



Washington State Department of Early Learning

2016-17 ECEAP Self-Assessment

Due June 15, 2017

Name of Contractor: Olympic Educational Service District 114

Name of person completing form: Natalia Mayes Date: June 15, 2017

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 2016-17 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 (2016-2017). 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.
7. Complete [online](#) and, if applicable, the [paper version](#) of the customer satisfaction survey from families by June 15, 2017.

You can also view the Family survey in:

- Spanish: [Online](#) or [Paper Version](#)
- Somali: [Online](#) or [Paper Version](#)
- Arabic: [Online](#) or [Paper Version](#)
- Amharic: [Online](#) or [Paper Version](#)
- Vietnamese: [Online](#) or [Paper Version](#)
- Russian: [Online](#) or [Paper Version](#)

8. Complete [online customer satisfaction surveys](#) from the ECEAP director by June 15, 2017

Email your self-assessment form and paper versions of the family customer satisfaction survey to eceap@del.wa.gov by June 15, 2017.

| | | | |
|--|--|--|--------------|
| Parents participating in the 2016-17 ECEAP Self-Assessment: | | Staff participating in the 2016-17 ECEAP-Self Assessment: | |
| Name: | | Name: | |
| 68 anonymous parent responses/input | | 116 Anonymous staff and community member responses/input | Role: |

| ECEAP Contract Exhibit A: Statement of Work | | Fully Met | Action Required | Notes |
|---|---|-------------------------------------|----------------------------|--------------|
| 3. | Contractor Communication with DEL | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. | Prior Approvals | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. | Early Learning Management System | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 6. | ECEAP Eligibility, Enrollment, and Attendance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. | Portable Background Checks | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. | Use of Teaching Strategies GOLD® | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. | Early Achievers Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. | Early Achievers Coach | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 12. | Staff Qualifications and Professional Development | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 13. | Child Safety | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 14. | Nutrition and Physical Activity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 16. | Subcontract Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 17. | Service Area Agreements | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 18. | Use of DEL logo | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 19. | DEL ECEAP Full School Day and Extended Day Models | <input checked="" type="checkbox"/> | <input type="checkbox"/> | NA |
| 21. | Use of Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 22. | Purchase Approvals | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 23. | Inventory | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Describe program strengths in meeting contract provisions in Exhibit A: Statement of Work this year: This year we also have worked diligently to have all staff up to date in the portable background check system as well as the staff qualification system on MERIT. Classroom teachers and Health Advocates were trained by our community partner Kitsap Public Health District (KPHD) on the importance of healthy active living, impact on children and families health and the different ways to incorporate 5210 in the classroom using the 5210 resources guide created by KPHD. 5210 activities were implemented into classrooms intentionally plan for physical activity and nutrition experiences in the classroom and information was shared with families. | | | | |
| Describe program areas for growth in meeting contract provisions in Exhibit A: Statement of Work: Increase intentional planning in classrooms using healthy eating and active living resources and strategies. Continue to maintain PBC and Staff Qualifications as new staff and providers hire on. | | | | |
| What are some program goals for meeting contract provisions in Exhibit A: Statement of Work for next year: Continue to provide healthy eating active living training opportunities such as Harvest for Healthy Kids. | | | | |

| ECEAP 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"/> | NA |
| Describe program strengths in Section A: Administration for this year: We had a strong year with Policy Council active participation from parents throughout the program. In addition, we held our first joint Policy Council and Health Advisory Meeting together with a large parent and community turnout. This resulted in rich conversation around how these two groups as well as the other entities of our program (i.e. ECEAP, Head Start, Licensing, Program Managers, OESD Board member') all work together. As part of this joint meeting we were able to discuss roles and responsibilities as well as similarities and strengths and how they all support one another. | | | | |
| Describe opportunities for growth in Section A: Administration: As part of our Policy Council Meeting we have identified an opportunity for our WSA parent representative to have a monthly family advocacy focus where they are able to share with the rest of the Policy Council. | | | | |
| What are some program goals in Section A: Administration for next year: The goal is to facilitate the second annual joint meeting. | | | | |

| 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 type="checkbox"/> | <input checked="" type="checkbox"/> | There were a couple times we did not meet the 30 day vacancy deadline. For each time, there were children prioritized to attend, we were in process of meeting the family to attend. Communication did occur with Peggy Brown for each one. |
| 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: Our system of having one person that completes the majority of the face to face eligibility meetings with parents has allowed the program to increase the wait list. It has also allowed direct service staff to focus on starting children in the classroom as soon as possible. | | | | |
| Describe opportunities for growth in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance: Increase intentional follow up with families around attendance to support increased child individual attendance. | | | | |
| What are some program goals in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance for next year: Continue to build an wait list for all sites with children that will be available to start class when a slot opens up. | | | | |

| ECEAP 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 | 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 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 program strengths in Section C: Human Resources for this year: The program has implemented a new hiring procedure this year that has strengthened our system of onboarding open positions. This year we have been able to fill many open positions in a timely fashion and place people in key program support positions. Our program has also implemented a Positive Behavioral Support Plan policy that aids in the mental health services being received for children. We have contracted with a new mental health consultant this year to devote more time with feedback in supporting children and families in our program. | | | | |
| Describe opportunities for growth in Section C: Human Resources: Increase our substitute and volunteer pool. | | | | |
| What are some program goals in Section C: Human Resources for next year: Continue to fill vacant positions with qualified individuals so we can be fully staffed. | | | | |

| ECEAP 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"/> | |
| D-20 | Playground Safety | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| D-21 | Transportation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Describe program strengths in Section D: Health, Safety and Nutrition for this year: | | | | |
| <p>2015-2016 Health observations identified parent pick up alert program procedures as an area for growth. As a result, the pick-up alert procedure was updated to reflect program follow-up instructions for guardians that identify "Special Instructions" or "Restraining Order" on Emergency Care Forms. 2016-2017 Fall Health Observations noted the updated procedure is effective in providing a unified system for maintaining pick-up alerts.</p> | | | | |
| Describe opportunities for growth in Section D: Health, Safety and Nutrition: | | | | |
| <p>Incident reports are currently collected monthly by Health Program Manager. The current system does not allow for classroom teams to review monthly incident reports for trends and follow-up.</p> | | | | |
| What are some program goals in Section D: Health, Safety and Nutrition for next year? | | | | |
| <p>Staff will have more frequent conversations to decrease incident reports by implementing incident reports as an agenda item on the Direct Services Team monthly form.</p> | | | | |

| 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: Practice Based Coaching and the work of the two coaches that we have in place. In addition, our new Classroom Supervision model has shown positive feedback with more dedicated supports to staff. | | | | |
| Describe opportunities for growth in Section E: Early Childhood Education: Continue working on Adult-Child interactions by actively learning about child interests and incorporating more child generated ideas into weekly planning. | | | | |
| What are some program goals for Section E: Early Childhood Education for next year? Implementing Coaching to Fidelity (E-5) | | | | |

| ECEAP 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 program strengths in Section F: Family Partnerships for this year: We offered monthly Parent Workshops with a focus on social-emotional well-being. All of the workshops were very well attended by parents and there was a large core group that attended all of the workshops increasing their supportive social networks and peer connections. | | | | |
| Describe opportunities for growth in Section F: Family Partnerships: Intentional follow up on resources and referrals provided to families from direct service staff. | | | | |
| What are some program goals for Section F: Family Partnerships for next year? Increasing father engagement for each site and program wide. | | | | |

List any requests for technical assistance from DEL for next year:

TS Gold Transition Support
Creative Curriculum Train the Trainer
TS Gold Train the Trainer
On-Site TS Gold training at the OESD 114