



EARLY LEARNING MATTERS

Snohomish County

Early Learning Outcomes Report 2014-2015

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“Early Learning Matters”

Snohomish County Early Learning Outcomes Report 2014-2015

is a publication of:

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A WORD FROM THE SNOHOMISH COUNTY EXECUTIVE



John Lovick
County Executive

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August 20, 2015

I am pleased to present *Early Learning Matters: Snohomish County Early Learning Outcomes Report 2014-2015*. Our purpose is to prepare children for success in school and life, helping to build strong, sustainable communities for everyone's future.

North Snohomish County Early Head Start (NSC EHS) serves pregnant mothers and children from birth to three years old, enhancing development and family functioning. Last year, because of its success in the communities it has served since 2010, NSC EHS was awarded a non-competitive 5-year grant. The Snohomish County Early Intervention Program works closely with NSC EHS, providing coordination, support and resources for infants and toddlers with disabilities.

Snohomish County Early Childhood Education and Assistance Program (ECEAP) is a comprehensive, family-focused preschool that prepares children to enter school with the skills they need to succeed. This year, ECEAP attained high ratings in the State's new quality rating system for preschool and child care facilities, Early Achievers. In addition, the Washington State Department of Early Learning awarded ECEAP 65 new slots to expand the program, including the establishment of a new site in the community of Darrington.

The benefits of early learning programs are proven by decades of longitudinal research showing that children who participate in high-quality early learning programs are:

- Healthier when they begin Kindergarten;
- More likely to graduate from high school and go on to college;
- More likely to be employed and to earn more as an adult;
- Less likely to be in special education or repeat a grade in school;
- Less likely to become involved in a crime; and
- Less likely to become teen parents.

We are glad to say that the outcomes and other accomplishments we share in this report contribute to these significant results. Congratulations to the families, volunteers, staff and stakeholders who work faithfully to make it happen.

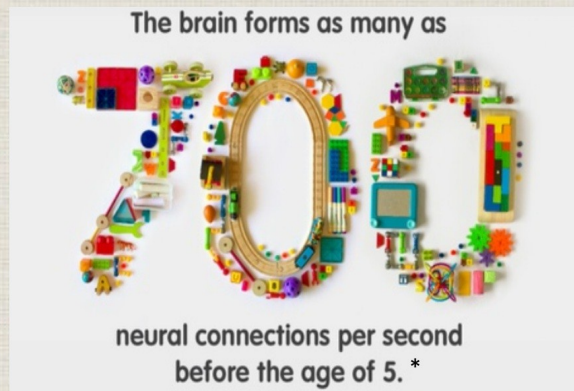
Sincerely,


John Lovick,
Snohomish County Executive

county.executive@snoco.org
www.snoco.org

Early Learning Matters

5 Numbers to Remember*



90-
100%

Chance of developmental delays when children experience 6-7 risk factors*

30

30 million word gap by age 3 between low and high socioeconomic status families **

3:1

Odds of adult heart disease with 7-8 adverse childhood experiences*

Rate of Return on Investment*

\$4-9



on average for every \$1 spent

* "5 Numbers to Remember." Harvard Center for the Developing Child. Web. August 3, 2015

** Laura J. Colker. "The Word Gap: The Early Years Make the Difference." NAEYC Teaching Young Children | VOL. 7 NO. 3

SNOHOMISH COUNTY EARLY LEARNING DIVISION

WHO WE ARE



Across nations and cultures, communities seek to provide a better future for their children. Decades of research and experience prove that to accomplish this, society must invest in the critical first five years of life.

North Snohomish County Early Head Start (NSC EHS) is a home-visiting, child-development program for income-eligible families with children age birth to three or pregnant mothers. We work with families to promote the growth and development of children by supporting them 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.

The Early Childhood Education and Assistance Program (ECEAP) is a comprehensive pre-kindergarten program designed to serve income-eligible children age three and four years 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 1,202 children at 25 sites in Snohomish and Skagit counties.

Please see our ***Mission, Vision and Values Statements*** below.

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

Integrity	Trust	Compassion	Partnership
Inclusion	Empowerment	Resourcefulness	Accountability

NORTH SNOHOMISH COUNTY EARLY HEAD START



INTRODUCTION

The federal Early Head Start program was created in 1994 to address the comprehensive needs of children under age three in low-income families and pregnant women. In addition to early learning opportunities, EHS comprehensive early childhood development programs provide children and families with access to a range of services such as health screenings, referrals and follow-up support, parenting resources, and social services. Research shows that EHS positively impacts children's cognitive, language, social-emotional development, family self-sufficiency, and parental support of child development.²

NSC EHS is funded by the **Office of Head Start** and housed by **Snohomish County Government**.



NSC EHS SERVICES



- ♦ Access for children to medical, mental health and early intervention services
- ♦ Early learning services that support the full range of child development from infancy through preschool age
- ♦ Parent support and connections to needed services
- ♦ Prenatal health care and support

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 promoting school-readiness.

NSC EHS AWARDED A 5-YEAR GRANT !

NSC EHS applied to the Office of Head Start and was awarded 5 years of non-competitive funding beginning 2015. This means that, due to its success in the community, the program will operate through 2019 without the necessity of submitting a full application every year.



² Colvard, J., Schmit, S. (2012). Expanding access to Early Head Start: State initiatives for infants and toddlers at risk. *Zero to Three* and CLASP. September 2012.

SNOHOMISH COUNTY EARLY LEARNING DIVISION:

NORTH SNOHOMISH COUNTY EARLY HEAD START

WHY WE DO WHAT WE DO: BABY FACTS FROM WASHINGTON STATE



19% live in poverty (income less than 100% of FPL).

8% live in families who are unemployed.

27% live with a single parent.

26% experience residential mobility.



23% of children 4 months–5 years are determined to be at moderate or high risk for developmental or behavioral problems.

56% of mothers with infants are in the labor force.

58% of parents/caregivers read to their 0–5-year-old child each day.



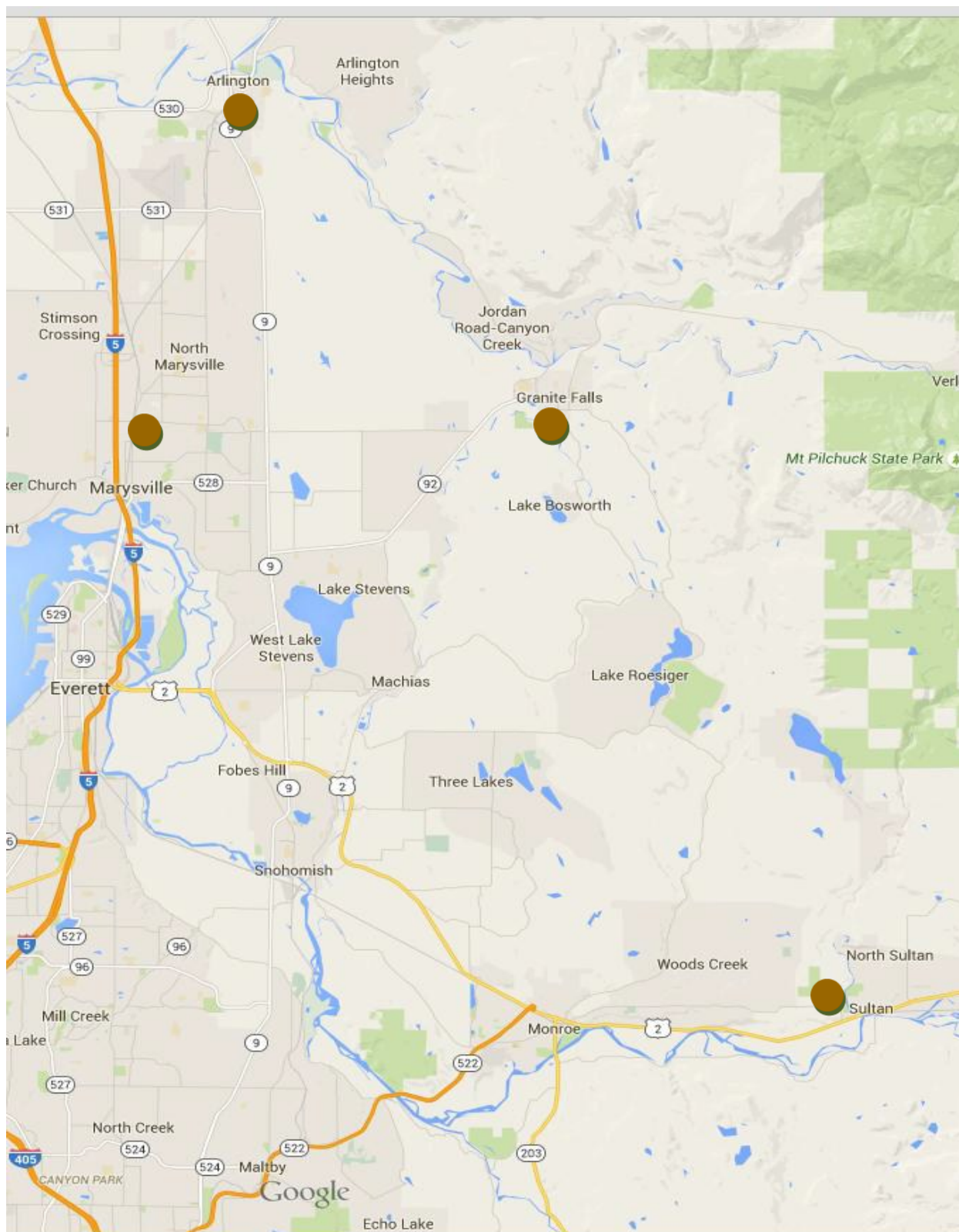
10% of babies are born pre-term, earning the state a “B” compared to the national average. (US is 12%).

6% of babies have low birthweight.

74% of 2-year-olds are fully immunized.

EARLY LEARNING MATTERS! We invite you to read the following pages to see how we are meeting these challenges head on so children can succeed in school and life...

SNOHOMISH COUNTY EARLY LEARNING DIVISION:
NORTH SNOHOMISH COUNTY EARLY HEAD START
LOCATIONS OF COMMUNITIES SERVED



SNOHOMISH COUNTY EARLY LEARNING DIVISION: NORTH SNOHOMISH COUNTY EARLY HEAD START

HOW WE OPERATE

Funding

For the year 2014, NSC EHS operated on a budget of **\$1,137,601.80**. Expenditures 2014 and Budget 2015 are shown in the charts below:

Expenditures: January 2014-December 2014

Operating Allocation:	
Personnel	601,057.99
Fringe Benefits	259,240.35
Travel	0
Supplies	12,827.63
Contractual	10,874.60
Other	223,678.85
Training Allocation:	27,542.00
Travel	5,832.20
Supplies	0
Contractual	11,584.30
Other	12,505.88
TOTAL	\$1,137,601.80
Non-Federal Share Requirement (Exceeded the 20% minimum)	286,612.62

Budget: January 2015-December 2015

Operating Allocation:	
Personnel	613,195
Fringe Benefits	279,840
Travel	5,768
Supplies	12,538
Contractual	28,339
Other	204,226
Training Allocation:	27,542
Travel	5,768
Supplies	250
Contractual	7,000
Other	14,524
TOTAL	\$1,143,906
Non-Federal Share Requirement	285,977

NSC EHS returned \$19,400.20 to the Office of Head Start.

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 2014, NSC EHS exceeded the 20% mark by \$59,092!** We leveraged **\$286,612.62** in community support, transportation, food, research analysis, and parent and community volunteer hours.



SNOHOMISH COUNTY EARLY LEARNING DIVISION:

NORTH SNOHOMISH COUNTY EARLY HEAD START

DEMOGRAPHICS

NSC EHS served a cumulative number of 148 families and children in 2014.

Percentage of Eligible Children Served Within Service Areas	9%
Children Served (Cumulative Number)	130
Pregnant Women Served (Cumulative Number)	9
Average Monthly Enrollment	82
Ages of Children Served:	
< 1 Year	37%
1 Year	20%
2 Years	35%
3 Years	8%
Ethnicity:	
Hispanic/Latino	54%
Non-Hispanic/Latino	36%
Non-English Speakers	64%
Homeless Served	23%
Single Parent Families	27%
Single Parent Families Unemployed	72%
Received Professional Referrals:	
TANF	19%
SSI	6%
Child Qualifies for Early Intervention	12%



** Data source: 2013-2014 Head Start Program Information Report.*

SNOHOMISH COUNTY EARLY LEARNING DIVISION: NORTH SNOHOMISH COUNTY EARLY HEAD START CHILD DEVELOPMENT CURRICULA



THE CREATIVE CURRICULUM® FOR INFANTS, TODDLERS AND TWOS (CCITT)

CCITT is a strengths-based, high quality, emergent curriculum that is developmentally appropriate for children from birth to age three. CCITT is a version of the Creative Curriculum used by ECEAP, modified to meet the needs of families with infants and toddlers. CCITT utilizes routines and experiences essential for the development of very young children. Infant-Toddler Specialists use the online observation and assessment tool *Teaching Strategies GOLD™* to intentionally plan experiences in the daily routines of home, classroom, and socialization environments for children and primary caregivers.

PARTNERS FOR A HEALTHY BABY

Partners for a Healthy 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/development; infant mental health; economic self-sufficiency; and family stability.

PROMOTING FIRST RELATIONSHIPS

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. Infant-Toddler Specialists use *reflective practice*, an on-going 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™) AND SOCIAL EMOTIONAL (ASQ:SE™)

ASQ-3 is a screening tool used to identify children at risk of 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. ASQ:SE is a research-based 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 that infants and toddlers receive when they are enrolled in Early Head Start.

CONSCIOUS DISCIPLINE®

Based on current research, this program teaches parents and children how to set goals and achieve them, create safe homes by managing strong emotions, set personal boundaries and resolve conflict in a way that creates closer, more loving relationships. The program coaches parents to use guidance and nurturing strategies to discipline their children in a positive, effective manner.

TEACHING STRATEGIES GOLD™ OUTCOMES: NSC EHS

NSC EHS uses *Teaching Strategies GOLD*, the online assessment tool of Creative Curriculum, to assess the growth and development of infants and toddlers. The following charts demonstrate the growth in NSC EHS children's development in a variety of domains assessed in TS GOLD. The charts demonstrate the percentage of children who were below the widely held expectations for their age at the initial assessment in Fall 2013 who then either met or exceeded those expectations in Spring 2014.

	Fall 2013	Spring 2014
Language and Literacy Development		
Comprehends language	72%	88%
Uses an expanding vocabulary	48%	67%
Speaks clearly	41%	71%
Engages in conversation	40%	49%
Identifies own names and some letters	100%	100%
Uses and appreciates books	100%	100%
Interacts during read-alouds	100%	100%
Cognition, General Knowledge		
Counts up to 10	91%	100%
Matches two identical shapes	78%	100%
Recognizes cues	100%	100%
Physical Well-Being, Motor Development		
Traveling skills	69%	79%
Demonstrates gross motor manipulation skills	61%	81%
Uses fingers and hands	70%	81%
Social-Emotional Development		
Uses adult support	61%	80%
Follows limits	55%	88%
Forms relationships with adults	65%	89%
Indicates needs and wants	80%	86%
Responds to emotional cues	96%	100%
Interacts with peers	89%	100%
Makes friends	100%	100%
Beginning to share	91%	100%
Notices feelings of others and seeks adult support	58%	61%



SNOHOMISH COUNTY EARLY LEARNING DIVISION: NORTH SNOHOMISH COUNTY EARLY HEAD START MENTAL HEALTH AND DISABILITIES



Mental Health

NSC EHS provides services that promote mental health, prevent mental illness, and support 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 contracts with a Mental Health Professional who maintains a schedule of onsite visits and is available to the Infant-Toddler Specialists for consultation.

Number of children for whom the MH Professional consulted with program staff about the child's behavior or mental health:	4
Number of children for whom the MH Professional consulted with parents about the child's behavior or mental health:	3
Number of children for whom the MH Professional facilitated a referral for mental health services:	2

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. The inclusion model ensures that all children receive individualized services including adaptations to support children with special needs. Children 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. Infant-Toddler Specialists follow the child's IFSP, or Individual Family Services Plan designed through coordinated intervention efforts, to establish tailored services for each child. Using this information, the Infant-Toddler Specialists apply a range of approaches to engage, communicate, and play with children. Materials and environments are chosen carefully for safety, design and access.

Number of children on IFSP, indicating that they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals With Disabilities Act:	18
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SNOHOMISH COUNTY EARLY LEARNING DIVISION: PARTNERSHIP SPOTLIGHT

EARLY INTERVENTION PROGRAM (EIP)



Angie Ahn-Lee
EIP Program Manager

The Early Intervention Program (EIP) is one of the most important partners of the Early Learning Division, especially NSC EHS!

Early Support for Infants and Toddlers (ESIT) is the State's initiative to provide coordination, support, resources and services to enhance the development of children with developmental delays and disabilities. EIP is the ESIT agent for Snohomish County. EIP contracts with many local agencies that provide direct early intervention services to children birth to three years old. EIP is funded by the Department of Early Learning and ESIT. Other funding sources include Child Development Services, Developmental Disabilities Administration, DSHS, local school district State Special Education, Snohomish County revenue and various private and public insurances.

Primary early intervention services

Family resource coordination
Developmental services
Occupational or physical therapy
Speech or language therapy



Expected Outcomes

Demonstrate positive social emotional skills, including social relationships.

Acquire and use knowledge and skills including early language, communication and early literacy.

EARLY INTERVENTION SERVICE DELIVERY IN SNOHOMISH COUNTY 2014-2015

Infants and toddlers and their families served at any one time	681
Eligible infants and toddlers and their families received services	1,356
Toddlers exiting early intervention did not qualify for special education at age three	30%
Infants/toddlers and families received services in the natural environment (i.e., in-home)	100%
Percentage of families surveyed who reported knowing their rights to the program	83%
Percentage of families surveyed reported early intervention helped them effectively communicate their child's needs	89%
Percentage of families surveyed reported early intervention helped them to help their child develop and learn	87%

SNOHOMISH COUNTY EARLY LEARNING DIVISION: NORTH SNOHOMISH COUNTY EARLY HEAD START

PARENT ENGAGEMENT

NSC EHS uses the home-based model to engage parents in child development, community resources and child guidance while maintaining their normal home environment. 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. Socialization gives parents a chance to play and interact with their children and others, connect with other parents, learn about community resources and events, and build a safe community for their children and themselves. This year, some socializations were field trips to local destinations—including the Children’s Museum, Jump, Rattle and Roll, Arlington Farmer’s Market, Willis Tucker Park, Jetty Island, Sultan Shindig, the Reptile Zoo, Seattle Aquarium, Flower World, Snohomish Aquatic Center, pumpkin patch, Tulalip Fields, Christmas Lights and Woodland Park Zoo.



NSC EHS also offered parent education programs, including First Aid classes, income tax preparation, family emergency preparedness, Health Care Institute, Oral Health Care Institute, and parenting classes. Each month, the EHS Policy Council met to provide input for program planning.

Home Visits completed	2,303
Socializations completed	163
Families attending socializations	510
Parent meetings	71
Parents attending meetings	236
Parent volunteers	101



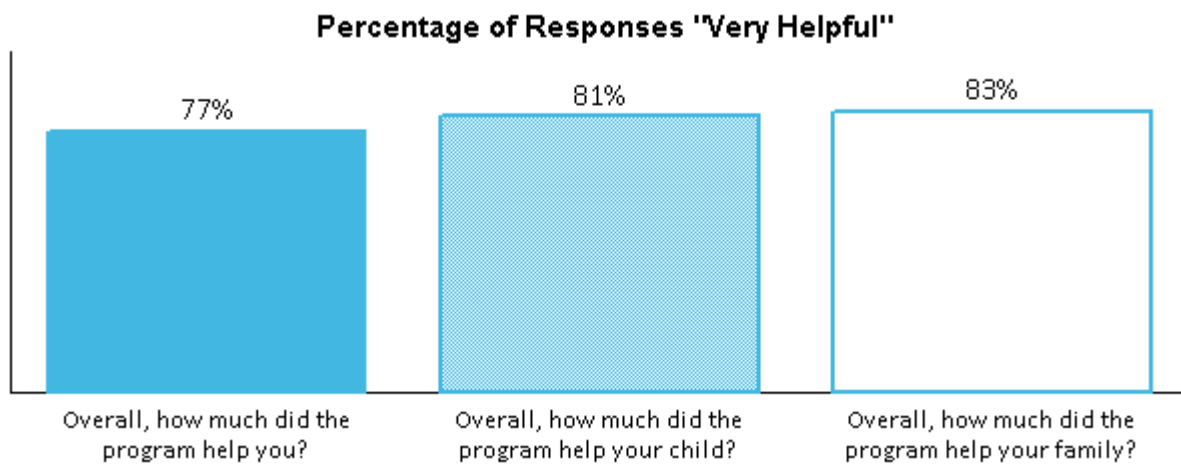
Data source: 2013-2014 Head Start Program Information Report and NSC EHS Internal Reports.

NORTH SNOHOMISH COUNTY EARLY HEAD START

PARENT ENGAGEMENT: 2015 PARENT SURVEY RESULTS

Overview

In the Spring of 2015, 53 parents and guardians of children enrolled in NSC EHS completed a survey* about how they and their families benefited from the variety of services they received. Overwhelmingly, parents and guardians found NSC EHS services very helpful. Of these: 77% found the program very helpful to themselves personally; 81% found the program very helpful to their children, and 83% found the program very helpful to their families. These 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.

**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.*

SNOHOMISH COUNTY EARLY LEARNING DIVISION:
NORTH SNOHOMISH COUNTY EARLY HEAD START
OFFICE OF HEAD START: UPDATE APRIL 2015



North Snohomish County Early Head Start is approved to receive an Early Head Start Five Year non-competitive grant. The period is January 1, 2015 to December 31, 2019.

SNOHOMISH COUNTY EARLY LEARNING DIVISION: EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

INTRODUCTION

The statewide comprehensive preschool Early Childhood Education and Assistance Program (ECEAP) supports the healthy development and success of children in low-income families or children at risk of school failure. ECEAP has grown from 70 slots in 1989 to 1,137 in 2014. Last year, in addition to its existing part-day (2-3 hour) slots, ECEAP was awarded 143 slots to integrate two new service models: full-school-day (6-hour); and extended-day (10-hour) for children of working parents. Five new ECEAP sites were established. In the 2014-15 year, Snohomish County ECEAP served 1,300 children (cumulative) at 26 sites in Snohomish and Skagit counties. ECEAP is funded by the **Washington State Department of Early Learning (DEL)** and housed by **Snohomish County Government**.

Eligible participants are children whose family income is at or below 110% 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.



ECEAP SERVICE DOMAINS

- ◆ Child development
- ◆ Health and Nutrition
- ◆ Parent involvement
- ◆ Family support



SNOHOMISH COUNTY ECEAP EXPANDS 2015!



We are excited to announce that DEL has awarded an additional 65 slots to Snohomish County ECEAP for 2015-2016! AND we are establishing another new site in Darrington. Our funded enrollment level for 2015-16 will be brought up to 1,202 slots.

New Site 2015-16

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

HOW WE OPERATE



Funding

The Washington State Department of Early Learning funds Snohomish County ECEAP. In 2014-2015, ECEAP provided services at 26 sites in Snohomish and Skagit counties. ECEAP contracted with eight school districts; three tribal organizations; three non-profit organizations; two childcare centers, and one community college. ECEAP operated on a budget of **\$9,045,356.69**.

Subcontractor and Administrative /Program Operational Costs 2014-2015	Subcontractor	Service Model	Budget
	Arlington School District	Part-Day	325,050
	Children's Learning Center	Extended-Day	220,660
	Early Connections Child Care	Extended-Day	208,290
	Everett Community College	Part-Day, Extended-Day	423,401
	Everett School District (5 sites)	Part-Day	¹ 1,036,609
	Granite Falls School District	Part-Day	121,625
	Josephine Sunset Home	Part-Day	216,725
	Lake Stevens School District	Part-Day	481,630
	Lakewood School District	Part-Day	181,625
	Marysville School District (2 sites)	Part-Day	1,084,085
	Mukilteo School District	Part-Day	² 978,400
¹ Includes funding for literacy project \$6,450	N. Co. Family Services - Kids Place	Full-School-Day	³ 126,159
	Sauk-Suiattle Tribe	Part-Day	132,500
² Includes funding for renovation \$150,000	Snohomish School District	Part-Day	361,950
	Tulalip Tribes	Full-School-Day	⁴ 601,560
	Upper Skagit Tribe	Part-Day	96,725
³ Includes funding for start-up supplies \$5,300	Volunteers of America (5 sites)	Part-Day, Full-School-Day	⁵ 1,247,774
	County Admin/Program Op Costs		1,200,598.69
⁴ Includes funding for start-up supplies \$52,100	TOTAL		9,045,356.69

⁵ Includes funding for start-up supplies \$56,800

In Kind

In 2014-2015 Snohomish County ECEAP leveraged **\$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.

SNOHOMISH COUNTY EARLY LEARNING DIVISION:

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

DEMOGRAPHICS*

ECEAP served a cumulative number of 1,300 children in 2014-2015.



Child Age...	
4-Year-Olds	74%
3-Year-Olds	26%
Race (four primary identified)...	
White	64%
Hispanic/Latino Ethnicity	37%
Bi-racial/Multi-racial	12%
American Indian/Alaskan Native	5%
Home Language (three primary identified)...	
English	66%
Spanish	24%
Arabic	3%
Homeless	4%
Foster	4%
On IEP	3%
Parents Employed Last 12 Months	66%
Single Parent Home	42%
Household Income...	
At or below 50% FPL	41%
50-80% FPL	24%
80-110% FPL	27%
Family Risk Factors: Current or Previous...	
Parent Mental Health Issues	19%
Substance Abuse	14%
Domestic Violence	13%
CPS/FAR Involvement	12%
Family Isoaltion	12%
Parent Disabled (per ADA definition)	8%
On Wait List for ECEAP Services	275

* Data Source: State ECEAP Early Learning Management System

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

CURRICULA



The Creative Curriculum® (CC) for Preschool

CC 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. CC uses objectives for development and learning that predict school success and are in alignment with State early learning standards.

Building Foundations That Last (BFTL)

BFTL 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.

Early Childhood Hands-On Science (ECHOS)

ECHOS is an evidence- and research-based science curriculum developed by the Patricia and Phillip Frost Museum of Science specifically for preschool children; outcome studies indicate improvement in teacher confidence and capability and children's learning and understanding of scientific concepts, skills and processes. In 2014-2015, ECHOS was implemented at most ECEAP sites. The success of the curriculum has encouraged the County to continue seeking funding for complete curriculum and materials for the whole program.

Second Step® Violence Prevention

Second Step 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.

Talking About Touching

Talking About Touching 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.

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

EARLY ACHIEVERS: ENSURING THE HIGHEST QUALITY SERVICES



The Washington State Department of Early Learning (DEL) has developed a quality rating and improvement system, Early Achievers. Early Achievers is designed to strengthen services provided to children and families in child care centers, ECEAP programs and Head Start programs. DEL and the University of Washington (UW) developed the standards based on research regarding high quality early learning programs. The Early Achievers standards emphasize:

- ◆ High quality teacher-child interactions;
- ◆ Rich learning environments;
- ◆ Developmentally appropriate curriculum, regular assessment and screening to best support the unique needs and strengths of each individual child;
- ◆ Consistent, high-quality professional development opportunities for staff;
- ◆ Family engagement practices and supporting families as the child's first most important teacher; and
- ◆ Ongoing quality improvement practices, using data to inform teaching and overall program service improvements.

Snohomish County Education and Family Support Coordinators and Early Learning Coach are available to help sites prepare for their ratings visits. UW conducts the visits using two tools: *Early Childhood Environment Rating Scale – Revised* (ECERS-R) and the *Pre-K Classroom Assessment Scoring System* (CLASS). ECERS-R evaluates the classroom and outdoor environment: health and safety; materials available for children's use throughout the day; and classroom routines and program structure. CLASS evaluates interactions between teachers and children, focusing upon intentional interactions in three domains: Emotional Support; Classroom Organization; and Instructional Support. Based on results, sites are given a quality rating on a scale of 1 – 5, with a very limited number of sites throughout the state receiving a 5.

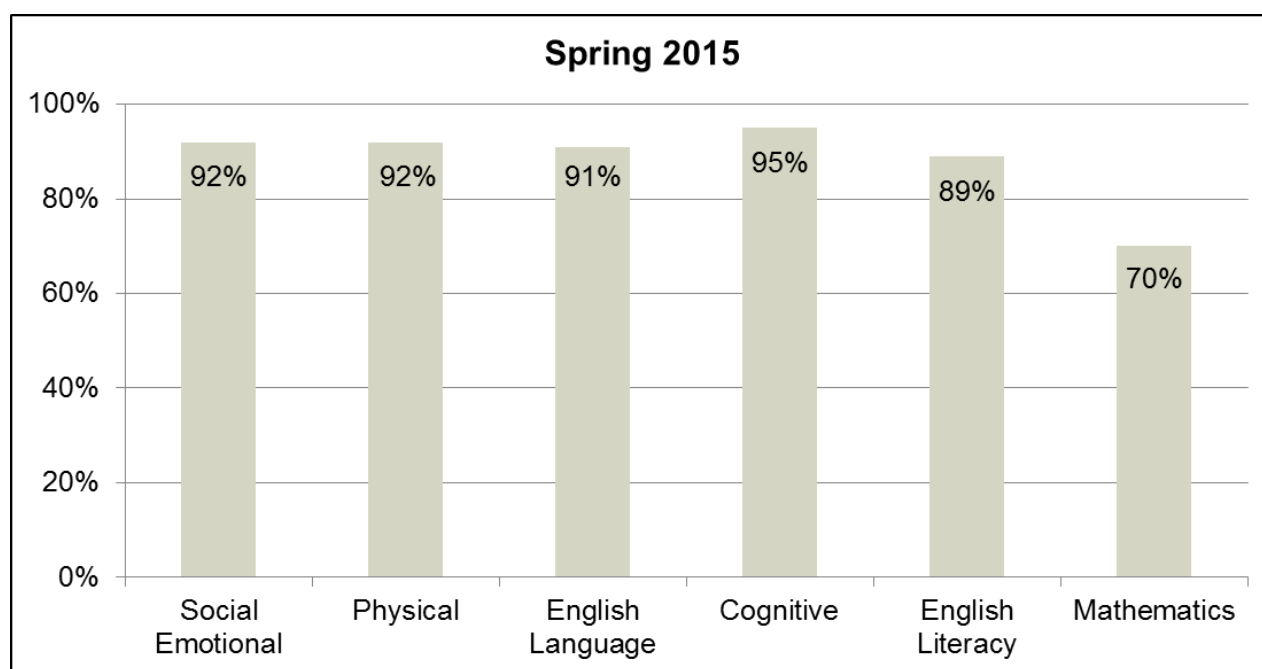
Snohomish County ECEAP started Early Achievers in early 2014. Teachers and administrators participated in several trainings in ECERS and CLASS. The Snohomish County ECEAP Lead, Education and Family Support Coordinators, Early Learning Coach and several site Program Managers conducted observations and provided feedback to teachers related to their environments, intentional teaching practices, and ongoing interactions with children. Twelve of our twenty-six sites received ratings visits in 2015; two received a Level 3 rating, nine received a Level 4, and one received a Level 5. Our remaining sites will be visited in the 2015-2016 program year.

Teaching Strategies GOLD™ and Kindergarten Readiness

Like NSC EHS, Snohomish County ECEAP uses TS GOLD to assess the growth and development of children. TS GOLD includes an observational assessment system for preschool-age children, measuring the knowledge, skills and behaviors that are most predictive of school success.

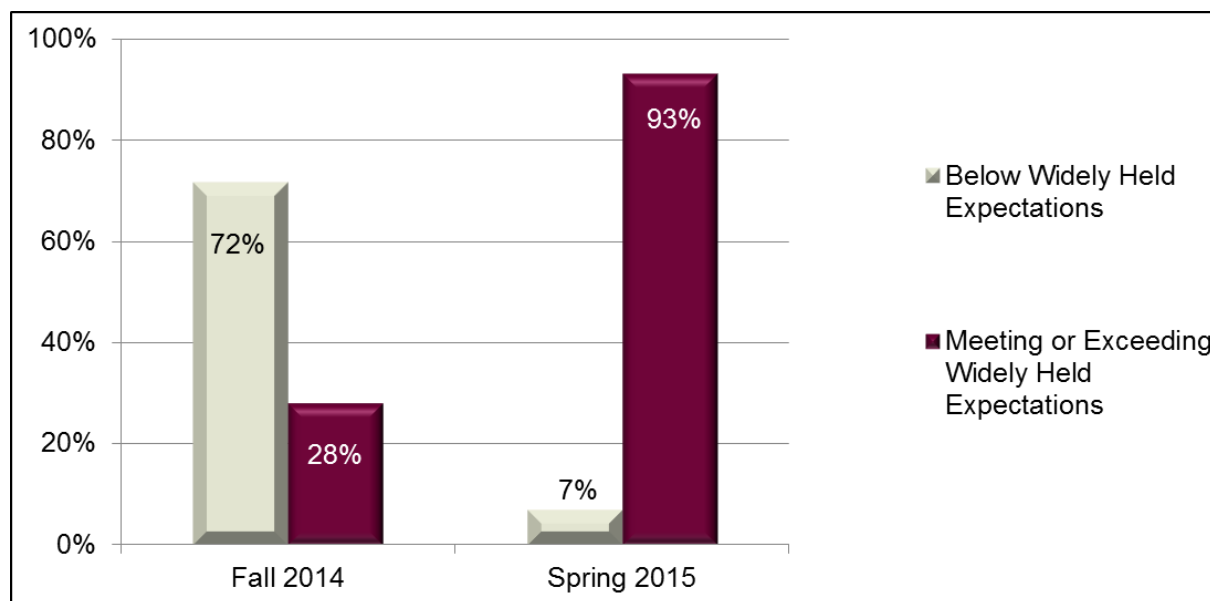
Kindergarten Readiness

Reflected below are the percentages of the 646 pre-Kindergarten children whose knowledge, skill and behaviors in each area of development are at or above the range of skill needed to be ready for Kindergarten entry as assessed in Spring 2015.

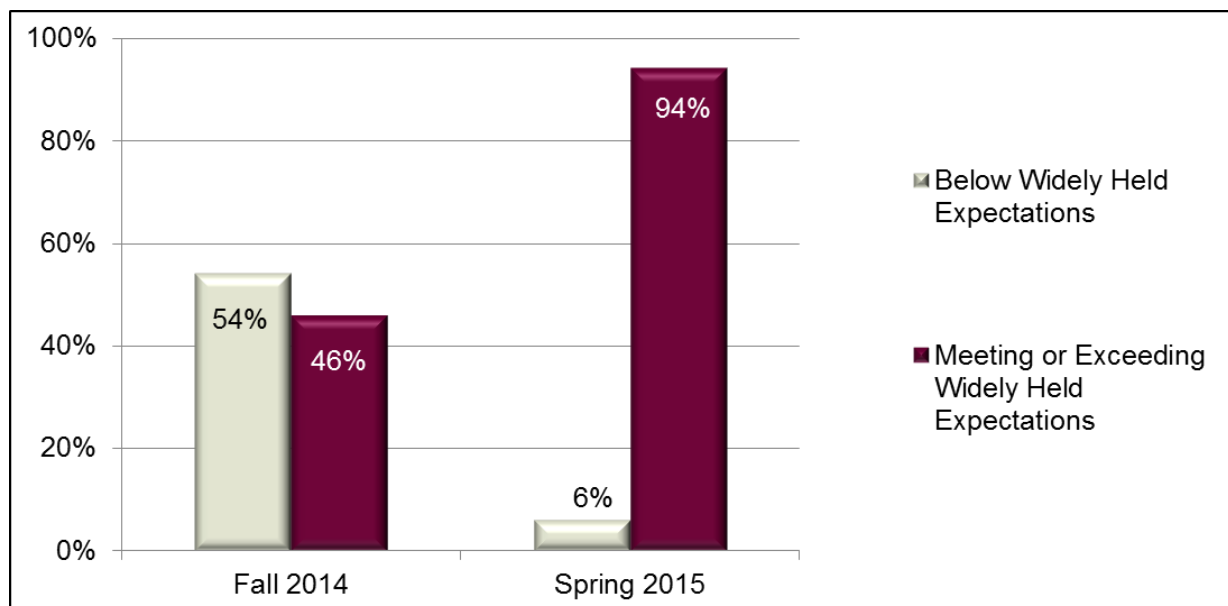


Teaching Strategies GOLD™ Outcomes: ECEAP

Social Emotional. Manages feelings, establishes positive relationship with adults and peers, solves social problems, follows limits and expectations.

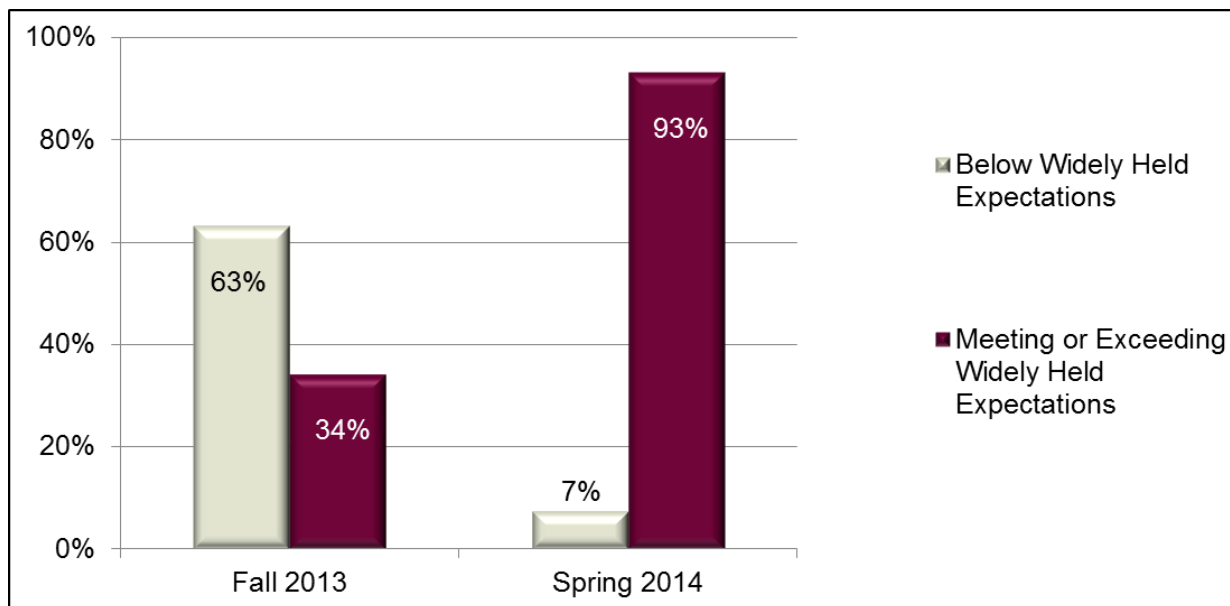


Physical. Traveling skills, balancing skills, gross-motor manipulation skills, fine-motor strength and coordination, uses writing and drawing tools.

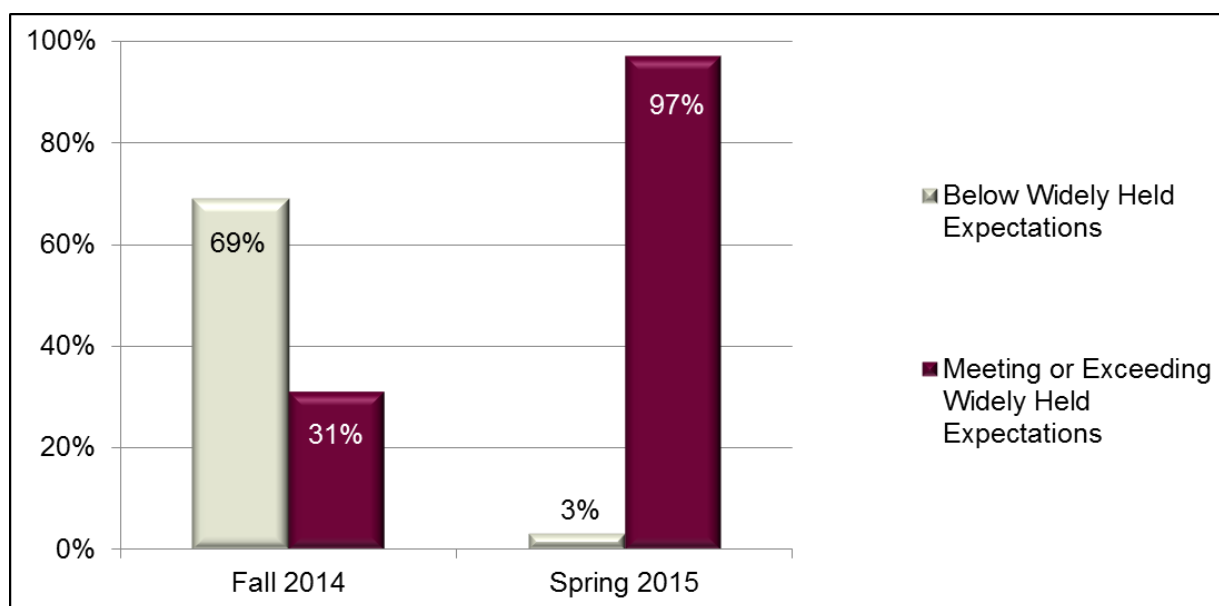


Teaching Strategies GOLD™ Outcomes: ECEAP

English Language. Comprehends language, follows directions, uses expanding vocabulary, speaks clearly, engages in conversations, tells about another time or place.

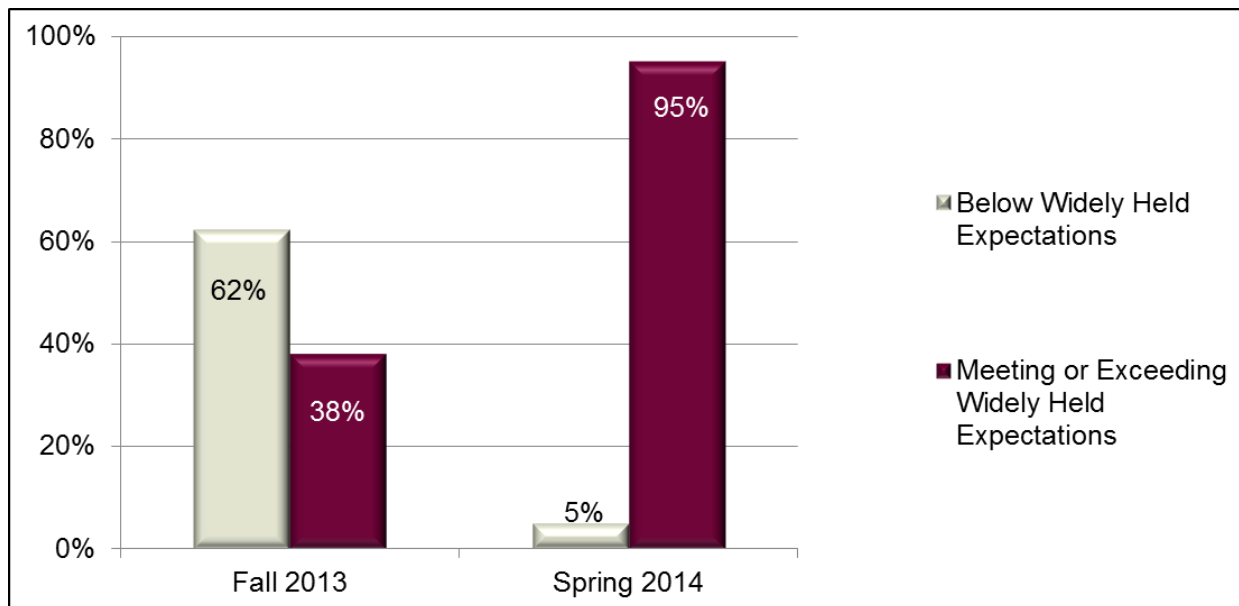


Cognitive. Attends and engages, persists, shows curiosity, recognizes and recalls, makes connections, classifies, thinks symbolically, engages in socio-dramatic play.

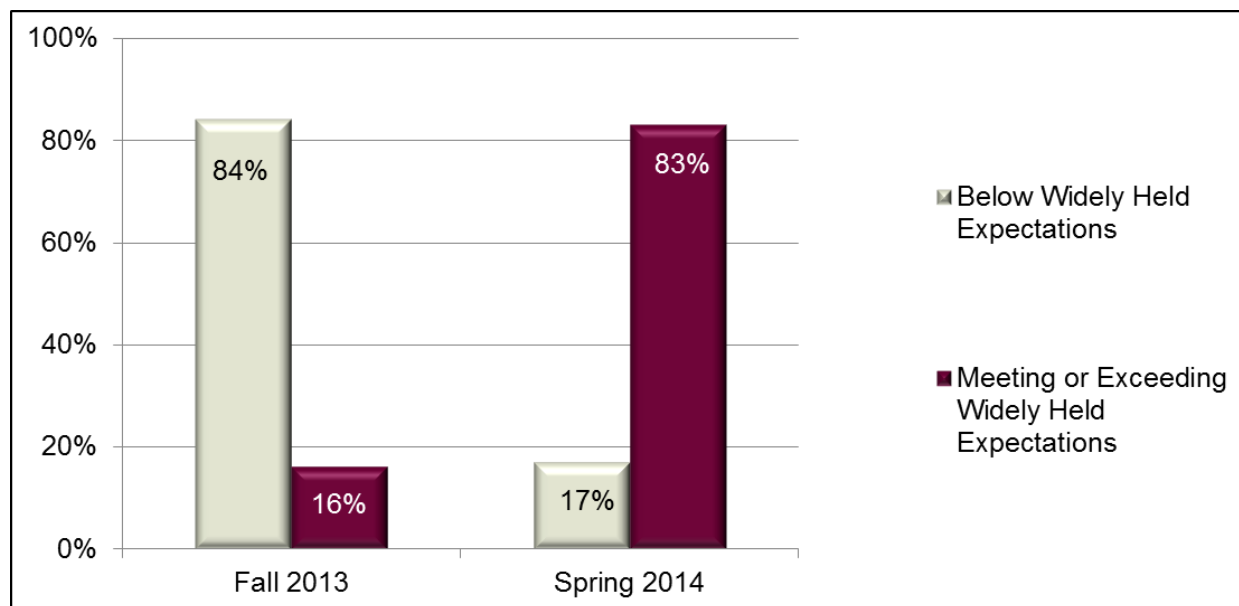


Teaching Strategies GOLD™ Outcomes: ECEAP

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.



EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

FAMILY PARTNERSHIPS

The *Washington State Early Learning Plan's Executive Summary 2010* states that "Ready and successful parents, families and caregivers have the information needed to be their child's first and most important teacher."



FAMILY PARTNERSHIP PLAN

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. 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 professional referrals. Some of the resources and referrals include housing, energy, food, clothing, school supplies, and college/career services. In addition, parents attend different parent education activities to enhance their knowledge and skills in parenting and child development.

VOLUNTEERING

Family support staff at each site coordinate one to two family events per month, to assist parents to build stronger connections with each other. Staff also encouraged families to be involved in their child's education by providing parents with volunteer opportunities such as assisting with classroom projects, providing input on activities and assisting their child with school-to-home activities to support their child's learning.

PROGRAM GOVERNANCE

Parents have opportunity to get involved in several oversight committees at the site and County levels. Site parent policy councils help site staff plan the year's activities and network about enhancing systems. Each site recruits a minimum of one parent to join the County ECEAP Policy and Advisory Council (PAC), facilitated by the Early Learning Division Manager and an elected parent Chair, which meets monthly from October through May. The PAC is responsible to review and approve key documents for the program, including the *Funding Renewal*, *Outcomes Report* and the *Self-Assessment*. In particular, the PAC provides additional input to the Self-Assessment's Family Partnership section before the final draft is approved. Other committees parents are invited to attend are the Health Advisory Committee, the Nutrition Subcommittee and Mental Health Subcommittee—interagency entities composed of community professionals and parent volunteers who help inform ECEAP health policy.

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

FAMILY PARTNERSHIPS: MALE INVOLVEMENT



ECEAP Performance Standards strongly encourage male involvement. Fathers, grandfathers, uncles and other men significant in the lives of ECEAP children enjoy events that encourage healthy social-emotional relationships and positive support. In addition to participating in fun activities, many men enjoy coming to the classroom to volunteer, reading to children, sharing about their occupations or hobbies, or donating one day a month on a rotating schedule to watch over the children during outdoor playtimes.

ECEAP fathers/male caregivers answered the following two survey questions designed to help us serve them better:

What barriers do you find to being more involved in the program?

- Work schedules
- Lack of employer support to fit family activities into schedule
- Do not see enough male staff or volunteers in the program
- Messages often fail to include men

What suggestions do you have to promote more male involvement?

- Talk to us and listen
- Ask us how we want to be involved; show us what you need us to do to help
- Find out who we are; we value recognition and acknowledgement
- Have more male greeters or speakers at functions
- Display more images of men in classroom, on flyers, etc.
- Make Father's Day as festive as Mother's Day
- Make contact with us early, like you do with moms
- When calling, ask to speak to us as well as with moms
- Be alert to opportunities to direct children to us to guide and help them
- Plan activities that men enjoy; for example:

Using our hands to build and craft
Outdoor activities
Obtaining supplies and resources
Reading to the children
Collecting bugs with the children
Field trips
Coming to class to tell children about the work we do
Playing in the dirt (really!)



EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

HEALTH AND NUTRITION



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. The Nurse is responsible for identifying barriers families face when trying to access health services, whether it is navigating the Medicaid system or finding dental resources for low-income families. 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. Parents gather for several hours of training by a registered nurse, then have the opportunity to ask questions and practice home health care skills such as using a digital thermometer. Interpreters are provided as needed. Class materials are provided, as well as a take-home healthcare reference book, *What To Do When Your Child Gets Sick*, available in five languages. The project's primary goals are to improve the health-care knowledge of parents by teaching them to do the following:

- ◆ 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
- ◆ Learn how to communicate effectively with health care providers.

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

HEALTH AND NUTRITION *(continued)*



NUTRITION SERVICES

Children living in poverty are likely to experience lack of food, particularly nutritious, balanced meals. ECEAP children receive a combination of meals and snacks during their ECEAP day.

Helping to prepare foods is part of children's ECEAP experience. Tasting, exploring different foods and using basic food science and math tools to assemble food provides engaging educational opportunities. In addition, parents are provided nutrition counseling, 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.

Height and weight screenings are an important part of ECEAP nutrition services. Screenings assess children's growth and are done twice yearly. When a child's growth screening indicates a concern, families are given information, resources and referrals. See page 33 for height and weight outcomes for 2014-2015.

NUTRITION EDUCATION FOR FAMILIES

ECEAP Nutritionists presented at two family nights. Topics included: Ways to Be Active in Winter and Eating Healthy on a Budget.

Parents requested special presentations by the family health education organization, Wellness Wrx: "Eating Healthy on a Budget" Food Demo, "Too Tired to Cook" Food Demo, "The Mediterranean Way" Food Demo and "Screen Smarts" class.

PROFESSIONAL DEVELOPMENT FOR COOKS

ECEAP cooks and serving staff attended two trainings this year:

- Learning the New CACFP Requirements and Standardizing Recipes
- Menu Planning Tips and Techniques, Recipe Development and Nutrition Updates

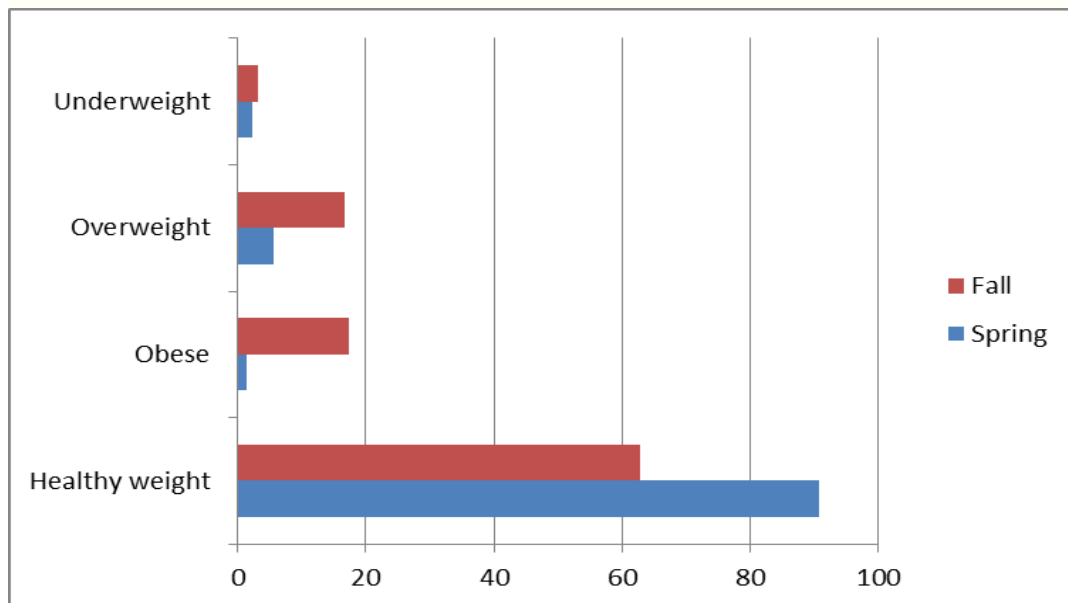
SNOHOMISH COUNTY EARLY LEARNING DIVISION:

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

HEALTH AND NUTRITION *(continued)*

Nutrition services include height and weight screenings, to ensure that ECEAP children are developing in a way appropriate for their age. Screenings are done once in Fall (or within 60 days of the child's first day at school) and again in the Spring. A comparison of Body Mass Index (BMI), a formula based on these screening results, is recorded for each child and the information made available to parents. 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. BMI does not measure muscle mass so is not reflective of factors such as the child's individual build, genetics and growth pattern over time. 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.



FALL 2014

At a healthy weight	63%
Obese	17%
Overweight	17%
Underweight	3%

SPRING 2015

84% at a healthy weight

21% of children who were overweight in the Fall were at a healthy weight in the Spring

47% of children who were underweight in the Fall were at a healthy weight in the Spring

17% of children who were obese in the Fall were overweight in the Spring

5% of children who were obese in the Fall were at a healthy weight in the Spring

SNOHOMISH COUNTY EARLY LEARNING DIVISION:

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

COUNTY ECEAP PROJECTS



THE SNOHOMISH COUNTY CHILDREN'S COMMISSION

The Snohomish County Children's Commission researches and advises the public on issues related to children's interests. Snohomish County ECEAP and the County Administrative team provide staff support to the Commission. This year the Commission is focusing on the implications of legalized marijuana use and vaping among children under 18.

The Children's Commission is recruiting for new members who are invested in the development of youth and children. We invite you to visit the Commission website www.wevaluekids.org. In 2014, the site had over 400,000 hits by visitors looking for membership information and resources!

ECEAP provides some minor financial support for the Children's Commission.

SNOHOMISH COUNTY EARLY LEARNING NEWSLETTER

The Early Learning Newsletter covers news about both ECEAP and EHS and is published Fall, Winter and Spring quarters. The Newsletter includes articles and photos of site activities, local and national news about early learning efforts, special topics, project updates and announcements. Parents, County ECEAP and ECEAP site staff, and NSC EHS staff contribute to this publication with photos and articles. Each Newsletter focuses on a specific theme. The upcoming Fall 2015 theme will be Early Achievers: Quality Enhancements in Early Learning. The distribution for the Newsletter is over 1,600 parents and agencies.

PARENT ADVOCACY AND LEADERSHIP

ECEAP helps parents gain deeper skills in their own personal communication with their families as well as professionals who work with their children. ECEAP parents were trained on how to plan meetings with professionals like teachers, family support workers and health professionals. Parents were also trained to communicate with legislators and other community leaders. Eighty parents attended Advocacy Day February 11, 2015 at the State capital in Olympia to advocate for ECEAP.

In addition, ECEAP contracts with professional agencies to conduct parent training at ECEAP sites on the topics of healthy family relationships and positive communication.

SNOHOMISH COUNTY EARLY LEARNING DIVISION:

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM

COUNTY ECEAP PROJECTS *(continued)*



EARLY LEARNING OUTCOMES REPORT

The Early Learning Outcomes Report is published annually. The report provides outcomes for child development, education, family engagement and partnerships, and health for Early Learning Division partners ECEAP and NSC EHS. We also include demographics, current projects and budget information. The report is distributed to parents, sites, community partners, the State of Washington and the regional Office of Head Start.

GROWING GROCERIES WITH FAMILIES

Growing Groceries With Families is a program for ECEAP parents originated by the Washington State University Extension administration and Master Gardeners. Parents learned to build, maintain and harvest community gardens to help supplement their food costs and develop positive, collaborative relationships between families.

CELEBRATE THE SUCCESSES

Celebrate the Successes is an annual dinner event hosted by Snohomish County ECEAP to honor ECEAP parents and community volunteers who donate time, labor and funds to support their local ECEAP site. Community members are nominated by sites for an award, and parents from the Policy and Advisory Council are also given awards.

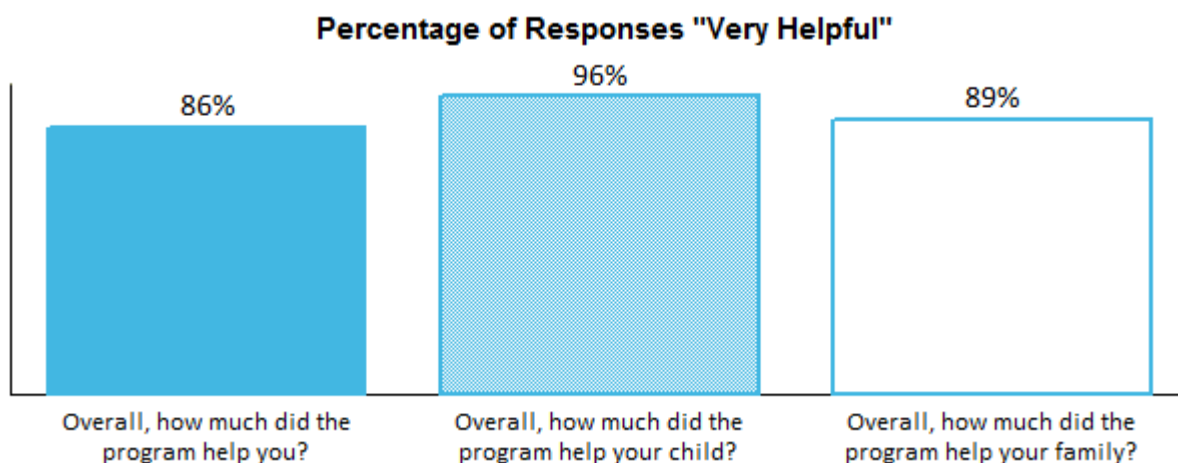
FAMILY FINANCIAL FITNESS

FFF is a parent training developed in partnership with parents, the County and United Way of Snohomish County. The purpose of FFF is to provide education and resources, and build stronger planning and leadership skills to enhance family financial stability. Parents are coached in budgeting on a limited income, communication, goal-setting, spending plans and credit/debt management. Children receive a developmentally appropriate lesson on goals, choices and accomplishments.

SNOHOMISH COUNTY EARLY LEARNING DIVISION:
EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM
PARENT SURVEY RESULTS 2015

Overview

In the Spring of the 2014-2015 school year, 832 parents and guardians of children enrolled in Snohomish County ECEAP completed a survey* about how they and their families benefited from the variety of services they received. Of these: 86% reported that they found the program very helpful to themselves personally; 96% found the program very helpful to their children; and 89% found the program very helpful to their families. These results are a strong testament from the respondents about how much ECEAP contributes to their families' well-being.



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

**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.*



Thank you for supporting the work of the Early Learning Division. Advances in neuroscience and research have helped to demonstrate the benefits of quality early learning education. The early years are a critical period in children's learning and development providing the necessary foundation for more advanced skills. Research shows that children who participate in high quality early learning programs have better health, social-emotional, and cognitive outcomes than those who do not participate. This includes children with disabilities, who show more positive emotional skills, social relationships and improved language and literacy.

Studies also reveal that participating in quality early learning can boost children's educational attainment and earnings later in life. Children who attend high-quality preschool programs are less likely to utilize special education services or be retained in their grade, and are more likely to graduate from high school, go on to college, and succeed in their careers than those who have not attended high-quality preschool programs. Research suggests that early learning provides society with a return on investment of \$8.60 for every \$1 spent.

Providing children with high quality early education experiences is not only the right thing to do for our county's youngest learners, it's an imperative for strengthening our economy.

Early learning matters!

Joe Varano

Joe Varano, Manager
Early Learning Division



Photo Courtesy Everett Public Schools