

School Year Applying for: _____

Return to: _____

Section 1: Child Information

| Legal First Name | Middle Name | Legal Last Name |
|--|-----------------|-----------------------|
| Child Date of Birth _____ | Nick Name _____ | Gender Identity _____ |
| Is this child a member of a tribal nation? | Yes | No |
| IEP - Is this child on an Individualized Education Program (IEP)? | Yes | No |
| CPS - Is this child's family actively involved in and/or receiving support from Tribal or State systems including Child Protective Services (CPS), Family Assessment Response (FAR), Indian Child Welfare (ICW), comparable tribal services, or law enforcement/court system regarding child abuse, neglect, or sexual assault? | Yes | No |
| Foster Care - Is this child in official foster care? <i>This means there is a caregiver authorization from a state or tribe that says this is a <u>foster care</u> placement</i> | Yes | No |
| Kinship - Is this child in kinship care with a relative or suitable other, with or without a grant? | Yes | No |
| Adopted after foster/kinship care - Was this child adopted after foster care, kinship care, or after living in an orphanage in another country (<i>This does not include other adoptions</i>)? | Yes | No |

Housing (select one)

- Rent or own an adequate residence
- Doubled-up with another family for convenience, choosing to be close to family or friends, or choosing to save money for future plans
- Doubled-up with another family due to loss of housing, economic hardship, or a similar reason
- In an emergency or transitional shelter
- Sleeping in a hotel, motel, car, park, campsite, or similar location
- Moving from place to place (couch surfing)
- Inadequate housing such as no water, heat or electricity; excessive mold; or no cooking facilities

Language This child speaks (select only one)

- Only English Child's first language: _____
- Mostly English, and some of another home language
- Some English, but mostly another home language Child's second language: _____
- English and another language at age level (bilingual)
- Only a home language other than _____

Is this child Hispanic/Latino? Yes No

- | | | |
|--|---|--|
| <input type="checkbox"/> Argentinian | <input type="checkbox"/> Guatemalan | <input type="checkbox"/> Puerto Rican |
| <input type="checkbox"/> Bolivian | <input type="checkbox"/> Honduran | <input type="checkbox"/> Salvadoran |
| <input type="checkbox"/> Chilean | <input type="checkbox"/> Mexican or Mexican-American (Chicano) | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Colombian | <input type="checkbox"/> Nicaraguan | <input type="checkbox"/> Uruguayan |
| <input type="checkbox"/> Costa Rican | <input type="checkbox"/> Panamanian | <input type="checkbox"/> Venezuelan |
| <input type="checkbox"/> Cuban | <input type="checkbox"/> Peruvian | <input type="checkbox"/> Latin American |
| <input type="checkbox"/> Dominican | | <input type="checkbox"/> Other <i>Hispanic or Latino</i> |
| <input type="checkbox"/> Ecuatorian (Ecuadorian) | | |
-

What race(s) do you consider this child? *(Check all that apply)*

- | | | |
|---|---|---|
| <input type="checkbox"/> White | <input type="checkbox"/> American Indian | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Chehalis | <input type="checkbox"/> Fijian |
| <input type="checkbox"/> Alaska Native | <input type="checkbox"/> Chinook | <input type="checkbox"/> Guamanian |
| <input type="checkbox"/> Aleut (Unangan) | <input type="checkbox"/> Colville | <input type="checkbox"/> Kosraean |
| <input type="checkbox"/> Alutiiq | <input type="checkbox"/> Cowlitz | <input type="checkbox"/> Mariana Islander |
| <input type="checkbox"/> Athabaskan | <input type="checkbox"/> Duwamish | <input type="checkbox"/> Marshall Islander |
| <input type="checkbox"/> Eskimo (Inupiaq or Yupik) | <input type="checkbox"/> Hoh | <input type="checkbox"/> Melanesian |
| <input type="checkbox"/> Eyak | <input type="checkbox"/> Jamestown | <input type="checkbox"/> Micronesian |
| <input type="checkbox"/> Haida | <input type="checkbox"/> Kalispel | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Tlingit | <input type="checkbox"/> Kikiallus | <input type="checkbox"/> Palauan |
| <input type="checkbox"/> Tsimshian | <input type="checkbox"/> Lower Elwha | <input type="checkbox"/> Papua New Guinean |
| <input type="checkbox"/> Other Alaska Native | <input type="checkbox"/> Lummi | <input type="checkbox"/> Ponapean (Pohnpeian) |
| | <input type="checkbox"/> Makah | <input type="checkbox"/> Samoan |
| | <input type="checkbox"/> Muckleshoot | <input type="checkbox"/> Solomon Islander |
| | <input type="checkbox"/> Nisqually | <input type="checkbox"/> Tahitian |
| | <input type="checkbox"/> Nooksack | <input type="checkbox"/> Tarawa Islander |
| | <input type="checkbox"/> Port Gamble Klallam | <input type="checkbox"/> Tokelauan |
| | <input type="checkbox"/> Puyallup | <input type="checkbox"/> Tongan |
| | <input type="checkbox"/> Quileute | <input type="checkbox"/> Trukese (Chuukese) |
| | <input type="checkbox"/> Quinault | <input type="checkbox"/> Vanuatuan/New Hebrides |
| | <input type="checkbox"/> Samish | <input type="checkbox"/> Yapese |
| | <input type="checkbox"/> Sauk-Suiattle | <input type="checkbox"/> Other Pacific Islander |
| | <input type="checkbox"/> Shoalwater | |
| | <input type="checkbox"/> Skokomish | |
| | <input type="checkbox"/> Snohomish | |
| | <input type="checkbox"/> Snoqualmie | |
| | <input type="checkbox"/> Snoqualmoo | |
| | <input type="checkbox"/> Spokane | |
| | <input type="checkbox"/> Squaxin Island | |
| | <input type="checkbox"/> Steilacoom | |
| | <input type="checkbox"/> Stillaguamish | |
| | <input type="checkbox"/> Suquamish | |
| | <input type="checkbox"/> Swinomish | |
| | <input type="checkbox"/> Tulalip | |
| | <input type="checkbox"/> Upper Skagit | |
| | <input type="checkbox"/> Yakama | |
| | <input type="checkbox"/> Other American Indian | |
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Section 2: Family Contact Information

| | | | | |
|--------------------------------|--|-----------------|-------|-----|
| Contact 1: | Relationship to Child: | | | |
| Parent or Guardian Birth Date: | Do you need an interpreter to communicate with English speakers? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what language(s) do you speak? | | | |
| Physical Address | Apt Number | City | State | Zip |
| Mailing Address | Apt Number | City | State | Zip |
| Email | Phone | Alternate Phone | | |

| | | | | |
|--------------------------------|------------------------|--|--|--|
| Contact 2: | Relationship to Child: | | | |
| Parent or Guardian Birth Date: | | | | |

| | | | | |
|--------------------------------|------------------------|--|--|--|
| Contact 3: | Relationship to Child: | | | |
| Parent or Guardian Birth Date: | | | | |

| | | | | |
|--------------------------------|------------------------|--|--|--|
| Contact 4: | Relationship to Child: | | | |
| Parent or Guardian Birth Date: | | | | |

Section 3: Child lives with

- One parent/guardian (Name): _____ **Skip to section 4**
- Two parents/guardians in same household (Names): _____

_____, _____

- Two parents/guardians in two households

If this is checked, answer these questions to determine which parents' income is counted for ECEAP eligibility.

Does one household have primary legal custody? Yes No

If **yes**, which parent has primary custody? _____

Spouse of this parent, if any _____ **Skip to section 4**

If **no**, ECEAP will count the income from the legal parent/guardian for each household. Do not include their spouses. Enter the legal parents' names here:

Household 1: _____ Household 2: _____

Section 4: Estimated Family Size

To establish family size for the purpose of determining federal poverty level, count all people who meet all of the following criteria:

- Living in the same household with the ECEAP child.
 - Exception: Do not include hosts of families temporarily sharing housing with relatives or others.
- Related to the parent(s) or legal guardian(s) by blood, marriage, or adoption.
 - Include the ECEAP child and the child's parent(s) in this count.
- Supported by the income of the parent(s) or legal guardian(s) of the ECEAP child.
 - Do not include household members age 19 or older who have earned or unearned income that covers half or more of their support.

For special rules to count family size when there is joint custody with no primary parent and no child support, see the ECEAP Performance Standards, section B.

Exception: For children in foster or kinship/relative care, count only the children in foster care or covered by a payment from the state or a tribe for kinship/relative care.

Household 1 - Estimated family size, using the instructions above _____

Household 2 (if applicable) - Estimated family size, using the instructions above _____

Section 5: Parent Employment, Training, and Other Activities

Answer the following questions for each parent/guardian listed in question #3.

Do not count the same hours in more than one category. For example:

- Do not count the same hours of the week in both employment and WorkFirst.
- Do not count the same CPS child care hours separately for two parents

| | Parent/Guardian #1 Name: | Parent/Guardian #2 Name: |
|--|--|--|
| Employed? | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| a. If yes, average paid hours per week | | |
| b. If yes, enter employer name (don't enter unknown or N/A) | | |
| c. If yes, enter employer phone number or email | | |
| In school or job training? | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| a. If yes, class hours per week | | |
| b. If yes, study hours per week (maximum 10) | | |
| c. If yes, enter name of school or training organization. | | |
| d. If yes, enter goal or major. | | |
| Travel between child care and work/school? | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| a. If yes, hours per week (maximum 10) | | |
| CPS/FAR/ICW child care hours not counted above? | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| a. Additional hours per week of child care approved by CPS | | |
| Approved WorkFirst hours not counted above? | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| a. If yes, name of activity. | | |
| b. If yes, total hours per week | | |
| Disabled parent unable to work and unable to care for the child while the other parent works? | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If either parent has more than 55 hours total per week, explain: | | |

Section 6: Estimated Family Income

Enter the estimated total annual income received by this child's parent(s) or guardian(s) named in question 3 above.

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Section 7: How did you find out about ECEAP

- DCYF website Community event Flyer ECEAP employee Word of mouth
 Caseworker Media Community agency - Name of agency: _____
 Other

Section 8: Survey for Statewide Planning

If you could choose the length of day for your child's preschool, which is best for your child and family?
Please note, these options may not all be available in your community this year.

- Part Day – about three hours, three or four days a week.
 School Day – about six hours, four or five days a week.
 Working Day – available all day, all year, like a child care center.