

Companion Learning Guide to ECEAP Performance Standards

This guide can be used as a companion to the ECEAP Performance Standards Overview Training. Use the prompting question to explore the standards further. When going through the questions and you cannot find the answer, make a note of it, and reach out for help to your contractor's chain of communication preferences.

Section IA: Intent and Authority

- As you read the first section of standards Intent and Authority, were there any new definitions or acronyms for you?
- Reading IA-2 (1), what can your program do to ensure you comply with this standard?

Section CO: Child Outcomes

- What is the timeline for completing a developmental screening for an enrolled child?
- Are there exceptions to that timeline?
- When is the TSG Observation Checkpoint due?
- Why do you believe there is such an emphasis in the standards around individualizing for each child and family?

Section FEP: Family Engagement and Partnerships

- In reading FEP-1 Family Engagement and Partnership Principles, did any principle stick out to you as more important than others? If so, why?
- What dates are the Mobility Mentoring pre-assessment, midyear check-in, and post-assessment due in ELMS?
- This section provides many examples of creating opportunities for families to engage in your program. How will you or your contractor implement a plan to encourage involvement from members of traditionally marginalized and oppressed communities?
- What resources in your community are you very familiar with? Which ones will you need to find out more about?

Section PDTR: Professional Development, Training, and Requirements

- How many days after hire do you have to enter staff education qualifications into MERIT?
- What are the staff education qualifications for;
 - Lead Teacher? Assistant Teacher? Family Support Staff? Coach?
- In what ways can the Infant and Early Childhood Mental Health Consultant support your work in ECEAP?



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Section ENV: Environments

- Health and Safety are covered in this section of the standards. What are you already doing in your practices to meet these standards at your site or facility?
- Parent input in meal planning is a requirement in ECEAP. What are some ideas you have about how to gather input on meal planning with families?
- In the standard - ENV-3 Environment-Inclusive Design (1,e) states, “Avoid crowding, under-stimulation, or over-stimulation.” How do you find the right balance between too much and too little?

Section IC: Interactions and Curriculum

- What needs to be included in an individualized care plan?
- In this section, the term “culturally relevant” is used in many standards. What does that term mean to you?
- ECEAP is committed to leading with racial equity and prohibiting the historical outcomes for students of color. The goal of ECEAP’s no expulsion standard is to ensure children and families are provided with resources and supports focused on child strengths. How will you ensure this policy is adhered to as a contractor or subcontractor?

Section PAO: Program Administration and Oversight

- What is the difference between a Variance and a Waiver to standards?
- Community partnership is a vital element of high-quality preschool programming. According to the standards, what activities must Contractors involve community partners in?
- What must be included in your parent and community complaint process?
- Per ECEAP Performance Standard PDTR-10, eligibility and enrollment staff who verify ECEAP eligibility must: Complete the DCYF ECEAP Recruitment, Eligibility, and Enrollment Spring 2022 training, either in person or online, and maintain certificates of completion.
 - Link to training <https://dcyftraining.com/>