We cannot always build the future for our youth, but we can build our youth for the future.

~Franklin D. Roosevelt

Snohomish County
Early Learning Division
Outcomes Report
2011-12
“Investment to Impact: Building the Future”
is a publication of:
Snohomish County Human Services
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Sue Ferguson, Editor
We are committed to investing in services that impact young children and families and that result in lifelong changes. Through early learning opportunities, we encourage children to build healthy connections to learn, and to develop skills for school and life and for building their future.
The beautiful thing about learning is that no one can take it away from you.

~B.B. King

Snohomish County
Early Learning Division
Outcomes Report 2011-12

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Aaron Reardon

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July 2012

Thank you for exploring the Snohomish County Early Learning Division “Investment to Impact: Building the Future” 2011-2012 Report. We are certain you’ll discover that our early learning program produces positive results for children and families.

We believe parents are the first and best teachers as well as chief advocates for their child. No family is mandated by law to come to Early Childhood Education Assistance Program (ECEAP) or North Snohomish County Early Head Start (NSC-EHS). But more than 1,000 children come to us each year because their parents care about their growth, development and education. We are honored they chose ECEAP or EHS and are privileged to provide quality early learning experiences that help create a supportive relationship with families.

EHS builds school readiness through nurturing relationships between infants, toddlers and their parents, and supports the health of pregnant women. ECEAP is a comprehensive, family-focused early learning program with the goal of ensuring that Washington children enter kindergarten ready to succeed. They are more likely to be healthier and ready for kindergarten, more likely to graduate from high school and go on to college, and are more likely to be employed. Both programs deliver comprehensive support to families including early childhood education, family support, health, nutrition, disabilities and mental-health services.

We are committed to preparing children for school and life while providing comprehensive services to families that will help them succeed. Early childhood education is one of the most important investments we can make that will impact the future of our community and our world. Quality early education improves school performance and behaviors, reduces special-education interventions, reduces criminal activity, offers higher graduation rates and reduces reliance on public assistance. By investing in firm foundations such as social-emotional health, physical health, mental health and learning, we are building the future.

Thank you for your continued support of our programs, especially the children, families, volunteers, staff and funders who make these programs an absolute success.

Sincerely,

Aaron Reardon
County Executive
Snohomish County
Section I

Snohomish County Early Learning Division
Outcomes Report 2011-2012

North Snohomish County
Early Head Start
(NSC-EHS)
About Us

North Snohomish County Early Head Start (NSC-EHS) is funded by the Office of Head Start. NSC-EHS provides comprehensive services for 82 income-eligible families in four Snohomish County communities and their surrounding areas: Arlington, Granite Falls, Marysville, and Sultan. The program achieves positive child and family outcomes leading to school readiness by increasing parents' awareness. We provide information about child development and enhance the parent-child relationship through partnering with parents in either a home-based model or a combination model where the children attend class one day per week for 3.5 hours and the families receive three (3) home visits per month.

A primary feature of our program is the home-based model, which incorporates multiple aspects that support the family in child development, community resources and child guidance while maintaining their normal home environment. This model improves parenting skills, provides parents with self-confidence and lays a foundation for children's later success in school. This model includes a weekly 90-minute home visit with the child, parent and Infant Toddler Specialist as well as bi-weekly socializations.

Home-based models can be an effective foundational strategy that improves the health and well-being of children while providing comprehensive services to families at risk. These components effectively prepare the child and family for success throughout school and life.

In program year 2011-2012, Snohomish County NSC-EHS served 111 children.
Building Blocks 101
Early Head Start

Total Children Served: 111

- Children Enrolled: 82
- Children Under Age One Served: 47
- Children Age Two Served: 32
- Infants and Toddlers Referred To Early Intervention Services: 9
- Languages Spoken: 2
- Communities Served: 4
- Children Who Received Medical Exams: 46
- Hispanic/Latino Families Served: 55%
- Caucasian Families Served: 69%
- Children From Single-Parent Families: 33%
- Pregnant Mothers Served: 12

The foundation for success in school, relationships and later in life
Curricula, Screening and Assessment  
North Snohomish County Early Head Start  

Curricula  

- **The Creative Curriculum for Infants and Toddlers and Twos (CC)** is a strengths-based, high quality, emergent curriculum that is developmentally appropriate for children from birth to age 3 years. *CC* is a comprehensive system of curriculum, assessment, and professional development. *CC* is research-based and utilizes routines and experiences essential for the development of very young children. *Teaching Strategies Gold* assists Infant Toddler Specialists to be intentional in planning for experiences in the daily routines of the home environment, classroom environment and socialization environment for children and primary caregivers.

- **Promoting First Relationships (PFR)** is a social emotional curriculum based on attachment theory. *PFR* uses the parent-child dyad to promote sensitive and responsive ways of being that support and promote the developing relationship. Infant Toddler Specialists use reflective practice, an ongoing process of asking reflective questions and engaging in a dialogue that promotes caregivers’ understanding of their own emotions and needs.

- **Ages & Stages Questionnaire, Third Edition (ASQ-3)** is a screening tool used to identify children with developmental delays. Screening questionnaires are completed by caregivers who know the infants and toddlers best. Families learn about child development and their child’s skills by participating in activities.

- **Ages & Stages Questionnaire: Social Emotional (ASQ: SE)** is a research-validated developmental screening system designed to assist professionals and families in recognizing children at risk for social or emotional difficulties, identifying behaviors of concern and the need for referral for further assessment. This screening is part of the health and developmental screenings infants and toddlers receive when they are enrolled in Early Head Start.

- **Conscious Discipline** is based on current research and teaches parents and children how to set goals and achieve them, create safe homes by managing emotions, set personal boundaries and resolve conflict in a way that creates closer, more loving relationships. The program is designed for parents who are facing the overwhelming challenges of raising children while offering guidance and nurturing as they develop skills to discipline in a positive, effective manner.
Disabilities

NSC-EHS uses an inclusion model to ensure that children with disabilities and their families are supported in accessing the full range of program activities. All children receive individualized services including adaptations to support children with special needs. All children in the program receive developmental screening with the Ages & Stages Questionnaire, ensuring timely referral to developmental evaluations as indicated. Staff collaborate with children's families, early intervention services, school districts and other agencies. Learning from the families about the children, the Infant Toddler Specialists use a range of approaches to engage, communicate, and play with each child. Materials and environments are chosen carefully for safety, design, and access.

Mental Health

NSC-EHS provides services that promote mental health, prevents mental illness, and supports families in identifying mental-health needs and finding and engaging in treatment when indicated. All NSC-EHS infants and toddlers participate in a screening using the Ages & Stages Questionnaire: Social Emotional within the first 45 days of their enrollment. Our program employs a Mental-Health Professional (MHP) who maintains a schedule of onsite visits and is available to the Infant Toddler Specialists for consultation.

The Mental-Health Professional has established a collaborative relationship with NSC-EHS staff and continues to create connections with area mental-health professionals and other community providers with the goal of enhancing awareness and understanding of mental wellness and the positive impact that mental-health education and services can have on the wellness of children and families. The program’s approach includes working collaboratively with parents and assisting families in securing the services of mental-health professionals when the need for care arises. Our MHP consulted with 15 families about their child’s behavior and/or mental-health concerns.
NSC-EHS uses Teaching Strategies GOLD (TSG) to assess the growth and development of children. This is an observational assessment that measures the knowledge, skills and behaviors that are most predictive of school success. Comparisons of assessments for children between the fall and the spring show that there were decreases in the number of children who were below expectations for children their age for many of the developmental objectives.
Cognitive

% Below Expectations in the Fall

% Below Expectations in the Spring

Objective

- Attends & engages
- Persists
- Solves problems
- Shows curiosity & motivation
- Shows flexibility & inventiveness
- Recognizes & recalls
- Makes connections
- Uses classification skills
- Thinks symbolically
- Engages in sociodramatic play

The graph illustrates the percentage of students below the expected outcomes in the fall and spring for various objectives in the cognitive domain.
NSC-EHS was funded by a $1,346,732 Office of Head Start grant. In program year 2011, North Snohomish County Early Head Start was able to leverage $285,705 in community support, transportation, food, research analysis, and parent and community volunteer hours.

**EHS Expenditures 9/30/2010-9/29/2011**

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<td>CACFP (Food Program)</td>
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**EHS Budget 9/30/11-12/31/2012**

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NSC-EHS Parent Survey Responses-Parent Engagement

The NSC-EHS program at the Snohomish County Department of Human Services was interested in obtaining information from parents who had interacted with Infant Toddler Specialists from the Early Head Start program. Feedback from these parents is used to aid in determining the strengths and weaknesses of the program as well as to guide program improvements. The survey was distributed to 74 parents. Of these, 56 (75.7%) responded. Overall, the majority of parents responded with “agree” or “strongly agree” to all items on the survey.

Parents indicated how EHS impacted their family with comments such as:
“Good because I had depression detected by the nurse who sent me to counseling.”
“Helped me know how to communicate with our local school district and transfer my son into preschool. EHS helped me find resources when our family became homeless. “
“I have changed because I have learned many ways to help my son and I’ve learned new forms of communication: how to relax and control the stress.”
“Many changes have taken place in our lives and the home visits and socializations have provided a stability in the chaos. Resources provided have eased the stress and strain. Both my child and I have grown because of these things.”
“Shown me how to set goals. Shown me how to discipline my child and set schedules. How playing is learning and how they discover something new every time.”
“We have seen an enormous change in our daughter. Her development is nearly on-track and she was behind when we started. My husband and I are also more confident and feel more knowledgeable because of the tools and feedback we have received from our infant/toddler specialist.”

Overall, parents were well-pleased with the information and assistance they receive from the program and were able to learn new methods of parenting, become more self-sufficient and developed skills to provide for their children in a positive manner.
"Children are made readers on the laps of their parents."

— Emilie Buchwald
Early Childhood Education and Assistance Program (ECEAP)

**About Us**

In 1985, the State of Washington began developing a statewide comprehensive Early Childhood Education and Assistance Program (ECEAP) to support the healthy development and success of children in low-income families or children at risk of school failure. Snohomish County began offering ECEAP services in 1986. The Washington State Department of Early Learning funds ECEAP.

ECEAP is a family-centered, community-based, comprehensive, pre-kindergarten program designed to serve children and their families who are living in poverty. The program prepares three- and four-year-olds for success in school while helping their families progress toward self-sufficiency. ECEAP is composed of four interactive components:

* child development.
* health and nutrition.
* parent involvement.
* family support.

The children participate in developmental and health screenings. Families identify needs and goals within a collaborative relationship with a family support staff at their ECEAP sites. Parent education is offered in collaboration with families and is based on their needs and interests. ECEAP encourages family involvement and leadership in the classrooms and in the program itself through parent-run policy councils.

Eligible participants are children who are at least three years old and are not yet eligible for kindergarten and whose family income is at or below 110 percent of the federal poverty level. Priority for enrollment is given to eligible four-year-olds, although three-year-olds may be served, as space is available. Children from over-income families may be eligible for enrollment if they are impacted by either developmental and/or environmental risk factors.

In program year 2011-2012, Snohomish County ECEAP served 1,087 children.
Children who received early intervention evaluations: 41

Hispanic/Latino families served: 36.6%

Children from single-parent families: 42.3%

Children who were homeless: 5.1%

Children who completed medical exams: 97%

Children fully immunized: 96%

Children who received dental exams: 96%

Languages spoken: 14

Annual income less than $10,000: 44.8%

Children Served: 1,087

Play gives children a chance to practice what they are learning.  
~Fred Rogers
2011-12 Curricula and Assessment
Early Childhood Education and Assistance Program

Our program includes these curricula:

- **The Creative Curriculum for Preschool (CC)** is a strengths-based, high quality, emergent curriculum that is both developmentally appropriate for children from birth to age 5 years. CC is a system of curriculum, assessment, and professional development for staff. All resources are available in English and Spanish, which assists teachers in supporting dual-language learners in acquiring English while maintaining their home language. CC is research-based and uses objectives for development and learning that predict school success and are in alignment with state early learning standards.

- **Devereux Early Childhood Assessment (DECA)** is a child-centered, comprehensive and nationally normed assessment. DECA is designed to promote resiliency in young children by measuring within-child protective factors including attachment, initiative, and self-control. The assessment is completed by both the early childhood teachers and parents. The information supports the teachers and family in helping each child in the classroom in developing healthy social/emotional skills.

- **Second Step Violence Prevention Curriculum** teaches social and emotional skills for violence prevention. The program includes research-based, teacher-friendly curriculum, training for educators, and parent-education components.

- **Talking About Touching Curriculum** is an interactive, research-based, and comprehensive personal safety curriculum that builds fundamental skills. 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 yet critical issues.
Teaching Strategies GOLD™

Like NSC-EHS, Snohomish County ECEAP uses Teaching Strategies GOLD to assess the growth and development of children.

Teaching Strategies GOLD is an observational assessment system for children birth through kindergarten, measuring the knowledge, skills and behaviors that are most predictive of school success. Assessments are based on the Progressions of Development and Learning, which are rooted in standard developmental and learning expectations for most children at various ages.

The following data are examples of the impact of the ECEAP program on children’s learning. Displayed below are the percentages of children assessed in fall 2011 and again in spring 2012 who meet or exceed the Widely Held Expectations for their ages in each of the following domains: language, literacy, social-emotional, physical, mathematics, and cognitive.

**Language**
Language development begins at birth and is the primary tool for establishing and maintaining skills. Examples of skills included in language-development assessments are: comprehends language, follows directions, uses expanding vocabulary, speaks clearly, engages in conversations and tells about another time or place.

![Graph showing language development](image)

**Literacy**
The early years are critical for literacy development, as research indicates that children who do not learn to read and write by the end of the third grade are at risk for school failure. Literacy in the preschool years includes rhyming and alliteration, identifying letters, using and appreciating books, retelling stories, writing names, and interacting during read-alouds and book conversations.
Literacy (Continued)

Social Emotional
Social-emotional development in preschool children includes building positive relationships with others, interacting in a group and identifying and regulating their own feelings. Engaging in positive social interactions is an important skill for children to develop, and is predictive of success in school and life. Children learn to cooperate, take turns, and express their feelings in socially appropriate ways. In addition, children work to solve social problems, initially with the help of adults, and then using their own solutions in negotiation and cooperation with peers.
Physical
Physical development focuses primarily upon children’s gross-motor and fine-motor skills. Physical skills assessed in preschool children include traveling skills, balancing skills, coordination, fine-motor strength and the use of writing and drawing tools. Research indicates physical development is positively correlated with children’s social-emotional development, success in school and healthy brain development.

Mathematics
Research has shown a clear link between early math skills and later school, reading and math achievement. Preschool mathematical skills include counting, connecting numerals with their quantities, understanding shapes and spatial relationships, comparing and measuring, and understanding patterns.
Cognitive
Cognitive development (intellectual development) includes a child’s ability to attend and engage, show persistence and curiosity, recognize and recall prior experiences, make connections, classify, think symbolically and engage in socio-dramatic play. Cognitive development helps the child see themselves as an “active learner.” This, in turn, helps children build self-confidence and motivates them to have a love for learning. It is also a key predictor of success in learning during the school years.
**DECA**

**Social-Emotional Outcomes**

ECEAP uses the Devereux Early Childhood Assessment (DECA) to assess children’s social-emotional development during the school year. This tool measures social-emotional skills desired by kindergarten teachers, including self-control, initiative, and attachment. It also screens for behavioral concerns. Results are reported as “Areas of Need,” “Typical,” or “Strength.”

The DECA is nationally normed and based on research on child protective factors that support resilience—children’s ability to bounce back in the face of adversity.

Teachers assess children twice each year, in the fall and in the spring. In addition, teachers implement DECA classroom strategies and individual interventions to support children’s social and emotional development throughout the year. A strong social-emotional foundation sets the stage for children’s success in our ECEAP classrooms, in school and in life.

The DECA results below represent the 858 Snohomish County ECEAP children who were rated in fall 2011 and again in spring 2012.

**Initiative**

![InitiativeChart](chart.png)

*Initiative* is a child’s ability to use independent thought and action to meet his or her needs. Children demonstrate initiative by choosing to do challenging tasks, asking questions, exploring and trying different ways to solve problems, and using creativity.

The number of children with Initiative identified as an area of need decreased from 8% to 2%. The number of children with typical levels decreased as many children moved from the typical category to the strength category. The number of children exhibiting strength in Initiative increased to 46%.
Attachment is the mutual, strong and long-lasting relationship between a child and significant adults such as parents, family members and teachers. Research shows a child needs just one secure attachment in life in order to be successful. Securely attached children trust adults, respond positively to them and can learn from them.

The number of children with Attachment identified as an area of need decreased from 13% to 3%. The number of children with typical levels decreased as children moved from the typical category to the strength category. The number of children exhibiting strength in Attachment increased to 30%.

Self-Control
Self-control is a child’s ability to experience a range of feelings and emotions and express them using the words and actions in a socially appropriate manner. Sharing, cooperating, showing patience and handling frustration well allow children to interact with peers and adults in a positive manner. Having a consistent, predictable daily routine while in the ECEAP classroom contributes to a child’s self-control.

The number of children with Self-Control identified as an area of need decreased from 4% to 2%. The number of children with typical levels decreased as many children moved from the typical category to the strength category. The number of children exhibiting strength in Self-Control increased to 52%.

**TOTAL PROTECTIVE FACTORS**

The DECA Total Protective Factor Scale is an overall indicator of a child’s strengths in initiative, attachment and self-control. These factors increase resilience in a child while decreasing behavioral concerns at the same time. This scale is the most valid and reliable indicator of protective factors within the DECA, and is useful in outcomes measurement and program evaluation.

The number of children whose Total Protective Factors are identified as an area of need decreased from 7% to 2%. The number of children with typical levels decreased as many children moved from the typical category to the strength category. The number of children whose Total Protective Factors are rated as strength increased from 14% to 48%.

![Graph showing changes in total protective factors from Fall 2011 to Spring 2012](image-url)
The DECA Behavioral Concerns Scale measures a wide variety of challenging behaviors including problems with aggression, withdrawal, attention and extreme emotions. In the DECA system, challenging behaviors are first addressed by strengthening initiative, attachment and self-control. Therefore changes in behavioral concerns typically occur gradually over time and usually take longer to change than strengthening protective factors.

The number of children with serious behavioral concerns decreased from 7% to 3%.
Families are the foundation to their children’s success in school and life. ECEAP believes in educating the whole child and supporting the family in the process. When the whole child develops within the context of a family that is able to access resources, learn about child development, participate in their child’s education and advocate for their rights, children thrive and the path toward kindergarten readiness is paved.

Snohomish County ECEAP is committed to partnering with families to achieve this goal by providing a highly trained family support staff and a breadth of community connections that are socially, economically and culturally relevant and meaningful. This year, more than 5,899 parents and caregivers received family support services. Throughout the year, family support staff partner with parents during home visits to develop their Family Partnership Plan, assisting parents with goal-setting and connecting them to over 7,969 professional referrals. Some of the resources and referrals included housing, energy, food, clothing, school supplies, and college / career services. In addition, 2,926 parents attended different parent education activities to enhance their knowledge and skills in parenting and child development.

This year, family support staff coordinated 746 Family Fun Nights to assist the 5,876 parents who attended to build stronger connections together. Staff also encouraged families to be involved in their child’s education. Families engaged in their child’s education for a total of 7,600 volunteer hours. Other ways families were involved included assisting with classroom projects, providing input on activities and assisting their child with school-to-home activities to support their child’s learning.

In the Washington State Early Learning Plan’s Executive Summary 2010, the goal remains clear: “Ready and successful parents, families and caregivers have the information needed to be their child’s first and most important teacher.”

Snohomish County ECEAP Outcomes 2011-12
Family Support and Parent Engagement

In our 2011-12 family support survey parents indicated how ECEAP impacted their family. Comments included:
“The biggest impact for me is the genuine concern for families and their needs.”
“My grandchild would come home every night and tell us what he did in class.”
“Provided my child with a great foundation to head to kindergarten.”
“It helped me as a parent to learn more and be prepared for kindergarten.”
“I was motivated to get my GED and apply for a scholarship.”
“ECEAP has brought my family closer.”
“Remarkable impact on me and my child’s life.”
“They never allowed us to give up and always had resources.”
“I have had five kids go through ECEAP. My two oldest are in Running Start and are 4.0 students.”

Between family support services and building positive parent partnerships, we are able to ensure that each child in our program has a strong, encouraging and nurturing support system that encourages their growth and development.

Parent Leadership

ECEAP Performance Standards require opportunities for parents and caregivers to develop leadership skills. In 2011-12, Snohomish County ECEAP had an active Policy Advisory Committee with a parent representative from each subcontractor site. Parents also participated actively on the following committees:
● Health Advisory Committee
● Nutrition Subcommittee
● Advocacy Committee
● 'Celebrate the Successes' Dinner Committee

Parents learn leadership, mentoring, advocacy, meeting facilitation and other skills that promote their learning and future involvement in their child’s education. These opportunities for parents impact the program by providing parent leadership and support through decision-making and advocacy on behalf of our program.
Men who Matter—Male Involvement Activities and Highlights

ECEAP Performance Standards strongly encourage male involvement and our program continues to support men in the lives of children. Fathers, grandfathers, uncles and male persons who are important in the lives of our children enjoy many events, which encourages healthy social-emotional relationships and positive support between children and those they love. Additionally, our community partners contribute supplies, kits and donations that support these positive relationships. Here are just a few of our activities:

*Men who Matter Event: Children made banana bread and created invitations. Adults and children designed zucchini cars, made miniature scarecrows and built kits for a goofy golf game. There was also a Men who Matter Meal with children who enjoyed lunch at school with their important man in their life.
*Skate Night: A very popular event each year.
*Pirate Night: Spaghetti dinner, a treasure hunt and a giant pirate piñata.
*Drumming with Dads: Adults helped their child design drums and then they all made delightful music together as they learned about the history of drumming from a guest percussionist who specializes in West African styles of drumming.
*Game night and field trip.
*Derby Day with Dad: Adults and children built and decorated wooden race cars, a meal was served and derby races with prizes for all was held.
*Pumpkin carving and decorating.
*Dads and Donuts: Children invited their dads or important men to share donuts.
*Watch D.O.G.S. (Dads of Great Students, but not limited to fathers): Kickoff event, pizza, T-shirts for adult and child. A Watch D.O.G. commits to volunteering in a classroom at least once for one full day but many return several times after their first initial visit.
(www.fathers.com)
Nutrition

Each child’s height and weight is screened semiannually to assess growth. Growth screenings help indicate a child’s need for support in reaching their genetic potential for physical and developmental growth. When a child’s growth is of concern, families are given information, resources and referrals. Referrals include WIC and other community providers. Resources also include nutritional information, the role of food and physical activity in development, and cooking and recipe ideas.

ECEAP children receive a combination of a meal and snacks during their ECEAP day. Foods offered during class time provide one-quarter to one-third of a child’s daily needed nutrients. Children living in poverty are likely to experience food insecurity and meals served at school contribute to the overall foods and nutrients consumed.

Additionally, while children learn about healthy nutrition choices, explore new foods and develop healthy eating habits, they are learning social skills, engaging in language and literacy, learning about family style meals and establishing positive attitudes about nutrition and healthy bodies.

Our program believes that one way to teach children about nutrition is to show them through food preparation and cooking experiences. Children learn about nutrition through tasting, exploration, science, math and stories. Parents learn about nutrition at parent meetings and through publications provided by family support staff as well as referrals to community food resources such as the WIC program, the Washington Basic Food Program or local food banks.

Data collected from children’s height and weight screening allow our program to support children’s growth and development in meaningful ways and create information to share with parents about their child’s health so they in turn can promote health and wellness for themselves and their children.
Health

Health Care Institute

Snohomish County ECEAP provides health and safety education to nearly a third of our families with the UCLA and Johnson & Johnson Health Care Institute trainings. Parents gather for several hours of training, including the opportunity to ask questions of a nurse and practice using a digital thermometer. Interpreters are provided as needed. The text and take-home healthcare reference book, “What To Do When Your Child Gets Sick,” is provided in five languages.

The project’s primary goals are to improve the health-care knowledge of our families by teaching parents 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.
- Learn how to communicate effectively with health-care providers.

There were 295 ECEAP families who participated in 19 trainings throughout our service area during the 2010-2011 year.

Oral Care Institute:

Six ECEAP sites participated and a presentation was also provided to our Policy Council where 74 parents participated. Parents learned strategies for helping their children brush their teeth regularly, nutrition information and about basic dental hygiene.
How we operate

For taxpayers, there are significant factors that affect delivery of outcomes per dollar of taxpayer spending. The Washington State Legislature directed the Washington State Institute for Public Policy Institute to “calculate the return on investment to taxpayers from evidence-based prevention and intervention programs and policies.” Of significance were the results and impact of Pre-K to 12 Education, referred to in the chart below:

### Return on Investments

<table>
<thead>
<tr>
<th>Topic Area/Program</th>
<th>Monetary Benefits</th>
<th>Costs</th>
<th>Summary Statistics</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Total Benefits</td>
<td>Taxpayer Costs</td>
<td>Benefits to Cost Ratio</td>
</tr>
<tr>
<td>Pre-K to 12 Education</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>$26,480</td>
<td>$7,244</td>
<td>$19,060</td>
</tr>
<tr>
<td>Early Childhood Education: Low income 3/4 year olds</td>
<td>$26,480</td>
<td>$7,244</td>
<td>($7,420)</td>
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</tbody>
</table>

Funding and In-Kind Donations

The State of Washington Department of Early Learning provided $6,310,310 to fund ECEAP services. Snohomish County ECEAP also leveraged more than $2.1 million in community support, including funding from school districts and tribes to provide additional services. Other contributions included facility space, administrative support, transportation, food, and parent and community volunteer hours.
“Building Foundations That Last” is a collaborative project of Snohomish County ECEAP, Everett Public Schools, North West Educational Services District 189, Snohomish County Head Start, Volunteers of America Child Care Resource and Referral, Everett Community College Early Learning Center and other community early learning partners. The project will be implemented with ECEAP staff in two cohorts during four years. Each cohort participates in two years of structured professional development focusing on a cycle of learning in classrooms and Professional Learning Communities. This project focuses on providing quality early language and literacy instruction to build a strong foundation for success. The training also aligns with Washington State Guidelines. It is linked to current regional, state and national early learning work and Preschool-Grade 3 alignment efforts designed to develop connections and continuity between early learning providers and K-12 systems.

About one-third of ECEAP Lead Teachers and Program Managers attended three Demonstration Days throughout the year. David Matteson demonstrated instructional strategies for the teaching of literacy, and participants reflected upon the demonstrations. Each Demonstration Day is a full day, typically with a morning demonstration and an afternoon demonstration. One demonstration on each day is in a public school classroom, and one is in a preschool classroom. David also leads discussion on writing standards, benchmarks, the developmental continuum, scoring student work and anchor papers.

Lead Teachers and Program Managers also attended three Professional Learning Community (PLC) sessions. Each PLC session is a half-day, with cross-level participation from Snohomish County ECEAP sites, public schools and other partner organizations. PLC sessions are facilitated by a leadership team with members from each participating organization. Participants reflect on the instructional strategies they have implemented in their classrooms, and shared their learning about the literacy standards, benchmarks, the developmental continuum, scoring student work, and anchor papers. Discussion included use of student writing samples and teacher modeled writing that the participants brought from their classrooms.

After attending the first Demonstration Day, the ECEAP Lead Teachers began to actively teach children how to tell and draw a story using “modeled writing.” During large group time the teachers first demonstrated how they think of a story before they begin to draw the story. The teacher will then verbally tell the children the story while drawing the story. The teacher may also discuss the details that should be included in the story. By using modeled writing, the teacher is demonstrating to the children how to bring together oral language, drawing, and writing, using their own stories.
An example of a teacher doing “modeled writing” is shown in the photos below. The Lead Teacher in the photos is Thelma Pangilinan from Garfield Elementary, Everett Public Schools ECEAP.

The teacher begins to draw the picture as she tells the story.

The teacher adds more details to the story, labels “me” and uses a speech bubble with the words “I lost my voice.” The teacher also writes simple sentences about the story below the drawing.

After the teacher completes the modeled writing the teacher may ask the children to tell their own story and write about it. By talking about the story first, children learn to tell their own stories, based on their experiences and interests. Teachers first encourage the children to think about the story they want to tell. Children then draw a picture and will tell their story to their teacher.
The teacher will support children, if needed, by labeling the picture and writing a brief sentence about what the children are drawing. As the year progresses, some children may be able to label their own stories and write a few letters or words about their story at the bottom of the page.

Here are two examples of children’s writing that were shared at a PLC:

![Example 1](image1)
![Example 2](image2)

You’ll note in the above examples that children are learning to draw their story “above the line” and then their story is written below the line, either by the teacher or by themselves. Much of the focus in preschool is on children drawing a story that includes three things:

- Character (usually themselves, but can also include other people in their lives).
- Setting.
- Emotion/Feeling.

During this first year of implementation, we have found that the PLC’s are a huge success; teachers enjoyed looking at the work of other students, and hearing ideas and thoughts from other teachers about their own students’ work. One very exciting part of this literacy work that teachers identified is that it is fun and helpful to use with children writing at a variety of different levels. Some are still learning to draw themselves or other recognizable shapes, some are “writing” although in unrecognizable characters at this point, and others are labeling themselves and or writing their own story. Additionally, they noted that this work “gives children a voice” and an opportunity to express their thoughts and ideas in a way that they can share with others. All the participants agreed that it is exciting to see the progress their children are making, and the enthusiasm of each student for writing their own stories.
Below are quotes from some of the participants involved in Cohort One:

“Kids make meaningful predictions using everything, not just reading. Relationships are built in small groups and individually with children. Children enjoy telling their story because it is meaningful.”

“Talking about feelings helps children engage more in the process.”

“It’s important to believe that kids are capable.”

“We are creating a culture of learning.”

“This program is like striking gold.” (ECEAP Program Manager)

“I feel like I have more freedom.” (ECEAP and First Grade Teachers)

“English Language Learning children are opening up and using more language than ever before.” (Multiple P-3 Teachers)

“The collaboration with P-3 gives us more continuity.” (First Grade Teacher)

“I can’t wait to get your (ECEAP) kids in my classroom.” (Kindergarten Teacher)
As we continue to serve children and families in Snohomish County, we wish to maintain our goals of building lasting foundations for children to learn, grow, and play, while encouraging and supporting families.

Snohomish County’s future prosperity and security begins with the well-being of our young children. We know that a child’s experiences through age five lay the cognitive, social, and emotional foundations for success in school and life.

This Outcomes Report demonstrates that Snohomish County’s Early Learning Division produces positive results for children and their families. We are building our future by investing in our children to create a foundation for responsible citizenship, economic productivity, sustainable communities, and a healthy adult population. These results are the product of a collaborative effort between families, funders, staff and the community. The result of dedication, enthusiasm, and hard work made it possible for us to successfully develop a much-needed Early Head Start program while serving more than 1,000 preschool children in ECEAP.

Thank you for sharing in our success by taking the time to read our report. For more information, please contact:

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