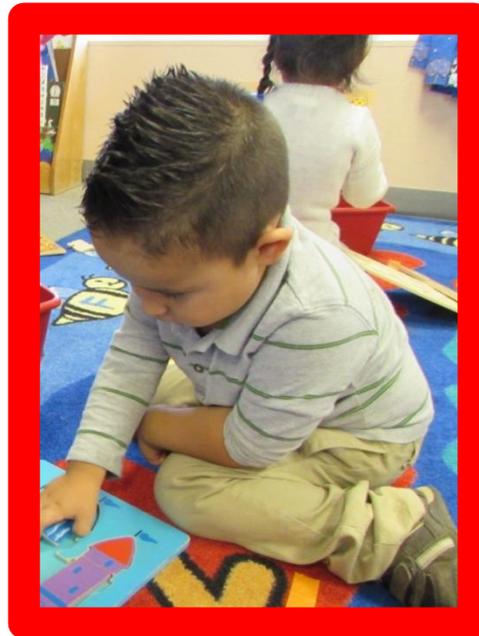
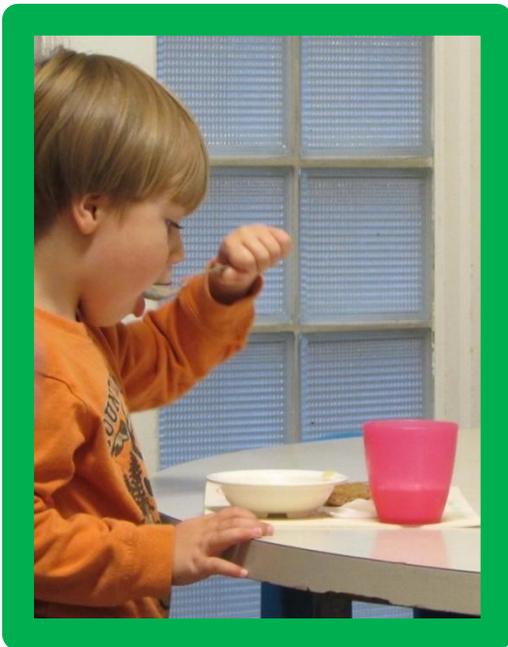


ECEAP Outcomes

2013-14



**Early
Childhood
Education &
Assistance
Program**



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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. The Department of Early Learning (DEL) oversees the program. Since 1985, ECEAP has focused on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services to Washington's most at-risk children. ECEAP reaches the children most in need of these foundations for learning. The program 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 to start school healthy.



During the 2013-14 school year, there were:

- 39 ECEAP contracts with educational service districts, school districts, community colleges, local governments and nonprofits.
- 36 of 39 Washington counties with ECEAP services.*
- 271 ECEAP sites across Washington.
- 8,741 slots for children.
- 9,810 children enrolled at some time during the year, a 12.2 percent turnover rate.
- 2,230 eligible children on the waiting list in March 2014.**
- 29,128 eligible children in Washington who 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 and health services, staff professional development requirements, class sizes, 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 early childhood education.

*Head Start provides services in two of the WA counties not served by ECEAP – Jefferson and Skamania. Garfield County is sparsely populated with about 20 eligible children dispersed across the county.

** 1,131 four-year-olds and 1,099 three-year-olds were on the ECEAP waiting list in March 2014.

ECEAP Funding

Total ECEAP funding was \$60,229,000, of which 97 percent went directly to communities to benefit children and families.

The total cost per child was \$6,890.

	2006-07*	2011-12	2012-13	2013-14
Total funded slots for children	5,976	8,391	8,391	8,741
Total allotment	\$35,446,785	\$57,156,000	\$57,156,000	\$60,229,000
Percent for state admin	4.60%	2.25%	2.25%	3.37%
Percent to contractors	95.40%	97.75%	97.75%	96.63%
Cost per child not adjusted for inflation	\$5,871	\$6,812	\$6,812	\$6,890.40

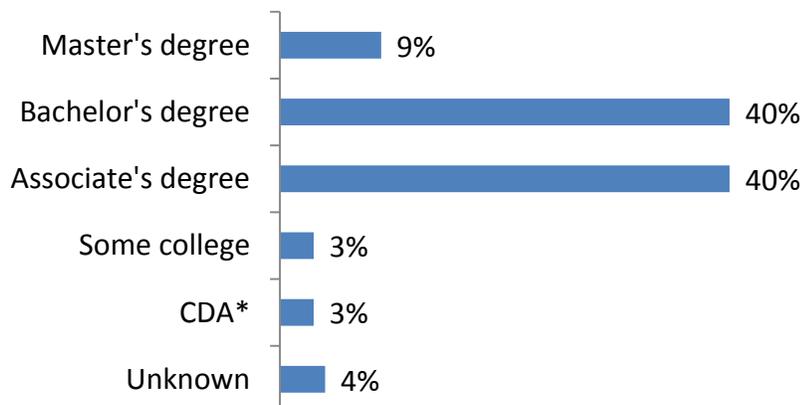
*2006-07 is included for comparison

Lead Teacher Qualifications

Since 1986, ECEAP Performance Standards have required lead teachers to hold an associate's degree or higher with 30 credits of early childhood education, or a state teaching certificate with an endorsement in ECE (pre-K through grade 3). Some teachers are on a five-year plan to complete this requirement. Research links early learning and development to the educational qualifications of teachers ([NIEER policy brief](#)).

81 percent of lead teachers met the DEL requirement of an associate's degree or higher with 30 or more quarter credits of early childhood education. This has increased from 69 percent in 2007, when DEL intensified monitoring of qualifications.

ECEAP Lead Teacher's degrees, by percentage of teachers:

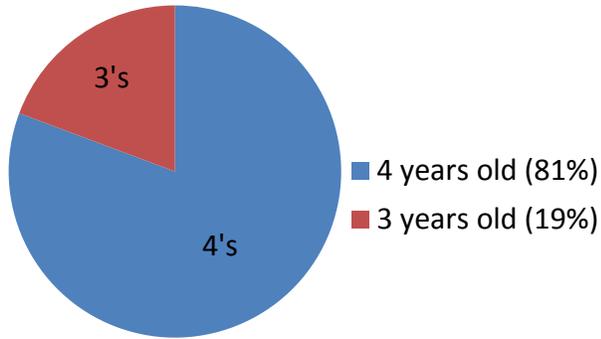


*Child Development Associate credential

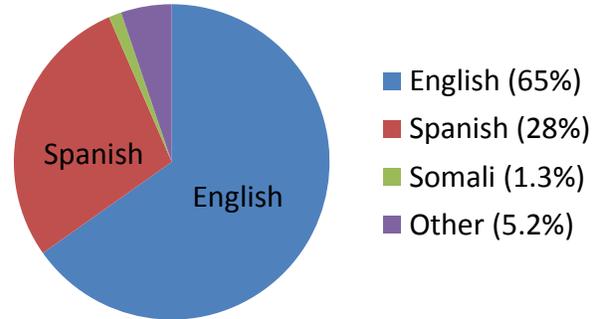
Child Characteristics

n = 9,810

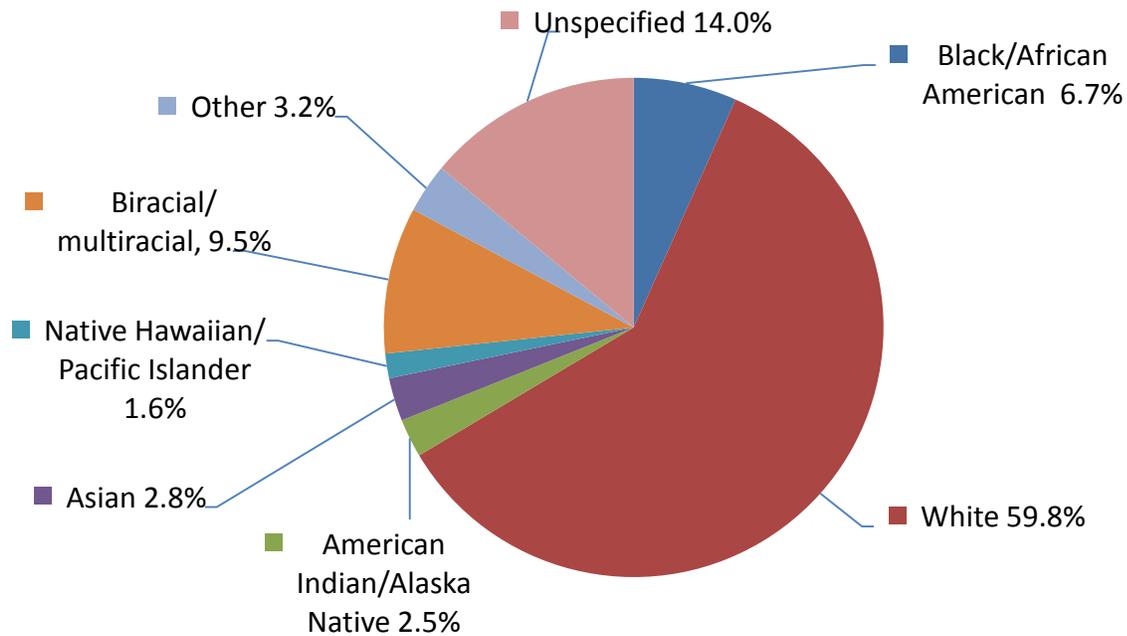
Age on August 31



Home Language



Race



Ethnicity: 42 percent of ECEAP children are Hispanic/Latino

Data from DEL's Early Learning Management System (ELMS)

Additional characteristics of 2013-14 ECEAP children

- 41 percent lived in single parent homes.
- 10 percent were homeless at some point during the school year.
- 9.8 percent had a chronic health condition.
- 9.6 percent were on an Individualized Education Program (IEP).
- 3.6 percent received their IEP as a result of ECEAP.
- 9.5 percent are in families currently or previously receiving Child Protective Services.
- 8.5 percent are in families impacted by substance abuse.
- 10.1 percent are in families impacted by domestic violence.
- 4.6 percent had low birth weight.
- 3.8 percent were born to teen parents.
- 2.3 percent were in foster care. Another 2.8 percent were in kinship care or a non-relative guardian.
- 1.9 percent changed guardians during the school year.
- 13.6 percent have a parent experiencing mental health issues.
- 7.7 percent are in isolated families, without a support system of people that can assist.
- 7 percent have a parent who is developmentally or physically disabled.
- 4.3 have a parent who is incarcerated.
- 2.6 percent have a parent currently or recently deployed to a combat zone.
- 0.5 percent (49 children) was previously expelled from an early learning program for behavioral reasons.

ECEAP prioritizes children for enrollment based on family income and these environmental or developmental risk factors that are linked by research to school performance.

Family Income and Education

		Percent of families	
Family income In 2013, federal poverty level (FPL) was \$23,550 annually for a family of four. Families at or below 110% FPL, or \$25,905 for a family of four, are eligible for ECEAP based on income alone.	50% of FPL and under	42%	
	50.1-80% of FPL	23%	
	80.1-110% of FPL	27%	
Parents' education level	6th grade or less	12%	
	12th grade, no diploma or GED	30%	

Child Health Outcomes

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 14 percent of children who did not have one.

Medical coverage

In 2013-14, 10 percent of ECEAP children had no medical coverage when they enrolled. 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, 99 percent of children had medical coverage.

Well-child exams

At the time of enrollment only 49 percent of ECEAP children were up to date on their annual well-child medical exams. By the end of the year, 94 percent were on schedule. These exams revealed health issues for 101 ECEAP children, who then 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 2013, only 28 percent of ECEAP children were up to date with dental screenings. By the end of the school year, ECEAP interventions ensured that 95 percent of enrolled children had dental screenings and necessary follow-up treatment. Dental cavities are the single most common disease of childhood.

Dental Care:

An ECEAP parent reported that their dentist wouldn't even call back in an emergency. With ECEAP's help, a new dentist got (her child) in the next morning. They found out the tooth was abscessed. She says "Our ECEAP family advocated gave us regular reminders. Now, his mouth doesn't hurt anymore."

Mental Health Consultation

For 6 percent of children, ECEAP provided consultation by a mental health professional with a parent or staff member regarding the child’s behavior or mental health.

Based on 8,623 children who were in ECEAP 120 days or longer:

		Percent of children at enrollment	Percent of children at ECEAP exit
Medical Care	No medical home	14%	2%
	No medical coverage	10%	1%
	Behind schedule on immunizations	27%	4%
	Behind schedule for well-child exam	51%	6%
	Received medical treatment as a result of exams while in ECEAP	N/A	1% 101 children
	Received an individualized ECEAP health plan for chronic illness	N/A	5% 471 children
Dental Care	No dental home	23%	5%
	No dental coverage	12%	1%
	Behind schedule on dental screenings	72%	5%
	Received dental treatment as a result of exams while in ECEAP	N/A	8% 685 children
Mental Health	Mental health consultation	N/A	6% 483 children
Vision Care	Received vision care as a result of ECEAP vision screening	N/A	3% 218 children
Hearing Care	Received follow-up care as a result of ECEAP hearing screening	N/A	1% 44 children



Vision Care:

Kennewick ECEAP recently purchased a photo screener to check children’s vision. As a result, 43 of their 222 children were referred for further evaluation and 15 received glasses. They continue to work with local vision specialists to support children’s and families’ needs.

Child Development and Learning Outcomes

Children enrolled in ECEAP are assessed three times during the school year to track their social-emotional, physical, language, and cognitive development and their early literacy and math skills. English language acquisition is also tracked for children who speak a different home language.

All ECEAP contractors used Teaching Strategies GOLD® to assess children. GOLD® is a valid, reliable seamless assessment system for children from birth through the kindergarten year. GOLD® is also used as part of the Washington Kindergarten Inventory of Developing Skills (WaKIDS). It is aligned with the Common Core State Standards. ECEAP lead teachers implementing GOLD® complete an interrater reliability (IRR) certification to ensure accuracy of the data. In the 2013-14 school year 79 percent of lead teachers achieved IRR certification.

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. Teachers observe children in the context of everyday activities and natural settings over time, record their observations and use them to rate 36 objectives for each child, plus two more for English language learners. Children are compared to widely-held expectations for knowledge, skills and behaviors, using different expectations for 3- and 4-year-olds. Teachers use the data to plan curricula and individualize instructional supports and child guidance. DEL uses the data to determine areas of focus and statewide training.

Summary of Development and Learning Gains:



For 2013-14, DEL collected GOLD® assessment results for approximately 7,000 ECEAP children who had ratings in both fall and spring of the school year. The children made progress in all domains.

The following percentages of children moved from below age level to at or above age level during their time in ECEAP.

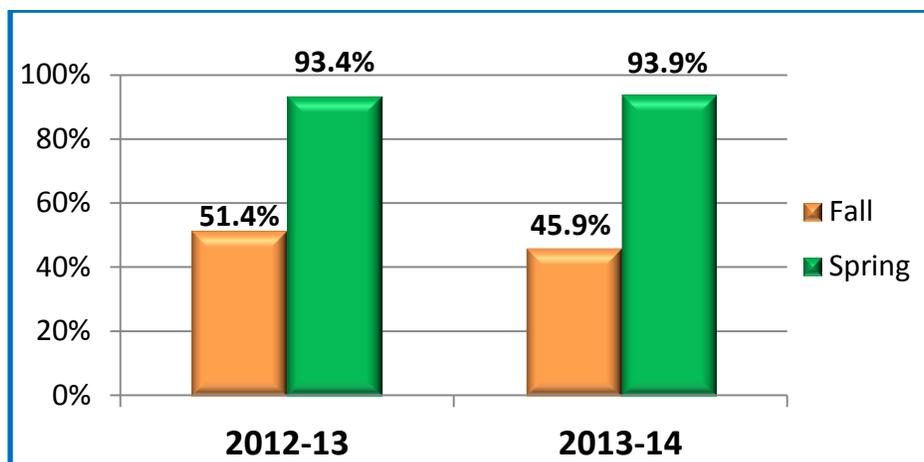
- Social-emotional development – 48%
- Physical development – 45%
- Language development – 42%
- Cognitive development – 48%
- Literacy development - 50%
- Mathematics - 59%

Social-Emotional Development

Percent of children at or above age level in this domain, in fall (beginning of school year) and spring (end of school year).

For 2012-13, n = 4,324

For 2013-14, n = 7,047



There is a strong connection between children’s early relationships and behaviors and their later development and learning. For this reason, assessing children’s social-emotional development accurately and supporting their growth and competence in this area is especially important. Teaching Strategies GOLD® includes three social–emotional objectives:

Regulates own emotions and behaviors

Self-regulation is ranked as the most important characteristic necessary for school readiness by kindergarten teachers. Children who positively regulate their emotions and behaviors do better in school and have an easier time getting along with peers. Children with poor emotional regulation skills are not likely to get along well with teachers and peers.

Establishes and sustains positive relationships

Children’s ability to form positive relationships with adults is important to their social– emotional development and academic success. Warm, supportive teacher-child relationships are related to children’s self-direction and positive attitudes toward school. Children’s ability to build positive relationships with peers affects their social competence, school adjustment, and academic success.

Participates cooperatively and constructively in group situations

The foundational skills for being a productive member of social and learning groups are established during the early childhood years, and they are important for early school success. Positive group participation includes work-related skills like listening, following directions, behaving appropriately, staying on task and organizing work materials; poor work-related skills in kindergarten are related to behavioral difficulties and lower academic achievement in the early primary grades.

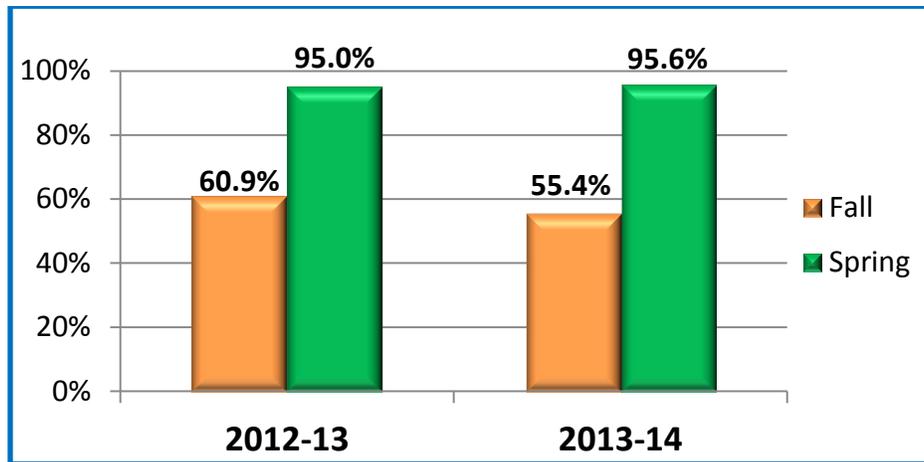
From Research Foundation: Teaching Strategies GOLD® Assessment System

Physical Development

Percent of children at or above age level in this domain, in fall (beginning of school year) and spring (end of school year).

For 2012-13, n = 4,497

For 2013-14, n = 7,082



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, such as “Watch the ball” or “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.

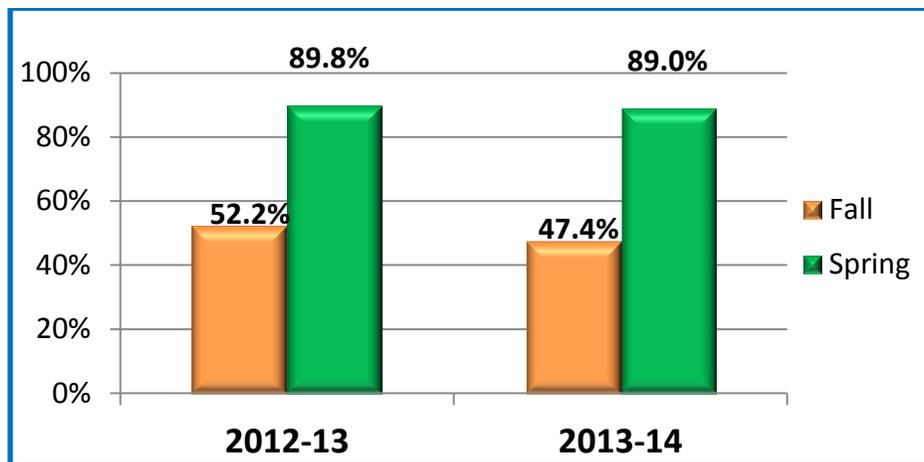
From Research Foundation: Teaching Strategies GOLD® Assessment System

Language Development

Percent of children at or above age level in this domain, in fall (beginning of school year) and spring (end of school year).

For 2012-13, n = 4,479

For 2013-14, n = 7,058



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. Their literacy development is also 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 challenge their thinking. Such conversations contribute to early reading success. In addition, conversations are important to children’s cognitive and social-emotional learning.



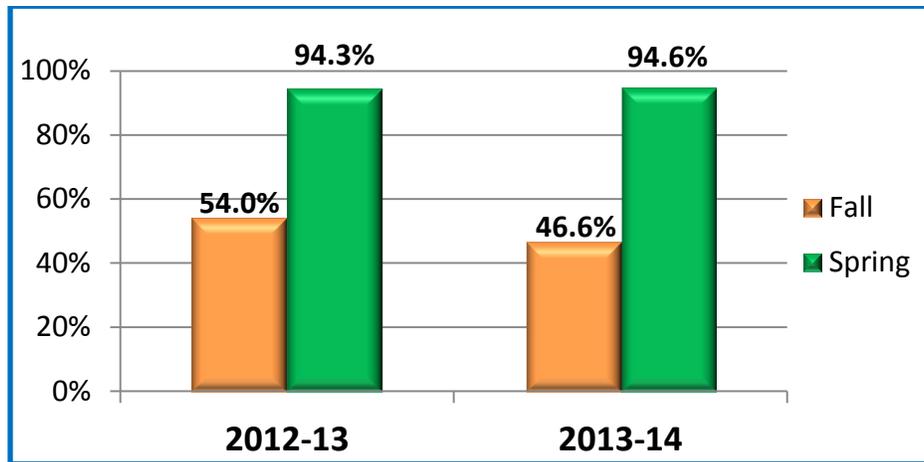
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Cognitive Development

Percent of children at or above age level in this domain, in fall (beginning of school year) and spring (end of school year).

For 2012-13, n = 4,423

For 2013-14, n = 7,043



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.

School Readiness:

One superintendent said, “One of the most beneficial aspects of our districts ECEAP program is the high level of kindergarten readiness that is achieved by those students participating. Through testing and teacher observation, it is apparent that students who attend our preschool program are far better prepared to begin their kindergarten experience and resume learning at a far greater pace. Student success in later grades for many is largely attributed to the early learning provided through our preschool.”

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.

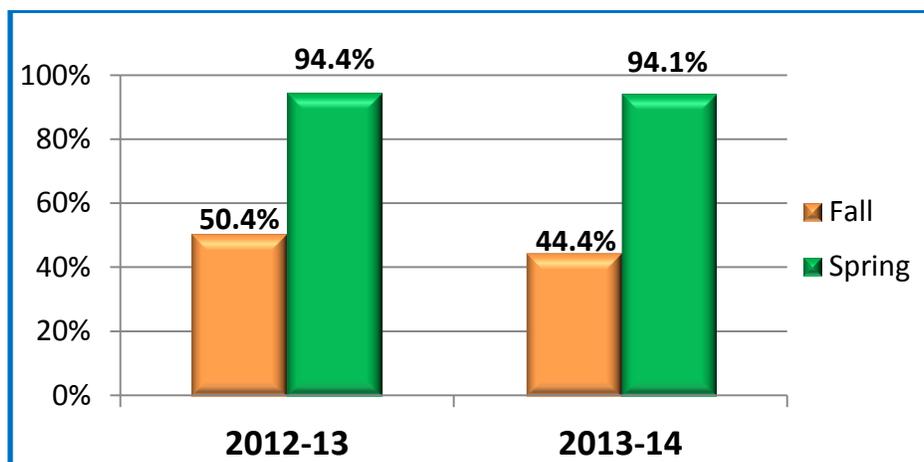
From Research Foundation: Teaching Strategies GOLD® Assessment System

Literacy Development

Percent of children at or above age level in this domain, in fall (beginning of school year) and spring (end of school year).

For 2012-13, n = 2,100

For 2013-14, n = 6,918



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.

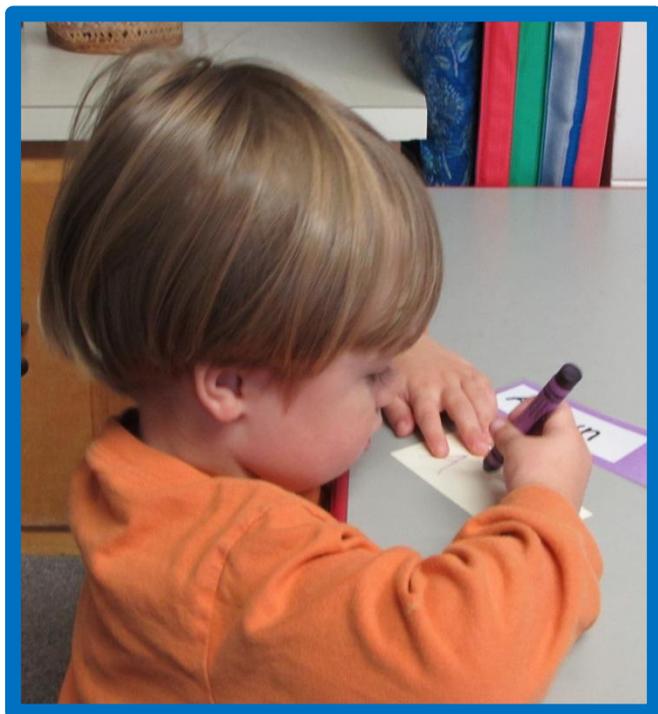
Demonstrates knowledge of the alphabet

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

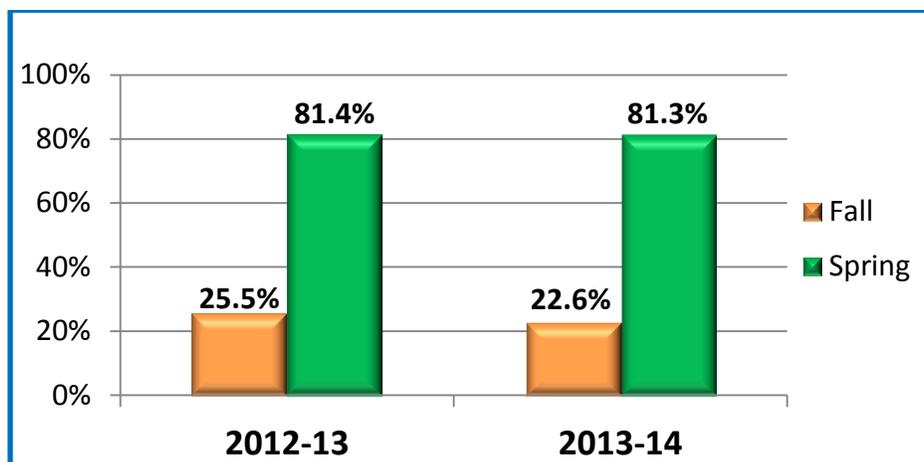
Writing letters or name writing is a predictor of later literacy. By exploring writing, children learn about letters, sounds, and the meaning of text. Understanding the mechanics of the writing system (letter naming and letter-sound correspondence) has a moderate correlation with reading in the primary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

Mathematics

Percent of children at or above age level in this domain, in fall (beginning of school year) and spring (end of school year).

For 2012-13, n = 4,202

For 2013-14, n = 6,958



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 comparing 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.

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. These connections strengthen families and helps them be more resilient during difficult times. ECEAP increases parent's knowledge, skills, abilities and resources, which builds their capacity to support their children in kindergarten and beyond.

Classroom Volunteering

"Our children would not be who they are today if it wasn't for the ECEAP program. Sometimes I need to be in the classroom to hear the calmness, to keep me balanced and for me to see how it should be. Without it I would not be as successful of a parent with my foster children."

Health Care Coordination

"My daughter's father was into drugs and had ADHD. Raising a child who might be affected by these things isn't easy. Daily the ECEAP teachers helped me gather details that I could take to the pediatrician. It is a partnership. They help me bridge that every day."

Male Involvement

Lower Columbia College Head Start and ECEAP hired an AmeriCorps volunteer, James McBride, to lead their male involvement efforts. He also happens to be the 2011 National Head Start Father of the Year! James planned and led monthly events, including "Guys and Kids" educational opportunities for children and their dads and other significant males. These well-attended activities included a science fair, disaster preparedness event, paper airplane derby (focusing on math, science and literacy), bird house building at Home Depot, gardening, a nature walk at Wake Robin Learning Center, and a drive-in movie with cardboard cars.