

## **Olympic Educational Services District 114 Head Start/Early Head Start**

Self-Assessment 2014-2015 | Program Improvement Plan 2014-2015

Olympic Educational Services District 114 Head Start/Early Head Start's Annual Self-Assessment for the 2014-2015 program year is attached below. Throughout the self-assessment process the program did not identify any items that required action which is reflected in the below report. Due to no required actions the Program Improvement Plan was created to reflect Quality Program Enhancements. The attached document reflects the updates and progress of these enhancements.

Exhibit A: Statement of Work		Fully Met	Action Required	Notes
1.	Use of Classroom Assessment Scoring System (CLASS) and Environment Rating Scale (ERS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2.	Professional Development Supports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3.	Practice-based Coach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.	Eligibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5.	Child Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.	Subcontracting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7.	Service Area Agreements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.	Protection of Personal Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9.	Records Maintenance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10.	Copyright	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe your strengths this year in meeting the contract provisions: Maintaining great communication with our contacts at the state and federal level, and maintaining high levels of knowledge on all new and upcoming changes.				
Describe your areas for growth this year in meeting the contract provision: Expanding knowledge of upcoming changes to performance standards.				
Describe your goals for next year for meeting the contract provisions: Work on our corrective action plan through leadership team meetings, all staffs, while supporting the content area supervisor in completing the goals.				

Performance Standard Section A: Administration		Fully Met	Action Required	Notes
A-1	Continuous Improvement System	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-2	Exceptions to Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-3	Service Delivery Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-4	Community Partnerships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-5	Health Advisory Committee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-6	Parent Policy Council	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-7	Community Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-8	Self-Assessment of ECEAP Compliance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-10	Community and Parent Complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-11	Free-of-Charge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-12	Non-Discrimination	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-13	Confidentiality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-14	Subcontractors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe your strengths this year in Section A: Administration: Policy Council Participation has increased. Our Health Nutrition Advocates have been integrated into our Health and Safety monitoring protocols this year providing more direct support.				
Describe your areas for growth this year in Section A: Administration: Through our data analysis we have determined that our Site Supervisors need to be incorporated into a more active role in our Classroom Health and Safety Protocols.				
Describe your goals for next year for Section A: Administration: We are continuing to review our supervision model to ensure that we have the best framework in place for efficiency and support to families, children and staff.				

Performance Standard Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance		Fully Met	Action Required	Notes
B-100	Child Recruitment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-102	Verifying Eligibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-104	Whose Income to Count	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-105	Which Income to Count	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-106	When a Child Lives in Two Households	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-107	Verifying Annual Income	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-108	Prioritization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-109	Maintaining Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-110	Waiting Lists	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Performance Standard Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance		Fully Met	Action Required	Notes
B-111	Serving Non ECEAP Children in the Same Classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-112	Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Describe your strengths this year in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance: We are in the process of hiring one person to facilitate ERSEA in our program.

Describe your areas for growth this year in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance: Family Services staff have worked to individualize their approach to increasing attendance with families enrolled at their sites by ensuring appropriate referrals to resources are made and trusting, positive and goal oriented relationships are developed between staff and the family.

Describe your goals for next year for Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance: Work closer with schools to promote and advertise programs within their systems.

Performance Standard Section C: Human Resources		Fully Met	Action Required	Notes
C-1	Staffing Patterns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-2	Staff Recruitment and Selection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-3	Staff Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-4	College Credit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-5	Lead Teacher Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-6	Teacher Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-7	Assistant Teacher Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-8	Assistant Teacher Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-9	Family Support Staff Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-10	Family Support Staff Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-11	Health Advocate Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-12	Health Advocate Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-13	Health Consultant Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-14	Health Consultant Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-15	Nutrition Consultant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-16	Nutrition Consultant Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-17	Mental Health Consultant Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-18	Mental Health Consultant Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-19	Staff Training Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-20	Required Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-21	Volunteer Training and Background Check	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Describe your strengths this year in Section C: Human Resources: We have increased our substitute pool that includes several parents and have been able to maintain a 3<sup>rd</sup> person in many classrooms throughout the year.

Describe your areas for growth this year in Section C: Human Resources: Create a more individual training pathway for staff to reflect beginner, intermediate, and advanced training pathways. Filling all open positions.

Describe your goals for next year for Section C: Human Resources: Intergrating our Site Supervisors into the Health and Safety checklist process. Ensure ECEAP staff education is in MERIT.

Performance Standard Section D: Health, Safety and Nutrition		Fully Met	Action Required	Notes
D-1	Health and Safety Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-2	Health Coordination Services for Families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-3	Health and Safety Policies and Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-4	Parent Consent Forms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-5	Health Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-6	Parent Notifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-7	Health Screening	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-8	Dental Screening	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-9	Medical Examinations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-10	Immunizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-11	Medications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-12	First Aid Kit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-13	Infectious Disease Prevention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-14	Food Sanitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-15	Meals and Snacks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-16	Square Footage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-17	New Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-18	Safe Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-19	Safe Equipment and Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Performance Standard Section D: Health, Safety and Nutrition		Fully Met	Action Required	Notes
D-20	Playground Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-21	Transportation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
Describe your strengths this year in Section D: Health, Safety and Nutrition: We have a full Health Nutrition Advocate team to support the families, children, and staff in our program. Health Nutrition Advocates have been integrated into using the updated Health and Safety checklist and a consultant performed Health and Safety checks for all of our sites.				
Describe your areas for growth this year in D: Health, Safety and Nutrition: Increasing the number of families and children with medical and dental homes by providing ongoing support and resources.				
Describe your goals for next year for Section D: Health, Safety and Nutrition: To increase family and community partner participation with Health Advisory Committee. Creating a more user accessible forms and procedures manual system.				
Performance Standard Section E: Early Childhood Education		Fully Met	Action Required	Notes
E-1	Early Childhood Education Service Delivery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-2	Environment (Indoors and Outdoors)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-3	Daily Routine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-4	Curriculum—Developmentally Appropriate and Culturally Relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-5	Curriculum Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-6	Kindergarten Transition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-7	Adult-Child Interactions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-8	Child Guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-9	No Expulsion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-10	Screening and Referrals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-11	Observation, Assessment and Individualization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-12	Parent-Teacher Conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe your strengths this year in Section E : Early Childhood Education: Introducing CSEFEL Pyramid Model and providing trainings for coaches and teachers.				
Describe your areas for growth this year in Section E: Early Childhood Education: Increase our involvement in Early Achievers				
Describe your goals for next year for Section E : Early Childhood Education: Expand CSEFEL implementation by increasing training to teachers and coaches.				
Performance Standard Section F: Family Partnerships		Fully Met	Action Required	Notes
F-1	Family Support Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-2	Family Support Principles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-3	Confidentiality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-4	Resources and Referrals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-5	Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-6	Parent Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-7	Parent Leadership Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe your strengths this year in Section F: Family Partnerships: Parent representatives at Policy Council volunteered to go to sites other than their own to share Leadership opportunities, discuss Family Engagement and talk about forming relationships with other families which has increased connections to peers and family well-being.				
Describe your areas for growth this year in Section F: Family Partnerships: Providing Ready for K! in each of our districts for our families as well as offering Motherread/Fatheread each month for the entire year.				
Describe your goals for next year for Section F: Family Partnerships: Begin to collect quality data regarding family outcomes to facilitate Family Education planning and family outcomes.				

OESD 114 Head Start/ EHS  
 SELF ASSESSMENT ACTION PLAN 2015  
 Program Action/Improvement Plan to be completed by August 31, 2016

GOAL AREA	PLAN	PROJECTED DATE OF COMPLETION	PERSON/PEOPLE RESPONSIBLE	Quality Program Enhancement Updates
<b>The Forms and Procedures Manuals are not accessible by all and have been found to be outdated.</b>	A new system will be created to update all Forms and Procedure Manuals, making them accessible by all staff.	January 2015	Assistant Director, with help from Department Secretary	Ongoing
<b>Incorporate our Site Supervisors into a more active role in our Classroom Health and Safety Protocols.</b>	We will develop a new health and safety system to align with the new protocol incorporating Site Supervisors and training them on expectations and requirements at pre-service.	September 2015 Follow up with Supervisors ongoing.	Program Managers, Coordinator Assistants	Rolling out at pre-service trainings on September 3, 8,10 and following up with supervisors
<b>Work with sites to adjust to the new Health and Safety Checklist</b>	We will train staff at pre-service about why the checklist is important and how to carry out the procedure.	Training in September 2015 with follow up by site supervisors ongoing.	Health and Safety Program Manager with help from Supervisors	Ongoing monitoring is being conducted by supervisors
<b>Expand Staff knowledge about Monitoring systems.</b>	Staff will be informed of monitoring systems, Health and Safety, CLASS, and File reviews, and their purpose.	Train in September and follow up as needed.	Program Managers, Coordinator Assistants	Monitoring System training will be provided at the beginning of the school year to increase knowledge of the systems and procedures this is ongoing.
<b>Create 3 follow up questions to the Take the Pulse Survey, to do focus groups with staff.</b>	Leadership will create 3 follow up questions to the Take the Pulse Survey and complete focus groups through existing systems.	End of 2015 School Year	Program Managers, Coordinator Assistants	3 follow up questions to the Pulse Survey were completed back in June and incorporated into the self-assessment
<b>Adjust Program Supervision Model</b>	Work with a consultant to identify efficiencies in supervision that support best practice and growth as expansion occurs.	Ongoing	Director, Assistant Director, Leadership Team	We are currently looking into our supervision model; this is an ongoing task with most recent key leadership members leaving/changing.
<b>Establish a pilot program for electronic action logs providing computer training support to do so.</b>	We will create a pilot program for electronic action logs providing computer training to staff so they can confidently carry out this process.	August 2016	Program Managers, Coordinator Assistants	Family Services Program Manager is currently working on pilot program for electronic action logs that will last throughout this school year
<b>Develop systems around T/TA for HS home-based</b>	Working to implement T/TA plan with Child Development Coordinator Assistant along with tools for home based coaching	January 2016	EHS/HS Home-based Program Manager, Child Development Coordinator Assistant	Home Based and Infant Toddler Education Program Managers have developed the TTA system for home based program and will roll the new system out at pre-service to all home based staff.
<b>Expand input from teachers into their program wide training plan</b>	Introduce concepts of more track based training plans to teachers and ask for continued input throughout the year	Ongoing	Assistant Director, Program Managers	Ongoing evaluations and discussions are occurring on the plan to develop more meaningful training and gathering input from staff , due to key leadership positions leaving/ changing that were overseeing professional development focus is occurring more on the reorganizing the supervision structure in order to get the appropriate individuals to come together to continue these ongoing discussions.