



2018-2019 ECEAP Self-Assessment

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.

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"/>	As we continue to support implementation of the new ERSEA design we continued to train on the importance of recruiting priority populations. We also review waitlist as part of coaching.
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 checked="" type="checkbox"/>	<input type="checkbox"/>	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	
B-212	Waiting Lists	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-213	Availability for Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-214	Maintaining Enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Eligibility and maintaining enrollment continue to be a challenge as the changing environment (increase in minimum wage, increase in cost of living, transient nature of families trying to find affordable house, political climate for undocumented families, etc). Additionally, the distribution of the over income percentage for PSESD did not align with the need.
B-215	Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B-216	Serving Non ECEAP Children in the Same Classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



ECEAP Performance Standard Section B: Enrollment and Eligibility	Fully Met	Action Required	Notes
<p>Describe your strengths in Section B: Enrollment, and Eligibility for this year:</p> <p>We received positive feedback on the in-person training we did last year on our new ERSEA procedure, so we continued to provide trainings this year to catch new staff and provide a refresher. We hired an ERSEA Sr. Coordinator who has been managing the dedicated email address (ERSEA@psed.org) where staff can get immediate technical assistance and ERSEA tips (#ERSEABrainGain). We have had to make some minor changes to the ERSEA procedure have communicated the changes via e-alerts and coaching.</p>			
<p>Describe opportunities for growth in Section B: Enrollment, and Eligibility:</p> <p>We will continue to support staff for the upcoming year as they learn the new system. We will also continue to work with our sites on maintaining full enrollment by thinking creatively on recruitment strategies and to better understanding the change in communities that may impact enrollment.</p>			
<p>What are some goals in Section B: Enrollment, and Eligibility for next year:</p> <ol style="list-style-type: none"> 1. Continue to train on recruitment of our priority populations with a lens of looking at recruitment plans. 2. Strengthen staff skills and building their confidence in the application process to ensure we are reaching families with the greatest need. 3. Maintain enrollment and fill open slots prior to 30 days. 4. Continue to support the new ERSEA re-design. 			

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	<p>Family Support Visits</p> <p>Please use the notes section to the right to respond to the question(s) below.</p> <p>How do you monitor/track that scheduled visits with families align with ECEAP Mobility Mentoring® checkpoints?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The roll out of mobility mentoring this year was a little rough. There was lack of clarity on the deadlines for MM and ELMS glitches that made it difficult to enter information. We had subcontractors who were impacted by the strikes and delayed start dates which impacted MM deadlines. We also had subcontractors with vacancies at the beginning of the year and some positions are currently vacant.</p>
F-202	Collaboration Visits with Other Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



F-203	<p>Family Support Visit Content Please use the notes section to the right to respond to the question(s) below.</p> <p>How do you monitor/track family support assessment completion?</p> <p>Describe how you are monitoring families goals to ensure they are written using the SMART format?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>This is done through coaching and desktop/file reviews.</p>
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:

We partnered with three fathers who have children currently enrolled on a father engagement initiative called Daddy Can Do It Too (DCDIT). DCDIT uses activities to bring fathers and children together in support of school readiness and relationship building. DCDIT will focus on science, math and literacy. The three fathers design and present the activities. They have done activities at various sites in Pierce and King counties. ReadyRosie is another family engagement tool we are using to strengthen the home to school connection. ReadyRosie provides activities in two-minute video segments for parents to use at home to help support learning. The activity options are selected by the FSS/teacher and align with the current lesson plan. Also, ReadyRosie provides family workshops that can be utilized to support parenting skills at family events.

Describe opportunities for growth in Section F: Family Partnerships:

We are continuing to develop our coaching approach and will be used to support the implementation of Mobility Mentoring (MM). We would like to have our coaches participate in the train then trainer MM so we can train our larger subcontractors to become MM leads. This will also support training of new FSS as they come on. Together, this model with help support and align with PSESDs commitment to racial equity. We are also developing a standardized approach to onboarding to ensure FSS start strong in their positions. In addition, developing annual professional development for not only new FSS but also FSS who have been doing the work for years.

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

1. Increase capacity of coaching for Family Engagement Coaches.
2. Implement Mobility Mentoring to fidelity and support sites in meeting deadlines.
3. Roll-out phase 2 of DCDIT and ReadyRosie

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

1. We would like to have our family engagement coaches trained as train the trainers for MM