



2018-2019 ECEAP Self-Assessment Due June 15, 2019

Name of Contractor: Olympic Educational Service District 114

Name of person completing form: Kristen Sheridan

Date: June 15, 2019

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-207 requires all contractors to include ECEAP staff and parents in this annual assessment and document the results on this form.

To complete the 2018-2019 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 (2018-2019). 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 Contractor ECEAP strengths, areas for growth and program goals – even if the Contractor has fully met all requirements.
7. [Director’s Customer Satisfaction Survey](#): Complete your ECEAP Director version of the survey online by June 15, 2019.
8. [Family Customer Satisfaction Survey](#)
 - a. Contractors will receive an email with personalized links for their families to use. Families will be able to choose from the available languages within the survey.
 - b. Deliver your family customer satisfaction surveys to DCYF by June 15, 2019. Surveys received after June 15 will not be included in the DCYF ECEAP data compilation and analysis.
 - c. Please encourage parents to complete the online version of the survey whenever possible. DCYF is not staffed to compile the paper version in a timely manner. DCYF will prioritize analysis of customer satisfaction surveys for contractors who submit all survey’s electronically.
 - Amharic: [Paper Version](#)
 - Arabic: [Paper Version](#)
 - English: [Paper version](#)
 - Russian: [Paper Version](#)
 - Somali: [Paper Version](#)
 - Spanish: [Paper Version](#)
 - Vietnamese: [Paper Version](#)

Email your self-assessment form and paper versions of the family customer satisfaction survey to eceap@dcyf.wa.gov by June 15, 2019.



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ECEAP Contract Exhibit A: Statement of Work	Fully Met	Action Required	Notes
Describe your strengths in meeting contract provisions in Exhibit A: Statement of Work this year: Timely in meeting deadlines and knowledgeable of performance standards. We are responsive, forward thinking and fully engage in DCYF expectations and offerings.			
Describe areas for growth in meeting contract provisions in Exhibit A: Statement of Work: We continue to refine our new OESD 114 agency inventory process.			
What are some goals for meeting contract provisions in Exhibit A: Statement of Work for next year: Currently we don't have any goals in this area – we feel we are exemplary.			

ECEAP Performance Standard Section A: Administration		Fully Met	Action Required	Notes
A-200	Continuous Improvement System	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-201	Exceptions to Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Licensing of part day ECEAP in School Districts
A-202	Service Delivery Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-203	Community Partnerships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-204	Health Advisory Committee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-205	Parent Policy Council	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-206	Community Assessment Please use the notes section to the right to respond to the question(s) below. How do you analyze student data (enrollment, attendance, assessment, etc.)? <ul style="list-style-type: none"> Is this data analyzed by critical subgroups? Early Achiever scores? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We analyze child data, program trends, and community assessment data throughout the year. We involve multiple stakeholders in the analysis and synthesis process including Policy Council, OESD 114 Board, community organizations, HAC, staff and families. We are pleased with our Early Achievers scores, which reflect high quality classrooms.
A-207	Self-Assessment of ECEAP Compliance Please use the notes section to the right to respond to the question(s) below. What processes did 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-209	Community and Parent Complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-210	Free-of-Charge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-211	Stewardship of ECEAP Funds	X		



ECEAP Performance Standard Section A: Administration		Fully Met	Action Required	Notes
A-212	Non-Discrimination	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-213	Confidentiality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A-214	Subcontractors	<input type="checkbox"/>	<input type="checkbox"/>	NA
Describe your strengths in Section A: Administration for this year: <i>We continue to be hyper focused on the needs of our community. Through this we have exceptional community partnerships (over 100) that support our work to meet the needs of the most vulnerable families.</i>				
Describe opportunities for growth in Section A: Administration: <i>An area of growth for us will be how to maintain ECEAP services in the midst of statewide changes and income changes for families.</i>				
What are some goals in Section A: Administration for next year: <i>Maintain slots and have a balanced budget.</i>				

ECEAP Performance Standard Section B: Enrollment and Eligibility		Fully Met	Action Required	Notes
B-200	Child Recruitment Please use the notes section to the right to respond to the question(s) below. What changes and updates have been made to ensure that you are enrolling the neediest families in your community?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-201	Eligibility for ECEAP Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-202	Eligibility for Extended Day ECEAP (when Applicable)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-203	Verifying Eligibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-204	Authority to Enroll Child	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-205	Calculating Family Size	<input type="checkbox"/>	<input checked="" type="checkbox"/>	See action plan submitted on May 3, 2019.
B-206	Whose Income to Count	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-207	Which Income to Count	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-208	When a Child Lives in Two Households	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-209	Verifying Annual Income	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-210	Prioritization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-211	Over-Income Slots	<input type="checkbox"/>	<input checked="" type="checkbox"/>	We need more over-income slots
B-212	Waiting Lists	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not as large as it once was.
B-213	Availability for Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



ECEAP Performance Standard Section B: Enrollment and Eligibility		Fully Met	Action Required	Notes
B-214	Maintaining Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Had fluctuation this year due to a variety of reasons.
B-215	Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-216	Serving Non ECEAP Children in the Same Classroom	<input type="checkbox"/>	<input type="checkbox"/>	NA
Describe your strengths in Section B: Enrollment, and Eligibility for this year: <i>We have an exceptionally strong ERSEA Coordinator team led by an extremely knowledgeable Program Manager. We have a system in place for ensuring standards are met and essential checks and balances. Families are supported through this process and feel welcomed and encouraged.</i>				
Describe opportunities for growth in Section B: Enrollment, and Eligibility: <i>Strengthen families regular attendance through intentional monitoring by staff. Staff will receive ongoing support and technical assistance.</i>				
What are some goals in Section B: Enrollment, and Eligibility for next year: <i>Intensify attendance supports for staff and families. Use ChildPlus for reports that can be analyzed. Differentiate our approaches based on the needs of individual sites and families/children.</i>				

ECEAP Performance Standard Section C: Human Resources		Fully Met	Action Required	Notes
C-200	Staffing Patterns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-201	Staff Recruitment and Selection Please use the notes section to the right to respond to the question(s) below How well does your ECEAP staff reflect the ethnicity, culture and language of children and families served? (Refer to data to respond) Please provide an example of the gaps identified. Tell us how you recruited and grew staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Data shows that we reflect within 1% of staff to children demographic percentages (66% of staff are Caucasian which aligns to 67% of our child population). 30% of our staff are of another ethnicity. Recruitment occurs through multiple platforms including: online, social media, job fairs, working relationships with Worksource, encouraging parent employment, large substitute pool and community partnerships including local community colleges.
C-202	Staff Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-203	College Credit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-204	Lead Teacher Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-205	Lead Teacher Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-206	Assistant Teacher Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-207	Assistant Teacher Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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ECEAP Performance Standard Section C: Human Resources		Fully Met	Action Required	Notes
C-208	Family Support Staff Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-209	Family Support Staff Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-210	Coach Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-211	Coach Qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-212	Health Advocate Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-213	Health Advocate Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-214	Health Consultant Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-215	Health Consultant Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-216	Nutrition Consultant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-217	Nutrition Consultant Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-218	Mental Health Consultant Role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-219	Mental Health Consultant Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C-220	Staff Training Program Please use the notes section to the right to respond to the question(s) below. What training supports have you created to support the personal and professional development of ECEAP staff? If you developed a series of trainings for the year attach your training schedule to the self-assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Our program has multiple methods in which we support staff in their professional development: <ul style="list-style-type: none"> • Coaching • Peer Mentors • TLCs • Book Studies • Learning Walks • Continued Education through Olympic College • Monthly Professional Development • Goal Setting/Reflection • Reflective Supervision
C-221	Required Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We feel that we could be a DCYF approved training agency for multiple required training options.
C-222	Volunteer Training and Background Check	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe your strengths in Section C: Human Resources for this year: <i>As noted above, a strength of our program is ensuring that individual professional development needs are met through a variety of options.</i>				
Describe opportunities for growth in Section C: Human Resources: <i>Increasing our volunteer pool. In addition, planning and maintaining for Professional Development Plans for acting roles within our program as staffing fluctuates.</i>				
What are some goals in Section C: Human Resources for next year: <i>One area that we continue to want to develop is online onboarding videos for new staff that provide essential initial training for new staff.</i>				



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ECEAP Performance Standard Section D: Health, Safety and Nutrition		Fully Met	Action Required	Notes
D-200	Health and Safety Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-201	Health Coordination Services for Families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-202	Health and Safety Policies and Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-203	Parent Consent Forms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-204	Health Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-205	Parent Notifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-206	Health Screening	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-207	Dental Screening	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-208	Medical Examinations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-209	Immunizations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-210	Medications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-211	First Aid Kit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-212	Infectious Disease Prevention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-213	Food Sanitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-214	Meals and Snacks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-215	Square Footage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-216	New Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-217	Safe Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-218	Safe Equipment and Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-219	Playground Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D-220	Transportation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe your strengths in Section D: Health, Safety and Nutrition for this year: A continued strength of our program is that of supporting families and children in accessing necessary medical resources. Our data continually shows a high percentage (over 90% in all areas) of families/children having a medical/dental home, up to date on immunizations, current on WCX, and on time screenings. This is done through our focus on families and being an advocate and resource to them to acquire the above health related supports.				
Describe opportunities for growth in Section D: Health, Safety and Nutrition: As we move into the 2019-2020 program year we plan to increase the opportunities for join Policy Council and HAC. As part of this we aspire for continued growth of partnerships and attendance (which has already been reflected in the 1x/year joint meeting).				
What are some program goals in Section D: Health, Safety and Nutrition for next year? Continued support of our Family Advocates in their role of supporting both health and family services. Continue to analyze data entry requirements to determine if there is a way to reduce duplication.				

ECEAP Performance Standard Section E: Early Childhood Education		Fully Met	Action Required	Notes
E-200	Early Childhood Education Service Delivery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



ECEAP Performance Standard Section E: Early Childhood Education		Fully Met	Action Required	Notes
E-201	Environment (Indoors and Outdoors) Please use the notes section to the right to respond to the item(s) below. What tools did you use to assess the quality of: Classroom Environments Playgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We utilize active supervision, coaching to fidelity tool, ECERS tool, CLASS, and our Safety Checklist. Daily health and safety checklists and our annual Certified Playground Safety inspections.
E-202	Inclusive Environments Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-203	Daily Routine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-204	Curriculum Please use the notes section to the right to respond to the question(s) below. What steps have you implemented to ensure your research based curriculum is implemented to fidelity? If applicable, what tools are you using to assess the quality and fidelity of Curriculum Implementation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As part of our monitoring procedure and process we implement the following to ensure curriculum is delivered/implemented to fidelity: <ul style="list-style-type: none"> • Curriculum to fidelity checklist • Lesson Plan reviews • Classroom Observations • Coaching • Individual Site Trainings • Coaches have received fidelity training
E-205	Curriculum—Developmentally Appropriate and Culturally Relevant	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-206	Curriculum- Nutrition and Physical Activity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-207	Curriculum Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-208	Kindergarten Transition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-209	Adult-Child Interactions Please use the notes section to the right to respond to the question(s) below. What tools did you use to assess the quality of Teacher and Child Interactions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We consistently use the following tools to measure the quality of adult to child interactions: <ul style="list-style-type: none"> • CLASS • ERS • Observations • Coaching
E-210	Child Guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



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ECEAP Performance Standard Section E: Early Childhood Education		Fully Met	Action Required	Notes
E-211	No Expulsion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-212	Developmental Screening and Referrals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-213	Observation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-214	GOLD® Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-215	Individualization	X		
E-216	Parent-Teacher Conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E-217	Parent-Teacher Conference Content	X		
Describe your strengths in Section E: Early Childhood Education for this year: <i>As highlighted in our most recent Early Achievers review the following areas are continued strengths: emotional support and classroom organization domains (scored over a 6 at all classrooms). Another strength of our program is our continued focus on school readiness. Child assessment data is analyzed multiple time throughout the year. We also continue to focus on the best instructional supports to meet the needs of diverse learners and learners who exhibit challenging behaviors.</i>				
Describe opportunities for growth in Section E: Early Childhood Education: <i>We have been engaged in a two-year evaluation process of how well we are implementing research based best practices to support Dual Language Learners and their Families. Through this process we have identified some next steps with education (and program wide).</i>				
What are some goals for Section E: Early Childhood Education for next year? <i>Implement newly adopted Dual Language Learner procedures. Staff will need continual support and guidance through goal setting and reflection. Additionally, we have identified the need for increase training and support in the Instructional Support domain.</i>				

ECEAP Performance Standard Section F: Family Partnerships		Fully Met	Action Required	Notes
F-200	Family Support Principles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-201	Family Support Visits Please use the notes section to the right to respond to the question(s) below. How do you monitor/track that scheduled visits with families align with ECEAP Mobility Mentoring® checkpoints?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We utilize ChildPlus and ELMS as database systems to support our monitoring and tracking of visits.
F-202	Collaboration Visits with Other Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-203	Family Support Visit Content Please use the notes section to the right to respond to the question(s) below.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See above Monitoring of goals is done through ongoing Reflective Supervision, family staffings, file reviews, individual staff



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	How do you monitor/track family support assessment completion? Describe how you are monitoring families goals to ensure they are written using the SMART format?			meetings, and through staff goals and training and technical assistance. It can also occur informally through group collaboration and through ongoing professional development including Motivational Interviewing to support our work in the process.
F-204	Confidentiality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-205	Resources and Referrals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-206	Family Engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
F-207	Family Engagement Content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Describe strengths in Section F: Family Partnerships for this year: Mobility Mentoring has been a strength and a challenge this year, but it is important to highlight that through the newness of this model we have found some strengths. We continue to value and support families and Mobility Mentoring has strengthened our work. We have a consistent method for goal setting and are able to identify trends in family needs. Another strength is our continued approach to family education. Our attendance at evening family workshops continues to grow and the demand is high.				
Describe opportunities for growth in Section F: Family Partnerships: Determining if it is possible to do additional parent education opportunities.				
What are some goals for Section F: Family Partnerships for next year? Increase communication with sites/staff regularly who do not have a Policy Council Representative to increase parent representation.				

ECEAP Performance Standard Section G: Documentation		Fully Met	Action Required	Notes
G 200-208	Records Retention Please use the notes section to the right to respond to the question(s) below. What is your system for retaining records and documentation as required in section G of the performance standards?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
G-209	Required Postings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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. (This has been the 3rd year of this request/desire).**