



Washington State Department of Early Learning

## 2015-16 ECEAP Self-Assessment

**Due June 15, 2016**

**Name of Contractor: Olympic Educational Services District 114: ECEAP**    **Name of person completing form: Natalia Mayes, Assistant Director**    **Date: 5/23/16**

The ECEAP Self-Assessment reviews your compliance with ECEAP requirements found in the current ECEAP contract and the ECEAP Performance Standards and is one component of an on-going cycle of continuous quality improvement. ECEAP Performance Standard A-8 requires all contractors to include ECEAP staff and parents in this annual assessment and document the results on this form.

### **To complete the 2015-16 Self-Assessment form:**

1. Include parents and staff in assessing compliance with the ECEAP contract and each Performance Standard. Indicate names of all participants on the form below.
2. Compile information from all direct service sites and subcontractors into one contractor-wide assessment.
3. Read each ECEAP [contract provision](#) and [Performance Standard](#) before evaluating an item.
4. Decide your level of compliance with each item listed on this form.
5. Rate each item as “Fully Met” or “Action Required” for this year (2015-2016). Mark “Action Required” if any part of the standard is unmet at any of your locations. The “Notes” column is optional.
6. At the end of each section, describe program strengths, areas for growth and program goals – even if the program has fully met all requirements.

**Email your self-assessment form to [eceap@del.wa.gov](mailto:eceap@del.wa.gov) by June 15, 2016.**

Parents participating in the 2015-16 ECEAP Self-Assessment:		Staff participating in the 2015-16 ECEAP-Self Assessment:	
<b>Name: 164 Parents and Community Representatives</b>	<b>Site:</b>	<b>Name: 68 staff members</b>	<b>Role:</b>
<b>Name:</b>	<b>Site:</b>	<b>Name:</b>	<b>Role:</b>
<b>Name:</b>	<b>Site:</b>	<b>Name:</b>	<b>Role:</b>
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<b>Name:</b>	<b>Site:</b>	<b>Name:</b>	<b>Role:</b>
<b>List additional names here:</b>			

ECEAP Contract Exhibit A: Statement of Work		Fully Met	Action Required	Notes
3.	Prior Approval from DEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4.	Contractor Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6.	DEL ECEAP Full School Day and Extended Day models if applicable	<input type="checkbox"/>	<input type="checkbox"/>	N/A
7.	Health and Safety Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8.	Use of Teaching Strategies GOLD®	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9.	Early Achievers Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10.	Early Achievers Coach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11.	Staff Qualifications and Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12.	Use of DEL logo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13.	Notification to DEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14.	Early Learning Management System	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In the process of training additional staff including Direct Service staff (teachers and family services staff) to enter their own ELMS data in order to speed up the data entry process and ensure accuracy.
15.	ECEAP Eligibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

<b>ECEAP Contract Exhibit A: Statement of Work</b>		<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
16.	Child Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
17.	Specific Subcontract Requirements	<input type="checkbox"/>	<input type="checkbox"/>	N/A
18.	Service Area Agreements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
19.	Parents' Access to their Child's Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20.	Family Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
22.	Use of Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
23.	Purchase Approvals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
24.	Inventory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe program strengths in meeting contract provisions in Exhibit A: Statement of Work this year: Despite the many challenges with TS Gold this year we still managed to get all data entered on time as well as being able to get enrollment data entered in the face of the system not working. Another strength this year was sending staff to the Haring Center in Seattle to expand on their capacity as coaches.				
Describe program areas for growth in meeting contract provisions in Exhibit A: Statement of Work: In order to support staff in meeting needs of child and families, effectively use ELMS and TS Gold.				
What are some program goals for meeting contract provisions in Exhibit A: Statement of Work for next year: ELMS staff training and use.				

<b>ECEAP Performance Standard Section A: Administration</b>		<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
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 type="checkbox"/>	<input type="checkbox"/>	N/A
Describe program strengths in Section A: Administration for this year: A program strength this year has been increased participation in Health Advisory Committee as well as a successful transition of Directors.				
Describe opportunities for growth in Section A: Administration: There is always room for growth, therefore we see opportunity for even more community member and parent participation in Health Advisory Committee.				
What are some program goals in Section A: Administration for next year: Incorporating Health Nutrition Advocates into a more active role in classroom health and safety protocols.				

ECEAP Performance Standard Section A: Administration		Fully Met	Action Required	Notes

ECEAP 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"/>	
B-111	Serving Non ECEAP Children in the Same Classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NA
B-112	Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe program strengths in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance for this year: We hired a new ERSEA Coordinator Assistant to oversee the Eligibility/enrollment of our part day programs which centralized our process and continues to support meeting deadlines and develop a systematic approach for recruitment.				
Describe opportunities for growth in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance: Build a wait list for each site of eligible families using aggressive, program wide, planned recruitment strategies				
What are some program goals in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance for next year: Develop a program wide recruitment calendar in Outlook.				

ECEAP Performance Standard Section C: Human Resources		Fully Met	Action Required	Notes
C-1	Staffing Patterns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We have fully met this requirement even though throughout this year we have had multiple long term lead and assistant teacher openings with a struggle in filling those positions.
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"/>	

<b>ECEAP Performance Standard Section C: Human Resources</b>		<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
C-6	Lead 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 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 program strengths in Section C: Human Resources for this year: This year we have developed a tracking system to make sure all background checks are met and to see which ones are becoming due.

Describe opportunities for growth in Section C: Human Resources: An area of growth we will be focusing on will be ways in making staff recruitment more attractive to be able to hire open positions as well as keep current staff with us.

What are some program goals in Section C: Human Resources for next year: Next year's goal will be to get staff position filled.

<b>ECEAP Performance Standard Section D: Health, Safety and Nutrition</b>		<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
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"/>	

ECEAP Performance Standard Section D: Health, Safety and Nutrition		Fully Met	Action Required	Notes
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"/>	
D-20	Playground Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-21	Transportation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We do not provide transportation but SKSD does partner with us to provide transportation to children who are on already existing school bus route.
Describe program strengths in Section D: Health, Safety and Nutrition for this year: Health Nutrition Advocates partnered with sites/teachers to share the Health Care Institute “What To Do When Your Child Gets Sick” book and resources during family gatherings. 51 adults and 65 children attended the family gatherings.				
Describe opportunities for growth in Section D: Health, Safety and Nutrition: Increasing the number of families with medical and dental homes by providing ongoing support and resources.				
What are some program goals in Section D: Health, Safety and Nutrition for next year? Increasing the number of children and families with up to date well child exams that attend Health Care Institute trainings.				

ECEAP 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 program strengths in Section E: Early Childhood Education for this year: A great accomplishment this year has been that our ECEAP sites participating in Early Achievers have all been rated a level 4. We have implemented positive behavior support plans based on our work around the				

<b>ECEAP Performance Standard Section E: Early Childhood Education</b>	<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
			Pyramid Model. In addition, have exceeded requirements for staff/child ratios due to our great substitute program.
			Describe opportunities for growth in Section E: Early Childhood Education: Moving forward an area of growth will be the implementation of our Coach Model with new staff coming on board.
			What are some program goals for Section E: Early Childhood Education for next year? Program goal will be to increase our disabilities services and support to families and staff.

<b>ECEAP Performance Standard Section F: Family Partnerships</b>	<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
F-1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Family Support Services
F-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Family Support Principles
F-3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Confidentiality
F-4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Resources and Referrals
F-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Parent Involvement
F-6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Parent Education
F-7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Parent Leadership Development
			Describe program strengths in Section F: Family Partnerships for this year: We had amazing participation in the Motherread/Fatheread offered this year and would like to expand it next year if possible at preschool sites.
			Describe opportunities for growth in Section F: Family Partnerships: Providing on-site Technical Assistance around written Family Partnership Agreements and follow up documentation.
			What are some program goals for Section F: Increase parent education opportunities offered for families participating in the program using the CSEFEL model and Circle of Security models.

List any requests for technical assistance from DEL for next year: Eligibility training, On-site ELMS training for staff, with the Parent Engagement Model we need T/A when pilots become required. Early Achievers reports would be extremely helping from the rating we had to develop more in depth work with coaching. Any information and training on all things Early Achievers 2.0