.

(4) Phone or email contact may be used in place of face-to-face visits **only** for additional visits, or follow-up conversations.

FEP-6 Family Support Visit Content

Using Mobility Mentoring®, an innovative two-generation approach that addresses the prevalent needs of families, ECEAP staff collaborate with families to build partnerships that engage families in many levels of program activities and support the development of each enrolled child's whole family. Begin the Mobility Mentoring Bridge and Assessment as early in the program year as possible. The goal setting process continues as long as the family participates in the program, based on family interests and needs.

(1) Contractors must ensure ECEAP providers use the Mobility Mentoring® approach in partnership with families to:
(a) Gather information on family strengths and needs through conversation.
(b) Identify goals and next steps based on the information gathered using the *Bridge to Child and Family Self-Reliance.*
(c) Develop family goals that are:
(i) Specific
(ii) Measurable
(iii) Attainable
(iv) Relevant
(v) Time-Limited
(d) Connect families with relevant and culturally appropriate community resources and referrals, as outlined in FEP-13 Resources and Referrals.

(e) Follow up on goals and accomplishments.

(2) Contractors must ensure family support visits focus on building adult capabilities to support meeting personal and family goals. Contractors must not count time spent in enrollment processes as family support, though both may happen during one meeting.

(3) Contractors must ensure ECEAP staff document the following in ELMS:
   (a) Progress notes and follow-up including; date, location, topics and summary of discussion for each family support visit.
   (b) Assessment of family strengths and needs.
   (c) Family goals.
   (d) Referrals to community resources.
   (e) Mobility Mentoring®, per the DCYF checkpoint ELMS documentation dates:

First day in class by Oct. 31st	First day in class between Nov. 1st and Feb. 1st	First day in class after Feb. 2nd and 60 days before the last day of school
Pre-assessment due Nov. 30th	Pre-assessment due **30 days** after first day of class	Pre-assessment due **30 days** after first day of class
Mid-year check-in due March 31st	Mid-year check-in due **March 31st**	No mid-year check-in
Post-assessment due June 30th	Post-assessment due **June 30th**	Post-assessment due **June 30th**

FEP-7 Health Coordination Services for Families

ECEAP follows a medical home model which provides comprehensive health services, coordinates needed services, and helps families learn the best way to help their child grow up healthy. It is crucial to link families to a medical home that best serves children's needs by providing continuous, accessible medical care.

(1) Contractors must ensure ECEAP providers support families to ensure children's health care needs are met including but not limited to:
   (a) Establish regular medical and dental providers.
   (b) Identify children's medical, dental, nutritional, or mental health needs, including immunization status, current medications, allergies, and life-threatening conditions.
   (c) Advocate for their child's health and safety needs.
   (d) Learn about healthy pregnancy and postpartum care, as appropriate, including breastfeeding support and treatment options for parental mental health or substance abuse, including parental depression.
   (e) Create an Individual Care Plan (see IC-2), if needed.
   (f) Ensure staff follow recommendations from the child's licensed or certified medical, mental health, dental and educational provider (IC-2(b)).

FEP-8 Dental Screening

(1) Contractors must ensure ECEAP providers work with families to ensure:

(a) Children are up-to-date and on schedule for age-appropriate preventive oral health care.
(b) Children who have not had a dental exam within the last six months receive a dental exam, or screening by a dental hygienist, within 90 calendar days, counting children's first day attending class each school year as day one.

(2) Contractors must ensure ECEAP providers verify and document in ELMS:
(a) date of a completed dental exam or screening by a dental hygienist and
(b) any plan for follow up treatment and document in ELMS.

FEP-9 Medical Examinations

(1) Contractors must ensure ECEAP providers work with families to ensure:
(a) Children are up-to-date and on schedule for age-appropriate preventive health care.
(b) Children who are not up to date with an age-appropriate well child exam receive one within 90 calendar days, counting children's first day attending class each school year as day one.
(c) This exam must meet the standards set by the Washington State Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) program, including a comprehensive assessment of the child's physical and mental health, growth, development, and nutritional status.

(2) Contractors must ensure ECEAP providers verify and document in ELMS:
(a) date of a completed well child exam and
(b) any plan for follow up.

FEP-10 Family Engagement

(1) Contractors must ensure ECEAP providers provide a variety of opportunities for ECEAP families to volunteer, connect with other families, learn about parenting, and grow leadership skills. Opportunities offered must include voluntary participation in classroom, site, community, family, committee, policy development and leadership activities.

(2) Contractors must ensure ECEAP providers develop a written plan to encourage involvement from members of historically marginalized and oppressed communities, including but not limited to:
(a) Families whose primary or home language is not English.
(b) Parents or guardians working full time.
(c) Fathers or father figures.
(d) Family members who are not living at home, including deployed or incarcerated parents or guardians.
(e) Parents or guardians with disabilities.
(f) Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual or Gender Non-Conforming (LGBTQIA+) Families
(g) Tribal Families
(h) Black, Indigenous and People of Color (BIPOC) Families
(i) Other underrepresented families as applicable.

(3) Contractors must ensure that participation in family engagement opportunities is encouraged but is not a condition of a child's enrollment.

FEP-11 Family Engagement Content

(1) Contractors must ensure ECEAP providers select and provide family engagement opportunities and plan activities based on enrolled families' expressed interests.

FEP-12 Resources and Referrals

(1) Contractors must ensure ECEAP providers staff provide experiences that enable families to:
(a) Identify needed community resources.
(b) Understand their rights in accessing services.
(c) Navigate service systems.

(2) Contractors must ensure ECEAP providers:

(a) Inform parents of individualized community resources based on needs identified through conversations with families.
(b) Provide assistance in accessing community resources.
(c) Follow up with parents throughout the year to ensure the resources meet the family's individualized needs.
(d) Document referrals and follow up in ELMS.

Professional Development, Training and Requirements

Qualified staffing is essential to providing quality services to children and families enrolled in ECEAP. Initial training requirements and ongoing professional development expectations ensure ECEAP staff and volunteers meet the diverse needs of children and families.

PDTR-1 Staffing Patterns

(1) Contractors must ensure ECEAP providers provide adequate staff to comply with all ECEAP Performance Standards, including but not limited to the following roles;
   (a) ECEAP Director
   (b) Education/Teaching Staff
   (c) Family Support Staff
   (d) Recruitment/Eligibility/Enrollment Staff
   (e) Site Director/FCC Owner
   (f) Health/Nutrition Coordination Staff
   (g) Infant and Early Childhood Mental Health Staff
   (h) ELMS Administrator
   (i) Transportation staff, if applicable
   (j) Food Service staff, if providing food
   (k) Custodial staff, if applicable
(2) Roles may be combined to ensure adequate staff.
(3) Contractors must maintain accurate job descriptions.

PDTR-2 ECEAP Staff Qualifications and Annual Learning Plans

(1) Contractors must ensure ECEAP providers hire and employ staff who meet the qualifications for their position.
(2) When ECEAP providers require additional qualifications, such as para-educator status, each staff person must also meet the qualifications for their ECEAP role. When a staff person fills more than one position, as defined by ECEAP Performance Standards, they must meet the qualifications for each position.
(3) DCYF may accept equivalent degrees and certificates from other states and countries to meet the ECEAP staff qualifications.
(4) ECEAP providers must ensure that all ECEAP site staff employment information and education qualifications for ECEAP lead teacher, assistant teacher, and family support staff are entered in the electronic workforce registry (MERIT) within 30 days of hire. Contractors must maintain accurate and up-to-date staff employment information in MERIT.
(5) Contractors must ensure ECEAP providers obtain STARS IDs from the electronic workforce registry (MERIT) and enter the IDs in ELMS for each person in the role of ECEAP lead teacher, assistant teacher, coach and family support staff.
(6) Contractors must have a process in place that ensures that all staff have annual learning plans that focus on their professional development goals.

PDTR-3 ECEAP Director Role

(1) The ECEAP Director is directly responsible for the overall program management and oversight of ECEAP services including but not limited to compliance with all ECEAP Contract and Performance Standard requirements.
(2) The ECEAP Director role may be combined with other roles such as but not limited to family support staff, education staff, principal or other management level position.

PDTR-4 Lead Teacher Role

(1) The ECEAP lead teacher is directly responsible for the overall care and planning for the classroom and individual children, this includes the learning environment and other staff and volunteers. A qualified lead teacher must be present during all ECEAP hours with the exception of breaks.
(2) The lead teacher must demonstrate competency to:
  (a) Observe and assess children's development.
  (b) Analyze and plan classroom curriculum based on individual children's developmental needs and interests.
  (c) Design the learning environment to:
    (i) reflect the culture of children, families, staff and community.
    (ii) meet individual and group needs.
  (d) Implement and supervise developmentally appropriate learning activities.
  (e) Build positive relationships with children, families, and staff.
  (f) Plan guidance strategies for children.
  (g) Engage families as partners in their child's education.

PDTR-5 Lead Teacher Qualifications

(1) All persons serving in the role of ECEAP lead teacher must meet **one** of the following qualifications:
  (a) An associate or higher degree in ECE; or
  (b) DCYF approved equivalent.
(2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has a minimum of a High School Diploma or equivalent and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. The PDP timeline for meeting education requirements is cumulative for this role. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.
(3) If a ECEAP provider needs a substitute lead teacher for more than four weeks, the substitute must meet ECEAP lead teacher requirements. If a qualified substitute is unavailable, contractors must begin the PDP process within two weeks of appointment.

PDTR-6 Assistant Teacher Role

(1) An assistant teacher must be present during all ECEAP class hours, whenever there are more than 10 children present in ECEAP, or when needed to ensure a safe learning environment.
(2) An assistant teacher demonstrates competency to implement program activities under the direction of a lead teacher.

PDTR-7 Assistant Teacher Qualifications

(1) All persons serving in the role of ECEAP assistant teacher must meet *one* of the following qualifications:
  (a) Washington State Early Childhood Education (ECE) Initial Certificate or higher; or
  (b) DCYF approved equivalent.
(2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has a minimum of a High School Diploma or equivalent and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. The PDP timeline for meeting education requirements is cumulative for this role. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

PDTR-8 Volunteer Training and Background Check

(1) Contractors must ensure that people who volunteer with children are always directly supervised by ECEAP staff and are not counted in the staff to child ratio.
(2) Contractors must ensure ECEAP providers plan and implement training for all volunteers on:
  (a) Their roles and responsibilities.

(b) Relevant ECEAP Performance Standards and program policies.

(3) Persons who volunteer on a weekly or more frequent basis with ECEAP children must:
   (a) Complete a department background check, pursuant to chapter 110-06 WAC.
      (i) If applicable obtain a Certificate of Parental Improvement per RCW 74.13.720
   (b) Provide proof of tuberculosis (TB) testing or treatment pursuant to WAC 110-300-0105(3).
   (c) Show proof of MMR immunization or proof immunity in accordance RCW 43.216.690.
   (d) Complete training on preventing, identifying, and reporting child abuse and neglect.

(4) Contractors must ensure ECEAP providers maintain records of volunteer hours and completed training.

PDTR-9 Employment Requirements

(1) Contractors must require ECEAP staff and household members in a family home early learning program to:
   (a) Complete a department background check, pursuant to chapter 110-06 WAC.
   (b) Provide proof of tuberculosis (TB) testing or treatment pursuant to WAC 110-300-0105(3)
   (c) Show proof of MMR immunization or proof of immunity in accordance RCW 43.216.690

PDTR-10 Required Training

(1) Contractors must ensure all ECEAP staff are trained and oriented to ECEAP Performance Standards upon hire and annually thereafter.

(2) Contractors must ensure staff receive specific training for their role as described herein.

(3) Staff counted in ratio and working with children must:
   (a) Maintain a current adult and pediatric first aid card within 90 days of hire.
   (b) Maintain a current adult and pediatric cardiopulmonary resuscitation (CPR) card within 90 days of hire.
   (c) Complete training on natural disasters and human-caused events, including emergency procedures for:
      (i) Evacuation
      (ii) Relocation
      (iii) Shelter in place and lockdown
      (iv) Staff and volunteer emergency preparedness and practice drills
      (v) Communication and reunification with families
      (vi) Continuity of operations and accommodation of children with disabilities and children with chronic medical conditions
   (d) Complete training for medical and dental emergency procedures.
   (e) Complete training on universal precautions for prevention of transmission of blood borne pathogens.
   (f) Complete training on handling and storage of hazardous materials and the appropriate disposal of bio-contaminants.
   (g) Complete training on recognizing and reporting suspected child abuse, neglect, and exploitation. Training must include the prevention of child abuse and neglect as defined in RCW **26.44.020** and mandatory reporting requirements under RCW **26.44.030**.
   (h) Complete training on procedures for prevention and response to emergencies due to food and allergic reactions.
   (i) Complete training on prevention and control of infectious diseases including immunizations.
   (j) Complete training on child developmental domains and developmental milestones.

(4) Contractors must ensure at least one adult is always present with each group of children who is trained in emergency procedures, universal precautions for prevention of transmission of blood borne pathogens, adult and pediatric first aid, and adult and pediatric CPR.

(5) Food service staff preparing full meals and at least one staff person per classroom must:
   (a) Maintain a Washington State Department of Health food worker card.
   (b) Monitor and oversee food handling and service and provide orientation and ongoing training as needed for all staff involved in food handling service.
   (6) Staff administering medications must be trained in administration of medication consistent with standards on parent consent.

(7) All staff must be oriented to physical premises, including active supervision of children, identification of and protection from potential hazards.
(8) Staff involved in transportation of children must complete training in appropriate precautions in transporting children.
(9) Staff conducting developmental screenings of children must be trained in the administration of the developmental screening tool.

PDTR-11 Additional Required Training by Role

(1) Lead teachers must complete the following training within six months of hire:
  (a) Complete online training to use GOLD®.
    (i) Online professional development courses that meet in-person required training include:
      (A) Introducing SmartTeach™ or Introducción a SmartTeach™ and
      (B) Objectives for Development and Learning or Objetivos para desarrollo y aprendizaje
  (b) Complete the inter-rater reliability certification:
    (i) "GOLD® Preschool/PreK/Transitional Kindergarten Interrater Reliability Certification ((or *Certificación de confiabilidad del evaluador de GOLD® Edades mixtas (niños de 0 a 5 años))* if certifying in Spanish) in Quorum within six months of hire and every three years thereafter.
  (c) Complete online Creative Curriculum® curriculum training for ECEAP, if DCYF provided a free Creative Curriculum® or HighScope® curriculum kit, or Cloud bundle.
    (i) Creative Curriculum online professional development courses that meet required training for lead teachers include:
      (A) Creative Curriculum for Preschool: Guided Edition Foundation and
      (B) Creative Curriculum for Preschool: Guided Edition Daily Resources
  (d) Complete training for the alternative curriculum, if the contractor is approved for alternative curriculum implementation.
  (e) Complete a minimum of 20 hours of in-service professional development per calendar year, such as STARS or other job-related workshops, classes, or job-embedded professional learning, and cannot include required trainings in PDTR-10. Hours must be documented on an annual learning plan. For staff in licensed sites, 10 of the 20 hours must be in-service (STARS) hours.
  (f) Five hours of in-service professional development that exceed the requirements of this section may be carried over from one calendar year to the next calendar year.
(2) Assistant teachers must complete a minimum of 15 hours of in-service professional development per calendar year, such as workshops, classes, or job-embedded professional learning, and cannot include required trainings in PDTR-10. Hours must be documented on an annual learning plan. For staff in licensed sites, 10 of the 15 hours must be in-service (STARS) hours.
  (a) Five hours of in-service professional development that exceed the requirements of this section may be carried over from one calendar year to the next calendar year.
(3) Family support staff must:
  (a) Complete training in ECEAP Mobility Mentoring®.
  (b) Complete a minimum of 20 hours of in-service professional development per calendar year, such as STARS or other job-related workshops, classes, or job-embedded professional learning, and cannot include required trainings in PDTR-10. Family support staff who are also lead or assistant teacher are required to complete a total of 20 hours of annual professional development. Hours must be documented on an annual learning plan.
  (c) Five hours of in-service professional development that exceed the requirements of this section may be carried over from one calendar year to the next calendar year.
(4) Coaches must:
  (a) Complete the coach onboarding orientation in Canvas within twelve months of hire.
  (b) Complete the Coaching Basics webinar series by UW Cultivate Learning.

(c) Complete a DCYF determined online curriculum training, if DCYF provided a free Creative Curriculum® or HighScope® curriculum kit or Cloud bundle.
(d) Be strongly encouraged to complete Coaching the Pyramid online training series when available.
(e) Participate in coach trainings about Early Achievers components as they become available.
(f) Participate in ongoing Early Achievers coach webinars, trainings and meetings provided by DCYF, Child Care Aware of Washington(CCA of WA) and Cultivate Learning.
(g) Participate in coach consultation with Cultivate Learning and DCYF ECEAP staff as needed.
(h) Maintain documentation of their professional development activities.

(5) Recruitment, eligibility and enrollment staff who verify ECEAP eligibility must:
(a) Complete a DCYF ECEAP Eligibility and Enrollment training prior to enrolling families, either in person or online, and maintain certificates of completion.
(b) Complete training on contractor eligibility practices, eligibility fraud prevention, and the importance of protecting program integrity and public trust.

PDTR-12 Staff Recruitment and Selection

(1) Contractors must have written policies and procedures for recruitment and selection of staff.
(2) Contractors must:
(a) Follow all state, tribal and federal laws that ensure equity and non-discrimination.
(b) Create the Affirmative Action Plan and are responsible for the plan's implementation and enforcement to increase the representation of affected groups in the workforce when a particular group is under-represented. (WAC 357-25, RCW 49.60, Equal Employment Opportunity governing guidelines, Code of Federal Regulations Titles 28, 29, and 43.)
(c) Advertise all position openings to the public.
(d) Encourage applicants who reflect the race, ethnicity, gender identity, culture, and language of children and families served.
(e) Involve parents and appropriate staff in the hiring process.
(f) Document staff recruitment procedures, including evidence of any labor pool shortage.
(g) During the interview process, seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families.
(h) Conduct reference checks.

PDTR-13 Staff Training Program

(1) Contractors must develop a written training plan, with the involvement of staff and parents, to support the personal and professional development of ECEAP staff. The training plan must include:
(a) Engaging, interactive training activities.
(b) Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel.
(c) Academic credit, whenever possible.
(d) A training evaluation system.
(e) A recordkeeping system to track individual training.

(2) Contractors must support the professional development of classroom staff by providing regularly scheduled time for:
(a) Curriculum planning.
(b) Reflective practice with coaches, supervisors, and peers.
(c) Job-embedded professional learning.

PDTR-14 Family Support Mobility Mentoring Lead

(1) Contractors must identify a family support lead in ELMS to:
(a) Attend Mobility Mentoring® Essentials training.
(b) Coordinate implementation of family support services.

(c) Provide Mobility Mentoring® training to all family support staff prior to implementation of Mobility Mentoring® approaches.
(d) Participate in ongoing ECEAP family support webinars, trainings, and meetings provided by DCYF.

PDTR-15 Family Support Staff Role

(1) ECEAP family support staff provide comprehensive and integrated family support services to enrolled families. Contractors must ensure that family support staff maintain flexible hours to provide services when parents are available.
(2) Family support staff must have the knowledge, skills, and abilities to:
(a) Understand family and relationship development cycles.
(b) Recognize influences of diversity and culture.
(c) Work with families as systems.
(d) Demonstrate acceptance of all types of family groupings and use materials that reflect nontraditional families.
(e) Build relationships with families that are positive, strengths-based and goal-directed.
(f) Establish mutual trust with families.
(g) Identify and assess family strengths and goals.
(h) Link families to community resources.
(i) Engage families in program activities.
(j) Coach families toward meeting goals.
(k) Increase the family's knowledge of parenting, school participation, and leadership.
(l) Cultivate community partnerships.
(3) Each family support staff person may serve no more than 40 families concurrently. Fewer families per staff may be necessary to fully implement ECEAP Performance Standards. The number of families served must be adjusted proportionately when staff:
(a) Work less than 35 hours per week.
(b) Are assigned roles and duties in addition to family support.
(c) Provide more intensive services based on family needs.
(d) Travel extensively to meet with families.

PDTR-16 Family Support Staff Qualifications

(1) All persons serving in the role of ECEAP family support staff (direct support staff, leads and managers) must meet **one** of the following qualifications:
(a) An associate or higher degree with the equivalent of 30 college quarter credits in adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities. These 30 credits may be included in the degree or in addition to the degree; or
(b) A credential from a DCYF approved comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families including but not limited to;
(i) A Washington State ECE Home Visitor Certificate.
(ii) A Home Visitor Child Development Associate (CDA) Credential from the Council of Professional Recognition.
(2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has a minimum of a High School Diploma or equivalent and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. The PDP timeline for meeting education requirements is cumulative for this role. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

PDTR-17 Recruitment, Eligibility and Enrollment Staff Role

(1) Recruitment, eligibility and enrollment staff use family support principles to conduct ongoing recruitment throughout the year, review applications, verify eligibility of children for ECEAP services, prioritize children and complete enrollment.
(2) The recruitment, eligibility and enrollment staff role, may be combined with other roles such as but not limited to: ECEAP Director, family support staff, education staff, principal or other management level position.

PDTR-18 Coach Role

(1) The contractor must provide, or have access to, a practice-based coach to support the Early Achievers continuous quality improvement process. Coaches must:
  (a) Support Early Achievers continuous quality improvement process.
  (b) Assist the contractor in identifying goals and making Quality Improvement Plans to achieve goals.
  (c) Assist the contractor in completing remedial activities within the identified timeline, when applicable.
  (d) Provide feedback to teachers on their practice throughout Quality Recognition Cycles.
  (e) Document in Impact database, including:
    (i) Ongoing coaching support provided to each site prior to finalized quality recognition level.
    (ii) Coaching strategies used to support teacher implementation of curriculum.
  (f) Maintain documentation of required coach professional development including:
    (i) Date of Coaching Basics webinar series by UW Cultivate Learning.
    (ii) Date completed coach orientation modules in Canvas.
    (iii) Titles and dates of coach webinars.
    (iv) Curriculum and Coaching to Fidelity training, if applicable.
(2) Coaches must use Coach Educator Community Interface (CECI) to:
  (a) Complete activities as part of the Early Achievers participation and continuous quality improvement process.
  (b) Quality Improvement Plan for each site once the recognition level is finalized, including goals and Action Plans.
  (c) To access:
    (i) Coaching resources
    (ii) Professional development opportunities
    (iii) Provide virtual coaching support to staff, as needed.
(3) Contractors must notify the DCYF ECEAP when coaching staff changes occur, including name and contact information of the new coach(es) to ensure access is granted in the appropriate systems.
  (a) Contractors must notify the DCYF ECEAP when a coach has left the program to ensure that system permissions are removed.

PDTR-19 Coach Qualifications

(1) All persons serving in the role of coach must meet all of the following qualifications:
  (a) Bachelor's degree in Early Childhood Education or related field or an equivalent approved by the department.
  (b) A minimum of two years working with young children in a group setting.
  (c) Experience as an early learning coach, consultant, mentor, or trainer.
(2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has an associate degree in Early Childhood Education or related field and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

PDTR-20 Health Advocate Role and Qualifications

(1) ECEAP health advocates demonstrate competency to implement program activities under the direction of a health professional. The health advocate role may be combined with other ECEAP roles such as family support staff or health professional. The health advocate implements ECEAP health coordination services.
(2) All persons serving in the role of ECEAP health advocate must meet **one** of the following qualifications:

(a) Employment as an ECEAP family support aide or health aide in the same agency before July 1, 2014; or
(b) The equivalent of 12 college quarter credits in family support, public health, health education, nursing or another field directly related to their job responsibilities.
(c) Currently qualified as an ECEAP Family Support Specialist.

(3) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has a minimum of a High School Diploma or equivalent and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. The PDP timeline for meeting education requirements is cumulative for this role. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

PDTR-21 Health Consultant Role and Qualifications

(1) ECEAP staff, including subcontractors, must have access to a health consultant who provides consultation regarding individual children's health needs and health education programming for children and families.
(2) The health consultant must meet **one** of the following qualifications:
(a) Licensed in Washington state as a registered nurse (R.N.) or as a physician (M.D., N.D, D.O.); or
(b) A bachelor's or higher degree in public health, nursing, health education, health sciences, medicine, or related field.

PDTR-22 Nutrition Consultant Role and Qualifications

(1) Contractors must ensure ECEAP providers have access to a nutrition consultant who:
(a) Consults on children's special dietary requirements including culturally relevant foods.
(b) Consults on nutrition education activities for children and their families.
(2) The nutrition consultant must meet **one** of the following qualifications:
(a) Registered Dietitian (R.D.) credentialed through the Commission on Dietetic Registration (CDR), the credentialing agency for the Academy of Nutrition and Dietetics (formerly the American Dietetic Association); or
(b) A Washington state certified nutritionist under RCW 18.138.

PDTR-23 Infant and Early Childhood Mental Health Consultant Role and Qualifications

(1) Contractors must ensure ECEAP providers have access to a mental health consultant to provide consultation services that build the capacity of adults in an infant or young child's life to strengthen and support the mental health and social and emotional development of children including:
(a) Observe and/or screen children regarding behavior, emotional needs, and mental health.
(b) Work collaboratively with parents to address child and family mental health.
(c) Consult with staff regarding classroom support and interventions for children.
(d) Model and use culturally responsive and linguistically appropriate practices.
(e) Refer children and families to local mental health services.
(f) Consult with and train staff as needed on topics, such as:
(i) Classroom environment, practices, and activities to promote social and emotional development.
(ii) Early identification of behavioral disorders, atypical behavior, and child abuse.
(iii) Specific interventions to address behavioral and mental health needs.
(2) The mental health consultant must meet **one** of the following qualifications:
(a) Licensed by the Washington State Department of Health as a mental health counselor or mental health counselor associate, marriage and family therapist or marriage and family therapist associate, social worker or social worker associate, psychologist, psychiatrist, or psychiatric nurse; or
(b) Approved by the Washington State Department of Health as an agency-affiliated or certified counselor, with a master's degree in counseling, social work, or related field; or
(c) Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker, or psychologist.

(d) A mental health professional recognized by the Tribe and submitted to the department for ECEAP sites operated by sovereign tribal nations. If a mental health consultant is not available to provide services at least once a month, programs must use other licensed mental health professionals or behavioral health support specialists certified and trained in their profession or recognized by their Tribal government to verify mental health supports are available.

Environment

This section includes ECEAP requirements to ensure that the educational environment is affirming, safe, healthy, inclusive, culturally responsive, and reflects the daily life, culture, and community of children and families served.

ENV-1 Indoor Space

(1) ECEAP providers must ensure:
  (a) All areas are accessible to adults.
  (b) Play and learning space includes pathways so that children can move between areas without disrupting each other's work and play.

ENV-2 Environment-Materials and Equipment

(1) The materials and equipment must:
  (a) Be child-sized or adapted for use by young children.
  (b) Be safe, clean and in good repair while being appropriately challenging.
  (c) Include individual storage space for each child's personal belongings.
  (d) Be accessible at child's height so they can find, use, and return materials independently.
  (e) Include soft elements for comfort and warmth, such as fabric, padding, and natural materials.
(2) The materials and equipment must be inclusive and culturally responsive to:
  (a) Support children's developmental levels.
  (b) Be adaptive to accommodate the special needs of enrolled children.
  (c) Allow opportunity for choice, exploration, and experimentation.
  (d) Promote action and interaction.
  (e) Avoid crowding, under-stimulation, or over-stimulation.
  (f) Provide space for children to work individually, in small groups, and in a large group.
  (g) Predominately display the children's recent works.
  (h) Be of sufficient quantity and quality to engage children and fulfill the curriculum.
  (i) Be free from religious representations.
  (j) Affirm and represent the daily life, family culture, and language of enrolled children, families, and staff (for example, in books, music, photos, dolls, toys, and household items).
  (k) Reflect the diversity found in society—including gender identity and expression, age, language, and abilities—while being respectful of the cultural traditions, values, and beliefs of enrolled families.

ENV-3 Square Footage Outdoor

(1) Outdoor play areas must have 75 square feet of space per child. (See IC-13 Square Footage Indoor)

ENV-4 Safe Facilities

(1) Contractors must monitor the health and safety of their ECEAP providers' indoor and outdoor facilities and maintain records of these inspections. Facilities must be:
  (a) Safe, clean, and in good repair.
  (b) Free of drugs, alcohol, violence, and guns.
  (c) Free from exposed lead-based paint in facilities built prior to 1978.
  (d) Free from arsenic-treated wood structures built prior to 2014.
  (e) Facilities must be free from harmful animals, insect pests, and poisonous plants.

ENV-5 Playground Safety

(1) Contractors must ensure ECEAP providers maintain and monitor playground safety, including:
- (a) Protective surfacing.
- (b) Fall zones around play equipment.
- (c) Swing spacing.
- (d) Guardrails on elevated surfaces.
- (e) Prevention of potential entrapment hazards.
- (f) Prevention of exposed moving parts that could pinch or crush.

(2) Contractors must ensure ECEAP providers immediately repair or remove any:
- (a) Hardware that is loose, worn, or hazardous.
- (b) Exposed equipment footings.
- (c) Scattered debris or other tripping hazards.
- (d) Rust and chipped paint on metal components.
- (e) Splinters, large cracks, and decayed wood components.
- (f) Deterioration and corrosion on structural components.

ENV-6 Use of Media

(1) The contractor must ensure ECEAP providers only use media for educational purposes or physical activity and never during meals.

ENV-7 Fire Safety

(1) ECEAP providers must ensure:
- (a) Safe storage of all flammable, toxic, and hazardous materials.
- (b) Regular inspection of smoke detectors, fire alarms, and fire extinguishers.
- (c) Fire safety inspection annually with a local government agency. If a local government agency is not available to conduct a fire safety inspection, a provider must inspect for fire safety using the state fire marshal form.
- (d) Emergency lighting in each classroom.

ENV-8 Meal and Snack Schedule

(1) Contractors must ensure ECEAP providers offer meals and snacks according to the length of class sessions.
- (a) For ECEAP class sessions lasting between three and five hours, one meal and one snack must be provided.
- (b) For ECEAP class sessions lasting more than five and up to nine hours, one meal and two snacks or two meals and one snack must be provided.
- (c) For ECEAP class sessions lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.

ENV-9 Daily Routine-Oral Health Care and Tooth brushing

(1) The daily routine must include tooth brushing that:
- (a) Meets the individual developmental needs of children.
- (b) Preferably follows one meal or snack daily.

ENV-10 Menu Planning

(1) Contractors must ensure ECEAP providers comply with the child nutrition requirements described in this standard to ensure proper nutrition of children in care.

(2) ECEAP providers must either participate in:
- (a) U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP),
- (b) National School Breakfast and Lunch Program (NSLP),
- (c) Tribal nutrition program or

(d) Provide meals, snack foods, and beverages to children that comply with the requirements contained in the most current edition of the *USDA Child and Adult Care Food Program (CACFP)* standards, or the *USDA National School Lunch and School Breakfast Program* standards (NSLP).

(3) ECEAP providers must:
- (a) Supply dated menus.
- (b) Provide food and beverage substitutions of equal nutritional value to a scheduled menu.
- (c) Only serve water, unflavored milk or one hundred percent fruit or vegetable juice.
- (d) Limit the consumption of one hundred percent fruit juice to no more than four to six ounces per day.
- (e) Serve a fruit or vegetable during at least one snack per day. The fruit and vegetable serving may count as one of the two required snack components or as a third snack component.
- (f) Incorporate cultural dietary preferences in menus.
- (g) Supplement meal components, as necessary, to ensure appropriate meal pattern for the age group per USDA requirements.

(4) ECEAP funds may be used for:
- (a) meal and snack costs not covered by these programs (NSLP, CACFP)
- (b) substitutions for more nutrient dense food options, culturally appropriate foods, and
- (c) accommodations for children with food allergies.

ENV-11 Food Service and Practices

(1) ECEAP providers must ensure staff wash their hands before putting on food service gloves, before food preparation, after handling raw meat, after restroom use, and after touching any unclean item.

(2) The daily routine must include meals or snacks with children and adults:
- (a) sitting together,
- (b) engaging in relaxed conversation,
- (c) practicing meal skills, such as serving themselves and cooperating with others, and
- (d) that meet the individual cultural and developmental needs of the children.

ENV-12 Food Sanitation-Meal Preparation

(1) Contractors must ensure ECEAP providers:
- (a) Comply with WAC 246-215 and WAC 246-217 at locations where food is prepared, stored, and served.
- (b) Prepare food in an area separate from toilet and child hand-washing facilities.
- (c) Clean and sanitize surfaces used for food preparation and eating before and after each snack or meal.
- (d) Use food service gloves or utensils to avoid bare hand contact with food.
- (e) Ensure that children are carefully supervised when helping with food preparation.

ENV-13 Contagious Disease Prevention-Handwashing

(1) ECEAP providers must ensure that staff, volunteers, and children wash their hands with soap and warm water upon arrival at the classroom, after returning from outdoor play, before eating, after using the toilet, after touching body fluids such as blowing nose or brushing teeth, and after touching animals.

(2) Hand sanitizers or hand wipes with alcohol may be used for adults and children over twenty-four months of age when:
- (a) Proper handwashing facilities are not available; and
- (b) Hands are not visibly soiled or dirty.
- (c) Children are actively supervised when using hand sanitizers.

(3) Hand sanitizer is not used in place of proper handwashing

ENV-14 Family Notification

(1) Contractors must ensure ECEAP providers maintain documentation that they notify families that children have been exposed to contagious disease and parasites in accordance with WAC 110-300-0205.

(2) If pesticides are used, contractors must ensure ECEAP providers maintain documentation that they notify enrolled families what pesticide will be applied and where it will be applied no less than forty-eight hours prior to application per RCW 17.21.

ENV-15 Immunizations

(1) ECEAP providers must ensure that all children are immunized or exempt according to WAC Chapter 246-105. Children may attend on a conditional basis when experiencing homelessness, exempt, or when following a schedule that meets WA Department of Health requirements to complete immunizations.

ENV-16 Medications

(1) Contractors must ensure ECEAP providers have a written policy for the safe administration, handling, and storage of medication. ECEAP providers must:
   (a) Store all child and staff medications so that they are inaccessible to children. Medications must be in a labeled and locked container, except for emergency medications that must be available for immediate administration.
   (b) Designate trained staff to administer medications.
   (c) Maintain records of all medication dispensed.
   (d) Obtain written parent authorization to administer medication.
   (e) Administer medications only as allowed by the label instructions or written health care provider instructions.

ENV-17 Bathroom Space, Toileting and Diapering

(1) Contractors must ensure ECEAP providers:
   (a) Have diapering, toileting and hand-washing facilities that are sufficient, clean, child-accessible, and easily supervised.
   (b) Follow WAC 110-300-0220(3) regarding toilet learning.
(2) For children who require diapering, ECEAP providers must follow WAC 110-300-0221.

ENV-18 Pets and Animals

(1) If an ECEAP provider keeps pets or animals in an ECEAP site:
   (a) The site must have and follow a pet and animal policy that includes all components of WAC 110-300-0225; and
   (b) The contractor must ensure the ECEAP provider notifies the children's families in writing.

ENV-19 First Aid Kit

(1) Contractors must ensure ECEAP providers have a first aid kit in each classroom that is:
   (a) Tailored for the ages and number of children.
   (b) Labeled, fully stocked and readily available to staff and volunteers.
(2) ECEAP providers must monitor to ensure their first aid kits remain adequately stocked for the ages and number of children in care.
   (a) ECEAP providers must ensure that a first aid kit is readily accessible when children are outside and on field trips.

ENV-20 Safe Facilities-Drinking Water

(1) ECEAP providers must ensure drinking water is available for self-service, indoors and outdoors.

ENV-21 Food Safety Inspection

(1) Contractors must ensure ECEAP providers comply with applicable State, local and tribal requirements pertaining to inspection of locations where food is prepared, stored, and served.
   (a) Food Safety Inspections must be completed by a State, local or tribal governmental agency responsible for food safety inspections.

Interactions and Curriculum

This section includes specific ECEAP requirements that ensure use of a research-based and culturally relevant curriculum, which includes individualized planning for children's developmental needs in a regular early childhood program. Lesson planning includes integrating all six areas of learning (social-emotional, physical, language, cognitive development, early literacy, mathematics), through developmentally appropriate, play-based experiences as part of the daily routine. This approach creates the foundation for a positive, well-rounded and engaging learning experience for young children. This area also includes the ECEAP requirements specific to inclusive environments, restraint, and no expulsion.

IC-1 Inclusive Environments

Contractors must:

(1) Ensure their programs are inclusive by implementing strength-based practices when supporting all children and their families.

(2) Ensure their environments facilitate a sense of belonging through:
- (a) gender identity expression,
- (b) culturally relevant teachings,
- (c) a focus on diversity,
- (d) individualized support for dual language and
- (e) strength based instruction for varying abilities.

IC-2 Individual Care Plan

(1) Contractors must ensure ECEAP providers work in partnership with families and appropriate consultants, to develop an individual care plan for each child with special health or developmental needs.

(2) The individual care plan must be signed by the parent or guardian.
- (a) The individual care plan must contain:
  - (i) The child's diagnosis, if known.
  - (ii) Contact information for the primary health care provider or other relevant specialists.
  - (iii) A list of medications to be administered at scheduled times, or during an emergency along with descriptions of symptoms that would trigger emergency medication.
  - (iv) Directions on how to administer medication.
  - (v) Allergies.
  - (vi) Food allergy and dietary needs, pursuant to WAC 110-300-0186;
  - (vii) Activity, behavioral, or environmental modifications for the child.
  - (viii) Known symptoms and triggers.
  - (ix) Emergency response plans and what procedures to perform; and
  - (x) Special skills training, and education for staff, including but not limited to, specific pediatric first aid and CPR for special health care needs.
- (b) Contractors must ensure ECEAP providers have supporting documentation of the child's special needs, and follow recommendations provided by the child's licensed or certified:
  - (i) Physician or physician assistant
  - (ii) Mental health professional
  - (iii) Education professional
  - (iv) Social worker with a bachelor's degree or higher with a specialization in the individual child's needs; or
  - (v) Registered nurse or advanced registered nurse practitioner.

(3) ECEAP provider's written plan and documentation for accommodations must be informed by any existing:
- (a) Individual education plan (IEP) or Individual Family Service Plan (IFSP).
- (b) Individual health plan (IHP); or
- (c) 504 Plan
- (d) Individual meal plan

(e) Child Focus Response Plan

(4) Individual Care Plan must be updated annually, or more frequently as changes occur, and signed by the parent or guardian.

IC-3 Curriculum

(1) Contractors must ensure ECEAP providers implement Creative Curriculum®, HighScope®, or an alternative DCYF-approved comprehensive research-based curriculum. Contractors must obtain written approval from DCYF's ECEAP office before implementing an alternative curriculum that is not included on the DCYF Aligned Curricula List.

(2) Contractor and subcontractor sites run by Tribal Sovereign Nations have the option to design curriculum based in traditional knowledge. Tribes will complete the Tribal Curriculum Recognition Request form and provide clarifying information requested by DCYF before the Tribal curriculum is implemented.

IC-4 Curriculum Planning

(1) Contractors must ensure ECEAP providers staff plan early learning experiences and maintain written or electronic curriculum plans which describe the activities for each class day. These plans must address:

(a) Each component of the daily routine.

(b) Social-emotional, early literacy, mathematics, physical, language, and cognitive development.

(c) The range of abilities and identities of children in the classroom.

(d) Parent input on curriculum.

(e) Information gained from child observations and assessment.

(f) Washington State Early Learning and Development Guidelines.

(g) How staff support children's active play, by participating in children's active games when appropriate.

(h) Curriculum that includes nutrition education activities including teaching healthy foods and portion sizes.

IC-5 Adult-Child Interactions

(1) ECEAP staff must support children's play and learning by:

(a) Actively seeking and incorporating child-generated ideas.

(b) Using a variety of teaching strategies to affirm children's developing identities, and address children's learning styles, abilities, developmental levels, and temperament.

(c) Helping children enter and sustain play.

(d) Providing materials to enrich children's explorations.

(e) Coaching children to express their ideas.

(f) Engaging in extended conversations with children to build on their ideas.

(g) Using varied vocabulary.

(h) Leading discussions and activities during daily routines, such as meals, tooth brushing, and transitions.

(i) Noticing and responding to teachable moments.

(j) Posing problems and open-ended questions to stimulate higher-order thinking.

(k) Describing and discussing children's learning processes, rather than focusing on products.

IC-6 Developmentally Appropriate and Culturally Relevant

(1) Contractors must ensure ECEAP providers use a developmentally appropriate approach emphasizing:

(a) Active, play-based, multi-sensory learning experiences.

(b) First-hand exploration and investigation of real-life materials, people, and events.

(c) Choice, decision-making, and problem-solving.

(d) Topics and materials related to children's emergent interests and development of identity.

(e) Opportunities for children to direct their own learning, minimizing teacher-directed activities.

(2) Contractors must ensure ECEAP providers implement culturally relevant practices that:

(a) Reflect the cultures of enrolled children including Tribal cultural preservation such as, John McCoy (lulilaš) Since Time Immemorial: Tribal Sovereignty in Washington State.

(b) Support ongoing development of each child's home language acquisition.

(c) Support development of additional languages the child is learning.
(d) Support development of Tribal language for Native American and Alaskan Native children.
(e) Include and demonstrate respect for diverse family structures and cultures, including gender identity and expression and multi-generational families.
(f) Focus on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.

(3) ECEAP providers must not plan religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

IC-7 Positive Climate

(1) Contractors must ensure ECEAP providers' staff build positive relationships with children. Staff must:
(a) Use a warm, calm, and respectful tone of voice and body language that acknowledges the child's home culture.
(b) Use positive language, saying what children can do instead of what they cannot do.
(c) Validate children's feelings.
(d) Respond to children's requests and questions.
(e) Show tolerance for mistakes and teach that mistakes are for learning.
(f) Give descriptive feedback, instead of generalized praise or criticism.
(g) Pay attention to children to learn about their individual interests, ideas, questions, and theories.
(h) Observe what children do, with whom, and where they play.
(i) Listen reflectively, staying on the child's topic, and paraphrasing their ideas.
(j) Demonstrate the belief that children are capable by letting them try out their ideas, take safe risks, and do things at their own pace, in their own way.
(k) Affirm children's developing identity.

IC-8 Child Guidance

(1) ECEAP providers must ensure staff use positive guidance techniques to help children learn to get along with each other, which include:
(a) Maintaining positive relationships with children.
(b) Adapting the environment, routine, and activities to the needs of enrolled children.
(c) Establishing consistent, reasonable expectations.
(d) Foreshadowing events and expectations by letting children know what will happen next.
(e) Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.
(f) Modeling and teaching emotional skills, such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings.
(g) Involving children in defining simple, clear classroom limits.

(2) ECEAP providers must ensure staff use positive guidance techniques to support classroom limits and maintain safety, such as:
(a) Coaching appropriate behavior.
(b) Offering choices.
(c) Redirecting to an activity that matches the child's energy level.
(d) Teacher-supported cool down as a last resort.

IC-9 Child Guidance – Prohibited Practices

(1) Contractors must ensure ECEAP providers prohibit any person on the premises from:
(a) Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
(b) Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
(c) Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates, or frightens a child.

(d) Using or withholding food or liquids as punishment or reward.
(e) Using isolation in response to a behavior.

IC-10 Child Guidance – Physical Restraint

(1) Physical restraint must only be used as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object. If restraint is used, contractors must ensure ECEAP providers' staff:
   (a) Have received training in limited restraint procedures.
   (b) Do not restrain a child longer than it takes to achieve the safety goal.
   (c) Do not use restraint as punishment or to force a child to comply.
   (d) Document all instances of restraint.
   (e) Notify your CQI Specialist of any injuries to children or staff as a result of the restraint.
   (f) Notify the parent of the restrained child following the intervention.
   (g) Inform and collaborate with the ESIT Provider Agency or Lead Education Agency (LEA) to develop shared strategies if the child is on an IFSP or IEP.
   (h) Develop a written plan with input from the child's primary care or mental health provider, and the parents or guardians, to address underlying issues and reduce the need for further physical restraint if:
      (i) Physical restraint has been used more than once; and
      (ii) A plan is not already a part of the child's individual care plan. (See IC-2)

Overview – Expulsion

ECEAP is committed to leading with racial equity and prohibiting the historical outcomes for students of color. The goal of ECEAP's no expulsion standard is to ensure children and families are provided with resources and supports that are focused on child strengths. The standard is intended to prevent the disproportionate expulsion and restraint of students of color and ensures continuous enrollment in quality programming. The standard guides contractors in tailoring resources to needs, developing support plans with families and implementing supports with fidelity.

Steps to supporting no expulsion in programs include and are not limited to; meetings with families, developing and implementing a Child Focus Response Plan, consultation with an Infant and Early Childhood Mental Health Consultant and outlining temporary services through an Alternative Attendance Plan.

IC-11 No Expulsion

(1) ECEAP providers may not expel ECEAP children.
(2) Expulsion means excluding a child from class unless the intervention is defined within an agreed Individual Care Plan (IC-2) or Child Focus Response Plan (IC-17).
(3) Expulsion includes:
   (a) suspension.
      (i) This is defined as providing limited service for an indefinite length of time.
   (b) repeated calls to have a family member pick up a child.
   (c) practices that limit an ECEAP child's access to regular classroom services.
   (d) limiting options for participation that do not meet family choice and need.
(4) Expulsion does not include:
   (a) infrequent, non-repetitive patterns of removal.
   (b) transition to an alternative setting planned jointly by staff and parents.
   (c) Child Focus Response Plans that may include receiving temporary services out of the classroom or at home.
   (d) an approved Alternative Attendance Plan created in partnership with families and Exception to ECEAP requirements reducing a child's time in the classroom.
(5) Prior to transition to an alternative setting, including referral to another contractor, or implementation of an Alternative Attendance Plan due to behavior, contractors must engage the support of an Infant and Early Childhood Mental Health Consultant to have them complete a classroom and/or child observation as appropriate. (see IC-17)

IC-12 Supervising Children

(1) Contractors must ensure that ECEAP providers attend to and supervise children at all times.
(2) ECEAP providers use active supervision to promote a safe environment and prevent injuries in young children.
(3) Active supervision requires focused attention and intentional observation at all times. Staff use active supervision strategies to ensure:
  (a) children of all ages explore their environments safely.
  (b) positioning to supervise all areas accessible to children.
  (c) children are prevented from leaving unsupervised.
  (d) release of children only to authorized persons.

IC-13 Square Footage Indoor

(1) Classrooms must have a minimum of 35 square feet per child of indoor space, not including bathroom, hall, kitchen, and storage space. (See ENV-3 Square Footage Outdoor)

IC-14 Staffing, Ratios and Group Size

(1) Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. A contractor must ensure ECEAP providers determine the age of the majority of children in a class at the start of the year and may adjust this determination during the program year, if necessary. Where state or local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, a program must meet the stricter requirements. ECEAP providers must maintain appropriate ratios during all hours of program operation, except:
  (a) For brief absences of a teaching staff member when <u>not required</u> to be providing active supervision. This early learning staff member must remain in visual or auditory range, and be available and able to respond if needed; and,
  (b) During nap time, one teaching staff member may be replaced by one staff member who does not meet the teaching qualifications required for the age.
(2) During ECEAP hours, providers must have:
  (a) A lead teacher present.
  (b) A second staff person who meets lead teacher or assistant teacher qualifications, if more than ten children are present.
  (c) Additional staff as necessary to ensure safety, active supervision and an effective learning environment for all enrolled children.
  (d) A minimum 1:10 adult/child ratio.
  (e) No more than 20 children per class/group indoors and outdoors.

IC-15 Daily Routine

(1) Contractors must ensure ECEAP providers post a schedule of the daily routine for each classroom. This daily routine must:
  (a) Be predictable, yet flexible and responsive, to meet the interests and needs of the children.
  (b) Offer ample time for unrushed activities and transitions.
  (c) Minimize the number of transitions so that there is more productive time and less waiting.
  (d) Allow periods of quiet and of activity, responding to children's needs.
(2) The usual daily routine must include:
  (a) An uninterrupted block of free choice time of at least 45 minutes. During free choice, children initiate their own activities and engage in play-based learning. Staff converse with children to support decision-making, problem-solving, and higher-order thinking.
  (b) Small group learning opportunities. Small groups can be informal gatherings, planned enrichment activities, or options during free choice time.
  (c) Short periods of whole group discussion, interaction, and concept development.

(d) Outdoor or large motor time.
(e) Reading in groups or individually.

(3) Both Working Day and School Day sites must:
(a) Provide a minimum of 30 minutes of outdoor play per each three hours of programming unless conditions pose a health and safety risk to children (WAC 110-300-0360 (2)(c)).
(b) For classes meeting more than six hours, schedule at least two blocks of free choice time of at least 45 minutes each that meet performance standards requirements with at least one opportunity in the morning and one in the afternoon at times the majority of children are present.

(4) ECEAP contractors must follow program and daily schedule per WAC 110-300-0360.

IC-16 Alternative Attendance Plan

Alternative Attendance Plans (AAP) are temporary, **time-limited** plans that ensure continued comprehensive services for a ECEAP child. The goal is to serve the child and family fully, both in the ECEAP classroom and through education, family and health services. This means any instruction and experiences the child misses due to their absence is provided for in the AAP.

(1) An Alternative Attendance Plan must be created for a child who is **temporarily** unable or unavailable to attend the full ECEAP hours (see PAO-51) for reasons including but not limited to:
(a) extended absence (not to exceed 30 calendar days) or
(b) providing a longer transition to the full scheduled class hours.

(2) An Alternative Attendance Plan must be created for a child who receives IEP services or support services in an alternate setting and is unable to meet the minimum required ECEAP hours in PAO-51.

(3) If an Alternative Attendance Plan is needed, contractors must:
(a) request an Alternative Attendance Plan in ELMS.
(b) receive approval from DCYF ECEAP prior to implementing the plan.

(4) Alternative Attendance Plans must:
(a) be developed and adjusted with the family.
(b) include the beginning and end date for the AAP.
(c) not disrupt the child's access to IEP services, if applicable.
(d) provide continued comprehensive services including education, health and family support.

(5) If an Alternative Attendance Plan relates to behavior, contractors must:
(a) engage the support of an Infant and Early Childhood Mental Health Consultant (IECMHC) to have them complete a classroom and/or child observation as appropriate.
(b) create a Child Focus Response Plan with the IECMHC and family.
(c) partner with the family to establish a timeline that includes a plan for intentional transition to a longer day for the child.

IC-17 Child Focus Response Plan

A Child Focus Response Plan is a specific plan to meet the individual behavioral needs of a child due to trauma, learning difficulties, or emotional and behavioral challenges.

(1) Child Focus Response Plans should be developed in collaboration with Infant and Early Childhood Mental Health Consultants, other professionals, families and additional ECEAP contractor staff as appropriate. The joint effort focuses on the strengths of the child and family.
(a) Child Focus Response Plans must honor cultural or traditional practices; this may include but is not limited to, support plans written in home language, and traditional practices in mental health.
(b) If a parent declines to participate in the development of a plan or suggested supports, Contractors must work with their CQI Specialist on additional resources, supports and options.

(2) If Contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, or if they are unable to access the support of an Infant and Early Childhood Mental Health Consultant, they are encouraged to contact DCYF ECEAP for technical assistance.

(3) To ensure equitable access to ECEAP programming, Contractors will partner with teachers, support staff and families and meet to highlight child strengths and focus on supports being implemented.
   (a) DCYF ECEAP requires that contractors to document efforts made to support the child and family. Contractors must seek support from their CQI Specialist and obtain approval before implementing any Alternative Attendance Plan.

Program Administration and Oversight

This section includes key components to administering ECEAP, such as policy council, continuous quality improvement, service delivery, recruitment, eligibility, enrollment and attendance. The Program Administration and Oversight section also includes key policy and recordkeeping standards.

PAO-1 Facilities

(1) Contractors must:
   (a) Submit a Site Approval and obtain confirmation in ELMS from DCYF ECEAP before opening a new site or classroom or relocating an existing site or classroom.
   (b) Follow WAC 110-300-0402 when renovating early learning playgrounds or program space.

PAO-2 Service Area Agreement

(1) Contractors must make every reasonable effort to partner with neighboring ECEAP Contractors, Head Start/Early Head Start grantees, and Tribal Sovereign Nations collaborating and resource-sharing to provide the most timely and effective services for infants, toddlers and young children.
(2) Contractors must complete written and signed Service Area Agreements with each neighboring ECEAP contractor, Head Start grantee and Tribal Sovereign Nation and submit the agreements to DCYF ECEAP by the due date in Exhibit C, Deliverables and contract reference document *Deliverables and Required Activities Calendar*.
(3) The agreements must fully describe:
   (a) Service area boundaries for each party to the agreement, including specific areas for recruitment and enrollment of families for each party.
   (b) Plans to share and collaborate with service area partners about expansion plans and related applications.
   (c) The process for referral of families between parties.
   (d) Plans for ongoing communication.
   (e) The process for problem resolution.
   (f) Plans for collaborating with service area partners to ensure efficient use of state and community resources, when practical, for developing community assessments, coordinating work with community partners, and planning joint staff and parent training opportunities.
(4) If collaboration is not practical for any topics in (2)(a-f) of this standard, Service Area Agreements must state the reasons.
(5) If no agreement can be reached, the Contractor must send a description of efforts made and the understanding of service area boundaries to DCYF ECEAP.
(6) Contractors who are also Head Start grantees may combine their Head Start Memorandum of Understanding (MOU) and ECEAP Service Area Agreements into one document, providing the requirements for both are met.
(7) DCYF reserves the right to reclaim slots and funds, or reallocate slots to other Contractors, if the Contractor is recruiting within the service area of a neighboring ECEAP, Head Start/Early Head Start or Tribal Sovereign Nation program.

PAO-3 Waiver to ECEAP Standards

(1) ECEAP contractors may request a waiver to ECEAP requirements if they are unable to meet the standard due to specific needs of the program or enrolled child. Contractors must have written approval from the DCYF ECEAP before implementing the waiver.

PAO-4 Variance to ECEAP Standards

(1) ECEAP contractors may request a variance to ECEAP requirements if they plan to meet the standard in an alternative way than described due to specific needs of the program or enrolled child. Contractors must have written approval from the DCYF ECEAP before implementing the variance.

PAO-5 Confidentiality

(1) Contractors must ensure all ECEAP providers implement strategies and practices for the security and confidentiality of all child and family information. This includes:
   (a) Obtaining written, informed parent consent before releasing verbal or written information, except as required by law.
   (b) Providing parents access to child and family records.

PAO-6 Child Abuse and Neglect Policy

(1) Contractors must ensure all ECEAP providers follow health and safety policies and procedures on child abuse and neglect prevention, detection, and reporting in accordance with RCW 26.44.030.

PAO-7 Family Notifications

(1) Contractors must ensure that all ECEAP providers notify families that staff are mandated reporters of suspected child abuse and neglect in accordance with RCW 26.44 and applicable tribal and federal laws.

PAO-8 Family/Program Handbook and Related Policies

(1) Contractors must ensure that all ECEAP providers provide written materials to families, such as a family/program handbook or calendar, to inform families of program opportunities, policies, and planned closure dates.
(2) Each enrolled child's record must have signed documentation by the parent or guardian stating they received and reviewed the program policies.

PAO-9 Attendance

(1) To encourage attendance, contractors must, at minimum:
   (a) Inform families of the benefits of regular attendance.
   (b) Support families to promote each child's regular attendance.
   (c) Track the contractor's average daily attendance, analyzing causes and patterns of absenteeism, and developing a plan to improve attendance, if that average falls below 85 percent.
   (d) Partner with families to address obstacles to attendance when a child has multiple unexplained absences or is at risk of missing 10% of class days per year.
   (e) If the child's attendance does not resume after these efforts, consider the slot vacant and offer it to a family on the waiting list.
(2) Contractors must ensure that all ECEAP providers have a policy for when families are scheduled to be out of the area for an extended amount of time (not to exceed 30 calendar days) due to vacation or similar circumstance. This policy must:
   (a) Establish a maximum number of days the family can be out of the area before a contractor begins the process of enrolling the next child on the waiting list.
   (b) Ensure staff and families discuss plans before the family leaves.
   (c) Meet family needs as best as possible.
   (d) Align with the requirement to fill vacant slots within 45 calendar days.
   (e) Making efforts to re-engage families, if a child stops attending.
(3) To support regular attendance of children experiencing homelessness, contractors must ensure ECEAP providers address transportation needs. Strategies may include:
   (a) Collaborating with a school district.
   (b) Coordinating car-pools with other families.

(c) Providing bus passes for public transportation.
(d) Engaging with community partners.
(e) Offering a temporary alternative attendance plan. See (IC-16)

(4) Where ECEAP is provided by a school district, the transportation requirements of the McKinney-Vento Education of Homeless Children and Youth Assistance Act apply.

(5) To support attendance of children with extenuating circumstances which impact their behavior, contractors must ensure ECEAP providers address the individual child's needs.

PAO-10 Confidential Record Securing and Disposal

(1) Contractors must ensure all ECEAP providers implement strategies and practices for the security and confidentiality of all child and family information. This includes:
(a) Disposing of written records in a secure manner.
(b) Securing electronic records.

PAO-11 Health Records

(1) Contractors must ensure all ECEAP providers maintain current and confidential health files on all enrolled children that include:
(a) Medical and dental history.
(b) Immunization records.
(c) Individual Care Plan (IC-2), if applicable.
(d) Allergy information.
(e) Food preferences and restrictions.
(f) Health screening results.
(g) Verification dental screening results.
(h) Verification of medical examination results.
(i) Accident reports.
(j) Documentation of health-related family contacts.

(2) Contractors must maintain a tracking system to ensure these records are kept up to date.

PAO-12 Parent Consent Forms

(1) Contractors must ensure all ECEAP providers obtain signed parent consent for:
(a) Administration of medication.
(b) Emergency medical treatment.
(c) Health and developmental screenings or assessments.

(2) Signed forms must be kept confidential and accessible.

PAO-13 Continuous Quality Improvement System

(1) Contractors must implement a continuous quality improvement process to ensure compliance with all ECEAP requirements. This process must include monitoring, recordkeeping, and timely follow-up and applies to all ECEAP providers. It must:
(a) Include monitoring at the class, site, subcontractor (if applicable), and contractor levels on a defined schedule.
(b) Inform training and technical assistance delivered to staff at all levels.
(c) Inform ongoing coaching supports.
(d) Inform ECEAP program planning.
(e) Include instructional leadership strategies and supports to drive improvement efforts.
(f) Contractors must maintain documentation of their scheduled monitoring of ECEAP sites, identification of any issues and follow-up.

(2) Contractors must maintain documentation related to their internal continuous quality improvement systems including:
(a) Data gathered during monitoring.

(b) Follow-up on out-of-compliance issues.

PAO-14 Program Monitoring

(1) DCYF ECEAP will monitor each contractor's compliance with the ECEAP Contract and ECEAP Performance Standards regularly:
   (a) In person Continuous Quality Improvement visits as specified in the Contractor's Guide to Full ECEAP Visits
   (b) Desktop monitoring of data in ELMS and GOLD® by Teaching Strategies
   (c) Monthly contractor phone calls
(2) Following a CQI visit, contractors must complete and submit a written response to the CQI plan for items identified as needing improvement. Upon approval of the plan by DCYF ECEAP, contractors will resolve all items as outlined in the plan.

PAO-15 Pesticide Notifications

(1) ECEAP providers must maintain for *seven years*, documentation that they notify parents, employees, and any other interested parties 48 hours in advance of the application of pesticides in accordance with RCW 17.21. Notification is not required if children will be out of the facility for two consecutive days after application.

PAO-16 Health Screening

(1) Children who have not had a health screening within the last twelve months must be screened within 90 calendar days, counting children's first day attending class each school year as day one, for:
   (a) Vision and hearing.
   (b) Special health needs.
(2) Contractors must ensure ECEAP providers:
   (a) Document the screening results in ELMS.
   (b) Partner with families when health, nutritional or developmental concerns are suspected or identified in their child.
   (c) Make appropriate referrals based on screening results.
   (d) Follow recommendations of the child's health, nutrition or developmental practitioner.

PAO-17 Eligibility, Recruitment, Selection, Enrollment, and Attendance Documents

(1) Contractors must ensure ECEAP providers maintain the following records for at least the current and previous school year:
   (a) Child application with parent and staff signatures verifying eligibility information is accurate.
   (b) Statement of income signed by the employer or parent, if no other documentation of income is available.
(2) Contractors should consult their ECEAP contract and follow their agency's record retention schedule for longer retention requirements.

PAO-18 Human Resources Documents

(1) Contractors must ensure ECEAP providers must retain the following for each employee for *five years* after employment ends:
   (a) Copy of first aid, CPR, and food worker cards, if required.
   (b) Documentation of qualifications not verified by MERIT, such as copies of diplomas, transcripts, licenses, and certifications.
   (c) Orientation and training record.
   (d) Professional Development Plan, and observation and mentoring notes for staff with Professional Development Plans.
   (e) Reference checks.
   (f) Tuberculosis (TB) test records.
(2) Contractors must ensure ECEAP providers must retain the following for *five years* after their completion:

(a) Documentation of labor pool shortage or other staff recruitment difficulty.
(b) Staff recruitment materials, advertising open positions to the public.
(c) Volunteer records including background clearances, TB test records, orientation and training, and hours of volunteer service.

(3) Affirmative Action Plan that includes the plan's implementation and putting in practice to increase the representation of affected groups in the workforce when a particular group is under-represented to meet the needs of the community. WAC 357-25, RCW 49.60, Equal Employment Opportunity governing guidelines, Code of Federal Regulations Titles 28, 29, and 43.)Contractors must ensure ECEAP providers maintain *current*:
(a) Background clearances.
(b) Job descriptions.
(c) Professional development plans for staff who do not fully meet required qualifications.
(d) Staff and volunteer training plan.
(e) Staff recruitment and selection policies and procedures.
(f) Volunteer policies.

PAO-19 Health and Safety Documents

(1) Contractors must ensure ECEAP providers maintain current:
(a) Emergency drill records.
(b) Inspection records for smoke detectors, fire alarms, fire extinguishers.
(c) Child abuse and neglect prevention, detection, and reporting policy and procedure.
(d) Child allergy procedure.
(e) Disaster plan.
(f) Exclusion of sick children policy including Child, Staff
(g) Health and safety inspections for the school year.
(h) Contagious disease prevention procedures.
(i) Medication management procedures.
(j) Pesticide/herbicide management policy.
(k) Plans for handling medical, dental, and poisoning emergencies.
(l) Transportation policy.
(m) Diapering, toileting and toilet learning policy.

PAO-20 Early Childhood Education Documents

(1) Contractors must ensure ECEAP providers maintain the following for the *current school year*:
(a) Child Focus Response Plans
(b) No expulsion policy.
(c) Child guidance policy.
(d) Curriculum plans, including individualization.
(e) Transition plans (CO-2).

(2) Contractors must ensure ECEAP providers retain for *two years,* documentation of family engagement opportunities including dates, topics, publicity and attendance, as applicable.

PAO-21 Child Records

(1) Contractors must ensure ECEAP providers retain the following records for each child while they are in ECEAP and for *five years after the child leaves ECEAP*:
(a) Consent forms.
(b) Health records and tracking.
(c) Individualized curriculum and guidance plans.
(d) Individualized Education Program (IEP), or Individual Family Services Plan (IFSP) when applicable.
(e) Notes from parent-teacher conferences including child goals.

(f) Notes from Local Education Agency (LEA) or Multidisciplinary Team (MDT) meetings, when applicable.
(g) Plans, referrals, and follow-up notes.
(h) Screening and assessment results.

PAO-22 Disaster Plan, Policies and Procedures

(1) Contractors must ensure ECEAP providers have written health and safety policies and procedures on disaster plan for emergencies such as fire, earthquake, flood, tsunami, volcanic eruption, or lock-down, as applicable based on location, including practice drills.

PAO-23 Transportation

(1) Transportation is an optional ECEAP service.
(2) Contractors must ensure ECEAP providers implement health and safety practices for transportation, if transportation is provided.
(3) When ECEAP children are served by school district bus service, transportation is regulated by OSPI minimum standards.
(4) If ECEAP providers transport children in non-school district vehicles, contractors must ensure ECEAP providers:
  (a) Maintain and keep current, written transportation policy to ensure the safety of children.
  (b) File current copies of all drivers' licenses.
  (c) File current copies of vehicle insurance meeting Department of Licensing insurance requirements.
  (d) Ensure that signed medical releases and emergency contact forms for each child are readily accessible.
  (e) Use buses that meet OSPI minimum standards for school buses or other vehicles maintained in good repair and safe operating condition.
  (f) Follow the Washington Child Restraint Law. (RCW 46.61.687 and 46.61.688)
  (g) Document daily visual vehicle safety checks.
  (h) Document a regular schedule of vehicle safety inspections.
(5) When school districts are transporting children experiencing homelessness using a method other than district-provided transportation, the following applies:
  (a) When using a taxi service:
    (i) The child must be accompanied by a parent or authorized adult in addition to the driver.
    (ii) Drivers must have a cleared Portable Background Check.
    (iii) A contract must be in place that ensures:
      (A) The taxi is up to date on all maintenance.
      (B) All safety measures are in place and utilized, including the use of and appropriate installment of child safety seats and seat belts.
  (b) ECEAP contractors may not use rideshare services such as Uber and Lyft to provide transportation for children.
(6) Contractors must ensure that ECEAP providers obtain:
  (a) Signed parent consent forms for transportation for each child are obtained prior to providing transportation.
  (b) Signed medical releases and emergency contact forms for each child are readily accessible in case of injury during transportation.
(7) One-way transportation time for children is no more than one hour, except in rural or remote areas where transportation time must be kept to a minimum.

PAO-24 No Expulsion Policy

(1) Contractors must ensure ECEAP providers write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These five topics must be addressed:
  (a) Supporting classroom teachers.
  (b) Planning with families to meet the individual needs of the child.

(c) Engaging community resources such as, Infant and Early Childhood Mental Health Consultant, coach or other professional.
(d) Choosing an alternative schedule or setting.
(e) How staff are trained to support positive social emotional development, reduce challenging behavior and trauma informed care annually.

(2) If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact DCYF ECEAP for technical assistance.

PAO-25 Child Guidance, Restraint and Isolation Policy

(1) Contractors must ensure ECEAP providers have and follow a written child guidance policy which must include:
(a) Positive guidance approach and techniques.
(b) Supervision.
(c) Restraint policies.

(2) Child guidance policy must prohibit any person on the premises from using:
(a) Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
(b) Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
(c) Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates, or frightens a child.
(d) Using or withholding food or liquids as punishment or reward.

(3) Child guidance policy must prohibit any person on the premises from the use of a physical restraint method injurious to the child or any closed or locked time-out room.

PAO-26 Health and Safety Policies and Procedures

(1) Contractors must ensure ECEAP providers have and follow written health and safety policies and procedures on:
(a) Child allergies.
(b) Exclusion of sick children.
(c) Handling the following emergencies:
(i) Medical.
(ii) Dental.
(iii) Poisoning.
(d) Contagious disease prevention.
(e) Medication management.
(f) Diapering, toileting, and toilet learning.
(g) Monitoring of health and safety practices.
(h) Pesticide/herbicide management in accordance with RCW 17.21, preventing children's exposure, and using the least hazardous means to control pests and unwanted vegetation.
(i) Pets and animals.

PAO-27 Required Postings

(1) Emergency telephone numbers posted near a telephone.
(2) Emergency medical and disaster procedures for medical, dental, and poison treatment.
(3) Child allergies and special dietary restrictions.
(4) Menus.

PAO-28 Early Childhood Education Service Delivery

Contractors must ensure ECEAP providers implement an early learning framework to plan developmentally appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment and individualization, and parent-teacher conferences.

(1) Contractors must ensure the following dosages of class time for each model offered:
(a) Part Day

(i) Minimum 3 hours per class session.
(ii) Minimum 360 hours of class, over no less than 30 calendar weeks.
(iii) Rest time does not count as part of the Part Day class hours.
(iv) Part Day classrooms that have closures that cause them to fall below 360 hours must develop a plan, in advance, to ensure they meet the minimum annual dosage requirements.

(b) School Day
(i) Minimum 5.5 hours per class session
(ii) Four or five days per week
(iii) Minimum 1,000 hours of class, per year. RCW 43.216.010(16)
(iv) Programs may count up to 10 closure days toward the minimum 1000 hours for activities such as parent-teacher conferences that are planned and scheduled by ECEAP staff for the purpose of discussing enrolled children's educational needs or progress, ECEAP screening days, family orientation, and events where enrolled families and children are engaged in educational activities under the direction of ECEAP staff.
(v) School Day classrooms that have closures that cause them to fall below 1000 hours must develop a plan, to ensure they meet the minimum annual dosage requirements.

(c) Working Day is intended to serve eligible working or student families' year-round. Program hours must be offered to meet the needs of the eligible working or student families in the community.
(i) Class is open a minimum of 10 hours per day, five days per week, year-round.
(ii) Ensure a minimum 2,000 hours of class available per year. RCW 43.216.010(13)
(iii) Working day classrooms that have closures that cause them to fall below 2,000 hours must develop a plan, to ensure they meet the minimum annual dosage requirements.

(2) For all ECEAP models (PD/SD/WD), classes may modify instruction and class schedules during:
(a) Tribal, State, and Federal holidays
(b) Tribal government closures
(c) Tribal Cultural Events
(d) School breaks
(e) Staff professional development and wellness activities
(f) Contractors must ensure ECEAP providers, provide families, in advance, an annual calendar with planned days of closure and planned make-up days for inclement weather or other unforeseen emergencies to ensure the minimum required annual hours are met.

(3) At sites that offer wrap-around childcare in addition to ECEAP, contractors must specify on the ELMS Class Info page which hours are ECEAP hours. During ECEAP hours, sites must follow all ECEAP requirements.

(4) Daily transportation to and from the classroom does not count as part of class hours.

PAO-29 Comprehensive Services

(1) Contractors must ensure ECEAP providers implement comprehensive services in collaboration with ECEAP parents, staff, and community partners. Services include:
(a) Early childhood education.
(b) Family support, using the Mobility Mentoring® approach.
(c) Family engagement.
(d) Health, mental health and nutrition.

(2) Contractors must ensure that all ECEAP services:
(a) Respond to community needs.
(b) Integrate program components, such as education, family support, and health.
(c) Are developmentally appropriate, inclusive, and differentiated for children and families.
(d) Build relationships with families based on mutual respect and equality.
(e) Are culturally and linguistically responsive to families.
(f) Focus on family strengths.
(g) Support building adult capabilities.

(h) Support family engagement, empowerment, and leadership.

PAO-30 Community Partnerships

(1) Contractors must take an active role in promoting coordinated systems of comprehensive early childhood services to children furthest from opportunity and families in their community through communication, cooperation, and the sharing of information among agencies. A contractor must establish collaborative relationships and partnerships with schools, health, social service agencies, tribal sovereign nations and other related community organizations. This may include direct communication with DCYF staff, state agency partners, local providers or other early learning system navigation partners for coordination and support of systems-level initiatives so that families can access the range of services and supports. Contractors must involve partners in:
   (a) Community Assessment.
   (b) ECEAP service delivery planning.
   (c) Community services development and coordination.
   (d) Planning for children with disabilities, including inclusive classrooms.
   (e) Kindergarten transition planning.
   (f) Compliance agreement planning, as related to community services.
   (g) Early learning system integration efforts, such as coordinated recruitment and enrollment or offering of inclusive classrooms.
   (h) Health services coordination including health, mental health and nutrition services.

PAO-31 Family and Community Concerns and Complaints

An effective concern and complaints process supports DCYF ECEAP's objective of strengthening the quality of services and responsiveness to families and communities. DCYF ECEAP uses the information provided through its concerns and complaints procedures as an opportunity for continuous improvement of its services and performance. The policy is intended to ensure all family and community concerns are addressed promptly, equitably and respectfully so that a resolution is reached at the contractor level whenever possible.

(1) Contractors must ensure ECEAP providers develop a written policy and procedure for family and community complaints.
(2) The policy must be accessible to families, staff and volunteers through the program/family handbook and website. The content must be:
   (a) Translated into the families' home language or provide interpreter support when needed to ensure meaningful access and culturally responsive practices.
   (b) Clear and easy-to-understand which could include simplified language, illustrations, diagrams or images.
(3) The policy and procedure must include:
   (a) How families/community members submit a complaint.
   (b) Organization's timeline for responding.
   (c) Steps organization will take for resolution.
   (d) How the organization will respond to the complaint.
   (e) What to do if timelines are exceeded or if the complaint is unresolved.
   (f) Who to contact at the contractor level if the complaint is unresolved at the site level.
   (g) How families/community members contact the state ECEAP office via the ECEAP inbox, if a complaint is unresolved at the contractor level.
   (h) How confidentiality will be respected and maintained.
   (i) Annual review by Policy Council. (PAO-34).
(4) Contractors and ECEAP providers must document complaints, including resolution of substantiated complaints.
(5) If a resolution of a complaint cannot be reached, contractors must notify the DCYF ECEAP.
(6) In the event of a family/community complaint made directly to the DCYF ECEAP, the ECEAP Administrator or designee will reach out to the ECEAP director to gather more information and identify next steps. The ECEAP

Administrator or designee will work with ECEAP contractor directors to ensure the complaint is resolved at the contractor level whenever possible.

(7) At no time will a complaint compromise a family's ability to access services or impact the staff/child or staff/family interactions negatively.

PAO-32 Policy Council

(1) Contractors must establish a Policy Council, composed primarily of current and former ECEAP families, and separate from an agency board of directors. ECEAP staff provide support and consultation at Council meetings.

(2) The purpose of the Policy Council is to develop family empowerment and leadership and serve as a communication link between the contractor and ECEAP families. The Council works with the contractor to make decisions about ECEAP administration, including, but not limited to:
   (a) Comprehensive service delivery.
   (b) Community assessment.
   (c) Self-assessment of ECEAP Compliance.
   (d) Use of anti-bias practices
   (e) Program monitoring.
   (f) Family/Community Concerns and Complaint Policy and resolution.
   (g) Budget.
   (h) Program policies.
   (i) Recruitment of families.
   (j) Expansion and entitlement planning.
   (k) Staff recruitment and selection
   (l) Health, Mental Health and Nutrition services policy and planning.

(3) Contractors must orient Policy Council members to the ECEAP Contract, ECEAP Performance Standards, and program policies. Contractors must maintain minutes of Policy Council meetings.

(4) Contractors may form combined ECEAP and Head Start/Early Head Start Parent Policy Councils providing there is ECEAP family representation.

(5) Contractors may combine Policy Council meetings with other ECEAP events/meetings when a portion of the ECEAP event/meeting includes dedicated time for the Policy Council agenda topics.

PAO-33 Community Assessment

(1) Contractors must conduct a community assessment at least every five years. The assessment may be aligned with the Head Start community assessment**.**

(2) Contractors who share service areas may collaborate on a shared community assessment.

(3) The contractor must annually review the available Early Learning Dashboards and other available resources to update the assessment to reflect significant changes in community demographics and resources.

(4) The assessment process must involve families, staff and community partners.

(5) The assessment must document:
   (a) Where eligible children live, within the contractor's service area.
   (b) Race, ethnicity, and home languages of eligible children.
   (c) Numbers of age-eligible children who are:
      (i) Developmentally delayed or disabled.
      (ii) In the child welfare system, including foster care.
      (iii) In families that are experiencing homelessness.
      (iv) In families with low income.
      (v) In families where parents work as seasonal or migrant farmworkers.
      (vi) In families in the military.
      (vii) In families that are American Indian or Alaskan Native

(6) Contractors must analyze this assessment data with their community partners to determine the community capacity for ECEAP-eligible children and families to access services such as:
  (a) Education.
  (b) Medical, mental and oral health.
  (c) Nutrition.
  (d) Social services.
(7) Contractors must use the community assessment to develop their:
  (a) Plan for delivering services that meet the needs of their community.
  (b) Philosophy and goals.
  (c) Coordinated recruitment strategies with neighboring early learning programs including but not limited to ECEAP, Head Start/Early Head Start, Sovereign Tribal Nation and Transition to Kindergarten programs.
  (d) Culturally and linguistically responsive ECEAP services.
  (e) Site locations.
(8) Contractors must maintain documentation of community assessment activities.

PAO-34 ECEAP Self-Assessment

(1) Contractors must include all ECEAP providers, ECEAP staff and families in an annual assessment of compliance with ECEAP performance standards, using the ECEAP Self-Assessment process. Self-Assessment is due by June 15 of each year.
(2) ECEAP Self-Assessment process must include:
  (a) ECEAP Director Surveys
  (b) Family Surveys
(3) Programs with multiple funding sources may align their ECEAP Self-Assessment process with other funding sources, including timelines and goals.

PAO-35 Stewardship of ECEAP Funds

(1) Contractors must immediately notify the DCYF ECEAP of any suspicion of fraudulent use of ECEAP funds, including but not limited to:
  (a) An employee intentionally entering deceptive or false information into ELMS regarding:
    (i) Child eligibility criteria.
    (ii) Children's actual start dates and last days in class.
    (iii) Class start or end dates.
    (iv) Services that were not actually provided.
  (b) A family providing false information in order to enroll in ECEAP.

PAO-36 Early Achievers Participation

(1) Contractors must:
  (a) Ensure that all ECEAP sites actively participate in Early Achievers and comply with the Early Achievers Participant Operating Guidelines including:
    (i) Non-licensed sites complete the Early Achievers registration application within 30 days of starting ECEAP class at the site.
    (ii) Licensed sites complete Early Achievers registration application within 30 days of enrollment in Early Achievers.
    (iii) Participate in Early Achievers quality recognition per required ECEAP timelines.
  (b) Assign an Early Achievers primary contact and facility/site designee at each site in ELMS and MERIT.
  (c) Require newly hired Early Achievers coaches to attend the Coaching Basics webinar series by UW Cultivate Learning and document completion date on their training log.
  (d) Require Early Achievers coaches to have the knowledge, skills, and ability to use the Coach Educator Community Interface (CECI) to guide sites through the continuous quality improvement process.

(e) Ensure coaching interactions are recorded in Impact.
(f) Ensure coaches support sites to develop a Quality Improvement Plan (QIP) and enter the information in the required system.
(g) Ensure each ECEAP site is Level 4 or 5 within 24 months of enrollment in Early Achievers.
(h) Ensure Level 2 or 3 sites comply with the Early Achievers Remedial Activities Policy.
(i) Sites not recognized at Level 4 or 5 after completion of the remedial activity period will not be funded for ECEAP in the following state fiscal year.
(j) Support sites with coaching and resources to attain or maintain Level 4 or 5 recognition.
(k) Identify an ECEAP staff representative to participate in Local Implementation Partner meetings convened by local Child Care Aware (CCA) offices. The purpose of the meetings is to build a seamless system and increase coordination of professionals serving the same early learning providers in the same sub-region (sub-regions may be identified by county, community or other groupings based on location and caseloads as mutually agreed upon by DCYF and the contractor). Focus must be placed on how to collaborate, align services, strengthen communication, and reduce any duplication of services. Local Implementation Partner meetings must be held no less than quarterly in each CCA sub-region and efforts must be made to include all areas of the region in meetings throughout the year.

(2) Federally Recognized Tribes who receive State funds, may participate in Early Achievers through an inter-local agreement between the Tribe and DCYF per RCW 43.215.085. The Tribe may choose to participate in LOVIT Way, an alternative quality recognition and assessment process approved by DCYF.

Overview – Recruitment, Eligibility, and Enrollment

ECEAP recruitment, eligibility, and enrollment standards are determined by both legislation through Revised Code of Washington (RCW 43.216.500-602) and requirements found in the Washington Administrative Code (WAC 110-425). The standards below ensure that Washington children most in need of ECEAP are enrolled, within the state's allotted funding. The Early Learning Management System (ELMS) is designed to guide contractors through this process.

Steps to enrolling a family include recruitment, application, verification of eligibility, prioritization, and then enrollment. Not all eligible children will receive ECEAP services. Enrollment depends on the number of available slots for the children on the eligible, prioritized waiting list.

To ensure fair access to ECEAP, Contractors:

- Develop and implement a recruitment process to actively inform all families with eligible children of the availability of services.
- Consider linguistic and cultural diversity and community needs when developing recruitment strategies.
- Work with neighboring ECEAP, Head Start, and Tribal Sovereign Nation programs to ensure enrollment of as many eligible, high priority children as possible. This includes joint outreach efforts and referrals as determined by the service agreement.
- Encourage and assist families to apply for admission to the program.
- Verify eligibility of each applicant.
- Prioritize eligible children for enrollment in available slots.
- Maintain prioritized waiting lists so it is possible to quickly refill vacant slots and demonstrate statewide need for ECEAP.
- Ensure that ECEAP funds are only used for services for eligible children.

DCYF requires all ECEAP enrollment staff to record in ELMS which documents they viewed to determine child eligibility and prioritization. Contractors are not required to retain copies of these documents.

PAO-37 Child Recruitment

(1) Contractors must ensure ECEAP providers conduct ongoing recruitment throughout the year and maintain a viable waiting list in ELMS.

(2) ECEAP providers must focus their recruitment efforts on locating age-eligible children:
  (a) In state or tribal child welfare systems, including foster care, kinship care, Child Protective Services, and Family Assessment Response services.
  (b) With developmental delays or disabilities.
  (c) Who are McKinney-Vento eligible, as defined by the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act.
(3) Contractors must ensure ECEAP providers document their recruitment procedure and strategies in ELMS.

PAO-38 Eligibility for ECEAP Services

(1) A child is eligible for ECEAP if the child is at least three years old by August 31 of the school year, is not age-eligible for kindergarten, and is one of the following:
  (a) From a family with income at or below 36% of the state median income (SMI) according to DCYF.
  (b) Qualified by a school district for special education services under RCW 28A.155.020. All children with a school district Individualized Education Program (IEP) meet this requirement.
  (c) Experiencing homelessness as defined by the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act.
  (d) Has participated in Early Head Start (EHS) or a successor federal program providing comprehensive services for children from birth through two years of age, the early support for infants and toddlers program (ESIT) or received class C developmental services, the birth to three early childhood education and assistance program (B-3 ECEAP), or the early childhood intervention and prevention services program (ECLIPSE)
  (e) Is an Indian child, as defined by WAC 110-425-0030, and at or below 100% SMI.
  (f) From a family with income that exceeds 36% of the SMI (ESE) and impacted by specific prioritization factors identified by DCYF that are linked by research to school performance, within the limits set by DCYF and the State Legislature.
(2) Children who are eligible for ECEAP are not automatically enrolled in ECEAP. They must still be prioritized. (See PAO-48).
(3) Eligible, enrolled children maintain their eligibility for ECEAP until kindergarten, without reverification of income or prioritization factors. All previously enrolled children returning for a new school year may be reprioritized against new children when enrollment slots are limited.
(4) Children served by school district special education may be dually enrolled in ECEAP provided they are able to attend ECEAP hours per PAO-51.
(5) Children served by Head Start may not be dually enrolled in ECEAP. However, Head Start grantees awarded the Supplemental Funds Available to Extend Duration of Services in Head Start and Early Head Start may use those funds to extend ECEAP hours.
(6) Children served by Transition to Kindergarten (TK) may not be dually enrolled in ECEAP.
(7) Children who are age-eligible for kindergarten in the fall may be enrolled in School Day during summer quarter just prior to kindergarten only if they were enrolled in ECEAP the previous school year, in any model or with any ECEAP Contractor.

PAO-39 Additional Children Allowed for Enrollment

(1) A child is allowed to be enrolled in ECEAP as space is available when the child:
  (a) Is at least three years old by August 31, is not age-eligible for kindergarten, and has a family income above 36% SMI but less than or equal to 50% SMI and is impacted by at least one other specific prioritization factor identified by DCYF that is linked by research to school performance, or
  (b) Turns three years old after August 31st of the school year but otherwise meets the definition of eligible child in PAO-38(1)(a-f).

PAO-40 Eligibility for Working Day ECEAP

(1) Children are eligible for Working Day ECEAP if one of these applies:

(a) In single parent families, the parent must be employed, in a formal training program, approved for Child Protective Services child care, in WorkFirst activities listed on a DSHS Individual Responsibility Plan, in reasonable related travel, or in a combination of these activities for a minimum of 25 hours per week.
(b) In two-parent families, both parents must be employed, in a formal training program, approved for Child Protective Services child care, in WorkFirst activities listed on a DSHS Individual Responsibility Plan, in reasonable related travel, or in a combination of these activities for a minimum of 55 hours per week.
(c) In two-parent families, when one parent is disabled and unable to work and unable to care for the child while the other parent is working, the other parent must meet the single parent eligibility requirement.

(2) If a parent's work hours vary, contractors must average the weekly hours for the entire school year.
(3) Parents' work or training hours do not have to match the ECEAP class hours.
(4) Additionally,
(a) Families with children enrolled in Working Day ECEAP must continue to meet the Working Day eligibility requirements to enroll in a second year of Working Day ECEAP. Families that no longer meet the Working Day eligibility requirements are still eligible for Part Day or School Day ECEAP.
(b) For children returning from the previous year from any classroom model, staff update family work and training hours in ELMS before enrolling the child in a Working Day class in the new year.
(5) Children who are age-eligible for kindergarten in the fall may be enrolled in Working Day during summer quarter just prior to kindergarten only if they were enrolled in ECEAP the previous school year, in any model or with any ECEAP Contractor.

PAO-41 Verifying Eligibility

(1) Contractors must verify ECEAP eligibility in ELMS before initial enrollment, including parent or guardian's legal authority to enroll, child's age, family size, family income.
(a) Contractors must perform necessary steps to identifying an Indian Child as newly defined in 2024 through consultation with tribes. If a tribe cannot identify a child as Indian, but there is reason to believe that child meets qualifications, under WAC 110-110-0010 DCYF ECEAP qualified personnel will make that determination.
(b) Exception: Contractors have up to 90 calendar days to verify eligibility under certain circumstances when documentation is not immediately available such as homelessness, natural disasters, fire, domestic violence. In some cases, Kinship caregivers who do not have access to documents may fall in this exception. Children may begin class if presumed eligible and high priority. If the ELMS application is locked, contractors must contact ELMS Support to update the application within 90 calendar days, counting the child's first day attending class as day one.
(2) In ELMS, contractors must identify the documents used to verify eligibility.
(3) For each enrolled child, contractors must retain a statement signed by a staff person certifying that they viewed and verified documentation establishing the child's eligibility for ECEAP. Contractors must also retain a statement signed by the ECEAP child's parent/guardian certifying that to the best of their knowledge, the information entered on the application is true and correct. These statements are available on the DCYF child applications.
(4) In the absence of other documents to verify authority to enroll and family size, contractors may accept a parent or guardian's signed statement.
(5) Contractors must write and implement a verification procedure for enrollment of all children that avoids conflicts of interest and ensures staff do not verify eligibility for close relations or their own children.
(6) Child applications remain valid for eligibility purposes for the school year for which the family applied.
(a) Contractors must re-verify eligibility for children who never attended ECEAP, whose initial application was in the previous school year (July 1 to June 30).
(b) Contractors must verify eligibility for siblings applying for subsequent years.
(c) It is not necessary to re-verify eligibility for children who attended ECEAP and are still age-eligible, except for eligibility for Working Day ECEAP as noted in PAO-40.

PAO-42 Authority to Enroll Child

(1) A person has the authority to enroll a child into ECEAP if they are:

(a) The child's biological, adoptive, step, or foster parent.
(b) Awarded custody by a court via a Non-Parental Custody Decree.
(c) Granted temporary custody via a written temporary parental consent agreement, which:
  (i) Must be signed by both parents or explain why one parent is not available.
  (ii) Must be agreed by the parent and the person assigned temporary custody.
  (iii) Need not be approved by a court or notarized.
(d) Acting *in loco parentis* (in the place of a parent) by intentionally assuming the duties of a parent and responsible for exercising the day-to-day care and control of the child.

PAO-43 Calculating Family Size

(1) To establish family size for the purpose of determining state median income, contractors must count all people who meet all of the following criteria:
  (a) Living in the same household with the ECEAP child.
    (i) Exception: Do not include hosts of families temporarily sharing housing with relatives or others.
  (b) Related to the parent(s) or legal guardian(s) by blood, marriage, or adoption.
    (i) Include the ECEAP child and the child's parent(s) in this count.
  (c) Supported by the income of the parent(s) or legal guardian(s) of the ECEAP child.
    (i) Do not include household members age 19 or older who have earned or unearned income that covers half or more of their support.
(2) Exception: For children in foster care, in kinship care, or adopted from foster or kinship care, count only the ECEAP child.

PAO-44 Whose Income to Count

(1) When determining a child's income eligibility, contractors must count the income received by the ECEAP child's parent(s) or guardian(s).
(2) Exceptions:
  (a) For a child in foster care, count any child grant income as zero.
  (b) For a child in kinship/relative care, count any child grant as zero.
  (c) For children adopted after foster or kinship care, count any child grant as zero.
  (d) For a family sharing housing with relatives or others, count only the income of the child's parents or guardians. Do not count the income of hosts.

PAO-45 Which Income to Count

(1) For each family, contractors may calculate income from either the previous calendar year or the previous 12 months, whichever more accurately reflects the needs of the family.
(2) For the purpose of determining ECEAP eligibility, count all income of the ECEAP child's parents including:
  (a) Gross wages or salaries, before taxes and deductions.
  (b) Net income from self-employment.
  (c) Income received in a regular or periodic manner such as:
    (i) Alimony.
    (ii) Annuity payments.
    (iii) Child support, only if required by a legally binding child support order.
    (iv) Emergency assistance cash payments.
    (v) Insurance payments that are regular (not one-time).
    (vi) Retirement or pension payments.
    (vii) Scholarships, grants, or fellowships for living expenses.
    (viii) Social Security benefits
    (ix) Strike benefits.
    (x) State or Tribal Temporary Assistance for Needy Families (TANF) grants.

(xi) Training stipends.
(xii) Tribal income, if taxable.
(xiii) Unemployment or Workers' Compensation.
(xiv) Veteran's benefits.

(d) Interest and dividends from assets.
(e) For uniformed services members, all entitlements (pay and allowances) reported on Leave and Earnings Statements, **except** Basic Allowance for Housing (BAH), Basic Allowance for Subsistence (BAS), Family Separation Housing (FSH), and Hostile Fire Pay/Imminent Danger Pay (HRP/IDP).
(f) Gambling or lottery winnings.

(3) Subtract from income documented child support payments to another household, only if required by a legally binding child support order.
(4) Do not count as income:
(a) Adoption Support grant after foster or kinship care issued in a child's name.
(b) Cash from the sale of an asset or bank withdrawals not subject to capital gains.
(c) Food or housing received in lieu of wages.
(d) Foster Care grant issued in a child's name.
(e) Foster Care Grant for non-ECEAP child.
(f) Kinship Care grant issued in a child's name.
(g) Non-cash benefits such as SNAP or Basic Food, housing assistance, Medicaid, Medicare, school lunches, or employer-paid fringe benefits.
(h) One-time gifts, loans, inheritances or insurance settlements.
(i) Scholarships or educational grants for tuition.
(j) Tax refunds.
(k) Social Security benefits issued in a child's name.
(l) Stimulus payments due to natural disasters, pandemics, or state of emergency.

PAO-46 When a Child Lives in Two Households

(1) When a child lives in two households, contractors must first determine if there is a primary household. If so, use that household only for determining family size and income. A household is primary if, for example, either the parenting plan awards one household primary custody or one household receives child support from the other household, in which case the receiving household is primary.
(2) When neither household is primary and neither household receives child support from the other household, both of the following apply:
(a) Count the family size for both households and divide by two. If the resulting number is a fraction, round up to the nearest whole number.
(b) Count half of each of the incomes for the two parents who share legal custody. Do not count the income of their current spouses or partners, if any.

PAO-47 Verifying Annual Income

(1) Contractors must verify family income before determining whether a child is eligible to participate in ECEAP. Verification of annual income is required for most ECEAP applicants,
(2) To verify income, contractors must view documentation such as:
(a) Income tax forms, W-2 forms, or 12 months of pay stubs or pay envelopes.
(b) Leave and Earnings Statements for uniformed services members.
(c) Documentation of public assistance or other benefits.
(d) Child support orders.
(e) A statement of income signed by the employer or parent, if no other documentation of income is available.
(3) Children who enrolled and attended are allowed to remain in ECEAP until they are age-eligible for kindergarten, without re-verification.

(4) Under specific circumstances, contractors may choose to use the previous months or current month's income to determine eligibility, rather than the annual income.
   (a) Annual income must first be verified and entered in ELMS.
   (b) This choice applies when a family's current income is significantly decreased from their annual income due to death, divorce, unplanned job loss, or similar unexpected circumstance.
   (c) The reason for this exception must be documented in ELMS.

PAO-48 Prioritization

(1) Contractors must prioritize children for available ECEAP slots starting first with eligible children (PAO-38), and then children allowed for enrollment (PAO-39) if space remains. To do this, contractors must use the priority point system available on the ECEAP webpage and built into ELMS. This point system is based on:
   (a) State law regarding priority for children in eligible and allowable categories.
   (b) DCYF research on factors that impact school readiness and success.
   (c) Child age, with priority for children who are within one year of kindergarten age.

PAO-49 Exceeds SMI Eligibility (ESE) Slots

(1) Contractors may provide ECEAP services to children who exceed SMI eligibility (ESE) who are impacted by specific prioritization factors identified by DCYF that are linked by research to school performance.
   (a) Contractors must actively recruit and enroll income-eligible children within their service area.
   (b) Contractors must make every effort to fill slots first with children who are eligible according to PAO-38. These children are;
      (i) at or below 36% SMI
      (ii) on IEPs
      (iii) experiencing homelessness,
      (iv) previously enrolled in Early ECEAP, EHS, ESIT, or ECLIPSE,
      (v) an Indian child as defined by WAC 110-425-0030 at or below 100% SMI
      (vi) within the entitled ESE group which is up to 10% of slots statewide.
   (c) Contractors may enroll additional ESE allowable children who are up to 50% SMI as space is available, up to the initial ESE limit assigned by DCYF to each contractor annually. DCYF may adjust limits throughout the year upon contractor request.
   (d) DCYF will consider the following factors when reviewing requests for additional over-income slots:
      (i) The statewide number of enrolled ESE children.
      (ii) The similarity of the income levels, priority points, and prioritization factors of the children described in the applications and other ECEAP children enrolled in ESE slots.
      (iii) The statewide plan to serve all income-eligible children from families who choose to participate.
      (iv) The requesting contractor's need to fill slots to fully enroll a class to ensure access to services for income-eligible children.
      (v) The presence of unserved, income-eligible children in other locations in the state.
(2) For the purposes of the ESE limit, all children are counted at the time of their first ECEAP enrollment as either income-eligible or ESE.
   (a) Children who enter ECEAP who are eligible as defined in PAO-38(1a-e) do not count against the ESE limit, even if they do not qualify by income.
   (b) If a child enters ECEAP using an ESE slot and then during the year an active IEP is entered in ELMS for the child or they become McKinney-Vento eligible they will no longer count against the ESE limit.

PAO-50 Waiting Lists

(1) Contractors must maintain active prioritized waiting lists in ELMS.
(2) For the purposes of statewide statistics, staff must complete the ELMS prescreen for all children on the waiting list.

(3) ECEAP waiting lists may include children who are also on a Head Start waiting list, for children who might enroll in either program.
(4) Contractors must remove a child from waiting lists in ELMS when they learn the child no longer needs services or has enrolled in Head Start. ELMS will remove children when they are no longer age-eligible.

PAO-51 Availability for Enrollment

(1) Contractors must only enroll children who are available to attend during scheduled class hours, with the exception of **temporary** absences.
  (a) For Part Day and School Day classes, children must be regularly available to attend scheduled class hours.
  (b) For Working Day classes, children must be available to attend six or more hours per day and at least four days per week.

PAO-52 Enrollment

(1) Contractors must ensure ECEAP providers:
  (a) Begin all Working Day classes no later than the first business day in July of each state fiscal year.
  (b) Begin all Part Day and School Day classes no later than September 30 of each state fiscal year.
  (c) Fill each funded ECEAP slot within 45 calendar days. To establish 45 calendar days:
    (i) At the beginning of the year, count the first day of class as day one.
    (ii) When a child exits, count the last day the child attended class in person as day one.
    (iii) When an expected child did not attend, count the first day of class or the last day a child attended in that slot as day one.
    (iv) ECEAP slots must only be filled with children who are available for enrollment per PAO-51.
  (d) Complete enrollment in ELMS per the EMLS Minimum Data Entry Requirements.
  (e) Consider a slot full when a child attends class in person and their actual start date is entered in ELMS.
  (f) Create an enrollment policy with processes for application completions and enrollment timelines. The policy must include how the program will:
    (i) Complete all enrollment requirements in ELMS per the ELMS Minimum Data Entry Requirements.
    (ii) Plan for and implement accommodations for children with developmental delays or disabilities and/or individual care plans.
    (iii) Ensure enrollment timelines in (1)(a) are met.
  (g) Contact their CQI Specialist for support when they are unable to fill a vacant slot within the 45-day timeline or if timelines were not met and there are vacant slots with children on the waitlist.
(2) Exceptions:
  (a) It is optional to fill vacancies when the last day the exiting child attended class was in the final 60 calendar days of the school year, except in Working Day classes.
  (b) ECEAP classes that share classrooms with Migrant/Seasonal Head Start may begin when the room is available in October. ECEAP classes that share classrooms with Migrant/Seasonal Head Start must fill each funded ECEAP slot by October 30.

PAO-53 Serving Non-ECEAP Children in the Same Classroom

(1) Contractors may serve children who are not eligible for ECEAP in the same classroom with ECEAP children, providing:
  (a) The total proportional share of costs for non-ECEAP children is covered by funds, or in-kind contributions, from sources other than ECEAP dollars.
  (b) ECEAP Performance Standards are met for all ECEAP children.
  (c) The contractor reports the number of non-ECEAP children accurately in ELMS and updates this in monthly reports.

PAO-54 Free-of-Charge

(1) ECEAP services must be free-of-charge to all enrolled families.
  (a) If the contractor receives Working Connections Child Care or Tribal Child Care Development Fund subsidy for the child, they may:
    (i) charge the allowable family copayment.
    (ii) charge a late fee if the family is late in picking up their child beyond the 10-hour day.
(2) ECEAP providers may accept voluntary donations.
(3) ECEAP providers must ensure that all parents have opportunities to fully participate in ECEAP activities.
(4) No parent will be requested or required to contribute money, food, or supplies with a monetary value.
(5) ECEAP providers are encouraged to invite parents to volunteer time but may not require it.
(6) A contractor must ensure ECEAP providers use program funds for the provision of diapers for enrolled children during the program day.

PAO-55 Subcontractors

(1) Contractors must:
  (a) Orient and train subcontractors on current ECEAP Performance Standards.
  (b) Monitor and ensure subcontractors' compliance with all ECEAP requirements.

PAO-56 Inclusive Environments Policy

(1) Contractors must ensure ECEAP providers have a written policy to support all children in inclusive environments. Policy must include:
  (a) Philosophy,
  (b) Strategies,
  (c) Plans to individualize accommodations, and
  (d) Plans to ensure that each child and family has access to inclusive high-quality early childhood programming and the opportunity to participate in a broad range of activities in a regular early childhood program.
  (e) Plans to ensure classrooms are balanced, under WAC 392-172A-01152 to maintain a regular early childhood program.

PAO-57 Contagious Disease Prevention Policy and Procedure

(1) Contractors must ensure ECEAP providers:
  (a) Establish contagious disease prevention policies and procedures in accordance with local or tribal health department guidelines or OSPI "Infectious Disease Control Guide for School Staff."
  (b) Follow universal precautions for prevention of transmission of blood borne pathogens.

PAO-58 Curriculum – Nutrition and Physical Activity Policy

(1) Contractors must ensure ECEAP providers create a nutrition and physical activity policy which includes:
  (a) Promotion of nutrition activities that are inclusive of children's cultures and abilities.
  (b) Promotion of healthy movement and physical activities for children of all abilities.
  (c) How these activities are implemented in the curriculum.

PAO-59 Documentation Requirements

(1) Contractors must ensure ECEAP providers document compliance with ECEAP Performance Standards in ELMS and SmartTeach™ as the systems of record. Documentation is subject to review by the DCYF ECEAP and the State Auditor's Office.
  (a) When ECEAP Program Monitoring occurs in September through December, contractors must provide documentation from the previous school year.
(2) Contractors must monitor and ensure subcontractors' compliance with all ECEAP requirements and maintain records of their monitoring.

PAO-60 Administrative Documents

(1) Contractors must maintain current:

(a) Community assessment.
(b) Confidentiality policy and procedures.
(c) Conflict of interest policy.
(d) Compliance agreements, if any.
(e) ECEAP Performance Standards, at each service site.
(f) Waiver and Variance to Standards approved by DCYF ECEAP.
(g) Fiscal management policies.
(h) Parent and community complaint resolution procedures.
(i) Parent Policy Council date(s), topics, attendance and minutes, as applicable.
(j) Documentation of family engagement opportunities including dates, topics, publicity, and attendance, as applicable.
(k) Personnel policies (attendance, conduct, pay, benefits, professional development, and performance evaluation).
(l) Program Self-Assessment.
(m) Travel policies, unless state travel regulations are followed (see ECEAP Contract).
(n) Diversity Equity and Inclusion Policy

PAO-61 Family Partnership Documents

(1) Contractors must ensure ECEAP providers retain parent education topics and attendance for *two years* after their completion.
(2) Contractors must ensure ECEAP providers maintain *current* family/program handbook or written communications, with translations as appropriate.