

2023-24 0-3 ECEAP PERFORMANCE STANDARDS



Washington State Department of
CHILDREN, YOUTH & FAMILIES

Revised Date: May 9, 2023

Early Learning Division | Approved for Distribution Kelli DeBoer, ECEAP Innovation and Capacity Manager



Washington State Department of CHILDREN, YOUTH & FAMILIES

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Introduction to the 2023-24 0-3 ECEAP Performance Standards

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

The 0-3 ECEAP Performance Standards explain the service delivery requirements of the Washington State, 0-3 Early Childhood Education and Assistance Program (0-3 ECEAP). They serve as the basis for 0-3 ECEAP program monitoring. Contractors must comply with the Performance Standards as part of their contract with the Department of Children Youth and Families. 0-3 ECEAP Contractors must also comply with all applicable federal, state, tribal and local regulations.

Equity Statement

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

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

The 2023-24 Standards will be in effect beginning July 1, 2023.

Performance Standards are the minimum requirements to address the goals of 0-3 ECEAP. Contractors are encouraged to exceed standards based on community, child and family needs to:

- Provide a comprehensive center based infant/toddler program that integrates education, family support and health services.
- Foster the development of the whole child and enhance opportunities for success in school and life.
- Focus on parent and family strengths and support each parent as their child's first and most important teacher and provider of safety, loving care and stability.
- Acknowledge, Affirm and Honor each family's culture and language, and ensure culturally-relevant services.
- Ensure that Parents and Families know and feel that 0-3 ECEAP cherishes their child.

A Brief History (2019-2022)

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

In 2019, ECEAP convened a group of stakeholders in a design team, to develop the first iteration of these standards. We have been working from these drafted standards and the Early Head Start model since the beginning of 0-3 ECEAP services on July 1, 2020.

During this time period (2020-2023), 0-3 ECEAP engaged with a variety of staff from the ten 0-3 ECEAP pilot programs in monthly Performance Standards Café meetings, where in collaboration we learned how these standards were being implemented while informing the current 2023 version. We are in deep appreciation for the many contractor staff that joined us, lent us their time and valuable perspectives.

Intent and Authority

This section covers the intent and authority behind the 0-3 ECEAP Performance Standards and provides definitions for terms used throughout this document.

IA-1 0-3 ECEAP Definitions

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

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

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

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

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

“Anti-Bias Education (ABE)” is an approach that includes addressing issues of personal and social identity, social-emotional relationships with people different from oneself, prejudice, discrimination, critical thinking, and taking action for fairness with children. It also includes an emphasis on adult anti-bias growth and understanding of the systemic dynamics of oppression.

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

“Contractor” means the organization providing 0-3 ECEAP services under a signed contract with the Washington State Department of Children, Youth, and Families.

“Cultural” or “culturally” means relating to the ideas, customs, and social behavior of all communities.

“Culturally Relevant” means children see and experience themselves, their families and their culture reflected in the classrooms. They experience their full identities affirmed.

“Culturally Responsive” means teachers and staff weave children’s cultural ways of knowing into their teaching, finding what works for each child.

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

“Curriculum” consists of the knowledge, skills, abilities, and understandings children are to acquire and the plans for learning experiences through which children will develop skills and knowledge.

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

“Dual Language Learners” refers to children who are learning two or more languages at the same time. This term includes children who learn two or more languages from birth, and children who are still mastering their home language

when they are introduced to and start learning a second language. (Source: The Washington State Early Learning and Development Guidelines.)

“ELMS” means the Early Learning Management System, the database where Contractors enter 0-3 ECEAP program and child information.

“Family Partnership” means that staff and families develop authentic, trusting relationships and shared purposes to meet the whole family's strengths and areas the family identifies as opportunities for growth. In family partnerships, or in partnership with families, the staff of an 0-3 ECEAP contractor and members of the family, typically the parents or guardians, are both working towards a shared family focus, each have tasks or responsibilities. Family partnerships are activities and strategies which fall within family engagement.

“Family Engagement” means program staff, in an ongoing way, invite and welcome families to build secure relationships that facilitate participation in all aspects of the 0-3 ECEAP program.

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

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

“Government to Government” refers to the relationship between Washington State and Tribal Governments see [RCW 43.376.010](#)

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

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

“Individual Care Plan” means a specific plan to meet the individual needs of a child with a food allergy, special dietary requirement due to a health condition, other special needs, or circumstances. This must be informed by any existing:

- Individualized Education Program (IEP) or Individual Family Service Plan (IFSP)
- Individual Health Plan
- 504 plan
- Individualized Meal Plan
- Child Focus Response Plan

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

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

“Instructional Leadership” (IL) is a relationship-based professional development strategy that is strengths based, learning focused, culturally responsive and grounded in the relentless pursuit of equity. It is informed by data and

measured by improvement in instructional practice and in child and family outcomes. It fosters a culture of reflective practice that builds self-awareness to increase knowledge and apply skills.

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

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

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

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

“MERIT” means the Managed Education and Registry Information Tool, Washington’s professional development registry for early learning.

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

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

“Restraint” means to bind or restrict a child’s movement or forcibly move them to another area.

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

“Subcontractor” means an individual or entity that is not an employee of the contractor, and is providing all or part of the 0-3 ECEAP services under a contract or interagency agreement with an 0-3 ECEAP contractor. All services provided by subcontractors must comply with these 0-3 ECEAP Performance Standards.

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

“Tribal Child” (*Temporary definition*) Children are considered tribal if they are members of sovereign tribal nations that have a government-to-government relationship with the U.S. government. This is verified through site approval if enrolling at a tribal site, or parent report if enrolling at a non-tribal site.

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

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

IA-2 Non-Discrimination

- (1) Contractors must not deny service to, or discriminate against, any person who meets the eligibility criteria for 0-3 ECEAP on the basis of sex, gender identity, race, ethnicity, color, religion, age, national origin, citizenship, ancestry,

physical or mental disability, health, family configuration, sexual orientation, gender expression, culture, veteran status, stages of child development including toilet learning, or public assistance recipient status.

- (2) Contractors must comply with the requirements of the Washington law against discrimination (chapter 49.60 RCW) and with the Americans with Disabilities Act (ADA).
- (3) Contractors must have a written nondiscrimination policy addressing:
 - (a) At least, but not limited to the factors listed in section (1) of this section,
 - (b) The process for family complaints including but not limited to;
 - (i) How families may submit a complaint
 - (ii) Organizations timeline for responding
 - (iii) Steps organization will take for resolution
 - (iv) How the organization will respond to the family (written)
 - (v) Process for who to contact at DCYF if complaint is unresolved
 - (c) The process for informing and training staff on nondiscrimination policy
- (4) Non-discrimination policy should be included in parent handbook, or other written communications, with translations as appropriate.

Child Outcomes

Positive child outcomes are supported by the requirement that all children in 0-3 ECEAP receive an approved developmental screening, followed by developmental monitoring through the use of ongoing, culturally aware observation and assessment to track children's development. Referrals for further evaluation are provided if needed. Staff partner with families throughout this process. Ongoing observation and assessment of each child by qualified, culturally responsive classroom staff ensures that needs are identified, and children and families receive the support needed as they move through 0-3 ECEAP.

CO-1 Developmental Screening and Referrals

- (1) Contractors must conduct a developmental screening of each child with parental consent, within 45 calendar days, counting a child's first day attending class as day one. This screening is required only once per child while in ECEAP, and is followed by quarterly assessments of child development.
- (2) Exceptions:
 - (a) If a child received a developmental screening within six months prior to starting ECEAP, and the contractor obtains documentation of that screening, the contractor may use the existing screening.
 - (b) The contractor does not need to complete a developmental screening for children who are on an active Individualized Family Service Plan (IFSP), unless the IFSP is for speech/language only.
- (3) The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services.
- (4) The developmental screening tool must:
 - (a) Be valid and reliable.
 - (b) Be sensitive to the cultural and linguistic needs of enrolled children and families.
 - (c) Screen speech/language, social-emotional, physical/motor, and cognitive development.
- (5) The developmental screening must be administered:
 - (a) With written parent consent and collaboration.
 - (b) By qualified and trained staff.
 - (c) In a child's home language by bilingual staff, or through an interpreter together with qualified staff, when possible.
- (6) After completing the screening, staff must score the tool and share the results with the family in their home language when possible. If any child scores as needing further evaluation, staff must:
 - (a) Meet with the parent to discuss result to determine if a rescreen or referral is appropriate.
 - (i) Rescreens must follow the guidance of the developmental screening tool used.
 - (b) Refer the parent to the local education agency (LEA) for further evaluation.

- (c) Ensure the child received the needed evaluations and any related services, while respecting parent choice.
- (d) Partner with the LEA to support federal and state timelines for the evaluation process.
- (7) For all children with an Individualized Family Service Plan (IFSP), contractors must:
 - (a) Request that the LEA invite the 0-3 ECEAP teacher to IFSP meetings.
 - (b) Support the participation of ECEAP teachers to attend IFSP meetings.
 - (c) Obtain a copy of the current IFSP, and retain in child's file.
 - (d) Include the child's IEP goals in individualized planning.
- (8) Staff must document developmental screening dates, results, referrals, follow-ups, and IFSP dates in Early Learning Management System (ELMS).

CO-2 Transition Plan

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

- (1) Contractors must write a transition plan in partnership with families that includes an annual schedule of activities to assist children and families transitioning:
 - (a) Into 0-3 ECEAP from home, another contractor, or other early learning care
 - (b) Between rooms at any 0-3 ECEAP site
 - (c) Out of a 0-3 ECEAP classroom to ECEAP or other early learning care
 - (d) From ECEAP to kindergarten
 - (e) From an IFSP to an IEP.
- (2) Contractors must, in partnership with families, co-create and implement strategies and practices to support successful transitions for children and their families transitioning out of 0-3 ECEAP.
 - (a) Transition plans must be entered into the ELMS under the Transition Tab, in an initial and ongoing way.
 - (b) Contractors must, at least six months prior to each child's third birthday, implement transition planning for each child and family that includes discussions with the family on;
 - (i) the child's developmental level and health and disability status,
 - (ii) progress made by the child and family while in 0-3 ECEAP,
 - (iii) current and changing family circumstances,
 - (iv) the availability of ECEAP, Head Start, and other early education and child development services in the community that will meet the needs of the child and family; and,
 - (v) transitions the child into the next placement as soon as possible after the child's third birthday but permits the child to remain in 0-3 ECEAP to the end of the program year following the child's third birthday if necessary for an appropriate transition.

CO-3 Observation

- (1) Contractors must ensure teaching staff observe each child and document these observations in Teaching Strategies GOLD®. These observations must:
 - (a) Document what children say and do, with whom, and where they play.
 - (b) Be written in objective and factual notes, including direct quotations of language and descriptions of actions.
 - (c) Occur across a variety of activities, locations and throughout the daily schedule.
 - (d) Cover the following areas of development and learning for the individual child: social-emotional development, physical development, language development, cognitive development, literacy and mathematics.
 - (e) Take place over time, throughout the school year.
 - (f) Include family observation, if available.
- (2) Staff will use these observations to:
 - (a) Learn more about the child's development, skills, abilities, interests, friendships, interactions and behavior, and identify additional supports needed.
 - (b) Inform Teaching Strategies GOLD® checkpoint ratings.

- (c) Develop individualized curriculum and guidance plans.

CO-4 MyTeachingStrategies® GOLD® Assessment

- (1) All ECEAP contractors must use MyTeachingStrategies® GOLD® to document assessment of child development and learning, and participate in the ELMS to GOLD® data feed which loads ECEAP site, class, teacher and child data into GOLD® and archives exited ECEAP children automatically. This includes all ECEAP subcontractors.
- (2) Contractors must:
 - (a) 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.
 - (b) Ensure teachers gather observations and additional information from family and staff, including from observers who speak the child’s home language, when possible.
 - (c) Rate all required objectives in the six areas of development and learning (mathematics, language, literacy, social-emotional, physical, and cognitive) for each child.
 - (d) Complete the Home Language Survey by each child’s first checkpoint after enrollment and if indicated, assess the child’s English language acquisition using objectives 37-38.
- (3) Contractors must analyze their aggregate child assessment data to inform continuous improvement planning, including:
 - (a) Culturally responsive teaching practices.
 - (b) Curriculum decisions.
 - (c) Staff professional development.

CO-5 Individualization

- (1) Contractors must ensure teaching staff individualize child goals, curriculum, and supports based on:
 - (a) Staff observations of the child, interactions and environment.
 - (b) Assessment data.
 - (c) Family observations of the child.
 - (d) Information gained from parent-teacher conferences.
 - (e) IFSPs, if applicable.
 - (f) Individual Care Plan, if applicable.
 - (g) Child Focus Response Plan (formerly Positive Behavior Support Plan), if applicable.
- (2) Teaching staff must document individualization in one or more of the following:
 - (a) Parent-teacher conference notes.
 - (b) The Teaching Strategies GOLD® Family Conference Form.
 - (c) Curriculum plans.
 - (d) Individual learning plans.
 - (e) Child Focus Response Plan (formerly Positive Behavior Support Plan).

Family Engagement and Partnerships

Relationship-based family partnerships are an essential component of 0-3 ECEAP comprehensive services. A contractor must integrate parent and family engagement strategies into all systems and program services to support family well-being. Using Mobility Mentoring®, an innovative two-generation approach that addresses the prevalent needs of families, 0-3 ECEAP staff collaborate with families to build partnerships that engage families in many levels of program activities and support the development of each enrolled child’s whole family. Begin the Mobility Mentoring Bridge and Assessment as early in the program year as possible. The reflective coaching and mentoring process continues for as long as the family participates in the program, based on parent interest and need.

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

FEP-1 Family Engagement and Partnership Principles

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

FEP-2 Parent-Teacher Conference

- (1) Contractors must ensure 0-3 ECEAP teachers provide regular ongoing parent-teacher conferences as needed with a minimum of one for each enrolled child per quarter.
 - (a) Contractors may provide additional conferences based on family request or individual child needs.
- (2) To count as one of the required parent-teacher conferences, each conference must be:
 - (a) A minimum of 30 minutes.
 - (b) Scheduled based on individual family needs.
 - (c) In a location agreed upon with the family.
 - (d) Face-to-face in person or online with the family.
 - (e) Be planned with individualized content for each child.
- (3) Phone or email contact may be used in place of face-to-face visits **only** for additional conferences, follow-up conversations or during Non-Traditional Remote Service (see PAO-65).

FEP-3 Parent-Teacher Conference Content

- (1) During each conference, teachers partner with parents to:
 - (a) Learn about the child’s family, culture and language.
 - (b) Hear parent’s observations of their child’s strengths, skills, interests, needs and goals.
 - (c) Gather parent’s suggestions for class activities and ways their family culture can be included in the classroom and curriculum.
 - (d) Develop at least one educational or developmental goal for the child, aligned with the child’s cultural and language development.
 - (e) Review and update goals set at previous conferences.
- (2) During conferences, teachers share:
 - (a) Their observations of the child’s strengths, skills, interests and development.
 - (b) Screening results and assessment data.
 - (c) The child’s progress toward meeting their goal(s).
 - (d) Information and individualized planning for transitions with the family.

- (3) Contractors must not count time spent in enrollment processes as parent-teacher conferences, though both may happen during one meeting.
- (4) Contractors must ensure documentation in ELMS of:
 - (a) Date, location, topics and summary of discussion for each parent-teacher conference.
 - (b) Follow-up plans.
 - (c) Follow-up contacts between parents and teachers outside of regular conferences.

FEP-4 Family Support Visits

- (1) Contractors must ensure 0-3 ECEAP family support staff provide a minimum of one family support visit per family, per quarter.
 - (a) Contractors must schedule visits to align with 0-3 ECEAP Mobility Mentoring® checkpoints.
- (2) To count as one of the required formal family support visits, each visit must be:
 - (a) A minimum of 30 minutes.
 - (b) Scheduled based on individual family needs.
 - (c) In a location agreed upon with the parent.
 - (d) Face-to-face in person or online with the parent.
 - (e) Planned with individualized content for each family for each visit.
- (3) Contractors should provide additional family support visits as needed, based on each family's strengths, needs and requests.
- (4) Virtual, phone or email contact may be used in place of face-to-face visits **only** for additional conferences, follow-up conversations or during Non-Traditional Remote Services (PAO-65).

FEP-5 Family Partnership Support Visit Content

- (1) Contractors must use the Mobility Mentoring® approach in partnership with families to:
 - (a) Gather information on family strengths and needs through conversation.
 - (b) Identify goals and next steps based on the information gathered using the *Bridge to Child and Family Self-Reliance*.
 - (c) Develop family goals that are:
 - (i) Specific
 - (ii) Measurable
 - (iii) Attainable
 - (iv) Relevant
 - (v) Time-limited
 - (d) Connect families with relevant and culturally appropriate community resources and referrals
 - (e) Follow up on goals and accomplishments.
- (2) Contractors must ensure family support visits focus on building adult capabilities to support meeting personal and family goals. Contractors must not count time spent in enrollment processes as family support, though both may happen during one meeting.
- (3) Staff must document in ELMS:
 - (a) Date, location, topics and summary of discussion for each family support visit.
 - (b) Follow-up plans.
 - (c) Follow-up contacts outside of regular family support visits.
 - (d) Shared visits with Head Start or Home Visiting Services Programs.
 - (e) Mobility Mentoring®, per the DCYF checkpoint ELMS documentation dates:

First day in class by October 31st	First day in class between Nov.1 st and Feb. 1st	First day in class after Feb.2 nd and 60 days before the last day of school
Pre-assessment Due November 30th	Pre-assessment Due 30 days after first day of class	Pre-assessment Due 30 days after first day of class
Mid-Year Check-in Due March 31st	Mid-Year Check-in Due March 31st	No Mid-Year Check-in
Post-assessment Due June 30th	Post-assessment Due June 30th	Post-assessment Due June 30th

FEP-6 Health Coordination Services for Families

0-3 ECEAP follows a medical home model which provides comprehensive health services, coordinates needed services, and helps families learn the best way to help their child grow up healthy. It is crucial to link families to a medical home that best serves children's needs by providing continuous, accessible medical care.

- (1) Contractors must work with parents to:
 - (a) Determine if children have regular medical and dental providers, and dates of last visits.
 - (b) Determine children's medical, dental (oral health and gum care), nutritional, and mental health needs are met, including immunization status, current medications, allergies, and life-threatening conditions.
 - (c) Provide support to ensure children's health care needs are met.
 - (d) Create an Individual Care Plan (see IC-2), if needed.
 - (e) Ensure staff follow recommendations from the child's licensed or certified medical, mental health, dental and educational provider (IC-2(b)).
- (2) Contractors must also assist families to:
 - (a) Advocate for their child's health and safety needs.
 - (b) Learn about healthy pregnancy and postpartum care, as appropriate, including breastfeeding support and treatment options for parental mental health or substance abuse, including parental depression.
 - (c) Obtain information on fluoridation, if needed.
 - (d) Access health information on topics of parent interest.
- (3) Contractors must track health care coordination for each child which includes:
 - (a) Health referrals.
 - (b) Follow-up to ensure treatment is completed.
 - (c) Planning for ongoing health care needs.
- (4) Contractors must maintain documentation of these health coordination services (See PAO-11).

FEP-7 Dental Screening

- (1) Contractors must work with families to ensure:
 - (a) Children are up-to-date and on schedule for age appropriate preventive oral health care.

- (b) Children who are not up-to-date with oral health exam receive one within 90 calendar days after the child first attends the program.
- (2) Contractors must verify and document in ELMS:
 - (a) date of a completed dental exam or oral health screening
 - (b) any plan for follow up treatment and document in ELMS. (See PAO-11 (1)(f)).

FEP-8 Medical Examinations

- (1) Contractors must work with families to ensure:
 - (a) Children are up-to-date and on schedule for age appropriate preventive health care.
 - (b) Children who are not up-to-date with medical exam receive one within 90 calendar days after the child first attends the program.
- (2) 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.
- (3) Contractors must verify and document in ELMS:
 - (a) date of a completed exam
 - (b) and any plan for follow up. (See PAO-11 (1)(g))

FEP-9 Family Confidentiality

- (1) Contractors must provide a meeting space for education and family support services where conversation between family and staff cannot be overheard.
- (2) All family records must be kept confidential (See PAO-5).

FEP-10 Family Engagement

- (1) Contractors must provide a variety of opportunities for 0-3 ECEAP families to volunteer, connect with other families, learn about parenting and grow leadership skills. Opportunities offered must include voluntary participation in classroom, site, community, family, committee and leadership activities.
- (2) Contractors must develop a written plan to encourage involvement from members of historically marginalized and underserved communities, including but not limited to:
 - (a) Families whose primary or home language is not English.
 - (b) Parents or guardians working full time.
 - (c) Fathers or father figures.
 - (d) Family members who are not living at home, including deployed or incarcerated parents or guardians.
 - (e) Parents or guardians with disabilities.
 - (f) Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual or Gender Non-Conforming (LGBTQIA+) Families
 - (g) Tribal Families
 - (h) Black, Indigenous and People of Color (BIPOC) Families
 - (i) Other underrepresented families as applicable.
- (3) Contractors must ensure that participation in family engagement opportunities is encouraged, but is not a condition of a child's enrollment.

FEP-11 Family Engagement Content

- (1) Contractors must select and provide family engagement opportunities based on enrolled families' expressed interests.
- (2) Activities may include:
 - (a) Class, site, contractor, community, or statewide planning or decision-making committees.
 - (b) Classroom volunteering.
 - (c) Community activities that support families' interests or concerns.
 - (d) Community cafés.

- (e) Curriculum planning.
 - (f) DCYF on-site monitoring.
 - (g) 0-3 ECEAP self-assessment.
 - (h) Family events.
 - (i) Health advisory committee.
 - (j) Hiring committees.
 - (k) Leadership training.
 - (l) Learning experiences that support parenting, career or life goals.
 - (m) Local school events.
 - (n) Menu development.
 - (o) Parenting education.
 - (p) Mental Health, including prenatal and postpartum maternal and infant health.
 - (q) Policy Council.
 - (r) Parent organizations and initiatives.
 - (s) School or community events and organizations.
 - (t) Cultural activities in the classroom and at family events such as crafts, language, singing and dancing.
- (3) Contractors must plan activities on topics based on enrolled families expressed interests, such as:
- (a) Balancing work and family.
 - (b) Community resources.
 - (c) Enhancement of parenting skills.
 - (d) Family health, safety and nutrition.
 - (e) Financial management.
 - (f) Family self-sufficiency and executive function, such as the free optional DCYF Families Moving Forward curriculum.
 - (g) Family well-being.
 - (h) Impact of environments and experiences on brain development.
 - (i) Services and supports for children’s behavioral challenges.
 - (j) Positive child guidance and parent-child relationship.
 - (k) Transition to kindergarten activities, such as:
 - (i) Parents’ rights and responsibilities concerning their child’s education.
 - (ii) Communicating with teachers and other school district personnel.
 - (iii) Summer activities to support school readiness.
 - (l) Supporting parents to advocate for their child.
- (4) Contractors must retain for two years, documentation of family engagement opportunities including dates, topics, publicity and attendance, as applicable.

FEP-12 Collaborative Visits with Other Programs

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

- (1) For families enrolled in both 0-3 ECEAP and one of DCYF’s Home Visiting Services Program (HVSP) such as Nurse Family Partnership or Parents as Teachers, contractors must provide joint family support visits with HVSP staff, whenever possible.
- (2) During joint family support visits, contractors must ensure:
 - (a) All related 0-3 ECEAP performance standards are met.
 - (b) Staff from each program are included.
 - (c) Shared goals are designed so programs are integrated for families, when possible.

FEP-13 Resources and Referrals

- (1) Contractors must ensure staff provide experiences that enable families to:
 - (a) Identify needed community resources.
 - (b) Understand their rights in accessing services.
 - (c) Navigate service systems.
- (2) Contractors must:
 - (a) Inform parents of individualized community resources based on needs identified through conversations with families.
 - (b) Provide assistance in accessing community resources.
 - (c) Follow up with parents throughout the year to ensure the resources meet the individualized needs of the family.
 - (d) Document referrals and follow up in ELMS.
- (3) Community resources may address:
 - (a) Adult education, including literacy.
 - (b) Chemical dependency.
 - (c) Childcare.
 - (d) Clothing.
 - (e) Cultural connections.
 - (f) Domestic violence.
 - (g) Energy assistance.
 - (h) Financial literacy or budgeting.
 - (i) Food and nutrition.
 - (j) Health or dental care.
 - (k) Housing.
 - (l) Job or training skills.
 - (m) Lactation.
 - (n) Legal services.
 - (o) Mental health care.
 - (p) Parenting.
 - (q) Pre- and Postnatal Care
 - (r) Transportation.
 - (s) Women, Infants and Children (WIC)

Professional Development, Training and Requirements

Qualified staffing is essential to providing quality services to children and families enrolled in 0-3 ECEAP. Initial training requirements and ongoing professional development expectations ensure 0-3 ECEAP staff and volunteers meet the diverse needs of children and families.

PDTR-1 Staffing Patterns

- (1) Contractors must provide adequate staff to comply with 0-3 ECEAP Performance Standards, including but not limited to the following roles;
 - (a) ECEAP Director
 - (b) Education/Teaching Staff
 - (c) Family Support Staff
 - (d) Eligibility/Enrollment Staff
 - (e) Site Director/FCC Owner
 - (f) Health/Nutrition Coordination Staff
 - (g) Mental Health Staff
 - (h) ELMS Administrator
 - (i) Transportation staff, if applicable

- (j) Food Service staff, if providing food
 - (k) Custodial staff, if applicable
- (2) Contractors must maintain accurate job descriptions for each 0-3 ECEAP role.

PDTR-2 0-3 ECEAP Staff Qualifications and Annual Learning Plans

- (1) Contractors must hire and employ staff who meet the qualifications for their position.
- (2) When a contractor requires additional qualifications, such as para-educator status, each staff person must also meet the qualifications for their 0-3 ECEAP role. When a staff person fills more than one position, as defined by 0-3 ECEAP Performance Standards, they must meet the qualifications for each position.
- (3) Contractors must ensure that staff education qualifications are entered in the electronic workforce registry (MERIT) within 30 days of hire for each staff person.
- (4) Contractors must obtain STARS IDs from the electronic workforce registry (MERIT) and enter the IDs in ELMS for each person in the role of 0-3 ECEAP lead teacher, assistant teacher, coach and family support staff.
- (5) Contractors must ensure that all staff have annual learning plans that focus on each staff's professional development goals.

PDTR-3 ECEAP Director Role

- (1) The 0-3 ECEAP Director is directly responsible for the overall program management and oversight of Early ECEAP services including, but not limited to, compliance with all 0-3 ECEAP Contract and Performance Standard requirements.
- (2) The 0-3 ECEAP Director role may be combined with other roles such as but not limited to: ECEAP director, family support staff, center director, education staff, principal or other management level position.

PDTR-4 Lead Teacher Role

- (1) 0-3 ECEAP teachers are directly responsible for the overall care and planning for the classroom and individual children, including the learning environment and other staff and volunteers. A qualified lead teacher must be present during all 0-3 ECEAP hours with the exception of breaks.
- (2) The 0-3 ECEAP Teachers must demonstrate competency to:
 - (a) Observe and assess children's development.
 - (b) Analyze and plan classroom curriculum based on individual children's developmental needs and interests.
 - (c) Design the learning environment to:
 - (i) Reflect the culture of children, families, staff and community.
 - (ii) Meet individual and group needs.
 - (d) Implement and supervise developmentally appropriate learning activities.
 - (i) Not use devices such as a baby monitors, video monitors, or mirrors in place of supervision, unless used pursuant to [WAC 110-300-0270\(5\)](#);
 - (ii) Supervising children during water activities: During water activities, an early learning provider must meet all supervision requirements of [WAC 110-300-0345](#) and [WAC 110-300-0350](#).
 - (e) Build positive relationships with children, families and staff.
 - (f) Plan guidance strategies for children.
 - (g) Engage families as partners in their child's education.

PDTR-5 Lead Teacher Qualifications

- (1) All persons serving in the role of 0-3 ECEAP lead teacher must meet one of the following qualifications:
 - (a) An associate or higher degree in ECE; or
 - (b) DCYF approved equivalent

- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has a minimum of a High School Diploma or equivalent and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. The PDP timeline for meeting education requirements is cumulative for this role. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.
- (3) If a contractor is in need of a substitute lead teacher for more than two weeks, the substitute must meet 0-3 ECEAP lead teacher requirements. If a qualified substitute is unavailable, contractors must begin the PDP process within two weeks of appointment.

PDTR-6 Assistant Teacher Role

- (1) An assistant teacher must be present during all 0-3 ECEAP class hours, whenever there are more than 8 children present or when needed to ensure a safe learning environment.
- (2) An assistant teacher demonstrates competency to implement program activities under the direction of a lead teacher.

PDTR-7 Assistant Teacher Qualifications

- (1) All persons serving in the role of 0-3 ECEAP assistant teacher must meet *one* of the following qualifications:
 - (a) Washington State Early Childhood Education (ECE) Initial Certificate or higher or;
 - (b) DCYF approved equivalent
- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has a minimum of a High School Diploma or equivalent and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. The PDP timeline for meeting education requirements is cumulative for this role. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

PDTR-8 Volunteer Training and Background Check

- (1) Contractors must ensure that persons who volunteer with children are directly supervised by ECEAP staff at all times and are not counted in the staff to child ratio.
- (2) Contractors must plan and implement training for all volunteers on:
 - (a) Their roles and responsibilities.
- (3) Relevant ECEAP Performance Standards and program policies. Persons who volunteer on a weekly or more frequent basis with ECEAP children must:
 - (a) Complete a department background check, pursuant to chapter [110-06 WAC](#).
 - (i) If applicable obtain a Certificate of Parental Improvement per [RCW 74.13.720](#)
 - (b) Provide proof of tuberculosis (TB) testing or treatment pursuant to [WAC 110-300-0105\(3\)](#).
 - (c) Show proof of MMR immunization or proof immunity in accordance RCW [43.216.690](#)
 - (d) Complete training on preventing, identifying and reporting child abuse and neglect.
- (4) Contractors must maintain records of volunteer hours and completed training.

PDTR-9 Employment Requirements

- (1) Contractors must require 0-3 ECEAP staff and household members in a family home early learning program to:
 - (b) Complete a department background check, pursuant to chapter [110-06 WAC](#).
 - (c) Provide proof of tuberculosis (TB) testing or treatment pursuant to [WAC 110-300-0105\(3\)](#)
 - (d) Show proof of MMR immunization or proof of immunity in accordance RCW [43.216.690](#)

PDTR-10 Required Training

- (1) Contractors must train all staff, including subcontractors, on 0-3 ECEAP Performance Standards upon hire and annually thereafter.

- (2) Contractors must ensure staff receive specific training for their role as described herein.
- (3) Staff counted in ratio and working with children must meet training requirements listed in [110-300-0106](#) and [110-300-0110](#).
- (4) Staff conducting developmental screenings of children must be trained in the administration of the developmental screening tool.

PDTR-11 Additional Required Training by Role

- (1) Lead teachers must:
 - (a) Complete in-person or online training to use Teaching Strategies GOLD® within six months of hire.
 - (i) Online professional development courses that meet in-person required training include:
 - (A) Introducing MyTeachingStrategies® or Introducción a MyTeachingStrategies® and
 - (B) Objectives for Development and Learning or Objetivos para desarrollo y aprendizaje
 - (b) Complete the inter-rater reliability certification titled “Birth through age 2, including children with disabilities” (or “Edades mixtas, incluyendo niños de 0-3 años y preescolar” if certifying in Spanish) in Teaching Strategies GOLD® within six months of hire and every three years thereafter.
 - (c) Complete a DCYF-determined in-person or online 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.
 - (i) Creative Curriculum online professional development courses that meet in-person required training include:
 - (A) Creative Curriculum for Infants, Toddlers and Twos: Foundation and
 - (B) Creative Curriculum for Infants, Toddlers and Twos: Daily Resources
 - (d) Complete a minimum of 20 hours of in-service professional development per year, such as STARS or other job-related workshops, classes, or job-embedded professional learning, and cannot include required trainings in PDTR-10. Hours must be documented on an annual learning plan. For staff in licensed sites, 10 of the 20 hours must be in-service (STARS) hours.
 - (e) Five hours of in-service professional development that exceed the requirements of this section may be carried over from one calendar year to the next calendar year.
- (2) Assistant teachers must complete a minimum of 15 hours of in-service professional development per year, such as workshops, classes, or job-embedded professional learning, and cannot include required trainings in PDTR-10. Hours must be documented on an annual learning plan. For staff in licensed sites, 10 of the 15 hours must be in-service (STARS) hours.
 - (a) Five hours of in-service professional development that exceed the requirements of this section may be carried over from one calendar year to the next calendar year.
- (3) Family support staff must:
 - (a) Complete training in ECEAP Mobility Mentoring®.
 - (b) Complete a minimum of 20 hours of in-service professional development per year, such as STARS or other job-related workshops, classes, or job-embedded professional learning, and cannot include required trainings in PDTR-10. Family support staff who are also lead or assistant teacher are required to complete a total of 20 hours of annual professional development. Hours must be documented on an annual learning plan.
 - (c) Five hours of in-service professional development that exceed the requirements of this section may be carried over from one calendar year to the next calendar year.
- (4) Coaches must:
 - (a) Attend the Practice-Based Coaching training by UW Cultivate Learning, within six months of hire.
 - (b) Complete a DCYF determined in-person or online curriculum training, if DCYF provided a free Creative Curriculum® or HighScope® curriculum kit.
 - (c) Complete the coach orientation in Schoology within six months of hire.
 - (d) Be strongly encouraged to complete Coaching the Pyramid online training series when available.
 - (e) Participate in coach trainings about Early Achievers components as they become available.

- (f) Participate in ongoing Early Achievers coach webinars, trainings and meetings provided by DCYF, Child Care Aware (CCA) and Cultivate Learning.
 - (g) Participate in coach consultation with Cultivate Learning and DCYF ECEAP staff as needed.
 - (h) Maintain documentation of their professional development activities.
- (5) Coaches must use Coach Educator Community Interface (CECI) to:
- (a) Complete activities as part of the Early Achievers participation and continuous quality improvement process.
 - (b) Access:
 - (i) Coaching resources
 - (ii) Professional development opportunities
 - (iii) Provide virtual coaching support to staff, as needed.
- (6) Staff supporting teachers implementing Creative Curriculum® (such as Early Achievers coaches, directors, coordinators, and managers) must complete a Coaching to Fidelity training.
- (7) Eligibility and enrollment staff who verify ECEAP eligibility must:
- (a) Complete a DCYF ECEAP Eligibility and Enrollment training, either in person or online, and maintain certificates of completion.
 - (b) Complete training on contractor eligibility practices, eligibility fraud prevention, and the importance of protecting program integrity and public trust.

PDTR-12 Staff Recruitment and Selection

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

PDTR-13 Staff Training Program

- (1) Contractors must develop a written training plan, with the involvement of staff and families, to support the personal and professional development of 0-3 ECEAP staff. The training plan must include:
- (a) Engaging, interactive training activities.
 - (b) Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel.
 - (c) Academic credit, whenever possible.
 - (d) A training evaluation system.
 - (e) A recordkeeping system to track individual training.
- (2) Contractors must support the professional development of classroom staff by providing regularly scheduled time for:
- (a) Curriculum planning.
 - (b) Reflective practice with coaches, supervisors and peers.
 - (c) Job-embedded professional learning.

PDTR-14 Family Support Mobility Mentoring Lead

- (1) Contractors must identify a family support lead ELMS to:
 - (a) Attend Mobility Mentoring® Essentials training.
 - (b) Coordinate implementation of family support services.
 - (c) Provide Mobility Mentoring® training to all family support staff prior to implementation of Mobility Mentoring® approaches.
 - (d) Participate in ongoing ECEAP family support webinars, trainings and meetings provided by DCYF.

PDTR-15 Family Support Staff Role

- (1) 0-3 ECEAP family support staff provide comprehensive and integrated family support services to enrolled families. Contractors must ensure that family support staff maintain flexible hours to provide services when parents are available.
- (2) Family support staff must have the knowledge, skills, and abilities to:
 - (a) Understand family and relationship development cycles.
 - (b) Recognize influences of diversity and culture.
 - (c) Work with families as systems.
 - (d) Demonstrate acceptance of all types of family groupings and use materials that reflect nontraditional families.
 - (e) Build relationships with families that are positive, strengths-based and goal-directed.
 - (f) Establish mutual trust with families.
 - (g) Identify and assess family strengths and goals.
 - (h) Link families to community resources.
 - (i) Engage families in program activities.
 - (j) Coach families toward meeting goals.
 - (k) Increase the family's knowledge of parenting, school participation and leadership.
 - (l) Cultivate community partnerships.
- (3) Each family support staff person may serve no more than 40 families concurrently. Fewer families per staff may be necessary to fully implement 0-3 ECEAP Performance Standards. The number of families served must be adjusted proportionately when staff:
 - (a) Work less than 35 hours per week.
 - (b) Are assigned roles and duties in addition to family support.
 - (c) Provide more intensive services based on family needs.
 - (d) Travel extensively to meet with families.

PDTR-16 Family Support Staff Qualifications

- (1) All persons serving in the role of 0-3 ECEAP family support staff (direct support staff, leads and managers) must meet one of the following qualifications:
 - (a) An associate or higher degree with the equivalent of 30 college quarter credits in adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities. These 30 credits may be included in the degree or in addition to the degree; or
 - (b) A DCYF-approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families.
 - (c) A Washington State ECE Home Visitor Certificate.
 - (d) A Home Visitor Child Development Associate (CDA) Credential from the [Council of Professional Recognition](#).
- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has a minimum of a High School Diploma or equivalent and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. The PDP timeline for meeting education

requirements is cumulative for this role. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

PDTR-17 Recruitment, Eligibility and Enrollment Staff Role

- (1) Recruitment, eligibility and enrollment staff use family support and partnership principles to conduct ongoing recruitment throughout the year, review applications, verify eligibility of children for 0-3 ECEAP services, prioritize children and complete enrollment.
- (2) The recruitment, eligibility and enrollment staff role, may be combined with other roles such as but not limited to: 0-3 ECEAP/ECEAP Director, family support staff, education staff, principal or other management level position.

PDTR-18 Coach Role

- (1) The contractor must provide, or have access to, a practice-based coach to support the Early Achievers continuous quality improvement process. Coaches must:
 - (a) Support Early Achievers continuous quality improvement process.
 - (b) Assist the contractor in identifying goals and making quality improvement plans to achieve goals.
 - (c) Assist the contractor in completing remedial activities within the identified timeline, when applicable.
 - (d) Provide feedback to teachers on their practice throughout Quality Recognition Cycles.
 - (e) Document in the DCYF determined database, including:
 - (i) Ongoing coaching support provided to each site prior to finalized quality recognition level.
 - (ii) Quality Improvement Plan for each site once the recognition level is finalized, including goals and Action Plans.
 - (iii) Coaching strategies used to support teacher implementation of curriculum.
 - (f) Maintain documentation of required coach professional development including:
 - (i) Date of Early Achievers Practice-Based Coaching Training.
 - (ii) Date completed coach orientation modules in Schoology.
 - (iii) Titles and dates of coach webinars.
 - (iv) Curriculum and Coaching to Fidelity training, if applicable.
- (2) Coaches must use Coach Educator Community Interface (CECI) to:
 - (a) Complete activities as part of the Early Achievers participation and continuous quality improvement process.
 - (b) Access:
 - (i) Coaching resources
 - (ii) Professional development opportunities
 - (iii) Provide virtual coaching support to staff, as needed.
- (3) Contractors must notify the DCYF ECEAP when coaching staff changes occur.

PDTR-19 Coach Qualifications

- (1) All persons serving in the role of coach must meet all of the following qualifications:
 - (a) Bachelor's degree in Early Childhood Education or related field or a bachelor's degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree.
 - (b) A minimum of two years working with young children in a group setting.
 - (c) Experience as an early learning coach, consultant, mentor or trainer.
- (2) If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has a minimum of a High School Diploma or equivalent and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from the date of hire. The PDP timeline for meeting education requirements is cumulative for this role. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

PDTR-20 Health Advocate Role

- (1) The 0-3 ECEAP health advocate demonstrates competency to implement program activities under the direction of a health professional. The health advocate role may be combined with other 0-3 ECEAP roles such as family support staff or health professional. The health advocate implements 0-3 ECEAP health coordination services.

PDTR-21 Health Advocate Qualifications

- (1) All persons serving in the role of 0-3 ECEAP health advocate must meet one of the following qualifications:
- (a) Employment as an 0-3 ECEAP family support aide or health aide in the same agency before July 1, 2014; or
 - (b) The equivalent of 12 college quarter credits in family support, public health, health education, nursing or another field directly related to their job responsibilities.
 - (c) Currently qualified as an 0-3 ECEAP Family Support Specialist

PDTR-22 Health Consultant Role

- (1) 0-3 ECEAP staff, including subcontractors, must have access to a health consultant who provides consultation regarding individual children's health needs and health education programming for children and families.

PDTR-23 Health Consultant Qualifications

- (1) The health consultant must meet one of the following qualifications:
- (a) Licensed in Washington state as a registered nurse (R.N.) or as a physician (M.D., N.D, D.O.); or
 - (b) A bachelor's or higher degree in public health, nursing, health education, health sciences, medicine or related field.

PDTR-24 Nutrition Consultant

- (1) 0-3 ECEAP staff, including subcontractors, must have access to a nutrition consultant who:
- (a) Approves menus.
 - (b) Consults on children's special dietary requirements.
 - (c) Consults on nutrition education activities for children and their families.

PDTR-25 Nutrition Consultant Qualifications

- (1) The nutrition consultant must meet one of the following qualifications:
- (a) Registered Dietitian (R.D.) credentialed through the Commission on Dietetic Registration (CDR), the credentialing agency for the Academy of Nutrition and Dietetics (formerly the American Dietetic Association); or
 - (b) A Washington state certified nutritionist under [RCW 18.138](#).

PDTR-26 Infant and Early Childhood Mental Health Consultant Role

- (1) Contractors must have access to a mental health consultant who is available to:
- (a) Observe and/or screen children regarding behavior, emotional needs and mental health.
 - (b) Work collaboratively with families to address their child's mental health issues.
 - (c) Consult with staff regarding classroom support and interventions for children.
 - (d) Refer children and families to local mental health services.
 - (e) Consult with and train staff as needed on topics, such as:
 - (i) Classroom environment, practices, and activities to promote social and emotional development.
 - (ii) Early identification of behavioral disorders, atypical behavior, and child abuse.
 - (iii) Specific interventions to address identified behavioral and mental health needs.

PDTR-27 Infant and Early Childhood Mental Health Consultant Qualifications

- (1) The mental health consultant must meet one of the following qualifications:

- (a) Licensed by the Washington State Department of Health as a mental health counselor, marriage and family therapist, social worker, psychologist, psychiatrist or psychiatric nurse; or
- (b) Approved by the Washington State Department of Health as an agency-affiliated or certified counselor, with a master's degree in counseling, social work or related field; or
- (c) Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker or psychologist.

Environment

This section includes 0-3 ECEAP requirements to ensure that the educational environment is affirming, safe, healthy, inclusive, culturally responsive, and reflects the daily life, culture, and community of children and families served.

ENV-1 Indoor Space

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

ENV-2 Environment – Materials and Equipment

- (1) The materials and equipment must:
 - (a) Be child-sized or adapted for use by young children.
 - (b) Allow for a range of abilities.
 - (c) Provide for children's safety while being appropriately challenging.
 - (d) Be representative of the children in the environment.
 - (e) Include individual storage space for each child's personal belongings.
 - (f) Be accessible at child's height so they can find, use and return materials independently.
 - (g) Include soft elements for comfort and warmth, such as fabric, padding and natural materials.
 - (h) Affirm and be representative of the children in the environment.

ENV-3 Environment – Inclusive Design

- (1) The materials and equipment must:
 - (a) Support children's developmental levels.
 - (b) Accommodate the special needs of enrolled children.
 - (c) Allow opportunity for choice, exploration and experimentation.
 - (d) Promote action and interaction.
 - (e) Avoid crowding, under-stimulation or over-stimulation.
 - (f) Provide space for children to work individually, in small groups and in a large group.
 - (g) Prominently display the children's recent works.
 - (h) Include play and display that is representative of the children's cultural and racial identity in the environment.

ENV-4 Square Footage Outdoor

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

ENV-5 Outdoor Safe Facilities

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

ENV-6 Playground Safety

- (1) Contractors must maintain and monitor playground safety, including:
 - (a) Protective surfacing.
 - (b) Fall zones around play equipment.
 - (c) Swing spacing.
 - (d) Guardrails on elevated surfaces.
 - (e) Prevention of potential entrapment hazards.
 - (f) Prevention of exposed moving parts that could pinch or crush.
- (2) Contractors must immediately repair or remove any:
 - (a) Hardware that is loose, worn or hazardous.
 - (b) Exposed equipment footings.
 - (c) Scattered debris or other tripping hazards.
 - (d) Rust and chipped paint on metal components.
 - (e) Splinters, large cracks, and decayed wood components.
 - (f) Deterioration and corrosion on structural components.

ENV-7 Environments – Materials and Curriculum

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

ENV-8 Curriculum – Use of Media

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

ENV-9 Environment – Culturally Responsive Materials

- (1) The materials and equipment must:
 - (a) Reflect the daily life, family culture, and language of enrolled children, families and staff (for example, in books, music, photos, dolls, toys and household items).
 - (b) Reflect the diversity found in society—including gender identity and expression, age, language, and abilities—while being respectful of the cultural traditions, values and beliefs of enrolled families.

ENV-10 Safety Requirements

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

ENV-11 Indoor Safe Facilities

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

ENV-12 Fire Safety

- (1) Contractors must ensure:

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

ENV-13 Meal and Snack Schedule

- (1) Contractors must offer meals and snacks according to the length of class sessions.
 - (a) For class session lasting more than nine hours, two snacks and two meals, or three snacks and one meal must be provided.
 - (b) Feed infants and toddlers according to their individual developmental readiness and feeding skills as recommended in USDA requirements and ensure infants and young toddlers are fed on demand to the extent possible.

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

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

ENV-15 Menu Planning

- (1) Contractors must:
 - (a) Participate in the U.S. Department of Agriculture (USDA), Child and Adult Care Food Program (CACFP) or National School Breakfast and Lunch Program (NSBLP).
 - (b) Include parent input in menu planning.
 - (c) Use and post menus approved by a registered or certified dietitian.
 - (d) Incorporate cultural dietary preferences in menus.
 - (e) Ensure meals and snacks include a variety of nutrient dense foods low in sugar and saturated fat.
- (2) ECEAP funds may be used for:
 - (a) meal and snack costs not covered by these programs (USDA, NSBLP, CACFP)
 - (b) substitutions for more nutrient dense food options, and
 - (c) accommodations for children with food allergies.

ENV-16 Individual Meal Plans

- (1) Contractors must plan for individual allergy and dietary restrictions and document in the child's individual care plan per (IC-2).

ENV-17 Food Service and Practices

- (1) Ensure that staff who are ill do not work in or around food preparation or service areas.
- (2) The daily routine must include meals or snacks with children and adults:
 - (a) sitting together,
 - (b) engaging in relaxed conversation,
 - (c) practicing family-style meal skills, such as serving themselves and cooperating with others, and
 - (d) that meets the individual cultural and developmental needs of the children.

ENV-18 Food Sanitation – Handwashing

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

ENV-19 Food Sanitation – Meal Preparation

- (1) Contractors must:
 - (a) Comply with [WAC 246-215](#) and [WAC 246-217](#) at locations where food is prepared, stored and served.
 - (b) Prepare food in an area separate from toilet and child hand-washing facilities.
 - (c) Clean and sanitize surfaces used for food preparation and eating before and after each snack or meal.
 - (d) Use food service gloves or utensils to avoid bare hand contact with food.
 - (e) Ensure that children are carefully supervised when helping with food preparation.
 - (f) Refer to [WAC 110-300-275](#) through [WAC 110-300-0296](#) for additional infant/toddler requirements.

ENV-20 Contagious Disease Prevention – Handwashing

- (1) Contractors must ensure that staff, volunteers and children wash their hands with soap and warm water upon arrival at the classroom, after returning from outdoor play, before eating, after using the toilet, after touching body fluids, and after touching animals.
- (2) Hand sanitizers or hand wipes with alcohol may be used for adults and children over twenty-four months of age when:
 - (a) Proper handwashing facilities are not available; and
 - (b) Hands are not visibly soiled or dirty.
 - (c) Children are actively supervised when using hand sanitizers.
- (3) Hand sanitizer is not used in place of proper handwashing

ENV-21 Contagious Disease Prevention – Reporting

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

ENV-22 Contagious Disease Notification

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

ENV-23 Immunizations

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

ENV-24 Medications

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

ENV-25 Bathroom Space, Toileting and Diapering

- (1) Contractors must have diapering, toileting and hand-washing facilities that are sufficient, clean, child-accessible and easily supervised.
- (2) Contractors must follow [WAC 110-300-0220\(3\)](#) regarding toilet learning.
- (3) For children who require diapering, contractor must follow [WAC 110-300-0221](#).

ENV-26 Pets and Animals

- (1) If a contractor keeps pets or animals in an 0-3 ECEAP site:
 - (a) The 0-3 ECEAP site must have and follow a pet and animal policy that includes all components of [WAC 110-300-0225](#); and
 - (b) The contractor must provide written notice to children’s families.

ENV-27 First Aid Kit

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

ENV-28 Safe Facilities – Drinking Water

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

ENV-29 Safe Facilities – Animals, Pests and Plants

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

ENV-30 Food Safety Inspection

- (1) Sites that serve meals under the Child and Adult Care Food Program (CACFP), National School Lunch Program (NSLP) and the School Breakfast Program (SBP) are required to maintain proper sanitation and health standards in compliance with all applicable State, local and tribal laws and regulations.
- (2) Contractors must comply with applicable State, local and tribal requirements pertaining to inspection of locations where food is prepared, stored and served.
 - (a) Food Safety Inspections must be completed by a State, local or tribal governmental agency responsible for food safety inspections.

ENV-31 Daily Routine

- (1) 0-3 ECEAP sites must:
 - (a) Provide rest time that is flexible and meets the individual developmental needs of the children per [WAC 110-300-0265](#). This includes providing quiet learning activities for children who do not require a lengthy rest time.
 - (b) Comply with child care licensing requirements pertaining to inspection of locations where food is prepared, stored and served in lieu of an inspection completed by the Health Department. ([WAC 110-300-0195](#), [WAC 110-300-0196](#), [WAC 110-300-0197](#), [WAC 110-300-0198](#).)

ENV-32 Infant and Toddler Care

- (1) Contractors must follow Infant and Toddler requirements stated in [WAC 110-200-0275](#) through [WAC 110-300-0296](#).

Interactions and Curriculum

This section includes specific 0-3 ECEAP requirements that ensure use of a research-based and culturally relevant curriculum, which includes individualized planning for children’s developmental needs. This area includes the 0-3 ECEAP requirements specific to restraint and no expulsion.

The goal of 0-3 ECEAP’s Inclusive Environment Policy is to ensure children receive equitable access to comprehensive services within their community. Contractors must ensure their programs are fully inclusive by implementing strength-based practices when supporting children and their families. Practices should include creating a safe space for gender identity expression, culturally relevant teachings, a focus on diversity, individualized support for dual language and strength based instruction for varying abilities. The policy is intended to prevent exclusion from a high-quality learning environment and support access for children and families to be included.

IC-1 Inclusive Environments

Contractors must:

- (1) Ensure their programs are fully inclusive by implementing strength-based practices when supporting children and their families.
- (2) Include creating a safe space for:
 - (a) Gender identity expression,
 - (b) Culturally relevant teachings,
 - (c) A focus on diversity,
 - (d) Individualized support for dual language and
 - (e) Strength-based instruction for varying abilities.

IC-2 Individual Care Plan

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

- (b) Individual Health Plan (IHP); or
 - (c) 504 Plan
 - (d) Individualized Meal Plan (ENV-16)
 - (e) Child Focus Response Plan (previously Positive Behavior Support Plan (IC-18))
- (4) Individual Care Plan must be updated annually or more frequently as changes occur, and signed by the parent or guardian.

IC-3 Curriculum

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

IC-4 Curriculum Planning

- (1) Contractors must ensure that staff plan early learning experiences and maintain written or electronic curriculum plans which describe the activities for each class day. These plans must address:
 - (a) Each component of the daily routine.
 - (b) Social-emotional, physical, language, cognitive development and early literacy and mathematics.
 - (c) The range of abilities and identities of children in the classroom.
 - (d) Parent input on curriculum.
 - (e) Information gained from child observations and assessment.
 - (f) [Washington State Early Learning and Development Guidelines](#).

IC-5 Adult-Child Interactions

- (1) Staff must support children's play and learning by:
 - (a) Actively seeking and incorporating child-generated ideas.
 - (b) Using a variety of teaching strategies to affirm children's developing identities, and address children's learning styles, abilities, developmental levels and temperament.
 - (c) Helping children enter into and sustain play.
 - (d) Providing materials to enrich children's explorations.
 - (e) Coaching children to express their ideas.
 - (f) Engaging in extended conversations with children to build on their ideas.
 - (g) Using varied vocabulary.
 - (h) Leading discussions and activities during daily routines, such as meals, tooth brushing and transitions.
 - (i) Noticing and responding to teachable moments.
 - (j) Posing problems and open-ended questions to stimulate higher-order thinking.
 - (k) Describing and discussing children's learning processes, rather than focusing on products.

IC-6 Curriculum – Developmentally Appropriate and Culturally Relevant

- (1) Contractors must ensure a developmentally appropriate curriculum and approach emphasizing:
 - (a) Active, play-based, multi-sensory learning experiences.
 - (b) First-hand exploration and investigation of real-life materials, people and events.
 - (c) Choice, decision-making and problem-solving.
 - (d) Topics and materials related to children's emergent interests and development of identity.
 - (e) Opportunities for children to direct their own learning, minimizing teacher-directed activities.
- (2) Contractors must ensure a culturally relevant curriculum that:
 - (a) Reflects the cultures of enrolled children including tribal cultural preservation such as, Since Time Immemorial.

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

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

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

IC-8 Curriculum – Nutrition and Physical Activity Planning

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

IC-9 Positive Climate

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

IC-10 Child Guidance

- (1) Staff must use positive guidance techniques to help children learn to get along with each other, which include:
- (a) Maintaining positive relationships with children.
 - (b) Adapting the environment, routine, and activities to the needs of enrolled children.
 - (c) Establishing consistent, reasonable expectations.
 - (d) Foreshadowing events and expectations by letting children know what will happen next.
 - (e) Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.
 - (f) Modeling and teaching emotional skills, such as recognizing feelings, expressing them appropriately, accepting others’ feelings, and controlling impulses to act out feelings.
 - (g) Involving children in defining simple, clear classroom limits.
- (2) Staff must use positive guidance techniques to support classroom limits and maintain safety, such as:
- (a) Coaching appropriate behavior.
 - (b) Offering choices.
 - (c) Redirecting to an activity that matches the child’s energy level.

- (d) Teacher-supported cool down as a last resort.

IC-11 Child Guidance – Prohibited Practices

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

IC-12 Child Guidance – Physical Restraint

- (1) Physical restraint must only be used as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object. If restraint is used, contractors must ensure staff:
 - (a) Have received training in limited restraint procedures.
 - (b) Do not restrain a child longer than it takes to achieve the safety goal.
 - (c) Do not use restraint as punishment or to force a child to comply.
 - (d) Document and report all instances of restraint per [WAC 110-300-0475\(2\)\(f\)](#), and any injuries to children or staff as a result of the restraint.
 - (e) Notify the parent of the restrained child following the intervention.
 - (f) Notify the Lead Education Agency (LEA) if the child is on an IEP.
 - (g) Develop a written plan with input from the child’s primary care or mental health provider, and the parents or guardians, to address underlying issues and reduce the need for further physical restraint if:
 - (i) Physical restraint has been used more than once; and
 - (ii) A plan is not already a part of the child’s individual care plan. (IC-2 or Child Focus Response Plan IC-18).

Overview – Expulsion

0-3 ECEAP is committed to leading with racial equity and prohibiting historical negative outcomes for students of color. The goal of 0-3 ECEAP’s no expulsion standard is to ensure children and families are provided with resources and supports that are focused on child strengths. The standard is intended to prevent the disproportionate expulsion and restraint of students of color and ensures continuous enrollment in quality programming. The standard guides contractors in tailoring resources to needs, developing support plans with families and implementing supports with fidelity.

Steps to supporting no expulsion in programs include and are not limited to; meetings with families, developing and implementing behavior support plans, consultation with an Infant and Early Childhood Mental Health Consultant and outlining temporary services through an alternative attendance plan.

IC-13 No Expulsion

- (1) Expulsion means excluding a child from class unless the intervention is defined within an agreed Individual Care Plan (IC-2) or Child Focus Response Plan (IC-18).
- (2) Contractors may not expel 0-3 ECEAP children.
- (3) Expulsion includes:
 - (a) Suspension.
 - (i) This is defined as providing limited service for an indefinite period of time.
 - (b) Repeated calls to have a family member pick up a child.
 - (c) Similar practices that limit an ECEAP child’s access to regular classroom services.
 - (d) Limiting options for participation that do not meet family choice and need.

- (4) Expulsion does not include:
 - (a) Infrequent, non-repetitive patterns of removal.
 - (b) Transition to an alternative setting planned jointly by staff and parents.
 - (c) Child Focus Response Plans (formerly Positive Behavior Support Plans) that may include receiving temporary services out of the classroom or at home.
 - (d) An approved Alternative Attendance Plan created in partnership with families and Exception to ECEAP Requirements reducing a child’s time in the classroom. (PAO-8 for additional information)
- (5) Prior to transition to an alternative setting, including referral to another contractor, or implementation of an Alternative Attendance Plan due to behavior, contractors must engage the support of an Infant and Early Childhood Mental Health Consultant to have them complete a classroom and/or child observation as appropriate (IC-17).

IC-14 Square Footage Indoor

- (1) Classrooms must have a minimum of 35 square feet per child of indoor space, not including bathroom, hall, kitchen and storage space. (ENV-4 Square Footage Outdoor)
- (2) Classrooms must have an additional 15 square feet for each infant or toddler using a crib or playpen if the crib or playpen is located or placed in the sleeping or play area. ([WAC 110-300-0354](#))

IC-15 0-3 ECEAP – Ratios and group size

- (1) Staff-child ratios and group size maximums must be determined by the age of the majority of children and the needs of children present. A contractor must determine the age of the majority of children in a class at the start of the year and may adjust this determination during the program year, if necessary. Where state or local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, a program must meet the stricter requirements. A contractor must maintain appropriate ratios during all hours of program operation, except:
 - (a) For brief absences of a teaching staff member when not required to be providing active supervision. This early learning staff member must remain in visual or auditory range, and be available and able to respond if needed; and,
 - (b) During nap time, one teaching staff member may be replaced by one staff member who does not meet the teaching qualifications required for the age.
- (2) A 0-3 ECEAP class that serves children under 36 months old must have two teachers with no more than eight children, or three teachers with no more than nine children for groups that include children birth through 11 months. Each teacher must be assigned consistent, primary responsibility for no more than four children to promote continuity of care for individual children. A contractor must minimize teacher changes throughout a child’s enrollment, whenever possible, and consider mixed age group classes to support continuity of care.

Infants 0-11 months	<p>Maximum group size of eight with a ratio of one staff to four children (1:4);</p> <p>Maximum group size of nine with a ratio of 1:3.</p>
Toddlers 12 – 36 months	<p>Maximum group size of ten with a ratio of one staff to five children (1:5);</p> <p>Maximum group size of ten with a ratio of 1:5 when all children in the group are 12-36 months.</p>

IC-16 Daily Routine

- (1) Contractors must follow program and daily schedule per [WAC 110-300-0360](#).
- (2) Contractors must post a schedule of the daily routine for each classroom. This daily routine must:
 - (a) Be predictable, yet flexible and responsive, to meet the interests and needs of the children.
 - (b) Offer ample time for unrushed activities and transitions.
 - (c) Minimize the number of transitions so that there is more productive time and less waiting.
 - (d) Allow periods of quiet and of activity, responding to children's needs.

IC-17 Alternative Attendance Plan

Alternative Attendance Plans (AAP) are time-limited plans that ensure continued comprehensive services for a 0-3 ECEAP child. The goal is to serve the child and family fully, both in the 0-3 ECEAP classroom and through education, family and health services. This means any instruction and experiences the child misses due to their absence is provided for in the AAP.

- (1) An Alternative Attendance Plan must be created for a child who is unable or unavailable to attend the minimum of six 0-3 ECEAP hours daily (PAO-48) for reasons including but not limited to:
 - (a) Receiving IFSP services in an alternate setting,
 - (b) Receiving support services,
 - (c) Extended absence or
 - (d) Providing a longer transition to the full scheduled class hours.
- (2) If an Alternative Attendance Plan is needed, contractors must:
 - (a) Request an Alternative Attendance Plan in ELMS.
 - (b) Receive approval from DCYF ECEAP prior to implementing the plan.
- (3) Alternative Attendance Plans must:
 - (a) Be developed and adjusted with the family.
 - (b) Include the beginning and end date for the AAP.
 - (c) Partner with the family to establish a timeline that includes a plan for intentional transition to a longer day for the child.
 - (d) Provide continued comprehensive services including education, health and family support.
- (4) If an Alternative Attendance Plan relates to behavior, contractors must:
 - (a) Engage the support of an Infant and Early Childhood Mental Health Consultant (IECMHC) to have them complete a classroom and/or child observation as appropriate.
 - (b) When needed, create a Child Focus Response Plan with the IECMHC and family.
 - (c) Partner with the family to establish a timeline that includes a plan for intentional transition to a longer day for the child.

IC-18 Child Focus Response Plan

- (1) Child Focus Response Plans should be developed in collaboration with Infant and Early Childhood Mental Health Consultants, other professionals, families and additional 0-3 ECEAP contractor staff as appropriate. The joint effort focuses on the strengths of the child and family.
 - (a) Child Focus Response Plans must honor cultural or traditional practices; this may include but is not limited to, support plans written in home language and traditional practices in mental health.
 - (b) If a parent declines to participate in the development of a plan or suggested supports, Contractors must work with their CQI Specialist on additional resources, supports and options.
- (2) If contractors have implemented their usual strategies (PAO-26 for additional information) and the classroom is still unsafe or excessively disrupted, or if they are unable to access the support of an Infant and Early Childhood Mental Health Consultant, they are encouraged to contact DCYF ECEAP for technical assistance.
- (3) To ensure equitable access to 0-3 ECEAP programming, Contractors will partner with teachers, support staff and families and meet to highlight child strengths and focus on supports being implemented.

- (a) DCYF ECEAP requires contractors to document efforts made to support the child and family. Contractors must seek support from their CQI Specialist and obtain approval before implementing any Alternative Attendance Plan.

Program Administration and Oversight

This section includes key components to administering 0-3 ECEAP, such as policy council, continuous quality improvement, service delivery, recruitment, eligibility, enrollment and attendance. The Program Administration and Oversight section also includes key policy and recordkeeping standards.

PAO-1 Facilities

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

PAO-2 Service Area Agreement

Contractors must make every reasonable effort to partner with neighboring ECEAP/0-3 ECEAP Contractors, Head Start/Early Head Start grantees, and Tribal Sovereign Nations collaborating and resource-sharing to provide the most timely and effective services for infants, toddlers and young children.

- (1) Contractors must complete written and signed Service Area Agreements with each neighboring ECEAP/0-3 ECEAP contractor, Head Start/Early Head Start grantee and Tribal Sovereign Nation and submit the agreements to DCYF ECEAP by the due date in contract Exhibit C, Deliverables and contract reference document *Deliverables and Required Activities Calendar*. When there are multiple contractors serving children in the same service area, those contractors must meet jointly to develop agreements whenever possible.
- (2) The agreements must fully describe:
 - (a) Service area boundaries for each party to the agreement, including specific areas for recruitment and enrollment of families for each party.
 - (b) The process for referral of families between parties.
 - (c) Plans for ongoing communication.
 - (d) The process for problem resolution.
 - (e) Plans for collaborating with service area partners to ensure efficient use of state and community resources, when practical, for developing community assessments, coordinating work with community partners including the Health Advisory Committee and planning joint staff and parent training opportunities.
- (3) If collaboration is not practical for any topics in (2)(a-e) of this standard, Service Area Agreements must state the reasons.
- (4) If no agreement can be reached, the Contractor must send a description of efforts made and the understanding of service area boundaries to DCYF ECEAP.
- (5) Contractors who are also Head Start grantees may combine their Head Start Memorandum of Understanding (MOU) and B-5 ECEAP Service Area Agreements into one document, providing the requirements for both are met.
- (6) DCYF reserves the right to reclaim slots and funds, or reallocate slots to other contractors if the Contractor is recruiting within the service area of a neighboring ECEAP/0-3 ECEAP, Head Start/Early Head Start or Tribal Sovereign Nation program.

PAO-3 Waiver to 0-3 ECEAP Standards

- (1) 0-3 ECEAP contractors may request a waiver to 0-3 ECEAP rules, Performance Standards, or policies if they are unable to meet the standard due to specific needs of the program or enrolled child. Contractors must have written approval from the DCYF ECEAP before implementing the waiver.

PAO-4 Variance to 0-3 ECEAP Standards

- (1) 0-3 ECEAP contractors may request a variance to 0-3 ECEAP rules, Performance Standards, or policies if they plan to meet the standard in an alternative way than described due to specific needs of the program or enrolled child. Contractors must have written approval from the DCYF 0-3 ECEAP before implementing the variance.

PAO-5 Confidentiality

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

PAO-6 Child Abuse and Neglect Policy

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

PAO-7 Family Notifications

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

PAO-8 Family/Program Handbook and Related Policies

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

PAO-9 Attendance

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

- (3) To support regular attendance of children experiencing homelessness, contractors must address transportation needs. Strategies may include:
 - (a) Collaborating with a school district.
 - (b) Coordinating car pools with other families.
 - (c) Providing bus passes for public transportation.
 - (d) Engaging with community partners.
 - (e) Offering a temporary alternative attendance plan.
- (4) Contractors may contact the DCYF 0-3 ECEAP for technical assistance if they have exhausted attendance and transportation strategies for children experiencing homelessness.
- (5) Where 0-3 ECEAP is provided by a school district, the transportation requirements of the [McKinney-Vento Education of Homeless Children and Youth Assistance Act](#) apply. See PAO-24 Transportation for more information.
- (6) To support attendance of children with extenuating circumstances which impact their behavior, contractors must address the individual child's needs. Strategies may include:
 - (a) Collaborating with the child's family to develop a behavior support plan.
 - (b) Consulting with an Infant and Early Childhood Mental Health Consultant or professional.
 - (c) Offering referral to or engaging with other community partners.
- (7) Contractors must notify the DCYF 0-3 ECEAP and receive written approval before implementing any alternative attendance plan.

PAO-10 Confidential Record Securing and Disposal

- (1) Contractors must write a policy to ensure the security and confidentiality of all child and family information. This includes:
 - (a) Disposing of written records in a secure manner.
 - (b) Securing electronic records.

PAO-11 Health Records

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

PAO-12 Parent Consent Forms

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

PAO-13 Child Restraint Documentation

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

PAO-14 Monitoring and Compliance

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

PAO-15 Program Monitoring Documents

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

PAO-16 Pesticide Notifications

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

PAO-17 Health Screening

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

PAO-18 Eligibility, Recruitment, Selection, Enrollment, and Attendance Documents

- (1) Contractors must retain attendance records for five years.
- (2) Contractors must maintain the following paper documentation for at least the current and previous school year:
 - (a) Parent signatures verifying eligibility information is accurate.
 - (b) Signed statement from staff who verified eligibility.
 - (c) Statement of income signed by the employer or parent, if no other documentation of income is available.
- (3) Contractors should consult their 0-3 ECEAP contract and follow their agency's record retention schedule for longer retention requirements.

PAO-19 Human Resources Documents

- (1) Contractors must retain the following for each employee for five years after employment ends:
 - (a) Copy of first aid, CPR, and food worker cards, if required.
 - (b) Documentation of qualifications not verified by MERIT, such as copies of diplomas, transcripts, licenses and certifications.
 - (c) Orientation and training record.
 - (d) Professional Development Plan, and observation and mentoring notes for staff with Professional Development Plans.
 - (e) Reference checks.
 - (f) Tuberculosis (TB) test records.
- (2) Contractors must retain the following for five years after their completion:
 - (a) Documentation of labor pool shortage or other staff recruitment difficulty.
 - (b) Staff recruitment materials, advertising open positions to the public.
 - (c) Volunteer records including background clearances, TB test records, orientation and training, and hours of volunteer service

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

PAO-20 Health and Safety Documents

- (1) Contractors must retain the following for five years after their completion:
- Emergency drill records.
 - Inspection records for smoke detectors, fire alarms, fire extinguishers.
- (2) Contractors must maintain current:
- Child abuse and neglect prevention, detection, and reporting policy and procedure.
 - Child allergy procedure.
 - Disaster plan.
 - Exclusion of sick children policy, including children and staff
 - Health and safety inspections for the school year.
 - Contagious disease prevention procedures.
 - Medication management procedures.
 - Pesticide/herbicide management policy.
 - Plans for handling medical, dental and poisoning emergencies.
 - Transportation policy.
 - Diapering, toileting and toilet learning policy.

PAO-21 Early Childhood Education Documents

- (1) Contractors must maintain the following for the current school year:
- Child Focus Response Plans.
 - No expulsion policy.
 - Child guidance policy.
 - Curriculum plans, including individualization.
 - Transition plans.

PAO-22 Child Records

- (1) Contractors must retain the following records for each child while they are in 0-3 ECEAP and for five years after the child leaves 0-3 ECEAP:
- Consent forms.
 - Health records and tracking.
 - Individualized curriculum and guidance plans.
 - Individualized Family Services Plan (IFSP), when applicable.
 - Notes from parent-teacher conferences including child goals.
 - Notes from Local Education Agency (LEA) or Multidisciplinary Team (MDT) meetings, when applicable.
 - Plans, referrals and follow-up notes.
 - Screening and assessment results.

PAO-23 Disaster Plan, Policies and Procedures

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

PAO-24 Transportation

- (1) Transportation is an optional 0-3 ECEAP service.
- (2) Contractors who provide transportation must follow all requirements per [WAC 110-300-0480](#).
- (3) Contractors must write a health and safety policy and procedure for transportation, if applicable.
- (4) When 0-3 ECEAP children are served by school district bus service, transportation is regulated by OSPI minimum standards.
- (5) If contractors transport children in non-school district vehicles, they must:
 - (a) Maintain a written transportation policy to ensure the safety of children.
 - (b) File current copies of all drivers' licenses.
 - (c) File current copies of vehicle insurance meeting Department of Licensing insurance requirements.
 - (d) Ensure that signed medical releases and emergency contact forms for each child are readily accessible.
 - (e) Use buses that meet OSPI minimum standards for school buses or other vehicles maintained in good repair and safe operating condition.
 - (f) Follow the Washington Child Restraint Law. (RCW [46.61.687](#) and [46.61.688](#))
 - (g) Document daily visual vehicle safety checks.
 - (h) Document a regular schedule of vehicle safety inspections.
- (6) When school districts are transporting children who are McKinney-Vento eligible using a method other than district-provided transportation, the following applies:
 - (a) When using a taxi service:
 - (i) The child must be accompanied by a parent or authorized adult in addition to the driver.
 - (ii) Drivers must have a cleared Portable Background Check.
 - (iii) A contract must be in place that ensures:
 - (A) The taxi is up to date on all maintenance.
 - (B) All safety measures are in place and utilized, including the use of and appropriate installment of child safety seats and seat belts.
 - (b) 0-3 ECEAP contractors may not use rideshare services such as Uber and Lyft to provide transportation for children.
- (7) Contractors must ensure that:
 - (a) Signed parent consent forms for transportation for each child are obtained prior to providing transportation.
 - (b) Signed medical releases and emergency contact forms for each child are readily accessible in case of injury during transportation.
 - (c) One-way transportation time for children is no more than one hour, except in rural or remote areas where transportation time must be kept to a minimum.

PAO-25 Transportation Records

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

PAO-26 No Expulsion Policy

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

- (c) Engaging community resources such as, Infant and Early Childhood Mental Health Consultant, coach or other professional.
 - (d) Choosing an alternative schedule or setting.
 - (e) How staff are trained to support positive social emotional development, reduce challenging behavior and trauma informed care annually.
- (2) If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact DCYF 0-3 ECEAP for technical assistance.

PAO-27 Child Guidance, Restraint and Isolation Policy

- (1) Contractors must write a child guidance policy which must include:
- (a) Positive guidance approach and techniques.
 - (b) Supervision.
 - (c) Restraint policies.
- (2) Contractor's guidance policy must prohibit any person on the premises from using:
- (a) Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
 - (b) Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
 - (c) Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates or frightens a child.
 - (d) Using or withholding food or liquids as punishment or reward.
- (3) Contractor's guidance policy must prohibit any person on the premises from the use of a physical restraint method injurious to the child or any closed or locked time-out room.

PAO-28 Health and Safety Policies and Procedures

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

- (a) Child allergies.
- (b) Exclusion of sick children and adults.
- (c) Handling the following emergencies:
 - (i) Medical.
 - (ii) Dental.
 - (iii) Poisoning.
- (d) Infectious disease prevention.
- (e) Medication management.
- (f) Diapering, toileting and toilet learning.
- (g) Monitoring of health and safety practices.
- (h) Pesticide/herbicide management in accordance with [RCW 17.21](#), preventing children's exposure, and using the least hazardous means to control pests and unwanted vegetation.
- (i) Pets and animals.

PAO-29 Required Postings

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

PAO-30 Early Childhood Education Service Delivery

- (1) Contractors must use an early learning framework to plan developmentally-appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment, individualization and parent-teacher conferences.
- (2) 0-3 ECEAP is a Working Day model intended to serve eligible working or student families' year round. Program hours must be offered to meet the needs of the eligible working or student families in the community.
 - (a) Class is open a minimum of 10 hours per day, five days per week, year round.
 - (b) Ensure a minimum 2,370 hours of class available per year. ([RCW 43.216.010\(13\)](#))
 - (c) Contractors must provide families, in advance, an annual calendar with planned days of closure.
 - (d) Working day classrooms that have closures that cause them to fall below 2,370 hours must develop a plan in advance to ensure they meet the minimum annual dosage requirements.
- (3) 0-3 ECEAP classes may modify instruction and class schedules during:
 - (a) Tribal, State, and Federal holidays
 - (b) Tribal government closures
 - (c) Tribal cultural events
 - (d) School breaks
 - (e) Staff professional development and wellness activities approved by DCYF if proposed activities result in a contractor being unable to meet the minimum annual dosage requirements.
- (4) Daily transportation to and from the classroom does not count as part of class hours.

PAO-31 Comprehensive Services

- (1) Contractors must provide comprehensive services in collaboration with 0-3 ECEAP families, staff, and community partners. Services Include:
 - (a) Early childhood education.
 - (b) Family support, using the Mobility Mentoring® approach.
 - (c) Family engagement.
 - (d) Health, mental health and nutrition.
- (2) Contractors must ensure that all ECEAP services:
 - (a) Respond to community needs.
 - (b) Integrate program components, such as education, family support and health.
 - (c) Are developmentally appropriate, inclusive and adaptive for children and families.
 - (d) Build relationships with families based on mutual respect and equity.
 - (e) Are culturally and linguistically responsive to families.
 - (f) Focus on family strengths.
 - (g) Support building adult capabilities.
 - (h) Support family engagement, empowerment and leadership.

PAO-32 Community Partnerships

- (1) Contractors must take an active role in promoting coordinated systems of comprehensive early childhood services to children furthest from opportunity and families in their community through communication, cooperation and the sharing of information among agencies. A contractor must establish collaborative relationships and partnerships, with schools, health, social service agencies, tribal sovereign nations and other related community organizations. This may include direct communication with DCYF staff, state agency partners, local providers or other early learning system navigation partners for coordination and support of systems-level initiatives so that families can access the range of services and supports. Contractors must involve partners in:
 - (a) Community Assessment.
 - (b) 0-3 ECEAP service delivery planning.
 - (c) Community services development and coordination.

- (d) Planning for children with disabilities, including inclusive classrooms.
- (e) Kindergarten transition planning.
- (f) Compliance agreement planning, as related to community services.
- (g) Early learning system integration efforts, such as coordinated recruitment and enrollment or offering of inclusive classrooms.

PAO-33 Health Advisory Committee

- (1) Contractors must establish a Health Advisory Committee (HAC) composed of staff; 0-3 ECEAP family members; and professionals in medical, dental, nutrition, public health, and mental health fields; to:
 - (a) Offer input on policy and planning related to health, nutrition and mental health.
 - (b) Address issues and concerns about health service delivery.
 - (c) Provide opportunities for parent empowerment and leadership skill development.
- (2) Contractors must develop a written plan, in partnership with their Health Advisory Committee, to implement and monitor health services including:
 - (a) All requirements related to health, safety and nutrition.
 - (b) Confidentiality protocols.
 - (c) Classroom health curriculum.
 - (d) Family education.
- (3) The HAC must meet a minimum of once per year and more often as community health or 0-3 ECEAP needs arise. Contractors must maintain a roster of participants and minutes of HAC meetings.
- (4) Contractors may form combined 0-3 ECEAP, Early 0-3 ECEAP and Head Start HACs. Neighboring contractors may form joint HACs.

PAO-34 Policy Council

- (1) Contractors must establish a Policy Council, composed primarily of current and former ECEAP families, and separate from an agency board of directors. Council members may serve no more than five years. ECEAP staff provide support and consultation at Council meetings.
- (2) The purpose of the Policy Council is to develop family empowerment and leadership and serve as a communication link between the contractor and ECEAP families. The Council works with the contractor to make decisions about ECEAP administration, including, but not limited to:
 - (a) Comprehensive service delivery.
 - (b) Community assessment.
 - (c) Self-assessment of ECEAP Compliance.
 - (d) Use of anti-bias practices
 - (e) Program monitoring.
 - (f) Family/Community Concerns and Complaint Policy and resolution.
 - (g) Budget.
 - (h) Program policies.
 - (i) Recruitment of families.
 - (j) Expansion and entitlement planning.
- (3) Contractors must orient Policy Council members to the ECEAP Contract, ECEAP Performance Standards, and program policies. Contractors must maintain minutes of Policy Council meetings.
- (4) Contractors may form combined ECEAP, 0-3 ECEAP and Head Start Policy Councils providing there is ECEAP family representation.

PAO-35 Community Assessment

- (1) Contractors must conduct a community assessment at least every five years. The assessment may be aligned with the Head Start community assessment. The contractor must annually review and update the assessment to reflect

significant changes in community demographics and resources. The assessment process must involve families, staff and community partners.

- (2) The assessment must document:
 - (a) Where eligible children live, within the contractor's service area.
 - (b) Race, ethnicity and home languages of eligible children.
 - (c) Numbers of age-eligible children who are:
 - (i) Developmentally delayed or disabled.
 - (ii) In the child welfare system, including foster care.
 - (iii) In families that are homeless.
 - (iv) In families with low income.
 - (v) In families where parents work as seasonal or migrant farmworkers.
 - (vi) In families in the military.
 - (vii) In families that are American Indian or Alaskan Native
- (3) Contractors must analyze this assessment data with their community partners to determine the community capacity for 0-3 ECEAP-eligible children and families to access services such as:
 - (a) Education.
 - (b) Medical, mental and oral health.
 - (c) Nutrition.
 - (d) Social services.
- (4) Contractors must use the community assessment to develop their:
 - (a) Plan for delivering services that meet the needs of their community.
 - (b) Philosophy and goals.
 - (c) Recruitment strategies.
 - (d) Culturally and linguistically responsive 0-3 ECEAP services.
 - (e) Site locations.
- (5) Contractors must maintain documentation of community assessment activities.

PAO-36 Self-Assessment of 0-3 ECEAP Compliance

- (1) Contractors must include 0-3 ECEAP staff and families in an annual assessment of compliance with 0-3 ECEAP performance standards, using the 0-3 ECEAP Self-Assessment process. Self-Assessment is due by June 15 of each year.
- (2) 0-3 ECEAP Self-Assessment process must include:
 - (a) 0-3 ECEAP Director Surveys
 - (b) Family Surveys
- (3) Programs with multiple funding sources may align their 0-3 ECEAP Self-Assessment process with other funding sources, including timelines and goals.

Overview – Recruitment, Eligibility and Enrollment

0-3 ECEAP recruitment, eligibility and enrollment standards ensure that the children most in need of 0-3 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 0-3 ECEAP services. Enrollment depends on the number of available slots for the children on the eligible, prioritized waiting list.

To ensure fair access to 0-3 ECEAP, Contractors:

- Develop and implement a recruitment process to actively inform all families with eligible children of the availability of services.
- Consider linguistic and cultural diversity and community needs when developing recruitment strategies.

- Work with neighboring 0-3 ECEAP and Head Start programs to ensure enrollment of as many eligible, high priority children as possible. This includes joint outreach efforts and referrals as determined by the service agreement.
- Encourage and assist families to apply for admission to the program.
- Verify eligibility of each applicant.
- Prioritize eligible children for enrollment in available slots.
- Maintain prioritized waiting lists so it is possible to quickly refill vacant slots and demonstrate statewide need for 0-3 ECEAP.
- Ensure that 0-3 ECEAP funds are only used for services for eligible children.

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

PAO-37 Child Recruitment

- (1) Contractors must conduct ongoing recruitment throughout the year to:
 - (a) Identify potentially-eligible families in their service area.
 - (b) Inform families about 0-3 ECEAP services.
 - (c) Encourage families to apply for 0-3 ECEAP.
 - (d) Maintain a viable waiting list.
- (2) Contractors must focus their recruitment efforts to locate age-eligible children:
 - (a) In state or tribal child welfare system including foster care, kinship care, Child Protective Services and Family Assessment Response services.
 - (b) With developmental delays or disabilities.
 - (c) Who are McKinney-Vento eligible as defined by the federal [McKinney-Vento Education of Homeless Children and Youth Assistance Act](#) as lacking a fixed, regular, and adequate nighttime residence due to loss of housing, economic hardship, or a similar reason.
 - (i) A **fixed residence** is one that is stationary, permanent and not subject to change.
 - (ii) A **regular residence** is one that is used on a regular (i.e. nightly) basis.
 - (iii) An **adequate residence** is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.
- (3) Contractors must document their recruitment procedure and strategies in ELMS.

PAO-38 Eligibility for 0-3 ECEAP Services

- (1) A child is eligible for 0-3 ECEAP if the child is zero to three years old by August 31 of the school year and is one of the following:
 - (a) From a family with income at or below 50% of the state median income (SMI) established by the U.S. Department of Health and Human Services (<https://www.dshs.wa.gov/esa/eligibility-z-manual-ea-z/state-median-income-chart>).
 - (b) Receiving early intervention services with an Individualized Family Service Plan (IFSP)
 - (c) Experiencing homelessness as defined by the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act.
 - (d) Has participated in Early Head Start (EHS) or, the Early Support for Infants and Toddlers program (ESIT) or received Class C developmental services, or the Early Childhood Intervention and Prevention Services program (ECLIPSE)
 - (e) Is a tribal child as defined in rule by the Washington State's federally recognized tribes and DCYF and at or below 100% SMI.
- (2) Children who are eligible for 0-3 ECEAP are not automatically enrolled in 0-3 ECEAP. They must still be prioritized. (See PAO-46).
- (3) Eligible, enrolled children maintain their eligibility for 0-3 ECEAP until their next placement, without reverification of income or prioritization factors. All previously enrolled children returning for a new school year may be reprioritized against new children when enrollment slots are limited.

- (4) Children served by ESIT or ECLIPSE may be simultaneously enrolled in 0-3 ECEAP.
- (5) Children served by Early Head Start may not be simultaneously enrolled in 0-3 ECEAP.

PAO-39 Verifying Eligibility

- (1) Contractors must verify 0-3 ECEAP eligibility before initial enrollment, including parent or guardian's legal authority to enroll, child's age, family size and family income.
 - (a) Exception: Contractors have up to 90 calendar days to verify eligibility under certain circumstances when documentation is not immediately available such as homelessness, natural disasters, fire or domestic violence. In some cases, Kinship caregivers who do not have access to documents may be considered in this exception. Children may begin class if presumed eligible and high priority. If the ELMS application is locked, contractors must contact ELMS Support to update the application within 90 calendar days, counting the child's first day attending class as day one.
- (2) In ELMS, contractors must identify the documents used to verify eligibility. For each enrolled child, contractors must retain a statement signed by a staff person certifying that they viewed and verified documentation establishing the child's eligibility for 0-3 ECEAP and, to the best of their knowledge, the information entered in ELMS is true and correct. Contractors must also retain a statement signed by the 0-3 ECEAP child's parent or guardian certifying that to the best of their knowledge, the information entered on the application is true and correct. These statements are available on the printed child application in ELMS.
- (3) In the absence of other documents to verify family size, contractors may accept a parent or guardian's signed statement.
- (4) Contractors must write and implement a verification procedure for enrollment of all children that avoids conflicts of interest and ensures staff do not verify eligibility for close relations or their own children.
- (5) Contractor staff may not verify 0-3 ECEAP eligibility for their own relatives.
- (6) Child applications remain valid for eligibility purposes for the school year for which the family applied.
 - (a) Contractors must re-verify eligibility for children who never attended 0-3 ECEAP, whose initial application was in the previous school year (July 1 to June 30).
 - (b) Contractors must verify eligibility for siblings applying for subsequent years.
 - (c) It is not necessary to re-verify eligibility for children who attended 0-3 ECEAP and are still age-eligible.

PAO-40 Authority to Enroll Child

- (1) A person has the authority to enroll a child into 0-3 ECEAP if they are:
 - (a) The child's biological, adoptive, step or foster parent.
 - (b) Awarded custody by a court via a Non-Parental Custody Decree.
 - (c) Granted temporary custody via a written temporary parental consent agreement, which:
 - (i) Must be signed by both parents or explain why one parent is not available.
 - (ii) Must be agreed by the parent and the person assigned temporary custody.
 - (iii) Need not be approved by a court or notarized.
 - (d) Acting *in loco parentis* (in the place of a parent) by intentionally assuming the duties of a parent and responsible for exercising the day-to-day care and responsibility for the child.

PAO-41 Calculating Family Size

- (1) To establish family size for the purpose of determining state median income, contractors must count all people who meet all of the following criteria:
 - (a) Living in the same household with the 0-3 ECEAP child.
 - (i) Exception: Do not include hosts of families temporarily sharing housing with relatives or others.
 - (b) Related to the parent(s) or legal guardian(s) by blood, marriage, or adoption.
 - (i) Include the 0-3 ECEAP child and the child's parent(s) in this count.
 - (c) Supported by the income of the parent(s) or legal guardian(s) of the 0-3 ECEAP child.

- (i) Do not include household members age 19 or older who have earned or unearned income that covers half or more of their support.
- (2) Exception: For children in foster care, in kinship care, or adopted from foster or kinship care, count only the 0-3 ECEAP child.

PAO-42 Whose Income to Count

- (1) When determining a child's income eligibility, contractors must count the income received by the 0-3 ECEAP child's parent(s) or guardian(s).
- (2) Exceptions:
 - (a) For a child in foster care, count only the amount of the foster care grant applicable to the 0-3 ECEAP child. If there is no grant, count the income as zero.
 - (b) For an 0-3 ECEAP child in kinship/relative care, count only the amount of the DSHS Non-Needy Relative, *in loco parentis*, legal guardian grant, Supplemental Security Income (SSI), Social Security Survivor Benefits (SSA) or Social Security Disability Insurance (SSDI) payment, or tribal payment applicable to the 0-3 ECEAP child. If there is no grant, count the income as zero.
 - (c) For children adopted after foster or kinship care, count only the amount of an adoption support grant. If there is no grant, count the income as zero.
 - (d) For a family sharing housing with relatives or others, count only the income of the child's parents or guardians. Do not count the income of hosts.

PAO-43 Which Income to Count

- (1) For each family, contractors may calculate income from either the previous calendar year or the previous 12 months, whichever more accurately reflects the needs of the family.
- (2) For the purpose of determining 0-3 ECEAP eligibility, count all income of the 0-3 ECEAP child's parents including:
 - (a) Gross wages or salaries, before taxes and deductions.
 - (b) Net income from self-employment.
 - (c) Income received in a regular or periodic manner such as:
 - (i) Alimony.
 - (ii) Annuity payments.
 - (iii) Child support, only if required by a legally-binding child support order.
 - (iv) Emergency assistance cash payments.
 - (v) Insurance payments that are regular (not one-time).
 - (vi) Retirement or pension payments.
 - (vii) Scholarships, grants or fellowships for living expenses.
 - (viii) Social Security
 - (ix) Strike benefits.
 - (x) Supplemental Security Income SSI.
 - (xi) State or Tribal Temporary Assistance for Needy Families (TANF) grants.
 - (xii) Training stipends.
 - (xiii) Tribal income, if taxable.
 - (xiv) Unemployment or Workers' Compensation.
 - (xv) Veteran's benefits.
 - (d) Interest and dividends from assets.
 - (e) For uniformed services members, all entitlements (pay and allowances) reported on Leave and Earnings Statements, except Basic Allowance for Housing (BAH), Basic Allowance for Subsistence (BAS), Family Separation Housing (FSH), and Hostile Fire Pay/Imminent Danger Pay (HRP/IDP).
 - (f) Gambling or lottery winnings.
- (3) Subtract from income documented child support payments to another household, only if required by a legally-binding child support order.

- (4) Do not count as income:
- (a) Cash from the sale of an asset or bank withdrawals not subject to capital gains.
 - (b) Food or housing received in lieu of wages.
 - (c) Foster Care Grant for non-0-3 ECEAP child.
 - (d) Non-cash benefits such as food stamps, housing assistance, Medicaid, Medicare, school lunches or employer-paid fringe benefits.
 - (e) One-time gifts, loans, inheritances or insurance settlements.
 - (f) Scholarships or educational grants for tuition.
 - (g) Tax refunds.
 - (h) Social Security issued in a child's name.
 - (i) Stimulus payments due to natural disasters, pandemics, or state of emergency.

PAO-44 When a Child Lives in Two Households

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

PAO-45 Verifying Annual Income

- (1) Contractors must verify family income before determining whether a child is eligible to participate in 0-3 ECEAP. Verification of annual income is required for most 0-3 ECEAP applicants, except:
 - (a) Contractors verify the grant amount for children in foster care and those in kinship/relative care covered by a DSHS Non-Needy Relative, *in loco parentis*, or legal guardian grant.
 - (b) Contractors do not re-verify income for families of children who were previously enrolled and attended 0-3 ECEAP.
- (2) To verify income, contractors must view documentation such as:
 - (a) Income tax forms, W-2 forms, or 12 months of pay stubs or pay envelopes.
 - (b) Leave and Earnings Statements for uniformed services members.
 - (c) Documentation of public assistance or other benefits.
 - (d) Child support orders.
 - (e) A statement of income signed by the employer or parent, if no other documentation of income is available.
- (3) Eligible, enrolled children are allowed to remain in 0-3 ECEAP as long as they are age-eligible,, without re-verification.
- (4) Under specific circumstances, contractors may choose to use the previous month's or current month's income to determine eligibility, rather than the annual income.
 - (a) Annual income must first be verified and entered in ELMS.
 - (b) This choice applies when a family's current income is significantly decreased from their annual income due to death, divorce, unplanned job loss, or similar unexpected circumstance.
 - (c) The reason for this exception must be documented in ELMS.

PAO-46 Prioritization

- (1) Once contractors have established a pool of eligible children, contractors must prioritize children for available 0-3 ECEAP slots starting first with eligible children. To do this, contractors must use the priority point system available on the 0-3 ECEAP webpage and built into ELMS. This point system is based on:
 - (a) State law regarding priority for children in eligible categories.
 - (b) DCYF research on factors that impact school readiness and success.

PAO-47 Waiting Lists

- (1) Contractors must maintain active prioritized waiting lists in ELMS.
- (2) For the purposes of statewide statistics, staff must complete the ELMS prescreen for all children on the waiting list.
- (3) 0-3 ECEAP waiting lists may include children who are also on an Early Head Start waiting list, for children who might enroll in either program.
- (4) Contractors must remove a child from waiting lists in ELMS when they learn the child no longer needs services or has enrolled in Early Head Start. ELMS will remove children when they are no longer age-eligible.

PAO-48 Availability for Enrollment

- (1) Contractors must only enroll children who are available to attend during scheduled class hours, with the exception of temporary absences due to illness or other reasons communicated by the family.
 - (a) For 0-3 ECEAP classes, children must be available to attend six or more hours per day and at least four days per week.

PAO-49 Enrollment

- (1) Contractors must:
 - (a) Begin all 0-3 ECEAP classes no later than July 1 of each state fiscal year.
 - (b) Fill each funded 0-3 ECEAP slot within 30 calendar days. To establish 30 calendar days:
 - (i) At the beginning of the year, count the first day of class as day one.
 - (ii) When a child exits, count the last day the child attended class in person as day one.
 - (iii) When an expected child did not attend, count the first day of class or the last day a child attended in that slot as day one.
 - (c) Consider a slot full when a child attends class in person and their actual start date is entered in ELMS.
 - (d) Create an enrollment policy with processes for application completions and enrollment timelines. The policy must include how the program will:
 - (i) Plan for and implement accommodations for children with developmental delays or disabilities and/or individual care plans.
 - (ii) Ensure enrollment timelines in (1)(a) are met.
 - (e) Contact their CQI Specialist for support when they are unable to fill a vacant slot within the 30-day timeline or if timelines were not met and there are vacant slots with children on the waitlist.

PAO-50 Serving Non-0-3 ECEAP Children in the Same Classroom

- (1) Contractors may serve children who are not eligible for 0-3 ECEAP in the same classroom with 0-3 ECEAP children, providing:
 - (a) The total proportional share of costs for non-0-3 ECEAP children is covered by funds, or in-kind contributions, from sources other than 0-3 ECEAP dollars.
 - (b) 0-3 ECEAP Performance Standards are met for all 0-3 ECEAP children.
 - (c) The contractor reports the number of non-0-3 ECEAP children accurately in ELMS and updates this in monthly reports.

PAO-51 Free-of-Charge

- (1) Contractors must provide 0-3 ECEAP services free-of-charge to enrolled families.
 - (a) If the contractor is receiving Working Connections Child Care Subsidy for the child, they may charge the allowable family copayment. They may also charge a late fee if the family is late in picking up their child beyond the 10-hour day.
- (2) Contractors may accept voluntary donations.
- (3) Contractors must ensure that all parents have opportunities to fully participate in 0-3 ECEAP activities.
- (4) No parent will be requested or required to contribute money, food or supplies with a monetary value.
- (5) Contractors are encouraged to invite parents to volunteer time, but may not require it.
- (6) Contractors must use program funds for the provision of diapers and formula for enrolled children during the program day.

PAO-52 Subcontractors

- (1) Contractors must:
 - (a) Orient and train subcontractors on current 0-3 ECEAP Performance Standards.
 - (b) Monitor and ensure subcontractors' compliance with all 0-3 ECEAP requirements.

PAO-53 Family and Community Concerns and Complaints

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

- (1) Contractors must develop a written policy and procedure for family and community complaints.
- (2) The policy must be accessible to families, staff and volunteers through the program/family handbook and website. Content must be:
 - (a) Translated into the families' home language or interpreter supports provided when needed to ensure meaningful access and culturally responsive practices.
 - (b) Clear and easy-to-understand; which could include simplified language, illustrations, diagrams or images.
- (3) The policy and procedure must include:
 - (a) How families/community members submit a complaint.
 - (b) Organization's timeline for responding.
 - (c) Steps organization will take for resolution.
 - (d) How the organization will respond to the complaint.
 - (e) What to do if timelines are exceeded or if the complaint is unresolved.
 - (f) Who to contact at the contractor level if complaint is unresolved at the site level.
 - (g) How families/community members contact the state ECEAP office via the ECEAP inbox, if a complaint is unresolved at the contractor level.
 - (h) How confidentiality will be respected and maintained.
 - (i) Annual review by Policy Council. (PAO-34)
- (4) Contractors must document complaints, including resolution of substantiated complaints.
- (5) If resolution of a complaint cannot be reached, contractors must notify the DCYF ECEAP. (See SOW Communication with DCYF)
- (6) In the event of a family/community complaint made directly to the DCYF ECEAP, the DCYF ECEAP Administrator will reach out to the 0-3 ECEAP director to gather more information and identify next steps. The DCYF ECEAP Administrator will work with 0-3 ECEAP contractor directors to ensure the complaint is resolved at the contractor level whenever possible.

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

PAO-54 Inclusive Environments Policy

- (1) Contractors must have a written policy to support all children in inclusive environments. This policy must include the contractor's:
- Philosophy,
 - Strategies,
 - Plans to individualize accommodations, and
 - Plans to ensure that each child and family has access to inclusive high-quality early childhood programming and the opportunity to participate in a broad range of activities.

PAO-55 Contagious Disease Prevention Policy and Procedure

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

PAO-56 Curriculum – Nutrition and Physical Activity Policy

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

PAO-57 Documentation Requirements

- (1) Contractors must document compliance with 0-3 ECEAP Performance Standards in ELMS and MyTeachingStrategies as the systems of record. Documentation is subject to review by the DCYF ECEAP and the State Auditor's Office.
- When 0-3 ECEAP Program Monitoring occurs in September through December, contractors must provide documentation from the previous school year.
- (2) Contractors must monitor and ensure subcontractors' compliance with all 0-3 ECEAP requirements and maintain records of their monitoring.

PAO-58 Administrative Documents

- (1) Contractors must retain the following for six years after expiration (see 0-3 ECEAP Contract):
- Audit report.
 - Fiscal records.
 - Proof of insurance.
 - Property records (inventory).
 - Subcontracts.
- (2) Contractors must retain documentation of complaints and resolutions for three years after their completion. (See PAO-53)
- (3) Contractors must retain the following for two years after their completion:
- Health Advisory Committee minutes.
 - Policy Council minutes.
- (4) Contractors must maintain current:
- Community assessment.
 - Confidentiality policy and procedures.
 - Conflict of interest policy.
 - Compliance agreements, if any.

- (e) 0-3 ECEAP Performance Standards, at each service site.
- (f) Waiver and Variance to Standards approved by the DCYF ECEAP.
- (g) Fiscal management policies.
- (h) Family and community complaint resolution procedures.
- (i) Personnel policies (attendance, conduct, pay, benefits, professional development, and performance evaluation).
- (j) Program Self-Assessment.
- (k) Travel policies, unless state travel regulations are followed (see 0-3 ECEAP Contract).
- (l) Diversity Equity and Inclusion Policy

PAO-59 Family Partnership Documents

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

PAO-60 Family Records

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

PAO-61 Continuous Improvement System

- (1) Contractors must have a continuous quality improvement system to ensure compliance with all 0-3 ECEAP requirements. This system must apply to direct services and to subcontractors. It must:
 - (a) Include monitoring at the class, site, subcontractor (if applicable), and contractor levels on a defined schedule.
 - (b) Inform training and technical assistance delivered to staff at all levels.
 - (c) Inform ongoing coaching supports.
 - (d) Inform 0-3 ECEAP program planning.
 - (e) Include instructional leadership strategies and supports to drive improvement efforts
- (2) Contractors must maintain documentation of quality improvement activities.

PAO-62 Early Achievers Participation

- (1) Contractors must:
 - (a) Ensure that all sites actively participate in Early Achievers and comply with the Early Achievers Participant Operating Guidelines including, but not limited to:
 - (i) Non-licensed sites complete the Early Achievers registration application within 30 days of starting 0-3 ECEAP class at the site.
 - (ii) Licensed sites complete Early Achievers registration application within 30 days of enrollment in Early Achievers.
 - (iii) Participate in Early Achievers quality recognition per required timelines.
 - (b) Assign an Early Achievers contact and facility/site designee at each site in ELMS and MERIT.
 - (c) Require newly hired Early Achievers coaches to attend the Early Achievers Practice Based Coaching training within six months of hire and document date attended in Impact.
 - (d) Require Early Achievers coaches to have the knowledge, skills, and ability to use the Coach Educator Community Interface (CECI) to guide sites through the continuous quality improvement process.
 - (e) Ensure coaching interactions are recorded in Impact.
 - (f) Ensure coaches support sites to develop a quality improvement plan and enter the information in Impact.
 - (g) Ensure each 0-3 ECEAP site is Level 4 or 5 within 24 months of enrollment in Early Achievers.
 - (h) Ensure Level 2 or 3 sites comply with the Early Achievers Remedial Activities Policy.
 - (i) Sites not recognized at Level 4 or 5 after completion of the remedial activity period will not be funded for 0-3 ECEAP in the following state fiscal year.

- (j) Support sites with coaching and resources to attain or maintain Level 4 or 5 recognition.
 - (k) Identify an ECEAP staff representative to participate in Local Implementation Partner meetings convened by local Child Care Aware (CCA) offices. The purpose of the meetings is to build a seamless system and increase coordination of professionals serving the same early learning providers in the same sub-region (sub-regions may be identified by county, community or other groupings based on location and caseloads as mutually agreed upon by DCYF and the contractor). Focus must be placed on how to collaborate, align services, strengthen communication, and reduce any duplication of services. Local Implementation Partner meetings must be held no less than quarterly in each CCA sub-region and efforts must be made to include all areas of the region in meetings throughout the year.
- (2) Tribal Sovereign Nations have the option of participating in Early Achievers through an inter-local agreement between the Tribal Sovereign Nation and DCYF. Tribal Sovereign Nations may also choose to use an alternative quality recognition and assessment process approved by DCYF.

PAO-63 Continuous Quality Improvement Visit

- (1) The DCYF ECEAP will monitor each contractor's compliance with the 0-3 ECEAP Contract and 0-3 ECEAP Performance Standards regularly.
- (a) In person Continuous Quality Improvement visits
 - (b) Desktop monitoring of data in ELMS
 - (c) Monthly contractor phone calls
- (2) Following a CQI visit, contractors must complete and submit a written response to the CQI plan for items identified as needing improvement. Upon approval of the plan by DCYF ECEAP, contractors will resolve all items as outlined in the plan.

PAO-64 Stewardship of 0-3 ECEAP Funds

- (1) Contractors must immediately notify the DCYF ECEAP of any suspicion of fraudulent use of 0-3 ECEAP funds, including but not limited to:
- (a) An employee intentionally entering deceptive or false information into ELMS regarding:
 - (i) Child eligibility criteria.
 - (ii) Children's actual start dates and last days in class.
 - (iii) Class start or end dates.
 - (iv) Services that were not actually provided.
 - (b) A family providing false information in order to enroll in 0-3 ECEAP.

PAO-65 Non Traditional Remote Services Policy

- (1) Contractors must create a written non-traditional remote services policy. The policy must ensure provision of modified comprehensive services during temporary unforeseen circumstances that prevent traditional services. The policy must include how contractors will ensure:
- (a) Staff are able to work remotely with access to the necessary technology and tools.
 - (b) Staff are able to provide comprehensive services to families.
 - (c) Families receive the modified comprehensive services of 0-3 ECEAP including but not limited to:
 - (i) Education
 - (ii) Health
 - (iii) Family support