

2018-19 ECEAP Performance Standards

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INTRODUCTION TO THE 2018-19 ECEAP PERFORMANCE STANDARDS

The ECEAP Performance Standards explain the service delivery requirements of the Washington State Early Childhood Education and Assistance Program (ECEAP). They serve as the basis for ECEAP program monitoring. Contractors must comply with the Performance Standards as part of their contract with the Department of Early Learning. ECEAP Contractors must also comply with all applicable federal, state, and local regulations.

The 2018-19 Standards will be in effect beginning July 1, 2018 and until the fully aligned child care licensing, Early Achievers, and ECEAP standards are released on July 1, 2019 or later. This version incorporates some of the changes developed for the aligned standards as well as some topics that were previously in the ECEAP contract.

Contractors are encouraged to establish “best practices” above these minimum requirements to address the goals of ECEAP:

- To provide a comprehensive pre-kindergarten program that integrates education, family support and health services.
- To foster the development of the whole child and enhance opportunities for success in school and life.
- To 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.
- To honor each family’s culture and language, and ensure culturally-relevant services.

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

DEFINITIONS

“Contractor” means the organization providing ECEAP services under a signed contract with the Washington State Department of Early Learning.

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

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

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

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

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

CROSS-REFERENCES

A letter-number combination follows some standards, referring the reader to another related standard. For example: When Standard A-203 mentions kindergarten transition planning, it refers the reader to details in Standards E-208, E-217, and F-207.

SECTION A: ADMINISTRATION

A-200 Continuous Improvement System

Contractors must have a continuous quality improvement system to ensure compliance with all ECEAP requirements. This system must apply to direct services and to subcontractors. It must:

- Include monitoring at the class, site, subcontractor (if applicable), and contractor levels on a defined schedule.
- Inform training and technical assistance delivered to staff at all levels.
- Inform ongoing coaching supports.
- Inform ECEAP program planning.
- Include instructional leadership strategies and supports to drive improvement efforts

Contractors must maintain documentation of:

- Data gathered during monitoring.
- Follow-up on out-of-compliance issues.
- Quality improvement activities

A-201 Exceptions to Standards

Contractors must receive written approval from the State ECEAP Office before implementing exceptions to ECEAP Performance Standards or policies.

A-202 Service Delivery Plan

Contractors must develop a written Service Delivery Plan, in collaboration with ECEAP parents, staff, and community partners (A-203, A-205). The plan must include:

- Early childhood education. (Section E)
- Family support. (Section F)
- Health and nutrition. (Section D)

Contractors must ensure that all ECEAP services:

- Respond to community needs.
- Integrate program components, such as education, family support, and health.
- Are developmentally appropriate for children.
- Build relationships with families based on mutual respect and equality.
- Are culturally and linguistically appropriate for families.
- Focus on family strengths.
- Support family self-sufficiency.
- Support parent involvement, empowerment, and leadership.

A-203 Community Partnerships

Contractors must develop community partnerships with schools, health and social service agencies, and other related community organizations. Contractors must involve partners in:

- Community Assessment. (A-206)
- ECEAP service delivery planning. (A-202)
- Community services development and coordination.
- Planning for children with disabilities. (E-202 and E-212)
- Kindergarten transition planning. (E-208, E-217, F-207)
- Corrective action planning, as related to community services. (A-208)

A-204 Health Advisory Committee

Contractors must establish a Health Advisory Committee (HAC) composed of staff; ECEAP parents; and professionals in medical, dental, nutrition, public health, and mental health fields; to:

- Offer input on policy and planning related to health, nutrition, and mental health.
- Address issues and concerns about health service delivery.
- Provide opportunities for parent empowerment and leadership skill development.

The HAC must meet a minimum of once per year and more often as community health or ECEAP needs arise. Contractors must maintain a roster of participants and minutes of HAC meetings.

A-205 Parent Policy Council

Contractors must establish a Parent Policy Council, composed primarily of current and former ECEAP parents, and separate from an agency board of directors. Council members may serve no more than five consecutive years. ECEAP staff provide support and consultation at Council meetings.

The purpose of the Parent Policy Council is to develop parent empowerment and leadership and serve as a communication link between the contractor and ECEAP families. The Council works with the contractor to make decisions about ECEAP administration, including, but not limited to:

- Service delivery plan. (A-202)
- Community assessment. (A-206)
- Self-assessment of ECEAP Compliance. (A-207)
- Program monitoring. (A-208).
- Complaint resolution. (A-209)
- Budget.
- Program policies.
- Recruitment of families (B-200).

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

Contractors with other early learning programs may form joint Parent Policy Councils with ECEAP parent representation.

A-206 Community Assessment

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.

The assessment must document:

- Where eligible children live, within the contractor's service area.
- Race, ethnicity, and home languages of eligible children.
- Numbers of age-eligible children or families who are:
 - Developmentally delayed or disabled.
 - In the child welfare system, including foster care.
 - In families that are homeless.
 - In families with low income.
 - In families where parents work as seasonal or migrant farmworkers.
 - In families in the military.

Contractors must analyze this assessment data with their community partners to determine the community capacity for ECEAP-eligible children and families to access services such as:

- Education.
- Medical, mental and oral health.
- Nutrition.
- Social services.

Contractors must use the community assessment to develop their:

- Plan for delivering services that meet the needs of their community.
- Philosophy and goals.
- Recruitment strategies.
- Culturally and linguistically responsive ECEAP services.
- Site locations.

Contractors must maintain documentation of community assessment activities.

A-207 Self-Assessment of ECEAP Compliance

Contractors must include ECEAP staff and parents in an annual assessment of compliance with ECEAP Performance Standards, using the ECEAP Self-Assessment form. Contractors must submit this self-assessment to the State ECEAP Office by June 30 of each year.

A-208 Program Monitoring

The State ECEAP Office will monitor each contractor's compliance with the ECEAP Contract and ECEAP Performance Standards regularly.

The Contractor will complete and submit a corrective action plan when out-of-compliance with ECEAP requirements. Upon approval of the corrective action plan by the department's ECEAP office, the Contractor will resolve all out-of-compliance issues as outlined in the plan.

Contractors must maintain documentation of progress on corrective action plans.

A-209 Community and Parent Complaints

Contractors must develop a written procedure for handling parent and community complaints. The procedure must address:

- How to register a complaint.
- Steps and timeline for investigating a complaint.
- Documentation of complaints, including resolution of substantiated complaints.

If resolution of a complaint cannot be reached, the contractor must contact the State ECEAP Office.

A-210 Free-of-Charge

Contractors must provide ECEAP services free-of-charge to enrolled families.

Contractors may accept voluntary donations. Contractors must ensure that all parents have opportunities to fully participate in ECEAP activities. No parent will be requested or required to contribute money, food, or supplies with a monetary value. Contractors are encouraged to invite parents to volunteer time, but may not require it.

A-211 Stewardship of ECEAP Funds

Contractors must immediately notify the State ECEAP Office of any suspicion of fraudulent use of ECEAP funds, including but not limited to:

- An employee intentionally entering deceptive or false information into ELMS regarding:
 - Child eligibility criteria.
 - Children’s actual start dates and last days in class.
 - Class start or end dates.
 - Services that were not actually provided.
- A family providing false information in order to enroll in ECEAP.

A-212 Non-Discrimination

Contractors must not deny service to, or discriminate against, any person who meets the eligibility criteria for ECEAP on the basis of gender, race, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, family configuration, sexual orientation, culture, or public assistance recipient status.

Contractors must comply with the Americans with Disabilities Act (ADA).

A-213 Confidentiality

Contractors must write a policy to ensure the security and confidentiality of all child and family information. This includes:

- Obtaining written, informed parent consent before releasing verbal or written information, except as required by law.
- Providing parents access to child and family records.
- Disposing of written records in a secure manner.
- Securing electronic records.

A-214 Subcontractors

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

Contractors must orient and train subcontractors on current ECEAP Performance Standards. Contractors are responsible for monitoring subcontractors for compliance with all Performance Standards.

SECTION B: ENROLLMENT AND ELIGIBILITY

Overview

The goal of ECEAP eligibility and enrollment standards is to ensure that the children most in need of ECEAP are enrolled, within the state's allotted funding. The Early Learning Management System (ELMS) is designed to guide contractors through this process.

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

To ensure fair access to ECEAP, Contractors:

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

B-200 Child Recruitment

Contractors must conduct ongoing recruitment throughout the year to:

- Identify potentially-eligible families in their service area.
- Inform families about ECEAP services.
- Encourage families to apply for ECEAP.
- Maintain a viable waiting list.

Contractors must focus their recruitment efforts to locate age-eligible children:

- Who are homeless as defined by the federal McKinney-Vento Homeless Assistance Act as lacking a fixed, regular, and adequate nighttime residence.
- In the foster care system.
- In families receiving Child Protective Services, Family Assessment Response services, or Indian Child Welfare services.
- With disabilities.

Contractors must document their recruitment procedure and strategies in ELMS.

B-201 Eligibility for ECEAP Services

Children are eligible for ECEAP if they are at least three years old, but not yet five years old, by August 31 of the school year, and meet one of the following criteria:

- Returning to ECEAP from the previous school year.
- Qualified by their school district for special education services under RCW 28A.155.020. All children with a school district Individualized Education Program (IEP) meet this requirement.
- From a family with income at or below 110% of the federal poverty guidelines established by the U. S. Department of Health and Human Services (<http://aspe.hhs.gov/poverty>).
- From a family with income that exceeds 110% of the federal poverty guideline and is impacted by specific developmental or environmental risk factors that are linked by research to school performance, within the limits set by DCYF and the State Legislature.

Children who are eligible for ECEAP are not automatically enrolled in ECEAP. They must still be prioritized. See B-210

Eligible, enrolled children are allowed to remain in ECEAP until kindergarten, without re-verification of income or risk factors.

Children are not eligible for ECEAP if they are enrolled in Head Start, however Head Start funds may be used to increase the dosage of ECEAP preschool services when federal funds are provided to a Contractor specifically for this purpose.

Children served by school district special education may be simultaneously enrolled in ECEAP.

B-202 Eligibility for Extended Day ECEAP

Children are eligible for Extended Day ECEAP if one of these applies:

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

If a parent's work hours vary, contractors must average the weekly hours for the entire school year.

Parents' work or training hours do not have to match the ECEAP class hours.

In addition, contractors must ensure:

- Families with children enrolled in Extended Day ECEAP continue to meet the Extended Day eligibility requirements to enroll in a second year of Extended Day ECEAP. Families that no longer meet the Extended Day eligibility requirements are still eligible for Part Day or Full School Day ECEAP.
- For children returning from the previous year from any classroom model, staff update family work and training hours in ELMS before enrolling the child in an Extended Day class in the new year.

B-203 Verifying Eligibility

Contractors must verify ECEAP eligibility before initial enrollment, including parent or guardian's legal authority to enroll, child's age, family size and family income.

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, or domestic violence. 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.

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 ECEAP and, to the best of their knowledge, the information entered in ELMS is true and correct. This statement is available on the printed child application in ELMS.

In the absence of other documents to verify family size, Contractors may accept a parent's signed statement.

Contractor staff may not verify ECEAP eligibility for their own relatives.

Child applications remain valid for eligibility purposes for the school year for which the family applied.

- Contractors must re-verify eligibility for children who never attended ECEAP, whose initial application was in the previous school year (July 1 to June 30).
- Contractors must verify eligibility for siblings applying for subsequent years.
- It is not necessary to re-verify eligibility for children who attended ECEAP and are still age-eligible, except for eligibility for Extended Day ECEAP as noted in B-202.

B-204 Authority to Enroll Child

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

- The child's biological, adoptive, step, or foster parent.
- Awarded custody by a court via a Non-Parental Custody Decree.
- Granted temporary custody via a written temporary parental consent agreement, which:
 - Must be signed by both parents or explain why one parent is not available.
 - Must be agreed by the parent and the person assigned temporary custody.
 - Need not be approved by a court or notarized.
- 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.

B-205 Calculating Family Size

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

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

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

B-206 Whose Income to Count

When determining a child's income eligibility, contractors must count only the income received by the ECEAP child's parent(s) or guardian(s).

Exceptions:

- For a child in foster care, count only the amount of the foster care grant applicable to the ECEAP child.
- For an ECEAP child in kinship/relative care and covered by a DSHS Non-Needy Relative, *In Loco Parentis*, Legal Guardian grant, an SSI payment, or a tribal payment, count only the amount received in the child's name.
- 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.

B-207 Which Income to Count

For each family, Contractors may calculate income from either the previous calendar year or the previous twelve months, whichever more accurately reflects the needs of the family at the time of application.

For the purpose of determining ECEAP eligibility, count all income of the ECEAP child's parents or guardians including:

- Gross wages or salaries, before taxes and deductions.
- Net income from self-employment.
- Income received in a regular or periodic manner such as:
 - Alimony.
 - Annuity payments.
 - Child support, only if required by a legally-binding child support order.
 - Emergency Assistance cash payments.
 - Foster care grant.
 - Insurance payments that are regular (not one-time).
 - Retirement or pension payments.
 - Scholarships/grants/fellowships for living expenses.
 - Social Security.
 - Strike benefits.
 - Supplemental Security Income.
 - All TANF grants including "Non-Needy Relative," "In Loco Parentis" or "Legal Guardianship" grants.

- Training stipends.
- Tribal income, if taxable.
- Unemployment or Workers Compensation.
- Veteran's benefits.
- Other regular support from an absent family member or someone not living in the household.
- Interest and dividends from assets.
- 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).
- Gambling or lottery winnings.

Subtract from income:

- Documented child support payments to another household, only if required by a legally-binding child support order.

Do not count as income:

- Assets drawn down, such as cash from sale of an asset or bank withdrawals.
- Capital gains.
- Disability payments made to disabled children of Vietnam veterans as prescribed by the Secretary of Veterans Affairs.
- Food or housing received in lieu of wages.
- Non-cash benefits such as food stamps, housing assistance, Medicaid, Medicare, school lunches, employer-paid fringe benefits.
- One-time gifts, loans, inheritances or insurance settlements.
- Scholarships/educational grants for tuition.
- Tax refunds.

B-208 When a Child Lives in Two Households

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.

When neither household is primary and neither household receives child support from the other household, both the following apply:

- Count the family size for both households and divide by two. If the resulting number is a fraction, round up the nearest whole number.
- 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.

B-209 Verifying Annual Income

Contractors must verify family income before determining whether a child is eligible to participate in ECEAP. Verification of annual income is required for most ECEAP applicants, except:

- 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.
- Contractors do not re-verify income for families of children returning to the same ECEAP Contractor from the previous school year.

To verify income, Contractors must view documentation such as:

- Income tax forms, W-2 forms or 12 months of pay stubs or pay envelopes.
- Leave and Earnings Statements for uniformed services members.
- Documentation of public assistance or other benefits.
- Child support orders.
- A statement of income signed by the employer or parent, if no other documentation of income is available.

Eligible, enrolled children are allowed to remain in ECEAP until they are age-eligible for kindergarten, without re-verification.

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.

- Annual income must first be verified and entered in ELMS.
- This choice applies when a family's current income is significantly decreased from their annual income due to death, divorce, unexpected job loss or similar circumstance.
- The reason for this exception must be documented in ELMS.

B-210 Prioritization

Contractors must prioritize eligible children for available ECEAP slots. To do this, Contractors must use the priority point system available on the ECEAP webpage and built into ELMS. This point system is based on:

- Child age, with priority for children who are four-years-old on August 31 of the school year.
 - Exception: Children in foster care, homeless, or in the child welfare system are prioritized regardless of age.
- State law requiring ECEAP priority for children in foster care, in families with the lowest income, or in families with multiple needs.
- DCYF research on the comparative impact of risk factors on school readiness and success.

B-211 Over-income slots

Contractors must not exceed their assigned limit on the number of children from families over 110 percent of federal poverty level, established annually by DCYF and aligned with state law.

- Exception: Contractors must have written permission from the state ECEAP office before offering enrollment to any over-income family after the Contractor has reached their initial over-income limit. DCYF will consider such requests if there are unused over-income slots statewide.

For the purposes of this limit, all children are counted at the time of their first ECEAP enrollment as either income-eligible or over-income.

- Children who enter ECEAP with an active IEP do not count against the over-income limit, even if they do not qualify by income.
- If a child enters ECEAP using an over-income slot and then during the year an active IEP is entered in ELMS for the child, they will no longer count against the over-income limit.

B-212 Waiting Lists

Contractors must maintain prioritized waiting lists in ELMS.

For the purposes of statewide statistics, staff must complete the ELMS prescreen for all children on the waiting list.

ECEAP waiting lists may include children who are also on a Head Start waiting list, for children who might enroll in either program.

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, except ELMS will remove children when they are no longer age-eligible.

B-213 Availability for Enrollment

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.

- For Part Day and Full School Day classes, children must be regularly available to attend all scheduled class hours.
- For Extended Day classes, children must be available to attend six or more hours per day and at least four days per week.

B-214 Maintaining Enrollment

Contractors must:

- Begin all ECEAP classes no later than September 30 of each state fiscal year.
- Fill each funded ECEAP slot within 30 calendar days. To establish 30 calendar days:
 - At the beginning of the year, count the first day of class as day one.
 - When a child exits, count the last day the child attended class in person as day one.
 - 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.
- Consider a slot full when a child attends class in person.

Exceptions:

- 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 Extended Day classes.
- ECEAP classes that share classrooms with Migrant/Seasonal Head Start may begin when the room is available in October. ECEAP classes that share classrooms with Migrant/Seasonal Head Start must fill each funded ECEAP slot by October 30.

B-215 Attendance

To encourage attendance, Contractors must, at minimum:

- Inform families of the benefits of regular attendance.
- Support families to promote each child's regular attendance.
- 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.
- Partner with parents to address obstacles to attendance when a child has multiple unexplained absences or is at risk of missing ten percent of class days per year.
- 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.
- Retain records of children's daily attendance in ECEAP classes for at least three years after a child exits ECEAP.

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:

- 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.
- Ensure staff and families discuss plans before the family leaves.
- Meet family needs as best as possible.
- Align with the requirement to fill vacant slots within 30 days.
- Making efforts to re-engage families if a child stops attending.

To support regular attendance of children experiencing homelessness, contractors must address transportation needs. Strategies may include:

- Collaborating with a school district.
- Coordinating car pools with other families.
- Providing bus passes for public transportation.
- Engaging with community partners.
- Offering a temporary alternative attendance plan.

Contractors may contact the state ECEAP office for technical assistance if they have exhausted attendance and transportation strategies for children experiencing homelessness.

Contractors must receive written approval from the State ECEAP office before implementing alternative attendance plans.

B-216 Serving Non ECEAP Children in the Same Classroom

Contractors may serve children who are not eligible for ECEAP in the same classroom with ECEAP children, providing:

- The total proportional share of costs for non-ECEAP children is covered by funds, or in-kind contributions, from sources other than ECEAP dollars.
- ECEAP Performance Standards are met for all ECEAP children.
- The contractor reports the number of non-ECEAP children accurately in ELMS and updates this in monthly reports.

Written documentation for Section B:

Contractors must maintain the following documentation from this section of the Performance Standards for at least the current and previous school year.

- B-203 Parent signatures verifying eligibility information is accurate.
- B-203 Signed statement from staff who verified eligibility.
- B-209 Parent statement of no income (if applicable).

Contractors must the following documentation for at least three years after completion:

- B-215 Attendance Records

Contractors should consult their ECEAP contract and follow their agency's record retention schedule for longer retention requirements. The above list does not include the electronic documentation in ELMS.

SECTION C: HUMAN RESOURCES

C-200 Staffing Patterns

Contractors must provide adequate staff to comply with all ECEAP Performance Standards. Contractors must maintain accurate job descriptions.

C-201 Staff Recruitment and Selection

Contractors must have written policies and procedures for recruitment and selection of staff.

Contractors must:

- Follow all state and federal laws that ensure equity.
- Advertise all position openings to the public.
- Encourage applicants who reflect the ethnicity, culture, and language of children and families served.
- Involve parents and appropriate staff in the hiring process.
- Document staff recruitment procedures, including evidence of any labor pool shortage.
- During the interview process, seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families.
- Conduct reference checks.
- Require criminal history background clearance for all staff who have unsupervised contact with children.
- Require new employees to complete a one-step Mantoux tuberculosis (TB) skin test, unless they have written proof of one of the following:
 - Negative Mantoux TB test in the 12 months prior to hire.
 - Medication therapy to treat TB.
 - 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-202 Staff Qualifications

Contractors must hire and employ staff who meet the qualifications for their position.

When a contractor requires additional qualifications, such as para-educator status, each staff person must also meet the qualifications for their ECEAP role. When a staff person fills more than one position, as defined by ECEAP Performance Standards, they must meet the qualifications for each position.

Contractors must ensure that staff qualifications are entered in MERIT within 30 days of hire for each person in the role of ECEAP lead teacher, assistant teacher, family support staff, and coach.

C-203 College Credit

When college credit is required for ECEAP staff, the following applies:

- College credit must be earned from an accredited institution of higher education.
- One college semester credit equals 1.5 college quarter credits.
- Credit counted for staff qualifications, such as specific 12 or 30 credit requirements for teachers and family support staff, must be directly related to the job description.
- Early childhood education (ECE) credit is coursework with content closely related to the Washington State Core Competencies and predominantly addresses children ages birth to eight.
- Staff requirements for an associate degree allow any “two-year” community or technical college degree of 90 quarter credits or more, including degrees designated as AA, AAS, AAS-T, ATA, or AD.
- Equivalent degrees and credentials from other states and countries are accepted for ECEAP staff qualifications.

C-204 Lead Teacher Role

The ECEAP lead teacher is directly responsible for the care and education of children and must be present during all hours per year of child direct services (Section E).

The lead teacher must demonstrate competency to:

- Observe and assess children's development.
- Plan children's curriculum based on child development knowledge.
- Design the learning environment.
- Implement and supervise developmentally appropriate learning activities.
- Build positive relationships with children.
- Plan guidance strategies for children.
- Involve parents.

C-205 Lead Teacher Qualifications

All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications:

- An associate or higher 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; or
- A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

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 date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

If a contractor hires a substitute lead teacher for more than three weeks, that substitute must meet ECEAP lead teacher requirements. If a qualified substitute is unavailable, contractors must begin the provisional hire Professional Development Plan process within three weeks of appointment (C-204).

C-206 Assistant Teacher Role

An assistant teacher must be present during all hours per year of child direct service hours, whenever there are more than ten children present or when needed to ensure a safe learning environment.

An assistant teacher demonstrates competency to implement program activities under the direction of a lead teacher.

C-207 Assistant Teacher Qualifications

All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications:

- Employment as an ECEAP assistant teacher in the same agency before July 1, 1999;
- The equivalent of 12 college quarter credits in early childhood education;
- Initial or higher Washington State Early Childhood Education Certificate; or
- A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

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 date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

C-208 Family Support Staff Role

An 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.

Family Support Staff must have the knowledge, skills and abilities to:

- Understand family and relationship development cycles.
- Recognize influences of diversity and culture.
- Work with families as systems.
- Demonstrate acceptance of all types of family groupings and use materials that reflect nontraditional families.
- Build relationships with families that are positive and goal-directed.
- Establish mutual trust with families.
- Identify and assess family strengths and goals.
- Link families to community resources.
- Engage families in program activities.
- Coach families toward self-sufficiency.
- Increase the family's knowledge of parenting, school participation, and leadership.
- Cultivate community partnerships.

Each family support staff person may serve no more than 40 families concurrently. Fewer families per staff may be necessary to fully implement ECEAP Performance Standards. The number of families served must be adjusted proportionately when staff:

- Work less than 35 hours per week.
- Are assigned roles and duties in addition to family support.
- Provide more intensive services based on family needs.
- Travel extensively to meet with families.

Contractors must identify a family support lead to:

- Attend Mobility Mentoring® training.
- Coordinate implementation of family support services
- Provide Mobility Mentoring® training to family support staff prior to implementation of Mobility Mentoring® approaches
- Participate in ongoing ECEAP family support webinars, trainings and meetings provided by DCYF.

C-209 Family Support Staff Qualifications

All persons serving in the role of ECEAP family support staff must meet one of the following qualifications:

- Employment in the same position in the same agency before July 1, 1999;
- An associate or higher degree with the equivalent of 30 college quarter credits of 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
- 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.
- Home Visitor Child Development Associate (CDA) Credential from the Council of Professional Recognition.

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 date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

C-210 Coach Role

The Contractor must provide, or have access to, a practice-based coach trained on the Early Achievers Coach Framework, to:

- Support Early Achievers rating readiness and ongoing continuous quality improvement.
- Assist the Contractor in identifying goals and making quality improvement plans to achieve goals.
- Assist the Contractor in completing remedial activities within the identified timeline, when applicable.
- Document in the DCYF WA Compass database including:
 - Pre-rating support provided to each site prior to finalized rating.
 - Quality Improvement Plan for each site once the rating is finalized, including goals and Action Plans.
 - Enter scoring and document use of the coaching strategies used to support teacher implementation of curriculum
 - Required coach professional development including:
 - Date of Early Achievers Coach Framework training.
 - Date attended coach orientation.
 - Titles and dates of coach webinars.
 - Date achieving ERS or CLASS reliability, if applicable.
 - Curriculum and Coaching to Fidelity training, if applicable.

Contractors must ensure coaches are assigned in WA Compass. Contractors must notify the State ECEAP Office when changes to coaching staff occur.

C-211 Coach Qualifications

All persons serving in the role of coach must meet all of the following qualifications:

- 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.
- A minimum of two years working with young children in a group setting.
- Experience as an early learning coach, consultant, mentor, or trainer.

If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has an Associate's 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 date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

C-212 Health Advocate Role

An ECEAP health advocate demonstrates competency to implement program activities under the direction of a health professional.

C-213 Health Advocate Qualifications

All persons serving in the role of ECEAP health advocate must meet one of the following qualifications:

- Employment as an ECEAP family support aide or health aide in the same agency before July 1, 2014; or
- 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-214 Health Consultant Role

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.

C-215 Health Consultant Qualifications

The health consultant must meet one of the following qualifications:

- Licensed in Washington State as a registered nurse (R.N.) or as a physician (M.D., N.D, D.O.); or
- A bachelor's or higher degree in public health, nursing, health education, health sciences, medicine, or related field.

C-216 Nutrition Consultant

ECEAP staff, including subcontractors, must have access to a nutrition consultant who:

- Approves menus.
- Consults on children's special dietary requirements.
- Consults on nutrition education activities for children and their families.

C-217 Nutrition Consultant Qualifications

The nutrition consultant must meet one of the following qualifications:

- 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
- A Washington State certified nutritionist under RCW 18.138.

C-218 Mental Health Consultant Role

Contractors must have access to a mental health consultant who is available to:

- Observe and/or screen children regarding behavior, emotional needs, and mental health.
- Work collaboratively with parents to address their child's mental health issues.
- Consult with staff regarding classroom support and interventions for children.
- Refer children and families to local mental health services.
- Consult with and train staff as needed on topics, such as:
 - Classroom environment, practices, and activities to promote social and emotional development.
 - Early identification of behavioral disorders, atypical behavior, and child abuse.
 - Specific interventions to address identified behavioral and mental health needs.

C-219 Mental Health Consultant Qualifications

The mental health consultant must meet one of the following qualifications:

- 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
- 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
- Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker, or psychologist.

C-220 Staff Training Program

Contractors must plan a training program, with involvement of staff and parents, to support the personal and professional development of ECEAP staff. The training plan must include:

- Engaging, interactive training activities.
- Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel.
- Academic credit, whenever possible.
- A training evaluation system.
- A recordkeeping system to track individual training.

Contractors must support the professional development of classroom staff by providing regularly scheduled time for:

- Curriculum planning.
- Reflective practice with coaches, supervisors, and peers.

C-221 Required Training

Contractors must ensure all staff, including subcontractors, receive training on ECEAP Performance Standards upon hire and annually thereafter. Contractors must ensure staff obtain specific training for their role as described herein.

Staff working with children must:

- Maintain a current basic standard first aid card (D-217).
- Maintain a current infant/child cardiopulmonary resuscitation (CPR) card (D-217).
- Complete training on disaster plans and emergency procedures (D-202, D-217).
- Complete training on universal precautions for prevention of transmission of blood borne pathogens (D-212).
- Complete training on preventing, identifying, and reporting child abuse and neglect.

Lead teachers must:

- Complete in-person or online training to use GOLD® by Teaching Strategies within six months of hire.
- Complete inter-rater reliability certification for GOLD® by Teaching Strategies within six months of hire and every three years thereafter.
- Complete a DCYF determined GOLD® digital curriculum resources training.
- Complete a DCYF determined in-person curriculum training, if DCYF provided a free Creative Curriculum® or HighScope® curriculum kit.
- Complete training for the alternative curriculum, if the Contractor is approved for alternative curriculum implementation.
- Complete a minimum of 20 hours of in-service professional development per year, such as workshops, classes, or job-embedded professional learning.

Assistant teachers must:

- Complete a minimum of 15 hours of professional development per year, such as workshops, classes, or job-embedded professional learning.

Food service staff preparing full meals and at least one staff person per classroom must:

- Maintain a Washington State Department of Health food worker card.
- Monitor and oversee food handling and service and provide orientation and ongoing training as needed for all staff involved in food handling service (D-213).

Family support staff must:

- Complete training in ECEAP Mobility Mentoring.
- Complete a minimum of 20 hours of in-service professional development per year, such as workshops, classes, or job-embedded professional learning.

Coaches must:

- Attend the Early Achievers Coach Framework training within six months of hire.
- Complete a DCYF determined in-person curriculum training, if DCYF provided a free Creative Curriculum® or HighScope® curriculum kit.
- Complete the coach orientation webinars located on the DCYF ECEAP website, upon hire.
- Participate in ongoing Early Achievers coach webinars, trainings and meetings provided by DCYF and Cultivate Learning.
- Participate in coach consultation with Cultivate Learning and DCYF ECEAP staff as needed.

Coaches are strongly encouraged to attend reliability training in CLASS and ERS.

Staff supporting teachers implementing Creative Curriculum® (such as Early Achievers coaches, directors, coordinators, and managers) must attend a Coaching to Fidelity training provided by Cultivate Learning staff.

Eligibility and enrollment staff who verify ECEAP eligibility must:

- Complete a DCYF ECEAP Eligibility and Enrollment training, either in person or online, and maintain certificates of completion.
- Complete training on contractor eligibility practices, eligibility fraud prevention, and the importance of protecting program integrity and the public trust.

C-222 Volunteer Training and Background Check

Contractors must ensure that persons who volunteer with children are directly supervised by ECEAP staff at all times.

Contractors must plan and implement training for all volunteers on:

- Their roles and responsibilities.
- Relevant ECEAP Performance Standards and program policies.

Persons who volunteer on a weekly or more frequent basis with ECEAP children must:

- Obtain a criminal history background clearance.
- Obtain a TB test as described in C-201.
- Complete training on preventing, identifying, and reporting child abuse and neglect.

Contractors must maintain records of volunteer hours and completed training.

SECTION D: HEALTH, SAFETY, AND NUTRITION

D-200 Health and Safety Planning

Contractors must develop a plan, in partnership with their Health Advisory Committee (A-204), to implement and monitor health services including:

- All requirements in Section D: Health, Safety, and Nutrition.
- Confidentiality protocols. (A-213)
- Classroom health curriculum. (E-203, E-204, E-205, E-206)
- Parent education. (F-207)

D-201 Health Coordination Services for Families

Contractors must work with parents to:

- Determine if children have regular medical and dental providers, and dates of last visits.
- Determine children's medical, dental, nutritional, or mental health needs, including immunization status, current medications, allergies, and life-threatening conditions.
- Provide support to ensure children's health care needs are met.
- Develop an individual health plan if indicated, such as for a child with special health care needs, medication, asthma, or allergies.

Contractors must track health care coordination for each child which includes:

- Health referrals.
- Follow-up to ensure treatment is completed.
- Planning for ongoing health care needs.

Contractors must also assist families to:

- Advocate for their child's health and safety needs.
- Obtain information on fluoridation, if needed.
- Access health information on topics of parent interest.

Contractors must maintain documentation of these health coordination services.

D-202 Health and Safety Policies and Procedures

Contractors must have written health and safety policies and procedures on:

- Child abuse and neglect prevention, detection, and reporting.
- Child allergies.
- Disaster plan for emergencies such as fire, earthquake, flood, tsunami, volcanic eruption, or lock-down, as applicable based on location, including practice drills.
- Exclusion of sick children.
- Handling medical, dental, and poisoning emergencies. (D-217)
- Infectious disease prevention. (C-221, D-212, D-213, D-217)
- Medication management. (D-210)
- Monitoring of health and safety practices.
- 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. (D-205)
- Transportation, if applicable. (D-220)

D-203 Parent Consent Forms

Contractors must obtain signed parent consent for:

- Participation in Early Achievers.
- Administration of medication.
- Emergency medical treatment.
- Health screenings or assessments.
- Transportation.

Signed forms must be kept confidential (A-213) and accessible.

D-204 Health Records

Contractors must maintain current and confidential (A-213) health files on all enrolled children that include:

- Medical and dental history.
- Immunization records. (D-209)
- Allergy information.
- Food preferences and restrictions.
- Health screening results. (D-206)
- Dental screening results. (D-207)
- Medical examination records. (D-208)
- Accident reports.
- Documentation of health-related family contacts.

Contractors must maintain a tracking system to ensure these records are kept up-to-date.

D-205 Parent Notifications

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 (D-202).
- 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.
- Notify parents that children have been exposed to infectious disease and parasites in accordance with WAC 170-295-3010.

D-206 Health Screening

Children who have not had a health screening within the last six months must be screened within 90 calendar days, counting children's first day attending class as day one, for:

- Vision and hearing.
- Height and weight.
- Special health needs.

Contractors must:

- Document the screening results.
- Inform parents when health issues or developmental concerns are suspected or identified in their child.
- Make appropriate referrals based on screening results.

D-207 Dental Screening

Contractors must work with parents to ensure that children who have not had a dental exam within the last six months receive a dental exam, or screening by a dental hygienist, within 90 calendar days, counting children's first day attending class as day one. Contractors must retain a copy of the screening or exam record in the child's file.

D-208 Medical Examinations

Contractors must work with parents to ensure that children who have not had a medical exam within the last 12 months receive one within 90 calendar days, counting children's first day attending class as day one. This exam must meet the standards set by the Washington State Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) program, including a comprehensive assessment of the physical and mental health, growth, development, and nutritional status of the child. Contractors must retain a copy of the exam record in the child's file.

D-209 Immunizations

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 to complete immunizations.

D-210 Medications

Contractors must have a written policy for the safe administration, handling, and storage of medication (D-202). 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.

D-211 First Aid Kit

Contractors must have a first aid kit in each classroom that is:

- Tailored for the ages and number of children.
- Labeled and readily available to staff and volunteers.

First aid kits must include:

- A current first aid manual.
- Sterile gauze pads.
- Small scissors.
- Band-Aids of various sizes.
- Roller bandages.
- A large triangular bandage (sling).
- Non-sterile protective gloves
- Adhesive tape.
- Tweezers.
- A one-way CPR barrier or mask.

Contractors must ensure that a first aid kit is readily accessible when children are outside and on field trips.

D-212 Infectious Disease Prevention

Contractors must:

- Establish infectious disease prevention policies and procedures in accordance with local health department guidelines or OSPI “Infectious Disease Control Guide for School Staff (D-202).”
- Follow universal precautions for prevention of transmission of blood borne pathogens.
- 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.
- Have sufficient, clean, child-accessible toilets and hand-washing facilities.
- Report communicable diseases according to local requirements.

D-213 Food Sanitation

Contractors must:

- Comply with WAC 246-215 and WAC 246-217 at locations where food is prepared, stored, and served. Family child care homes are exempt.
- Staff each classroom with at least one person with a food worker card present at all times. This person must provide ongoing training and oversight to all staff involved in food handling, meal and snack times, and food activities. (C-221).
- 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.
- 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 staff who are ill do not work in or around food preparation or service areas.
- Ensure that children are carefully supervised when helping with food preparation.

D-214 Meals and Snacks

Contractors must offer meals and snacks according to the length of class sessions.

- For class sessions lasting less than three hours, one meal must be provided. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more.
- For class sessions lasting between three and five hours, one meal and one snack must be provided.
- For class sessions lasting more than five and up to nine hours, one meal and two snacks or two meals and one snack must be provided.
- For class session lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.

Contractors must:

- Participate in the USDA Child and Adult Care Food Program or National School Breakfast and Lunch Program. ECEAP funds may be used to cover meal and snack costs not covered by these programs.
- Include parent input in menu planning.
- Use and post menus approved by a registered or certified dietitian (C-216, C-217).
- Incorporate cultural dietary preferences in menus.
- Plan for individual allergy and dietary restrictions.
- Plan meal and snack menus that:
 - Include whole grain breads, cereals and pastas at least once a day.
 - 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.

- Limit highly processed foods such as fried and breaded meats, fried potatoes, and other foods with saturated fats or high fat content.
- Limit salty foods such as chips and pretzels.
- Limit carbohydrates high in sugar and fats such as muffins, cakes, pop tarts, and French toast sticks.
- Avoid sugar including but not limited to sweets such as candy, sodas, sweetened drinks, fruit nectars and flavored milk.

D-215 Square Footage

Classrooms must have a minimum of 35 square feet per child of indoor space, not including bathroom, hall, kitchen, and storage space. Outdoor play areas must have 75 square feet of space per child.

D-216 New Facilities

Contractors must obtain prior approval from the State ECEAP Office before opening a new classroom or relocating an existing classroom.

D-217 Safe Facilities

Contractors must monitor the health and safety of their indoor and outdoor facilities and maintain records of these inspections. Facilities must be:

- Safe, clean, and in good repair.
- Free from obstacles that impede safe movement.
- Free from harmful animals, insect pests, and poisonous plants.
- Free of drugs, alcohol, violence, guns.
- Free from exposed lead-based paint.

Contractors must ensure:

- Safe storage of all flammable, toxic, and hazardous materials.
- Regular inspection of smoke detectors, fire alarms, and fire extinguishers.
- Emergency lighting in each classroom.
- All areas are accessible to adults.
- Outdoor play areas are fenced and/or carefully supervised.
- At least one adult is present with each group of children at all times who is trained in emergency procedures, universal precautions for prevention of transmission of blood borne pathogens, first aid, and CPR. First aid and CPR cards must be current.
- Drinking water is available for self-service, indoors and outdoors.

D-218 Safe Equipment and Materials

Materials and equipment must be:

- Safe, clean, and in good repair.
- Age-appropriate.
- Safely stored to prevent injury.

D-219 Playground Safety

Contractors must maintain and monitor playground safety, including:

- Protective surfacing.
- Fall zones around play equipment.
- Swing spacing.
- Guardrails on elevated surfaces.
- Prevention of potential entrapment hazards.
- Prevention of exposed moving parts that could pinch or crush.

Contractors must immediately repair or remove any:

- Hardware that is loose, worn, or hazardous.
- Exposed equipment footings.
- Scattered debris or other tripping hazards.
- Rust and chipped paint on metal components.
- Splinters, large cracks, and decayed wood components.
- Deterioration and corrosion on structural components.

D-220 Transportation

Transportation is an optional ECEAP service.

When ECEAP children are served by school district bus service, transportation is regulated by OSPI minimum standards.

If contractors transport children in non-school district vehicles, they must:

- Maintain a written transportation policy to ensure the safety of children.
- File current copies of all drivers' licenses.
- File current copies of vehicle insurance meeting Department of Licensing insurance requirements.
- Ensure that signed medical releases and emergency contact forms for each child are readily accessible.
- Use buses that meet OSPI minimum standards for school buses or other vehicles maintained in good repair and safe operating condition.
- Follow the Washington Child Restraint Law. (RCW 46.61.687 and 46.61.688)
- Document daily visual vehicle safety checks.
- Document a regular schedule of vehicle safety inspections.

Contractors must ensure that:

- Signed medical releases and emergency contact forms for each child are readily accessible in case of injury during transportation.
- 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.

SECTION E: EARLY CHILDHOOD EDUCATION

E-200 Early Childhood Education Service Delivery

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.

Contractors must ensure the following dosages of class time for each model offered:

- Part Day
 - Minimum 3 hours per class session
 - Minimum 360 hours of class, over no less than 30 calendar weeks.Exception for slots existing prior to July 1, 2015:
 - Minimum of 2.5 hours per class session
 - Minimum 320 hours of class, over no less than 30 calendar weeks.Naptime does not count as part of the Part Day class hours.
- Full School Day
 - 5.5-6.5 hours per day
 - 4 or 5 days per week
 - Minimum 1,000 hours of class, over no less than 30 calendar weeks.
 - Contractors may count up to 10 days when school is canceled for parent-teacher conferences and transportation is not provided toward the 1,000 minimum hours.
- Extended Day
 - Class is open a minimum of 10 hours per day, 5 days per week, year round.
 - Minimum 2,370 hours of class available per year.
 - Closures are allowed up to 23 days per year for holidays, breaks, and staff development with advance notice to families.

Both Extended Day and Full School Day 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.

During ECEAP hours, contractors must have:

- A lead teacher present.
- A second staff person who meets lead teacher or assistant teacher qualifications, if more than ten children are present.
- Additional staff as necessary to ensure safety and an effective learning environment for all enrolled children.
- A minimum 1:10 adult/child ratio.
- No more than 20 children per class/group.

At sites that offer wrap-around child care in addition to ECEAP, contractors must specify on the ELMS Class Info page which hours are ECEAP hours. All ECEAP Performance Standards must be in place during those hours.

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

E-201 Environment (Indoors and Outdoors)

Contractors must design a play and learning environment that:

- Supports children’s developmental levels.
- Accommodates the special needs of enrolled children.
- Allows choice, exploration, and experimentation.
- Promotes action and interaction.
- Avoids crowding, under-stimulation, or over-stimulation.
- Includes soft elements for comfort and warmth, such as fabric, padding, and natural materials.
- Provides space for children to work individually, in small groups, and in a large group.
- Includes pathways so that children can move between areas without disrupting each other’s work and play.
- Predominately displays the children’s recent works.

The materials and equipment must:

- Be child-sized or adapted for use by young children.
- Allow for a range of abilities.
- Be of sufficient quantity and quality to occupy children and fulfill the curriculum.
- Provide for children’s safety while being appropriately challenging.
- Be accessible at child’s height so they can find, use, and return materials independently.
- Address the children’s current interests.
- Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items).
- Reflect the diversity found in society -- including gender identity, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families.
- Be free from religious representations.

E-202 Inclusive Environments Policy

ECEAP contractors must have a written policy to support children with special needs in inclusive environments. This policy must include the contractor’s philosophy, strategies, and a plan to individualize accommodations.

E-203 Daily Routine

Contractors must post a schedule of the daily routine for each classroom. This daily routine must:

- Be predictable, yet flexible and responsive, to meet the interests and needs of the children.
- Offer ample time for unrushed activities and transitions.
- Minimize the number of transitions so that there is more productive time and less waiting.
- Allow periods of quiet and of activity, responding to children’s needs.

The usual daily routine must include:

- A large block of free choice time, at least 45 minutes. During free choice, children initiate their own activities and engage in play-based learning. Staff converse with children to support decision-making, problem-solving, and higher-order thinking.
- Small group learning opportunities. Small groups can be informal gatherings, planned enrichment activities, or options during free choice time.
- Short periods of whole group discussion, interaction, and concept development.
- Outdoor or large motor time.
- Reading in groups or individually.
- 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.
- Hand-washing before eating and as needed. (D-212)
- Tooth-brushing following one meal or snack daily.

Both Extended Day and Full School Day sites must:

- Provide rest time that is flexible and meets the individual developmental needs of the children per WAC 170-295-2050. This includes providing quiet learning activities for children who do not require a lengthy rest time.
- Provide a minimum of 30 minutes a day of outdoor play unless conditions pose a health and safety risk to children.
- For classes meeting more than six hours, schedule at least two blocks of free choice time that meet performance standards requirements with at least one opportunity in the morning and one in the afternoon at times the majority of children are present.
- 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 170-295-3170, WAC 170-295-3180, WAC 170-295-3190, WAC 170-295-3200, WAC 170-295-3210, 170,295-3220, 170-295-3230)

E-204 Curriculum

Contractors must implement Creative Curriculum[®], HighScope[®], or an alternative DCYF-approved comprehensive research-based curriculum. Contractors must obtain written approval from DCYF's ECEAP office before implementing an alternative curriculum.

E-205 Curriculum – Developmentally Appropriate and Culturally Relevant

Contractors must ensure a developmentally appropriate curriculum emphasizing:

- Active, play-based, multi-sensory learning experiences.
- First-hand exploration and investigation of real-life materials, people, and events.
- Choice, decision-making, and problem-solving.
- Topics and materials related to children's emergent interests.
- Opportunities for children to direct their own learning, minimizing teacher-directed activities.

Contractors must ensure a culturally relevant curriculum that:

- Reflects the cultures of enrolled children.
- Supports ongoing development of each child's home language, while helping each child learn English.
- Includes and demonstrates respect for diverse family structures and cultures.
- Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.

Contractors must not plan religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

E-206 Curriculum – Nutrition and Physical Activity

The Contractor must:

- Create a policy on the promotion of physical activity and removal of potential barriers to physical activity participation.
- Require staff to support children's active play by participating in children's active games when appropriate.
- Plan curriculum that includes:
 - Nutrition education activities including teaching healthy foods and portion sizes.
 - Use of media only for educational purposes or physical activity and never during meals.

E-207 Curriculum Planning

Contractors must ensure that staff plan early learning experiences and maintain written curriculum plans which describe the activities for each class day.

These written plans must address the following areas of development and learning from the *Washington State Early Learning and Development Guidelines*: social-emotional development, physical development, language development, cognitive development including literacy and mathematics.

The planned curriculum must encompass:

- Each component of the daily routine.
- Children’s developmental and learning goals including Individualized Education Program (IEP).
- Information gained from child observation and assessment. (E-213, E-214)
- Parent ideas for curriculum.

E-208 Kindergarten Transition

Contractors must write a kindergarten transition plan with an annual schedule including:

- Activities to assist children and families in the transition from ECEAP to kindergarten.
- Information-sharing about local kindergartens.
- Discussion during parent-teacher conferences to help families understand their child’s progress towards kindergarten readiness.

Contractors must coordinate with schools in their service areas to:

- Plan joint family events, when possible.
- Connect ECEAP families to school kindergarten readiness events provided by schools.
- Inform ECEAP families of kindergarten registration processes.
- Build relationships with kindergarten teachers to promote successful transitions.
- Exchange child information, such as child assessments, with parent permission.

E-209 Adult-Child Interactions

Contractors must ensure that staff build positive relationships with children. Staff must:

- Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.
- Use positive language, saying what children can do instead of what they cannot do.
- Validate children’s feelings.
- Respond to children’s requests and questions.
- Show tolerance for mistakes and teach that mistakes are for learning.
- Give descriptive feedback, instead of generalized praise or criticism.
- Pay attention to children to learn about their individual interests, ideas, questions, and theories.
- Observe what children do, with whom, and where they play.
- Listen reflectively, staying on the child’s topic, and paraphrasing their ideas.
- 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.

Staff must support children’s play and learning by:

- Actively seeking and incorporating child-generated ideas.
- Using a variety of teaching strategies to address children’s learning styles, abilities, developmental levels, and temperament.
- Helping children enter into and sustain play.
- Providing materials to enrich children’s explorations.
- Coaching children to express their ideas.
- Engaging in extended conversations with children to build on their ideas.
- Using varied vocabulary.

- Leading discussions and activities during daily routines, such as meals, tooth brushing, and transitions.
- Noticing and responding to teachable moments.
- Posing problems and open-ended questions to stimulate higher-order thinking.
- Describing and discussing children’s learning processes, rather than focusing on products.

E-210 Child Guidance

Contractors must write a child guidance policy which incorporates this ECEAP Standard.

Staff must use positive guidance techniques to help children learn to get along with each other, which include:

- Maintaining positive relationships with children. (E-209)
- Adapting the environment, routine, and activities to the needs of enrolled children.
- Establishing consistent, reasonable expectations.
- Supervising children’s activities.
- Foreshadowing events and expectations by letting children know what will happen next.
- Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.
- Modeling and teaching emotional skills, such as recognizing feelings, expressing them appropriately, accepting others’ feelings, and controlling impulses to act out feelings.
- Involving children in defining simple, clear classroom limits.

Staff must use positive guidance techniques to support classroom limits and maintain safety, such as:

- Coaching appropriate behavior.
- Offering choices.
- Redirecting to an activity that matches the child’s energy level.
- Teacher-supported cool down/time-out as a last resort.

If restraint is used, contractors must meet all of the following criteria:

- Staff have received training in limited restraint procedures.
- Staff 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.
- Staff do not restrain a child longer than it takes to achieve the safety goal.
- Staff do not use restraint as punishment or to force a child to comply.
- Staff document all instances of restraint.
- Staff notify the parent of the restrained child following the intervention.

Contractor’s guidance policy must prohibit any person on the premises from using:

- Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
- Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
- 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.
- The use of a physical restraint method injurious to the child or any closed or locked time-out room.
- Using or withholding food or liquids as punishment or reward.

E-211 No Expulsion

Contractors may not expel ECEAP children for behavioral reasons. 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 four topics must be addressed:

- Supporting classroom teachers.
- Planning to meet individual needs of child.
- Engaging community resources.
- Choosing an alternative schedule or setting.

Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

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

E-212 Developmental Screening and Referrals

Contractors must conduct a developmental screening of each child within 45 calendar days, counting children's first day attending class as day one. This screening is required only once per child while in ECEAP, and is followed by quarterly assessments of child development (E-214). Exception: If a child received a development screening within six months prior to starting ECEAP, and the contractor obtains documentation of that screening, the contractor may use the existing screening.

The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services.

The developmental screening tool must:

- Be valid and reliable.
- Be sensitive to the cultural and linguistic needs of enrolled children and families.
- Screen speech/language, social-emotional, physical/motor, and cognitive development.

The developmental screening must be administered:

- With parent consent and collaboration.
- By qualified and trained staff.
- In a child's home language by qualified bilingual staff when possible, or through an interpreter together with qualified staff.

After completing the screening, staff must score the tool. If any child scores as needing further evaluation, staff must:

- Refer the parent to the local education agency (LEA) for further evaluation.
- Ensure the child received the needed evaluations and any related services, while respecting parent choice.
- Partner with the LEA to support federal and state timelines for the evaluation process.

For all children with an Individualized Education Program (IEP), Contractors must:

- Request that the LEA invite the ECEAP teacher to IEP meetings.
- Support the participation of ECEAP teachers to attend IEP meetings.
- Obtain a copy of the IEP.
- Include the child's IEP goals in individualized planning (E-215).

Staff must document developmental screening dates, results, referrals, follow-ups, and IEP dates in ELMS.

E-213 Observation

Contractors must ensure teaching staff observe each child and document these observations in GOLD® by Teaching Strategies. These observations must:

- Document what children say and do, with whom, and where they play.
- Be written in objective and factual notes, including direct quotations of language and descriptions of actions.
- Occur across a variety of activities, locations and throughout the daily schedule.
- Cover the following areas of development and learning for the individual child: social-emotional development, physical development, language development, cognitive development, literacy and mathematics.
- Take place over time, throughout the school year.

Staff use these observations to:

- Learn more about the child's development, skills, abilities, interests, friendships, interactions, and behavior.
- Inform Teaching Strategies GOLD® checkpoint ratings.
- Develop individualized curriculum and guidance plans.

E-214 GOLD® Assessment

Contractors must use GOLD® by Teaching Strategies to document assessment of child development and learning, and participate in the ELMS to GOLD® data feed which loads ECEAP site, class, teacher and child data into GOLD® and archives exited ECEAP children automatically. This includes all ECEAP subcontractors.

Contractors must:

- Finalize checkpoint ratings in GOLD® by the DCYF quarterly due date for each child who attended class for a minimum of three weeks prior to the checkpoint.
- Consider observations from observers who speak the child's home language, when possible.
- Rate all objectives in the required six areas of development and learning (Mathematics, Language, Literacy, Social-Emotional, Physical, and Cognitive) for each child.
- Complete the Home Language Survey by each child's first checkpoint after enrollment and if indicated, assess the child's English language acquisition using objectives 37-38.

Contractors must analyze their aggregate child assessment data to inform continuous improvement planning, including:

- Teaching practices.
- Curriculum decisions.
- Staff professional development.

E-215 Individualization

Contractors must ensure teaching staff individualize child goals, curriculum, and guidance based on:

- Staff observations of the child.
- Assessment data.
- Family observations of the child.
- Information gained from parent-teacher conferences.
- IEPs, if applicable.
- Behavior plans, if applicable

Teaching staff must document individualization in one or more of the following:

- Parent-teacher conference notes in ELMS or another location.
- The Teaching Strategies GOLD® Family Conference Form.
- Curriculum plans.
- Individual learning plans.
- Individual behavior plans.

E-216 Parent-Teacher Conferences

Contractors must ensure ECEAP teachers provide a minimum of one parent-teacher conference for each enrolled child per quarter. For Part Day and Full School Day classes, Contractors must schedule three conferences per year. For Extended Day classes, Contractors must schedule four conferences per year. Contractors may provide additional conferences based on family request or individual child needs.

To count as one of the required parent-teacher conferences, each conference must be:

- A minimum of 30 minutes.
- Face-to-face with the parent.
- In a location agreed upon with the parent.
- Scheduled based on individual family needs.
- Be planned with individualized content for each child.

Phone or email contact may be used only for additional conferences or follow-up conversations.

E-217 Parent-Teacher Conference Content

During each conference, teachers partner with parents to:

- Learn about the child's family, culture, and language.
- Hear parent's observations of their child's skills, interests, needs, and goals.
- Gather parent's suggestions for class activities and ways their family culture can be included in the classroom and curriculum.
- Agree on at least one educational or developmental goal for the child.
- Review and update goals set at previous conferences.

During conferences, teachers also share:

- Their observations of the child's skills, interests and development.
- Screening results and assessment data.
- The child's progress toward:
 - Meeting their goal(s).
 - Kindergarten readiness.
- Information on kindergarten transition.

Teachers must document in ELMS:

- Date, location, topics, and summary of discussion for each parent- teacher conference.
- Follow-up plans.
- Follow-up contacts between parents and teachers outside of regular conferences.

SECTION F: FAMILY PARTNERSHIPS

F-200 Family Support Principles

While providing family support services, staff must:

- Focus on parent and family strengths.
- Build relationships based on mutual respect and equality.
- Acknowledge parents as resources to themselves and others.
- Respect family beliefs, culture, language, and child rearing practices.

F-201 Family Support Visits

Contractors must ensure ECEAP family support staff provide a minimum of one family support visit per family, per quarter. For Part Day and Full School Day classes, Contractors must schedule three visits per year. For Extended Day classes, Contractors must schedule four visits per year. Contractors must schedule visits to align with ECEAP Mobility Mentoring® checkpoints.

To count as one of the required formal family support visits, each visit must be:

- A minimum of 30 minutes.
- Face-to-face with the parent.
- In a location agreed upon with the parent.
- Scheduled based on individual family needs.
- Planned with individualized content for each family for each visit.

Contractors may provide additional family support visits as needed, based on each family's strengths, needs, and requests.

Phone or email contact may be used only for brief follow-up.

F-202 Collaborative Visits with Other Programs

Contractors may provide joint family support visits with Head Start and Early Head Start staff when the same Contractor provides these programs to the same family. DCYF encourages this coordination to better meet the needs of families.

For families enrolled in both 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.

During joint families support visits, Contractors must ensure:

- All related ECEAP performance standards are met.
- Staff from each program are included.
- Shared goals are designed so programs are integrated for families, when possible.

F-203 Family Support Visit Content

Contractors must use the Mobility Mentoring® approach in partnership with families to:

- Gather information on family strengths and needs through conversation, using the Bridge to Child and Family Self-Reliance.
- Identify goals and next steps based on the information gathered during conversation.
- Develop family goals that are:
 - Specific
 - Measurable
 - Attainable
 - Relevant

- Time-Limited
- Connect families with relevant community resources and referrals, as outlined in Resources and Referrals. (F-205)
- Follow up on goals and accomplishments.

Contractors must ensure family support visits proactively assist parents to meet personal and family challenges while focusing on self-reliance. Contractors must not count time spent in enrollment processes as family support, though both may happen during one meeting.

Staff must document in ELMS:

- Date, location, and summary of discussion for each family support visit.
- Follow-up plans.
- Follow-up contacts outside of regular family support visits.
- Shared visits with Head Start or Home Visiting Services Programs
- Mobility Mentoring, per the DCYF checkpoint dates:
 - Pre-assessment.
 - Goals, including mid-year goal check-in.
 - Post-assessment.

F-204 Confidentiality

Contractors must provide a meeting space for family support services where conversation between parents and staff cannot be overheard. All family records must be kept confidential.

F-205 Resources and Referrals

Contractors must ensure staff provide experiences that enable families to:

- Identify needed community resources.
- Understand their rights in accessing services.
- Navigate service systems.

Contractors must:

- Inform parents of individualized community resources based on needs identified through conversations with families.
- Provide assistance in accessing community resource.
- Follow up with parents throughout the year to ensure the resources meet the individualized needs of the family.
- Document referrals and follow up in ELMS.

Community resources may address:

- Adult education, including literacy.
- Chemical dependency.
- Childcare.
- Clothing.
- Domestic violence.
- Energy assistance.
- Financial literacy or budgeting.
- Food.
- Health or dental care.
- Housing.
- Job or training skills.
- Legal services.
- Mental health care.

- Parenting.
- Transportation.

F-206 Family Engagement

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

Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies.

Contractors must write and implement a plan to encourage involvement from all families, including but not limited to:

- Families whose primary or home language is not English.
- Parents or guardians working full time.
- Fathers or father figures.
- Family members who are not living at home, including deployed or incarcerated parents or guardians.
- Other underrepresented families as applicable.

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

F-207 Family Engagement Content

Contractors must select and provide family engagement opportunities based on enrolled families' expressed interests.

Activities may include:

- Class, site, contractor, community, or statewide planning or decision-making committees.
- Classroom volunteering.
- Community activities that support families' interests or concerns.
- Community cafés.
- Curriculum planning.
- DCYF on-site monitoring.
- ECEAP self-assessment.
- Family events.
- Health advisory committee.
- Hiring committees.
- Leadership training.
- Learning experiences that support parenting, career, or life goals.
- Local school events.
- Menu development.
- Parenting education.
- Parent policy council.
- Parent organizations and initiatives.
- School or community events and organizations.

Contractors must plan activities on topics based on enrolled families expressed interests, such as:

- Balancing work and family.
- Community resources.
- Enhancement of parenting skills.

- Family health safety and nutrition.
- Financial management.
- Family self-sufficiency and executive function, such as the free optional DCYF Families Moving Forward curriculum.
- Family well-being.
- Impact of environments and experiences on brain development.
- Services and supports for children’s behavioral challenges.
- Positive child guidance and parent-child relationship.
- Transition to kindergarten activities, such as:
 - Parents’ rights and responsibilities concerning their child’s education.
 - Communicating with teachers and other school district personnel.
 - Summer activities to support school readiness.
- Supporting parents to advocate for their child.

Contractors must retain documentation of family engagement opportunities including dates, topics, publicity, and attendance, as applicable.

SECTION G: DOCUMENTATION

G-200 Documentation Requirements

Contractors must maintain records documenting compliance with ECEAP Performance Standards. The following documents are subject to review by the State ECEAP Office and the State Auditor's Office. When ECEAP Program Monitoring (A-208) 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.

Contractors must retain records for the minimum times listed below for state review processes. Contractors are encouraged to seek legal counsel regarding longer retention of records related to potential legal or liability issues.

G-201 Administrative Documents

Contractors must retain the following for six years after expiration (see ECEAP Contract):

- Audit report.
- Fiscal records.
- Proof of insurance.
- Property records (inventory).
- Subcontracts.

Contractors must retain the following for three years after their completion:

- Documentation of complaints and resolution (A-209).

Contractors must retain the following for two years after their completion:

- Health Advisory Committee minutes. (A-204)
- Parent Policy Council minutes (A-205).

Contractors must maintain current:

- Community assessment. (A-206)
- Confidentiality policy and procedures. (A-213)
- Conflict of interest policy.
- Corrective Action Plans, if any. (A-208)
- ECEAP Performance Standards, at each service site. (A-200)
- Exceptions to Standards approved by the State ECEAP Office. (A-201)
- Fiscal management policies.
- Parent and community complaint resolution procedures. (A-209)
- Personnel policies (attendance, conduct, pay, benefits, professional development, and performance evaluation).
- Program Self-Assessment. (A-207)
- Service delivery plan. (A-202)
- Travel policies, unless state travel regulations are followed (see ECEAP Contract).

G-202 Eligibility, Recruitment, Selection, Enrollment, and Attendance Documents

Contractors must retain the following for three years:

- Attendance records. (B-215)

Contractors must maintain the following documentation for at least the current and previous school year:

- B-203 Parent signatures verifying eligibility information is accurate.
- B-203 Signed statement from staff who verified eligibility.
- B-209 Statement of income signed by the employer or parent, if no other documentation of income is available.

Contractors should consult their ECEAP contract and follow their agency's record retention schedule for longer retention requirements. The above list does not include electronic documentation in ELMS.

G-203 Human Resource Documents

Contractors must retain the following for each employee for six years after employment ends:

- Background clearances. (C-201)
- Copy of first aid, CPR, and food handlers cards, if required. (C-221, D-217)
- Documentation of qualifications not verified by MERIT, such as copies of diplomas, transcripts, licenses, and certifications. (C-202)
- Orientation and training record. (C-220, C-221)
- Professional Development Plan, and observation and mentoring notes, for provisional hires. (C-202).
- Reference checks. (C-201)
- TB test records. (C-201)

Contractors must retain the following for three years after their completion:

- Documentation of labor pool shortage or other staff recruitment difficulty. (C-201)
- Staff recruitment materials, advertising open positions to the public. (C-201)
- Volunteer records (C-222) including background clearances, TB test records, orientation and training, and hours of volunteer service.

Contractors must maintain current:

- Background clearances.
- Job descriptions. (C-200)
- Professional development plans for staff who do not fully meet required qualifications.
- Staff and volunteer training plan. (C-220, C-222)
- Staff recruitment and selection policies and procedures. (C-201)
- Volunteer policies. (C-222)

G-204 Health and Safety Documents

Contractors must retain the following for three years after their completion:

- Emergency drill records. (D-202)
- Inspection records for smoke detectors, fire alarms, fire extinguishers. (D-217)
- Transportation records including copies of driver's licenses, vehicle insurance, vehicle daily safety checks, and vehicle inspection reports. (D-220)

Contractors must maintain current:

- Child abuse and neglect prevention, detection, and reporting policy and procedure. (C-220, C-221, D-202, D-205)
- Child allergy procedure. (D-202)

- Disaster plan. (D-202)
- Exclusion of sick children policy. (D-202)
- Health and safety inspections for the school year. (D-217)
- Infectious disease prevention procedures. (D-212)
- Medication management procedures. (D-210)
- Pesticide/herbicide management policy. (D-205)
- Plans for handling medical, dental, and poisoning emergencies. (D-202)
- Transportation policy. (D-220)

G-205 Early Childhood Education Documents

Contractors must retain the following for three years:

- Documentation of child restraint incidents. (E210)

Contractors must maintain the following for the current school year:

- Challenging behaviors/no expulsion policy. (E-211)
- Child guidance policy. (E-210)
- Curriculum plans, including individualization. (E-207, E-213, E-215)
- Early childhood education framework. (E-200)
- Kindergarten transition plan. (E-208, E-217)

G-206 Child Records

Contractors must retain the following records for each child while they are in ECEAP and for one year after the child leaves ECEAP:

- Consent forms. (D-203)
- Health records and tracking. (D-204)
- Individualized curriculum and guidance plans. (E-215)
- Individualized Education Program (IEP), when applicable. (E-212)
- Notes from parent-teacher conferences including child goals. (E-217)
- Notes from Local Education Agency (LEA) or Multidisciplinary Team (MDT) meetings, when applicable. (E-212)
- Plans, referrals, and follow-up notes. (D-201, E-212)
- Screening and assessment results. (E-212, E-214)

G-207 Family Partnership Documents

Contractors must retain the following for two years after their completion:

- Parent education topics and attendance. (F-207)

Contractors must maintain current:

- Parent handbook or written communications, with translations as appropriate. (F-206)

G-208 Family Records

Contractors must retain the following family records in ELMS for children enrolled in the current year:

- Assessment of family strengths and needs. (F-203)
- Family goals. (F-203)
- Progress notes and follow-up. (F-203)
- Referrals to community resources. (F-205)

G-209 Required Postings

- Daily classroom routine. (E-203)
- Emergency telephone numbers posted near a telephone.
- Emergency medical and disaster procedures for medical, dental, and poison treatment. (D-202)
- Food handler's cards for food preparation staff.(C-221, D-213)
- Menus. (C-216, D-214)
- Child allergies and special dietary restrictions. (C-216, D-202, D-204, D-214)