

OLYMPIC EDUCATIONAL SERVICES DISTRICT 114

HEAD START/EARLY HEAD START PROGRAM

SELF-ASSESSMENT REPORT

DATE: 2017-2018

SECTION 1. INTRODUCTION

PROGRAM DESCRIPTION:

Olympic Educational Service District 114 (Olympic ESD 114) is a regional educational agency operating Head Start and Early Head Start and Early Head Start Child Care Partnerships through center-based, home based and family child care options. We serve 157 children in Early Head Start that includes pre-natal families and infants ages birth to 3 years old, 134 children ages 3 - 5 in Head Start and 44 children in Child Care Partnerships. Olympic ESD 114 is part of a formal partnership with the Port Gamble S'Klallam Tribe, Suquamish Tribe and Kitsap Community Resources to coordinate Head Start services in Kitsap County.



Olympic Educational Services District 114 Head Start/Early Head Start Program has five broad goals for our five year project period:

Goal 1: Increased access to high quality comprehensive services for pregnant parents, infants, toddlers and preschool-age children with a focus on under- or un- serviced populations.

Goal 2: Program will provide increased awareness of community services through a variety of positive family engagement opportunities to support continued growth.

Goal 3: Program will form strategic alliances within the community to support and sustain program services including providing technical assistance and outreach.

Goal 4: All staff, volunteers and substitute staff will be provided training and focused supervision to ensure positive relationships and effective health and safety practices are implemented.

CONTEXT FOR SELF-ASSESSMENT

1. The leadership team came together to review the Self-Assessment process at the beginning of the year. Time was spent reviewing the process as well as following up with the action items that were developed. Last year's Self-Assessment had these key recommendations:
 - Alignment of new Performance Standards to policies, procedures, forms and work plans.
 - ✓ Policies and Procedures have been at the forefront of our programs systemic work and is an extension of our work from our 2016-2017 years self-assessment. During the 2017-2018 program year, we aligned the new performance standards and took a deep dive into any gaps that might exist in current program policies and procedures and make sure they are closed.
 - Create an Early Head Start coaching structure.
 - ✓ During the 2017-2018 program year our team continued the EHS coaching taskforce who supported the creation of a coaching model. Using our excellent coaching model from our Head Start team around coaching the workgroup create a coaching cycle for the EHS team that enhances capacity and strengthens professional growth to enhance work with children and families. An EHS Coach was hired and implemented the coaching cycle with all EHS staff beginning September 2017.
 - Create focused and intentional monitoring systems.
 - ✓ As part of our ongoing monitoring we reviewed monthly report summaries and took time to highlight any important strengths and growth items that were happening. Through the process questions arose of how efficiently monitoring is being done and if the systemic approach is helpful for gathering the information we are wanting. The program held workgroups to discuss how and what content areas we are monitoring and will have a monitoring planning meeting with our TA specialist and revise our monitoring system. This process allowed us to be more intentional and meaningful in our data collection and monitoring to produce guided information for program success and improvement.
 - Implement incident report reviews.
 - ✓ A monthly incident report review process was developed with site supervisors and the Health Program Manager. Through this process trends in incident reports could be identified and were further discussed at Direct Service Team meetings in order to mitigate further occurrence.
 - Implement healthy eating/active living (HEAL) strategies.
 - ✓ As part of our nutrition consultation contract our program supported the implementation of Harvest for Healthy Kids and continued to implement strategies as part of 5210. During All Staff trainings staff had the opportunity to share strategies with each other in order to increase their HEAL toolbox.
 - Increase and maintain substitute pool.
 - ✓ Through increased partnerships with community agencies (WorkSource, CSO, YMCA) our department was able to increase our substitute pool to 48 active substitutes.
2. We then prioritized the items from our community assessment and ongoing monitoring summaries and data collection. We came up with the following items for the 2017-2018 Self- Assessment and questions to consider:

Subgroup	Questions to Consider
Dual Language Learners	<ul style="list-style-type: none"> • How do we implement research based best practices program wide to enhance child development outcomes for Dual Language Learners? • How do we build the capacity and confidence of staff to meet the needs of Dual Language Learners? • What are the key teaching practices to focus on? Which tools are available to support practice? • How do we engage Dual Language families? • Where can we continue to reach out within the community to intensify our recruitment of Dual Language Learners?
Mobility Mentoring	<ul style="list-style-type: none"> • What systems need to be in place to effectively implement this new family self sufficiency model? • What training will staff need to implement Mobility Mentoring to fidelity? What is the frequency of this training and follow-up? • How will families be introduced and supported during this new implementation year? • What needs to be monitored to ensure effective implementation?
Birth to 5 continuum of alignment	<ul style="list-style-type: none"> • How can we improve and streamline our systems and processes? • How can we ensure curriculum, assessment and screening fidelity? • How do we build a system and common approaches and communication that is continuous for families? • How do we ensure alignment or coordination with the new State WACs for licensing, Early Achievers and ECEAP?
Child Plus Monitoring	<ul style="list-style-type: none"> • How will we use the new Child Plus data base to maximize our monitoring process? • How will we ensure that data collected in Child Plus is accurately reported in ELMS (state required database)? • How do we ensure that we are monitoring the data the program finds most beneficial? • How do we ensure that we are meeting our timelines for data monitoring? What will be the follow-up process for staff and leadership?
Attendance And Enrollment	<ul style="list-style-type: none"> • What systems and approaches need to be implemented in order to increase frequency of children and families attendance in program offerings? • Are children transitioning from EHS to HS and completing the program? Does program completion and attendance correlate with improved outcomes for individual children? • Has case load turnover been a result of decreased attendance? • How do we actively recruit in order to ensure full enrollment?
Training and Technical Assistance	<ul style="list-style-type: none"> • Are we providing relevant and needed content area trainings to our staff? What are our strengths? What are the challenges? How can we improve? • How will training be focused on staff's needs for additional support and guidance in having crucial conversations with families regarding adult mental health, family incarceration, domestic violence, ACES, and healthy eating habits? • How will we continue to provide T/TA to staff needing additional support with approaching challenging behaviors within the classroom? • What approaches need to be implemented to increase our EHS substitute pool? • How do we increase our coordination with school district personnel in the implementation of safety and security processes?

SECTION 2. METHODOLOGY

Date	Action	Purpose
November 2018	Leadership Team meeting	<ul style="list-style-type: none"> • Developed SA plan with tasks and timelines. • Based on the data in our Strategic Plan, Action Plan and Ongoing Monitoring, recommended the following areas of discussion: <ul style="list-style-type: none"> ▪ Dual Language Learners ▪ Mobility Mentoring ▪ Birth to 5 Continuum Alignment ▪ Child Plus Monitoring ▪ Attendance and Enrollment ▪ Training and Technical Assistance • Team members include: Director, Content Area Program Managers, Policy Council, and Program Staff, Parents and Community Representatives
December 2018	Policy Council and Governing Board Approval of timeline, School Readiness Report and updated 2018-2019 Action Plan.	<ul style="list-style-type: none"> • Policy Council/Governing Board approved the timeline/methodology for this year’s Self-Assessment. • Reviewed/updated last year’s Action Plan and discussed focus areas for this year’s SA.
January- March 2019	Staff Survey Parent Survey	<ul style="list-style-type: none"> • Program survey was created to be focused on content areas concerning T/TA needs and planning. Survey content: <ul style="list-style-type: none"> ▪ Health ▪ Education ▪ Family Services ▪ Training and Technical Assistance ▪ Vision, Mission, Professionalism, Strengths and Growth Areas • Parent and Community Member survey was created to include a customer satisfaction survey as well as key survey questions from our community assessment, which created a longer survey but produced quality data and had a positive response from participants.
February- May 2019	Analyze/Synthesize Health/Safety Observation	<ul style="list-style-type: none"> • To gage the quality of our health and safety throughout the program. A time where the team can see whether policies and procedures in place are working or if modifications need to be made. Assures compliance with performance standards.
April – May 2019	Complete Parent Surveys	<ul style="list-style-type: none"> • Parents are able to contribute input into the quality of services and educational outcomes from the year that their families and children have experienced. Also drives data to show what areas of improvement are needed and what services are missing based on needs. We have added increased questions from our community assessment and customer satisfaction survey to create one survey that produces great data and increased participation through electronic submission.

June-August 2019	Development of Self-Assessment Team Meetings Approvals	<ul style="list-style-type: none"> • Self-Assessment is organized into common themes and recommendations are made for development of Self-Assessment report. • Systematic issues are explored and progress on goals and objectives are examined. Information is synthesized, leadership team reviews and analyzes results, and Action Plans are created by identifying corrective actions and recommended changes. • Share and receive governing board Approval of Self-Assessment Report and Action Plan.
Ongoing	Dual Language Learners Mobility Mentoring Birth to 5 Continuum Alignment Child Plus Monitoring Attendance and Enrollment Training and Technical Assistance	<ul style="list-style-type: none"> • Ongoing meetings with teams to discuss these topics and develop plans to implementation of systemic improvements. • Ongoing collection of data: <ul style="list-style-type: none"> ▪ PIR ▪ CLASS/HOVRS/PICCOLO ▪ Health ▪ Budget ▪ Family Engagement ▪ School Readiness Data

SECTION 3. KEY INSIGHTS

STRENGTHS

- ✓ Our program continues to be an exemplar for meeting and exceeding performance standards. We are knowledgeable, reliable and responsive to the needs of our community and how to best meet those needs as a steward of Head Start. We are forward thinking and innovative in our approaches in order to maximize and efficiently provide comprehensive care to families and children. As standards continue to change we are ever ready to align ourselves and make changes to meet the needs of our community as well as the requirements put forth.
- ✓ Work force development and training continues to be a strength of our program. As a spotlight this year at the National Head Start conference, we were able to showcase the multitude of methods used to support and enhance our staffs capacity and confidence in their roles. All staff receive ample training and ongoing coaching in their area of expertise, have opportunities to engage in book studies and learning walks, create and monitor personal and professional growth goals and have the opportunity to engage in reflective supervision practices monthly. Our Training and Technical Assistance plan is created based on staff feedback and highlights those areas they feel would most benefit them professionally. We continue to align our professional development offerings to our broad overarching goals to ensure continuity within our work.
- ✓ Staff and Family Advocates continue to implement and reinforce the strategies that support the importance of healthy eating active living. In partnership with our nutrition consultant and our community partner Kitsap Public Health District (KPHD), our staff are supported incorporating 5210 and Harvest for Health Kids in their practice. Activities are implemented and staff intentionally plan for physical activity and nutrition experiences and information sharing with families, which ultimately supports the ongoing health needs of children and families. Additionally, our program wide health data reflects that we are exceeding state and county measures for children and families accessing necessary medical and dental care.
- ✓ We had another strong year with Policy Council, Health Advisory and Parent Education participation from parents throughout the program. We continue to hold joint Policy Council and Health Advisory Meeting together with a

large parent and community turnout. This results in rich conversation around how these two groups as well as the other entities of our program 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. 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. This increased family engagement outcomes for family connections to peers and community and families as learners.

- ✓ We have strong community partnerships, which continue to enhance our ability to meet diverse family needs. A new and growing partnership is with the Department of Children and Family Services. We have been spotlighted by the state as one of the few currently engaged in a partnership with DCFS supporting families in receiving additional home based services as part of the parent reunification process. Additionally, we have partnerships with the Health District, the Community Service Office, Part C and B providers, school districts, Parent Child Assistance Program (PCAP), Kitsap Immigrant Assistance Center and close to 90 additional partnerships.
- ✓ Our program continues to implement a Positive Behavioral Support Plan policy that aids in supporting staff and families when challenging behaviors are present. Our mental health referral process and our programs mental health consultant also support this process. Through mental health consultation services families, children and staff are supported in meeting, at times, complex families and child development needs.
- ✓ Child outcomes continue to be a strength of our program. Data consistently demonstrates that children within our program are meeting and exceeding state and national norms (and/or are making sustainable growth from fall to spring data collection periods). Our school readiness data shows that children within our program are entering Kindergarten ready and are meeting or exceeding the state in 5 of the 6 measurement areas.

SYSTEMIC CHALLENGES

- ✓ Meeting the needs of Dual Language Learners and their families.
- ✓ Implementing a program wide model for family self-sufficiency aligned to the PFCE framework.
- ✓ Need to align new state standards with policies and procedures.
- ✓ Need for refinement of monitoring system based on implementation of new Child Plus database.
- ✓ Need for continued alignment of education processes to ensure a birth to age 5 continuum of approaches and fidelity.
- ✓ Continued focus on intentional planning in the use of healthy eating and active living resources and strategies.
- ✓ Increase intentional follow up with families around attendance to support increased child individual attendance.
- ✓ Training and technical assistance aligned to staff identified needs.
- ✓ Increase our substitute and volunteer pool; intentional focus on Early Head Start home based.
- ✓ Ensuring full enrollment as recently identified of the Office of Head Start. Due to changing community needs and program changes we have identified the need to adjust center based slots to home based slots. With the submission of a conversion application we anticipate meeting the 97% enrollment requirements. Additionally, through our system of having one person that completes the majority of the face to face eligibility meetings with parents the program continues to increase the wait list. This has also allowed direct service staff to focus on starting children in the classroom as soon as possible.

PROGRESS IN MEETING OUR GOALS AND OBJECTIVES:

Goal	Status
<p>Increase access to high quality comprehensive services for pregnant parents, infants, toddlers and preschool-age children with a focus on under- or un-served populations.</p>	<ul style="list-style-type: none"> • Partnership with DCFS, Open Doors • Opportunities to connect with immigration center and homeless agencies, tribal/migrant populations and health district for prenatal families • Provided additional side by side TTA in partnership program
<p>Program will provide a variety of opportunities for positive family engagement and links to services in the community to support continued growth.</p>	<ul style="list-style-type: none"> • Mother read/Father read events held at site locations • Parent education held monthly • Implementation of Facebook • Mobility Mentoring
<p>Program will form strategic alliances within the community to support and sustain program services including providing technical assistance and outreach.</p>	<ul style="list-style-type: none"> • Currently have over 90 community partnerships • Coalition work with innovation network to create new opportunities • Collaboration with Early Achievers and Child Care Action Council • Joint trainings held with part B/C community providers • Opened all staff to school district partners • District trainings on Child Find • Road shows done for community agencies to share our work
<p>All staff, volunteers and substitute staff will be provided training and focused supervision to ensure positive relationships and effective health and safety practices are implemented.</p>	<ul style="list-style-type: none"> • Case consultation facilitated by internal mental health consultant • Coordinated coaching model • New process for sub management system • Curriculum to fidelity • Training opportunities: Substance abuse, curriculum/assessment, poverty, environments, positive guidance, family engagement, book studies, learning walks, regional trainings, enhanced substitute orientation.

SECTION 4. RECOMMENDATIONS

THESE RECOMMENDATIONS ENCOMPASS THE CATEGORIES IDENTIFIED AS SYSTEMIC CHALLENGES, AND/OR INNOVATIONS:

- Create a program wide Dual Language Learn approach to ensure we are effectively meeting the needs of Dual Language Learners and their families.
- Implement a program wide family sufficiency model aligned to the PFCE framework to support families' ongoing growth and efficacy. .
- Create increased alignment between educational approaches to enhance a true birth to age five model. This focus will include curriculum and assessment fidelity and ease of family transition.
- Refine our program wide system of monitoring to include the effective use of our new ChildPlus database. Increased monitoring of attendance and enrollment as part of this process.

**OESD Head Start/ECEAP/EHS
SELF ASSESSMENT ACTION PLAN 2018-2019**

PROGRAM ACTION/IMPROVEMENT PLAN TO BE COMPLETED BY AUGUST 31, 2019

GOAL AREA	PLAN	PROJECTED DATE OF COMPLETION	PERSON/PEOPLE RESPONSIBLE
Continued alignment of new State WACs to Policies, Procedures.	Policies and procedures will be reviewed to ensure alignment to the new state licensing, early achievers and ECEAP WACs. These changes will not circumvent the National Head Start standards.	Spring 2019	Director and Program Managers
Create a system wide approach to supporting and engaging Dual Language Learners and their families.	We will develop a program wide model for meeting the needs of Dual Language Learners and their families. Taskforce work will continue with an emphasis on professional development and program wide strategies aligned to research.	Spring 2019	Director, Program Managers, Coordinator Assistants, DLL Taskforce
Create focused and intentional system of alignment for a birth to age 5 educational approaches.	Education managers and coordinators will focus on how best to align approaches and systems to ensure a birth to age 5 continuum of educational supports for staff, children and families.	Ongoing	Director, Program Managers and Coordinator Assistants
Implement new program wide approach to supporting family self-sufficiency.	Family advocates and staff will be trained on how to implement a new family self-sufficiency model that is aligned to the PCFE framework. This model will be implemented program wide for all families enrolled.	September 2018 – begin implementation Ongoing evaluation and staff training	Family Services and Health Program Managers
Continued implementation of healthy eating/active living strategies – year 2.	Implementation of healthy eating active living program wide. Year 2 will focus on monitoring and ensuring fidelity to implementation.	Fully by End of 2018-2019 Program Year	Health Program Manager, Coordinator Assistants, and Family Advocates
Increase waitlist and maintain enrollment.	Increase recruitment and program wide system of approach full enrollment.	Ongoing – maintain full enrollment (97% or higher) for 12 month Head Start Monitoring	Family Services/ERSEA Program Manager, ERSEA Coordinator Assistant, Family Advocates
Refinement of current monitoring system to align with the implementation of our new ChildPlus database	Fully implement ChildPlus and ensure effective implementation through ongoing monitoring. Accurately report state data into ELMS through the use of ChildPlus.	July-September 2018	Director, Program Managers, Data and Operations Coordinator Assistant and Data Administrative Assistant
Continued review of training offerings and work force development opportunities to ensure they are meeting the differentiated needs of staff	Provide training and opportunities through the year that align to staff feedback on T/TA needs. These opportunities can be through the program or at regional options.	Ongoing	Director and Program Managers