

# 2022-23 EARLY ECEAP PERFORMANCE STANDARDS



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 2022-23 Early ECEAP Performance Standards

The Early, Early Childhood Education and Assistance Program (Early ECEAP) is Washington State's center based, 0-3 program that supports children and families who are furthest from opportunity. Early ECEAP provides high-quality comprehensive services that focus on the whole child. Children receive relationship based, individualized, child-centered services including education, health coordination and family support services. Early ECEAP is modeled after the Early Head Start program, while weaving together Early Head Start and ECEAP standards.

The Early ECEAP Performance Standards explain the service delivery requirements of the Washington State, Early- Early Childhood Education and Assistance Program (Early ECEAP). They serve as the basis for Early ECEAP program monitoring. Contractors must comply with the Performance Standards as part of their contract with the Department of Children Youth and Families. ECEAP Contractors must also comply with all applicable federal, state, tribal or 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 2022 Standards will be in effect beginning July 1, 2022 and until the full progression of aligned child care licensing, Early Achievers, and ECEAP standards are released.

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

- Provide a comprehensive center based infant/toddler 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 Early ECEAP cherishes their child.

### A Brief History (2019-2022)

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

In 2019, ECEAP convened a group of stakeholders in a design team, to develop the first iteration of these standards. We have been working from these drafted standards and the Early Head Start model since the beginning of Early ECEAP services on July 1, 2020.

During this time period (2020-2022), Early ECEAP engaged with a variety of staff from the ten Early ECEAP pilot programs in monthly Performance Standards Café meetings, where in collaboration we learned how these standards were being implemented while informing the current 2022 version. We are in deep appreciation for the many contractor staff that joined us, lent us their time and valuable perspectives.

Revisions = grey

Additions= yellow

From Early Head Start standards = green text

## Intent and Authority

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

### IA-1 EARLY 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.

**“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.

**“Anti-Bias Education (ABE)”** an approach that 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 with children. It also includes an emphasis on adult anti-bias growth and understanding of the systemic dynamics of oppression.

**“Affirmative Action”** 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.

**“Annual Learning Plan”** means the annual plan that focuses on each staff’s professional development goals.

**“Contractor”** means the organization providing EARLY ECEAP services under a signed contract with the Washington State Department of Children, Youth, and Families.

**“Cultural” or “culturally”** means in a way that relates to the ideas, customs, and social behavior of different societies.

**“Culturally Relevant and Culturally Responsive”** refers to theories that are often considered and paired together and yet are built from different strands of research and thought. Simply, relevancy means children see and experience themselves, their families and culture in the classrooms, they experience their full identities affirmed. Responsive means Teachers and staff weave into the teaching the children’s cultural ways of knowing, finding what works for each child. Each are theories that are founded on the belief that children bring assets and prior knowledge to their learning, while confronting systems that focus on deficit thinking.

**“Co-Create”** means the process that occurs in partnerships where both families and staff build a mutual understanding of a shared purpose, with each providing ideas to create a plan together. In this process, power is shared by both.

**“Curriculum”** means 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.

**“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. (Source: The Washington State Early Learning and Development Guidelines.)

**“ELMS”** means the Early Learning Management System, the database where Contractors enter EARLY ECEAP program and child information.

**“Family Partnership”** 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 an opportunity for growth. In family partnerships, or in partnership with families, the staff of an Early ECEAP contractor and members of the family, typically the parents or guardians are both working towards a shared family focus, each have tasks or responsibilities. Family partnerships are activities and strategies which 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 Early ECEAP program; including shared governance.

**“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](#)

**“Inclusion”** embodies the values and practices that create access to individualized opportunities for every child and their family. State agencies, 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.

**“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. This must be informed by any existing:

- Individualized Education Program (IEP)
- Individual Health Plan
- 504 plan
- Individualized Family Service Plan (IFSP)

**“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.

**“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.

**“Positive Behavior Support Plan”** means a specific plan to meet the individual behavioral needs of a child due to trauma, learning difficulties, or emotional and behavioral challenges.

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

**“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 EARLY ECEAP services under a contract or interagency agreement with an EARLY ECEAP contractor. All services provided by subcontractors must comply with these EARLY 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 Child”** (*Temporary definition*) Children are considered tribal if they are members of sovereign tribal nations that have a government-to-government relationship with the U.S. government. This is verified through site approval if enrolling at a tribal site, or parent report if enrolling at a non-tribal site.

**“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.

**“WELS”** means a web-based early learning data system used by Early Achievers partners including DCYF, University of Washington and Child Care Aware/ regional lead agencies to track and maintain data including facility/sites participation, evaluation information, and quality improvement progress.

## IA-2 Non-Discrimination

- (1) Contractors must not deny service to, or discriminate against, any person who meets the eligibility criteria for EARLY ECEAP on the basis of sex, gender identity, race, ethnicity, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, family configuration, sexual orientation, gender expression, culture, or public assistance recipient status.
- (2) Contractors 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 must have a written nondiscrimination policy addressing:
  - (a) At least the factors listed in section (1) of this section,

- (b) Includes the process for family complaints
- (c) Includes the process for informing and training staff on nondiscrimination policy
- (4) Non-discrimination policy should be included in parent handbook, or other written communications, with translations as appropriate.

## Child Outcomes

Positive child outcomes are supported by the requirement that all children in EARLY ECEAP receive an approved developmental screening, followed by developmental monitoring through the use of 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 EARLY ECEAP.

### CO-1 Developmental Screening and Referrals

- (1) In collaboration with each child's parent and with parental consent, a contractor must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days counting the child's first day attending class as day one. To obtain accurate outcomes, each Infant/Toddler must be screened using the correct age interval questionnaires per the screening tool.
- (2) The developmental screening tool must:
  - (a) Be valid and reliable
  - (b) Be sensitive to the cultural and linguistic needs of enrolled children and families
- (3) A contractor must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.
- (4) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through:
  - (a) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,
  - (b) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.
- (5) If a child is determined to be eligible for services under IDEA, the contractor must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services.
- (6) If, after the formal evaluation described in this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the contractor must:
  - (a) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,
  - (a) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.
  - (c) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act 18 if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the

Rehabilitation Act<sup>14</sup>, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.

(d) A program **may** use program funds for such services and supports when no other sources of funding are available.

- (1) Staff must document developmental screening dates, results, referrals, follow-ups, and IEP dates in Early Learning Management System (ELMS).

## CO-2 Transition

### Implementing transition strategies and practices

- (1) An Early ECEAP program must, in partnership with families, co-create and implement strategies and practices to support successful transitions for children and their families transitioning out of Early ECEAP.

(a) Transition plans must be entered into the ELMS system under the Transition Tab, in an initial and ongoing way.

### Timing & criteria for transitions

- (2) Programs must, at least six months prior to each child's third birthday, implement transition planning for each child and family that:

(a) Planning includes discussions with parent on;

(i) the child's developmental level and health and disability status,

(ii) progress made by the child and family while in Early ECEAP, current and changing family circumstances

(iii) the availability of ECEAP, Head Start, and other early education and child development services in the community that will meet the needs of the child and family; and,

(b) Collaborates with Family to assist as needed to:

(i) Create a shared understanding of their child's progress during Early ECEAP,

(ii) Highlight practices they use to effectively provide academic and social support for their children during their transition to ECEAP or Head Start and foster their continued involvement in the education of their child;

(iii) Provide supports for the exercise of rights and responsibilities concerning the education of their children, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and,

(iv) Implement transition strategies and practices both in the home and school

(c) Transitions the child into the next placement as soon as possible after the child's third birthday but permits the child to remain in Early ECEAP to the end of the program year following the child's third birthday if necessary for an appropriate transition.

(d) For children with an IFSP who are transitioning out of Early ECEAP, collaborate with the parents, and the local agency responsible for implementing Part B of IDEA, to ensure appropriate steps are undertaken in a timely and appropriate manner to determine the child's eligibility for services and to support the child and family as they transition to a new setting.

(e) **Community collaborations for transitions** A contractor must collaborate with the next placement to support family engagement.

At a minimum, such strategies and activities must include:

(i) Coordination to ensure children's relevant records are transferred to ECEAP or Head Start or the next placement in which a child will enroll, consistent with privacy requirements;

(ii) Communication between appropriate staff and their counterparts in Head Start or ECEAP to facilitate continuity of learning and development, consistent with privacy requirements and,

(iii) Participation, as possible, for joint training and professional development activities for ECEAP or Head Start teachers and staff.

**(f) Learning environment activities**

A contractor must implement strategies and activities in the learning environment that promote successful transitions to ECEAP or Head Start for enrolled children, and at a minimum, include approaches that familiarize children with the transition to ECEAP or Head Start and foster confidence about such transition.

**CO-3 Observation and Assessment for Individualization**

- (1) A contractor must conduct standardized and structured observation based assessments for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Washington State Early Learning and Development Guidelines Such assessments must result in usable information for teachers and parents and be conducted with sufficient frequency to allow for individualization within the program year.
- (2) A contractor must regularly use information from paragraph (1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings.
- (3) If warranted from the information gathered from paragraphs (1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.

**Characteristics of screenings and assessments**

- (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.
- (2) If a contractor serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:
  - (a) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;
  - (b) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,
  - (c) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.
- (3) If a contractor serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments
- (4) If a contractor serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

**CO-4 Individualization, Teaching and the Learning Environment.**

A center-based program must ensure teachers and other relevant staff in partnership with parents; provide relationship based responsive care, effective and culturally relevant teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the Washington State Early Learning and Development Guidelines, including for children with disabilities.

A program must also support implementation of such environment with integration of regular and ongoing reflective practice, reflective supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through of this section.

(b) Effective teaching practices.

(1) Teaching practices must:

(i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities;

(ii) Focus on understanding and facilitating each child's individual developmental patterns by aligning with and using the Washington State Early Learning and Development Guidelines and framework for reflective partnership and planning with families.

(2) Integrate child assessment observations from both parents and teachers, portfolios and child created works in individual and group planning; and,

(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, creative arts, and physical development.

(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. These practices must:

(a) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;

(b) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.

(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, activities of daily living plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

(1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,

(a) Materials and space for learning. To support implementation of the curriculum and the requirements described in paragraphs (a), (b) of this section a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.

(b) Promoting learning through approaches to rest, meals, routines, and physical activity. A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and provides a regular time every day at which children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

## Family Engagement and Partnerships

Relationship-based family partnerships are an essential component of EARLY ECEAP comprehensive services. A contractor must integrate parent and family engagement strategies into all systems and program services to support family well-being. Using Mobility Mentoring®, an innovative two-generation approach that addresses the prevalent needs of families, EARLY 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 reflective coaching and mentoring process continues for as long as the family participates in the program, based on parent interest and need.

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 Parent and family engagement in education and child development services

### Purpose

(1) Early ECEAP must structure education and child development services to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.

### Engaging parents and family members

- (2) A contractor must offer opportunities for parents and family members to be involved in the program's education services and implement policies to ensure:
- (a) The contractor's settings are open to parents during all program hours;
  - (b) Teachers regularly communicate with parents to ensure they are well-informed about their child's routines, activities, and behavior;
  - (c) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;
  - (d) Parents and family members have opportunities to volunteer in the class and during group activities;
  - (e) Teachers inform parents, about the purposes of and the results from screenings and assessments and discuss their child's progress;

## FEP-2 Family engagement approach

### Purpose

(1) A contractor must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.

### Family engagement approach

- (2) A contractor must:
- (a) Recognize parents as their children's primary teachers and nurturers and implement

intentional strategies to engage parents in their children’s learning and development and support parent-child relationships, including specific strategies for father engagement;

- (b) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
- (c) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
- (d) Provide parents with opportunities to participate in the program as employees or volunteers;
- (e) Conduct family engagement services 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; and,
- (f) Implement procedures for teachers, and family support staff to share information with each other, as appropriate and consistent with the requirements in; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

### **FEP-3 Parent activities to promote child learning and development**

- (1) A contractor must promote shared responsibility with parents for children’s early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development. These strategies must include:
  - (a) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;
  - (b) Providing parents with information about the importance of their child’s regular attendance, and partner with them, as necessary, to promote consistent attendance; and,
  - (c) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.
  - (d) A contractor must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents’ knowledge and offers parents the opportunity to practice parenting skills to promote children’s learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

### **FEP-4 Family partnership services**

#### **Family partnership process**

- (1) A contractor must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

**Identification of family strengths and needs**

- (2) A contractor must implement family assessment procedures to identify family strengths and needs using the Mobility Mentoring® model.

**Individualized family partnership services**

- (3) A contractor must offer individualized family partnership services that:
- (a) Invites and collaborates with families to identify interests, needs, and aspirations related to the family engagement outcomes described in Mobility Mentoring®;
  - (b) Help families achieve identified individualized family engagement outcomes;
  - (c) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;
  - (d) Assign staff and resources based on the urgency and intensity of identified family needs and goals.

**Existing plans and community resources**

- (4) In implementing this section, a contractor must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

**FEP-5 Parent-Teacher Conference**

- (1) Teachers hold a combined total of four parent conferences and home visits (and, as needed), for during the program year (July-June), to enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress and activities in the program;

Teachers conduct at least **two** home visits per program year for each family, including one before the program year begins, if feasible, to engage the parent's in the child's learning and development.

- (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) Virtual, phone or email contact may be used in place of face-to-face visits for additional conferences, follow-up conversations or during Non-Traditional Remote Service (see PAO-65).

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-4 Family Partnership Support Visits**

- (1) Contractors must ensure EARLY ECEAP family support staff provide a minimum of one family support visit per family, per quarter.
- (a) Contractors must schedule visits to align with EARLY ECEAP Mobility Mentoring® checkpoints.



- (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 may provide additional family support visits as needed, based on each family's strengths, needs, and requests. Virtual, phone or email contact may be used in place of face-to-face visits for additional conferences, follow-up conversations or during Non-Traditional Remote Services.

### FEP-5 Family Partnership Support Visit Content

- (1) Contractors must 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
  - (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) Staff must document in ELMS:
  - (a) Date, location, topics and summary of discussion for each family support visit.
  - (b) Follow-up plans.
  - (c) Follow-up contacts outside of regular family support visits.
  - (d) Shared visits with Head Start or Home Visiting Services Programs.
  - (e) Mobility Mentoring®, per the DCYF checkpoint dates:
    - (i) Any family enrolled prior to November 1, will complete the pre- assessment and set at least one goal by November 30. Staff will enter all related information in ELMS. These families will also have a Mid-Year check in by March 31 and a post assessment and follow up on goal completion due June 30.
    - (ii) Any family that enrolls between November 1 and the last 60 calendar days of the school year will complete the pre-assessment and goal setting within 30 days of enrollment.
    - (iii) Any family enrolled by March 1 will complete the Mid-Year goal check-in by March 31.
    - (iv) If a family enrolls after March 1, the pre-assessment and goal setting will occur within 30 days of enrollment.
    - (v) All families complete the post assessment, and then staff edit goals and enter progress in ELMS by June 30.

### FEP-6 Health Coordination Services for Families

- (1) Contractors must work with parents to:
  - (a) Determine if children have regular medical and dental providers, and dates of last visits.
  - (b) Determine children's medical, dental (oral health and gum care), nutritional, or mental health needs, including immunization status, current medications, allergies, and life-threatening conditions.
  - (c) Provide support to ensure children's health care needs are met.
  - (d) Create an Individual Care Plan (see IC-2), if needed.
- (2) Contractors must also assist families to:

- (a) 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.
- (b) Advocate for their child’s health and safety needs. 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.
- (b) Obtain information on fluoridation, if needed.
- (c) Access health information on topics of parent interest.
- (3) Contractors must track health care coordination for each child which includes:
  - (a) Health referrals.
  - (b) Follow-up to ensure treatment is completed.
  - (c) Planning for ongoing health care needs.
- (4) Contractors must maintain documentation of these health coordination services (See PAO-10).

### **FEP-7 Medical/Dental Examinations: Ensuring up-to-date child health status.**

Contractors must work with parents to ensure that children who have not had a medical exam receive one within 90 calendar days after the child first attends the program;

- (a) For Early ECEAP, obtain determinations from **health care and oral health care professionals** as to whether or not the child is up-to-date on a schedule of age appropriate preventive and primary **medical and oral health care**, based on: the well-child visits and dental periodicity schedules as prescribed by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the state in which they operate, immunization recommendations issued by the Centers for Disease Control and Prevention, and any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems.
- (b) Assist parents with making arrangements to bring the child up-to-date as quickly as possible; and, if necessary, directly facilitate provision of health services to bring the child up-to-date with parent consent.
- (c) Contractors must verify and document in ELMS:
  - (1) date of a completed medical/dental exam or screening and any plan for follow up treatment and document in ELMS.

### **FEP-8 Family Confidentiality**

- (1) Contractors must 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-9 Family Engagement**

- (1) Contractors must provide a variety of opportunities for EARLY 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, and leadership activities.
- (2) Contractors must write and implement a plan to encourage involvement from members of traditionally marginalized and oppressed communities, including but not limited to (see PAO-28):
  - (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-10 Family Engagement Content

- (1) Contractors must select and provide family engagement opportunities based on enrolled families' expressed interests.
- (2) Activities may include:
- (a) Class, site, contractor, community, or statewide planning or decision-making committees.
  - (b) Classroom volunteering.
  - (c) Community activities that support families' interests or concerns.
  - (d) Community cafés.
  - (e) Curriculum planning.
  - (f) DCYF on-site monitoring.
  - (g) EARLY ECEAP self-assessment.
  - (h) Family events.
  - (i) Health advisory committee.
  - (j) Hiring committees.
  - (k) Leadership training.
  - (l) Learning experiences that support parenting, career, or life goals.
  - (m) Local school events.
  - (n) Menu development.
  - (o) Parenting education.
  - (p) Mental Health, including prenatal and postpartum maternal and infant health.
  - (q) Parent policy council.
  - (r) Parent organizations and initiatives.
  - (s) School or community events and organizations.
  - (t) Cultural activities in the classroom and at family events such as crafts, language, singing and dancing.
- (3) Contractors must plan activities on topics based on enrolled families expressed interests, such as:
- (a) Balancing work and family.
  - (b) Community resources.
  - (c) Enhancement of parenting skills.
  - (d) Family health safety and nutrition.
  - (e) Financial management.
  - (f) Family self-sufficiency and executive function, such as the free optional DCYF Families Moving Forward curriculum.
  - (g) Family well-being.
  - (h) Impact of environments and experiences on brain development.
  - (i) Services and supports for children's behavioral challenges.
  - (j) Positive child guidance and parent-child relationship.
  - (k) Transition to kindergarten activities, such as:
    - (i) Parents' rights and responsibilities concerning their child's education.
    - (ii) Communicating with teachers and other school district personnel.
    - (iii) Summer activities to support school readiness.
  - (l) Supporting parents to advocate for their child.
- (4) Contractors must retain for two years, documentation of family engagement opportunities including dates, topics, publicity, and attendance, as applicable.

## FEP-11 Collaborative Visits with Other Programs

Contractors may provide joint family support visits with Early EARLY ECEAP, Head Start, Early Head Start, Early Childhood Intervention and Prevention Services (ECLIPSE) and tribally funded comprehensive early learning programs staff when the same contractor provides these programs to the same family. DCYF encourages this coordination to better meet the needs of families.

- (1) For families enrolled in both EARLY ECEAP and one of DCYF's Home Visiting Services Program (HVSP) such as Nurse Family Partnership or Parents as Teachers, contractors must provide joint family support visits with HVSP staff, whenever possible.
- (2) During joint family support visits, contractors must ensure:
  - (a) All related EARLY ECEAP performance standards are met.
  - (b) Staff from each program are included.
  - (c) Shared goals are designed so programs are integrated for families, when possible.

## FEP-13 Resources and Referrals

- (1) Contractors must ensure 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:
  - (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 individualized needs of the family.
  - (d) Document referrals and follow up in ELMS.
- (3) Community resources may address:
  - (a) Adult education, including literacy.
  - (b) Chemical dependency.
  - (c) Childcare.
  - (d) Clothing.
  - (e) Domestic violence.
  - (f) Energy assistance.
  - (g) Financial literacy or budgeting.
  - (h) Food.
  - (i) Health or dental care.
  - (j) Housing.
  - (k) Job or training skills.
  - (l) Legal services.
  - (m) Mental health care.
  - (n) Parenting.
  - (o) Transportation.
  - (p) Cultural connections.

## Professional Development, Training and Requirements

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

## PDTR-1 Staffing Patterns

- (1) Contractors must provide adequate staff to comply with EARLY ECEAP Performance Standards.
- (2) Contractors must maintain accurate job descriptions for each EARLY ECEAP role.

## PDTR-2 EARLY ECEAP Staff Qualifications and Annual Learning Plans

- (1) Contractors must hire and employ staff who meet the qualifications for their position.
- (2) When a contractor requires additional qualifications, such as para-educator status, each staff person must also meet the qualifications for their EARLY ECEAP role. When a staff person fills more than one position, as defined by EARLY ECEAP Performance Standards, they must meet the qualifications for each position.
- (3) Contractors must ensure that staff education qualifications are entered, when available, in the electronic workforce registry (MERIT) within 30 days of hire for each person in the role of EARLY ECEAP lead teacher, assistant teacher, family support staff, and coach.
- (4) Contractors must obtain STARS IDs (when available) from the electronic workforce registry (MERIT) and enter the IDs in ELMS for each person in the role of EARLY ECEAP lead teacher, assistant teacher, coach and family support staff.
- (5) Contractors must ensure that all staff have annual learning plans that focus on each staff's professional development goals.

## PDTR-3 Early ECEAP Teachers

An EARLY ECEAP 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 EARLY ECEAP hours with the exception of breaks.

- (1) The Early ECEAP Teachers 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.

### Early ECEAP Lead Teacher Qualification

- (1) A contractor must ensure Early ECEAP teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential with a focus on infant and toddler development, or are enrolled in a program that will lead to an associate or baccalaureate degree in child development, early childhood education, or equivalent coursework, with a focus on infant and toddler development.
- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person 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.

### Early ECEAP Assistant Teacher Qualification

- (1) A contractor must ensure Early ECEAP assistant teachers that provide direct services to

infants and toddlers have a minimum of a Child Development Associate (CDA) credential or state awarded certificate, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.

- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person 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.
- (1) An EARLY ECEAP 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 EARLY ECEAP hours with the exception of breaks.
  - (2) The Early ECEAP Teachers must demonstrate competency to:
    - (h) Observe and assess children’s development.
    - (i) Analyze and plan classroom curriculum based on individual children’s developmental needs and interests.
    - (j) Design the learning environment to:
      - (i) Reflect the culture of children, families, staff and community.
      - (ii) Meet individual and group needs.
    - (k) Implement and supervise developmentally appropriate learning activities.
    - (l) Build positive relationships with children, families and staff.
    - (m) Plan guidance strategies for children.
    - (n) Engage families as partners in their child’s education.

### PDTR-5 Volunteer Training and Background Check

- (1) Contractors must ensure that persons who volunteer with children are directly supervised by EARLY ECEAP staff at all times and are not counted in the staff to child ratio.
- (2) Contractors must plan and implement training for all volunteers on:
  - (a) Their roles and responsibilities.
  - (b) Relevant EARLY ECEAP Performance Standards and program policies.
- (3) Persons who volunteer on a weekly or more frequent basis with EARLY ECEAP children must:
  - (a) Obtain a criminal history background clearance.
    - (i) If applicable obtain a Certificate of Parental Improvement per [RCW 74.13.720](#)
  - (b) Obtain a TB test as described in PDTR-8.
  - (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 maintain records of volunteer hours and completed training.

### PDTR-6 Employment Requirements

- (1) Contractors must:
  - (a) Require EARLY ECEAP staff and household members in a family home early learning program must complete a department background check, pursuant to chapter [110-06 WAC](#).
  - (b) Require new employees to complete a one-step Mantoux tuberculosis (TB) skin test, unless they have written proof of one of the following:
    - (i) Negative Mantoux TB test in the 12 months prior to hire.
    - (ii) Medication therapy to treat TB.
    - (iii) A recent negative chest x-ray and a statement from a health care provider that the employee does not pose a risk to others.
  - (c) Show proof of MMR immunization or proof of immunity in accordance RCW [43.216.690](#)

## PDTR-7 Training and professional development

(1) A contractor must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

(2) A contractor must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:

(e) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in ***Washington State Early Learning and Development Guidelines***, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions and use of data to individualize learning experiences to improve outcomes for all children.

(3) A contractor must implement a research-based, coordinated coaching strategy for education staff that:

(a) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;

(b) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (3)(A) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;

(c) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (C)(A) of this section to receive other forms of research-based professional development aligned with program performance goals;

(d) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (3)(A) of this section that:

(i) Align with the program's school readiness goals, curricula, and other approaches to professional development;

(ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with contractors performance goals;

(iii) Provide ongoing communication between the coach, contractors director, education director, and any other relevant staff; and,

(iv) Include clearly articulated goals informed by the program's goals, and a process for achieving those goals; and,

(e) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

(4) If a contractor needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (3) of this section, the contractor must partner with external early childhood education professional development experts. A contractor must assess whether the adaptation adequately supports staff professional development.

- (5) Contractors must ensure all staff, including subcontractors, receive training on EARLY ECEAP Performance Standards upon hire and annually thereafter. Contractors must ensure staff obtain specific training for their role as described herein.
- (6) Staff counted in ratio and working with children must:
- (a) Maintain a current basic standard first aid card.
  - (b) Maintain a current infant/child cardiopulmonary resuscitation (CPR) card.
  - (c) Complete training on natural disasters and human-caused events, including 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) Emergency procedures.
  - (e) Complete training on prevention of:
    - i. Sudden infant death syndrome and use of safe sleeping practices.
    - ii. Shaken baby syndrome, abusive head trauma and child maltreatment.
  - (f) Complete training on universal precautions for prevention of transmission of blood borne pathogens.
  - (g) Complete training on handling and storage of hazardous materials and the appropriate disposal of bio-contaminants.
  - (h) Complete training on preventing, identifying, and reporting child abuse and neglect, including abusive head trauma and child maltreatment
  - (i) Complete training on procedures for prevention and response to emergencies due to food and allergic reactions.
- (7) 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.
- (8) Staff administering medications must be trained in administration of medication consistent with standards on parent consent.
- (9) All staff must be trained in building and physical premises including identification of and protection from hazards, bodies of water and vehicular traffic.
- (10) Staff involved in transportation of children must complete training in appropriate precautions in transporting children.
- (11) Staff conducting developmental screenings of children must be trained in the administration of the developmental screening tool.

### PDTR-8 Required Training by Role

- (1) Lead teachers must:
- (a) Complete in-person or online training to use the classroom curriculum and assessment, including the inter-rater reliability certification within six months of hire.
    - (i) Complete a DCYF-determined in-person or online curriculum training, if DCYF provided a free Creative Curriculum® or HighScope® curriculum kit. Creative Curriculum online professional development courses that meet in-person required training include:
      - (A) Creative Curriculum for Infants and Toddlers
    - (b) If contractors choose to use a different curriculum and/or assessment (than Creative Curriculum and TSG), staff must complete the curriculum and assessment training for certification and validation.



- (c) Complete a minimum of 20 hours of in-service professional development per year, such as STARS or other job-related workshops, classes, or job-embedded professional learning. Hours must be documented on an annual learning plan. For Early ECEAP staff, 10 of the 20 hours must be in-service (STARS) hours.
- (d) 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 year, such as workshops, classes, or job-embedded professional learning. 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 EARLY ECEAP Mobility Mentoring®.
  - (b) Complete a minimum of 20 hours of in-service professional development per year, such as STARS or other job-related workshops, classes, or job-embedded professional learning. 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) Attend the Practice-Based Coaching training by UW Cultivate Learning, within six months of hire.
  - (b) Complete a DCYF determined in-person or online curriculum training, if DCYF provided a free Creative Curriculum® or HighScope® curriculum kit.
  - (c) Complete the coach orientation in Schoology within six months of hire.
  - (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 (CCA) and Cultivate Learning.
  - (g) Participate in coach consultation with Cultivate Learning and DCYF EARLY ECEAP staff as needed.
  - (h) Document their professional development activities in WELS or WA Compass, when available.
- (5) 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) To access:
    - (i) Coaching resources
    - (ii) Professional development opportunities
    - (iii) Provide virtual coaching support to staff, as needed.
- (6) Staff supporting teachers implementing Creative Curriculum® (such as Early Achievers coaches, directors, coordinators, and managers) must complete a Coaching to Fidelity training.
- (7) Eligibility and enrollment staff who verify EARLY ECEAP eligibility must:
  - (a) Complete a DCYF EARLY ECEAP Eligibility and Enrollment training, 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-11 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 is 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-12 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 EARLY 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-13 College Credit REMOVED

### PDTR -14 Family Support Staff Role

- (1) An EARLY ECEAP family support staff provides 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 EARLY 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.
- (4) Contractors must identify a family support lead 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 EARLY ECEAP family support webinars, trainings, and meetings provided by DCYF.

### PDTR-15 Family Support Staff Qualifications

- (1) All persons serving in the role of EARLY ECEAP family support staff 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 DCYF-approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families.
  - (c) A Washington State ECE Home Visitor Certificate
  - (d) 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 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-16 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 WELS, or WA Compass database when available, including:
    - (i) Ongoing coaching support provided to each site prior to finalized quality recognition level.
    - (ii) Quality Improvement Plan for each site once the recognition level is finalized, including goals and Action Plans.
    - (iii) Coaching strategies used to support teacher implementation of curriculum.
    - (iv) Required coach professional development including:
      - (A) Date of Early Achievers Practice-Based Coaching Training.
      - (B) Date completed coach orientation modules in Schoology.
      - (C) Titles and dates of coach webinars.
      - (D) Curriculum and Coaching to Fidelity training, if applicable.
- (2) Contractors must ensure coaches are assigned in WELS and WA Compass when available. Contractors must notify the DCYF EARLY ECEAP when coaching staff changes occur.

### PDTR-17 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 a bachelor's degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree.
  - (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-18 Health Advocate Role

- (1) An EARLY ECEAP health advocate demonstrates competency to implement program activities under the direction of a health professional. The health advocate role may be combined with other EARLY ECEAP roles such as family support staff or health professional. The health advocate implements EARLY ECEAP health coordination services.

### PDTR-19 Health Advocate Qualifications

- (1) All persons serving in the role of EARLY ECEAP health advocate must meet **one** of the following qualifications:
  - (a) Employment as an EARLY 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 EARLY ECEAP Family Support Specialist

### PDTR-20 Health Consultant Role

- (1) EARLY 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.

### PDTR-21 Health Consultant Qualifications

- (1) 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

- (1) EARLY ECEAP staff, including subcontractors, must have access to a nutrition consultant who:
  - (a) Approves menus.
  - (b) Consults on children's special dietary requirements.
  - (c) Consults on nutrition education activities for children and their families.

### PDTR-23 Nutrition Consultant Qualifications

- (1) 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-24 Infant and Early Childhood Mental Health Consultant Role

- (1) Contractors must have access to a mental health consultant who is available to:
  - (a) Observe and/or screen children regarding behavior, emotional needs, and mental health.
  - (b) Work collaboratively with parents to address their child's mental health issues.
  - (c) Consult with staff regarding classroom support and interventions for children.
  - (d) Refer children and families to local mental health services.
  - (e) 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 identified behavioral and mental health needs.

## PDTR-25 Infant and Early Childhood Mental Health Consultant Qualifications

- (1) 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, marriage and family therapist, social worker, 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.

## Environment

This section includes EARLY 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) Contractors 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) Allow for a range of abilities.
  - (c) Provide for children's safety while being appropriately challenging.
  - (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.
  - (f) Affirm and be representative of the children in the environment.

### ENV-3 Environment-Inclusive Design

- (1) The materials and equipment must:
  - (a) Support children's developmental levels.
  - (b) 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) Include play and display that is representative of the children's cultural, racial identity in the environment.

### ENV-4 Square Footage Outdoor

- (1) Outdoor play areas must have 75 square feet of space per child. (See IC-14 Square Footage Indoor)

### ENV-5 Outdoor Safe Facilities

- (1) Contractors must monitor the health and safety of their outdoor facilities and maintain records of these inspections. Facilities must be:
  - (a) Safe, clean, and in good repair.
  - (b) Free of drugs, alcohol, violence, guns.

- (c) Free from exposed, lead and arsenic based paint.

## ENV-6 Playground Safety

- (1) Contractors must 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 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-7 Environments-Materials and Curriculum

- (1) The materials and curriculum must:
  - (a) Be of sufficient quantity and quality to engage children and fulfill the curriculum.
  - (b) Be free from religious representations.
  - (c) Be representative of children in the environment and incorporate their interests.

## ENV-8 Curriculum – Use of Media

- (1) The contractor must plan curriculum that includes the use of media only for educational purposes or physical activity and never during meals.

## ENV-9 Environment-Culturally Responsive Materials

- (1) The materials and equipment must:
  - (a) Reflect the daily life, family culture, and language of enrolled children, families and staff (for example, in books, music, photos, dolls, toys, and household items).
  - (b) 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-10 Safety Requirements

- (1) Materials and equipment must be:
  - (a) Safe, clean, and in good repair.
  - (b) Age-appropriate.
  - (c) Safely stored to prevent injury.

## ENV-11 Indoor Safe Facilities

- (1) Contractors must monitor the health and safety of their indoor facilities and maintain records of these inspections. Facilities must be:
  - (a) Safe, clean, and in good repair.
  - (b) Free from obstacles that impede safe movement.
  - (c) Free of drugs, alcohol, violence, guns.
  - (d) Free from exposed lead-based paint in facilities that are built prior to 1978

## ENV-12 Fire Safety

- (1) Contractors must ensure:
  - (a) Safe storage of all flammable, toxic, and hazardous materials.
  - (b) Regular inspection of smoke detectors, fire alarms, and fire extinguishers.
  - (c) Emergency lighting in each classroom.

## ENV-13 Meal and Snack Schedule

- (1) Contractors must offer meals and snacks according to the length of class sessions.
  - (a) For class session lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.
    - (iv) Feed infants and toddlers according to their individual developmental readiness and feeding skills as recommended in USDA requirements and ensure infants and young toddlers are fed on demand to the extent possible;
    - (v) Ensure bottle-fed infants are never laid down to sleep with a bottle;
    - (vi) Serve all children in morning center-based settings who have not received breakfast upon arrival at the program a nourishing breakfast;
    - (vii) Provide appropriate healthy snacks and meals to each child during group socialization activities in the home-based option;
    - (viii) Promote breastfeeding, including providing facilities to properly store and handle breast milk and make accommodations, as necessary, for mothers who wish to breastfeed during program hours, and if necessary, provide referrals to lactation consultants or counselors; and,
    - (ix) Make safe drinking water available to children during the program day.

## ENV-14 Daily Routine-Oral Health Care and Tooth brushing

- (1) The usual daily routine must include oral health care tooth brushing following one meal or snack daily.

## ENV-15 Menu Planning

- (1) Contractors must:
  - (a) Participate in the U.S. Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) EARLY ECEAP funds may be used to cover meal and snack costs not covered by these programs.
  - (b) Include parent input in menu planning.
  - (c) Use and post menus approved by a registered or certified dietitian.
  - (d) Incorporate cultural dietary preferences in menus.
  - (e) Plan meal and snack menus that:
    - (i) Include whole grain breads, cereals and pastas at least once a day.
    - (ii) Include a variety of vegetables and whole fruit, rather than juice. When serving juice, ensure it is 100 percent juice without added sweeteners and only serve at meal times.
    - (iii) Limit highly processed foods such as fried and breaded meats, fried potatoes, and other foods with saturated fats or high fat content.
    - (iv) Limit salty foods such as chips and pretzels.
    - (v) Limit carbohydrates high in sugar and fats such as muffins, cakes, pop tarts, and French toast sticks.
    - (vi) Avoid sugar including but not limited to sweets such as candy, sodas, sweetened drinks, fruit nectars and flavored milk.

## ENV-16 Individual Meal Plans

- (1) Contractors must plan for individual allergy and dietary restrictions.

## ENV-17 Food Service and Practices

- (1) Ensure that staff who are ill do not work in or around food preparation or service areas.

- (2) The usual daily routine must include meals or snacks with children and adults sitting together, engaging in relaxed conversation, and practicing family-style meal skills, such as serving themselves and cooperating with others.

### ENV-18 Food Sanitation-Handwashing

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

### ENV-19 Food Sanitation-Meal Preparation

- (1) Contractors must: (See WAC 110-300-0275 though 110-300-0296 for Infant/Toddler specific)
- Prepare food in an area separate from toilet and child hand-washing facilities.
  - Clean and sanitize surfaces used for food preparation and eating before and after each snack or meal.
  - Use food service gloves or utensils to avoid bare hand contact with food.
  - Ensure that children are carefully supervised when helping with food preparation.

### ENV-20 Contagious Disease Prevention-Handwashing

- (1) Contractors 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, 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:
- Proper handwashing facilities are not available; and
  - Hands are not visibly soiled or dirty.
  - Children are actively supervised when using hand sanitizers.
- (3) Hand sanitizer is not used in place of proper handwashing

### ENV-21 Contagious Disease Prevention-Reporting

- (1) Contractors must report contagious diseases to DCYF EARLY ECEAP and according to local requirements.

### ENV-22 Contagious Disease Notification

- (1) Contractors must maintain documentation that they notify parents that children have been exposed to contagious disease and parasites in accordance with [WAC 110-300-0205](#).

### ENV-23 Immunizations

- (1) Contractors must ensure that all children are immunized or exempt according to [WAC Chapter 246-105](#). Children may attend on a conditional basis when homeless, exempt, or when following a schedule that meet WA Department of Health requirements to complete immunizations.

### ENV-24 Medications

- (1) Contractors must have a written policy for the safe administration, handling, and storage of medication. Contractors must:
- 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.
  - Designate trained staff to administer medications.
  - Maintain records of all medication dispensed.
  - Obtain written parent authorization to administer medication.
  - Administer medications only as allowed by the label instructions or written health care provider instructions.

### ENV-25 Contagious Disease Prevention-Toilets and Sinks

- (1) Contractors must have sufficient, clean, child-accessible toilets and hand-washing facilities.



## ENV-26 Pets and Animals

- (1) If a contractor keeps pets or animals in an EARLY ECEAP site:
  - (a) The EARLY ECEAP site must have and follow a pet and animal policy that includes all components of [WAC 110-300-0225](#); and
  - (b) The contractor must provide written notice to children’s parents and guardians.

## ENV-27 First Aid Kit

- (1) Contractors must have a first aid kit in each classroom that is:
  - (a) Tailored for the ages and number of children.
  - (b) Labeled and readily available to staff and volunteers.
- (2) First aid kits must include:
  - (a) A current first aid manual.
  - (b) Sterile gauze pads.
  - (c) Small scissors.
  - (d) Band-Aids of various sizes.
  - (e) Roller bandages.
  - (f) A large triangular bandage (sling).
  - (g) Non-sterile protective gloves
  - (h) Adhesive tape.
  - (i) Tweezers.
  - (j) A one-way CPR barrier or mask.
- (3) Contractors must ensure that a first aid kit is readily accessible when children are outside and on field trips.

## ENV-28 Safe Facilities-Drinking Water

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

## ENV-29 Safe Facilities-Animals, Pests and Plants

- (1) Contractors must monitor the health and safety of their indoor and outdoor facilities and maintain records of these inspections. Facilities must be free from harmful animals, insect pests, and poisonous plants.

## ENV-30 Food Safety Inspection

- (1) Sites that serve meals under the Child and Adult Care Food Program (CACFP), National School Lunch Program (NSLP) and the School Breakfast Program (SBP) are required to maintain proper sanitation and health standards in compliance with all applicable State, local and tribal laws and regulations.
- (2) Contractors must 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.

## ENV-31 Daily Routine-Working Day and School Day

- (1) Both Working Day and School Day sites must:
  - (a) Provide rest time that is flexible and meets the individual developmental needs of the children per [WAC 110-300-0265](#). This includes providing quiet learning activities for children who do not require a lengthy rest time.
  - (b) Comply with child care licensing requirements pertaining to inspection of locations where food is prepared, stored and served in lieu of an inspection completed by the Health Department. (WAC 110-300-0195, WAC 110-300-0196, WAC 110-300-0197, WAC 110-300-0198.)

## Interactions and Curriculum

This section includes specific EARLY ECEAP requirements that ensure use of a research-based and culturally relevant curriculum, which includes individualized planning for children’s developmental needs. This area includes the EARLY ECEAP requirements specific to restraint and no expulsion.

The goal of EARLY ECEAP’s Inclusive Environment Policy is to ensure children receive equitable access to comprehensive services within their community. Contractors must ensure their programs are fully inclusive by implementing strength-based practices when supporting children and their families. Practices should include creating a safe space for gender identity expression, culturally relevant teachings, a focus on diversity, individualized support for dual language and strength based instruction for varying abilities. The policy is intended to prevent exclusion from a high-quality learning environment and support access for children and families to be included.

### IC-1 Inclusive Environments Policy

- (1) Contractors must have a written policy to support all children in inclusive environments. This policy must include the contractor’s:
  - (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.

### IC-2 Individual Care Plan

- (1) Contractors must work in partnership with families 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) Suggested special skills training, and education for staff, including specific pediatric first aid and CPR for special health care needs.
  - (b) Contractors must have supporting documentation of the child's special needs 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) A contractor's written plan and documentation for accommodations must be informed by any existing:
  - (a) Individual education plan (IEP);
  - (b) Individual health plan (IHP); or

(c) 504 Plan

### IC-3 Curriculum

- 1) Early ECEAP and family child care programs must implement a developmentally appropriate research-based early childhood curricula including additional curricular enhancements, as appropriate that:
  - (i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;
  - (ii) Are aligned with the ***Washington State Early Learning and Development Guidelines*** and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,
  - (iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.
- (2) Contractors must provide written documentation to DCYF ECEAP about the chosen curriculum using a DCYF provided form for approval.

### IC-4 Curriculum Planning

- (1) Contractors must ensure that 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, physical, language, and cognitive development and early literacy and mathematics.
  - (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.

### IC-5 Adult-Child Interactions

- (1) 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 into 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 Curriculum – Developmentally Appropriate and Culturally Relevant

- (1) Contractors must ensure a developmentally appropriate curriculum and 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 a culturally relevant curriculum that:
  - (a) Reflects the cultures of enrolled children including tribal cultural preservation such as, Since Time Immemorial.
  - (b) Supports ongoing development of each child's language acquisition.
  - (c) Supports development of additional languages that the child is learning.
  - (d) Supports development of tribal language for Native American and Alaskan Native children.
  - (e) Includes and demonstrates respect for diverse family structures and cultures, including gender identity and expression and multi-generational families.
  - (f) Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.
- (3) Contractors must not plan religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

### IC-7 Environment (Indoors and Outdoors) – Children’s Interest (WAC 0290)

- (1) The materials and equipment must address the children’s current interests.

### IC-8 Curriculum – Nutrition and Physical Activity Planning

- (1) The contractor must:
  - (a) Require staff to support children’s active play by participating in children’s active games when appropriate.
  - (b) Plan curriculum that includes nutrition education activities including teaching healthy foods and portion sizes.
  - (c) **Be respectful and affirming of children’s abilities and families’ culture.**

### IC-9 Positive Climate

- (1) Contractors must ensure that 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-10 Child Guidance Policy and Techniques

- (1) Contractors must write a child guidance policy which must include:
  - (a) Positive guidance approach and techniques.
  - (b) Supervision.
  - (c) Restraint policies.
- (2) Staff must 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.
- (3) Staff must 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.

### IC-11 Child Guidance – Prohibited Practices

- (1) Contractor's 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.

### IC-12 Child Guidance – Physical Restraint

- (1) If restraint is used, contractors must ensure staff:
  - (a) Have received training in limited restraint procedures.
  - (b) Restrain a child only as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object.
  - (c) Do not restrain a child longer than it takes to achieve the safety goal.
  - (d) Do not use restraint as punishment or to force a child to comply.
  - (e) Document all instances of restraint.
  - (f) Notify the parent of the restrained child following the intervention.
  - (g) Notify the Lead Education Agency (LEA) if the child is on an IFSP.
  - (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)
- (2) Contractor's guidance policy must prohibit any person on the premises from using the use of physical restraint method injurious to the child or any closed or locked time-out room.

### IC-13 Early ECEAP- 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 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. A contractor must maintain appropriate ratios during all hours of program operation, except:
  - (i) For brief absences of a teaching staff member when not required 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,
  - (ii) 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) An Early ECEAP class that serves children under 36 months old must have two teachers with no more than eight children, or three teachers with no more than nine children. Each teacher must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. A contractor must minimize teacher

changes throughout a child’s enrollment, whenever possible, and consider mixed age group classes to support continuity of care.

#### Table Group size

<p><b>Infants 0-11 months</b></p>	<p><b>Maximum group size of eight with a ratio of one staff to four children (1:4);</b></p> <p><b>Maximum group size of nine with a ratio of 1:3.</b></p>
<p><b>Toddlers 12 – 36 months</b></p>	<p><b>Maximum group size of eight with a ratio of one staff to four children (1:4);</b></p> <p><b>Maximum group size of nine with a ratio of 1:3.</b></p>

### Overview – Expulsion

*EARLY ECEAP is committed to leading with racial equity and prohibiting the historical outcomes for students of color. The goal of EARLY 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 behavior support plans, consultation with an Infant and Early Childhood Mental Health Consultant and outlining temporary services through an alternative attendance plan.*

### IC-13 No Expulsion

- (1) Expulsion means excluding a child from class due to behavior unless the intervention is defined within an agreed support plan.
- (2) Contractors may not expel EARLY ECEAP children.
- (3) Expulsion includes:
  - (a) Suspension.
    - (i) This is defined as, providing limited service for an indefinite period of time.
  - (b) Repeated calls to have a family member pick up a child.
  - (c) Similar practices that limit an EARLY ECEAP child’s access to regular classroom services.
- (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) Positive behavior support plans that may include receiving temporary services out of the classroom or at home.
  - (d) An approved Alternative Attendance Plan in partnership with families and Exception to EARLY ECEAP Requirement reducing a child’s time in the classroom. (See PAO-8 for additional information)
- (5) Prior to transition to an alternative setting 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.
  - (a) If an Alternative Attendance Plan is approved, an agreed upon timeline should be discussed with the family which includes a period of reintroduction to a longer day for the student.
- (6) Positive behavior support plans should be developed in collaboration with Infant and Early Childhood Mental Health Consultants, other professionals, families and additional EARLY ECEAP contractor staff as appropriate. The joint effort focuses on the strengths of the child and family.

- (a) Positive Behavior Support 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 the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP and IEP to ensure the child receives the needed support services.
  - (c) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine if the child is eligible for services.
  - (d) 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.
- (7) If contractors have implemented their usual strategies (See PAO-25 for additional information) 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 as described in (5) and (6), they are encouraged to contact DCYF EARLY ECEAP for technical assistance.
- (8) To ensure equitable access to EARLY 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 EARLY 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.

### IC-14 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-4 Square Footage Outdoor)

### IC-16 Daily Routine (WAC 110-300-0360)

- (1) Contractors must 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.

## Program Administration and Oversight

This section includes key components to administering EARLY 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 New Facilities

- (1) Contractors must request and obtain prior approval in ELMS from DCYF EARLY ECEAP before opening a new site or classroom or relocating an existing classroom.

### PAO-2 Waiver to EARLY ECEAP Standards

- (1) EARLY ECEAP contractors may request a waiver to EARLY ECEAP rules, Performance Standards, or policies 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 EARLY ECEAP before implementing the waiver.

### PAO-3 Variance to EARLY ECEAP Standards

- (1) EARLY ECEAP contractors may request a variance to EARLY ECEAP rules, Performance Standards, or policies if they plan to meet the regulation in an alternative way than described due to specific needs of the program or enrolled child. Contractors must have written approval from the DCYF EARLY ECEAP before implementing the variance.

### PAO-4 Confidentiality

- (1) Contractors must write a policy to ensure 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-5 Child Abuse and Neglect Policy

- (1) Contractors must have written health and safety policies and procedures on child abuse and neglect prevention, detection, and reporting.

### PAO-6 Parent Notifications

- (1) Contractors must maintain documentation that they notify parents that staff are mandated reporters of suspected child abuse and neglect in accordance with RCW 26.44 and applicable tribal and federal laws.

### PAO-7 Parent Handbook and Related Policies

- (1) Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies.
- (2) Each enrolled child's record must have signed documentation by the parent or guardian stating they received and reviewed the program policies.

### PAO-8 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 parents 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) Consider the slot vacant and offer it to a family on the waiting list if the child's attendance does not resume after these efforts.
- (2) Contractors must write and implement a policy when families are scheduled to be out of the area for an extended amount of time 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 30 days.
  - (e) Making efforts to re-engage families if a child stops attending.
- (3) To support regular attendance of children experiencing homelessness, contractors must 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.
- (4) Contractors may contact the DCYF EARLY ECEAP for technical assistance if they have exhausted attendance and transportation strategies for children experiencing homelessness.



- (5) Where EARLY ECEAP is provided by a school district, the transportation requirements of the [McKinney-Vento Education of Homeless Children and Youth Assistance Act](#) apply. See PAO-23 Transportation for more information.
- (6) To support attendance of children with extenuating circumstances which impact their behavior, contractors must address the individual child's needs. Strategies may include:
  - (a) Collaborating with the child's family to develop a behavior support plan.
  - (b) Consulting with an Infant and Early Childhood Mental Health Consultant or professional.
  - (c) Offering referral to or engaging with other community partners.
- (7) Contractors must notify the DCYF EARLY ECEAP and receive written approval before implementing any alternative attendance plan.

### PAO-9 Confidential Record Securing and Disposal

- (1) Contractors must write a policy to ensure 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-10 Health Records

- (1) Contractors must maintain current and confidential health files on all enrolled children that include:
  - (a) Medical and dental history.
  - (b) Immunization records.
  - (c) Allergy information.
  - (d) Food preferences and restrictions.
  - (e) Health screening results.
  - (f) **Verification** of dental screening results.
  - (g) **Verification** of medical examination results.
  - (h) Accident reports.
  - (i) Documentation of health-related family contacts.
- (2) Contractors must maintain a tracking system to ensure these records are kept up-to-date.

### PAO-11 Parent Consent Forms

- (1) Contractors must obtain signed parent consent for:
  - (a) Administration of medication.
  - (b) Emergency medical treatment.
  - (c) Health screenings or assessments.
- (2) Signed forms must be kept confidential and accessible.

### PAO-12 Child Restraint Documentation

- (1) Contractors must retain documentation of child restraint incidents for *five years*.

### PAO-13 Monitoring and Compliance

- (1) Contractors must maintain documentation related to their continuous quality improvement systems including:
  - (a) Data gathered during monitoring.
  - (b) Follow-up on out-of-compliance issues.

### PAO-14 Program Monitoring Documents

- (1) Contractors must maintain documentation of progress on compliance agreements for a minimum of *five years*.

### PAO-15 Pesticide Notifications

- (1) Contractors 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) Height and weight.
  - (c) Special health needs.
- (2) Contractors must:
  - (a) Document the screening results.
  - (b) Partner with families when health and nutritional issues or developmental concerns are suspected or identified in their child.
  - (c) Make appropriate referrals based on screening results.

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

- (1) Contractors must retain attendance records for five years.
- (2) Contractors must maintain the following paper documentation for at least the current and previous school year:
  - (a) Parent signatures verifying eligibility information is accurate.
  - (b) Signed statement from staff who verified eligibility.
  - (c) Statement of income signed by the employer or parent, if no other documentation of income is available.
- (3) Contractors should consult their EARLY ECEAP contract and follow their agency's record retention schedule for longer retention requirements.

### PAO-18 Human Resources Documents

- (1) Contractors 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 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
  - (d) 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.)
- (3) Contractors must 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 retain the following for five years after their completion:
  - (a) Emergency drill records.
  - (b) Inspection records for smoke detectors, fire alarms, fire extinguishers.
- (2) Contractors must maintain current:
  - (a) Child abuse and neglect prevention, detection, and reporting policy and procedure.
  - (b) Child allergy procedure.
  - (c) Disaster plan.
  - (d) Exclusion of sick children policy including Child, Staff
  - (e) Health and safety inspections for the school year.
  - (f) **Contagious** disease prevention procedures.
  - (g) Medication management procedures.
  - (h) Pesticide/herbicide management policy.
  - (i) Plans for handling medical, dental, and poisoning emergencies.
  - (j) Transportation policy.

### PAO-20 Early Childhood Education Documents

- (1) Contractors must maintain the following for the current school year:
  - (a) Positive behavior support and no expulsion policy.
  - (b) Child guidance policy.
  - (c) Curriculum plans, including individualization.
  - (d) Early childhood education framework.
  - (e) Transition transition plan.

### PAO-21 Child Records

- (1) Contractors must retain the following records for each child while they are in EARLY ECEAP and for five years after the child leaves EARLY ECEAP:
  - (a) Consent forms.
  - (b) Health records and tracking.
  - (c) Individualized curriculum and guidance plans.
  - (d) Individualized 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 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 EARLY ECEAP service.
- (2) Contractors must write a health and safety policy and procedure for transportation, if applicable.

- (3) When EARLY ECEAP children are served by school district bus service, transportation is regulated by OSPI minimum standards.
- (4) If contractors transport children in non-school district vehicles, they must: (WAC 110-300-0480)
  - (a) Maintain a 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 homeless children 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) EARLY ECEAP contractors may not use rideshare services such as Uber and Lyft to provide transportation for children.
- (6) Contractors must ensure that:
  - (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.
  - (c) 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 Transportation Records

- (1) Contractors must retain transportation records including copies of driver's licenses, vehicle insurance, vehicle daily safety checks, and vehicle inspection reports for five years after their completion.

## PAO-25 No Expulsion Policy

- (1) Contractors must 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 EARLY ECEAP for technical assistance.

## PAO-26 Health and Safety Policies and Procedures

- (1) Contractors must have written health and safety policies and procedures on: (WAC 110-300-0285)
  - (a) Child allergies.
  - (b) Exclusion of sick children.
  - (c) Handling the following emergencies:
    - (i) Medical.
    - (ii) Dental.
    - (iii) Poisoning.
  - (d) Infectious disease prevention.
  - (e) Medication management.
  - (f) Monitoring of health and safety practices.
  - (g) 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.

## PAO-27 Required Postings

- (1) Daily classroom routine.
- (2) Emergency telephone numbers posted near a telephone.
- (3) Emergency medical and disaster procedures for medical, dental, and poison treatment.
- (4) Food worker cards for food preparation staff.
- (5) Menus.
- (6) Child allergies and special dietary restrictions.

## PAO-28 Comprehensive Services

- (1) Contractors must provide comprehensive services in collaboration with EARLY 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 and nutrition.
- (2) Contractors must ensure that all EARLY ECEAP services:
  - (a) Respond to community needs.
  - (b) Integrate program components, such as education, family support, and health.
  - (c) Are developmentally appropriate for children.
  - (d) Build relationships with families based on mutual respect and equality.
  - (e) Are culturally and linguistically appropriate for families.
  - (f) Focus on family strengths.
  - (g) Support building adult capabilities.
  - (h) Support family engagement, empowerment, and leadership.

## PAO-29 Community Partnerships

- (1) Contractor's 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) EARLY 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.

### PAO-30 Health Advisory Committee

- (1) Contractors must establish a Health Advisory Committee (HAC) composed of staff; EARLY ECEAP parents; and professionals in medical, dental, nutrition, public health, and mental health fields; to:
  - (a) Offer input on policy and planning related to health, nutrition, and mental health.
  - (b) Address issues and concerns about health service delivery.
  - (c) Provide opportunities for parent empowerment and leadership skill development.
- (2) The HAC must meet a minimum of once per year and more often as community health or EARLY ECEAP needs arise. Contractors must maintain a roster of participants and minutes of HAC meetings.
- (3) Contractors may form combined EARLY ECEAP, Early EARLY ECEAP and Head Start HACs. Neighboring contractors may form joint HACs.

### PAO-31 Parent Policy Council

- (1) Contractors must establish a Parent Policy Council, composed primarily of current and former EARLY ECEAP parents, and separate from an agency board of directors. Council members may serve no more than five years. EARLY ECEAP staff provide support and consultation at Council meetings.
- (2) The purpose of the Parent Policy Council is to develop parent empowerment and leadership and serve as a communication link between the contractor and EARLY ECEAP families. The Council works with the contractor to make decisions about EARLY ECEAP administration, including, but not limited to:
  - (a) Comprehensive service delivery.
  - (b) Community assessment.
  - (c) Self-assessment of EARLY ECEAP Compliance.
  - (d) Use of anti-bias practices
  - (e) Program monitoring.
  - (f) Complaint resolution.
  - (g) Budget.
  - (h) Program policies.
  - (i) Recruitment of families.
  - (j) Expansion and entitlement planning.
- (3) Contractors must orient Parent Policy Council members to the EARLY ECEAP Contract, EARLY ECEAP Performance Standards, and program policies. Contractors must maintain minutes of Parent Policy Council meetings.
- (4) Contractors may form combined EARLY ECEAP, Early EARLY ECEAP and Head Start Parent Policy Councils providing there is EARLY ECEAP parent representation.

### PAO-32 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. The contractor must annually review and update the assessment to reflect significant changes in community demographics and resources. The assessment process must involve families, staff and community partners.
- (2) 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 homeless.
  - (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
- (3) Contractors must analyze this assessment data with their community partners to determine the community capacity for EARLY ECEAP-eligible children and families to access services such as:
- (a) Education.
  - (b) Medical, mental and oral health.
  - (c) Nutrition.
  - (d) Social services.
- (4) 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) Recruitment strategies.
  - (d) Culturally and linguistically responsive EARLY ECEAP services.
  - (e) Site locations.
- (5) Contractors must maintain documentation of community assessment activities.

### PAO-33 Self-Assessment of EARLY ECEAP Compliance

- (1) Contractors must include EARLY ECEAP staff and parents in an annual assessment of compliance with EARLY ECEAP Performance Standards, following the EARLY ECEAP Self-Assessment process. Contractors must submit this self-assessment to the DCYF EARLY ECEAP by June 15 of each year.

### PAO-34 Parent and Community Complaints

- (1) Contractors must develop a written procedure for handling parent and community complaints. The procedure must address:
- (a) How to register a complaint.
  - (b) Steps and timeline for investigating a complaint.
  - (c) Documentation of complaints, including resolution of substantiated complaints.
- (2) If resolution of a complaint cannot be reached, the contractor must contact the DCYF EARLY ECEAP.

### PAO-35 Free-of-Charge

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

### PAO-36 Subcontractors

- (1) Contractors may subcontract EARLY ECEAP services after notifying DCYF. All subcontracts or interagency agreements must be in writing and meet the requirements of the EARLY ECEAP contract.

- (2) Contractors must orient and train subcontractors on current EARLY ECEAP Performance Standards. Contractors are responsible for monitoring subcontractors for compliance with all Performance Standards.

## Overview – Recruitment, Eligibility, and Enrollment

*EARLY ECEAP recruitment, eligibility, and enrollment standards ensure that the children most in need of EARLY 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 EARLY ECEAP services. Enrollment depends on the number of available slots for the children on the eligible, prioritized waiting list.*

*To ensure fair access to EARLY 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 EARLY ECEAP and Head Start 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 EARLY ECEAP.*
- Ensure that EARLY ECEAP funds are only used for services for eligible children.*

*DCYF requires contractor 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 conduct ongoing recruitment throughout the year to:
- (a) Identify potentially-eligible families in their service area.
  - (b) Inform families about EARLY ECEAP services.
  - (c) Encourage families to apply for EARLY ECEAP.
  - (d) Maintain a viable waiting list.
- (2) Contractors must focus their recruitment efforts to locate age-eligible children:
- (a) In state or tribal child welfare system including foster care, kinship care, Child Protective Services, Family Assessment Response services.
  - (b) With developmental delays or disabilities.
  - (c) Who are experiencing homelessness as defined by the federal [McKinney-Vento Education of Homeless Children and Youth Assistance Act](#) as lacking a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or a similar reason.
    - i. A **fixed residence** is one that is stationary, permanent and not subject to change.
    - ii. A **regular residence** is one that is use on a regular (i.e. nightly) basis.
    - iii. An **adequate residence** is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.
- (3) Contractors must document their recruitment procedure and strategies in ELMS.

## PAO-38 Eligibility for EARLY ECEAP Services

- (1) A child is eligible for EARLY ECEAP if the child is zero to 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 50% of the state median income (SMI)
  - (b) Receiving early intervention services with an Individualized Family Service Plan (IFSP)
  - (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, the early support for infants and toddlers program (ESIT) or received class C developmental services, or the early childhood intervention and prevention services program (ECLISPE)
  - (e) Is a tribal child as defined in rule by the Washington State's federally recognized tribes and DCYF and at or below 100%SMI.
- (2) Children who are eligible for EARLY ECEAP are not automatically enrolled in EARLY ECEAP. They must still be prioritized. (See PAO-48).
  - (3) Eligible, enrolled children maintain their eligibility for EARLY ECEAP until their next placement, 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 early intervention services or ECLIPSE may be simultaneously enrolled in EARLY ECEAP.

### PAO-39 Verifying Eligibility

- (1) Contractors must verify EARLY ECEAP eligibility before initial enrollment, including parent or guardian's legal authority to enroll, child's age, family size and family income.
  - (a) 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. 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 EARLY ECEAP and, to the best of their knowledge, the information entered in ELMS is true and correct. Contractors must also retain a statement signed by the EARLY ECEAP child's parent certifying that to the best of their knowledge, the information entered on the application is true and correct. These statements are available on the printed child application in ELMS.
- (3) In the absence of other documents to verify family size, contractors may accept a parent's signed statement.
- (4) Contractor staff may not verify EARLY ECEAP eligibility for their own relatives.
- (5) 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 EARLY 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 EARLY ECEAP and are still age-eligible, except for eligibility for Working Day EARLY ECEAP as noted in PAO-40.

### PAO-40 Authority to Enroll Child

- (1) A person has the authority to enroll a child into EARLY 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-41 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 EARLY 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 EARLY 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 EARLY 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 EARLY ECEAP child.

### PAO-42 Whose Income to Count

- (1) When determining a child's income eligibility, contractors must count the income received by the EARLY ECEAP child's parent(s) or guardian(s).
- (2) **Exceptions:**
  - (a) For a child in foster care, count only the amount of the foster care grant applicable to the EARLY ECEAP child. If there is no grant, count the income as zero.
  - (b) For an EARLY ECEAP child in kinship/relative care, count only the amount of the DSHS Non-Needy Relative, *in loco parentis*, legal guardian grant, Supplemental Security Income (SSI, Social Security Survivor Benefits (SSA) or Social Security Disability Insurance (SSDI) payment, or tribal payment applicable to the EARLY ECEAP child. If there is no grant, count the income as zero.
  - (c) For children adopted after foster or kinship care, count only the amount of an adoption support grant. If there is no grant, count the income 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-43 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 EARLY ECEAP eligibility, count all income of the EARLY 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
    - (ix) Strike benefits.
    - (x) Supplemental Security Income SSI.
    - (xi) State or Tribal Temporary Assistance for Needy Families (TANF) grants.
    - (xii) Training stipends.
    - (xiii) Tribal income, if taxable.

- (xiv) Unemployment or Workers' Compensation.
- (xv) 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) Cash from the sale of an asset or bank withdrawals not subject to capital gains.
  - (b) Disability payments made to disabled children of Vietnam veterans as prescribed by the Secretary of Veterans Affairs.
  - (c) Food or housing received in lieu of wages.
  - (d) Foster Care Grant for non-EARLY ECEAP child.
  - (e) Non-cash benefits such as food stamps, housing assistance, Medicaid, Medicare, school lunches, or employer-paid fringe benefits.
  - (f) One-time gifts, loans, inheritances or insurance settlements.
  - (g) Scholarships or educational grants for tuition.
  - (h) Tax refunds.
  - (i) Social Security issued in a child's name
  - (j) Stimulus payments due to natural disasters, pandemics, or state of emergency.

#### PAO-44 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-45 Verifying Annual Income

- (1) Contractors must verify family income before determining whether a child is eligible to participate in EARLY ECEAP. Verification of annual income is required for most EARLY ECEAP applicants, except:
  - (a) Contractors verify the grant amount for children in foster care and those in kinship/relative care covered by a DSHS Non-Needy Relative, *in loco parentis*, or legal guardian grant.
  - (b) Contractors do not re-verify income for families of children who were previously enrolled and attended EARLY ECEAP.
- (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) Eligible, enrolled children are allowed to remain in EARLY ECEAP until they are age-eligible for kindergarten, without re-verification.
- (4) Under specific circumstances, contractors may choose to use the previous month's 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-46 Prioritization

- (1) Once contractors have established a pool of eligible children, contractors must prioritize children for available EARLY ECEAP slots starting first with eligible children, and then children allowed for enrollment. To do this, contractors must use the priority point system available on the EARLY 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- REMOVED Exceeds SMI Eligibility (ESE) Slots

### PAO-47 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) EARLY 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-48 Availability for Enrollment

- (1) Contractors must only enroll children who are available to attend during scheduled class hours, with the exception of temporary absences due to illness or other reasons communicated by the family.
  - (a) For Part Day and School Day classes, children must be regularly available to attend all 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-49 Maintaining Enrollment

- (1) Contractors must:
  - (a) Begin all EARLY ECEAP classes no later than September 30 of each state fiscal year.
  - (b) Fill each funded EARLY ECEAP slot within 30 calendar days. To establish 30 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.
  - (c) Consider a slot full when a child attends class in person.
- (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) EARLY ECEAP classes that share classrooms with Migrant/Seasonal Head Start may begin when the room is available in October. EARLY ECEAP classes that share classrooms with Migrant/Seasonal Head Start must fill each funded EARLY ECEAP slot by October 30.

### PAO-50 Serving Non-EARLY ECEAP Children in the Same Classroom

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

### PAO-51 Health and Safety Planning

- (1) Contractors must develop a **written** plan, in partnership with their Health Advisory Committee, to implement and monitor health services including:
  - (a) All requirements related to Health, Safety and Nutrition.
  - (b) Confidentiality protocols.
  - (c) Classroom health curriculum.
  - (d) Parent education.

### PAO-52 Contagious Disease Prevention Policy and Procedure

- (1) Contractors must:
  - (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-53 Early Childhood Education Service Delivery

- (1) Contractors must use 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.
  - (a) Early ECEAP 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) Minimum 2,370 hours of class available per year.
    - (iii) Closures are allowed up to 23 days per year for holidays, breaks, and staff development with advance notice to families.
    - (iv) Exception based on the community assessment and needs of parents in the community served will be considered by DCYF EARLY ECEAP
- (2) Early ECEAP classes may modify instruction and class schedules during summer months, holiday/vacation periods, and for staff development activities, while meeting the minimum annual dosage requirements.
- (3) At sites that offer wrap-around child care in addition to EARLY ECEAP, contractors must specify on the ELMS Class Info page which hours are EARLY ECEAP hours. All EARLY ECEAP Performance Standards must be in place during those hours.
- (4) Daily transportation to and from the classroom does not count as part of class hours.

### PAO-54 Curriculum – Nutrition and Physical Activity Policy

- (1) The contractor must create a policy on the promotion of nutrition and physical activity including removal of potential barriers to physical activity participation.

### PAO-55 Documentation Requirements

- (1) Contractors must maintain records documenting compliance with EARLY ECEAP Performance Standards in ELMS and MyTeachingStrategies. Documentation subject to review by the DCYF EARLY ECEAP and the State Auditor’s Office.

When EARLY ECEAP Program Monitoring occurs in September through December, contractors must provide documentation from the previous school year. Records may be kept in the contractor's main office or at service sites, as appropriate for each type of documentation.

- (2) Contractors must retain records for the minimum times listed in the aligned standards for state review processes. Contractors are encouraged to seek legal counsel regarding longer retention of records related to potential legal or liability issues.

### PAO-56 Administrative Documents

- (1) Contractors must retain the following for six years after expiration (see EARLY ECEAP Contract):
  - (a) Audit report.
  - (b) Fiscal records.
  - (c) Proof of insurance.
  - (d) Property records (inventory).
  - (e) Subcontracts.
- (2) Contractors must retain documentation of complaints and resolutions for three years after their completion. (See PAO-34)
- (3) Contractors must retain the following for two years after their completion:
  - (a) Health Advisory Committee minutes.
  - (b) Parent Policy Council minutes.
- (4) Contractors must maintain current:
  - (a) Community assessment.
  - (b) Confidentiality policy and procedures.
  - (c) Conflict of interest policy.
  - (d) Compliance agreements, if any.
  - (e) EARLY ECEAP Performance Standards, at each service site.
  - (f) Waiver and Variance to Standards approved by the DCYF EARLY ECEAP.
  - (g) Fiscal management policies.
  - (h) Parent and community complaint resolution procedures.
  - (i) Personnel policies (attendance, conduct, pay, benefits, professional development, and performance evaluation).
  - (j) Program Self-Assessment.
  - (k) Service delivery plan.
  - (l) Travel policies, unless state travel regulations are followed (see EARLY ECEAP Contract).
  - (m) Diversity Equity and Inclusion Policy

### PAO-57 Family Partnership Documents

- (1) Contractors must retain parent education topics and attendance for two years after their completion.
- (2) Contractors must maintain current parent handbook or written communications, with translations as appropriate.

### PAO-58 Family Records

- (1) Contractors must retain the following family records in ELMS for children enrolled in the current year:
  - (a) Assessment of family strengths and needs.
  - (b) Family goals.
  - (c) Progress notes and follow-up.
  - (d) Referrals to community resources.

### PAO-59 Continuous Improvement System

- (1) Contractors must have a continuous quality improvement system to ensure compliance with all EARLY ECEAP requirements. This system must apply to direct services and to subcontractors. 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 EARLY ECEAP program planning.
  - (e) Include instructional leadership strategies and supports to drive improvement efforts
- (2) Contractors must maintain documentation of quality improvement activities.

### **PAO-60 Continuous Quality Improvement Visit**

- 1) The DCYF EARLY ECEAP will monitor each contractor's compliance with the EARLY ECEAP Contract and EARLY ECEAP Performance Standards regularly.
- a) In person Continuous Quality Improvement visits
  - b) Desktop monitoring of data in ELMS
  - c) Monthly contractor phone calls
- 2) The contractor will complete and submit a CQI plan when items are identified as needing improvement.. Upon approval of the plan by DCYF's EARLY ECEAP office, the contractor will resolve all items as outlined in the plan.

### **PAO-61 Stewardship of EARLY ECEAP Funds**

- (1) Contractors must immediately notify the DCYF EARLY ECEAP of any suspicion of fraudulent use of EARLY 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 EARLY ECEAP.

### **PAO-62 Non Traditional Remote Services Policy**

- (1) Contractors must create a written modified services policy. The policy must ensure that programming allows for a system of modified services in the event of a required prolonged closure. The policy must include in what ways contractors will ensure how:
- (a) Staff are able to work remotely with access to the necessary technology and tools.
  - (b) Staff are able to provide the services to families.
  - (c) Families receive the modified comprehensive services of EARLY ECEAP such as:
    - (i) Education
    - (ii) Health
    - (iii) Family support