Early Learning Lasts a Lifetime

Snohomish County Human Services

Early Learning Outcomes Report 2015-2016
“Early Learning Lasts a Lifetime”

Early Learning Outcomes Report 2015-2016
is a publication of:
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Editor: Laurie Bain-Smith, M.S.
We want to take a moment here to pay homage to the parents of our Snohomish County ECEAP Policy and Advisory Council, who were instrumental in developing the theme for this Report.

The Policy and Advisory Council (PAC) is a group of parents representing ECEAP sites throughout Snohomish County, where their families receive services. Every month, they gather at the Snohomish County campus to act in an advisory capacity to ECEAP policy and to review and approve important publications such as the Funding Renewal and Self-Assessment.

In addition to their steering responsibilities, the PAC shares in the planning of the yearly awards dinner, Celebrate the Successes, which honors parents and volunteers who contribute to ECEAP (See page 22). The PAC developed the theme of the dinner: “Winning the Game of Life”. This theme was created out of hope and vision—to celebrate the milestones they and their children successfully reach, and how they move forward together as families.

These milestones were carefully chosen and included:

- Family and personal goals
- Resilience
- Passion and commitment
- Motivation
- Quality education

Close, supportive relationships
Good health
Employment

Our PAC came to the conclusion that inspired the theme for this Outcomes Report: If we are resourceful and hopeful—if we persevere—we can do what may seem impossible. And not only can we overcome and reach our goals, we can motivate others to do the same, especially the next generation we nurture, because what we teach them today will stay with them forever.

When we show them the way, early learning lasts a lifetime!
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August 1, 2016

I am pleased to present Early Learning Lasts A Lifetime: Snohomish County Early Learning Outcomes Report 2015-2016. Our purpose is to prepare children for success in school and life, helping to build what the people need — strong, sustainable communities for everyone’s future.

Decades of research supports the assertion that school-readiness begins at birth and is supported through high-quality programs and services to children and their families. For example, compared to children who do not participate in a high-quality early learning program, children who do participate are more likely to:

- Be healthier when they begin kindergarten;
- Graduate high school and enter college; and
- Be employed and earn more as adults in the workforce.

They are less likely to:

- Be in special education or repeat a grade in school;
- Get involved in a crime as teens or adults; or
- Become teen parents.

We are speaking here about a substantial return on community investment. It begins in the earliest years, when children are developing multiple, interrelated skills such as thinking and problem-solving, physical and motor development, relationships, language and literacy. High-quality early learning programs provide the kind of learning environments, opportunities and tools necessary to help children reach their fullest potential. Because family, community and cultural influences are embedded in a child’s development, early learning programs support the needs of the whole family, encouraging family sustainability and well-being.

Snohomish County applies the latest research and theory of child development and holistic family services through its two early learning programs, North Snohomish County Early Head Start (NSC EHS) and Early Childhood Education and Assistance Program (ECEAP). NSC EHS serves pregnant mothers and children from birth to three years old, enhancing development and family functioning. ECEAP is a comprehensive, family-focused preschool program that prepares children to enter school with the skills they need to succeed.

We are proud to say that the outcomes and other accomplishments we share in this report are foundational to thriving communities in Snohomish County and learning that lasts a lifetime. Congratulations to the staff, parents, stakeholders and volunteers who work faithfully to make it happen.

Sincerely,

Dave Somers,
Snohomish County Executive
Children fare better in life when they have had high-quality, intensive early learning. Below is data from the nationally renowned HighScope preschool program showing the difference in long-term outcomes for children attending a high-quality preschool program and those who did not attend preschool.

1 Data from *HighScope Long-Term Benefits at Age 40. Annual income adjusted for 2016.*
A Lifetime of Benefits

Faring Better in Life

2014 Survey Results

Early Childhood Education Is a National Priority for Voters

% who said these issues are very/extremely important

- Growing Jobs and Economy: 89%
- Giving Children a Strong Start: 85%
- Improving Public Schools: 78%
- Lowering Taxes: 63%

America Speaks: Grow America Stronger with Quality Early Childhood Education

Infographic: www.growamericastronger.org
Snohomish County Human Services Department houses many programs to help Snohomish County residents meet their basic needs and develop their potential. The Department operates two early learning programs under its Early Learning Division. The Early Learning Division serves...

**Prenatal to Three Years Old and Pregnant Women...**
North Snohomish County Early Head Start (NSC EHS) is a home-visiting, child-development program for income-eligible families with infants and toddlers, or pregnant mothers. We work with families to promote the growth and development of children by supporting parents as the child’s first and best teacher. NSC EHS is funded by the Office of Head Start to serve **82 families in the four communities of Arlington, Granite Falls, Marysville, and Sultan.**

**Age Three Through Five Years Old...**
The Early Childhood Education and Assistance Program (ECEAP) is a comprehensive pre-kindergarten program designed to serve income-eligible children and their families. ECEAP provides education, family support, and health screenings for children. ECEAP is funded by the Washington State Department of Early Learning to serve **1,233 children at 22 sites in Snohomish County.**

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**MISSION**

We engage in respectful partnerships with family members and community groups to nurture the development, education and overall well-being of young children. We provide educational experiences that cultivate the potential of the whole child. We provide family support, parent involvement and parent education that values diversity and builds on the strengths of each child and family.

**VISION**

Young children and their families are healthy and thriving as part of a diverse and unified learning community that is committed to their well-being. Parents advocate for systems that benefit their children. Families and community develop greater resilience, demonstrate compassion for others, and value life-long learning.

**VALUES**

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Trust</th>
<th>Compassion</th>
<th>Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion</td>
<td>Empowerment</td>
<td>Resourcefulness</td>
<td>Accountability</td>
</tr>
</tbody>
</table>
Early Head Start (EHS) is a two-generation program designed to provide high-quality child and family development services to low-income pregnant women and families with infants and toddlers. EHS began in 1995 as an addition to Head Start, which emerged in the 1960's as part of the War on Poverty.

A national evaluation conducted by Mathematica Policy Research, Inc. found that three-year-old EHS children performed significantly better on a range of measures of cognitive, language, and social-emotional development than those children not participating in EHS. In addition, their parents scored significantly higher than parents who did not participate in EHS on many aspects of the home environment and parenting behavior.

North Snohomish County Early Head Start

NSC EHS offers children and families comprehensive, home-based child development services:
- Access to health screenings and medical, nutritional and early intervention services;
- Developmental, early learning and school-readiness;
- Parent support, training and resources;
- Referrals to social services and follow-up; and
- Prenatal health care, screenings and support.

NSC EHS is funded by the Office of Head Start and housed by Snohomish County Government. In 2015, NSC EHS served 117 families, including 140 children.

NSC EHS operates on the Principles of Early Head Start set forth by the Department of Health and Human Services-Administration for Children and Families:
- **Emphasis on high quality**
- **Prevention services and promotion of healthy development**
- **Parent engagement**
- **Inclusion**
- **Cultural competence**
- **Comprehensiveness, flexibility and responsiveness of services**
- **Transition planning**
- **Collaboration**

For the year 2015, NSC EHS operated on a budget of $1,143,906. Expenditures 2015 and Budget 2016 are shown in the charts below:

### NSC EHS Exceeds Minimum Requirement for Non-Federal Share Contributions!

EHS programs must match at least 20% of their total funding award in donated goods or financial support. In 2015, NSC EHS exceeded the 20% mark by $84,476! We leveraged $370,453 in community support, transportation, food, research analysis, and parent and community volunteer hours.
## A Profile of Our Families

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Served (Cumulative Number)</td>
<td>140</td>
</tr>
<tr>
<td>Pregnant Women Served (Cumulative Number)</td>
<td>9</td>
</tr>
<tr>
<td>Average Monthly Enrollment</td>
<td>82</td>
</tr>
<tr>
<td>Ages of Children Served:</td>
<td></td>
</tr>
<tr>
<td>&lt; 1 Year</td>
<td>53</td>
</tr>
<tr>
<td>1 Year</td>
<td>28</td>
</tr>
<tr>
<td>2 Years</td>
<td>49</td>
</tr>
<tr>
<td>3 Years</td>
<td>10</td>
</tr>
<tr>
<td>Ethnicity:</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>81</td>
</tr>
<tr>
<td>Non-Hispanic/Latino</td>
<td>68</td>
</tr>
<tr>
<td>Non-English Speakers</td>
<td>74</td>
</tr>
<tr>
<td>Homeless Served</td>
<td>35</td>
</tr>
<tr>
<td>Single Parent Families</td>
<td>31</td>
</tr>
<tr>
<td>Single Parent Families Unemployed</td>
<td>22</td>
</tr>
<tr>
<td>Received Professional Referrals:</td>
<td></td>
</tr>
<tr>
<td>TANF</td>
<td>22</td>
</tr>
<tr>
<td>SSI</td>
<td>7</td>
</tr>
<tr>
<td>WIC</td>
<td>115</td>
</tr>
<tr>
<td>SNAP</td>
<td>55</td>
</tr>
<tr>
<td>Child Qualifies for Early Intervention</td>
<td>18</td>
</tr>
</tbody>
</table>

Our curricula demonstrate the features and long-term outcomes identified by the Office of Head Start National Center on Quality Teaching and Learning (NCQTL) as characteristics of effective curricula. “A high-quality, research-based curriculum provides learning guidance on what to teach (content) and how to teach (learning experiences and teaching practices)”³. Our curricula includes the following components, adapted from the NCQTL guidelines:

- Comprehensive lesson plans
- Specific goal-setting strategies
- Well-designed approaches
- Intentional approaches
- Cultural and linguistical responsiveness
- Individualized planning
- Well-designed assessments
- Family engagement strategies
- Appropriate approaches for program staff, children and families

**Creative Curriculum for Infants, Toddlers and Twos** is a version of Creative Curriculum modified to meet the needs of families with infants and toddlers. CCITT is a developmentally-appropriate curriculum that focuses on children’s strengths and emergent learning (using daily experiences as learning opportunities).

**Circle of Security** is an engaging, interactive curriculum supporting parent and child attachment and responsive caregiving. Using practices from the long-standing Family Systems Theory, Attachment Theory and Object Relations Theory, all proven to be foundational for school-readiness, COS focuses on helping parents understand the importance of bonding and security.

**Promoting First Relationships** is a social-emotional curriculum based on attachment theory, or how long-term relationships affect people. This curriculum uses the parent-child dyad (a two-person group) to support and guide caregivers in building nurturing and responsive relationships with children.

**Partners for a Health Baby** is a nationally-recognized, research-based curriculum that supports a systematic approach to planning and conducting effective home visits. Components include: improved prenatal health; positive parenting; enhanced child health and development; infant mental health; economic self-sufficiency; and family stability.

North Snohomish County EHS
Curricula, Assessments and Outcomes

Developmental Assessment. NSC EHS uses **GOLD® By Teaching Strategies** (TS GOLD), an online assessment tool used with Creative Curriculum to assess the growth and development of infants and toddlers. The following charts demonstrate the growth in children’s development in a variety of domains assessed in TS GOLD.

### TS GOLD Outcomes

Data is arranged by age group. Data shows the percentage of children who were *below* TS GOLD Widely-Held Expectations for their age at the initial assessment in Fall 2015 who then either *met* or *exceeded* those expectations in Winter 2016.

*Social–Emotional Data and Physical Data for Age One to Two reflects the lower developmental continuum of developmental milestones for children progressing from Birth to One. Children leaving the upper continuum of Birth to One may be included in the meeting or exceeding milestone group but upon exit from the upper continuum will be in the lower end of the One to Two developmental continuum due to age. The Birth to 3 developmental continuum indicates rapid growth and may reflect a group of children at varying levels of development depending on age from one assessment time frame to the next.*

### Toward School Readiness.

Age Two to Three data above is translated here into a bar chart. The chart shows percentages of children meeting or exceeding Widely-Held Expectations by Winter 2016.
Developmental Screenings. NCQTL states that, “the more you know about children's academic, social, and emotional development, the more able you will be to meet their needs”\(^4\). Gathering information about how well children are progressing helps Infant-Toddler Specialists plan their home visit activities with parents and children, and how to apply curricula. Initial screening and checking the children's progress helps staff and parents identify those children who need special help or who face extra challenges, and how to work with these children.

NSC EHS uses the following screening tools to provide information on children's progress and identify any special needs or developmental concerns. This material is adapted from [www.agesandstages.com](http://www.agesandstages.com).

**Ages & Stages Questionnaire: Third Edition (ASQ-3™)** is a developmental screening tool designed for use by early childhood educators and health care professionals. It relies on parents as experts, is easy-to-use, family-friendly and creates the snapshot needed to catch delays and celebrate milestones.

**ASQ-3 questionnaires:**
- Are available in English or Spanish;
- Are quick and easy to complete and score;
- Capture parents' in-depth knowledge;
- Highlight a child’s strengths as well as concerns;
- Teach parents about their child’s skills;
- Highlight results to make it easier to keep track of children at risk; and
- Can be completed in a variety of settings.

**Ages and Stages Questionnaire: Social-Emotional (ASQ:SE-2)** is modeled after the acclaimed ASQ-3™ and is tailored to identify and exclusively screen social and emotional behaviors. ASQ:SE-2 is an easy-to-use tool with all the advantages of ASQ-3—it is cost-effective, parent-completed, photocopiable, and culturally-sensitive.

The validity of ASQ-3 has been studied more than any other screener. Psychometric studies based on a normative sample of more than 18,000 questionnaires show high reliability, internal consistency, sensitivity, and specificity.

ASQ:SE-2 has been studied extensively. Psychometric studies based on normative samples of more than 16,000 questionnaires show high reliability, internal consistency, sensitivity, and specificity.

\(^4\) Ibid.
Health. The Center on the Developing Child cites the foundations of health as: “stable and responsive environment of relationships; safe and supportive physical, chemical and built environments; and sound and appropriate nutrition”\(^5\). NSC EHS is committed to this statement as a guiding principle.

The chart below is adapted from the Trust for America’s Health\(^6\) website and shows the potential risks young parents face and the strategies that high-quality early learning programs use to minimize those risks. NSC EHS works in partnership with the Early Learning Division Nurse to provide services based on these strategies:

<table>
<thead>
<tr>
<th>Developmental Period</th>
<th>Potential Risks</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preconception and Prenatal</td>
<td>♦ Women’s and maternal health problems</td>
<td>♦ Ongoing well-child care exams and preventative care for women of child-bearing age</td>
</tr>
<tr>
<td></td>
<td>♦ Mental health, maternal depression and substance abuse</td>
<td>♦ Access to quality health care and social services</td>
</tr>
<tr>
<td></td>
<td>♦ Inadequate prenatal care</td>
<td>♦ In-home nurse visits</td>
</tr>
<tr>
<td>Infancy and Toddlerhood</td>
<td>♦ Insecure attachment to caregiver</td>
<td>♦ Parenting classes on developing warm, supportive relationships, understanding child development and managing child behavior</td>
</tr>
<tr>
<td></td>
<td>♦ Inappropriate expectations for the child</td>
<td>♦ Establishing medical and dental homes</td>
</tr>
<tr>
<td></td>
<td>♦ Harsh discipline</td>
<td>♦ Safe and beneficial out-of-home services as needed</td>
</tr>
<tr>
<td></td>
<td>♦ Lack of or limited breastfeeding and proper nutrition</td>
<td>♦ Support for good nutrition and increased physical activity</td>
</tr>
</tbody>
</table>


North Snohomish County EHS
Health, Mental Health and Disabilities

Mental Health. Vanderbilt University’s Center on the Social and Emotional Foundations for Early Learning states that “Young children’s healthy social and emotional development is critical to school-readiness and positive long-term outcomes”.7 Vanderbilt University further reports that the field of early childhood mental health consultation (ECMHC) is gaining momentum in recent years. Preliminary findings show that ECMHC:
- Reduces preschool expulsions;
- Increases staff confidence in helping families with children exhibiting difficult behaviors; and
- Works most efficiently in a holistic, collaborative program environment.

NSC EHS provides:
- Holistic services that promote mental health and family support;
- Screenings for children using the Ages and Stages Questionnaire SE-2 (See page 14);
- A licensed Mental Health practitioner on staff, responsible to promote family and programmatic consultation; and
- Resource and referral for further consultation or treatment as needed.

Disabilities. NSC EHS uses an inclusion model, which ensures that all children receive individualized services including adaptations to support children with special needs. Children receive the Ages & Stages Questionnaire (See page 14), ensuring timely referral to developmental evaluations. If indicated, Infant Toddler Specialists:
- Consult the NSC EHS Director, who is also the program’s qualified Disabilities Coordinator;
- Consult with Part-C agencies such as partner Early Intervention Program (See page 17);
- Develop an Individual Family Services Plan (IFSP); and
- Applies a range of approaches that engage both parent(s) and child in communication and play.

Disabilities Process Objectives 2015
- 10% of children on an IFSP were determined eligible for services prior to enrollment
- 2% of children on an IFSP were determined eligible for services during enrollment year

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Early Intervention Program (EIP) is one of the most important partners of the Early Learning Division. NSC EHS is federally mandated to work with EIP—a state and federal program for children birth to three years of age with developmental delays or disabilities. EIP and NSC EHS are co-located at Snohomish County Human Services.

Early Intervention is a partnership between families and early childhood professionals to support the growth, development and learning of children birth to three years of age with developmental delays or disabilities. Like NSC EHS, EIP is committed to parents as the child’s primary teacher. EIP:

- Coordinates comprehensive, high-quality services such as speech therapy, occupational and physical therapy, and education;
- Coaches and supports parents and caregivers to build on family strengths;
- Enhances the development of children through everyday learning opportunities; and
- Provides services in a natural learning environment including home, child care, neighborhood—anywhere typically-developing children live, learn and play.

Expected outcomes are that children:

- Demonstrate positive social-emotional skills, including social relationships; and
- Acquire and use knowledge and skills including early language, communication and early literacy.

<table>
<thead>
<tr>
<th>EARLY INTERVENTION SERVICE DELIVERY IN SNOHOMISH COUNTY 2015-2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants and toddlers and their families served at any one time</td>
<td>905</td>
</tr>
<tr>
<td>Eligible infants and toddlers and their families received services</td>
<td>1647</td>
</tr>
<tr>
<td>Toddlers exiting early intervention did not qualify for special education at age three</td>
<td>30%</td>
</tr>
<tr>
<td>Infants/toddlers and families received services in the natural environment (i.e., in-home)</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of families surveyed who reported knowing their rights to the program</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of families surveyed reported early intervention helped them effectively communicate their child’s needs</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of families surveyed reported early intervention helped them to help their child develop and learn</td>
<td>90%</td>
</tr>
</tbody>
</table>
The 2Gen Approach. Traditionally, early learning programs have focused heavily on children’s needs with minimal support to parents’ individual needs. But the heart of early learning is changing. According to the organization Trust for America’s Health, which promotes policy on the health and outcomes of families as indicator of a sustainable economy, addressing the needs of both parent and child in concert is best practice. This practice is referred to as the Two-Generation, or 2Gen, approach.

The Early Learning Division is at the vanguard of this movement. We offer:

♦ A program in partnership with United Way to provide supplies and training to increase parents’ marketable skills for the workplace;
♦ A Dental Initiative for parents’ access to dental care;
♦ Family goal-setting and goal-tracking, including objectives and strategies; and
♦ Parent education such as First Aid classes, income tax preparation, family emergency preparedness, home health care classes and parenting classes.

Parent Survey Results. NSC EHS surveys parents every Spring to assess the effectiveness of the program in meeting the needs of the whole family. In 2016, 61 parents and guardians enrolled in NSC EHS reported how they and their families benefited from the variety of services received. Results are a strong testament from the respondents about how much NSC EHS contributes to their families’ well-being!

For the complete NSC EHS report, please contact Ramona Menish at ramona.menish@snoco.org.

8 Ibid.
The **Home-Based Model.** NSC EHS uses the **home-based model** to engage parents in child development, community resources and child guidance while maintaining their normal home environment. Chapin Hall, the policy program at the University of Chicago, reports that political interests, clinical knowledge (such as Nurse Family Partnerships) and empirical research show that the home visit model achieves positive outcomes and overcomes barriers to engagement⁹.

**Socializations.** Infant-Toddler Specialists provide each family a minimum of **one 90-minute home visit** per week. In addition to home visits, we provide **socializations** for families twice a month. Socialization provides a unique opportunity for early learners to problem-solve, learn and practice language, learn child development observation skills, make connections, move their bodies, and develop friendships.

### 2015 Socializations and field trips:

- Children’s Museum
- Jump, Rattle and Roll
- Arlington Farmer’s Market
- Willis Tucker Park
- Jetty Island
- Sultan Shindig
- Reptile Zoo
- Seattle Aquarium
- Flower World
- Snohomish Aquatic Center
- pumpkin patch
- Tulalip Fields
- Marysville Water Park
- Lights of Christmas
- Woodland Park Zoo

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home visits completed</strong></td>
<td>2,751</td>
</tr>
<tr>
<td><strong>Socializations completed</strong></td>
<td>168</td>
</tr>
<tr>
<td><strong>Families attending socializations</strong></td>
<td>726</td>
</tr>
<tr>
<td><strong>Parent meetings</strong></td>
<td>73</td>
</tr>
<tr>
<td><strong>Parents attending meetings</strong></td>
<td>258</td>
</tr>
<tr>
<td><strong>Parent volunteer hours, including parent and child development work at home</strong></td>
<td>15,251</td>
</tr>
</tbody>
</table>

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The 2015 Key Indicators Compliance Review found no concerns. The monitor used the Head Start Protocol tool to interview the NSC EHS Director and visit the four socialization sites located in Arlington, Granite Falls, Marysville and Sultan. Staff personnel records were reviewed to verify that staff was hired after criminal background checks were complete. An Environmental Health and Safety Monitoring Review was held in December 2015 in which no concerns were found.
Early Childhood Education and Assistance Program (ECEAP) is a two-generation, statewide preschool program that provides services to low-income families with children age three to five. ECEAP has focused on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services to Washington’s most at-risk young children since 1985. ECEAP is aligned with nationally researched programs that have shown exceptional returns on investment.

According to the Washington State Department of Early Learning (DEL), ECEAP is effective at:

- Increasing children’s social-emotional, physical and pre-academic skills;
- Supporting families and building their capacity to encourage their children’s success; and
- Ensuring that each child receives medical and dental care to start school\(^\text{10}\).

Snohomish County Early Childhood Education and Assistance Program

**ECEAP Service Domains**

- Child development
- Health and nutrition
- Family engagement
- Family support

**Snohomish County ECEAP** is funded by DEL and housed by Snohomish County Government.

The program has a Funded Enrollment Level of 1,233. In 2015-2016, Snohomish County ECEAP served 1,391 children. ECEAP operates under 15 subcontractors and 22 sites: part-day sites (2.5-3 hour) and full-school-day (6-hour).

**Eligibility.** Eligible participants are children whose family income is at or below 110% of the federal poverty level. Four-year-olds have enrollment priority; however, three-year-olds are served as space is available, and are given higher enrollment priority if transitioning from a birth-to-three program such as NSC EHS. Children from over-income families may be eligible for enrollment if they are impacted by either developmental and/or environmental risk factors.

\(^{10}\) Retrieved from www.del.wa.gov.
Our State Legislature is invested in ECEAP! Early in the year, as many as 100 ECEAP parents travel to Olympia to meet with legislators and advocate for the program. In April, when we hold our Celebrate the Successes dinner for parents and community volunteers, we invite legislators to join us in the festivities and share words of encouragement. This year, we were honored by a visit from Senator Kirk Pearson.

Pictured below are, (L) to (R): Snohomish County Early Learning Division Manager Joe Varano, DEL ECEAP Administrator Kelli Bohanon, Senator Pearson, and ECEAP Policy Council Chair Julianna Johnson.
In 2015-2016, ECEAP provided services at 25 sites in Snohomish and Skagit counties. ECEAP contracted with: nine school districts; two tribal organizations; three non-profit organizations; two childcare centers, and one community college. In June 2016, three sites were inactivated. ECEAP operated on a budget of $9,919,942.76.

<table>
<thead>
<tr>
<th>Subcontractor</th>
<th>Service Model</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington School District</td>
<td>Part-Day</td>
<td>334,800</td>
</tr>
<tr>
<td>Children’s Learning Center</td>
<td>Part-Day, Extended-Day</td>
<td>369,204</td>
</tr>
<tr>
<td>Darrington School District</td>
<td>Part-Day</td>
<td>160,500</td>
</tr>
<tr>
<td>Early Connections Child Care</td>
<td>Part-Day, Extended-Day</td>
<td>217,600</td>
</tr>
<tr>
<td>Everett Community College</td>
<td>Part-Day, Extended-Day</td>
<td>457,130</td>
</tr>
<tr>
<td>Everett School District (5 sites)</td>
<td>Part-Day</td>
<td>1,520,300</td>
</tr>
<tr>
<td>Granite Falls School District</td>
<td>Part-Day</td>
<td>124,000</td>
</tr>
<tr>
<td>Josephine Sunset Home</td>
<td>Part-Day</td>
<td>310,000</td>
</tr>
<tr>
<td>Lake Stevens School District</td>
<td>Part-Day</td>
<td>559,030</td>
</tr>
<tr>
<td>Lakewood School District</td>
<td>Part-Day</td>
<td>186,000</td>
</tr>
<tr>
<td>Marysville School District (2 sites)</td>
<td>Part-Day</td>
<td>1,116,000</td>
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<tr>
<td>Mukilteo School District</td>
<td>Part-Day</td>
<td>992,000</td>
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<tr>
<td>N. Co. Family Services - Kids Place</td>
<td>Full-School-Day</td>
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<tr>
<td>Snohomish School District</td>
<td>Part-Day</td>
<td>372,000</td>
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<tr>
<td>Tulalip Tribes</td>
<td>Full-School-Day</td>
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<td>Upper Skagit Tribe</td>
<td>Part-Day</td>
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<td>Volunteers of America (4 sites)</td>
<td>Part-Day, Full-School-Day</td>
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<tr>
<td>County Admin/Program Op Costs</td>
<td></td>
<td>1,416,044.76</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>9,919,942.76</strong></td>
</tr>
</tbody>
</table>

1 Includes funding for start-up activities: $22,800.

2 Includes funding for start-up activities: $25,000 and literacy project: $7,300.

3 Includes funding for garden project: $580.

Snohomish County ECEAP leveraged **$2.2 million in community support**, including funding from school districts and tribes to provide additional services. Contributions included facility space, administrative support, transportation, food, and parent and community volunteer hours.
Child Age...
- 4-Year-Olds: 69%
- 3-Year-Olds: 29%
- 5-Year-Olds (Extended-Day only, 2015-16): 2%

Race (four primary identified)...
- White: 61%
- Hispanic/Latino Ethnicity: 34%
- Bi-racial/Multi-racial: 14%
- Black/African-American: 6%

Home Language (three primary identified)...
- English: 68%
- Spanish: 22%
- Arabic: 2%

Homeless: 6%

Foster: 3%

Child On IEP: 5%

Parents Employed Last 12 Months: 67%

Single Parent Home: 43%

Household Income...
- At or below 50% FPL: 43%
- 50-80% FPL: 23%
- 80-110% FPL: 24%

Family Risk Factors: Current or Previous...
- Parent Mental Health Issues: 21%
- Substance Abuse: 13%
- Domestic Violence: 14%
- CPS/FAR Involvement: 14%
- Family Isolation: 13%
- Parent Disabled (per ADA definition): 7%

On Wait List for ECEAP Services: 272
High-Quality, Intensive Services. Research from the RAND Corporation asserts that early learning has a long-term sustained impact on school success—IF early learning services are high-quality and intensive\(^\text{11}\). To ensure ECEAP is providing these services, DEL uses Early Achievers to assess each ECEAP site...

Creative Curriculum for Preschool is published by Teaching Strategies® and is a strengths-based, high-quality, emergent curriculum developmentally appropriate for children from age three to five. Resources are available in English and Spanish, which assists teachers in supporting dual language learners in acquiring English while maintaining their home language. The curriculum uses objectives for development and learning that predict school success and are in alignment with State early learning standards.

**Early Childhood Education and Assistance Program**

**Curricula, Assessment and Outcomes**

**Early Childhood Hands-On Science** (ECHOS) is an evidence- and research-based science curriculum developed by the Patricia and Phillip Frost Museum of Science specifically for preschool children. Children learn concepts of natural sciences, how things work and how to think critically. Outcome studies indicate improvement in teacher confidence and capability and children's learning and understanding of scientific concepts, skills and processes.

**Child Protection Unit** is an interactive, comprehensive personal safety curriculum. Children learn simple safety rules that guide them toward safe decision-making in a variety of situations: traffic and fire safety; finding weapons; and personal safety. Teachers and families are supported in discussing sensitive and critical issues.

**Building Foundations That Last** is a literacy framework that teaches children to verbalize, write and illustrate their own stories, developing organizational, compositional and cognitive skills. ECEAP partners with local school districts and David Matteson and Associates to meet the literacy objectives of the P-3 Alignment ESD 189 movement, which seeks to establish approaches to literacy in early childhood education that align across preschool and the early grades.

**Second Step** violence prevention teaches social and emotional skills to manage strong emotions and prevent physical and emotional violence toward others. The program includes teacher-friendly curriculum, training for educators, and parent education components.

**ECEAP Supports Dual Language Learners.** Children who can read, write and think in more than one language develop more complex executive function in the brain; executive function has been referred to as the “air traffic control” system of the brain, located in the frontal cortex and made up of three primary parts: working memory, cognition and self-control. In addition to teaching English vocabulary and composition, ECEAP teachers support children whose home language is other than English. Parents of dual-language learners are encouraged to use their home language regularly with their child and are invited to volunteer in the classroom to share their language and other aspects of their culture.

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Developmental Assessment. Like NSC EHS, Snohomish County ECEAP uses **GOLD By Teaching Strategies** (TS GOLD) to assess the growth and development of children throughout the program year. Teachers assess children’s progress on the Objectives for Development & Learning three times each year, Fall, Winter and Spring. Assessments are based on the Progressions of Development and Learning, which are based in standard developmental and learning expectations for most children at various ages (Widely Held Expectations).

The chart below displays the percentage of 722 children four years of age assessed in Fall 2015 and Spring 2016 who meet or exceed the Widely Held Expectations for their ages. Note: 271 of the 722 children had returned for a second year in ECEAP.

On the following pages, TS GOLD domains are shown in detail. ..
Social Emotional
Manages feelings, establishes positive relationship with adults and peers, solves social problems, follows limits and expectations.

Physical
Traveling skills, balancing skills, gross-motor manipulation skills, fine-motor strength and coordination, uses writing and drawing tools.

English Language
Comprehends language, follows directions, uses expanding vocabulary, speaks clearly, engages in conversations, tells about another time or place.
GOLD® By Teaching Strategies Outcomes: ECEAP

Cognitive
Attends and engages, persists, shows curiosity, recognizes and recalls, makes connections, classifies, thinks symbolically, engages in socio-dramatic play.

English Literacy
Rhyme and alliteration, identifies letters, uses and appreciates books, retells stories, writes name, interacts during read-alouds and book conversations.

Mathematics
Counts, connects numeral with their quantities, understands shapes and spatial relationships, compares and measures, understands patterns.
Like NSC EHS, ECEAP family engagement framework is based on the Two-Generation principles as set forth by Ascend, the policy program of the Aspen Institute in Washington DC:

- Measure and account for outcomes for both children and parents;
- Embed learning and evaluation in program design and strategy;
- Use multiple approaches; and
- Use data to build internal capacity and ensure continuous feedback through evaluation\(^\text{14}\).

**Mobility Mentoring**

ECEAP was chosen to pilot Mobility Mentoring, a family support program developed by Economic Mobility Pathway (EMPath) in Massachusetts and adapted for use in early learning. Staff do an initial assessment with parents, then map and track progress on family goals in a span of domains. A bridge with five key areas, or “pillars”, is used as a visual:

![Bridge Diagram]

DEL is collecting data for this project. ECEAP will pilot Mobility Mentoring for a second year.

\* Visual adapted from EMPath’s Theory of Change Bridge to Self-Sufficiency

**Families Moving Forward**

This is a family support program designed to teach parents how their child’s brain develops, and how they as their children’s primary teachers can support this development. Six ECEAP Full-School-Day sites were required to participate during the 2015-2016 year. Parents are trained to understand the executive function component of the brain (working memory, cognition and self-control). They learn the impacts of stress and prolonged, complex stress (“toxic stress”) on themselves and their children. Staff support parents to set goals to moderate stress in themselves, their home and children and develop executive function through interactive games and activities. Sessions were evaluated by parents and included:

1. Building Brains
2. Interactions That Build Brain Power
3. Reducing Stress for a Better Life
4. Mindful Participation and Observation
5. Learning Through Play
6. You Are Your Child’s Champion

\(^\text{14}\) www.ascend.aspenstitute.org.
Family Surveys. Like NSC EHS, ECEAP surveys parents every year to see how they and their families benefited from the variety of services they received. In the Spring of the 2015-2016 school year, 985 parents and guardians of children participated in the survey. The overall message of the surveys was that Snohomish County ECEAP is doing an excellent job serving the needs of enrolled families!

For the complete ECEAP report, please contact Joe Varano at joe.varano@snoco.org.

Family Engagement Process Objectives

<table>
<thead>
<tr>
<th>Family Events</th>
<th>Parents at Family Events</th>
<th>Parent Educational Activities</th>
<th>Parents at Parent Educational Activities</th>
<th>Volunteer Hours</th>
<th>Professional Referrals</th>
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</thead>
<tbody>
<tr>
<td>185</td>
<td>4,364</td>
<td>252</td>
<td>2,887</td>
<td>8,475</td>
<td>4,294</td>
</tr>
</tbody>
</table>

*The CCR Analytics Survey is fully aligned to the Head Start Parent, Family and Community Engagement Framework. For more information about CCR Analytics, go to www.ccr-analytics.com.
Medical, Dental and Immunizations
The Family Support staff review child medical, dental and immunization reports and consult with the ECEAP Nurse regarding any questions or identified concerns. Family Support helps families access health services like Medicaid or dental resources.

When it is not possible to obtain a dental exam through a dental office, dental professionals from Smile Partners and Kids Cavity-Prevention Program go out to sites and provide oral screenings for children.

- Child medical exam completion rate: 95%
- Dental exam completion rate: 95%
- Immunization completion rate: 96%

(4% are still on a schedule for their shots or are documented as exempt.)

The Health Care Institute (HCI)
HCI is a parent education class teaching child home health and safety based on research from UCLA and Johnson & Johnson. The goal is to improve the health care knowledge of parents by coaching them to:

- Recognize and address common health and safety problems at home;
- Know when to call a health care provider;
- Minimize and possibly avoid costly medical bills; and
- Communicate effectively with health care providers.

Class materials include a take-home healthcare reference book, What To Do When Your Child Gets Sick, available in five languages.

Nutrition
Children living in poverty are likely to experience lack of nutritious, balanced meals. ECEAP children receive:

- A combination of meals and snacks during their ECEAP day;
- Simple food preparation lessons that promote their math and science skills.

Parents receive:

- Nutrition counseling; and
- Publications and referrals to community food resources such as the Women, Infants and Children (WIC) program, the Washington Basic Food Program or local food banks.
Heights and Weights. Height and weight screenings ensure that ECEAP children are developing in a way appropriate for their age. Screenings are done within 60 days of the child’s first day at school and again near the end of the school year to compare Body Mass Index (BMI)* results. Below is the analysis of the data for those children whose BMI was calculated for both Fall and Spring (976 children).

*About BMI: BMI standards and categories are determined by the Center for Disease Control. BMI results may or may not reflect the medical opinion of individual physicians. ECEAP encourages families to use BMI results not definitively, but as one indicator of their child’s health, to be discussed with their family doctor.

** This school year 32.6% of the children had only 1 measurement. This is reflective of some children exiting the program during the school year. An analysis of Fall and Spring weights could not be completed for these children.

Parent Nutrition Education. ECEAP provides nutrition wellness classes and food demonstrations to parents. Offerings this year included:

- Eating Healthy on a Budget
- Too Tired to Cook
- The Mediterranean Way
- Healthy Lunches and Afternoon Snacks
- Fitting Fitness in Class
- Making the Most of MyPlate
Thank you for supporting the work of the Early Learning Division. Our programs demonstrate positive effects on a variety of life outcomes. They help prevent the achievement gap and produce better adult economic and social outcomes.

Children with quality early childhood care and educational opportunities grow up to be more likely to work and less likely to interact with the criminal justice system. They grow up in better health and exhibit better health behaviors (e.g., reduced depression, smoking and substance abuse). They earn higher wages, pay more taxes, and use less government resources. They have lower rates of special education use, less grade repetition, and higher rates of school graduation.

Our program outcomes demonstrate that high quality programs produce meaningful gains in school-readiness.

*Early learning lasts a lifetime!*

Joe Varano, Manager
Early Learning Division

We would enjoy hearing from you! Please feel free to share your questions or thoughts about our programs with Early Learning Division Manager Joe Varano at: Joe.varano@snoco.org.