



SELF ASSESSMENT

YES! FOR EARLY SUCCESS COOP

ED: MARY CURRY
STATEWIDE INITIATIVE



YES FOR EARLY SUCCESS VISION & MISSION STATEMENT

VISION STATEMENT:

"To create a future where every child has equitable access to high-quality early childhood education and support services, empowering families and fostering thriving communities."

MISSION STATEMENT:

Empowering marginalized/BIPOC licensed programs across Washington State to secure ECEAP slots for early learners and their families. Our mission is to partner with ECE programs, ensuring that they have the resources and guidance needed to provide equitable access to high-quality ECEAP opportunities for every child, while also empowering families to advocate for their children's education bridging the gap between ECE and elementary school, and preparing children for kindergarten readiness



“OUR WHY”

YES is a vital organization that serves both Urban core and Rural communities, embracing partnerships with small BIPOC Family Child Care and Small minority centers. In a time when the field of early learning faces numerous challenges, YES stands as a beacon of hope and support. What sets YES apart is its commitment to uniqueness, community-driven initiatives, cultural responsiveness, and parental choice. Each program that collaborates with YES brings its own distinct qualities and strengths to the table. It is through these partnerships that YES reaches out to communities in need, helping them thrive and ensure the growth of the Early Learning field. YES aspires to integrate its services deeply within communities for communities. The ultimate goal is to support the state in achieving entitlement by 2026 by including BIPOC small Early Learning Programs. YES aims to be the voice of the community, representing, supporting, and elevating the aspirations of those it serves.

In essence, YES is more than an organization; it's a lifeline, a champion, and a driving force for Early Success. Thank you DCYF Expansion Team for your dedication and commitment to making a difference in the lives of children and families across the state; and thank you for including us in the journey

Sincerely, Mary Curry



SELF ASSESSMENT REPORT

YES FOR EARLY SUCCESS Cooperative Self-Assessment Overview

The self-assessment of YES FOR EARLY SUCCESS Cooperative participants was conducted statewide, encompassing multiple communities and languages. This inclusive process involved all levels of team members, including YES staff, observers, and families enrolled in ECEAP programs.

ASSESSMENT PROCESS:

COLLABORATIVE INPUT:

The self-assessment process was developed through discussions with YES' assigned CQI Specialist and DCYF administrators.

DATA COLLECTION:

Data was collected via surveys, notes from individual Family Support specialists in the field, reviews of deliverables in Google Classroom, one-on-one sessions with YES HR, observations, and parent engagement activities.

FIRST QUARTER REVIEW:

PARTICIPANTS:

The assessment involved 5 YES staff members from across the state, 14 families, and 2 community stakeholders. A total of 9 subcontractors participated, providing responses in various languages.



THIRD QUARTER REVIEW:

LEADERSHIP:

Emanuel Pena and David McElroy II led the initiative to engage more participants in the self-assessment process.

EXPANDED PARTICIPATION:

Increased involvement included 3 additional support staff from subcontractor programs, 6 more families, 1 community stakeholder, and 3 YES staff members.

KEY INSIGHTS:

LANGUAGES AND ACCESSIBILITY:

The assessments were conducted in multiple languages, ensuring accessibility and inclusivity for all participants

GEOGRAPHICAL DIVERSITY:

Participants represented a broad geographic spectrum, reflecting the statewide reach of YES FOR EARLY SUCCESS.

ENGAGEMENT GROWTH:

There was a noticeable increase in engagement from various stakeholders, indicating growing interest and involvement in the self-assessment process.

COLLABORATION WITH DCYF:

SURVEY DISTRIBUTION:

Surveys were distributed to families participating in our programs as part of our continuous collaboration with DCYF.



DATA SHARING:

The collective responses were sent directly to DCYF, facilitating state-level insights and specific program adjustments.

STRENGTHS AND CHALLENGES:

STRENGTH:

The process's inclusivity highlighted the willingness of another State contractor to support parental choice of provider, resonating well with all members of the YES team, including staff, families, and community members

CHALLENGE:

A significant challenge is the absence of a centralized system for storing feedback in a meaningful way that ensures all voices are heard.

FUTURE GOALS:

CRM SYSTEM IMPLEMENTATION:

Establish a CRM system to ensure all data is stored completely and systematically.

INTEGRATION WITH YES SMART SHEET:

Work with the YES Smart Sheet consultant to create pathways that feed into the CRM system, which will streamline data compilation and reduce the workload for staff.

STATEWIDE MARKETING COLLABORATION:

Embed our statewide marketing team's efforts into the CRM system to enhance coordination and collaboration across all efforts.



By maintaining a structured approach to our self-assessment, YES FOR EARLY SUCCESS Cooperative continues to foster an environment of transparency, inclusivity, and continuous development

SHORT-TERM GOALS

ENHANCED OUTREACH EFFORTS:

- **Goal:** Conduct targeted outreach campaigns in communities with low enrollment rates.
- **Action Steps:** Utilize local media, social media platforms, and community events to raise awareness about the program.
- **Observation:** Monitor the number of inquiries and applications received from these targeted areas.
- **Responsible Parties:** Marketing team and Regional Directors

STREAMLINING ENROLLMENT PROCESSES:

- **Goal:** Simplify the enrollment process to make it more accessible and less time consuming for families.
- **Action Steps:** Review and revise application forms and procedures, implement online applications, and provide assistance through hotlines or in-person help sessions.
- **Observation:** Track the time taken from application to enrollment and feedback from families about the process.
- **Responsible Parties:** Enrollment staff and IT support.

COMMUNITY PARTNERSHIPS:

- **Goal:** Establish partnerships with local organizations that serve families eligible for ECEAP.
- **Action Steps:** Collaborate with healthcare centers, local libraries, and community centers to provide information and facilitate the enrollment process



- **Observation:** Evaluate the number of referrals and enrollments generated through these partnerships.
- **Responsible Parties:** Community Liaisons and Family Support staff

LONG-TERM GOALS

PROGRAM AWARENESS AND BRAND BUILDING:

- **Goal:** Enhance the visibility and understanding of YES For Early Success programs in the community.
- **Action Steps:** Develop ongoing marketing campaigns, success stories dissemination, and regular community engagement activities.
- **Observation:** Survey community awareness and perception of the program annually.
- **Responsible Parties:** Marketing team and Executive Leadership.

DATA-DRIVEN RECRUITMENT STRATEGIES:

- **Goal:** Use data to refine and target recruitment efforts more effectively.
- **Action Steps:** Analyze demographic and enrollment data to identify trends and areas for targeted recruitment.
- **Observation:** Review changes in enrollment patterns and demographic reach on a semi-annual basis.
- **Responsible Parties:** Data Analysts and Recruitment Coordinators.

. SUSTAINABLE ENGAGEMENT WITH STAKEHOLDERS:

- **Goal:** Build and maintain long-lasting relationships with key community stakeholders to support recruitment and retention efforts.
- **Action Steps:** Establish a stakeholder engagement plan that includes regular updates and collaborative events with stakeholders.
- **Observation:** Assess the strength of stakeholder relationships through annual feedback and participation rates in events.
- **Responsible Parties:** Community Liaisons and Executive Directors.



MONITORING AND EVALUATION

QUARTERLY REVIEWS:

Conduct quarterly reviews to assess progress towards short-term goals and adjust strategies as necessary.

ANNUAL REPORTS:

Prepare comprehensive annual reports detailing progress towards long-term goals and overall program impact.

FEEDBACK MECHANISMS:

Implement regular feedback mechanisms from families and community partners to gauge the effectiveness of recruitment strategies and make improvements.

By setting specific, measurable goals and assigning clear responsibilities, YES For Early Success can effectively increase enrollment rates and better serve the community's needs.



1. LIBERATORY DESIGN

- **Liberatory Design** focuses on creating systems and processes that address and dismantle inequities. Applying this to recruitment and enrollment involves:
- **Empathy and Equity:** Understanding the unique challenges faced by families in the community, especially those from marginalized backgrounds. This involves engaging with families to hear their stories and barriers to participation firsthand.
- **Inclusion in Design:** Involve a diverse group of stakeholders, including families, community leaders, and staff in designing recruitment strategies. This co-design process ensures that the programs are accessible and meet the needs of all community members.
- **Iterative Process:** Implement a cycle of designing, testing, and refining recruitment processes based on feedback and outcomes, ensuring continuous improvement and responsiveness to community needs.

2. YES VISION

The vision of YES For Early Success—to empower marginalized licensed programs across Washington State—highlights the importance of reaching and enrolling a diverse and inclusive group of families. To implement this vision:

- **Broad Accessibility:** Develop recruitment materials and processes that are accessible in multiple languages and formats, ensuring that information is available to all, regardless of language barriers or technological access.
- **Community Engagement:** Build strong relationships with community organizations that share the vision of empowerment and can act as bridges to reach families who might benefit from YES programs.



3. YES MISSION

The mission to partner with ECE programs to provide equitable access to high-quality educational opportunities can guide the recruitment and enrollment strategies:

- **Partnership Building:** Enhance collaborations with ECE programs, local nonprofits, faith based organizations, and community centers to extend outreach and create trusted pathways for information and enrollment.
- **Empowering Families:** Design the enrollment process to empower families by providing clear, easily understandable information about the benefits of the program and the steps to enroll, supporting them in making informed decisions.

IMPLEMENTATION STRATEGIES

STAFF TRAINING:

Train all staff involved in recruitment and enrollment on the principles of Liberatory Design, the YES vision, and mission to ensure these principles are consistently applied in their daily interactions and decision-making.

MARKETING AND COMMUNICATION:

Align all marketing and communication materials with the YES vision and mission, emphasizing community empowerment, equity, and inclusivity.

DATA MONITORING:

Use data to monitor the effectiveness of these strategies, looking specifically at metrics that reflect greater equity in access and participation. This data should be reviewed regularly to identify gaps and areas for improvement.



SUMMARY

By integrating Liberatory Design, along with the YES For Early Success vision and mission into recruitment, eligibility, and enrollment processes, the organization can ensure that its efforts are not just about filling seats but truly empowering and uplifting the communities it serves. This holistic approach not only supports the operational goals of increasing enrollment but also reinforces the organization's core values and commitment to social justice and equity.

To address the needs of YES For Early Success staff and subcontractors, particularly those requiring Professional Development Plans (PDPs) and support for English as a Second Language (ESL) services, the organization can set specific goals and actions:



SHORT-TERM GOAL

Objective: Implement initial PDPs and ESL support structures within six months.

ACTIONS:

PDP CREATION:

Develop and begin the implementation of Professional Development Plans for all staff and subcontractors who need them to sustain or enhance their roles.

This will involve:

- Assessing individual skills and requirements.
- Setting specific, measurable objectives for development.
- Assigning mentors or coaches as needed.

ESL PROGRAM ESTABLISHMENT:

Initiate an ESL support program tailored to the needs of the staff and subcontractors.

This will include:

- Conducting a language needs assessment to determine specific requirements.
- Partnering with local ESL education providers to design appropriate courses or workshops.
- Providing flexible scheduling to accommodate work hours.

OBSERVATION AND EVALUATION:

- Regular check-ins by HR and direct supervisors to monitor progress on PDPs.
- Feedback sessions after ESL classes to gauge improvement and satisfaction.



LONG-TERM GOAL

Objective: Fully integrate PDPs and ESL services into the regular operations of YES For Early Success within two years.

ACTIONS:

PDP INTEGRATION:

Make PDPs a standard part of performance reviews and career progression for all staff and subcontractors.

This includes:

- Regular updates and adjustments to PDPs as roles or needs evolve.
- Continuous training opportunities based on PDP feedback

ADVANCED ESL SUPPORT:

Expand the ESL program to include advanced language skills that facilitate better communication and professional growth.

Actions may include:

- Ongoing language proficiency assessments.
- Advanced courses focusing on professional and technical language use.

COMMUNITY AND FAMILY ENGAGEMENT:

Extend ESL support to families of the program participants, helping to uplift the entire community and enhance communication between staff, subcontractors, and the families they serve.



OBSERVATION AND EVALUATION:

- Annual reviews to track the progress and impact of PDPs on staff performance and retention.
- Surveys and focus groups with ESL participants to evaluate the effectiveness of language training and its impact on job performance and personal development.

MONITORING AND ACCOUNTABILITY

HR DEPARTMENT:

Responsible for overseeing the implementation and ongoing management of PDPs.

EDUCATION COORDINATOR:

In charge of managing ESL programs, including curriculum development, instructor liaison, and participant tracking.

REGULAR REPORTING:

HR and Education Coordinators will provide quarterly updates to the management team and board, detailing progress and any challenges.

By setting these structured goals, YES For Early Success can ensure that staff and subcontractors are not only well-prepared to fulfill their roles but also feel supported in their professional and personal growth. This holistic approach also ensures that the organization can effectively serve a linguistically diverse community.



To enhance Family Engagement and Partnership within the YES community, setting clear and actionable short-term and long-term goals can ensure consistency and effectiveness across different regions while respecting and incorporating the multicultural diversity of the communities served. Here's a detailed plan:

SHORT-TERM GOALS

Objective: Standardize the approach to family engagement across all regions within six months.

ACTIONS:

DEVELOPMENT OF STANDARD GUIDELINES:

- Create a comprehensive family engagement manual that outlines standardized practices and protocols while allowing for regional adaptations. This manual should include strategies for effective communication, cultural sensitivity, and inclusive participation.
- Include examples and case studies to illustrate effective engagement in diverse community settings.

TRAINING FOR REGIONAL DIRECTORS AND FAMILY SUPPORT STAFF:

- Conduct workshops and training sessions focused on the standard guidelines, emphasizing the importance of cultural competency and consistent service delivery.
- Use role-playing and scenario-based training to address specific challenges encountered in different regions.



IMMEDIATE FEEDBACK MECHANISMS:

- Implement a system for families to provide immediate feedback on family engagement activities. This could be through digital platforms or simple feedback forms distributed during events or meetings.

OBSERVATION AND EVALUATION:

- Monitor the adoption of the guidelines through regular check-ins and review meetings with Regional Directors.
- Evaluate the effectiveness of training through pre- and post-assessment tests and staff feedback.

LONG-TERM GOALS

Objective: Fully integrate a culturally competent and universally applied family engagement strategy within two years.

ACTIONS:

ONGOING PROFESSIONAL DEVELOPMENT:

- YES will establish an ongoing professional development plan for staff focused on cultural competency and advanced engagement techniques. This could include guest speakers from diverse backgrounds, participation in cultural events, and specialized training in multicultural education.
- Encourage staff to participate in external workshops and certifications related to family engagement and community services.

EXPANSION OF REGIONAL DIRECTOR ROLES:

- Enhance the role of Regional Directors to not only oversee but actively participate in crafting regional adaptations of the family engagement strategies that align with the central guidelines.



- Create a peer mentoring system among Regional Directors to share best practices and challenges, fostering a collaborative environment

COMMUNITY PARTNERSHIP PROGRAMS:

- Develop partnerships with local cultural organizations and community leaders to ensure that family engagement strategies are inclusive and representative of the community's diversity.
- Launch joint events and initiatives that promote mutual understanding and collaboration between YES staff and the communities they serve.

OBSERVATION AND EVALUATION:

- Conduct annual surveys with families to gauge their satisfaction and sense of inclusiveness in engagement efforts.
- Use data analytics to assess participation rates and engagement levels across different cultural groups, adjusting strategies as needed to improve inclusiveness and effectiveness.

MONITORING AND ACCOUNTABILITY

FAMILY ENGAGEMENT COORDINATOR:

Tasked with overseeing the implementation of family engagement strategies and maintaining high standards across regions.

REGULAR REPORTING:

Require Regional Directors to submit quarterly reports detailing their engagement activities, challenges faced, and success stories.

ANNUAL REVIEW MEETINGS:

Hold annual meetings to discuss the progress of family engagement strategies, share insights from different regions, and plan for future initiatives.



By setting these goals, YES For Early Success can ensure that family engagement is not only consistent across different regions but also deeply rooted in cultural competency and inclusivity. This approach will strengthen relationships between families, subcontractors, and the organization, ultimately contributing to the overall success of the community initiatives.

Based on the comprehensive overview of the Program Administration and Oversight of ECEAP within YES FOR EARLY SUCCESS, we can delineate several strengths, challenges, and establish strategic short-term and long-term goals. These goals align with YES's vision, mission, and the principles of Liberatory Design.

STRENGTHS:

COMPLIANCE WITH ECEAP PERFORMANCE STANDARDS:

YES subcontractors are able to meet licensing requirements, demonstrating robust compliance and readiness in adhering to state regulations.

STRUCTURE FOR REGIONAL SUPPORT:

The implementation of Regional Directors to oversee specific geographic areas aids in better localized support and governance.

CHALLENGES:

NON-EXPULSION GUIDELINES:

Providers struggle with the non-expulsion policy, particularly for children with behavioral issues or special needs, due to a lack of adequate resources.

ORGANIZATIONAL CLARITY:

There is confusion regarding the organizational structure and processes, including issues related to payment schedules and understanding of deliverables.



ADAPTATION TO NEW SYSTEMS:

Family support staff are facing difficulties in adapting to new systems like ELMS, impacting their efficiency in documentation and family engagement.

ACCESS TO RESOURCES:

Statewide systematization for resource allocation remains inadequate, affecting provider support and service delivery.

GRANT FUNDING DISAPPOINTMENT:

The inability to secure funding through the Complex Need Grant has led to significant disappointment and financial strain.

SHORT-TERM GOALS:

RESOURCE ENHANCEMENT FOR PROVIDERS:

- **Goal:** Establish a clear and accessible repository of resources and support mechanisms for providers dealing with children with special needs or behavioral issues within six months.
- **Actions:** Develop partnerships with specialist organizations and create a digital resource hub.
- **Observation:** Monitor the usage of the hub and feedback from providers on its effectiveness.

CLARIFICATION AND TRAINING ON ORGANIZATIONAL PROCESSES:

- **Goal:** Enhance understanding of the organizational chart, payment processes, and deliverables among all staff and subcontractors within three months.
- **Actions:** Host training sessions and create detailed guides and FAQs.
- **Observation:** Regular feedback loops and Q&A sessions to ensure clarity and resolve ongoing issues.



LONG-TERM GOALS:

SYSTEMATIC SUPPORT FOR COMPLEX NEEDS:

- **Goal:** Establish a permanent system of support for providers handling complex cases, integrating these efforts with the principles of Liberatory Design to ensure all children are supported equitably.
- **Actions:** Lobby for dedicated funding and resources, and establish a team specialized in complex needs support.
- **Observation:** Track improvements in retention rates for children with special needs and behavioral issues.

SUSTAINABLE FINANCIAL STRUCTURES:

- **Goal:** Secure stable and sufficient funding to support the needs of subcontractors and the overall sustainability of the program.
- **Actions:** Develop a robust grant application strategy, engage with multiple funding sources, and explore options for increasing pass-through funding.
- **Observation:** Financial audits and regular reporting to assess financial health and funding efficiency.

EXPANSION OF FAMILY SUPPORT CAPACITIES:

- **Goal:** Enhance the capabilities of Family Support staff to manage their caseloads effectively while providing high-quality support.
- **Actions:** Invest in advanced training, increase staffing levels, and improve technological tools for better management of caseloads.
- **Observation:** Evaluate improvements in family satisfaction and staff stress levels.

By setting these goals, YES FOR EARLY SUCCESS can strategically tackle current challenges while fostering growth and sustainability aligned with its core principles and objectives.



COMMUNITY PARTNERSHIP

To address the challenge of developing and formalizing community partnerships in alignment with the ECEAP standards and YES FOR EARLY SUCCESS's cooperative model, short-term and long-term goals can be established. These goals will not only meet the contractual obligations but also enhance the effectiveness of the organization's unique cooperative model, which serves diverse and marginalized communities across multiple regions and 17 cities.

SHORT-TERM GOALS

ESTABLISHING A FORMAL COMMUNITY PARTNERSHIP FRAMEWORK:

- **Goal:** Develop a structured framework for community partnerships within six months.
- **Actions:**
 - Map existing networks and partnerships across the 40 homes to understand the current landscape.
 - Create a formal process for sharing information about local partnerships across the entire cooperative, ensuring all homes can benefit from shared knowledge and resources.
 - Begin formal discussions with key community organizations to establish foundational partnerships.
- **Observation:** Monitor the development of the framework and initial feedback from family homes and community partners.
- **Responsible Parties:** Family Support Coordinators and Regional Directors.

DEVELOPMENT OF A MULTILINGUAL RESOURCE DIRECTORY:

- **Goal:** Compile a preliminary multilingual resource directory that includes community agencies and organizations willing to support small programs, within three months.



- **Actions:** Identify and engage with community organizations that can offer services in multiple languages. Collect and organize information into a user-friendly directory.
- **Observation:** Track the usage of the directory and solicit feedback for improvements.
- **Responsible Parties:** Family Support Staff and a designated Community Liaison.

LONG-TERM GOALS

EXPANSION AND FORMALIZATION OF COMMUNITY PARTNERSHIPS:

- **Goal:** Establish robust, long-term partnerships with key community organizations across all served regions within two years.
- **Actions:**
 - Develop partnership agreements that align with the goals of YES FOR EARLY SUCCESS and the needs of the served communities.
 - Implement a regular review and renewal process for partnerships to ensure they remain relevant and effective.
- **Observation:** Evaluate the impact of these partnerships on program delivery and family satisfaction.
- **Responsible Parties:** Executive Team and Regional Directors.

STATEWIDE ROLLOUT OF MULTILINGUAL RESOURCES AND SUPPORT SYSTEMS:

- **Goal:** Fully integrate a comprehensive, multilingual resource system accessible to all homes and regions within two years.
- **Actions:**
 - Continuously update and expand the multilingual directory to include more diverse resources.
 - Train staff on how to effectively utilize and promote the directory within their communities.



- **Observation:** Assess improvements in accessibility and utilization of resources across different linguistic and cultural groups.
- **Responsible Parties:** Family Support Coordinators and IT Department for online integration.

ALIGNMENT WITH YES VISION, MISSION, AND LIBERATORY DESIGN

VISION AND MISSION INTEGRATION:

These goals are designed to support YES's vision of empowering marginalized programs by building strong community ties and enhancing access to diverse resources. They also align with the mission to provide equitable access to high-quality educational opportunities through effective partnerships.

LIBERATORY DESIGN PRINCIPLES:

Implementing these goals involves engaging with the communities YES serves to co-design solutions that are culturally relevant and linguistically accessible, thus promoting equity and inclusion.

By setting these goals, YES FOR EARLY SUCCESS will not only meet ECEAP standards more effectively but also strengthen its cooperative model, enhancing the overall impact on the communities it serves.



YES COMMITMENT STATEMENT

YES FOR EARLY SUCCESS Cooperative has been dedicated to establishing a pathway for marginalized early learning programs across Washington State. Aligned with the DCYF ECEAP's commitment "to dismantling racism and building an equitable state-funded preschool system, we are driven to increase our understanding of and capacity to address the deep-rooted impacts of bias and racism at every level". Embracing equity as both a foundation and a driving force, we listen to and learn from families, contractor staff, and communities. This commitment guides our development and revision of systems, policies, and practices with the aim of eliminating disparities and transforming lives.

It is our Cooperative's fervent desire to embrace this statement and challenge the assumptions that we cannot adequately care for children in our own homes, within our own cultures, and in our own languages—providing families with the choice of quality care. This year, two of our YES sites achieved a Level 5 in the Early Achiever rating system, with both programs crediting their involvement with ECEAP as a critical support factor.

Over the years, our Cooperative has grown exponentially in wisdom and knowledge; our team has expanded from just four members to include support staff in every community we serve. This coming year, YES is proud to welcome an 18-year veteran finance officer from Head Start/ECEAP, a Schools Out Washington Director, and a Moms' Rising Parent Advocate. These additions strengthen our team and enhance our capacity to meet challenges head-on.

Continually gaining strength, YES FOR EARLY SUCCESS Cooperative stands committed to serving Washingtonians and affirming our State's Equity Statement. We are YES FOR EARLY SUCCESS Cooperative—dedicated, resilient, and forward-moving.