

**Snohomish County Human Services**  
 3000 Rockefeller Avenue, M/S 305 | Everett, WA 98201  
 (425) 388-7200



<b>CONTRACT SPECIFICS</b>	<b>Contract Number:</b> <u>EL-18-60-22-290</u> <b>Maximum Contract Amount:</b> <u>491,000</u>		
	<b>Title of Project / Service:</b> <u>Early Childhood Education and Assistance Program</u>		
	<b>Start Date:</b> <u>09/24/2018</u>	<b>End Date:</b> <u>06/30/2019</u>	<b>Status Determination:</b> <u>Subrecipient</u>
<b>CONTRACTING ORGANIZATION</b>	<b>Agency Name:</b> <u>Edmonds School District</u>		
	<b>Address:</b> <u>20420 68th Ave W</u>		
	<b>City, State &amp; Zip:</b> <u>Lynnwood, WA 98036</u>	<b>IRS Tax No. / EIN:</b> <u>91-6001871</u>	
	<b>Contact Person:</b> <u>Stewart Mhyre</u>	<b>Unique Entity Identifier:</b> <u>020-256-996</u>	
	<b>Telephone:</b> <u>425-431-7015</u>	<b>Email Address:</b> <u>mhyres@edmonds.wednet.edu</u>	
<b>FUNDING SPECIFICS</b>	<b>Funding Authority:</b> <u>Client Service Contract 16-1125</u>		
	<b>CFDA No. &amp; Title:</b> <u>NA</u>		
	<b>Funding Specifics:</b> <u>State ECEAP</u>		
	<b>Federal Agency:</b> <u>NA</u>	<b>Federal Award ID No:</b> <u>NA</u>	<b>Federal Award Date:</b> <u>NA</u>
<b>COUNTY</b>	<b>Program Division</b> <u>Early Learning</u>	<b>Contact Person</b> <u>Beth Mizell</u>	<b>Contact Email</b> <u>beth.mizell@snoco.org</u>
			<b>Contact Phone</b> <u>425-388-7252</u>

**Additional terms of this Contract are set out in and governed by the following, which are incorporated herein by reference:**

Basic Terms and Conditions HSD-2018- 193-290, maintained on file at the Human Services Department:

Business Associate Agreement BAA-2018- 193-290, maintained on file at the Human Services Department:

<u>Specific Terms and Conditions</u>	<u>Attached as Exhibit A</u>	<u>ECEAP Performance Standards</u>	<u>Attached as Exhibit E</u>
<u>Statement of Work/Project Description</u>	<u>Attached as Exhibit B</u>		
<u>Approved Contract Budget</u>	<u>Attached as Exhibit C</u>		
<u>Approved Invoice</u>	<u>Attached as Exhibit D</u>		

In the event of any inconsistency in this contract, the inconsistency shall be resolved by giving precedence in the following order: (a) appropriate provisions of state and federal law, (b) Specific Terms and Conditions, (c) Basic Terms and Conditions, (d) Business Associate Agreement, (e) other attachments incorporated by reference, and (f) other documents incorporated by reference.

**THE CONTRACTING ORGANIZATION IDENTIFIED ABOVE (HEREINAFTER REFERRED TO AS AGENCY), AND SNOHOMISH COUNTY (HEREINAFTER REFERRED TO AS COUNTY), HEREBY ACKNOWLEDGE AND AGREE TO THE TERMS OF THIS CONTRACT. SIGNATURES FOR BOTH PARTIES ARE REQUIRED BELOW. BY SIGNING, THE AGENCY IS CERTIFYING THAT IT IS NOT DEBARRED, SUSPENDED, OR OTHERWISE EXCLUDED FROM PARTICIPATING IN FEDERALLY FUNDED PROGRAMS.**

**FOR THE CONTRACTING ORGANIZATION:**

**FOR SNOHOMISH COUNTY:**

\_\_\_\_\_  
 (Signature) (Date)  
 \_\_\_\_\_  
 (Title)

\_\_\_\_\_  
 Mary Jane Brell Vujovic, Director  
 Department of Human Services (Date)

## EXHIBIT A

### SPECIFIC TERMS AND CONDITIONS

#### EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

##### I. DEFINITIONS

- A. "Agency" means a public or private organization, including, but not limited to, school districts, educational service districts, community and technical colleges, private businesses, local governments, tribes or nonprofit organizations (per RCW 43.215.415) providing ECEAP services under a signed Contract with Snohomish County.
- B. "CLASS" means the Classroom Assessment Scoring System, an observation-based assessment tool that measures how teachers/providers interact with children to create supportive, nurturing relationships, enhance learning and provide instruction.
- C. "Contractor" means any organization contracting directly with the Department of Children, Youth, and Families; Snohomish County government is a Contractor.
- D. "County" means Snohomish County; any division, section, office, unit or other entity of Snohomish County; or any of the officers or other officials lawfully representing Snohomish County.
- E. "DCYF" means the Washington State Department of Children, Youth and Families; any division, section, office, unit or other entity of DCYF; or any of the officers or other officials lawfully representing DCYF. Beginning July 1, 2018, the Department of Early Learning (DEL) becomes DCYF.
- F. "Early Achievers" means the State's quality rating and improvement system and framework designed to help early care and education programs offer high-quality services that support each child's learning and development.
- G. "ECEAP" means the Early Childhood Education and Assistance Program, as established by Revised Code of Washington (RCW) 43.215.400-450 and Chapter 170-100 Washington Administrative Code (WAC).
- H. "ECEAP services" means administration, enrollment and eligibility, human resources, health coordination, education, family support, and parent engagement services as defined in this Contract, Snohomish County Work Plan and Exhibit E: 2018-19 ECEAP Performance Standards.
- I. "ELMS" means the Early Learning Management System, the database where Agencies enter program and child information.

- J. "ERS" means the Environment Rating Scales, observation-based assessments that measure classroom/family home child care environment quality in the following categories: Space and Furnishings, Personal Care Routines, Language and Reasoning/Listening and Talking, Activities, Interactions, Program Structure and Parents and Staff.
- K. "Full School Day" means an average of six hours per day (5.5-6.5), a minimum of 1,000 hours per year, at least four days per week.
- L. "GOLD® by Teaching Strategies" means the proprietary child assessment system developed by Teaching Strategies, LLC and used to assess multiple developmental domains for all ECEAP children.
- M. "Indirect costs" means the shared costs of an organization necessary to the operation and the performance of its programs. This could include fiscal, payroll, information technology, human resources and other costs associated with operating and maintaining staff and workspace.
- N. "MERIT" means the Managed Education and Registration Information Tool, Washington's online database for early care and education and school-age professionals to find training, information on career pathways, track their career progress, and request portable background checks. ECEAP lead teachers, assistant teachers and family support staff enter their staff qualifications in MERIT.
- O. "Non-Classroom staff" means any school district staff members who do not work in the ECEAP classroom and would have unsupervised access to ECEAP children, such as bus drivers, kitchen and custodial staff.
- P. "Part Day" means a minimum of two and one-half hours per class session, 320 hours per year, and a minimum of 30 weeks per year for classrooms in operation prior to the 2015-16 school year. Agencies that received the new part day expansion slots after July 1, 2015 must meet a minimum of three hours per class session, 360 hours per year, a minimum of 30 weeks per year.
- Q. "Performance Standards" means the 2018-19 ECEAP Performance Standards. The Agency is responsible to meet all Performance Standards with the exception of:
1. A-204 HAC;
  2. A-206 Community Assessment;
  3. A-214 Subcontractors;
  4. C-210 through C-211 Coach; and

5. C-212 through C-217 Health and Nutrition Consultant Roles.

For all other Performance Standards, the Agency will substitute “County” for “DCYF”, and “Agency” for “Contractor”.

- R. “Policy Council” means the board comprised of ECEAP parents and community representatives who advise the County.
- S. “Slots” means the number of available state-funded spaces for enrolled ECEAP children at any one time. More than one child may occupy a slot in the course of a school year as children leave the program and new children are enrolled.
- T. “QIP” means Quality Improvement Plan, a plan that includes goals, action steps to achieve goals, timelines and resources needed for Early Achievers. All sites will create a QIP in partnership with their Early Achievers coaches based on facility evaluation results, ERS and CLASS scores, components of the Quality Standards, and overall facility/site rating.
- U. “WA Compass” means the Washington state centralized database for child care licensing, Early Achievers, and ECEAP. WA Compass replaces WELS but does not replace MERIT or ELMS.

## II. INCORPORATED DOCUMENTS

The Agency will provide services and staff necessary or incidental to implement ECEAP services in accordance with:

- A. This Contract;
- B. ECEAP policies;
- C. ECEAP work plans;
- D. DCYF and County management and policy memoranda, as applicable; and
- E. County and Agency written policies and procedures, consistent with Federal and State regulations as applicable shall be kept on file in the office of the Agency and available for review at the request of the assigned Education and Family Support Coordinator, including:
  - 1. Attendance;
  - 2. Child abuse and neglect reporting policy;
  - 3. Development and Training policy and plans;
  - 4. Insurance and bonding policies required by the Contract (See Basic Terms and Conditions Agreement);

5. Kindergarten Transition Plan;
6. Policies regarding parent involvement in the hiring process;
7. Policy Council (site) procedures;
8. Recruitment and enrollment;
9. State Child Care licensing report as applicable;
10. USDA Monitoring Report;
11. Vehicle Inspection Reports;
12. Staff Policies and Procedures, including:
  - a. Conflict of interest policies;
  - b. Criminal records check and fingerprint check;
  - c. ECEAP Professional Development Plan (PDP);
  - d. Employee benefits and policies;
  - e. Job descriptions;
  - f. Nepotism policies;
  - g. Personnel policies; and
  - h. Standard of Conduct policies.
13. Organization Policies and Procedures/Documents:
  - a. Articles of incorporation or tribal charter;
  - b. Bylaws;
  - c. Current organizational chart (Agency and program);
  - d. Documentation of hiring efforts;
  - e. IRS nonprofit status certification (if applicable);
  - f. Recruitment and selection of ECEAP staff;
  - g. Salary scales;
  - h. Staff evaluation policies;

- i. Staff qualifications; and
- j. Travel policies.

14. Fiscal Policies and Procedures/Documents:

- a. Chart of accounts;
- b. Cost allocation plan;
- c. Fiscal management policies; and
- d. Latest Agency audit.

**III. PRIOR APPROVAL**

The Agency must obtain prior written or email approval from the County before:

- A. Offering enrollment to families with income above 110% of federal poverty level (FPL);
- B. Changing class start or end dates;
- C. Adding a new site;
- D. Adding a new class or changing a classroom location;
- E. Beginning a major remodeling of the site, including planned use of space not previously approved by the fire marshal's office or the County;
- F. Changing the number of slots assigned to a site;
- G. Using ECEAP funds as match ("non-federal share") dollars for any federal program;
- H. Selling or disposing of equipment purchased with ECEAP funds from the Agency's Inventory List;
- I. Changing Agency's legal status, ECEAP Program Manager or organizational structure related to ECEAP; and
- J. Implementing exceptions to the Performance Standards or policies.

**IV. AGENCY PARTICIPATION**

The Agency must participate in:

- A. ECEAP outcomes reporting, as described in the Performance Standards, by entering accurate information in GOLD® by Teaching Strategies and ELMS; including the ELMS exit questionnaire when a child transfers or exits; and allow the County access to child assessment results. See requirements listed in this Exhibit A, Section XXXVIII Deliverables and the complete chart of data entry requirements on the ELMS news page;
- B. Scheduled conference calls with the County to support continuous quality improvement;
- C. ECEAP program managers' meetings by sending a representative to each meeting; and
- D. All County trainings for program managers, teachers, family support staff and cooks.

**V. WASHINGTON STATE EARLY LEARNING AND DEVELOPMENT GUIDELINES**

The Agency shall align early childhood education services provided under this Contract with the Washington State Early Learning and Development Guidelines.

**VI. MONITORING**

- A. The County has the right to monitor and evaluate performance, compliance, and quality assurance under this Contract. The Agency shall provide a right of access to its facilities to the County, personnel authorized by the County, or to any other authorized agent or official of the State of Washington or the federal government at all reasonable times in order to monitor and evaluate performance, compliance, and/or quality assurance under this Contract.
- B. Monitoring activities may include, but are not limited to:
  - 1. Review of deliverables listed in this Exhibit A, Section XXXVIII Deliverables;
  - 2. Desktop monitoring;
  - 3. Intensive on-site program reviews to monitor Contract compliance;
  - 4. Site visits to review records, observe implementation of services or follow up on compliance. These visits may be unannounced; and
  - 5. Review of all advertising and publicity matters relating to this Contract in which DCYF's or the County's name, state seal or logo is mentioned or used from which a connection with DCYF or the County may, in DCYF's or the County's judgment, be inferred or implied.

- C. At a minimum, monthly monitoring and evaluation by County staff based on, but not limited to, child enrollment, monthly program activity and program performance.

**VII. AUTHORIZATION TO PROVIDE FULL SCHOOL DAY MODEL**

The Agency must be authorized by the County to provide a Full School Day model.

**VIII. LICENSING**

- A. The Agency must ensure that sites providing a Full School Day ECEAP model meet the full DCYF child care licensing process as required by RCW 43.215 RCW and WAC 170 prior to the first day of class for the 2018-19 year.
- B. For the 2018-19 year, Part Day and Full School Day sites operated by a government agency and that are not required to be licensed by RCW 43.215.010(2)(j) or RCW 43.215.010(2)(k) must request an exemption from the DCYF-expedited licensing process. The Agency will send an exemption request to the County, who will send to DCYF. DCYF is developing a process for all ECEAP sites to participate in a licensing process beginning the 2019-20 Contract year.
- C. Under the implementation of the Full School Day model the Agency must provide meals and snacks according to the Performance Standards. In addition, agencies must follow the meal schedule in accordance with WAC 170-295-3150.

**IX. USE OF GOLD® BY TEACHING STRATEGIES**

The Agency must enter and maintain accurate information in GOLD® by Teaching Strategies including:

- A. Consistently entering child observations in GOLD® by Teaching Strategies throughout each checkpoint season; and
- B. Rating all objectives for developmental domains according to the Performance Standards and including the additional domains of Science and Technology.

**X. EARLY ACHIEVERS PARTICIPATION**

- A. The Agency will actively participate in Early Achievers and comply with the Early Achievers Participant Operating Guidelines.
- B. The Agency will participate in Early Achievers on-site evaluation through the University of Washington, upon request.



- C. All existing sites must be rated a Level 4 or 5. If an existing site did not rate a Level 4 or 5 in Early Achievers, then the site must complete remedial activities with DCYF and rate at a Level 4 or 5 in Early Achievers within six months of beginning remedial activities.
- D. Sites not rated Level 4 or 5 after completion of the remedial activity period will not be funded for ECEAP in the following state fiscal year with the exception of licensed sites with an initial rating of Level 3 where all ECEAP classrooms met thresholds in CLASS and ERS.
- E. All new sites, and sites with a new physical address, must be rated a Level 4 or 5 by June 30, 2019 and must:
  - 1. Complete the Early Achievers registration application in MERIT within 30 days of starting an ECEAP class at the site;
  - 2. (If on the Head Start pathway) submit the Early Achievers Level 3 application;
  - 3. Request an on-site rating visit by January 15, 2019; and
  - 4. If a site does not rate a Level 4 or 5 in Early Achievers within the designated timeline, complete remedial activities with DCYF and rate at a Level 4 or 5 in Early Achievers within six months of beginning remedial activities.
- F. The Agency must incorporate the use of the CLASS and ERS assessments to improve curriculum, learning environments and adult-child interactions.
- G. The Agency must collaborate with the assigned Education and Family Support Coordinator to establish site QIP in WA Compass and provide resources to support plan implementation and the achievement of goals.
- H. Any site(s) that changes their physical address during the Contract period must begin the Early Achievers rating process again and be re-rated within 12 months.

## **XI. STAFF QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT**

- A. The Agency must require all staff to submit staff qualifications in MERIT according to this Exhibit A, Section XXXVIII Deliverables.
- B. The Agency will contact the County, not MERIT, if issues arise when entering staff qualifications in MERIT.

- C. The Agency will regularly monitor each staff member's progress in obtaining qualification status in MERIT, ensuring initial application is submitted and documentation is sent to Centralia immediately upon request from MERIT.
- D. The Agency must support the professional development of staff by providing regularly scheduled time for monthly staff meetings with planned agendas and minutes documented.

## **XII. EARLY LEARNING MANAGEMENT SYSTEM (ELMS)**

- A. The Agency must enter and maintain accurate data in ELMS. This includes ensuring all data is entered in ELMS according to this Exhibit A, Section XXXVIII Deliverables and the ELMS ECEAP Data Entry-Minimum Requirements document which is linked from the ELMS news page.
- B. The Agency must obtain and maintain a record of written permission from parents before requesting that the County contact DCYF to transfer ELMS records to or from a Contractor other than Snohomish County. The Agency must keep a copy of the permission, and document it in ELMS. The Agency does not need to obtain permission to transfer ELMS records to or from another Snohomish County Agency.
- C. The Agency will contact the County, not ELMS staff, when issues arise in ELMS.
- D. DCYF provides extracts of data from GOLD® by Teaching Strategies and ELMS to the P20W data warehouse managed by the Washington State Education Research and Data Center for the purpose of longitudinal analysis. This data includes Fall and Spring GOLD® by Teaching Strategies Online checkpoints, child names and birthdates, duration of ECEAP services, and demographic information including federal poverty level. It does not include family risk factors, parent-teacher conference notes or family support notes. This data is matched with K-12 and workforce data and de-identified so researchers will not be able to identify individual children.

## **XIII. ECEAP ELIGIBILITY**

The Agency must:

- A. Verify children's eligibility for ECEAP in accordance with the Performance Standards;
- B. Prioritize eligible children for enrollment in available ECEAP slots;
- C. Immediately inform the County of any suspicion that an employee recorded a family's eligibility criteria or a family provided false information in order to enroll in ECEAP. Fraudulent eligibility practices may lead to suspension or termination

of ECEAP contracts, requiring the Agency to terminate the involved employees, and referring cases for criminal prosecution; and

D. Conduct ongoing recruitment throughout the year according to the ECEAP Performance Standards.

#### **XIV. ENROLLMENT**

A. The Agency, in performing services as described in the Contract, shall:

1. Begin all preschool classes no later than September 30 of each fiscal year;
2. Maintain full enrollment of funded slots. Fill 100 percent of funded ECEAP slots by 30 calendar days after children's classes begin, then fill any vacancies within 30 calendar days. A child shall attend preschool to count as part of 100 percent enrollment. Slots for children who are registered early, but do not attend, shall be re-filled within 30 calendar days of the class start date;
3. Complete the ELMS child prescreen and application modules for all funded slots by October 15, and attach each child to a class in ELMS; and
4. Enter and maintain accurate data in ELMS according to Exhibit A, Section XXXVIII Deliverables.

B. The County reserves the right to reclaim slots and funds, or reallocate slots to other Agencies, if the Agency does not maintain full enrollment. Before reducing slots, the County will work with the Agency to develop strategies for full enrollment and discuss deadlines.

#### **XV. PORTABLE BACKGROUND CHECKS**

A. In addition to the requirements in the Basic Terms and Conditions Agreement, the Agency will ensure that DCYF portable background checks are completed for all ECEAP staff. The Agency will disqualify persons from unsupervised access to children in accordance with WAC 170-06-0070.

B. For the 2018-19 school year only, non-classroom staff with unsupervised access to ECEAP children in school districts must have a portable background check no later than August 1, 2019. Staff must have an active Office of Superintendent of Public Instruction background clearance prior to working with children.

#### **XVI. CHILD SAFETY**

A. Children's health, safety and well-being must always be the primary concern of the Agency in the delivery of services under this Contract. The Agency must

report child abuse and neglect in accordance with RCW 26.44.030. If the Agency, or any of the Agency's employees, has reasonable cause to believe that a child has suffered abuse or neglect from any person, the Agency or employee must immediately report such incident to CPS Intake at 1-866-ENDHARM. This requirement includes suspected abuse or neglect that occurs when a child is in the care of the Agency as well as outside of the Agency's care.

B. The Agency must ensure that managers, board members, employees and volunteers of the ECEAP program who will or may have contact with ECEAP children complete training on child abuse and neglect, including reporting procedures, within two weeks of initial association with ECEAP, and annually thereafter. Training may consist of viewing the DSHS PowerPoint: "Child Protective Services: Guidance for Mandated Reporters" that is available at <https://www.dshs.wa.gov/sites/default/files/CA/csp/documents/MandatedReporterTraining.pdf> or viewing the Mandatory Reporter video at <https://www.dshs.wa.gov/ca/child-safety-and-protection/how-report-child-abuse-or-neglect>. The Agency must retain a statement signed annually by each person participating in this training, acknowledging their completion of training and duty to report child abuse and neglect.

C. The Agency will conduct and document:

1. Monthly fire drills in accordance with WAC 212-12-044; and
2. Quarterly disaster drills in accordance with WAC 170-295-5030.

## **XVII. PARENTS' ACCESS TO THEIR CHILD'S RECORDS**

Pursuant to a proper request, the Agency must provide the child's ECEAP records to the child's legal guardian or parent. The County shall also protect all Personal Information collected, used, or acquired in connection with this Contract against loss and against unauthorized use, release, disclosure, publishing, modification, transfer or sale.

## **XVIII. PARENT/CARETAKER ACCESS TO CHILD AND VOLUNTEERISM**

- A. The Agency will guarantee that parents/caretakers have unlimited access to their child during normal hours of provider operation and whenever the child is participating in program activities.
- B. Parents/caretakers include biological or adoptive parents, legal stepparents, legal guardians, foster parents, and caretaker blood relatives with legal responsibility for the child.

- C. Additionally, parents/caretakers shall also have access to program providers whenever the child is in the care of the provider and/or during normal business hours.
- D. If a parent/caretaker is barred by a court order from contact with their child, the Agency shall comply with the court order.

In addition to the Background Check requirements contained in the Basic Terms and Conditions Agreement, all parents/caretakers and community volunteers who participate in the ECEAP classrooms may only be allowed to volunteer upon:

1. Receipt of an acceptable criminal background check from appropriate law enforcement entities. An acceptable criminal background check means the volunteer has not been convicted of, and has no charges pending for, crimes of child abuse or harm to another person; and
  2. Receipt of training on State-required procedures for reporting alleged child abuse and/or neglect. See this Exhibit A, Section XVI Child Safety.
- E. Parents/caretakers and community volunteers who participate in ECEAP classrooms weekly or more frequently must obtain a tuberculosis test in accordance with the Performance Standards, Section C-222.

**XIX. RELIGIOUS ACTIVITY**

- A. The Agency shall not use any curricula or materials which have any religious orientation.
- B. The Agency shall not require children enrolled in the program to participate in any religious activity.

**XX. COMMUNITY RESOURCES**

The Agency shall make a reasonable and ongoing effort, through the Contract period, to secure resources from private and public entities to supplement the administrative, operational, and staff development costs under this program. Documentation of any collaborative efforts and securing of resources which benefit this program, throughout the Contract period, shall be submitted to the County each month.

**XXI. PUBLICITY AND USE OF DCYF AND COUNTY LOGOS**

- A. The award of this Contract to Agency is not in any way an endorsement of Agency or Agency's services by the County and shall not be so construed by Agency in any advertising or publicity materials.

- B. All publications funded, in whole or in part, under this Contract will acknowledge credit as either providing “funding in partnership with” or “funded by” DCYF and the County. The Agency agrees not to publish or use such advertising and publicity matters without the prior written consent of the County.
- C. The Agency must include the DCYF logo, and the Snohomish County logo, on ECEAP publications intended for an audience outside of the Agency’s ECEAP program, such as marketing materials, recruitment flyers or annual reports. The full-color or black-and-white DCYF and Snohomish County logos must appear in their entirety without modification.

**XXII. NOTIFICATION TO THE COUNTY**

The Agency must inform the County immediately of any serious issue that has potential for media coverage or impact to services for ECEAP children or families. This includes, but is not limited to:

- A. Child Protective Services (CPS) issues related to ECEAP children, families, staff, transportation or facilities;
- B. A charge or conviction against the director or a staff person for a disqualifying crime in accordance with WAC 170-06-0120;
- C. A fire, major structural change or damage to the premises;
- D. Change of site address or phone number;
- E. Change of ownership, chief executive or director; or
- F. Any changes that must be reported in accordance with WAC 170-295-7070.

**XXIII. USE OF FUNDS**

- A. The Agency must maintain a financial management system with written policies and procedures ensuring strong internal controls. The Agency must maintain a written plan describing the use and allocation of ECEAP funding and other funds.
- B. The Agency will not carry forward funds received from this Contract totaling more than 10% of the Contract after the Contract end date. After the Contract end date, the Agency must submit a spend-down plan with the total amount of ECEAP funds unspent and timeline to the County for approval.
- C. The Agency must submit to the County the following according to Section XXXVIII Deliverables:

1. Fiscal Monitoring Report;
  2. 2018-19 ECEAP Operating Budget on the template provided by the County;
  3. Agency Financial Disclosure Certification; and
  4. Staff Compensation Data on the template provided by the County.
- D. When expending ECEAP funds for items, personnel or services used by other programs or individuals, ECEAP funds must only be spent for the share used solely for ECEAP services.
- E. ECEAP funds provided under this Contract may not be expended for any sectarian purpose or activity, including, but not limited to sectarian worship or instruction.
- F. The Agency must maintain a written cost allocation plan that describes how ECEAP and other funds are used. Cost allocation plans are subject to the records retention schedule identified in this Contract.
- G. The Agency may use ECEAP funds for the following costs:
1. ECEAP administration including planning and coordination; accounting and auditing; purchasing, personnel and payroll functions; and equipment, training, travel and facility costs related to these purposes. Administrative costs must not exceed 15 percent of the amount of this Contract; and
  2. ECEAP services including preschool education, health services coordination, nutrition, family supports and parent involvement. This includes salaries and benefits for direct service personnel, goods and services, equipment, facilities, child transportation, training, travel, and other costs related to direct ECEAP services.
- H. ECEAP funds may be used as dollars of last resort for medical, dental, nutrition and mental health services for ECEAP children and families, if alternate sources of assistance are not available.
- I. Travel expenses allowed in this Exhibit A, Section XXIII may include airfare (economy or coach class only), mileage, other transportation expenses, lodging and subsistence necessary during periods of required travel. The Agency shall comply with Washington State Office of Financial Management travel policy as described at <http://www.ofm.wa.gov/policy/10.htm> including travel rates and exceptions to the maximum allowable rates.
- J. The Agency may not use ECEAP funds for the following:

1. Costs that are not directly related to ECEAP;
  2. Finance charges or late fees on purchases;
  3. Costs that exceed the Contract amount;
  4. Supplanting federally-supported Head Start programs, which is prohibited by RCW 43.215.415; or
  5. Work charged to or paid by any other contract or funding source.
- K. If the Agency provides Part Day or Full School Day ECEAP within a licensed child care setting, and only receives ECEAP funds through the County Contract, the Agency may separately bill for child care subsidy for the same children for hours that they receive child care beyond the ECEAP hours.
- L. The Agency may engage in efforts to obtain additional funds and in-kind contributions to expand or enhance ECEAP service delivery. The Agency must not solicit funds from families enrolled in ECEAP.
- M. The Agency must obtain prior written approval from the County before using ECEAP funds as a match for any federal funds.

#### **XXIV. PURCHASE APPROVALS**

- A. The Agency must obtain prior written approval from the County before using or contributing any ECEAP funds to acquire:
1. Equipment, defined as any article of tangible, nonexpendable property having a useful life of more than one year with a unit costs of \$5,000 or greater, including ancillary costs. Ancillary costs include, but are not limited to, tax, shipping and installation; and
  2. Playground or facility improvements with a unit or total cost of \$5,000 or greater including ancillary costs. For playgrounds, this includes, but is not limited to costs for equipment and site preparation.
- B. Purchase requests are required when the equipment or related contract is paid either fully or in part with ECEAP funds. The Agency must:
1. Use the ECEAP Purchase Request Form available on the DCYF website at <http://www.dcyf.wa.gov/eceap/>;
  2. Include the cost allocation plan on this request form, if the purchase is not solely for ECEAP use; and



3. Submit form to the County. Do not submit form to DCYF.

## **XXV. INVENTORY**

- A. The Agency must comply with the County's inventory policy and procedure which includes but is not limited to:
  1. Participating in an inventory audit at least once every other year; and
  2. Documenting and reporting lost or stolen equipment.
- B. The Agency must maintain an Inventory List and supporting records for equipment purchased in whole or in part with ECEAP funds, including:
  1. All assets with a unit cost (including ancillary costs) of \$5,000 or greater;
  2. The following assets with unit costs of \$300 or more:
    - a. Computer systems, laptop and notebook computers;
    - b. Office equipment; and
    - c. Communications and audio-visual equipment , including CD and record players, radios, TVs, VCRs, DVD players, cameras and photographic projection equipment;
  3. Appliances; and
  4. Other assets identified by the Agency as vulnerable to loss.
- C. The Inventory List and supporting records must include the following, if applicable:
  1. Inventory Control Number (tag);
  2. Description of the asset;
  3. Manufacturer or trade name;
  4. Serial number;
  5. Agency's acquisition date;
  6. Order number from purchasing document;
  7. Total cost or value at time of acquisition (including all ancillary costs);

8. Ownership status, for example if shared by multiple funding sources;
9. Depreciation (for capital assets);
10. Location of item;
11. Useful life, in years; and
12. Disposal date, method, and salvage value.

## **XXVI. TREATMENT OF ASSETS**

In addition to the Treatment of Client Assets requirements contained in the Basic Terms and Conditions Agreement:

- A. Title to all property furnished by the County shall remain with the County. Title to all property furnished by the Agency, for the cost of which the Agency is entitled to be reimbursed as a direct item of cost under this Contract, shall pass to and vest in the County upon delivery of such property by the Agency. Title to other property, the cost of which is reimbursable to the Agency under this Contract, shall pass to and vest in the County upon the following:
  1. Issuance for use of such property in the performance of this Contract;
  2. Commencement of use of such property in the performance of this Contract;  
or
  3. Reimbursement of the cost thereof by the County in whole or in part, whichever first occurs;
- B. Any property of the County furnished to the Agency shall, unless otherwise provided herein or approved by the County, be used only for the performance of this Contract;
- C. The Agency shall be responsible for any loss or damage to property of the County that results from the negligence of the Agency or that results from the failure on the part of the Agency to maintain and administer that property in accordance with sound management practices;
- D. If any County property is lost, destroyed, or damaged, the Agency shall immediately notify the County and shall take all reasonable steps to protect the property from further damage;
- E. The Agency shall surrender to the County all property of the County prior to settlement upon completion, termination, or cancellation of this Contract; and

- F. All reference to the Agency under this clause shall also include the Agency's employees or agents.

**XXVII. COMPENSATION**

- A. The Agency's compensation for services rendered will be in accordance with Exhibit C, Contract Budget Unit Rate. Payments are based on the ECEAP activities for each month, including: program planning and administration; recruitment and enrollment; staff hiring or training; health coordination; safety and nutrition; early childhood education; and family partnerships and support services.
- B. Total compensation payable to the Agency for satisfactory performance of the work under this Contract will not exceed the amount identified in the "Contract Maximum Amount" field of the Contract cover sheet, or the "Amount of Contract Award as Amended" field of the Contract Amendment cover sheet. Monthly compensation will not exceed the payment points in Exhibit C, Contract Budget Unit Rate.

**XXVIII. BILLING PROCEDURES**

- A. In addition to the Reimbursement Procedures requirements contained in the Basic Terms and Conditions Agreement, the County shall pay the Agency upon the following:
  - 1. Acceptance of services provided;
  - 2. Receipt of all deliverables due according to this Exhibit A, Section XXXVIII Deliverables;
  - 3. Submission of monthly report in ELMS by the 10<sup>th</sup> of each month September through June, and by June 30<sup>th</sup>; and
  - 4. Receipt of a properly completed and signed invoice Exhibit D, ECEAP Unit Rate Invoice; original must be mailed, and marked received by the County on the 10<sup>th</sup> of each month.
- B. If the Agency fails to file an Invoice within any two-month period, the County may elect to terminate the Contract.
- C. The June Invoice shall be submitted to the County no later than June 30<sup>th</sup> of each fiscal year in order to assure reimbursement of approved costs.

**XXIX. COMPLIANCE WITH LAWS, RULES, AND REGULATIONS**

In addition to the Services Provided in Accordance With Law requirements contained in the Basic Terms and Conditions Agreement the Agency agrees that:

- A. All activity pursuant to this Contract will be in accordance with all applicable current federal, state and local laws, rules, and regulations, including but not limited to the Public Records Act (chapter 42.56 RCW), the Freedom of Information Act (5 U.S.C. 522) and the Records Retention Act (chapter 40.14 RCW);
- B. Notwithstanding any determination by the Washington State Executive Ethics Board or other tribunal, the County may, in its sole discretion, by written notice to the Agency terminate this Contract if it is found after due notice and examination by the County that there is a violation of the Ethics in Public Service Act, Chapter 42.52 RCW, or any similar statute involving the Agency in the procurement of, or performance under, this Contract;
- C. The Agency shall be responsible for and shall pay any fines, penalties, or disallowances imposed in the State or Agency arising from any noncompliance with the laws, regulations, policies, guidelines and Collective Bargaining Agreements that affect the Services or Deliverables that are to be provided or that have been provided by the Agency or its agents; and
- D. The Agency must pay all taxes including, but not limited to, sales and use taxes, Business & Occupation taxes, other taxes based on the Agency's income or gross receipts, or personal property taxes levied or assessed on the Agency's personal property. The Agency shall complete registration with the Washington State Department of Revenue and be responsible for payment of all taxes due on payments made under this Contract.

**XXX. SITE SECURITY**

While on the premises of County-funded programs, the Agency, its agents and employees shall conform in all respects with physical, fire or other security policies or regulations.

**XXXI. CONTINUED PERFORMANCE**

If the County, in good faith, has reason to believe that Agency does not intend to, or is unable to perform or has refused to perform or continue performing all material obligations under this Contract, the County may demand in writing that Agency give a written assurance of intent to perform. Failure by Agency to provide written assurance within the number of days specified in the demand (in no event less than five business days) may, at the County's option, be the basis for terminating this Contract under the terms and conditions or other rights and remedies available by law or provided by this Contract.

**XXXII. RECAPTURE**

- A. In the event that the Agency fails to expend funds under this Contract in accordance with state laws and/or the provisions of this Contract, the County reserves the right to recapture state funds in an amount equivalent to the extent of the noncompliance in addition to any other remedies available at law or in equity.
- B. Such right of recapture shall exist for a period not to exceed six years following contract termination. Repayment by the Agency of funds under this recapture provision shall occur within 30 days of demand. In the event that the County is required to institute legal proceedings to enforce the recapture provision, the County shall be entitled to its costs thereof.

**XXXIII. INSURANCE**

In addition to the Insurance requirements contained in the Basic Terms and Conditions Agreement, if the Agency is currently covered under an insurance risk pool, the Agency shall provide insurance coverage as set out in the Basic Terms and Conditions Agreement. The intent of the required insurance is to protect the County should there be any claims, suits, actions, costs, damages or expenses arising from any negligent or intentional act or omission of the Agency or its agents while performing under the terms of this Contract.

**XXXIV. NEUTRAL AUTHORSHIP**

Each of the provisions of this Contract has been reviewed and negotiated, and represents the combined work product of both parties hereto. No presumption or other rules of construction which would interpret the provisions of this Contract in favor of or against the party preparing the same shall be applicable in connection with the construction or interpretation of any of the provisions of this Contract.

**XXXV. REMEDIES**

Except for remedies designated specifically as exclusive, no remedy conferred by any of the specific provisions of this Contract is intended to be exclusive of any other remedy, and each and every remedy shall be cumulative and shall be in addition to every other remedy given hereunder, now or hereafter existing at law or in equity or by statute or otherwise. The election of any one or more remedies by either party shall not constitute a waiver of the right to pursue other available remedies.

**XXXVI. WARRANTY**

- A. The Agency warrants that all services performed pursuant to this Contract shall be generally suitable for the use to which the County intends to use said services and deliveries as expressed in this Exhibit A.
- B. In the performance of services under this Contract, the Agency and its employees agree to exercise the degree of skill and care required by customarily accepted good practices and procedures followed by professionals/consultants rendering the same or similar type of service. All obligations and services of the Agency hereunder shall be performed diligently and completely according to such professional standards.
- C. If the Agency intends to rely on information or data supplied by the County, other County agencies or other generally reputable sources without independent verification, such intent shall be brought to the attention of the County.

**XXXVII. HEADINGS**

The headings throughout this Contract are for reference purposes only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of the provisions of this Contract.

**XXXVIII. DELIVERABLES**

- A. The Agency shall submit the following deliverables to the County by the dates indicated, using one of the following methods as indicated below:
  - 1. Participate in person;
  - 2. Enter into ELMS. Check ELMS news page for updated information;
  - 3. Enter into the MERIT;
  - 4. Enter into the GOLD® by Teaching Strategies System;
  - 5. Access the online DCYF Training website;
  - 6. Send electronically to the Snohomish County ECEAP Manager or the assigned Education and Family Support Coordinator, as indicated; or
  - 7. Send paper copies to:           Snohomish County ECEAP  
  3000 Rockefeller Ave. M/S 305  
  Everett, WA 98201
- B. Deliverables Calendar dates are annual, unless otherwise noted.

Due Date	Deliverable	Submit via:
Upon hire of new staff	New lead teachers, assistant teachers and family support staff must establish a MERIT account and obtain a STARS ID number	MERIT
Within two weeks of hire for each new staff	Submit ECEAP staff qualifications in MERIT	MERIT
Upon hire of new staff, and within one week of staff exits	Complete and submit ECEAP Employee Information Form	Paper copies or attach to email
Within two week of hire for each new staff	New Employee Checklist signed by staff and supervisor	Paper copies or attach to email
Prior to enrolling children	Staff who verify ECEAP eligibility and enrollment complete training on eligibility policy and procedures for Part-Day and Full School Day. Staff will access the training <a href="#">online</a> and will receive a certificate of completion. Submit certificate to assigned Education and Family Support Coordinator	Online, paper copies or attach to email
At least three weeks before class start date	Submit a completed Site Approval Form to obtain DCYF written approval for each new classroom or change of classroom location.	Paper copies or attach to email
Prior to start of class or within two weeks of hire for staff hired during the year	Staff complete Mandated Reporter training and submit signed statements to assigned Education and Family Support Coordinator	Paper copies or attach to email
When a vehicle is purchased with ECEAP funding	Submit a copy of the vehicle title to the County within 10 business days of the purchase date.	Mail or email
By the 7th of each month September through June, and by June 30	Update child and family information in ELMS. This includes accurate information regarding family support visits, parent-teacher conferences, medical exams, dental screenings, immunizations and developmental screenings/re-screens	ELMS
By the 10th of each month, September	Enter the ELMS Monthly Report for the previous month. There must be an ELMS Monthly	ELMS

Due Date	Deliverable	Submit via:
through June, and June 30 <sup>th</sup>	Report for every month in which classes were scheduled. This must be received by the County before the invoice can be paid	
By the 10th of each month through June, and June 30th	Unit Rate Invoice (Exhibit D or Amended Exhibit D) for billing for the previous month	Signed paper copy or attach to email
By the 10th of each month	County MRF (Monthly Reporting Form) and In Kind form	Paper copies or attach to email
By the 10th of each month	Copies of event flyers, meeting agendas and notes, newsletters, etc. submitted to assigned Education and Family Support Coordinator	Paper copies
By August 31	Contract Compliance Action Plan, as indicated in Continuous Quality Improvement Plan	Paper copies or attach to email
By August 31	ECEAP Operating Budget on template provided by County	Attach to email
By September 1	Update Agency site and class sections of ELMS (See ELMS ECEAP Data Entry-Minimum Requirements on the ELMS news page)	ELMS
By September 15	Staff compensation data on the template provided by County	Attach to email
By September 15	New ECEAP sites, and existing ECEAP sites with a new address for the 2018-2019 program year, must complete the Early Achievers Facility Registration application	MERIT
By September 30	Annual Program Calendar, including parent/family nights, parent meetings, staff meetings, staff trainings, conferences, home visits, breaks, holidays, etc.	Paper copies or attach to email
Within two weeks for any new staff hired within program year	New Employee Checklist signed by staff and supervisor	Paper copies or attach to email
By September 30 for existing PDPs, and within two weeks of staff qualification	Professional Development Plans (PDP) for staff who do not meet minimum qualifications for their	Paper copies or attach to email



Due Date	Deliverable	Submit via:
determination in MERIT for any new staff hired within program year	respective positions as described in the Performance Standards	
By September 30, and by the last day of each month through April	Confirm PAC Rep participation in County PAC meeting on the first Tuesday of each month, and develop PAC report with Rep	Paper copies
By September 30, and by the last day of each month through April	PAC Report given to Rep and sent to ECEAP Program Assistant at County	Paper copies or attach to email
By October 15	Enroll children in classes for all funded slots. Exit all children who never attended	ELMS
By October 15	Snohomish County Fiscal Monitoring Form	Attach to email
After October 15, and <b>within five business days</b> of each child's last day in class	Exit all children who are no longer attending	ELMS
By October 15	Kindergarten Transition Plan	Paper copies or attach to email
By October 31	Fall PDP observations	Paper copies or attach to email
By October 31	New ECEAP sites, and existing ECEAP sites with a new address for the 2018–2019 program year, must complete the Early Achievers Level 3 application	MERIT
Within 45 days from class start date	Complete Developmental Screenings; enter data in ELMS	ELMS
Within 90 days from class start date	Complete Fall Heights/Weights, Vision/Hearing Screenings	
Within 90 days from class start date	Ensure each child had a medical exam and dental screening; enter dates and immunization status in ELMS	ELMS
November 7	Program Manager meeting at County office	In person
By November 15	Finalize Fall Checkpoints in GOLD® by Teaching Strategies for the following areas of development and learning: Social-emotional; Physical;	GOLD® by Teaching Strategies

Due Date	Deliverable	Submit via:
	Language; Cognitive; Literacy; Math; Science and Technology	
By November 30	Mobility Mentoring first assessment and goal(s)	ELMS
By December 15	Fall Staff Training Report	Paper copies or attach to email
Within six months of hire as an ECEAP Lead Teacher	Complete in-person or online GOLD® by Teaching Strategies training	GOLD® by Teaching Strategies
Within six months of hire as an ECEAP Lead Teacher	Complete Interrater Reliability GOLD® by Teaching Strategies Interrater Reliability and submit copy of certificate to assigned Education and Family Support Coordinator	GOLD® by Teaching Strategies; paper copies or attach to email
January 9	Program Manager meeting at County office	In person
By January 15	All new ECEAP sites and existing ECEAP sites rated in Winter or Spring 2016 must submit Early Achievers Request for Onsite Evaluation, to be visited between March 16 and May 15	MERIT
By January 31	Winter PDP observations	Paper copies or attach to email
By January 31	Health Improvement Plan (1 <sup>st</sup> submission) for outstanding medical exams, dental screenings or immunization requirements	Paper copies or attach to email
By February 15	Finalize Winter Checkpoint in GOLD® by Teaching Strategies for the following areas of development and learning: Social-emotional; Physical; Language; Cognitive; Literacy; Math; Science and Technology	GOLD® by Teaching Strategies
By February 28	Recruitment Plan	Paper copies or attach to email
March 13	Program Manager Meeting at County office	In person
By March 29	Mobility Mentoring mid-year check-in	ELMS

Due Date	Deliverable	Submit via:
By March 29	Health Improvement Plan (2 <sup>nd</sup> submission) for outstanding medical exams, dental screenings or immunization requirements	Paper copies or attach to email
By April 30	Self-Assessment	Paper copies or attach to email
By April 30	Complete Spring Heights and Weights and enter data in ELMS	ELMS
May 8	Program Manager Meeting at County office	In person
By May 15	Funding Renewal Application	Paper copies or attach to email
By May 31	ECEAP Agency Financial Disclosure Certification	Paper copies or attach to email
By May 31	Update Agency, site information and class fields in ELMS for 2019-2020 program year	ELMS
By May 31	Spring PDP observations	Paper copies or attach to email
By May 31	Spring Staff Training Report	Paper copies or attach to email
By May 31	Family Support surveys to County	Paper copies
By May 31	Health Improvement Plan (final submission) for outstanding medical exams, dental screenings or immunization requirements	Paper copies or attach to email
By May 31	Agency Inventory Form	Paper copies or attach to email
By the last day of class. If classes extend through June, must be completed by June 15.	Finalize Spring Checkpoints in GOLD® by Teaching Strategies for the following areas of development and learning: Social-emotional; Physical; Language; Cognitive; Literacy; Math; Science and Technology	GOLD® by Teaching Strategies
By the last day of class. If classes extend through June, must be completed by June 28	Mobility Mentoring final assessments and goal documentation	ELMS
By June 30	PDP Update	Paper copies or attach to email

Due Date	Deliverable	Submit via:
By June 30	Last day of possible services to children and families under this contract	
By June 30	June County Monthly Report and In Kind	Paper copies or attach to email
By June 30	June Monthly Report in ELMS	ELMS
By June 30	June Unit Rate Invoice	Signed paper copy

**XXXIX. ENTIRE CONTRACT**

This Contract, including all referenced exhibits and attachments, contains all the terms and conditions agreed upon by the parties. No other understanding, written, oral, or otherwise regarding the subject matter of this Contract shall be deemed to exist or to bind any of the parties hereto.

**XL. ORDER OF PRECEDENCE**

In event of an inconsistency in the terms of this Contract, or between its terms and any applicable statute or rule, the inconsistency will be resolved by giving precedence in the following order:

- A. Applicable federal statutes and regulations;
- B. Applicable State of Washington statutes, regulations and policies;
- C. Exhibit A: Specific Terms and Conditions;
- D. Basic Terms and Conditions Agreement, referenced on the Contract Face Page;
- E. Business Associate Agreement, referenced on the Contract Face Page;
- F. Exhibit B: Statement of Work;
- G. Exhibit C: Contract Budget Unit Rate;
- H. Exhibit E: 2018-2019 ECEAP Performance Standards; and
- I. Any other exhibit or attachment, provision, term or material incorporated herein by reference or otherwise.

## **EXHIBIT B**

### **STATEMENT OF WORK**

#### **EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM**

##### **I. OVERVIEW**

In conformance with RCW 43.215.400-450 and Chapter 170-100 WAC, all DCYF ECEAP Procedures and Guidelines, ECEAP Performance Standards, the ECEAP Contract between DCYF and Snohomish County, DCYF policy memoranda, Snohomish County ECEAP policies and work plans, and Human Services Department management and policy memoranda, the Agency shall provide a center-based ECEAP for preschool children in the designated area.

##### **II. SERVICE DELIVERY REQUIREMENTS**

A. The Agency shall provide Part Day ECEAP services according to the following schedule during the program year 2018-2019:

1. A minimum of 32 weeks of program services to 40 children;
2. Twelve hours of direct classroom service per week with four child-contact days per week; and
3. A minimum of 360 hours per year of classroom services.

B. The Agency shall provide Full School Day ECEAP services according to the following schedule during the program year 2018-19:

1. Thirty-eight weeks of program services to 20 children;
2. Twenty-six hours of classroom service per week with four child-contact days per week; and
3. A minimum of 1,000 hours per year of classroom services.

C. The Agency shall promote the active participation of parents of enrolled children in all phases of ECEAP.

D. For each child, the Agency shall provide the following during the program year:

1. A minimum of one family support visit per family per quarter, totaling at least three visits per year. Each visit must be 30 minutes or more and otherwise comply with ECEAP Performance Standard F-201. Time spent on enrollment processes does not count toward family support;

2. A minimum of one parent-teacher conference for each enrolled child per quarter, totaling at least three conferences per year. Each visit must be 30 minutes or more and otherwise comply with ECEAP Performance Standards E-216 and E-217; and
  3. All contact shall be documented in ELMS.
- E. The Agency shall ensure a 1:20 ratio of lead teachers to children in the classroom, and shall develop services and make reasonable efforts to maintain a 1:7 ratio of adults to children in the classroom. In no case shall the ratio fall below 1:10, nor will the class enrollment exceed 20 children. A lead teacher will be present during all ECEAP hours.
- F. The Agency shall ensure that all staff employed under this Contract meet minimum state ECEAP qualifications, as determined by entering staff qualifications into MERIT, and shall document written plans and efforts for professional development. Staff who do not meet the minimum ECEAP qualifications shall have an approved Professional Development Plan (PDP) in place and make annual progress toward completion of the PDP.
- G. The Agency shall administer and deliver comprehensive preschool services within the required components of program administration, preschool education, health services coordination, nutrition, family support, and parent involvement. These services shall be provided to income eligible children who, with special assistance, shall be more likely to succeed in the public school system.
- H. The Agency shall conduct monthly parent advisory council meetings in accordance with Snohomish County Site PAC Guidelines.
- I. The Agency shall host family events and parent education events throughout the school year. The Agency shall provide the following:
1. A minimum of one activity per month. Activity may be a parent education activity or family event. At least four of these activities shall be family events;
  2. Parent education activities or family events based on families' interests, needs, and input, intentionally planned to appeal to and be inclusive of the diversity of enrolled families, the important men in children's lives, and the unique needs of each community; and
  3. Parent education activities or family events that support learning in at least one of the critical domains of ECEAP:
    - a. Family Engagement and Leadership;

- b. Child Development and Learning;
- c. Health, Safety and Nutrition (at least one event per year);
- d. Parenting and Family Development; and
- e. Topics which may include: executive function; communication; literacy; numeracy; science; education and employment readiness; financial stability; kindergarten transition; brain development; positive guidance; resiliency; and diversity, equity and inclusion.

### **III. INTERAGENCY PARTICIPATION**

- A. The Agency shall participate in:
  - 1. Interagency planning, training, coordination and evaluation meetings (Program Manager meetings, staff trainings, etc.); and
  - 2. Parent policy council/committee meetings, kindergarten transition activities, and health advisory committee activities.
- B. The Agency shall accept technical assistance and training from the County to enhance program quality.
- C. The Agency will accommodate County/DCYF monitoring visits. In general, visits to Agency sites shall be prearranged; however, the County and DCYF reserve the right to conduct spontaneous visits.

### **IV. AGENCY REQUIREMENTS**

- A. The Agency shall develop and implement systems and practices to ensure program compliance and continuous quality improvement.
  - 1. Program Managers will intentionally monitor Contract deliverables using ELMS and GOLD reports; will coach staff to meet the requirements; and will inform the County regarding any non-compliance issues in advance.
  - 2. Program Managers will assume Instructional Leadership at the sites by completing trainings pertaining to the required curricula and strategies, including Creative Curriculum, GOLD, Second Step, Child Protection Unit, BFTL, Early Numeracy, and coaching practices.
  - 3. Implement recommendations as described in annual monitoring reports and other site contact reports completed by the County.

B. The Agency shall complete the following screenings and enter results into ELMS:

1. A general developmental screening which includes speech/language, social-emotional, physical/motor and cognitive development, such as the ESI-R, DIAL 3, Brigance or others identified in ELMS, shall be administered one time on each child within the child's first 45 days of services;
2. Health screenings on each child:
  - a. Medical and dental exams due within the child's first 90 days of services;
  - b. Heights and weights due in the Fall (November) and Spring (April); and
  - c. Vision and hearing due within the child's first 90 days of services; and
3. Provide appropriate referrals or rescreen within the following 45 days when indicated.

C. Assessments and Curricula

1. The Agency shall implement the following in GOLD® by Teaching Strategies (GOLD):
  - a. Ensure that each ECEAP child's actual start date is entered into ELMS so record will automatically roll to GOLD;
  - b. Complete the Home Language Survey on all ECEAP children prior to completing the first checkpoint, and assess the child's English language acquisition, if indicated;
  - c. Complete weekly plans, either directly in GOLD or uploaded into GOLD each week, including all components of the daily routine as outlined in ECEAP Standard E-203. Ensure that plans:
    - 1) Reflect documentation of individualization for children;
    - 2) Include emergent learning opportunities; and
    - 3) Document the implementation of the Creative Curriculum, Second Step, the Child Protection Unit, Building Foundations that Last, science studies, and early numeracy activities.
  - d. Enter child observations in GOLD:
    - 1) Enter regularly throughout the checkpoint seasons; and



- 2) Include observations in the following domains of GOLD: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and Science and Technology.
- e. Complete the developmental assessment (Checkpoints) in GOLD for each child three times per year in the following domains and according to the following schedule:
  - 1) Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, and Science and Technology;
  - 2) Fall Checkpoints are due on November 15, 2018;
  - 3) Winter Checkpoints are due on February 15, 2019; and
  - 4) Spring Checkpoints are due June 15, 2019, or the last day of class if prior to June 15th.
- f. Require newly hired ECEAP lead teachers to pass the GOLD reliability test within six months of their hire date; and
- g. Ensure lead teachers maintain valid reliability certification in GOLD, passing the reliability test prior to the expiration of current certification.
2. The Agency shall implement The Creative Curriculum for Preschool as the foundation for curriculum planning.
3. The Agency shall also implement the required curricula Second Step and the Child Protection Unit, and strategies and tools from Building Foundations That Last, and shall ensure that all staff participate in mandatory training regarding their implementation.
4. The Agency will implement, at minimum, three four-week or longer science studies in the classroom, using either the Early Childhood Hands-On Science (ECHOS) curriculum, The Creative Curriculum Study Starters, or teacher-designed studies. Teacher-designed studies must have a written plan, which includes, at minimum: small group activities learning objectives for, and science process skills included in, each activity; new vocabulary to be introduced; and materials added to interest areas to reinforce learning.
5. The Agency will implement intentional strategies and activities designed to develop and strengthen early numeracy concepts and skills in accordance with Snohomish County Expectations for Math Activities Implementation.

6. The implementation of The Creative Curriculum, Second Step, The Child Protection Unit, Building Foundations That Last, science studies, and early numeracy activities shall be documented in weekly classroom lesson plans.

#### D. Environments and Interactions

Ensure classroom demographics, children's family structure, and home languages inform the following processes:

1. Intentionally arrange physical classroom and daily schedule according to ERS and Creative Curriculum;
2. At minimum, comply with ERS regarding outdoor time;
3. Implement intentional CLASS strategies to establish and maintain a positive, productive classroom environment and to promote children's language development and critical thinking;
4. Utilize Positive Behavior Support Strategies, including intentional transitions, predictable routines, picture prompts, etc. to promote positive classroom management, children's understanding of expectations and children's social-emotional development; and
5. Implement Positive Behavior Support processes to support children exhibiting challenging behaviors. Partner with families to develop and implement plans, ensuring consistency between home and school.

**EXHIBIT C  
 CONTRACT BUDGET - UNIT RATE  
 EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM**

**AGENCY NAME:** Edmonds School District  
**CONTRACT PERIOD:** 9/24/2018 to 6/30/2019

**FUNDS AWARDED UNDER CONTRACT:**

REVENUE SOURCE	FUNDING PERIOD	AMOUNT	AMENDMENT	TOTAL AMOUNT
State ECEAP	9/24/2018 - 6/30/2019	\$ 441,000		\$ 441,000
State ECEAP (Start-up)	9/24/2018 - 6/30/2019	\$ 50,000		\$ 50,000
				-
				-
				-
				-
TOTAL FUNDS AWARDED:		\$ 491,000	\$ -	\$ 491,000

**MATCHING RESOURCES:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 TOTAL MATCHING RESOURCES: \$ -

**MATCH REQUIREMENTS FOR CONTRACT:**                      % \_\_\_\_\_                      AMOUNT: \_\_\_\_\_

**OTHER PROGRAM RESOURCES (Identify):**

SOURCE	FUNDING PERIOD	AMOUNT
TOTAL OTHER RESOURCES:		\$ -

**EXPENDITURES**

UNIT (NAME)	TOTAL # OF UNITS	RATE PER UNIT	TOTAL UNIT COSTS	FUND SOURCE	DEFINITION/NARRATIVE (if applicable)
Aug 2018 ECEAP Services	60	\$ 368.00	\$ 22,050.00	State ECEAP	Recruitment, enrollment, program planning, hiring
Sep 2018 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
Oct 2018 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
Nov 2018 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
Dec 2018 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
Jan 2019 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
Feb 2019 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
Mar 2019 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
Apr 2019 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
May 2019 ECEAP Services	60	735.00	44,100.00	State ECEAP	Comprehensive preschool services
Jun 2019 ECEAP Services	60	368.00	22,050.00	State ECEAP	Comprehensive preschool services
Start-up	NA	NA	50,000.00	State ECEAP	2 Classroom start-up - supplies
(Note: "Total Unit Cost" may reflect rounding.)					
			Total	\$	491,000.00



**EXHIBIT D  
ECEAP UNIT RATE INVOICE  
SNOHOMISH COUNTY HUMAN SERVICES DEPARTMENT  
3000 Rockefeller Avenue, M/S 305  
Everett, WA 98201**

<b>CONTRACTING AGENCY NAME &amp; ADDRESS:</b>  <b>Edmonds School District</b>  20420 68th Ave W  Lynnwood, WA 98036	<b>PROJECT TITLE</b>	<u>Early Childhood Education &amp; Assistance Program</u>
	<b>REPORTING Period:</b>	_____
		Month      Year
	<b>CONTRACT #:</b>	<u>EL-18-60-22-290</u>
	<b>AUTHORIZED FUND:</b>	<u>State ECEAP</u>

**Contractor Certification:** I hereby certify under penalty of perjury that the units of service and totals listed herein have been provided in accordance with contractual obligations to the Snohomish County Human Services Department and that all units of services were provided without discrimination on the grounds of race, creed, national origin, handicap, sex or age.

**AUTHORIZING SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SUPPORTING INFORMATION**

SERVICE MONTH PAYMENT POINTS	NUMBER OF ECEAP FUNDED SLOTS	MONTHLY RATE PER SLOT	REQUESTED REIMBURSEMENT
AUGUST 2018	60	\$ 368.00	
SEPTEMBER 2018	60	735.00	
OCTOBER 2018	60	735.00	
NOVEMBER 2018	60	735.00	
DECEMBER 2018	60	735.00	
JANUARY 2019	60	735.00	
FEBRUARY 2019	60	735.00	
MARCH 2019	60	735.00	
APRIL 2019	60	735.00	
MAY 2019	60	735.00	
JUNE 2019	60	368.00	
START-UP COSTS	NA	NA	
<b>TOTAL</b>			\$ -

FOR OFFICE USE ONLY:

<b>Invoice:</b>	<b>Period:</b>
<b>Date:</b>	
<b>Batch No:</b>	
<b>DAC: 124-5202104101</b>	<b>Amt :</b>
<b>Payment Date:</b>	
<b>Approval:</b>	

# 2018-19 ECEAP Performance Standards

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## INTRODUCTION TO THE 2018-19 ECEAP PERFORMANCE STANDARDS

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

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

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

- To provide a comprehensive pre-kindergarten program that integrates education, family support and health services.
- To foster the development of the whole child and enhance opportunities for success in school and life.
- To focus on parent and family strengths and support each parent as their child’s first and most important teacher and provider of safety, loving care and stability.
- To honor each family’s culture and language, and ensure culturally-relevant services.

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

## DEFINITIONS

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

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

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

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

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

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

## CROSS-REFERENCES

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

## **SECTION A: ADMINISTRATION**

### **A-200 Continuous Improvement System**

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

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

Contractors must maintain documentation of:

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

### **A-201 Exceptions to Standards**

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

### **A-202 Service Delivery Plan**

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

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

Contractors must ensure that all ECEAP services:

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

### **A-203 Community Partnerships**

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

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

### **A-204 Health Advisory Committee**

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

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

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

### **A-205 Parent Policy Council**

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

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

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

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

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

### **A-206 Community Assessment**

Contractors must conduct a community assessment at least every five years. The assessment may be aligned with the Head Start community assessment. The contractor must annually review and update the assessment to reflect significant changes in community demographics and resources. The assessment process must involve families, staff and community partners.

The assessment must document:

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

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

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

Contractors must use the community assessment to develop their:

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

Contractors must maintain documentation of community assessment activities.

#### **A-207 Self-Assessment of ECEAP Compliance**

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

#### **A-208 Program Monitoring**

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

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

Contractors must maintain documentation of progress on corrective action plans.

#### **A-209 Community and Parent Complaints**

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

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

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

#### **A-210 Free-of-Charge**

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

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

### **A-211 Stewardship of ECEAP Funds**

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

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

### **A-212 Non-Discrimination**

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

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

### **A-213 Confidentiality**

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

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

### **A-214 Subcontractors**

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

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

## **SECTION B: ENROLLMENT AND ELIGIBILITY**

### **Overview**

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

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

*To ensure fair access to ECEAP, Contractors:*

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

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

### **B-200 Child Recruitment**

Contractors must conduct ongoing recruitment throughout the year to:

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

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

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

Contractors must document their recruitment procedure and strategies in ELMS.

### **B-201 Eligibility for ECEAP Services**

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

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

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

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

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

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

### **B-202 Eligibility for Extended Day ECEAP**

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

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

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

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

In addition, contractors must ensure:

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

### **B-203 Verifying Eligibility**

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

Exception: Contractors have up to 90 calendar days to verify eligibility under certain circumstances when documentation is not immediately available such as homelessness, natural disasters, fire, or domestic violence. Children may begin class if presumed eligible and high priority. If the ELMS application is locked, contractors must contact ELMS Support to update the application within 90 calendar days, counting the child's first day attending class as day one.

In ELMS, contractors must identify the documents used to verify eligibility. For each enrolled child, contractors must retain a statement signed by a staff person certifying that they viewed and verified documentation establishing the child's eligibility for ECEAP and, to the best of their knowledge, the information entered in ELMS is true and correct. This statement is available on the printed child application in ELMS.

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

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

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

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

### **B-204 Authority to Enroll Child**

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

- The child's biological, adoptive, step, or foster parent.
- Awarded custody by a court via a Non-Parental Custody Decree.
- Granted temporary custody via a written temporary parental consent agreement, which:
  - Must be signed by both parents or explain why one parent is not available.
  - Must be agreed by the parent and the person assigned temporary custody.
  - Need not be approved by a court or notarized.
- Acting *in loco parentis* (in the place of a parent) by intentionally assuming the duties of a parent and responsible for exercising the day-to-day care and control of the child.



### **B-205 Calculating Family Size**

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

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

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

### **B-206 Whose Income to Count**

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

Exceptions:

- For a child in foster care, count only the amount of the foster care grant applicable to the ECEAP child.
- For an ECEAP child in kinship/relative care and covered by a DSHS Non-Needy Relative, *In Loco Parentis*, Legal Guardian grant, an SSI payment, or a tribal payment, count only the amount received in the child's name.
- For a family sharing housing with relatives or others, count only the income of the child's parents or guardians. Do not count the income of hosts.

### **B-207 Which Income to Count**

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

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

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

- Training stipends.
- Tribal income, if taxable.
- Unemployment or Workers Compensation.
- Veteran's benefits.
- Other regular support from an absent family member or someone not living in the household.
- Interest and dividends from assets.
- For uniformed services members, all entitlements (pay and allowances) reported on Leave and Earnings Statements, except Basic Allowance for Housing (BAH), Basic Allowance for Subsistence (BAS), Family Separation Housing (FSH), and Hostile Fire Pay/Imminent Danger Pay (HRP/IDP).
- Gambling or lottery winnings.

Subtract from income:

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

Do not count as income:

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

### **B-208 When a Child Lives in Two Households**

When a child lives in two households, Contractors must first determine if there is a primary household. If so, use that household only, for determining family size and income. A household is primary if, for example, either the parenting plan awards one household primary custody or one household receives child support from the other household, in which case the receiving household is primary.

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

- Count the family size for both households and divide by two. If the resulting number is a fraction, round up the nearest whole number.
- Count half of each of the incomes for the two parents who share legal custody. Do not count the income of their current spouses or partners, if any.

### **B-209 Verifying Annual Income**

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

- Contractors verify the grant amount for children in foster care and those in kinship/relative care covered by a DSHS Non-Needy Relative, *In Loco Parentis*, or Legal Guardian grant.
- Contractors do not re-verify income for families of children returning to the same ECEAP Contractor from the previous school year.

To verify income, Contractors must view documentation such as:

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

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

Under specific circumstances, Contractors may choose to use the previous month's or current month's income to determine eligibility, rather than the annual income.

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

### **B-210 Prioritization**

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

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

### **B-211 Over-income slots**

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

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

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

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

### **B-212 Waiting Lists**

Contractors must maintain prioritized waiting lists in ELMS.

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

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

Contractors must remove a child from waiting lists in ELMS when they learn the child no longer needs services or has enrolled in Head Start, except ELMS will remove children when they are no longer age-eligible.

### **B-213 Availability for Enrollment**

Contractors must only enroll children who are available to attend during scheduled class hours, with the exception of temporary absences due to illness or other reasons communicated by the family.

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

### **B-214 Maintaining Enrollment**

Contractors must:

- Begin all ECEAP classes no later than September 30 of each state fiscal year.
- Fill each funded ECEAP slot within 30 calendar days. To establish 30 calendar days:
  - At the beginning of the year, count the first day of class as day one.
  - When a child exits, count the last day the child attended class in person as day one.
  - When an expected child did not attend, count the first day of class or the last day a child attended in that slot as day one.
- Consider a slot full when a child attends class in person.

Exceptions:

- It is optional to fill vacancies when the last day the exiting child attended class was in the final 60 calendar days of the school year, except in Extended Day classes.
- ECEAP classes that share classrooms with Migrant/Seasonal Head Start may begin when the room is available in October. ECEAP classes that share classrooms with Migrant/Seasonal Head Start must fill each funded ECEAP slot by October 30.

### **B-215 Attendance**

To encourage attendance, Contractors must, at minimum:

- Inform families of the benefits of regular attendance.
- Support families to promote each child's regular attendance.
- Track the Contractor's average daily attendance, analyzing causes and patterns of absenteeism, and developing a plan to improve attendance if that average falls below 85 percent.
- Partner with parents to address obstacles to attendance when a child has multiple unexplained absences or is at risk of missing ten percent of class days per year.
- Consider the slot vacant and offer it to a family on the waiting list if the child's attendance does not resume after these efforts.
- Retain records of children's daily attendance in ECEAP classes for at least three years after a child exits ECEAP.

Contractors must write and implement a policy when families are scheduled to be out of the area for an extended amount of time due to vacation or similar circumstance. This policy must:

- Establish a maximum number of days the family can be out of the area before a contractor begins the process of enrolling the next child on the waiting list.
- Ensure staff and families discuss plans before the family leaves.
- Meet family needs as best as possible.
- Align with the requirement to fill vacant slots within 30 days.
- Making efforts to re-engage families if a child stops attending.

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

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

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

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

#### **B-216 Serving Non ECEAP Children in the Same Classroom**

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

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

#### **Written documentation for Section B:**

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

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

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

- B-215 Attendance Records

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

## **SECTION C: HUMAN RESOURCES**

### **C-200 Staffing Patterns**

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

### **C-201 Staff Recruitment and Selection**

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

Contractors must:

- Follow all state and federal laws that ensure equity.
- Advertise all position openings to the public.
- Encourage applicants who reflect the ethnicity, culture, and language of children and families served.
- Involve parents and appropriate staff in the hiring process.
- Document staff recruitment procedures, including evidence of any labor pool shortage.
- During the interview process, seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families.
- Conduct reference checks.
- Require criminal history background clearance for all staff who have unsupervised contact with children.
- Require new employees to complete a one-step Mantoux tuberculosis (TB) skin test, unless they have written proof of one of the following:
  - Negative Mantoux TB test in the 12 months prior to hire.
  - Medication therapy to treat TB.
  - A recent negative chest x-ray and a statement from a health care provider that the employee does not pose a risk to others.

### **C-202 Staff Qualifications**

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

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

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

### **C-203 College Credit**

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

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

### **C-204 Lead Teacher Role**

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

The lead teacher must demonstrate competency to:

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

### **C-205 Lead Teacher Qualifications**

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

- An associate or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree; or
- A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

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

### **C-206 Assistant Teacher Role**

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

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

### **C-207 Assistant Teacher Qualifications**

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

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

If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

### **C-208 Family Support Staff Role**

An ECEAP family support staff provides comprehensive and integrated family support services to enrolled families. Contractors must ensure that family support staff maintain flexible hours to provide services when parents are available.

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

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

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

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

Contractors must identify a family support lead to:

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

### **C-209 Family Support Staff Qualifications**

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

- Employment in the same position in the same agency before July 1, 1999;
- An associate or higher degree with the equivalent of 30 college quarter credits of adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities. These 30 credits may be included in the degree or in addition to the degree; or
- A DCYF -approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families.
- Home Visitor Child Development Associate (CDA) Credential from the Council of Professional Recognition.

If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role



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

### **C-210 Coach Role**

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

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

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

### **C-211 Coach Qualifications**

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

- Bachelor's degree in Early Childhood Education or related field or a bachelor's degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree.
- A minimum of two years working with young children in a group setting.
- Experience as an early learning coach, consultant, mentor, or trainer.

If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person has an Associate's degree in Early Childhood Education or related field and is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

### **C-212 Health Advocate Role**

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

### **C-213 Health Advocate Qualifications**

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

- Employment as an ECEAP family support aide or health aide in the same agency before July 1, 2014; or
- The equivalent of 12 college quarter credits in family support, public health, health education, nursing or another field directly related to their job responsibilities.

### **C-214 Health Consultant Role**

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

### **C-215 Health Consultant Qualifications**

The health consultant must meet one of the following qualifications:

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

### **C-216 Nutrition Consultant**

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

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

### **C-217 Nutrition Consultant Qualifications**

The nutrition consultant must meet one of the following qualifications:

- Registered Dietitian (R.D.) credentialed through the Commission on Dietetic Registration (CDR), the credentialing agency for the Academy of Nutrition and Dietetics (formerly the American Dietetic Association); or
- A Washington State certified nutritionist under RCW 18.138.

### **C-218 Mental Health Consultant Role**

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

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

### **C-219 Mental Health Consultant Qualifications**

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

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

### **C-220 Staff Training Program**

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

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

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

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

### **C-221 Required Training**

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

Staff working with children must:

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

Lead teachers must:

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

Assistant teachers must:

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

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

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

Family support staff must:

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

Coaches must:

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

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

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

Eligibility and enrollment staff who verify ECEAP eligibility must:

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

### **C-222 Volunteer Training and Background Check**

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

Contractors must plan and implement training for all volunteers on:

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

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

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

Contractors must maintain records of volunteer hours and completed training.

## **SECTION D: HEALTH, SAFETY, AND NUTRITION**

### **D-200 Health and Safety Planning**

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

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

### **D-201 Health Coordination Services for Families**

Contractors must work with parents to:

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

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

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

Contractors must also assist families to:

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

Contractors must maintain documentation of these health coordination services.

### **D-202 Health and Safety Policies and Procedures**

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

- Child abuse and neglect prevention, detection, and reporting.
- Child allergies.
- Disaster plan for emergencies such as fire, earthquake, flood, tsunami, volcanic eruption, or lock-down, as applicable based on location, including practice drills.
- Exclusion of sick children.
- Handling medical, dental, and poisoning emergencies. (D-217)
- Infectious disease prevention. (C-221, D-212, D-213, D-217)
- Medication management. (D-210)
- Monitoring of health and safety practices.
- Pesticide/herbicide management in accordance with RCW 17.21, preventing children's exposure, and using the least hazardous means to control pests and unwanted vegetation. (D-205)
- Transportation, if applicable. (D-220)

### **D-203 Parent Consent Forms**

Contractors must obtain signed parent consent for:

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

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

### **D-204 Health Records**

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

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

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

### **D-205 Parent Notifications**

Contractors must maintain documentation that they:

- Notify parents that staff are mandated reporters of suspected child abuse and neglect in accordance with RCW 26.44 (D-202).
- Notify parents, employees, and any other interested parties 48 hours in advance of the application of pesticides in accordance with RCW 17.21. Notification is not required if children will be out of the facility for two consecutive days after application.
- Notify parents that children have been exposed to infectious disease and parasites in accordance with WAC 170-295-3010.

### **D-206 Health Screening**

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

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

Contractors must:

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

**D-207 Dental Screening**

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

**D-208 Medical Examinations**

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

**D-209 Immunizations**

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

**D-210 Medications**

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

- Store all child and staff medications so that they are inaccessible to children. Medications must be in a labeled and locked container, except for emergency medications that must be available for immediate administration.
- Designate trained staff to administer medications.
- Maintain records of all medication dispensed.
- Obtain written parent authorization to administer medication.
- Administer medications only as allowed by the label instructions or written health care provider instructions.

**D-211 First Aid Kit**

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

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

First aid kits must include:

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

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

### **D-212 Infectious Disease Prevention**

Contractors must:

- Establish infectious disease prevention policies and procedures in accordance with local health department guidelines or OSPI “Infectious Disease Control Guide for School Staff (D-202).”
- Follow universal precautions for prevention of transmission of blood borne pathogens.
- Ensure that staff, volunteers, and children wash their hands with soap and warm water upon arrival at the classroom, after returning from outdoor play, before eating, after using the toilet, after touching body fluids, and after touching animals.
- Have sufficient, clean, child-accessible toilets and hand-washing facilities.
- Report communicable diseases according to local requirements.

### **D-213 Food Sanitation**

Contractors must:

- Comply with WAC 246-215 and WAC 246-217 at locations where food is prepared, stored, and served. Family child care homes are exempt.
- Staff each classroom with at least one person with a food worker card present at all times. This person must provide ongoing training and oversight to all staff involved in food handling, meal and snack times, and food activities. (C-221).
- Ensure staff wash hands before putting on food service gloves, before food preparation, after handling raw meat, after restroom use, and after touching any unclean item.
- Prepare food in an area separate from toilet and child hand-washing facilities.
- Clean and sanitize surfaces used for food preparation and eating before and after each snack or meal.
- Use food service gloves or utensils to avoid bare hand contact with food.
- Ensure that staff who are ill do not work in or around food preparation or service areas.
- Ensure that children are carefully supervised when helping with food preparation.

### **D-214 Meals and Snacks**

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

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

Contractors must:

- Participate in the USDA Child and Adult Care Food Program or National School Breakfast and Lunch Program. ECEAP funds may be used to cover meal and snack costs not covered by these programs.
- Include parent input in menu planning.
- Use and post menus approved by a registered or certified dietitian (C-216, C-217).
- Incorporate cultural dietary preferences in menus.
- Plan for individual allergy and dietary restrictions.
- Plan meal and snack menus that:
  - Include whole grain breads, cereals and pastas at least once a day.
  - Include a variety of vegetables and whole fruit, rather than juice. When serving juice, ensure it is 100 percent juice without added sweeteners and only serve at meal times.



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

#### **D-215 Square Footage**

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

#### **D-216 New Facilities**

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

#### **D-217 Safe Facilities**

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

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

Contractors must ensure:

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

#### **D-218 Safe Equipment and Materials**

Materials and equipment must be:

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

### **D-219 Playground Safety**

Contractors must maintain and monitor playground safety, including:

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

Contractors must immediately repair or remove any:

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

### **D-220 Transportation**

Transportation is an optional ECEAP service.

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

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

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

Contractors must ensure that:

- Signed medical releases and emergency contact forms for each child are readily accessible in case of injury during transportation.
- One-way transportation time for children is no more than one hour, except in rural or remote areas where transportation time must be kept to a minimum.

## SECTION E: EARLY CHILDHOOD EDUCATION

### E-200 Early Childhood Education Service Delivery

Contractors must use an early learning framework to plan developmentally appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment and individualization, and parent-teacher conferences.

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

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

Both Extended Day and Full School Day classes may modify instruction and class schedules during summer months, holiday/vacation periods, and for staff development activities, while meeting the minimum annual dosage requirements.

During ECEAP hours, contractors must have:

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

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

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

### **E-201 Environment (Indoors and Outdoors)**

Contractors must design a play and learning environment that:

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

The materials and equipment must:

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

### **E-202 Inclusive Environments Policy**

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

### **E-203 Daily Routine**

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

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

The usual daily routine must include:

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

Both Extended Day and Full School Day sites must:

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

### **E-204 Curriculum**

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

### **E-205 Curriculum – Developmentally Appropriate and Culturally Relevant**

Contractors must ensure a developmentally appropriate curriculum emphasizing:

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

Contractors must ensure a culturally relevant curriculum that:

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

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

### **E-206 Curriculum – Nutrition and Physical Activity**

The Contractor must:

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

### **E-207 Curriculum Planning**

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

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

The planned curriculum must encompass:

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

### **E-208 Kindergarten Transition**

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

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

Contractors must coordinate with schools in their service areas to:

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

### **E-209 Adult-Child Interactions**

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

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

Staff must support children’s play and learning by:

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

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

### **E-210 Child Guidance**

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

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

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

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

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

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

- Staff have received training in limited restraint procedures.
- Staff restrain a child only as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object.
- Staff do not restrain a child longer than it takes to achieve the safety goal.
- Staff do not use restraint as punishment or to force a child to comply.
- Staff document all instances of restraint.
- Staff notify the parent of the restrained child following the intervention.

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

- Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
- Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
- Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child’s family, or using language that threatens, humiliates, or frightens a child.
- The use of a physical restraint method injurious to the child or any closed or locked time-out room.
- Using or withholding food or liquids as punishment or reward.

### **E-211 No Expulsion**

Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:

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

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

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

### **E-212 Developmental Screening and Referrals**

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

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

The developmental screening tool must:

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

The developmental screening must be administered:

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

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

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

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

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



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

### **E-213 Observation**

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

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

Staff use these observations to:

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

### **E-214 GOLD® Assessment**

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

Contractors must:

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

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

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

### **E-215 Individualization**

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

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

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

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

### **E-216 Parent-Teacher Conferences**

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

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

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

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

### **E-217 Parent-Teacher Conference Content**

During each conference, teachers partner with parents to:

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

During conferences, teachers also share:

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

Teachers must document in ELMS:

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

## **SECTION F: FAMILY PARTNERSHIPS**

### **F-200 Family Support Principles**

While providing family support services, staff must:

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

### **F-201 Family Support Visits**

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

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

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

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

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

### **F-202 Collaborative Visits with Other Programs**

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

For families enrolled in both ECEAP and one of DCYF's Home Visiting Services Program (HVSP) such as Nurse Family Partnership or Parents as Teachers, contractors must provide joint family support visits with HVSP staff), whenever possible.

During joint families support visits, Contractors must ensure:

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

### **F-203 Family Support Visit Content**

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

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

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

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

Staff must document in ELMS:

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

#### **F-204 Confidentiality**

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

#### **F-205 Resources and Referrals**

Contractors must ensure staff provide experiences that enable families to:

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

Contractors must:

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

Community resources may address:

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

- Parenting.
- Transportation.

### **F-206 Family Engagement**

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

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

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

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

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

### **F-207 Family Engagement Content**

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

Activities may include:

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

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

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

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

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

## SECTION G: DOCUMENTATION

### G-200 Documentation Requirements

Contractors must maintain records documenting compliance with ECEAP Performance Standards. The following documents are subject to review by the State ECEAP Office and the State Auditor's Office. When ECEAP Program Monitoring (A-208) occurs in September through December, contractors must provide documentation from the previous school year. Records may be kept in the contractor's main office or at service sites, as appropriate for each type of documentation.

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

### G-201 Administrative Documents

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

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

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

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

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

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

Contractors must maintain current:

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

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

Contractors must retain the following for three years:

- Attendance records. (B-215)

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

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

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

## **G-203 Human Resource Documents**

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

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

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

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

Contractors must maintain current:

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

## **G-204 Health and Safety Documents**

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

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

Contractors must maintain current:

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



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

### **G-205 Early Childhood Education Documents**

Contractors must retain the following for three years:

- Documentation of child restraint incidents. (E210)

Contractors must maintain the following for the current school year:

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

### **G-206 Child Records**

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

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

### **G-207 Family Partnership Documents**

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

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

Contractors must maintain current:

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

### **G-208 Family Records**

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

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

**G-209 Required Postings**

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