OLYMPIC EDUCATIONAL SERVICES DISTRICT 114
ECEAP AND HEAD START

SELF-ASSESSMENT PROCESS AND REPORT
DATE: 2022-2023

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 child care options. We serve 164 children in Early Head Start that includes pre-natal families and infants ages birth to 3 years old, 123 children ages 3 - 5 in Head Start and 188 in ECEAP, and 40 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.

early learning department
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Olympic Educational Services District 114 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.

What: Self-Assessment (SA) is a process for reviewing program goals and objectives, progress in achieving program goals and objects, and a process for being accountable to Head Start/ECEAP, Policy Council, and the Board for ensuring resources and services are in alignment and are implemented effectively.

Why: Self-Assessment is a process for analyzing strengths within the program as well as identifying areas of improvement of innovation.

Who? Self-Assessment includes Program staff, parents, Policy Council and the governing body of OESD 114, community leaders, and other interested individuals who have a vested interest in the success of the program.

When? Self-Assessment is done annually.

How? Self-Assessment follows a five-phase process.

THE 5 PHASES

Phase 1: Design the Process
Director
- Develops a plan for self-assessment
- Identifies and invites internal and external team members
- Consults with Policy Council and governing body and seeks approval of the self-assessment plan

Phase 2: Engage the Team
Director and Management Team
- Orient self-assessment team members
- Share the self-assessment plan
- Share ongoing monitoring data, last year's self-assessment report, and other data
- Identify other team members, as needed
- Form teams and begin the process

Phase 3: Analyze and Dialogue
Self-Assessment Team or Sub-Group
- Review systemic issues
- Review and analyze data and seek additional data, as needed
- Engage in dialogue using probing questions
- Examine progress on goals and objectives
- Formulate discoveries

Phase 4: Recommend
Self-Assessment Team or Sub Group
- Consolidates discoveries across teams
- Prepares final recommendations to inform program planning
- Provides feedback on the self-assessment process for next year's self-assessment

Phase 5: Prepare the Report and Next Steps
Director
- Prepares self-assessment report
- Submits report to Policy Council and governing body for approval
- Submits approved report to Regional Office

Program Leadership
- Reviews feedback from this year's self-assessment team to help plan for next year
- Uses self-assessment report recommendations to confirm or review program goals and objectives
- Adds to or revises annual action plan, as necessary
- Communicates self-assessment insights to staff and other stakeholders

2022-2023 AREAS OF FOCUS

The leadership team came together to review the Self-Assessment process at the beginning of the year to review the process and follow up with the action items that were developed. The 2021-2022 Self-Assessment had these key recommendations to focus on during the 2022-2023 program year. The following reflects the focus areas and indicators of how the focus areas are being addressed:

2022-2023 Focus Areas	Focus Area Progress
Increase waitlist and maintain enrollment.	✓ Continued strengthening and expansion of community partnerships. A new partnership established in 2023-2024 is Safe Babies Court. Within this partnership, we jointly held playgroups with families engaged in the court system. Further, home based staff joined case management meetings. Additionally, a coordinated enrollment process strengthened our partnership with Kitsap Immigration Assistance Center. ✓ A coordinated recruitment and enrollment process was designed and began implementation with a local school district to streamline family access to the multiple early learning options within the district.
Increased community awareness of our prenatal to age 5 services	✓ Strategic marketing was implemented based on trend data; this data highlighted the marketing efforts that results in increased intake applications. ✓ Community partnerships (see above). ✓ Increased utilization of social media and technological approaches (QR codes). ✓ Community partnership presentations (Kiwanis, Health District, Residents program, Safe Babies Court, School Districts).
Continued refinement of the current monitoring system to align with the implementation of our new ChildPlus database	✓ As part of our ongoing monitoring, we analyzed monthly report summaries from ChildPlus which have highlighted the importance of timely data entry. Staff were trained on the program-wide monitoring procedure as well as timelines, data entry requirements, and individual/site-based monitoring. We have also created a Monitoring Workgroup focused on systems alignment of our monitoring processes.
Create a Family Engagement Workgroup that includes different program component areas.	✓ Adopting a Family Education Curriculum ✓ Identify family needs, program needs and analyze services ✓ Updated Family Satisfaction Survey
Create a focused and intentional system of alignment for a birth to age 5 educational approaches.	✓ Continued refinement of the Birth to 5 Transitions procedures; working to refine our EHS to preschool transition and our preschool to kindergarten transition processes and close knowledge gaps among staff and families accessing our different programs. ✓ Our program continued a program wide focus on Conscious Discipline to further the birth to 5 alignment developing a sense of a school family, building resilience, and a sense of connection from the moment a child and family enrolls in our program. Our program engaged in facilitated learning. Our program is currently developing a Conscious Discipline Family Education Curriculum plan. ✓ Initiated a School Readiness Workgroup to analyze current school readiness goals and make recommendations for updates goals for the 2023-2024PY.
Continued review of training offerings and workforce development opportunities to ensure they are meeting the differentiated needs of staff	✓ Increased our provision of birth to age 5 professional development opportunities to support system alignment for a birth to age 5 educational approach and cross-content area training and collaboration. Surveyed program staff to elicit feedback for their needed support and training needs including the desire for increase in person training opportunities. ✓ Increased training opportunities for substitutes.

QUESTIONS TO GUIDE THE PROCESS:

The leadership team then prioritizes the items from our community assessment and ongoing monitoring summaries and data collection. From this, the leadership team comes up with questions to consider as part of the process:

Subgroup	Questions to Consider
Family Engagement	- What additional strategies can be implemented to **increase parent/family engagement**? - How do we ensure **family voice** in determining parent/family engagement opportunities? - How can all staff be more involved in parent/family engagement opportunities? - What approaches could be implemented to increase the **presence of "fathers"** within the program? What would fathers say is the best way for them to be included? - Are **additional parent workshops** needed due to the current high demand and attendance?
Birth to 5 continuum of alignment	- How can we continue to 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?
Monitoring	- How will we refine our ChildPlus database to **maximize our monitoring process**? - How will we ensure that data collected in ChildPlus is accurately reported in ELMS (state-required database)? How can we support the reduction of duplication? - How do we ensure that we are monitoring the data the program finds most beneficial? What reports will leadership use consistently to monitor 2x/month? - How do we ensure that we are meeting our timelines for data monitoring? What will be the **follow-up process** for staff and leadership?
Recruitment, Enrollment, & Community Awareness	- How do we **actively recruit** to ensure full enrollment? - What systems and approaches need to be implemented **to sustain full enrollment?** **What data is utilized** to determine enrollment trends to support program enrollment? - How do we **increase community awareness** that increases enrollment? - How are **program transitions** supporting continuous enrollment B-5?
Training and Technical Assistance	- How will training be **focused on staff's needs**? - How is training and technical assistance designed to reinforce **Diversity, Equity and Inclusion (Sense of Belonging)** approaches? - How will we continue to provide T/TA to staff needing additional support with **approaching challenging behaviors and mental health needs**?

SECTION 2. METHODOLOGY

Date	Action	Purpose
November	Leadership Team meeting	- Developed SA plan with tasks and timelines. - Based on the data in the Strategic Plan, Action Plan, and Ongoing Monitoring, recommended the following areas of discussion: - Birth to 5 Continuum Alignment - Monitoring - Recruitment and Enrollment - Training and Technical Assistance - Family Engagement - Team members include: Director, Content Area Program Managers, Program Staff
December	Policy Council & Governing Board Approval of timeline, School Readiness Report, and updated Action Plan.	- 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.
November- March	Begin Self-Assessment process including establishing workgroups. Review and update staff and parent surveys. Gather data for data review	- Based on the strategic plan, the action plan, and ongoing monitoring, program leadership determines self-assessment activities which include the formation of workgroups and ongoing data analysis. - Program survey is created to be focused on content area needs and planning. Survey content: - Health/Mental Health - ERSEA - Education - Family Services - Training and Technical Assistance - Vision, Mission, Professionalism, Strengths, and Growth Areas - Parent and Community Member survey is created to include a customer satisfaction survey as well as key survey questions from our community assessment.
April – May	Complete Surveys	Parents can contribute input into the quality of services and educational outcomes from the year that their families and children have experienced. Data gathered and analyzed to identify areas of improvement and what services could be enhanced. Surveys will be distributed electronically via ChildPlus and are also available in paper versions (and supported with interpretative services).
June-August	Development of Self-Assessment Team Meetings Obtain Approvals	- Self-Assessment is organized into common themes and recommendations are made for the development of the Self-Assessment report. - Systematic issues are explored and progress on goals and objectives are examined. Information is synthesized, the 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	Team meetings Program Monitoring	- Ongoing meetings with teams to discuss SA focus areas and develop plans for implementation of system-wide improvements. - Ongoing collection of data: - PIR, CLASS, HOVRS, PICCOLO, DRDP, DECA, TSG, Health, Budget, Family Engagement, School Readiness Data, Health and Safety Checks, Fidelity Checks, Observations, Surveys

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/ECEAP. We are forward-thinking and innovative in our approaches to maximize and efficiently provide comprehensive care to families and children and continually make changes to meet the needs of our community as well as the requirements put forth.
- ✓ Workforce development and training continues to be a strength of our program. 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. Lastly, we have developed a Comprehensive Professional Development Plan that encompasses all staff from newly hired to staff eligible for mentorships.
- ✓ Health continues to be an area of excellence even in the midst of community challenges impacting family in the accessibility to health care providers. Health data is reviewed at Policy Council and HAC regularly which promotes families providing thoughtful strategies to support children and family wellness in their local communities.
- ✓ We have strong community partnerships, which continue to enhance our ability to meet diverse family needs. We have partnerships with the Health District, the Community Service Office, DCFS, Part C and B providers, school districts, Parent-Child Assistance Program (PCAP), Kitsap Immigrant Assistance Center, and close to 90 additional partnerships.
- ✓ A comprehensive mental health and wellness approach is an area of celebration within our program. Within this approach, our program can support the mental health and wellness of children, families, and staff and has systems in place to do such.
- ✓ 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. Families highlight that staff ability to individualize to meet their child's needs and establish meaningful goals is a strength of the program. Family's further highlight that they feel valued as their child's first and most important teacher and staff create a sense of belonging.

SYSTEMIC CHALLENGES

- ✓ Staffing shortages, due to employee burnout, wage disparity and inability to hire qualified staff, disrupted program services and impacted enrollment.
- ✓ Decrease in community health care providers resulting in increased challenges to acquire program health requirements.
- ✓ Outdated School Readiness goals necessitating an update.
- ✓ Program wide family engagement plan.
- ✓ Need for continual staff training and support in the implementation of our program wide monitoring as a result of platform updates.
- ✓ Continued alignment of education processes to ensure a birth to age 5 continuum of approaches and fidelity supported by training and professional development.
- ✓ Due to changing early childhood landscape, changing family needs and community demographics, ensure full enrollment and an active waitlist and aligned services models.

ECEAP and Head Start Self-Assessment 2022-2023

PROGRESS IN MEETING OUR GOALS AND OBJECTIVES:

Goal	Status
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.	• Opportunities to connect with key community agencies including immigration center and homeless agencies, tribal/migrant populations, and health district for recruitment and enrollment of families
Program will provide a variety of opportunities for positive family engagement and links to services in the community to support continued growth.	• Implement Play and Learn groups at various location across the county • Monthly parent committee meetings/family gatherings • Implementation of Mobility Mentoring • Policy Council, HAC and RACE Team involvement
Program will form strategic alliances within the community to support and sustain program services including providing technical assistance and outreach.	• Currently have over 90 community partnerships • Collaboration with Early Achievers and Child Care Action Council • Joint trainings held with community agencies • Participation in local and regional workgroups to support early childhood education (Graduate Kitsap, Fellows, ECEAP Workgroups)
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.	• Coordinated coaching model – implementation of program wide PLCs • Robust sub management system and increase in substitute pool • Training opportunities: Substance abuse, curriculum/assessment, poverty, environments, positive guidance, family engagement, book studies, learning walks, regional trainings, enhanced substitute orientation. • Employee retention and hiring bonuses.

SECTION 4. RECOMMENDATIONS

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

- Increase intentional and meaningful family engagement opportunities including staff understanding of their roles in program wide family engagement initiatives. Identify with families ways to increase engagement.
- Create increased alignment between educational approaches to enhance a birth to age five model focusing on curriculum and assessment fidelity, updated school readiness goals, B-5 child development and milestones, and ease of family transitions between program models.
- Review practices and implications that impact our ability to maintain full enrollment.
- Continual refinement of program wide monitoring system in alignment to increase data accuracy and decrease corrective action.

BASED ON THE CULMINATION OF THE SELF-ASSESSMENT PROCESS THE FOLLOWING ACTION PLAN IS CREATED FOR THE NEXT PROGRAM YEAR, SEE BELOW:

ECEAP and Head Start Self-Assessment 2022-2023

OESD Head Start/ECEAP/EHS
SELF ASSESSMENT ACTION PLAN 2023-2024
PROGRAM ACTION/IMPROVEMENT PLAN TO BE COMPLETED BY AUGUST 31, 2024

GOAL AREA	PLAN	PROJECTED DATE OF COMPLETION	PERSON/PEOPLE RESPONSIBLE
Increase waitlist and maintain enrollment.	Finalize ERSEA procedures for dissemination. Review procedures annually with staff to increase staff awareness and understanding. Develop a program wide recruitment plan with stakeholder involvement to increase staff involvement in recruitment efforts. Continue to utilize and enhance data approaches to support enrollment decisions (ex. ERSEA Assessment Tool).	Ongoing – maintain full enrollment (97% or higher)	ERSEA Program Manager – All Staff
Increased community awareness of our prenatal to age 5 services	Hold Community Luncheon 2x/year for partners and the community. Develop a systematic and individualized process to foster relationships with identified partners. Create an individualized service plan for targeted partners.	Ongoing	Director, ERSEA Program Manager, Recruitment Coordinators
Continued refinement of the current monitoring system to align with the implementation of our new ChildPlus database	Update ChildPlus procedures as a result of data base change from a desktop to mobile platform. Create training plan to support staff with the changes to ensure continued implementation of data entry and ongoing monitoring. Utilize monitoring and reporting structures to increase data accuracy and timeliness in data entry.	Ongoing	Director, Program Managers, ChildPlus Administrative Team, and all Staff
Create a Family Engagement Workgroup that includes different program component areas.	Analyze current family engagement practices to review current practices and determine potential family engagement needs. Increase staff understanding and capacity to implement program wide family engagement frameworks.	Fall 2023	Family and Health Program Manager, Staff, and Families
Create a focused and intentional system of alignment for a prenatal to age 5 educational approaches.	Finalize updated School Readiness goals. Develop PLCs in alignment with staff and program identified goals including prenatal-5 child development and milestone training. Increase staff understanding and awareness of prenatal to age 5 services through onboarding, training, and preservice.	Ongoing	Director, Program Managers, and All Staff
Continued review of training offerings and workforce development opportunities to ensure they are meeting the differentiated needs of staff.	Finalize Comprehensive Professional Development Plan and publish for program wide use - update as needed. Continued refinement of substitute training options.	Ongoing – Spring 2024	Director, P-3 Professional Development Program Managers, CPDP Coordinator