![Washington State Department of CHILDREN, YOUTH & FAMILIES]

ECEAP and 0-3 ECEAP Self-Assessment

Welcome to the ECEAP/0-3 ECEAP Self-Assessment! This document includes requirements, an overview of the new process, and resources.

Programs with multiple funding sources can align their ECEAP Self-Assessment process with other funding sources, including timelines and goals. Whether a program has 18 slots or is a larger agency with thousands of children, contractors can create a self-assessment process that best meets their needs.

Self-Assessment is:

A Key Step in Strategic Planning and the Program Planning Cycle. Self-Assessment is a foundational step in program planning. Its results will inform targeted trainings, directions for strategic planning, systems improvements, and building innovative practices.

- Every five years, establish long-tem goals and measurable objectives.
- Annually, review goals and objectives.
- Conduct or update community assessment

5 Year Strategic Plans

- Create an action plan and budget that reflect goals
- Implement an action plan

Action Plan

- Evaluate progress through the annual self-assessment

Annual Self-Assessment

Analyze

Analyze progress and compliance through ongoing monitoring.

Part of Continuous Quality Improvement. Self-Assessment is one part of the continuous quality improvement cycle. It provides an in-depth look at the ECEAP contract as a whole and how the contractor provides ECEAP services to families. Self-Assessment helps contractors check progress made in reaching goals and objectives, identify systemic issues and examine quality. It is also a way to consider new innovations and set new goals.

Required in ECEAP Performance Standard PAO-36

Contractors must include ECEAP staff and families in an annual assessment of compliance with ECEAP performance standards, using the ECEAP Self-Assessment process. Self-Assessment is due by June 15 of each year.
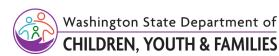
1. **Conduct Self-Assessment Annually**
   Self-assessment occurs once a year. It differs from ongoing monitoring and occurs over several weeks. This allows maximum participation from families, governing body or Tribal Council members, and program staff.

2. **Involve Stakeholders**
   To promote fresh thinking and new ideas, invite perspectives beyond those of the management team. While families and staff are required to be involved, a good mix of program and community stakeholders improves the process. Beyond the list below, include members of governing boards such as Tribal Council, school or ESD boards of directors, program committees or advisory groups.
   - **Families.** Families provide valuable feedback about the quality and relevance of program services and what else might be needed. Family surveys – which are a required component of self-assessment - are one way to involve families; however, having them participate first-hand is a valuable experience. It supports the empowerment goals of ECEAP by offering families leadership in their children's education now and in future.
   - **Policy Council.** By participating in Self-Assessment, governing body and Policy Council members gain an in-depth view of the program that informs their participation in governance activities. The program, in turn, benefits from their enhanced perspective as they share their expertise.
   - **Staff.** Your staff have a range of knowledge about program services provided to children and families. Staff input helps inform you if services are relevant to families and easily implemented. They also provide ideas for innovations and other program needs.
   - **Community Members.** Community members such as civic and business leaders and your community partners bring fresh perspectives to the team, as well as provide expertise in areas such as early education, health, mental health, family services, fiscal, and legal.

3. **Analyze Data.** Consider how the data works for your program, why it's relevant to services you provide, how it informs your ECEAP programming, and how it guides innovation and goal setting.
   - Use existing data. Use your time wisely by focusing on existing data. See suggestions below, resources section, page 4.
   - Look at both quantitative and qualitative data. The numbers and percentages in quantitative data yield important information and the stories and anecdotes in qualitative data tells the whole story and conveys the fullest picture.
   - Use data from all program components: Recruitment, Eligibility, Enrollment, Education, Health, Nutrition, and Safety, Family Engagement and Partnerships, Program Administration and Oversight.
   - Use data from other funding sources.
     - *Required:* Contractors should utilize data from ECEAP and any applicable data from other funding sources to answer questions in the ECEAP Self-Assessment. This could include information from self-assessment processes completed in Head Start, non-profit organizations, Education Service Districts, Tribes, school districts, community colleges and any others.
     - *Optional:* Contractors with additional funding sources may use information from those sources in their ECEAP Self-Assessment. For example, CACFP reports could yield useful information about a program's food services or a Head Start monitoring could inform goals set in a contractor's ECEAP program if the programming is the same.

4. **Set Goals.** Based on what the data tells you, intentionally set new goals and/or track progress on existing goals that address <u>each</u> of the following:
    - Recruitment, Eligibility, Enrollment
    - Education
    - Health, Nutrition, and Safety,
    - Family Engagement and Partnerships
    - Program Administration and Oversight.
    - Equity. *While you must set an equity goal, it can be separate or embedded in one or more of the other goals.* When setting an equity goal, consider your program's strengths and challenges when it comes to:
        - Meeting the unique needs of your community and the families you serve. Be sure to address how you are meeting the needs of people most impacted by systemic oppression an inequity, including women, Black, Indigenous and People of Color (BIPOC), Migrant Farm Workers, refugees, immigrants, and those living in remote and isolated areas of the state.
        - Advancing racial equity.
        - Promoting, preserving, and revitalizing language and culture.
        - Building relationships and partnerships within (or with) nearby tribal, refugee, immigrant, or other traditionally underserved communities.

5. *Write Self-Assessment Report* *Include each of the following.*
    - **Introduction - Who, What, When and Where**
        1. <u>Who</u>: Who participated?
            a. ECEAP staff (number of staff and job titles)
            b. ECEAP families (numbers only, no names required)
            c. Sub-contractors (as applicable)
                i. PLEASE NOTE: If your program subcontracts, subcontractor information must be included but only ONE self-assessment will be accepted.
            d. Community partners (optional but encouraged). List organization names.
        2. <u>What</u>: What processes did the contractor use? Examples: file reviews, focus groups, observations, family interviews or surveys, etc. Also, what data was used?
        3. <u>When</u>: When did the self-assessment occur?
        4. <u>Where</u>: What sites did the contractor include? What regions or areas were included?

    - **Identify Goals.** You may align goals and timelines of other funding sources with the ECEAP Self-Assessment as long as they are relevant to your ECEAP services.
        a. What are your program's long- and short-term goals? You must set a goal in each required area (see #4, above).
        b. If reflecting on past goals, did you meet these goals?
            - If yes, provide a brief statement about how you know this or how it could be observed or measured by others.
            - If no, why? And/or how were they revised, or will you continue to work on the goals?

    - **Evaluate.** Evaluate the effectiveness of program systems and compliance with ECEAP performance standards.

    - **Summarize Strengths, Challenges, Emerging Needs**
        1. What did you identify that is working well? What strengths and successes did you find?

2. What were your challenges? What will you improve upon, do differently or better? What systems are not working as well as they could?
3. What emerging needs or trends did you identify?

6. Submit to DCYF ECEAP by June 15 annually.

Resources

Data
Refer to these resources to prioritize where to focus attention and what kinds of data to gather.
- ECLKC's [Creating a Culture that Embraces Data](#)
- DCYF's Office of Innovation, Alignment, and Accountability (OIAA) [Early Learning Feedback Report](#)
- ELMS Monitoring Tab for year-to-date data pertaining to education, enrollment, family support, health, and staff qualifications.
- ELMS reports (such as but not limited to):
    - Child Demographics report.
    - Enrollment Count report.
    - Health Monitoring and/or Health Outcomes report.
    - Mobility Mentoring Assessment and Goals Count report.
    - Priority Point Distribution report.
    - Service Areas report.
    - Staff Monitoring and/or Staff Qualifications Status report.
    - Waiting List Count report.
- Teaching Strategies GOLD© reports (such as but not limited to):
    - Assessment Status Report – Administrators
    - Snapshot by Dimension Report
    - Goals Report
    - Growth (Birth through Third Grade) Report
- Early Achievers / QRIS.
- WELS / Impact coaching data.
- Family surveys
- Depending on your program, other data sources might include Child Plus, Skyward, etc.

Equity
Refer to these resources for guidance thinking about equity.
- [DCYF ECEAP's equity statement.](#)
- [DCYF ECEAP's Tribal resources](#).
- Early Childhood Learning and Knowledge Center (ECLKC) [equity statement](#).
- National Association of Education of Young Children (NAEYC) [equity statement](#).
- [National Equity Project](#). For programs implementing Liberatory Design.

Use one or more of these tools to assess equity in interactions, environments, materials, and systems.
- [Building for Equity: A Guide for Inclusive School Redesign.](#) Center for Collaborative Education.
- [Culturally Responsive Walkthrough Tool.](#) Equity Institute.
- [Audit Tools](#). Gender Justice in Early Childhood.

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Goal Setting
Refer to these resources for help thinking about goal setting.
- ECLKC's guidance on setting program goals is here.
- Optional goal-setting formats (you can do one or the other or both or something else):
  - BROAD goals are Bold, Responsive, Organization-wide, Aspirational, Dynamic.
  - SMART goals are Specific, Measurable, Attainable, Relevant, and Time-Based.
- Consider the relationship between short and long-term goals.
  - A short-term goal is a goal that is designed to be completed in a short period of time. Typically, short-term goals span a few days or a few weeks and never lasts longer than six months.
  - Long-term goals span longer periods of time and can take six months or longer to complete.
  - Short and long-term goals can align with your Head Start cycle/goals.

Additional resource:
2023-24 SA Optional Worksheet 0-3 ECEAP & ECEAP – find it on DCYF ECEAP's Deliverables webpage here.

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