

ECEAP Outcomes

2010-11 School Year



Early Childhood Education & Assistance Program

Washington State Department of Early Learning

www.del.wa.gov/eceap

eceap@del.wa.gov

TABLE OF CONTENTS

Introduction to ECEAP.....	1
ECEAP Funding	2
ECEAP Lead Teacher Qualifications	2
ECEAP Child Demographics.....	3
ECEAP Family Income and Education	3
Health Outcomes	5
Social-Emotional Outcomes.....	7
Initiative	8
Self-Control	9
Attachment	10
Total Protective Factors	11
Behavioral Concerns	12
Learning Outcomes.....	13
Physical Development.....	14
Language Development	15
Cognitive Development	16
Literacy Development.....	17
Mathematics	19
Family Engagement.....	20

INTRODUCTION TO ECEAP

The Early Childhood Education and Assistance Program (ECEAP) is Washington's pre-kindergarten program that prepares 3- and 4-year-old children from low-income families for success in school and in life. ECEAP focuses on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services. ECEAP reaches the children most in need of these foundations for learning. The program design is aligned with nationally researched programs that have shown exceptional returns on investment.

ECEAP is effective at:

- Increasing children's social-emotional, physical and pre-academic skills.
- Strengthening families and building their capacity to support their children's success.
- Ensuring that each child receives medical and dental care so they start school with optimal health.

During the 2010-11 school year, the Department of Early Learning (DEL) administered ECEAP through 40 contracts with educational service districts, school districts, community colleges, local governments and nonprofits. ECEAP served 37 of 39 Washington counties at 260 sites.

In the 2010-11 school year:

- Total ECEAP funding was \$54,405,000; 98.3 percent of this went directly to communities to benefit children and families at an average cost of \$6,662 per child.
- ECEAP had 8,024 spaces for children. 9,137 children were enrolled at some time during the year, a 13.9 percent turnover rate. Reasons for turnover include families moving or choosing other care.
- At its peak, the 2010-2011 ECEAP waiting list held 1,416 4-year-olds and 2,925 3-year-olds.
- 18,600 children in Washington were eligible for ECEAP and were not served by either ECEAP or the federal Head Start program.
- ECEAP received 9 out of 10 quality points from the National Institute for Early Education Research (NIEER) for our state early learning guidelines, comprehensive family support and health coordination services, early childhood education (ECE) training requirement for teachers and assistant teachers, class size, staff-to-child ratios, meals and DEL's monitoring of program quality. The 10th quality point would require ECEAP lead teachers to have a bachelor's degree. DEL currently requires an associate or higher degree with 30 quarter credits of ECE.

ECEAP FUNDING

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Allotment	\$35,083,000	\$47,919,000	\$56,437,000	\$54,837,000	\$54,405,000
Percent for state administration	4.6%	3.4%	2.9%	2.17%	1.75%
Percent to contractors	95.4%	96.6%	97.1%	97.83%	98.25%
Minimum funds per slot	\$5,200	\$6,500	\$6,630	\$6,630	\$6,630
Average funds per slot	\$5,596	\$6,536	\$6,662	\$6,662	\$6,662

2010-11 ECEAP LEAD TEACHER QUALIFICATIONS

Since 1986, ECEAP Performance Standards have required lead teachers to hold an associate degree or higher, with 30 credits of ECE, or a state teaching certificate with an endorsement in ECE (pre-K through grade 3). However, in some parts of the state, it has been difficult to hire fully-qualified staff so some teachers are on a five-year plan to complete this requirement. Research links early learning and development to the educational qualifications of teachers. See <http://nieer.org/resources/policybriefs/2.pdf>.

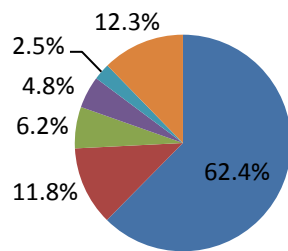
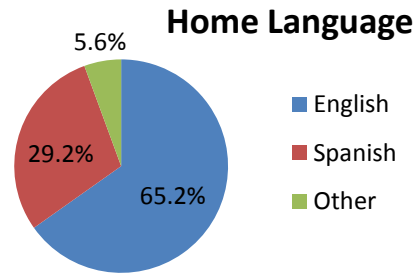
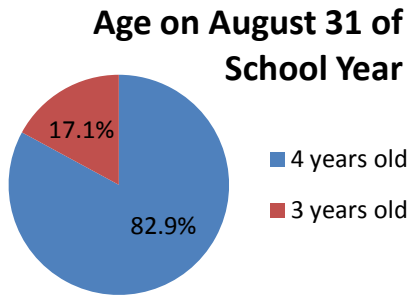
- 81 percent of lead teachers met the DEL requirement of an associate degree or higher. This has increased from 69 percent in 2007, when DEL intensified monitoring of qualifications.
- 6.7 percent of lead teachers held a master’s degree.
- 36.2 percent of lead teachers held a bachelor’s degree.
- 44.3 percent of lead teachers held an associate’s degree.
- 3.9 percent held a Child Development Associate (CDA) credential.
- 8.3 percent had completed some college, but not yet attained a degree.

Percent of fully qualified lead teachers				
2006-07	2007-08	2008-09	2009-10	2010-11
69%	75%	71% *	79%	81%

**This was a program expansion year with many new hires.*

ECEAP CHILD DEMOGRAPHICS

n = 9,137



Race

- White
- Black/African American
- American Indian/Alaska Native
- Asian
- Native Hawaiian/Pacific Islander
- Unknown

		Percent of Children
Hispanic Ethnicity		42.5%
Single-parent home		40.6%
Foster care		3.0%
Homeless		7.1%
Received child care subsidy		21.5%
On IEP	<i>At time of enrollment</i>	5.9%
	<i>Referred for evaluation by ECEAP</i>	7.7%
	<i>On IEPs any time this school year</i>	9.1%

Data is from the ECEAP Management System (EMS) unless otherwise noted.

ECEAP FAMILY INCOME AND EDUCATION

		Percent of Families
Family Income <i>In 2010, 100 percent of federal poverty level was \$18,310 annually for a family of three.</i>	80% of FPL* and under	64.3%
	81-110% of FPL	29.1%
	111-130% of FPL	2.5%
	131% FPL or higher	3.9%
Parent's Education Level <i>Of all adults living in Washington, 2.9 percent have an education of 6th grade or lower, compared to 11.4% in ECEAP. Statewide, 11 percent have no high school diploma or GED.</i>	6th grade or less	11.4%
	7th – 12th grade, no diploma or GED	25.8%

*FPL = Federal Poverty Level - <http://aspe.hhs.gov/POVERTY/10poverty.shtml>

SUPPORTING PARENT EDUCATION

One ECEAP family, with six children, has a mother and father who did not complete high school. ECEAP family support staff encouraged the parents to earn a GED. The mother is now enrolled at a technical college working toward her GED and completing the Certified Nursing Assistant Program. Her classes are in the evening, which allows the father to care for their children.



HEALTH OUTCOMES

n = 9,137

		Percent of Children
Medical Care	No medical home at time of enrollment	13.0%
	No medical coverage at time of enrollment	9.8%
	Behind schedule for well-child exam at time of enrollment	38.9%
	Behind schedule for well-child exam at end of school year	4.2%
	Received medical treatment as a result of exams while in ECEAP	5.4%
	Received an individualized ECEAP health plan for chronic illness	11.5%
Dental Care	No dental coverage at time of enrollment	12.2%
	Behind schedule for dental screenings at time of enrollment	45.2%
	Behind schedule for dental screenings at end of school year	8.4%
	Received dental treatment as a result of exams while in ECEAP	17.3%
Mental Health	ECEAP mental health professional consulted with parent or staff regarding the child's behavior or mental health.	5.9%
Vision Care	Received vision care as a result of ECEAP screening	3.5%
Hearing care	Received follow-up care as a result of hearing screening	1.4%

Medical home

A medical home is a health care provider or clinic, where the child receives ongoing, coordinated sick and preventive care. A “medical home” increases timely and appropriate use of pediatric services and avoids use of the emergency room for routine care. ECEAP staff worked closely with families to establish a medical home for the 13 percent of children who did not have one. (www.statehealthfacts.org)

Medical coverage

In 2010-11, 9.8 percent of ECEAP children had no medical coverage when they enrolled. This was an increase from 2.9 percent the previous year. Nationally, 9 percent of children have no medical coverage, even though 70 percent of the uninsured children are eligible for Medicaid or

the Children’s Health Insurance Program. Children with public or private health insurance are more likely than children without insurance to have a regular and accessible source of health care. ECEAP staff worked with families over the year to ensure their children had medical coverage. By the end of the year, 96 percent of children had medical coverage. (Medicaid Facts United States, June 2011)

Well-child exams

At the time of enrollment 38.9 percent of ECEAP children were behind on their annual well-child medical exams. Only 4.2 percent were behind schedule by the end of the year. These exams revealed health issues for which 5.4 percent of ECEAP children received treatment.

Dental care

Regular dental visits provide an opportunity for prevention, early diagnosis, and treatment of oral and craniofacial diseases and conditions. When they enrolled in fall 2010, 55% of ECEAP children were up-to-date with dental screenings. By the end of the 11 school year, ECEAP ensured that 91.6 percent of enrolled children had dental screenings and necessary follow-up treatment. Dental cavities are the single most common disease of childhood. In 2003–2004, 23 percent of children ages 2 to 5 had untreated cavities; this percentage is higher for children in poverty. (National Center for Health Statistics, National Health Interview Survey)

HEALTHY SMILES

One child had nine cavities that were discovered in the ECEAP dental screening. The parent and child were very nervous about getting them filled. ECEAP staff researched local dentists who took their medical plan and could do them all at once under general anesthesia to avoid trauma to the child.



VISION FOR THE FUTURE

In one ECEAP family, both parents had disabilities and neither could read or write. ECEAP screened their child’s vision and communicated to her parents that she wasn’t seeing well. ECEAP assisted them with a referral for an eye exam. Within a couple of weeks, the child had glasses and was starting treatment for strabismus (lazy eye). Her teachers noticed a big difference in the girl’s fine and gross motor skills after she started wearing glasses.

SOCIAL-EMOTIONAL OUTCOMES



ECEAP tracks social-emotional development during the school year using the Devereux Early Childhood Assessment (DECA). 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 “Concerns,” “Typical,” or “Strengths.”

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.

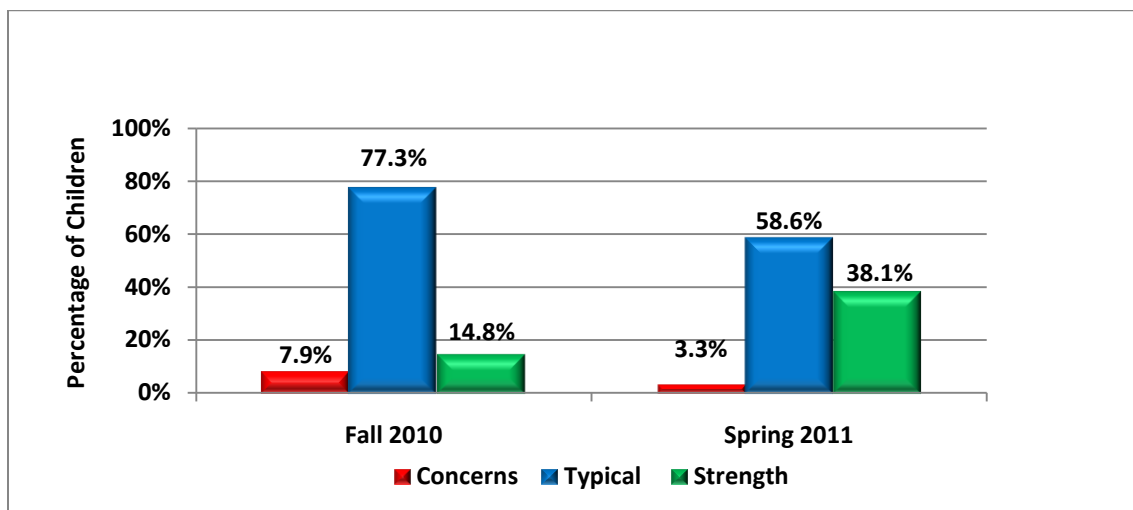
Teachers assess children at least twice a year; however, they implement DECA classroom strategies and individual interventions to support children’s social and emotional development throughout the year. Recent unpublished research conducted by the Devereux Foundation demonstrates that classrooms that do not use these strategies do not show improvements in assessment results from fall to spring. 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 5,159 ECEAP children who present for assessments in fall 2010 and in spring 2011.



INITIATIVE

DECA results n = 5,159



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 typical levels of initiative decreased as many **children moved** from the **typical** category to the **strength**

The number of children exhibiting **strength** in initiative **increased** from **14.8%** to **38.1%**.

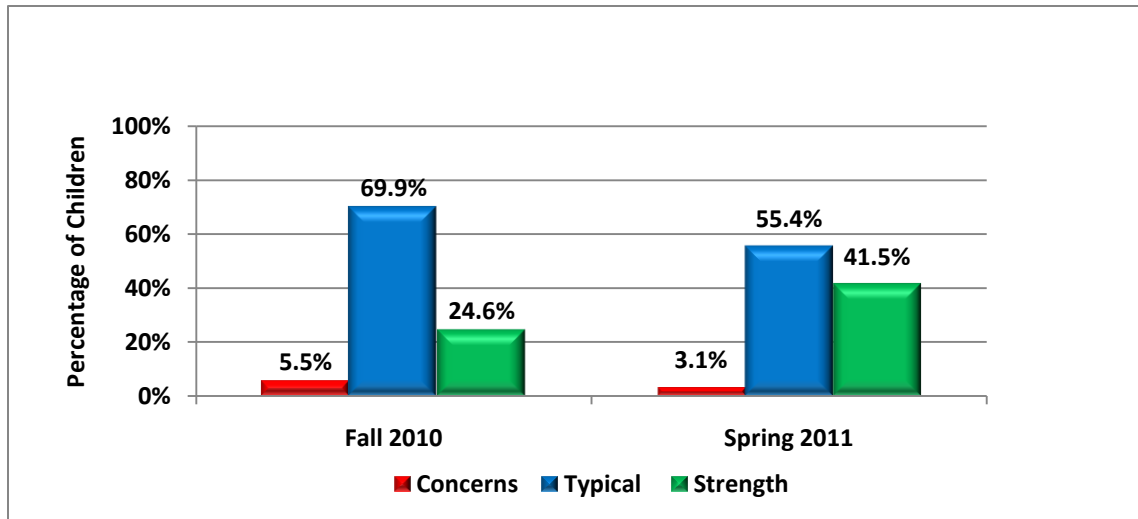
The number of children with serious **concerns** in initiative **decreased** from **7.9%** to **3.3%**.



At the beginning of last year, one child was extremely shy. She wouldn't talk to anyone and refused to eat at school. By the end of the school year, she was talking to everyone, including children and adults, teasing teachers, eating at meal times and expressing genuine confidence in herself.

SELF-CONTROL

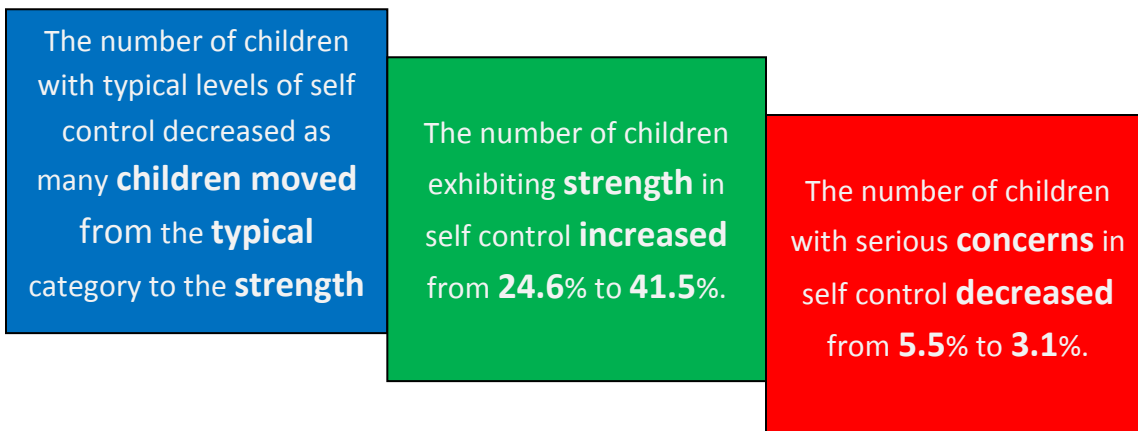
DECA results n = 5,159



Self-control is a child’s ability to experience a range of feelings and emotions and express them using the words and actions society considers appropriate. Sharing, cooperating, showing patience and handling frustration well allow children to interact with peers and adults in a positive manner. This allows them to experience the full range of activities that prepare them for school and to manage their behaviors once they enter kindergarten. Having a consistent, predictable daily routine while in the ECEAP classroom contributes to a child’s self-control.

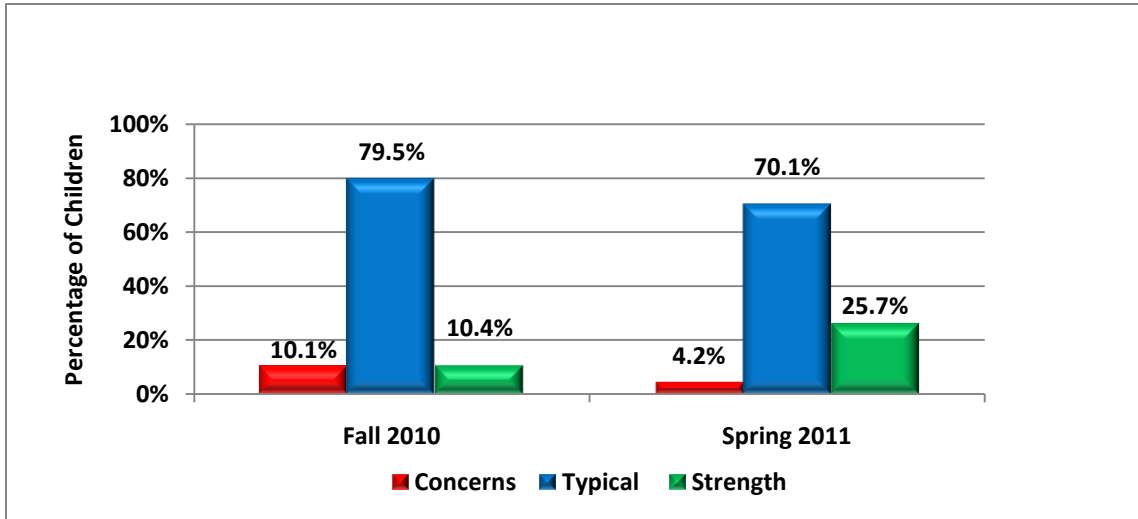
This self-control measure closely aligns with “effortful control,” a core aspect of self-regulation that predicts academic, social, and emotional success in both typical and at-risk children. It is a more robust predictor of early academic and social success than early verbal skills. It predicts school and adult success more accurately than family socioeconomic status or IQ. For at-risk children, effortful control serves as a protective factor, reducing the adverse impact of risk factors such as dangerous neighborhoods, family conflict or negative parenting.

<http://depts.washington.edu/ccfb/Briefs.html>



ATTACHMENT

DECA results n = 5,159



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.

These attachment behaviors align with the emotional goals in Domain 2 – Social and Emotional Development of the *Washington State Early Learning and Development Benchmarks*.

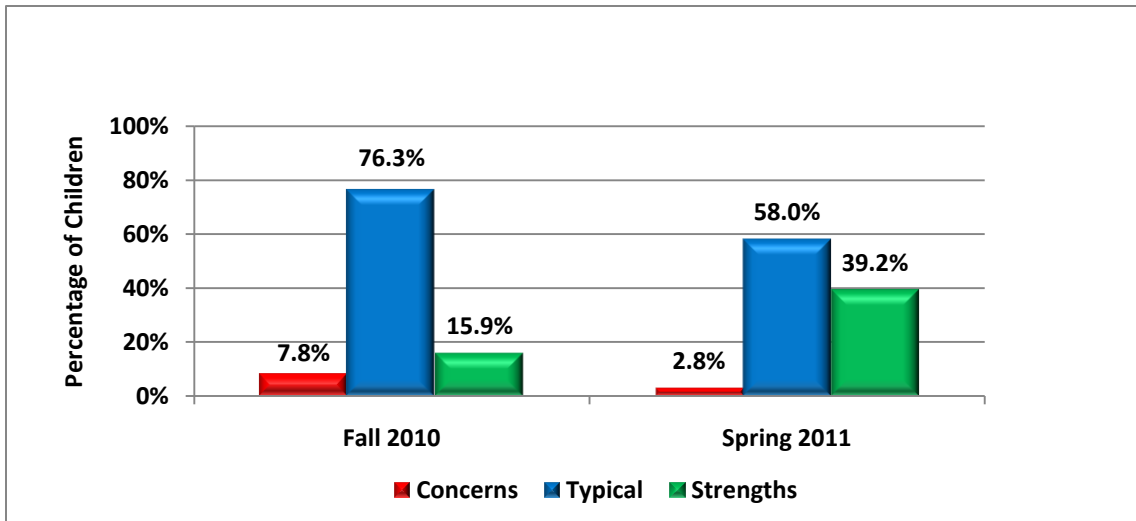
The number of children with typical levels of attachment decreased as many **children moved** from the **typical** category to the **strength**

The number of children exhibiting **strength** in attachment **increased** from **10.4%** to **25.7%**.

The number of children with serious **concerns** in attachment **decreased** from **10.1%** to **4.2%**.

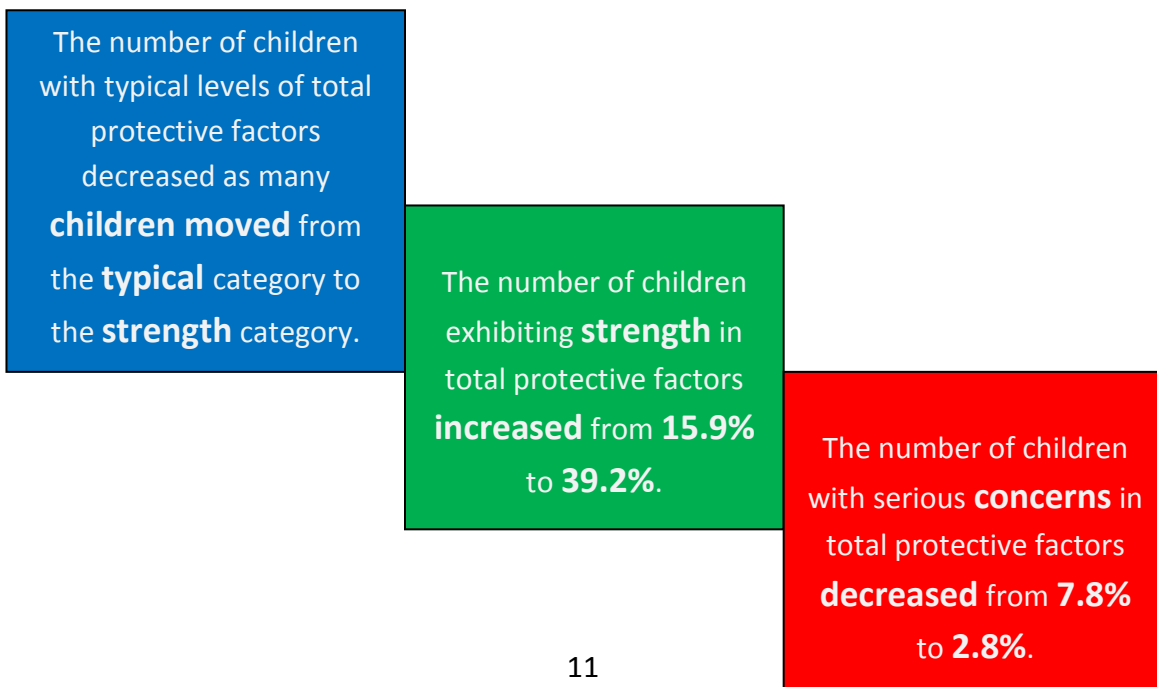
TOTAL PROTECTIVE FACTORS

DECA results n = 5,159



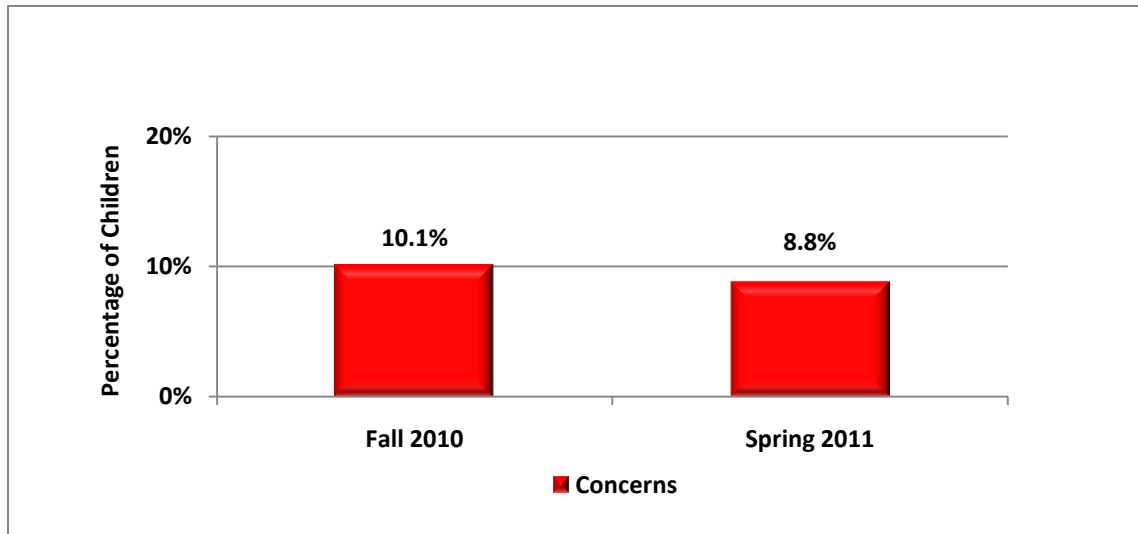
The DECA Total Protective Factor Scale is an overall indicator of a child's strengths in initiative, attachment and self-control. These factors increase resilience in a child while decreasing behavior concerns at the same time. This scale is the most valid and reliable indicator of protective factors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

In national studies, about 16 percent of children show strengths in attachment, self-control and initiative. *(Paul LeBuffe, phone conversation, November 9, 2010)*



BEHAVIORAL CONCERNS

DECA results n = 5,159



The DECA Behavioral Concerns Scale measures a wide variety of challenging behaviors. The behaviors included on this scale are typical of children who have problems with aggression, withdrawal, attention, and extreme emotions. Some of the individual behaviors, such as temper tantrums, may be developmentally appropriate for some children at certain developmental stages. Above average scores, however, are not typical and should trigger further observation. In the DECA system, challenging behaviors are first addressed by strengthening individual protective factors.

The number of children with serious behavioral concerns decreased from 10.1 percent to 8.8 percent.

- If this rate is applied to the overall ECEAP population, this means 770 children arrived at ECEAP with extreme behaviors and 128 resolved those behaviors by the end of the school year.
- Since a recent study showed an increase in DECA behavioral concerns over time in similar children without intervention, we presume this positive change is due to participation in ECEAP.
- Nationally, 4 percent of 4- to 7-year-olds have serious difficulty with emotions, concentration, behavior or getting along with others, a much smaller percentage than the ECEAP population. (2007 National Health Interview Survey, National Center for Health Statistics)

LEARNING OUTCOMES

All children in ECEAP are assessed for social-emotional, physical and cognitive development. Teachers use the results to plan individualized curriculum and child guidance. During the 2011-12 school year, DEL will choose a statewide assessment tool for this purpose. In 2010-11, ECEAP contractors chose a variety of assessment tools. Approximately one-third chose Teaching Strategies GOLD, newly released in June 2010. DEL collected data on children who were assessed using the online version of GOLD and had fall and spring ratings.

GOLD meets the assessment standards of the National Association for the Education of Young Children (NAEYC) and the National Association of State Early Childhood Specialists in State Departments of Education. It is a valid, reliable assessment system for children from birth through kindergarten. Teachers rate children on a scale of 1 to 9 on 36 objectives (plus two more for English language learners). Teachers observe children in natural settings over time, record their observations and use them to rate each objective for each child. These numbers represent developmental steps but not ages.

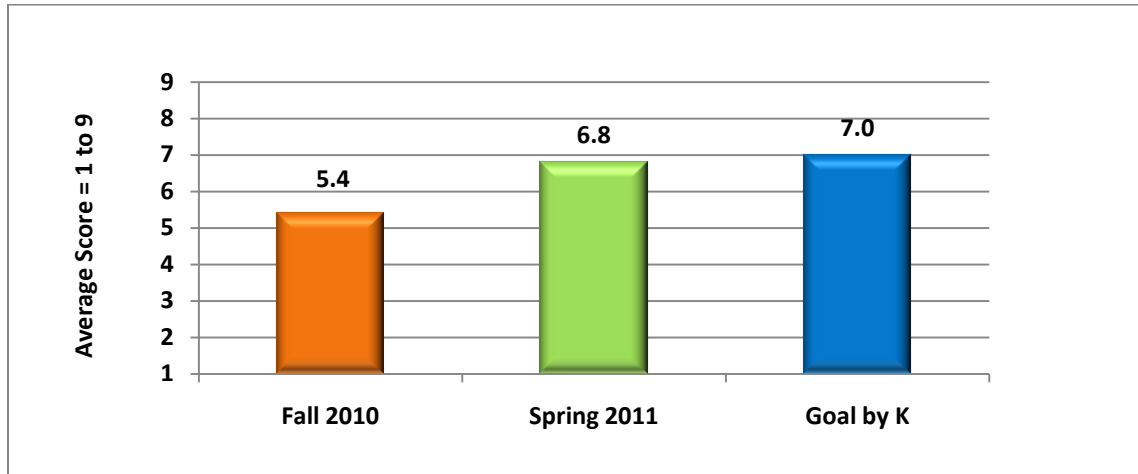
The ECEAP results below show the average ratings for 2,163 3- and 4-year-old children who were assessed at the beginning and end of the 2010-11 school year, though not all GOLD objectives were reported for all children. This is not a scientific sampling of ECEAP, but shows the kind of data we will be able to compile for ECEAP when we have a uniform assessment tool. In our charts, the orange bar is the average fall rating and the green bar is the spring rating. The blue bar is the "widely held expectation" for kindergarten entry, set by the developers of GOLD.

Ratings are presented below for the following developmental domains within GOLD: physical, language, cognitive, literacy and mathematical.

Note that the blue "Goal for K," bar is not the same number for each domain. For example, by kindergarten entry, children are expected to reach a rating of 7.0 in physical development and a rating of 4.2 in literacy development. The next steps in literacy development typically occur during the kindergarten year. We do not expect ratings of 9 in preschool.

During the 2010-11 school year, ECEAP children who were assessed using GOLD made progress in all domains. Children made the greatest progress in literacy and were, on average, above the goal for kindergarten entry in this area by the end of the year. Children made substantial progress in mathematics, but fell short of the widely held expectation for the first day of kindergarten. Some children in this sample still have more than one year before kindergarten. However, this sample implies that ECEAP could focus more on supporting children's development of mathematical skills.

PHYSICAL DEVELOPMENT



Physical development includes children's gross-motor (large muscle) and fine-motor (small muscle) skills. Physical development affects other areas of development. In fact, brain research points to the connection between early, positive movement experiences and brain development. Physical development is also linked to children's emotional development and school performance. The physical development objectives are:

Demonstrates traveling skills

Traveling involves moving the body through space. The early years are critical for the development of the large muscles needed for traveling. When children with disabilities achieve greater independent mobility, they show improved social and language development.

Demonstrates balancing skills

Turning, stretching, stopping, rolling, jumping, swinging, and dodging require balance. Children's ability to balance affects their performance of gross-motor tasks.

Demonstrates gross-motor manipulative skills

The early years are important for the development of fundamental gross-motor manipulative skills including throwing, catching, and kicking. When children are given discreet directions (e.g., "Watch the ball. Reach with your hands."), they learn to focus on the skill so they can perform it more efficiently.

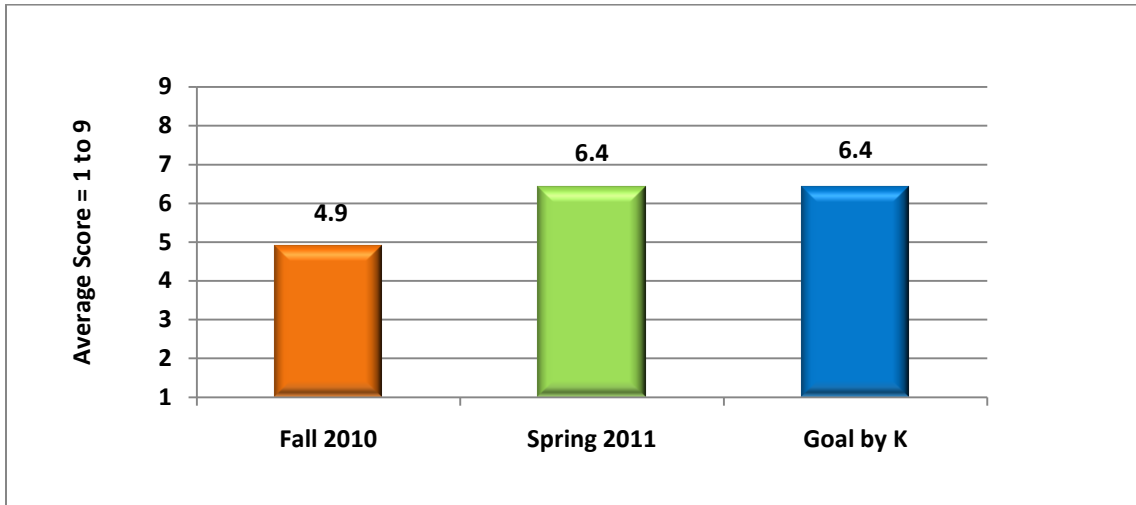


Demonstrates fine-motor strength and coordination

Fine-motor skills involve grasping and releasing objects using fingers and hands and coordinating movements with the eyes. These skills are important in the performance of daily routines and many school-related tasks. When teachers provide structure and guidance, children can increase their fine-motor skills.

From *Research Foundation: Teaching Strategies GOLD™ Assessment System* www.teachingstrategies.com/page/GOLD.cfm

LANGUAGE DEVELOPMENT



Strong language skills are essential for children’s success in school and life. Oral language – including grammar, the ability to define words and listening comprehension – helps provide the foundation and is an ongoing support for literacy. The oral language objectives are:

Listens to and understands increasingly complex language

To comprehend language, children must focus their attention and listen with a purpose. They must accurately and quickly recognize and understand what they hear. Receptive language (including listening to, recognizing and understanding the communication of others) starts to develop before expressive language, but they are closely connected.



Uses language to express thoughts and needs

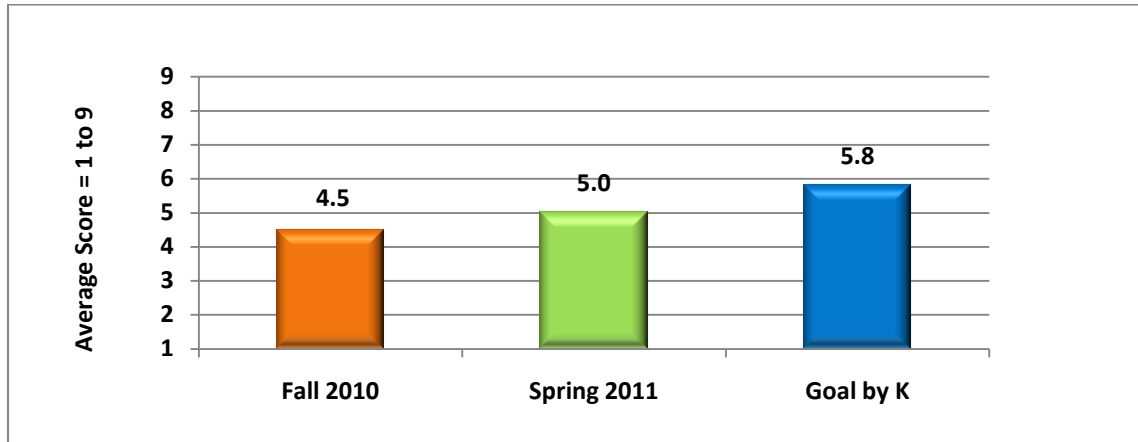
Oral language is important to children’s literacy development. Children’s first writing experiences are usually based on what they learned through narrative talk, and their literacy development also is influenced by their ability to define words and their knowledge of grammar.

Uses appropriate conversational and other communication skills

Children benefit from conversations that include varied vocabulary and that challenge their thinking. Such conversations contribute to early reading success. In addition, conversations are important to children’s cognitive and social-emotional learning.

From Research Foundation: Teaching Strategies GOLD™ Assessment System www.teachingstrategies.com/page/GOLD.cfm

COGNITIVE DEVELOPMENT



Cognitive development, also called intellectual development, is influenced by various factors including biological makeup, the environment, and how the child approaches learning tasks (e.g., attention, persistence, curiosity, and flexibility). A child's background knowledge, or knowledge base, also affects the way a child thinks. This background knowledge influences the child's information processing, memory, classification, problem solving, language acquisition, and reading and mathematics learning. The cognitive development objectives are:

Demonstrates positive approaches to learning

Children who have positive approaches to learning are more likely to succeed academically and to have more positive interactions with peers. The abilities to resist distractions, remain positively engaged, and persist at learning tasks are related positively to children's academic achievement, cognitive development, and peer interactions. In addition, cognitive flexibility is important for children's academic achievement, and flexible



thinking is critical to children's development of sorting and categorization skills, understanding of concepts, problem-solving skills, reasoning skills, divergent thinking, and inventiveness.

Remembers and connects experiences

As children develop their abilities to attend and to use memory strategies, their learning is enhanced. Adult scaffolding, or support, helps children attend and use memory strategies such as categorizing.

Uses classification skills

The ability to classify is important for learning and remembering. Exploration of objects, expanding knowledge of the world, and increased language skills contribute to children’s ability to classify.

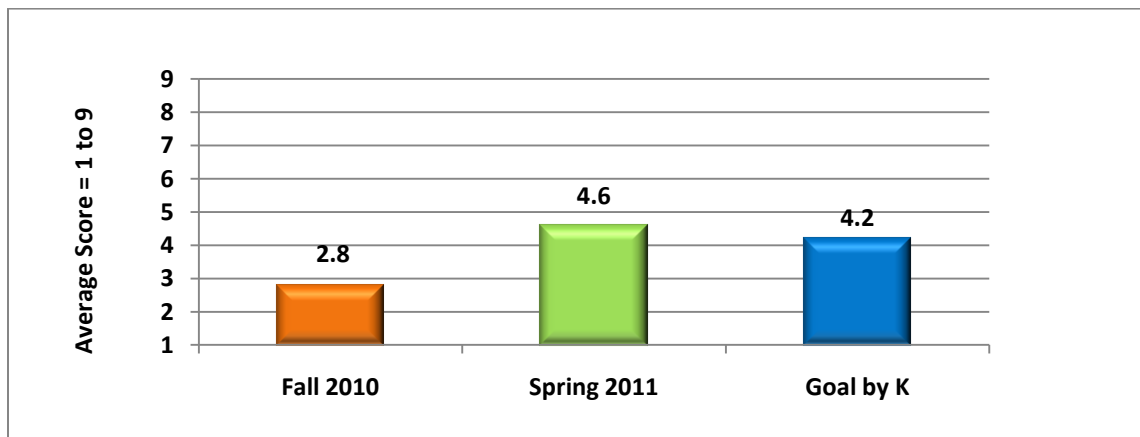


Uses symbols and images to represent something not present

Thinking symbolically is necessary for language development, problem solving, reading, writing, mathematical thinking, and participating fully in society. Before children can effectively use symbols such as letters, numbers, or maps, they must understand implicitly that symbols represent other things. Dramatic play, sometimes called symbolic play, is an important vehicle for development and learning. Dramatic play contributes to children’s development of abstract thinking and imagination and supports their school adjustment, memory, language, and self-regulation abilities.

From *Research Foundation: Teaching Strategies GOLD™ Assessment System* www.teachingstrategies.com/page/GOLD.cfm

LITERACY DEVELOPMENT



The early years are critical for literacy development. The level to which a child progresses in reading and writing is one of the best predictors of whether the child will function competently in school and in life. Effective instruction in the early years can have a large impact on children’s literacy development. The assessment system has these literacy objectives:

Demonstrates phonological awareness

Phonological sensitivity is a strong predictor of later reading, writing, and spelling ability. Instruction that strengthens children's phonological awareness has been shown to contribute to later reading success.

Demonstrates knowledge of the alphabet

Young children's alphabet knowledge, especially their ability to rapidly name letters and numerals in random order, is a strong predictor of later reading, writing, and spelling ability. Children's knowledge of the alphabet is also closely related to their comprehension skills by the end of second grade.



Demonstrates knowledge of print and its uses

Young children's concepts about print are a good predictor of later reading, writing, and spelling ability. In addition, understanding that print is meaningful is one of the first steps children take in learning to read and write.

Comprehends and responds to books and other texts

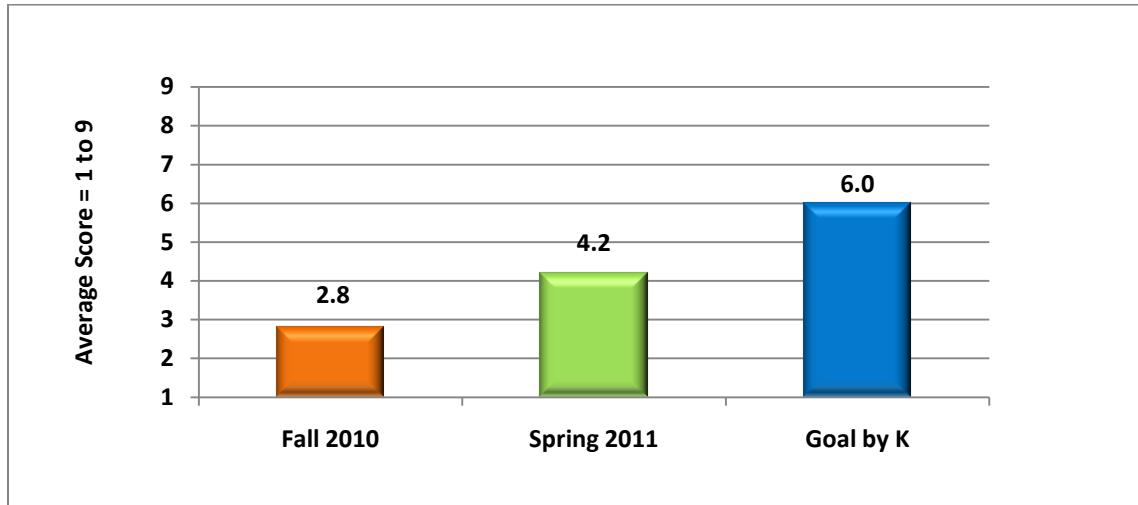
Comprehension of oral language and simple texts is essential to future reading success; children learn to process what they hear and read. Children who engage in frequent activities with books have larger vocabularies. These children learn to read better than children who have few book experiences.



Demonstrates emergent writing skills

Writing letters or name writing is a predictor of later literacy. By exploring writing, children learn about letters, sounds, and the meaning of text. Understanding the mechanics of the writing system (letter naming and letter-sound correspondence) has a moderate correlation with reading in the primary grades.

MATHEMATICS



Research has made a clear link between early math skills and later school reading and math achievement. Children’s mathematical knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. Evidence shows that high-quality early childhood education programs can make a difference in children’s mathematical learning. These mathematics objectives are:

Uses number concepts and operations

Children’s understanding of counting, number symbols, and number operations are fundamental to their success with more complex mathematics. Through both everyday experiences and planned learning experiences, children begin to construct understandings of number concepts and operations.

Explores and describes spatial relationships and shapes

Understanding spatial relationships and shapes helps children build the foundation for understanding geometry. Children who have a strong spatial sense do better in mathematics.

Compares and measures

Children’s initial ideas about size, quantity, and seriation involve comparisons related to their play materials and books. They experiment with measurement by lining up and comparing objects. They begin to connect number to length as they use nonstandard measurement tools, e.g., links, blocks, rods. In addition, children can benefit from exploring and using tools with uniform units (e.g., rulers and centimeter cubes) as their measurement ideas and skills are developing.

Demonstrates knowledge of patterns

Children begin to identify patterns in their environment at an early age. Guiding children to understand patterns is a foundational skill in mathematics. Learning experiences that focus on patterns facilitate children's generalizations about number combinations, counting strategies, and problem solving.

From *Research Foundation: Teaching Strategies GOLD™ Assessment System*
www.teachingstrategies.com/page/GOLD.cfm



FAMILY ENGAGEMENT

ECEAP provides early learning experiences to children and also engages and supports their families. ECEAP staff use the nationally-recognized Family Support Principles when working with families, focusing on parent and family strengths. Families are invited to volunteer in the classroom, attend parent education sessions, participate in parent-teacher conferences, work with a family support specialist on family goals and develop leadership skills. ECEAP helps families build social networks and a sense of community; having these connections strengthens families so they are more resilient during difficult times. ECEAP increases parent's knowledge, skills and abilities, which builds their capabilities to support their children in kindergarten and beyond.

ECEAP FAMILY STORIES FROM 2010-11

FINDING MY VOICE

I'm a parent of an ECEAP child and I would like to share my story of how my life has changed because of ECEAP. When my daughter started ECEAP, I joined the Policy Council which makes decisions impacting our local ECEAP program. I got involved in the many subcommittees and seminars that were available. While doing this, I started to develop a new me. I developed self-esteem which made me more willing to excel instead of hide myself. I learned that I have a voice that people will listen to if I just let it be heard. Now I'm a substitute teacher for Head Start/ECEAP programs. This has been a beautiful experience for me. My spirits are high, and my drive to succeed is explosive. Thank you.

A PLACE TO CALL HOME

A mom who was homeless when she enrolled her daughter in ECEAP credits the program with helping her family find housing and getting her child ready for school. When she enrolled her child, her husband had just lost his business. As a result she and her children were living in a motel. ECEAP helped them find stable and affordable housing and the family now rents an apartment. Family advocates worked hard to ensure that the child had a stable environment during this very difficult and chaotic time. Mom says the program has done a phenomenal job teaching her daughter her letters and numbers, ensuring that she has nutritious meals, and taking care of a dental problem that had previously been untreated.

FAMILY CONNECTIONS

A young immigrant mother has had three children in ECEAP. She appreciated the child development information she learned at ECEAP, as well as the feeling of community as parents got to know each other. She valued learning about other families' culture. As kindergarten approached, she said she knew each of them was ready.

