



Washington State Department of Early Learning

## 2017-18 ECEAP Self-Assessment

**Due June 15, 2018**

**Name of Contractor:** Olympic Educational Service District 114

**Name of person completing form:** Natalia Mayes

**Date:** June 15, 2018

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 2017-18 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 (2017-2018). Mark “Action Required” if any part of the standard is unmet at any of your locations. The “Notes” column is optional.
6. For some items there are clarifying questions. Please respond to each question using the corresponding notes section to the right.
7. At the end of each section, describe program strengths, areas for growth and program goals – even if the program has fully met all requirements.
8. Complete online (**contractor link for surveys will be sent from DEL ECEAP to ECEAP Directors by February 16, 2018**) and, if applicable, the [paper version](#) of the customer satisfaction survey from families by June 15, 2018.

You can also view the Family survey in:

- Spanish: [Paper Version](#)
  - Somali: [Paper Version](#)
  - Arabic: [Paper Version](#)
  - Amharic: [Paper Version](#)
  - Vietnamese: [Paper Version](#)
  - Russian: [Paper Version](#)
9. Complete [online customer satisfaction questionnaire](#) for the ECEAP director by June 15, 2018

Email your self-assessment form and paper versions of the family customer satisfaction survey to [eceap@del.wa.gov](mailto:eceap@del.wa.gov) by June 15, 2018.

<b>Parents participating in the 2017-18 ECEAP Self-Assessment:</b>	<b>Staff participating in the 2017-18 ECEAP-Self Assessment:</b>
<b>73 Parent Participants</b>	<b>75 staff participants</b>
<b>List additional names here:</b> Community Stakeholders through our Health Advisory Committee	

<b>ECEAP Contract Exhibit A: Statement of Work</b>		<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
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"/>	
9.	Curriculum Implementation  <b>Please use the notes section to the right to respond to the item(s) below.</b>  If applicable, what tools did you use to assess the quality of: • Curriculum Implementation	<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"/>	
15.	Family Support	<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"/>	
19.	Use of DEL logo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
20.	DEL ECEAP Full School Day and Extended Day Models	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
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"/>	
<b>Describe program strengths in meeting contract provisions in Exhibit A: Statement of Work this year:</b> Timely in meeting deadlines, and knowledgeable of performance standards. We are responsive, forward thinking and participate in DEL offerings.				
<b>Describe program areas for growth in meeting contract provisions in Exhibit A: Statement of Work:</b> An area of growth would be Olympic Educational Service District 114 new Inventory System implementation.				

ECEAP Contract Exhibit A: Statement of Work	Fully Met	Action Required	Notes
<b>What are some program goals for meeting contract provisions in Exhibit A: Statement of Work for next year:</b> For the Olympic Educational Service District 114 to be a hub for all training in the Kitsap Olympic Peninsula.			

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  <b>Please use the notes section to the right to respond to the item(s) below.</b>  How do you analyze student data (enrollment, attendance, assessment, etc.)? <ul style="list-style-type: none"> <li>• Is this data analyzed by critical subgroups?</li> <li>• Early Achiever scores?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	To analyze our Community Assessment and student data we utilize groups such as Policy Council, our Board of Directors, Interagency Coordinating Council, Health Advisory, and our Health District.
A-8	Self-Assessment of ECEAP Compliance  <b>Please use the notes section to the right to respond to the item(s) below.</b>  What processes do you implement in the self-assessment for analyzing and using data to inform continuous improvement in ECEAP?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In our self-assessment process, we engage in a yearlong analysis of numerous data components. We include governing bodies, administration, staff, community stakeholders and parents. We utilize data and dialogue gatherings, round table discussions, survey collection, and data walks.
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"/>	
<b>Describe program strengths in Section A: Administration for this year:</b> We have increased our Self- Assessment opportunities this year and we intentionally use our Community Assessment to guide program changes.				
<b>Describe opportunities for growth in Section A: Administration:</b>				

<b>ECEAP Performance Standard Section A: Administration</b>	<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
Increase percentage of moderate to strong community partnerships			
<b>What are some program goals in Section A: Administration for next year:</b> Identify gaps in services we are providing to families and children to reduce duplication and increase collaboration with community partnerships.			

<b>ECEAP Performance Standard Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance</b>	<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>	
B-100	Child Recruitment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-102	Verifying Eligibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-103	Calculating Family Size	<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"/>	
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"/>	
B-112	Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Describe program strengths in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance for this year:</b> Internal staff eligibility system for verifying eligibility and follow up with families individually.				
<b>Describe opportunities for growth in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance:</b> Strengthen attendance support from all staff to support family's regular attendance.				
<b>What are some program goals in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance for next year:</b> Intensify recruitment activities to recruitment dual language learners for participation in the program.				

<b>ECEAP Performance Standard Section C: Human Resources</b>	<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>	
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"/>	

ECEAP Performance Standard Section C: Human Resources		Fully Met	Action Required	Notes
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  <b>Please use the notes section to the right to respond to the item(s) below.</b>  What training supports have you created to support the personal and professional development of ECEAP staff? <ul style="list-style-type: none"> <li>If you developed a series of trainings for the year please attach your training schedule to the self-assessment, if applicable.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Our program has implemented a coaching model and cycle of support for personal and professional development program wide. We engage in Learning Walks, set and assess personal goals with all staff.
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"/>	
<b>Describe program strengths in Section C: Human Resources for this year:</b> A program strength has been accessing Early Achievers for scholarships to meet the needs of staff in their professional development.				
<b>Describe opportunities for growth in Section C: Human Resources:</b> Increasing our volunteer pool. In addition, planning and maintaining for Professional Development Plans for acting roles within our program as staffing fluctuates.				
<b>What are some program goals in Section C: Human Resources for next year:</b> Create an aligned Professional Development Template to be used program wide				

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"/>	

ECEAP Performance Standard Section D: Health, Safety and Nutrition		Fully Met	Action Required	Notes
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"/>	
<p><b>Describe program strengths in Section D: Health, Safety and Nutrition for this year:</b> Strengths include the percentage of completed Medical and Dental Exams as well as the Healthy Eating Active Living 5210 opportunities within family gatherings.</p>				
<p><b>Describe opportunities for growth in Section D: Health, Safety and Nutrition:</b> Evaluate our oral health routines to support staff and children. Increase family awareness and support of Healthy Eating and Active Living (HEAL) by using 5210, Harvest for Healthy Kids, and other program and community resources.</p>				
<p><b>What are some program goals in Section D: Health, Safety and Nutrition for next year?</b> Staff will have an increased awareness of Health Advisory Committee and benefits to family.</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)  <b>Please use the notes section to the right to respond to the item(s) below.</b>  What tools did you use to assess the quality of: • Classroom Environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We utilize active supervision, coaching to fidelity tool, ECERS tool, CLASS, and our Safety Checklist.

ECEAP Performance Standard Section E: Early Childhood Education		Fully Met	Action Required	Notes
	<ul style="list-style-type: none"> <li>Playgrounds</li> </ul>			
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  <b>Please use the notes section to the right to respond to the item(s) below.</b>  What tools did you use to assess the quality of: <ul style="list-style-type: none"> <li>Teacher and Child Interactions</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CLASS tool and our program uses ECERS 3 tool.
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"/>	
<b>Describe program strengths in Section E: Early Childhood Education for this year:</b> Implementation of our Positive Behavior Support plan model has proven to be successful in enhancing capacities of teachers/staff as well as an increased in family engagement in the development of their child. In addition, the educational individualization has been successful.				
<b>Describe opportunities for growth in Section E: Early Childhood Education:</b> Implementation of curriculum studies within lesson planning				
<b>What are some program goals for Section E: Early Childhood Education for next year?</b> Enhancing and developing Dual Language Learner Strategies.				

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"/>	
<b>Describe program strengths in Section F: Family Partnerships for this year:</b> Staff participated in purposeful resource awareness throughout the community to build their own knowledge and support families.				
<b>Describe opportunities for growth in Section F: Family Partnerships:</b>				

Analyze parent participation at Parent Workshops.

**What are some program goals for Section F: Family Partnerships for next year?**

Connect with sites/staff regularly who do not have a Policy Council Representative to increase communication about Policy Council and increase parent representation.

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

To have the OESD 114 be the hub for all professional development and T/TA for the Kitsap Olympic Peninsula.