



Washington State Department of Early Learning

## 2014-15 ECEAP Self-Assessment

**Due June 15, 2015**

### PC Family & Community Partnerships Subgroup

The ECEAP Self-Assessment reviews your compliance with ECEAP requirements according to the ECEAP contract and the ECEAP Performance Standards. It is one part of the on-going cycle of continuous improvement, which includes planning, monitoring and program reviews. ECEAP Performance Standard A-8 requires all contractors to include ECEAP staff and parents in an annual assessment of compliance with ECEAP Performance Standards, using the ECEAP Self-Assessment form.

#### To complete the 2014-15 Self-Assessment form:

1. Include parents and staff in assessing compliance with the ECEAP contract and Performance Standard.
2. Include the names of participating parents and staff.
3. Read the text of each ECEAP [contract provision](#) and [Performance Standard](#) before evaluating each item.
4. Decide your level of compliance with each ECEAP contract provision and Performance Standard.
5. Compile information from all sites and subcontractors into one contractor-wide assessment.
6. Rate each item as “Fully Met” or “Action Required” for this year. Mark “Action Required” if any part of the standard is unmet at any of your locations. The “Notes” column is optional.
7. At the end of each section, describe your strengths, areas for growth and your goals – even if all items in that section are fully met.

Email your self-assessment form to [eceap@del.wa.gov](mailto:eceap@del.wa.gov) by June 15, 2015.

Name of Contractor: Puget Sound ESD

Name of person completing form: Talena Dixon

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"/>	DEL Review Follow-up Plan: ERSEA Timeline for 2015-16: Recruitment, Eligibility, Selection activities occur early in 2015 with full enrollment expected by June 30, 2015.

<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-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"/>	
Describe your strengths this year in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance: We have a skilled Family Support staff that is excited about the opportunity to engage with families in the program. As part of our continuous system of improvement, we continue to review the Eligibility, Recruitment, Prioritization and Attendance policies, procedures, and practice as a process to ensure clear and consistent approach with each family. Our strong database system (ELMS) has been a support for staff while working with families and collecting data to assist in decision making and planning.				
Describe your areas for growth this year in Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance: This year our focus on Attendance has allowed Family Support staff an opportunity to examine and learn about the barriers that many of our families face on a day to day basis to get their children to school and how to partner with parents/families to overcome those barriers. Staff gained increased awareness on how to support targeted population families (i.e. homeless, foster) to ensure that their children can attend school every day in spite of their situation. An initiative "Attendance Matters" was introduced at all levels of the program to communicate that a child's attendance is important and is everybody's business.				
Describe your goals for next year for Section B: Eligibility, Recruitment, Prioritization, Enrollment, and Attendance: Continue to train on recruitment of our targeted populations and cultural competency, strengthen staff skills and building their confidence in the application process to ensure we are reaching the neediest families. Staff to continue to practice consistency in their work and in their communication with families. To fully implement "Attendance Matters" by engaging families in the project.				

<b>ECEAP Performance Standard Section F: Family Partnerships</b>		<b>Fully Met</b>	<b>Action Required</b>	<b>Notes</b>
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 your strengths this year in Section F: Family Partnerships: PSES ECEAP has a history of developing strong relationships with most families it serves. Program-wide, 80% of parents surveyed said that site staff are very effective or highly effective in working with children and families of different cultures and races. Because of our location, the region offers many community resources that staff can access and that support partnering with families. Because we are the largest program in the state, we also have internal resources that we can offer--- interpreters, parent leadership training, partnering with community agencies---that all support developing strong partnerships with our ECEAP families. We ensure that families have the guidance, support, and tools they need to nurture positive relationships with their children, to lead their child's learning and development, and to advocate for their child's needs. Because of this, the family support staff usually meet and exceed the minimum 3 hours of contact per family during the program year.				
Describe your areas for growth this year in Section F: Family Partnerships: Recognizing the importance				

of family partnerships, Family Support staff participated in a three part Family and Community Engagement training done regionally with other ECEAP contractors in the area. Due to this training, the staff has an increased knowledge and awareness of how to develop, support, and participate in a partnership with families to ensure the child's success. Tools were provided that staff can use to individualize with families to help them meet their goals.

Describe your goals for next year for Section F: Family Partnerships: Staff to continue to practice with families, to develop family-initiated goals and concerns. By identifying family-initiated items and then documenting the response and follow-through, it will become more evident in the family file and to staff how family engagement and partnering with families is an important component for each family. Documentation of the interactions and contacts with families will serve to increase staff awareness of what needs the families have and what needs to be followed up on with a family. As the staff continue to partner with families this way, it will also demonstrate their comprehensive work with a family. Developing a family engagement notebook at each site will allow staff to capture the events and activities with families at the sites.