

ECEAP Slide Deck

2023-24

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Washington State Department of
CHILDREN, YOUTH & FAMILIES

The Department of Children, Youth & Families

Mission

Protect children and strengthen families so they flourish.

Vision

All Washington's children and youth grow up safe and healthy – thriving physically, emotionally and educationally, nurtured by family and community.

Values

Inclusion
Respect
Integrity
Compassion
Transparency



ECEAP Commitment to Equity



DCYF ECEAP commits to dismantling racism and building an equitable state funded preschool system in Washington. Increasing our understanding of and capacity to address the deep-rooted impacts of bias and racism at every level is the highest priority for our team.

We embrace equity as a foundation of and driving force behind our work by listening to and learning from families, contractor staff and communities.

Driven by this commitment, we develop and revise systems, policies and practices, with the goal of eliminating disparities and transforming lives.



What is ECEAP?

Prepares Washington's 3- and 4-year old children who are furthest from opportunity for success in school and life.

Provides individualized education, family support, health and nutrition services for the specialized population we serve.

- Increases social-emotional, physical, and pre-academic skills
- Ensures each child receives medical and dental screenings and care
- Helps families move toward self-sufficiency and builds their capacity to support their children's success



What is Early ECEAP?



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Early ECEAP is Washington State's birth-to-three program that serves children and families furthest from opportunity. Early ECEAP and ECEAP together provide comprehensive, ongoing, high quality early learning services from birth to age three for eligible children and families.



ECEAP & Early ECEAP Comprehensive Services

- **Education** – 0-5 year old classes with a comprehensive research-based curriculum, developmental screening, ongoing assessment of development and individualized planning to support kindergarten readiness.
- **Family Support** – Individualized approach to enhance family resilience and build self-sufficiency using the Mobility Mentoring[®] approach.
- **Health** – Ensuring each child is up-to-date with preventative care and screening, receiving nutritious meals and referred for mental health services if indicated.



ECEAP & Early ECEAP Requirements

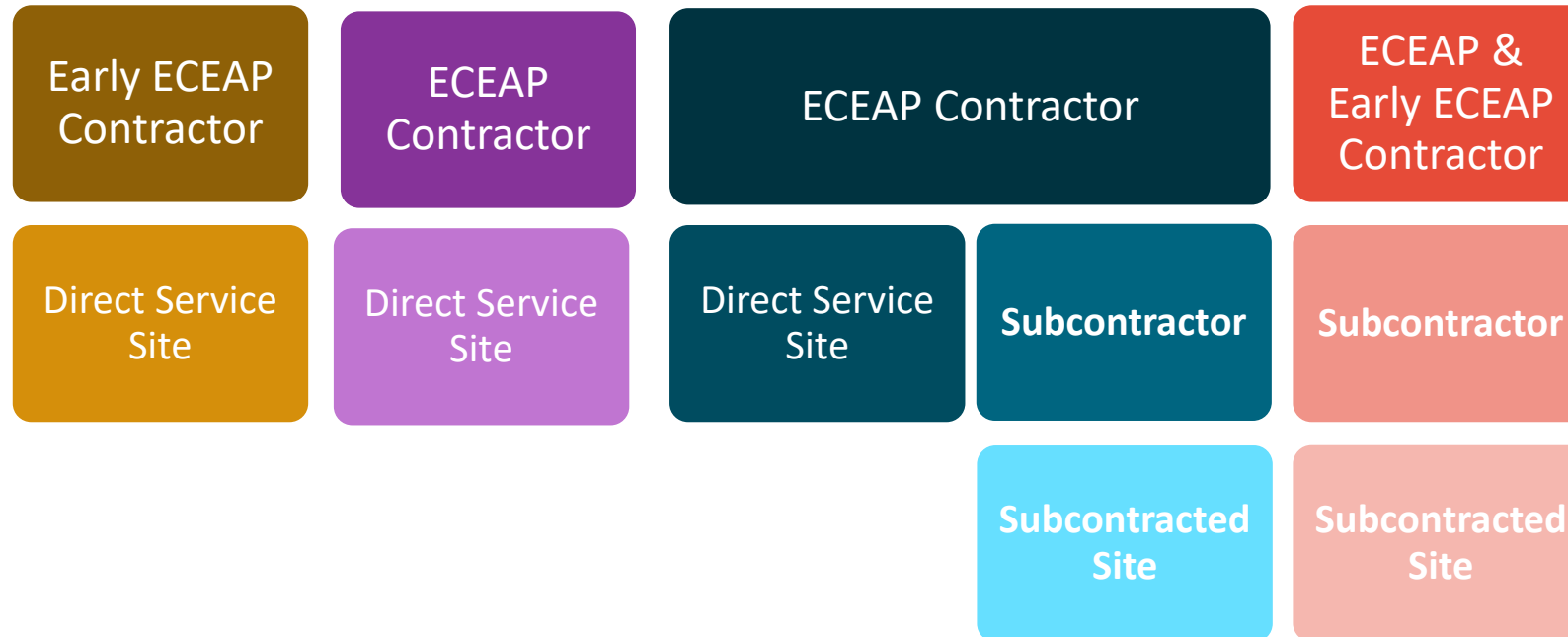


- Revised Code of Washington (RCW) 43.216.500-556
- Washington Administrative Code (WAC) chapter 110-425
- Fair Start for Kids Act
- ECEAP & Early ECEAP Contract
- ECEAP & Early ECEAP Performance Standards



ECEAP & Early ECEAP Contracting Structure

Department of Children, Youth & Families



ECEAP Class Models

Part Day

- Minimum of three hours per day
- 30 weeks per year
- 360 hours per year

School Day

- Average of six hours per day
- At least four days per week
- 1,000 hours per year

Working Day

- 10 hours per day
- Five days per week
- Year round – at least 2,370 hours per year

2023-24 ECEAP Slots

| Program Model | # Slots | % Slots |
|---------------|---------|---------|
| Part Day | 8,186 | 50% |
| School Day | 7,237 | 45% |
| Working Day | 830 | 5% |
| Total | 16,253 | 100% |



Early ECEAP Class Model

Early ECEAP Working Day

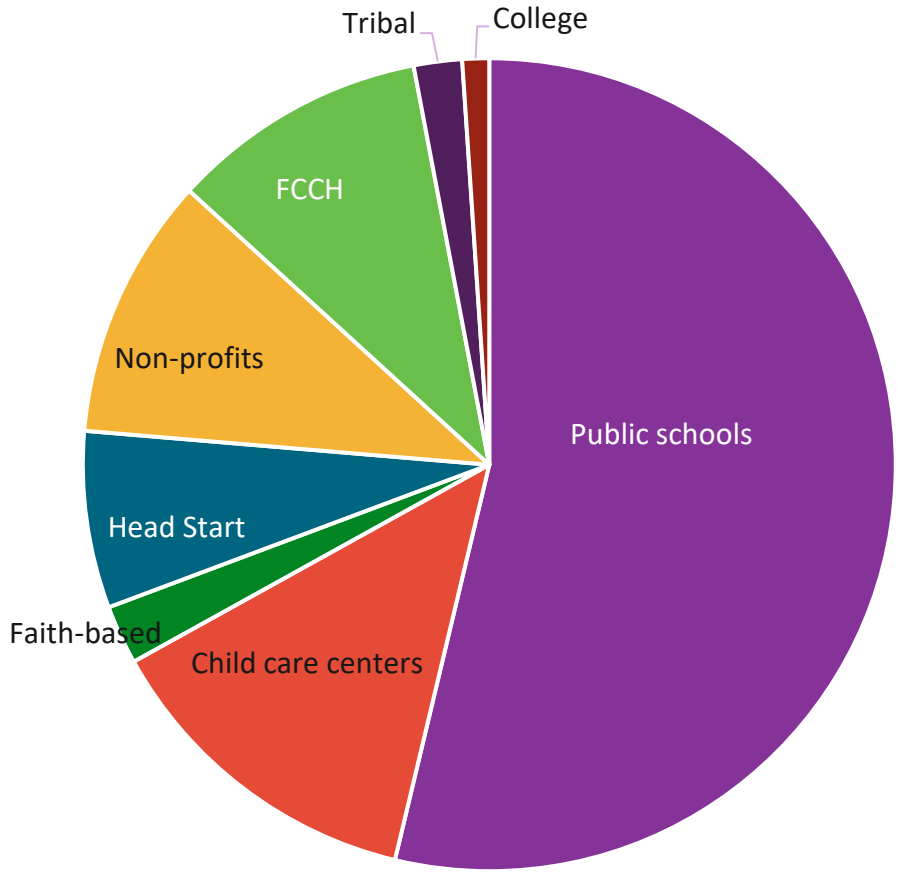
- 10 hours per day
- Five days per week
- Year-round, at least 2,370 hours per year

2020-21 Early ECEAP Slots

| PDG Funded | State Funded | # Slots |
|------------|--------------|---------|
| 144 | 35 | 178 |

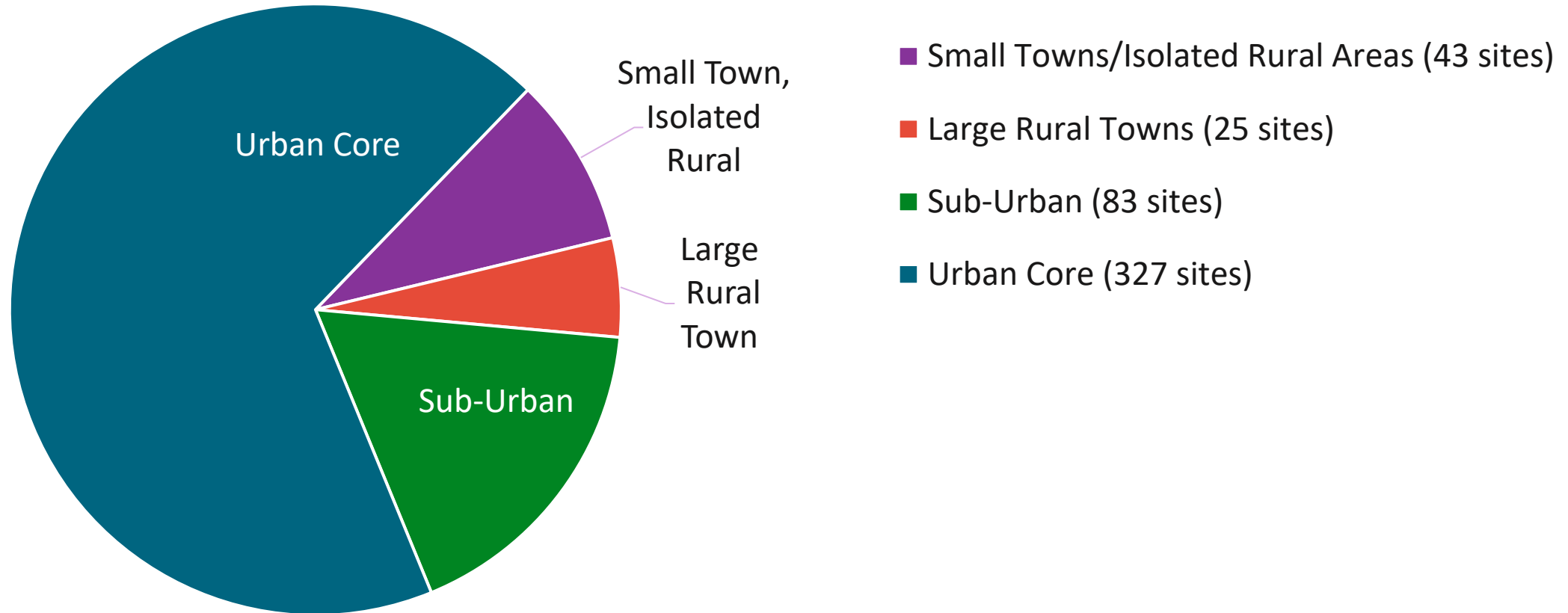


ECEAP Site Locations 2023-24



- Public schools - 252 sites (54%), 9573 (61%)
- Child Care Centers - 62 sites (13%), 1710 (11%)
- Faith-based Facilities - 11 sites (2%), 344 (2%)
- Head Start Facilities - 33 sites (7%), 1324 (8%)
- Non-profit Buildings- 49 sites (10%), 2019 (13%)
- Family Child Care Home- 48 sites (10%), 286 (18%)
- Tribal Organization- 9 sites (2%), 272 (17%)
- College/University - not child care- 5 sites (1%), 187 (1%)

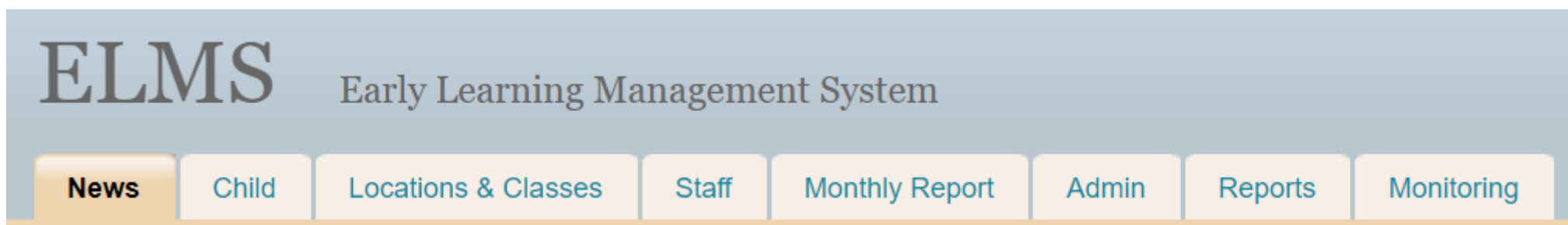
ECEAP Communities Population Density 2023-24



ELMS

Early Learning Management System

- Web-based
- Aligned with ECEAP and Early ECEAP Standards
- Contributes to state longitudinal data
- Provides data for policymakers and planning



Eligibility & Prioritization



Eligible for 2023-24

Eligible children are 3 or 4 years old on August 31 and either:

- At or below 36% of State Median Income (SMI);
- On an Individualized Education Program (IEP) for special education; or
- Currently experiencing homelessness;
- Participated in ECLIPSE, ESIT, Early ECEAP or Early Head Start; or
- With family income above 36% and impacted by specific research-based prioritization factors (up to 10% of the state's ECEAP slots)

Eligible for 2023-24 Tribal Families

Income:

- At or below 100% state median income

Definition of an Indian Child for ECEAP (temporary):

- For all sovereign nation ECEAP contractors/sites enrollment in ELMS, children are considered tribal if they are a member of a tribe per parent report and per tribal approval.
- For all non-tribal ECEAP contractors/sites enrollment in ELMS, children are considered tribal if they are a member of a tribe per parent report.



Allowed

Allowed children, as space is available, are either:

- 3 and 4 year olds above 36% SMI up to 50% SMI with prioritization factors
- Children turning 3 during the school year, at or below 50% SMI and participated in ECLIPSE, ESIT, Early Head Start or Early ECEAP or impacted by at least one prioritization factor



Prioritization

There are not currently enough slots in ECEAP for all eligible children. They are prioritized for enrollment based on a research-based point system. Highest priority is given to eligible children who are:

- From the lowest-income families.
- Experiencing homelessness.
- In foster or kinship care.
- Receiving CPS, ICW, FAR or tribal child welfare services
- Have multiple risk factors.



Prioritization of Eligible and Allowed Children

- Child's previous expulsion from an early learning setting
- Family domestic violence
- Family substance abuse
- Family mental illness
- IEP Eligible
- Migrant and Seasonal Workers
- Moved to engage in traditional cultural practices or employment
- Other risk factors determined by the department to be linked by research to school performance.
- Child welfare involvement
- Homelessness
- Family income
- Four year olds
- Limited English proficiency
- Family member who attended an Indian Boarding School
- Suspected or diagnosed delay or disability
- Incarcerated parent



Priority Points

Indian Boarding School

This includes the system of Indian education, comprising of both off reservation boarding schools, reservation boarding schools and day schools that removed children from their families for the purpose of cultural genocide. This system was designed to “kill the Indian in order to save man” and forced Indian children into mainstream, white American society which denied them of their families, communities, language, traditions, safety and security. This has caused intergenerational trauma that results in disparities that still exist today.

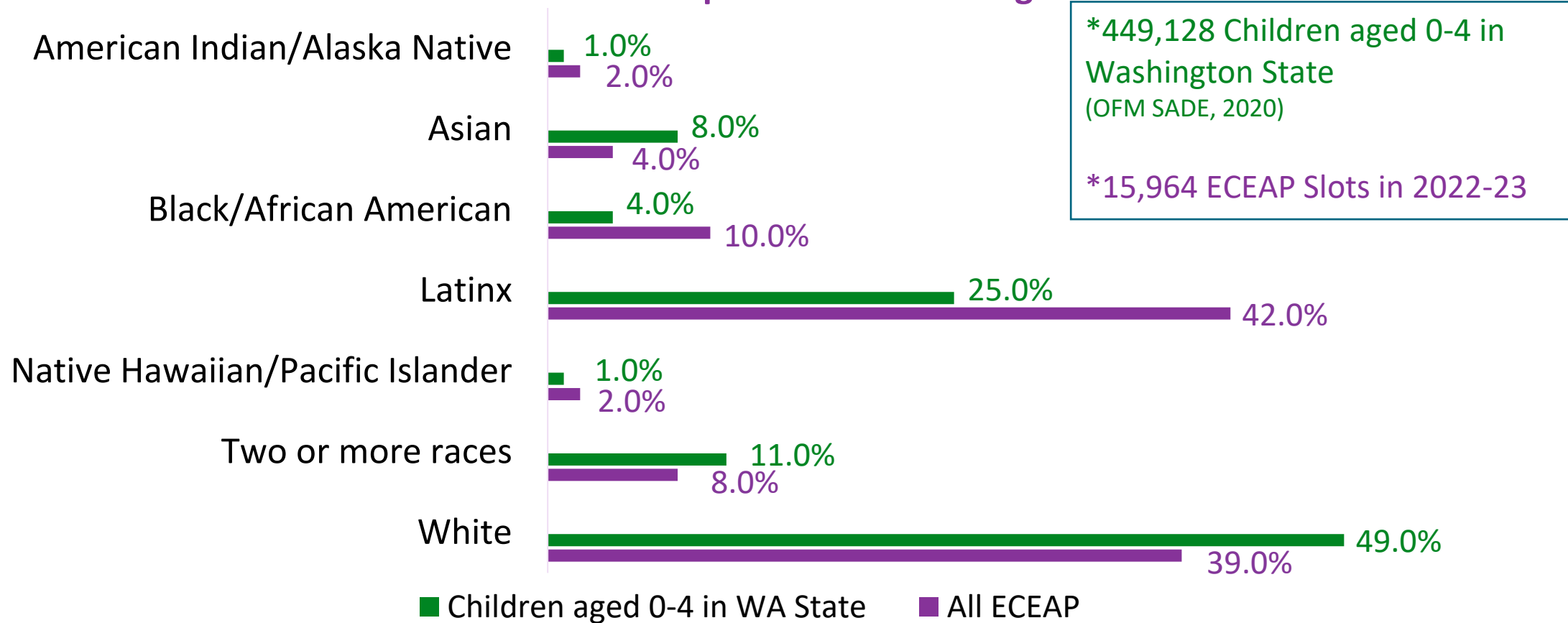


Who Do We Serve?

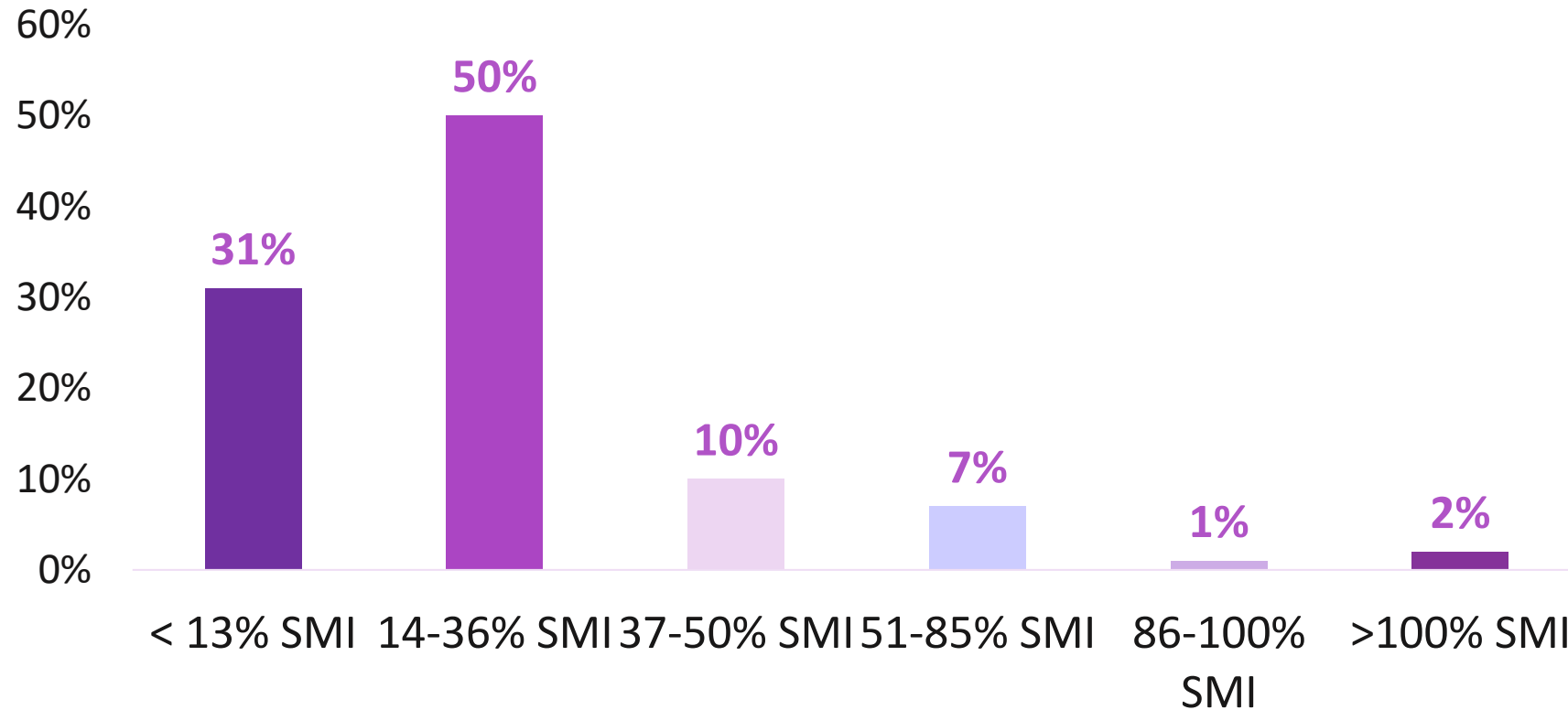


Race/Ethnicity of ECEAP Children in 2022-23

Percentage of Children by Race and Ethnicity:
All ECEAP Compared to All Washington

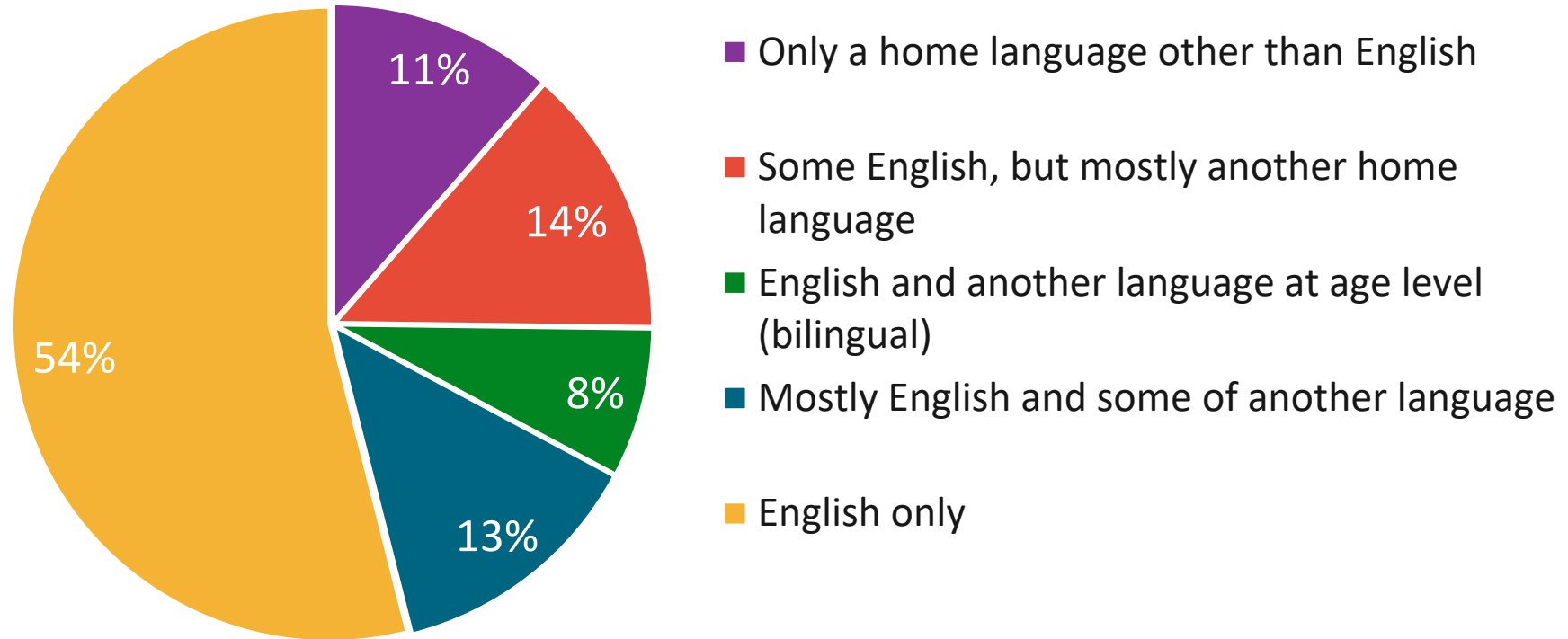


ECEAP Family Income 2022-23 (SMI) based on 15,964 ECEAP slots



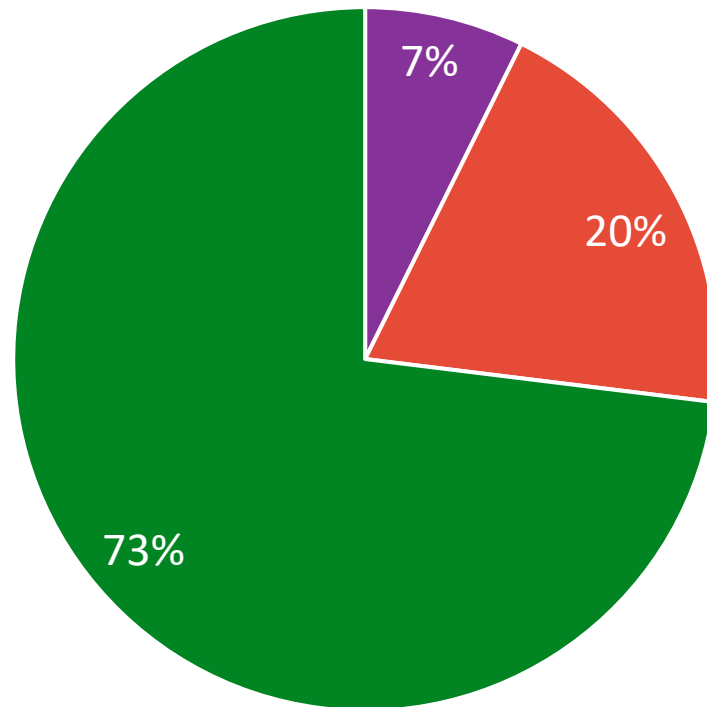
Characteristics of ECEAP Children – English Proficiency

Children served in ECEAP in 2022-23



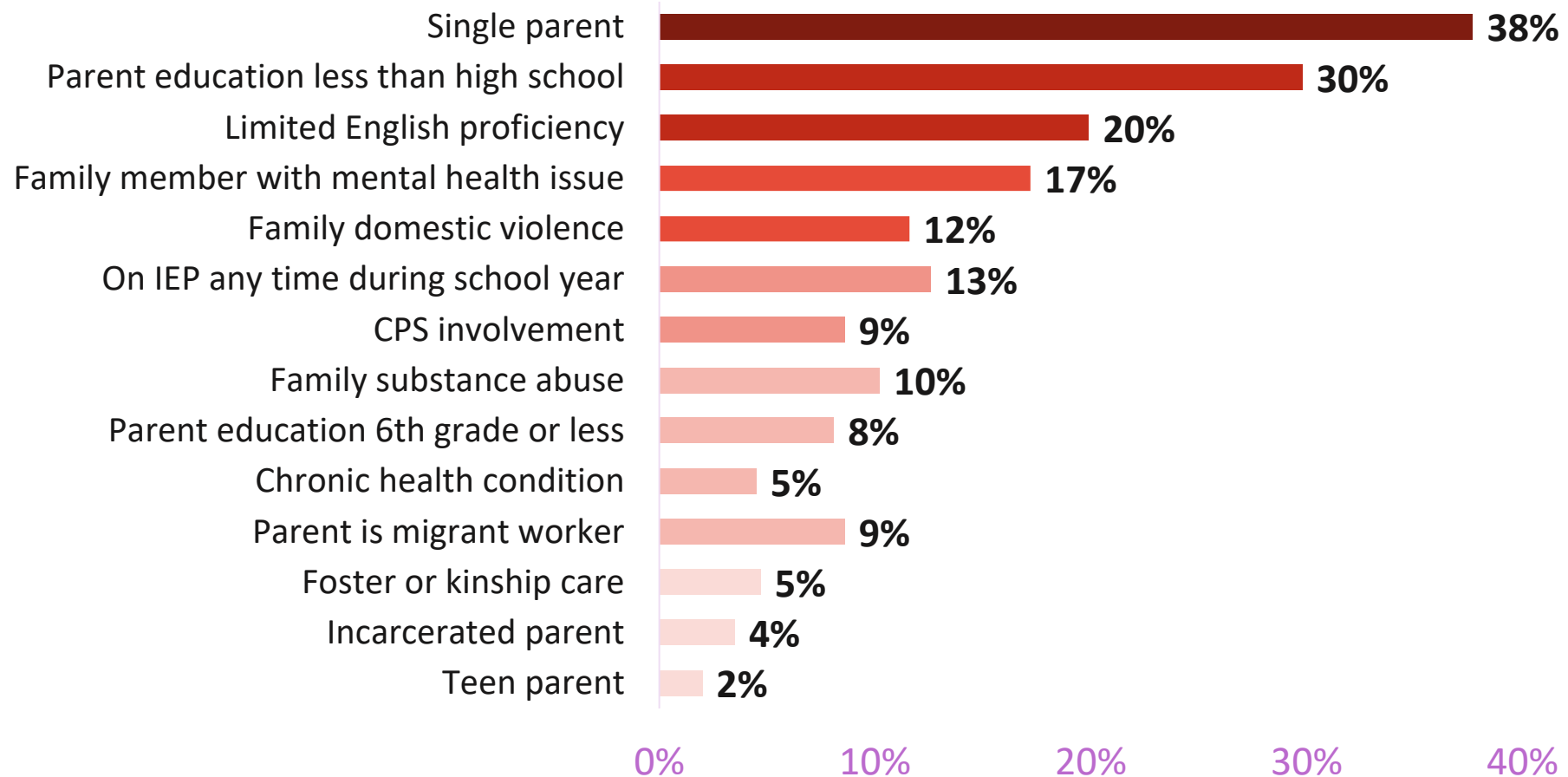
Characteristics of ECEAP Children – Parent Education

Children in ECEAP with a parent who completed



- 6th grade or less
- 7th to 12th grade, no diploma or GED
- High school, GED, or more

ECEAP Children/Family Risk Factors 2022-23 based on 15,964 ECEAP slots



How Many Children Are Served?



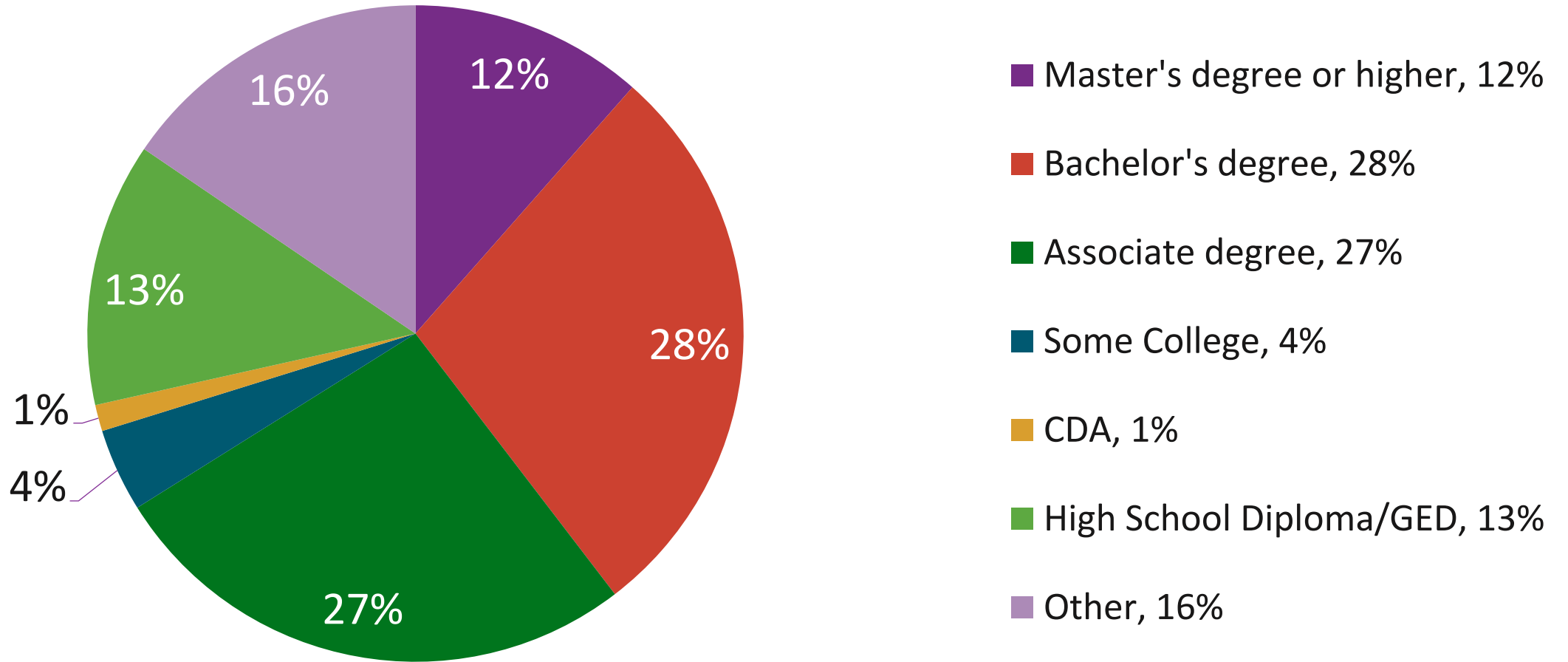
- **Slots:** in 2023-24, ECEAP has 15,797 funded slots.
- **Children:** in 2022-23, 15,651 children attended ECEAP
- **Unserved:** in 2022-23, there were approximately 25,545 eligible children not served by ECEAP or Head Start.



Educator Education and Demographics

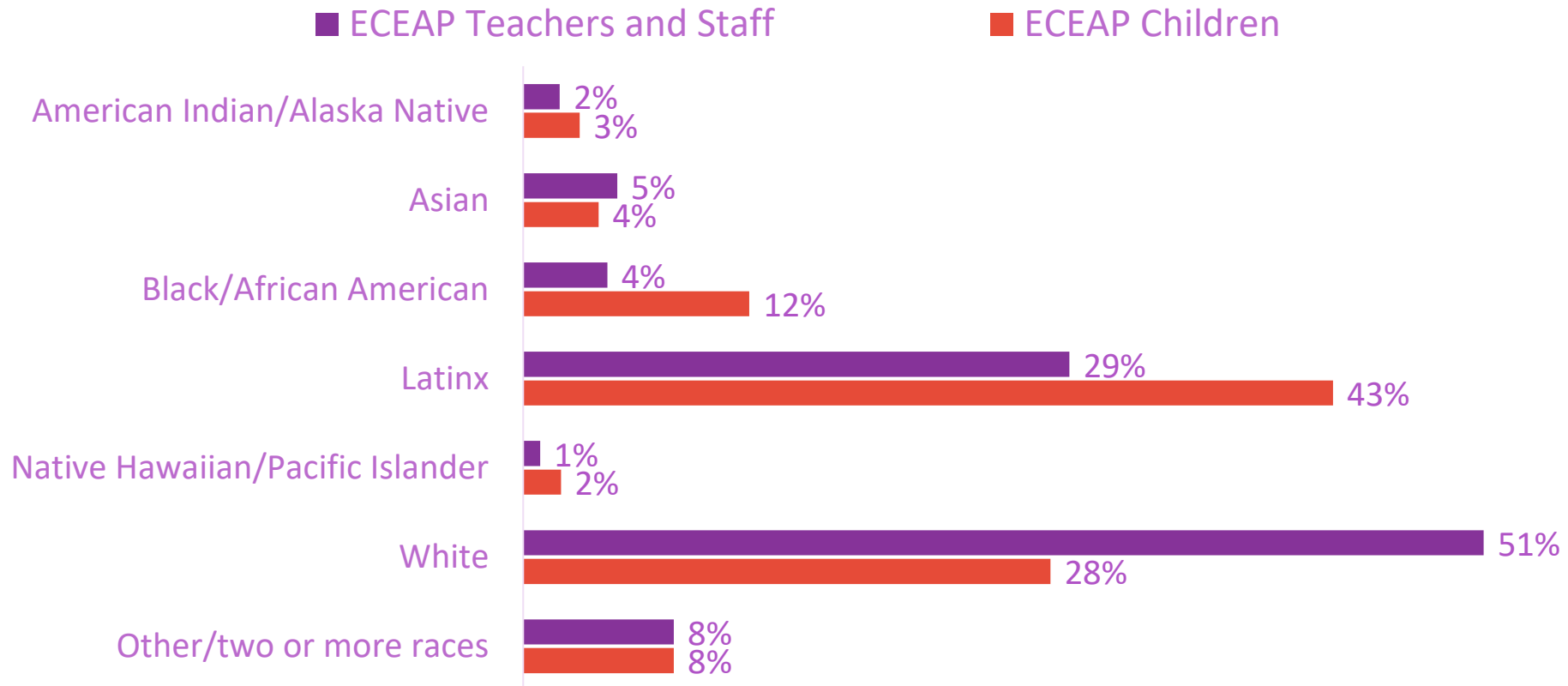


ECEAP Lead Teacher Education 2022-23



2021-22 ECEAP Educator Demographics

Percent ECEAP Teachers and Children by Race and Ethnicity



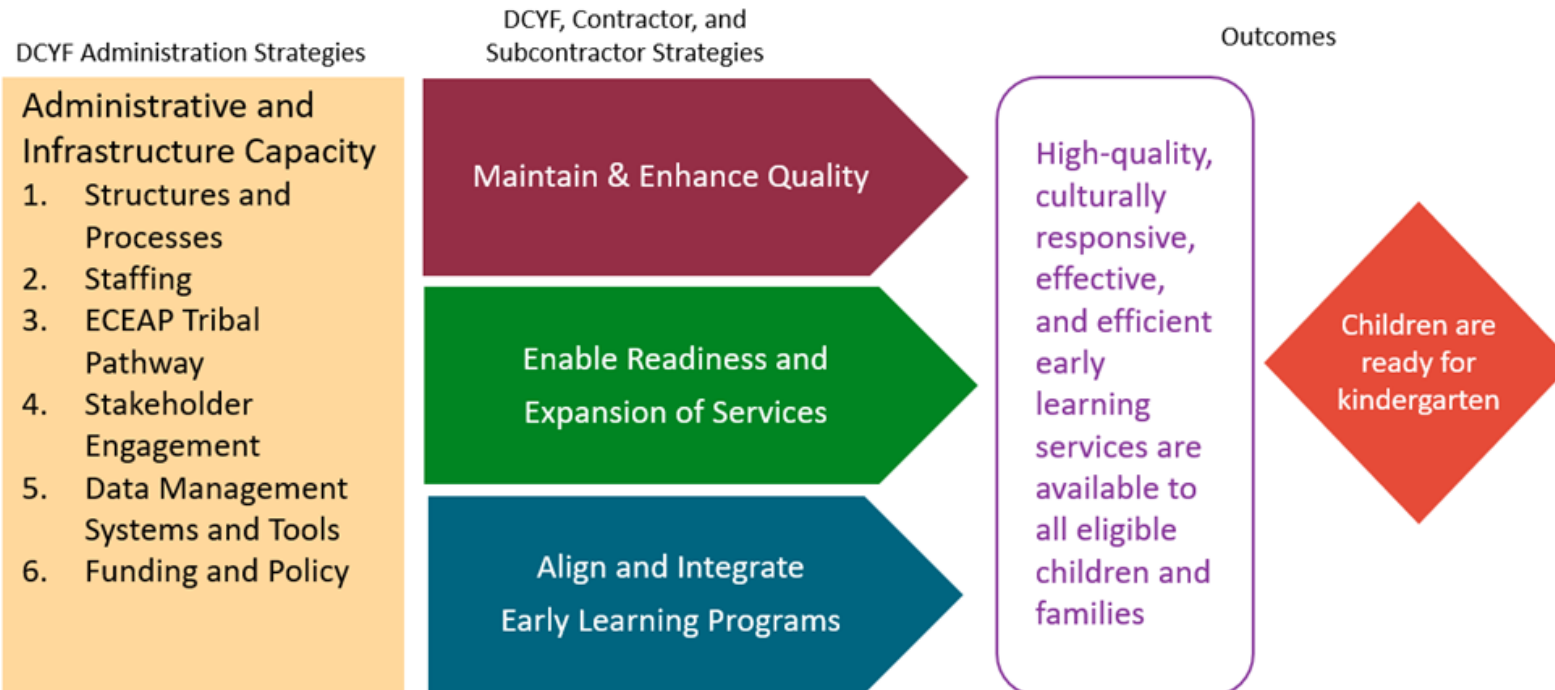
ECEAP Expansion



ECEAP Theory of Change

Overarching Principles

1. Equity 2. Engaged Partners and Stakeholders 3. Building on Foundation of Quality



2026-27 Entitlement RCW



RCW 43.216.556:

(3) Funding shall continue to be phased in each year until full statewide implementation of the early learning program is achieved in the **2026-27** school year, at which time any eligible child is entitled to be enrolled in the program.

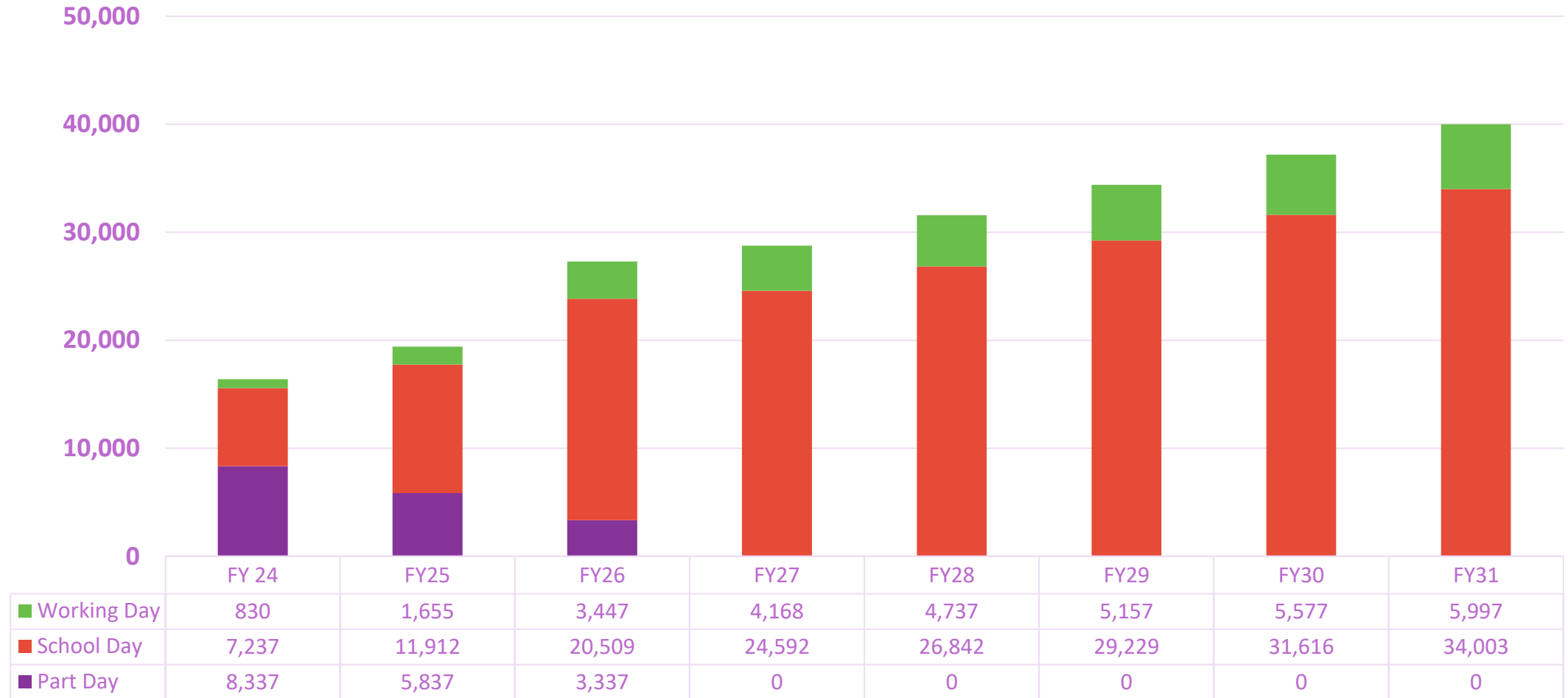


- ECEAP - ENTITLEMENT





ECEAP Slot Expansion and Conversion FY23-FY31 (By Model)



ECEAP Caseload Forecast

Three times a year, the Caseload Forecast Council produces an ECEAP forecast estimating:

- The number of children statewide who are eligible for ECEAP
- And not served by Head Start
- And likely to participate if space is available

The June 2023 forecast estimates ECEAP will need to support 25,937 slots at Entitlement in 2026-27.



June 2023 Caseload Forecast Council Estimate

| Fiscal Year | eligibility criteria | ECEAP Participation forecast CFC | slots allocated | increase/decrease to meet entitlement* | prorated to reach entitlement* |
|------------------------------|----------------------|----------------------------------|-----------------|--|--------------------------------|
| 2023-2024 | 110% FPL | 17,360 | 16,253** | NA | NA |
| 2024-2025 | 110% FPL | 17,262 | TBD | 1009 | 3,228 |
| 2025-2026 | 110% FPL | 16,940 | TBD | -322 | 3,228 |
| ENTITLEMENT 2026-2027 | 36% SMI | 25,937 | TBD | 8,998 | 3,228 |

Source: DRAFT ECEAP June 2023 FC for TWG FINAL

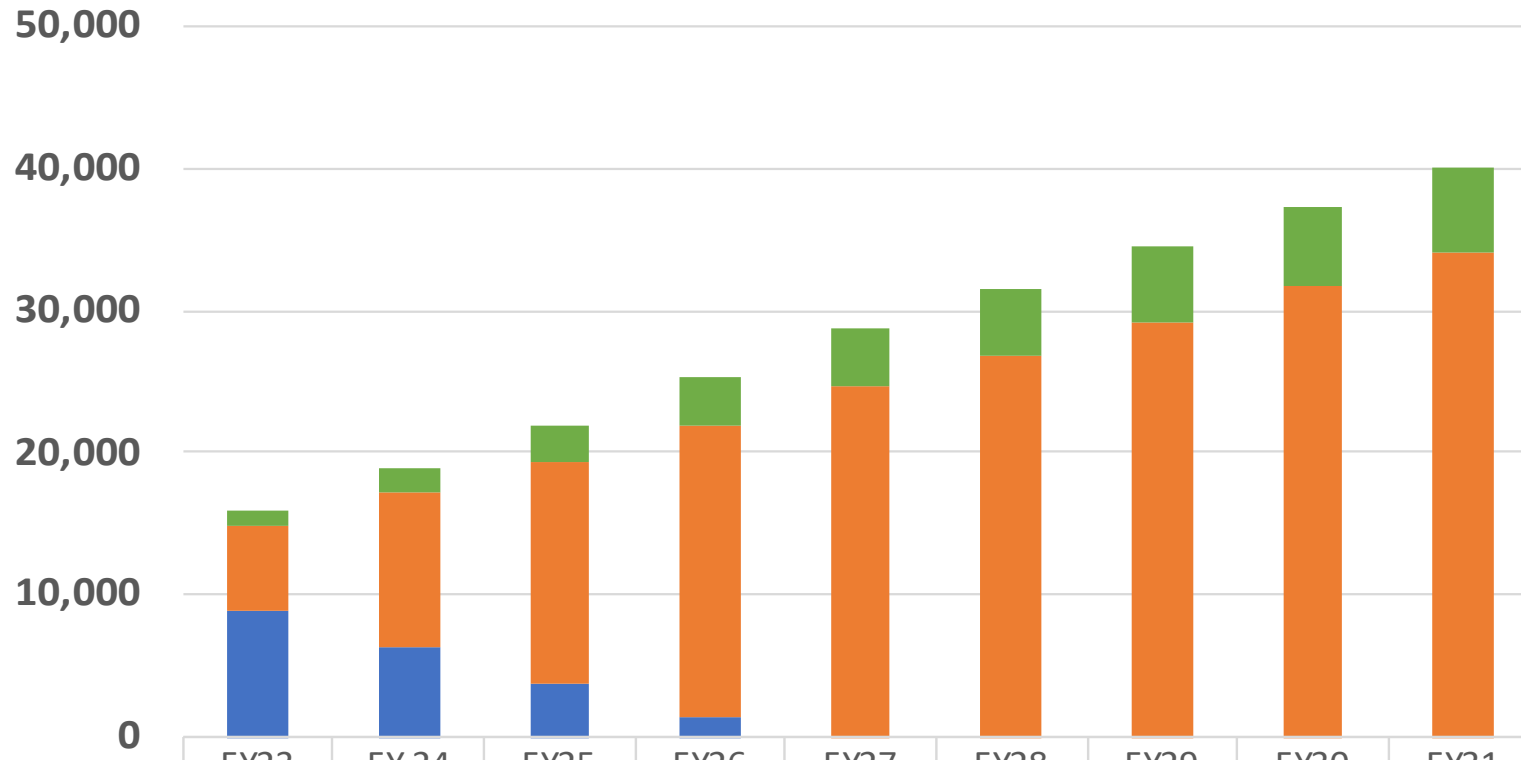
NOTE: years after 2025-26 are included as a courtesy by CFC

* calculated by ECEAP Data Manager. not part of the Official Caseload Forecast Council forecast.

** already in legislation



ECEAP Slot Expansion and Conversion FY23-FY31 (By Model)



| | FY23 | FY 24 | FY25 | FY26 | FY27 | FY28 | FY29 | FY30 | FY31 |
|-------------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| Working Day | 905 | 1,730 | 2,555 | 3,447 | 4,168 | 4,737 | 5,157 | 5,577 | 5,997 |
| School Day | 6,106 | 10,781 | 15,456 | 20,509 | 24,592 | 26,842 | 29,229 | 31,616 | 34,003 |
| Part Day | 8,858 | 6,358 | 3,858 | 1,358 | 0 | 0 | 0 | 0 | 0 |

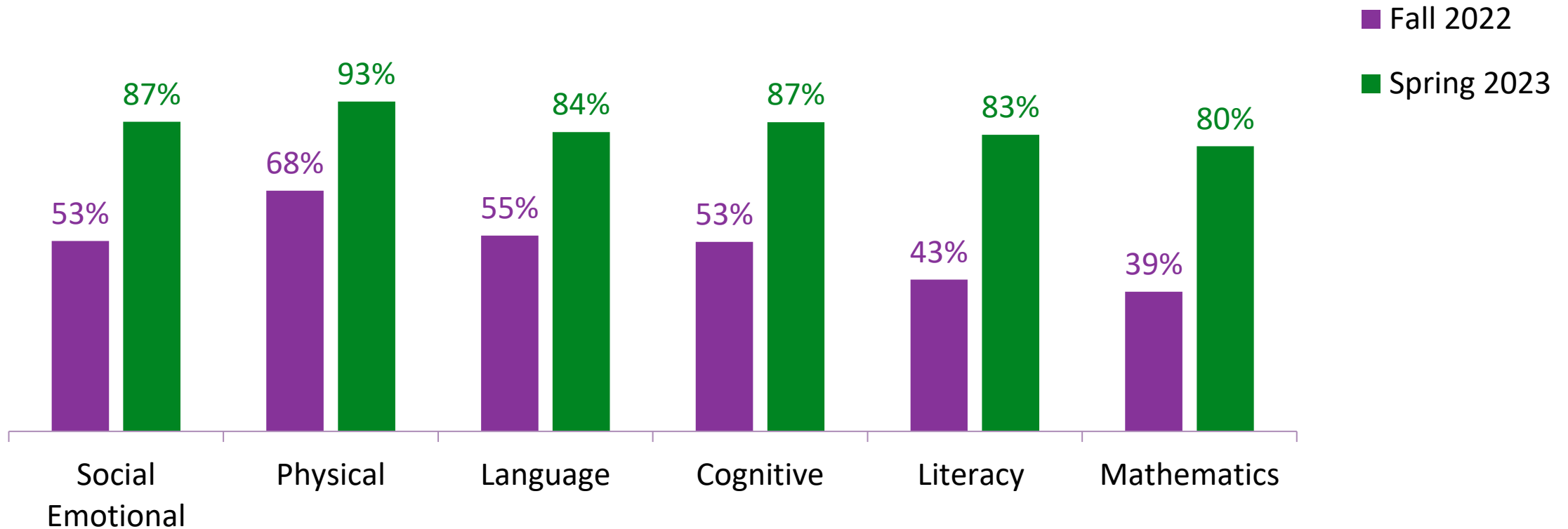


ECEAP Child Outcomes



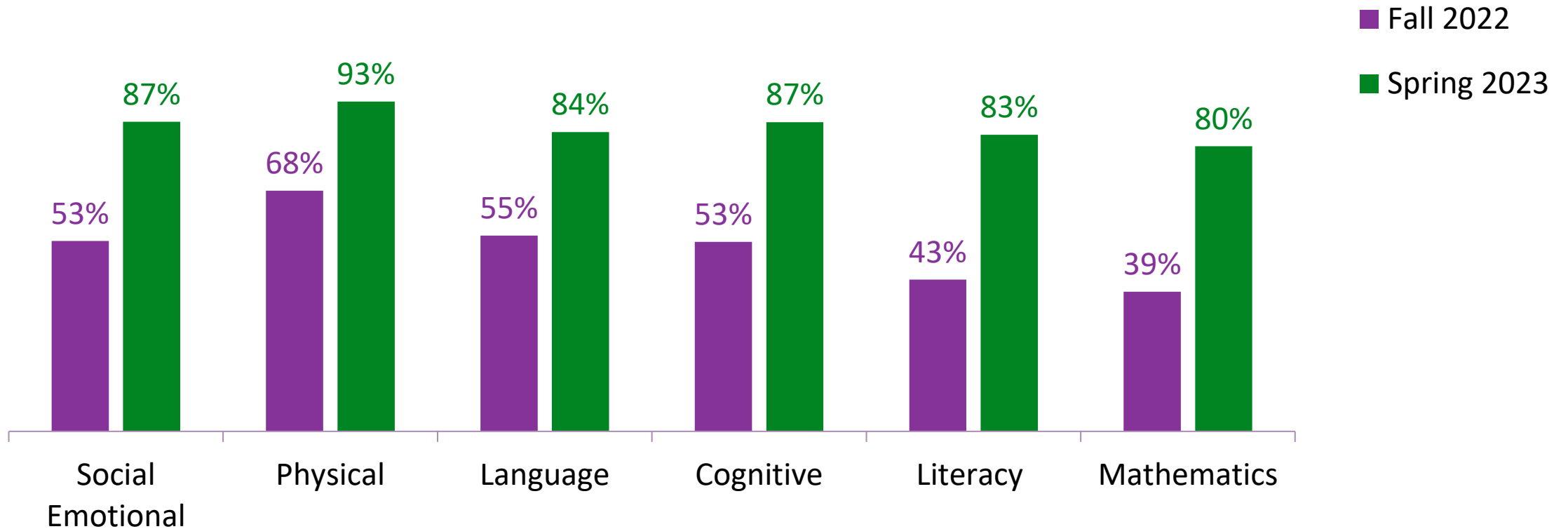
Teaching Strategies GOLD® Child Growth

Children in ECEAP Assessed At or Above Age Level, Fall 2022 and Spring 2023



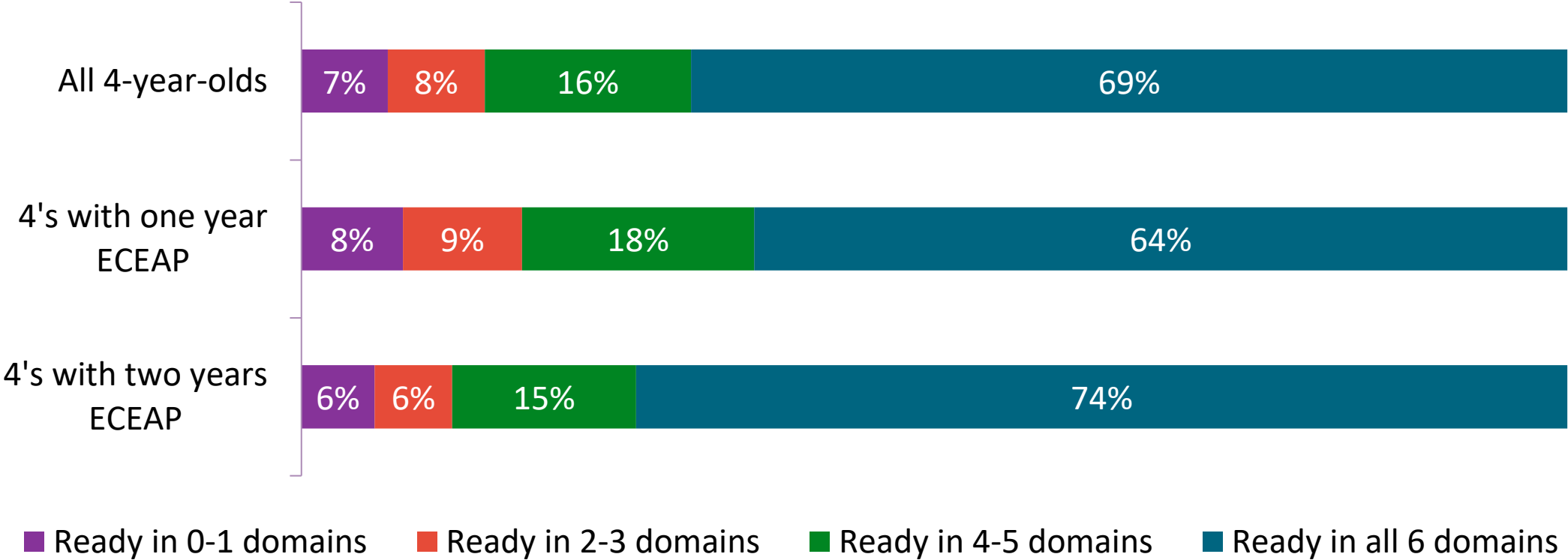
Teaching Strategies GOLD® Child Growth

Children in ECEAP Assessed At or Above Age Level, Fall 2022 and Spring 2023



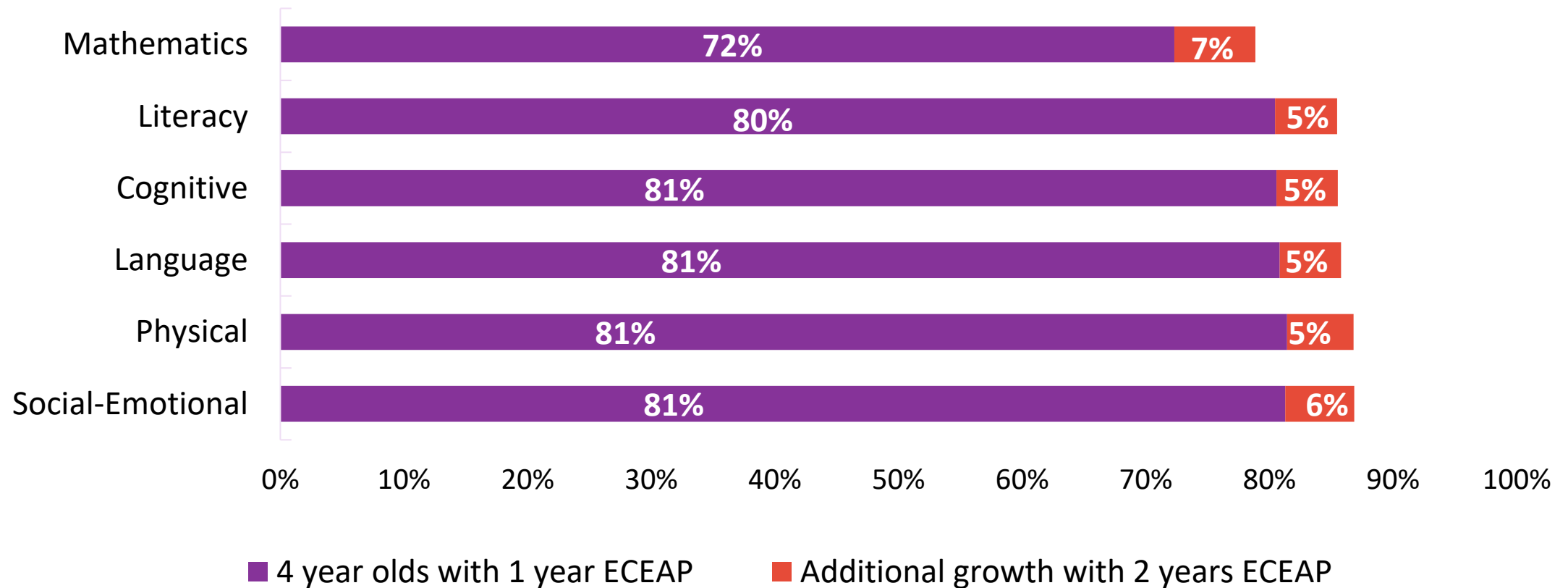
Kindergarten Readiness at End of ECEAP

Percent of Children Ready for Kindergarten at End of ECEAP, Spring 2023



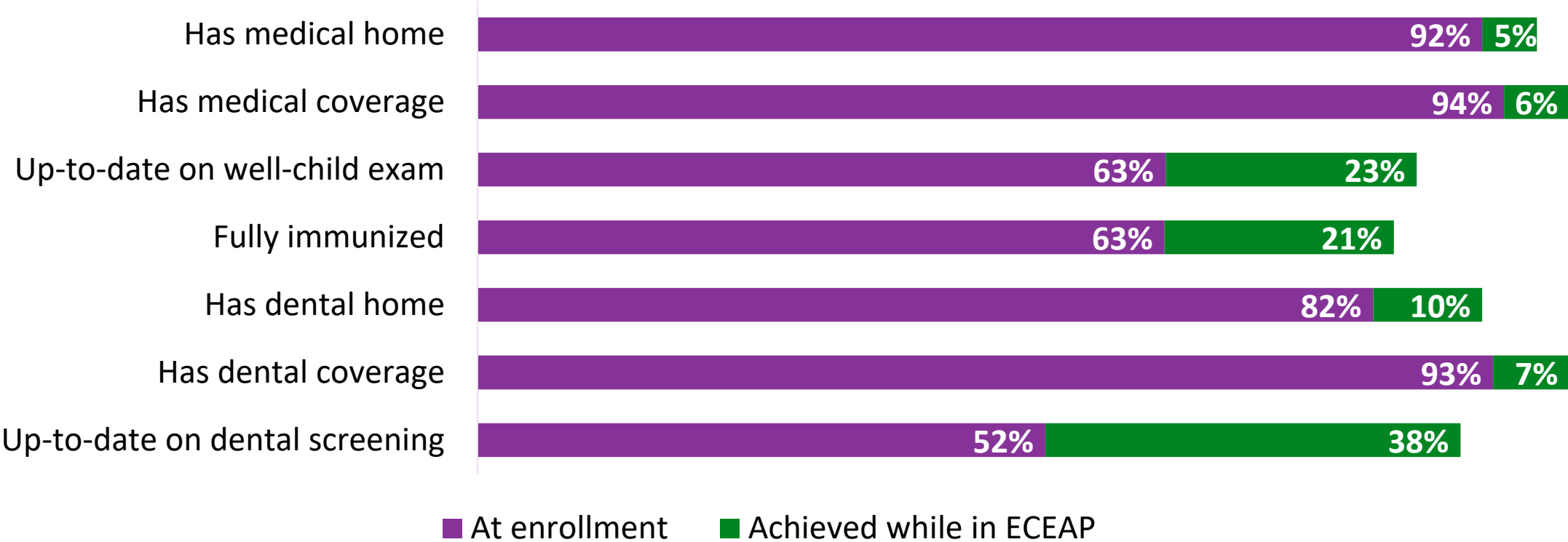
Kindergarten Readiness at End of ECEAP

Percent of Children Ready for Kindergarten at End of ECEAP
By Developmental Domain and Length of Attendance



ECEAP Impact on Child Health 2022-23

n = 15,514 Children Who Were Enrolled 120 or More Days



Mobility Mentoring[®] in ECEAP



Mobility Mentoring[®] Essential Elements



Coaching for
Economic Mobility



Bridge to Self-
Sufficiency[®]



Goal Setting



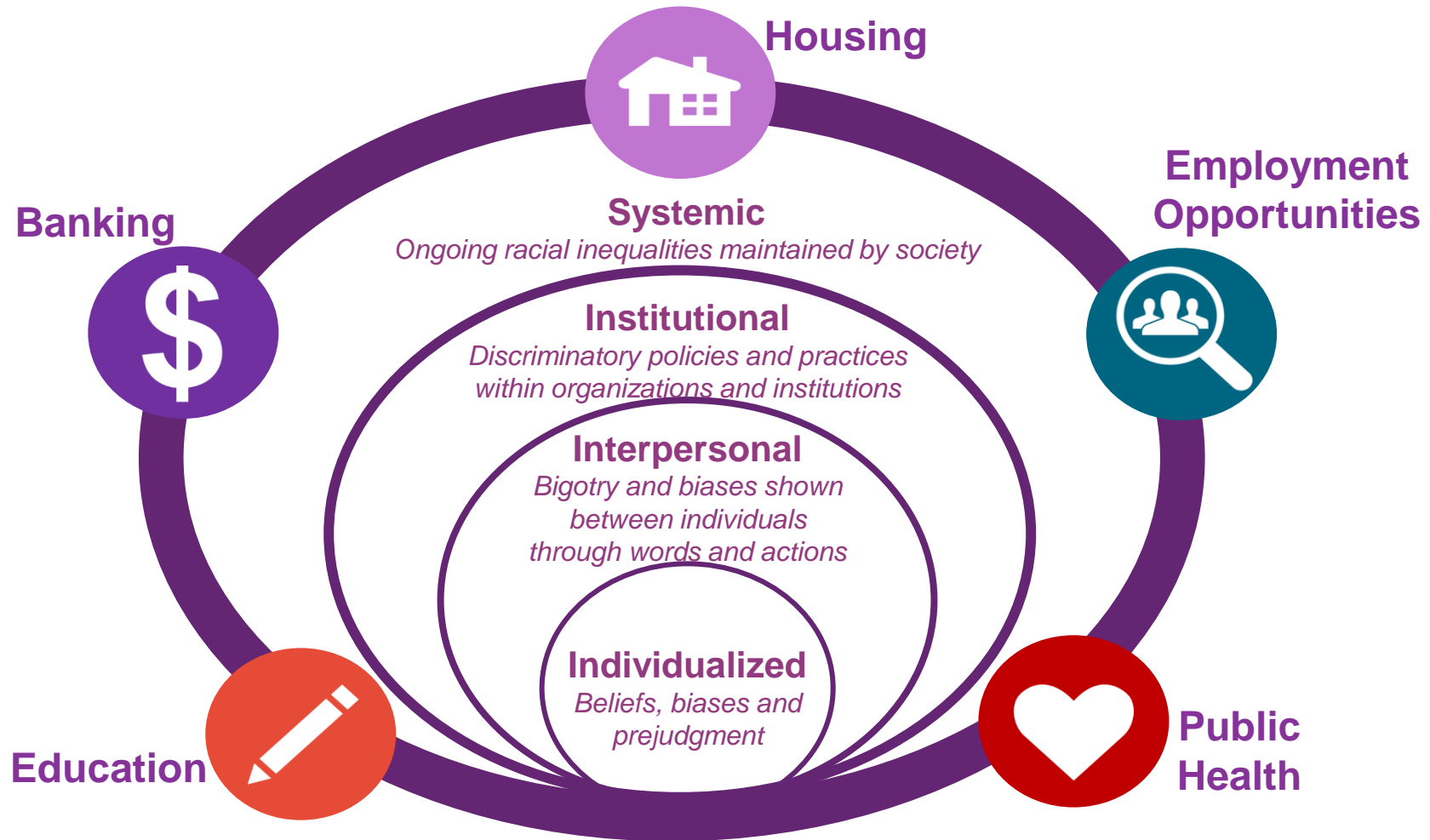
Recognition



Continuous Improvement



Structural Racism



Early Childhood Education and Assistance Program (ECEAP) Bridge to Child and Family Self-Reliance



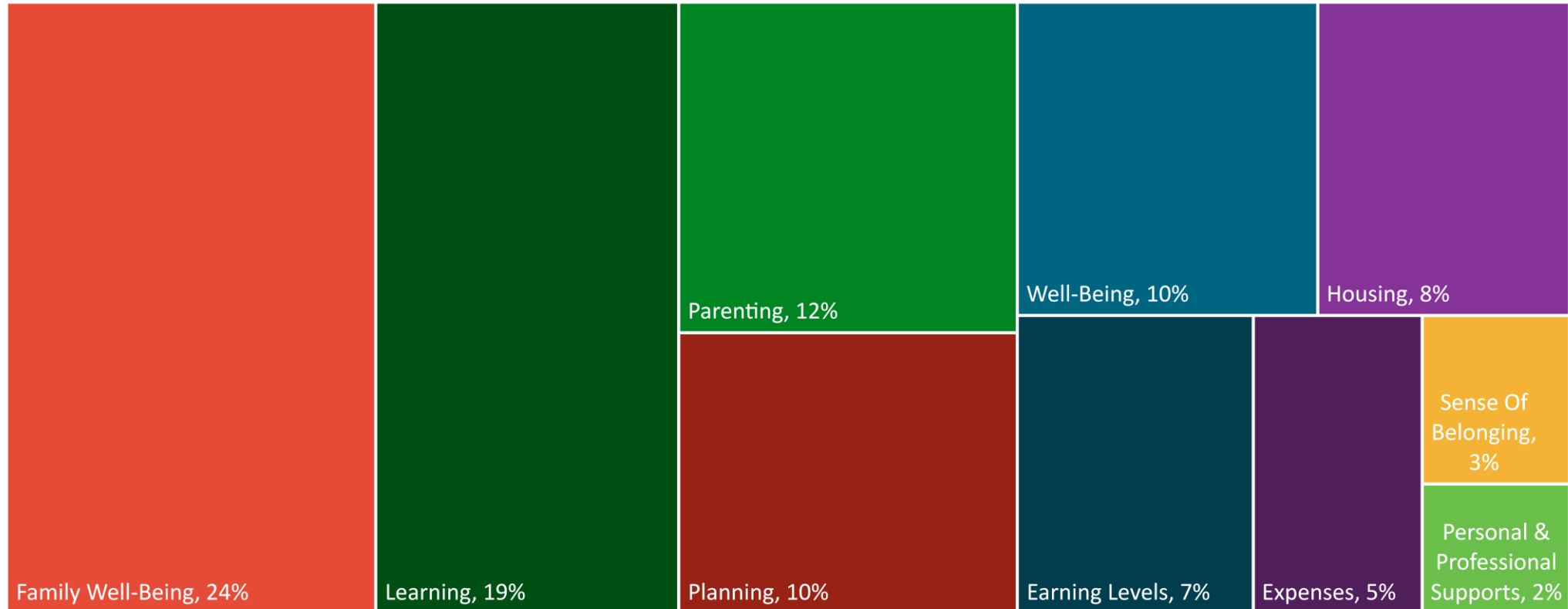
| Stability | | Connection to Self and Others | | | Money Management | | Skills, Education and Training Planning | Employment and Career Management | |
|--|---|---|---|--|--|--|--|---|--|
| HOUSING | FAMILY WELL-BEING | PARENTING | WELL-BEING | SENSE OF BELONGING | PERSONAL AND PROFESSIONAL SUPPORTS | EXPENSES | PLANNING | LEARNING | EARNINGS LEVELS |
| I have safe, affordable, stable housing that meets my needs. I have the resources I need to maintain this housing. | I can meet my family's needs. This rarely feels stressful enough to interrupt my daily activities. | I understand and can respond to my child's developing needs. I access parenting resources as needed. | I have a healthy lifestyle and don't need additional resources. | I am included in and contributing to my diverse community. | I feel secure, safe, and supported in my relationships. | I'm current on balances and have little to no debt. | If there was an unexpected event or emergency, I have enough savings to cover costs. | I have the skills, training, or education I need to keep the job in the career I want. | I do work I value and earn a living wage or a wage that allows me to live the life I want. |
| I have mostly safe, affordable, or stable housing. I have some resources that I need to maintain housing. | Mostly I can meet my family's needs. At times I feel stress which can interrupt my daily activities. | Mostly I understand and can respond to my child's developing needs. I would like some parenting resources. | Mostly I have a healthy lifestyle. I know warning signs and where to get help to improve my well-being. | I seek opportunities to participate in and contribute to my diverse community. I would like to have opportunities to do this more. | Mostly I feel secure, safe, and supported in my relationships. I know where I can find support. | I pay the minimum amount on all my bills. I rarely feel stressed about finances. | If there was an unexpected event or emergency, I almost have enough savings to cover costs. | I have most of the skills, training, or education I need to keep the job in the career I want. | I do work I value that almost makes a living wage. I think I know the steps I want to take to earn a more livable income. I would like support planning this. |
| I have somewhat safe, affordable, or stable housing. I could use housing resources. | Sometimes I can meet my family's needs. I feel stressed which sometimes interrupts my daily activities. | Sometimes I understand and can respond to my child's developing needs. I would like parenting resources. | Sometimes I have a healthy lifestyle. I am interested in learning about increasing my healthy behaviors. | I enjoy learning about the diversity in my community. I would like to have opportunities to do this more. | Sometimes I feel secure, safe, and supported in my relationships and would like some more resources. | I pay the minimum amount on some of my bills. I sometimes feel stressed about finances and would like some more resources. | If there was an unexpected event or emergency, I have some savings to cover costs. I would like support. | I have some of the skills, training, and education I need to find or keep the job I want. I would like to learn more. | I do work I value at a job where I do not earn an income that lets me live the life I want. I need help planning the steps I could take to earn a more livable income. |
| I live in temporary or unsafe housing. I'm at risk of losing it and could use housing resources. | I can rarely meet my family's needs right now. I feel highly stressed which often interrupts my daily activities. | I rarely understand or can respond to my child's developing needs. I could use parenting resources. | I rarely engage in a healthy lifestyle. I am interested in learning about increasing my healthy behaviors. | I know about the diversity of my community. I am interested in learning more. | I rarely feel secure, safe, and supported in my relationships I could use support in this area. | I am behind on payments. Most of the time I feel stressed about finances and need resources. | If there was an unexpected event or emergency, I have very little savings to cover costs. I could use resources. | I have limited skills, training and education which affects my employment. I would like support. | I work at a job where I do not earn an income that lets me live the life I want. I could use resources to help me plan. |
| I am homeless or about to lose housing. I could use housing resources. Homeless definition: https://nche.ed.gov/mckinney-vento-definition/ | I can't meet my family's needs right now. I feel highly stressed which always interrupts my daily activities. | I do not have the skills I need to understand or respond to my child's developing needs right now. I could use parenting resources. | I do not engage in a healthy lifestyle regularly and need support to learn how I can increase my healthy behaviors. | I do not know much about the diversity of my community. | I do not feel secure, safe, or supported in my relationships. I could use support in this area. | I am not addressing debt. I am always stressed about finances. I need financial resources. | If there was an unexpected event or emergency, I do not have any savings to cover costs. I could use resources. | I do not have the skills, training, or education I need in order to get the employment I want. I could use resources. | I want to work at a job where I can earn a more stable income. I could use resources to help me learn how to do this. |

Mobility Mentoring® 2022-2023

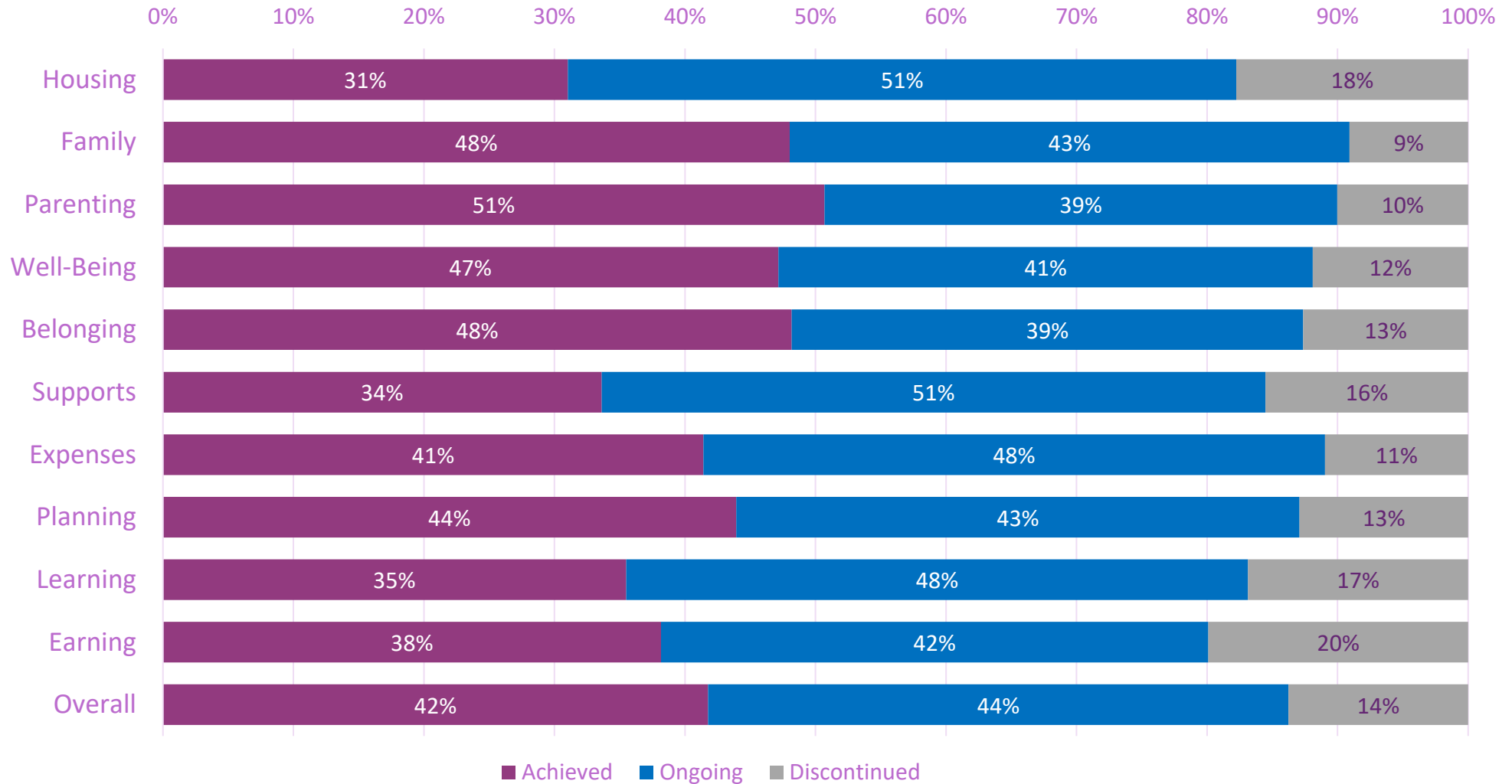
- **More than 15,000** children were enrolled in ECEAP.
- **11,597** concrete goals set by **10,443 families**, such as creating and following through on a savings plan or obtaining a job.
- **10,067 goals** were achieved or extended into the coming year.

Mobility Mentoring[®] 2022-2023

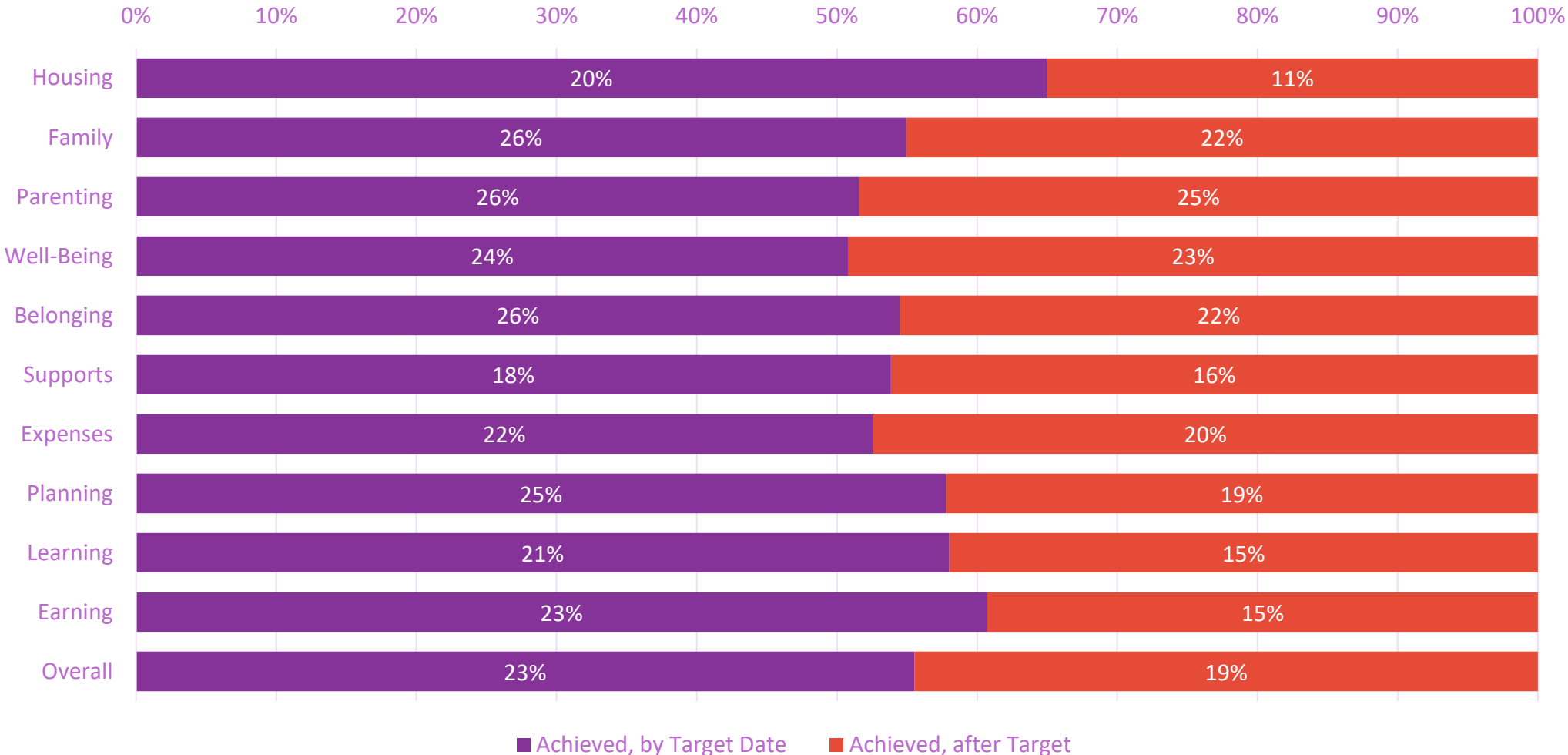
Goals set by Pillar



Mobility Mentoring Goals 2022-23

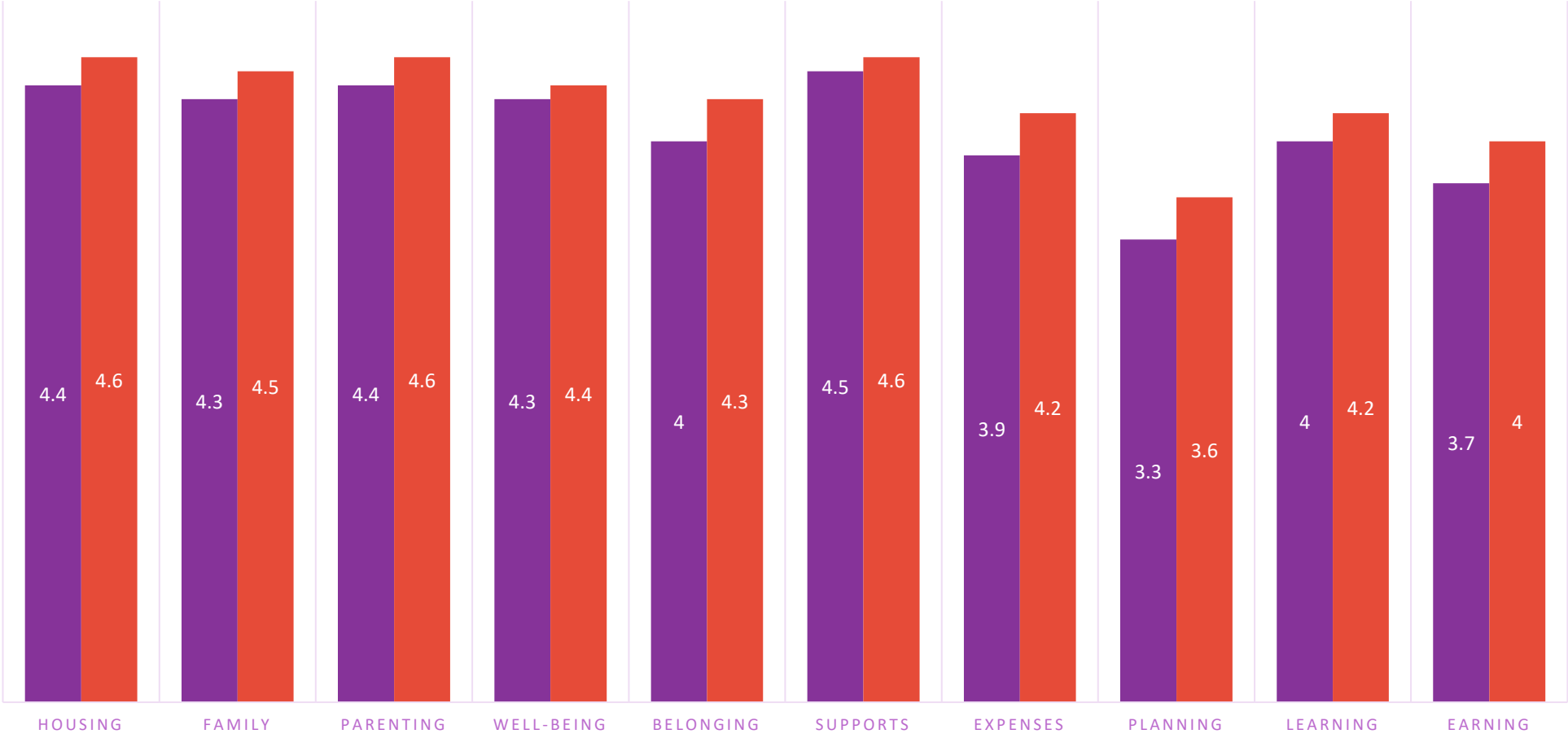


Mobility Mentoring Goals Achieved 2022-23



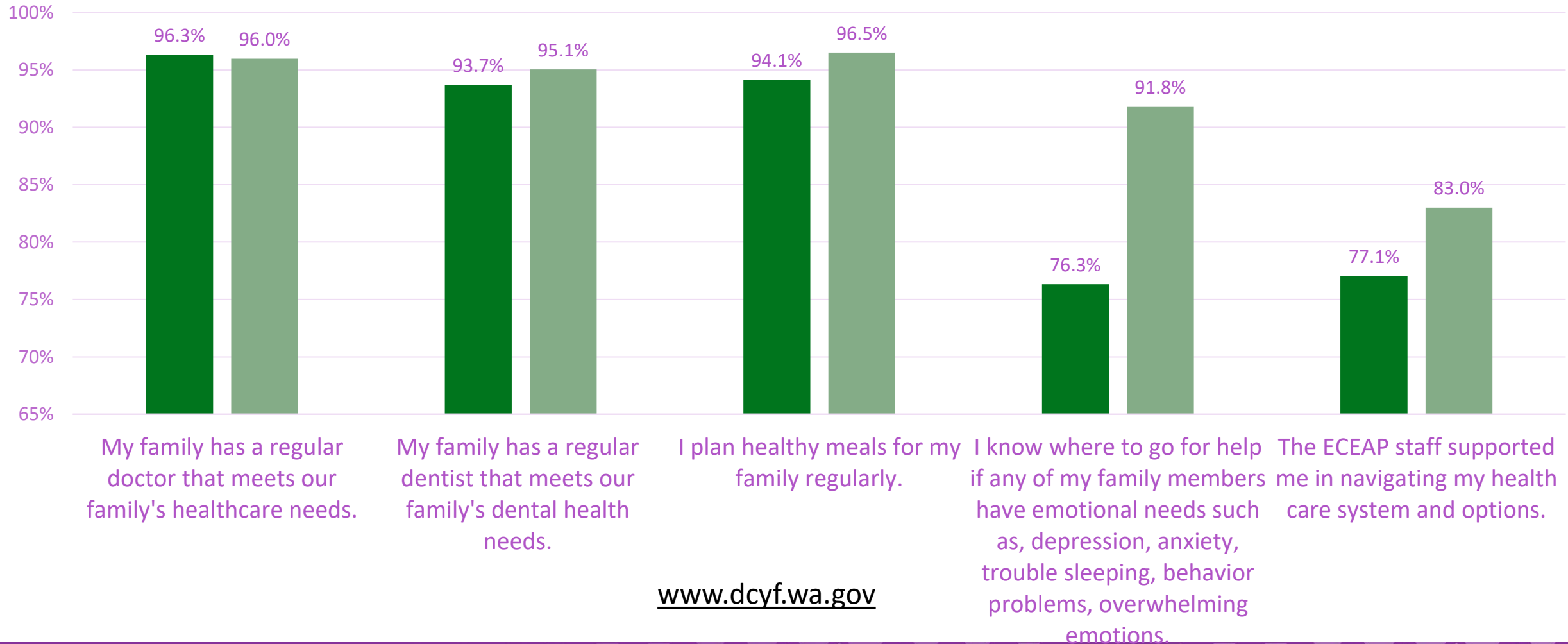
2022-23 ECEAP MOBILITY MENTORING

■ Pre Assessment ■ Post Assessment



■ At the beginning of ECEAP/Early ECEAP services

■ After being in ECEAP/Early ECEAP



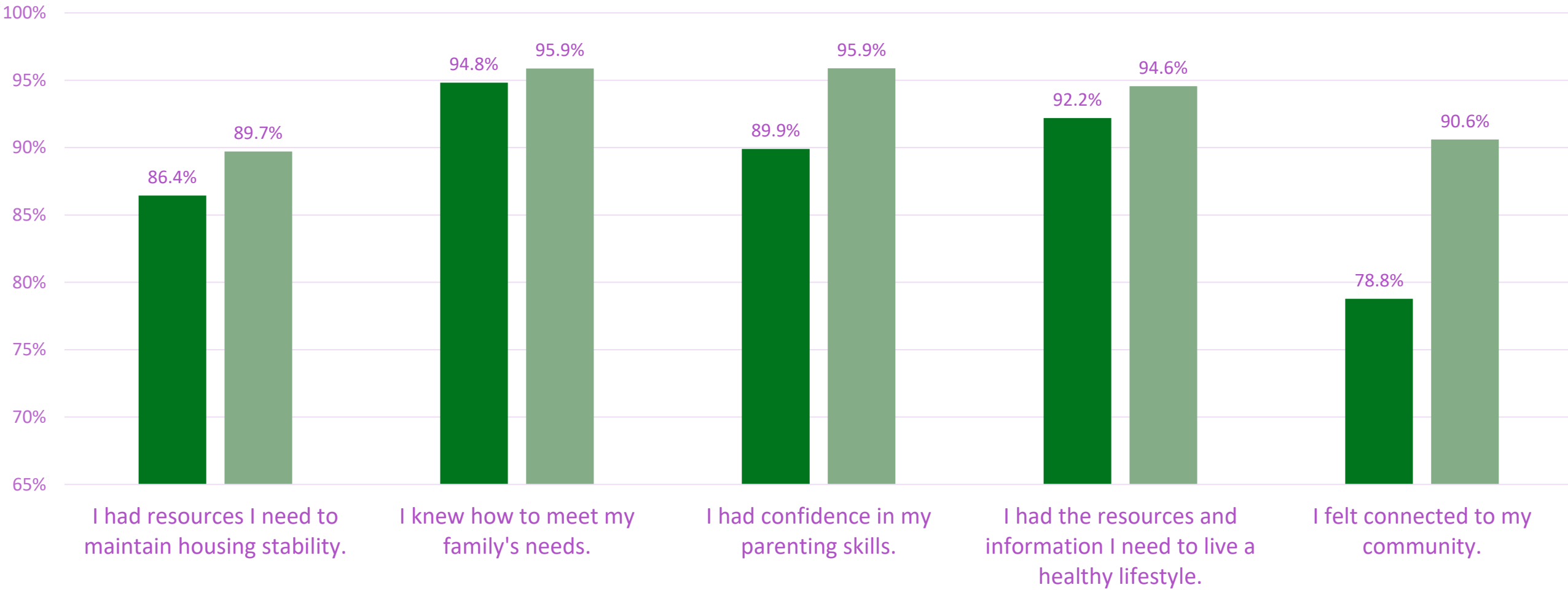
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■ At the beginning of ECEAP/Early ECEAP services

■ After being in ECEAP/Early ECEAP



ECLIPSE



ECLIPSE is an acronym that stands for **Early Childhood Intervention Prevention Services**

A Trauma-informed, Healing Centered, Center- Based Intervention and Treatment services for Families with Young Children.



ECLIPSE Eligibility: Who is ECLIPSE for?

- Families with children age Birth to 5 years old that are experiencing the highest level of risk factors and extreme stress.
- Families working with DCYF-Child Welfare/CPS Social Workers or ICW Child Welfare workers (from voluntary to child removal) and referred to Early ECEAP/ECEAP by Child Welfare Early Learning Navigators (CWELN).
- Child and families categorically eligible for Early ECEAP/ECEAP based on priority points developed for Early ECEAP/ECEAP.



Infant Early Childhood Mental Health System

ECLIPSE is part of a larger IECMH system of work. This work includes services that fall into the following categories. Some Examples include:

| Promotion | Prevention | Intervention | Treatment |
|-----------------------------|---|---|-----------|
| | Maternal Mental Health and Newborn Care, Home Visiting, | | |
| | Early Care / Education: B-5 years ECEAP, B-5 Head Start, Infant Early Childhood Mental Health (IECMHC) Consultation, and other Early Care and Education Programming | | |
| | Coaching, Home Visiting, B-5 ECEAP, Early Head Start, Head Start, and other Early Care and Education Programming | | |
| | | ECLIPSE, Clinical Mental Health Services, Early Support for Infants and Toddlers, Early Childhood Special Education | |
| | | Early Intervention, Early Childhood Special Education, Other Clinical Mental Health services, Wrap-around Services (WISe) | |
| Child Welfare System | | | |

The Continuum of Infant Early Childhood Mental Health (IECMH) Services

Promotion

- **Promotion** services are universal and focused on distributing information and resources to support strong child-caregiver relationships, healthy development, and early learning.

Prevention

- **Prevention** services identify and reduce conditions that lead to disruption in social-emotional well-being and strengthen the capacities of young children and their families

Intervention

- **Intervention** provides services and support for young children who have developmental delays or disabilities, who are at risk of poor outcomes due to experiencing biological, familial, and /or environmental risk factors.

Treatment

- **Treatment** services are designed to alleviate distress and facilitate healthy development and behavior for young children and families who are experiencing trauma and other mental health challenges.

Source-REDEFINING QUALITY: Providing Infant and Early Childhood Mental Health Support to Fully Meet the Diverse Needs of Families, Perigee Fund, June 2021



Washington State Department of
CHILDREN, YOUTH & FAMILIES

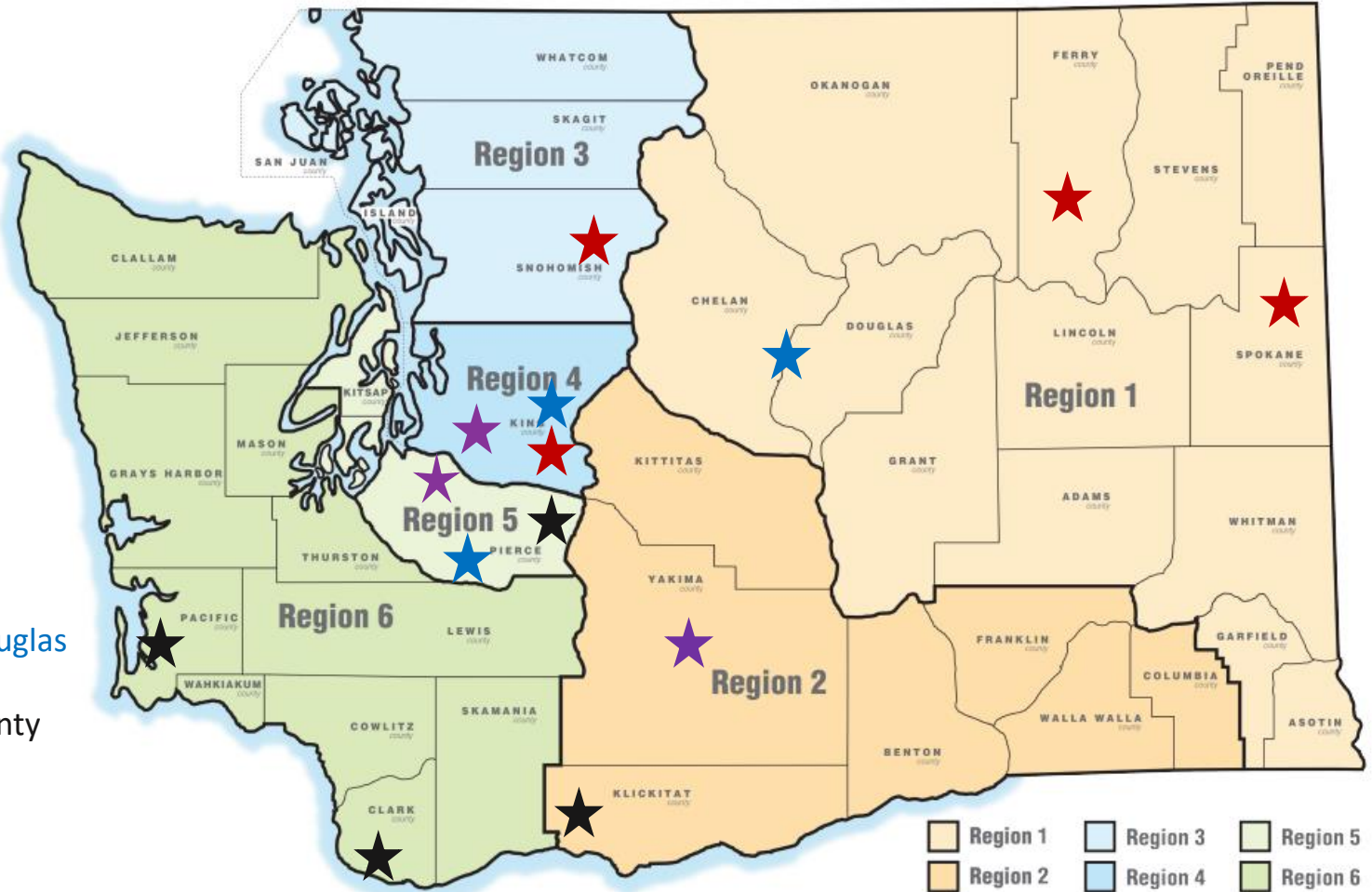
ECLIPSE Programming Now

- Catholic Family Charities – Yakima County
- Child Haven – King/Pierce County
- ESD 101 – Ferry/Stevens/Spokane Counties
- PSESD – King County
- Snohomish – Snohomish County
- Chief Leschi – Pierce County
- Voices of Tomorrow – King County
- Chelan Douglas Child Services Association – Chelan & Douglas County
- Multicultural Child and Family Hope Center – Pierce County
- ESD 112 – Clark/Klickitat/Pacific County

Department of Children, Youth, and Families Regional Structure



WASHINGTON STATE
Department of
Children, Youth, and Families



Tribal Pathways



Goals for Tribal ECEAP Work

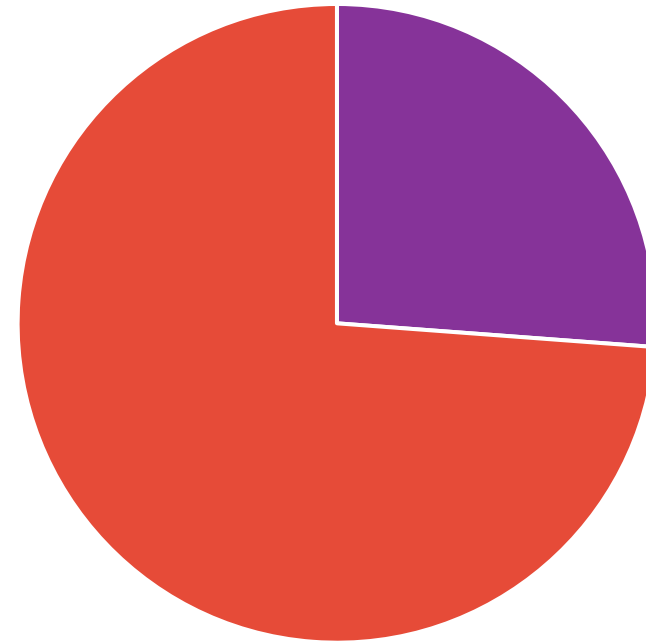
- Barriers to tribes contracting for ECEAP are reduced
- Native children are served by tribally-run ECEAP whenever possible
- Tribes are better supported in using ECEAP classrooms for language preservation and revitalization
- Tribes are better supported in integrating culture into the classroom



Tulalip Tribe



Where Tribal Children Attend ECEAP 2022-23



■ tribally run sites ■ non-tribally run sites



ECEAP Supports for Tribes



Dual Language and Multi-Language Learners in ECEAP



Dual Language Learners (DLLs)

DLLs are defined in the ECEAP Performance Standards as children who are learning two or more languages at the same time. This term includes children who learn two or more languages from birth, and children who are still mastering their home language when they are introduced to and start learning a second language. (Source: The Washington State Early Learning and Development Guidelines.), generally English and specific languages other than English spoken in the local community, for example Spanish, Somali, Vietnamese, Russian, Arabic, native languages, or indigenous languages where the goal is multilingualism.

For some, both a language other than English and English may be spoken at home. Children who are DLLs are a very diverse group by many measures, and have varying levels of proficiency in their home language and in English.

Multi-Language Learners in ECEAP

Table 3: Most Common Primary Home Languages (2022-23)

| | Count of Multi-Language Learners | Percent of Multi-Language Learners |
|------------|----------------------------------|------------------------------------|
| Spanish | 3,528 | 70% |
| Arabic | 164 | 3% |
| Somali | 157 | 3% |
| Russian | 150 | 3% |
| Amharic | 138 | 3% |
| Dari | 114 | 2% |
| Ukrainian | 96 | 2% |
| Vietnamese | 86 | 2% |
| Chinese | 67 | 1% |



Kindergarten Readiness for Multi-Language Learners

Table 1: Percentage of Students Who Were Kindergarten Ready on Six of Six WaKIDS Domains (2019-20)

| | DLL | Non-DLL | All |
|--------------|-----|---------|-----|
| ECEAP | 34% | 42% | 35% |
| Lower Income | 26% | 39% | 29% |
| Difference | 8% | 3% | 6% |

Note: Lower income corresponds to children who qualify for free or reduced-price lunch and did not receive ECEAP services before kindergarten entry.



ECEAP Classroom Language Models (CLM)

English Only: Teachers intentionally use English as the language of instruction and communication.

English with Additional Language Support (EALS): Every child is provided with daily instruction in English. Staff specifically plan and provide support for other languages that the child speaks including home language or tribal language by engaging families and providing examples of each child's culture and language.

Dual Language: Teachers intentionally use English and a selected other language as the languages of instruction and communication, with equal time and focus in all areas of the curriculum.

Home Language as a Foundation for English Development (HLFED): DLLs are provided with daily instruction in their home language and over time, increasingly provided with instruction in English.

Immersion: Teachers intentionally use a language other than English as the language of instruction and communication.



Early Achievers





The Early Achievers House

A framework for school readiness.



Key Documents and Resources



[Early Achievers Quality Standards and Criteria](#)

The Early Achievers Quality Standards provide a common set of best practices to recognize, support and improve the quality of early learning settings. They are the basis for facility quality levels.



[Early Achievers Participant Operating Guidelines](#)

This document will:

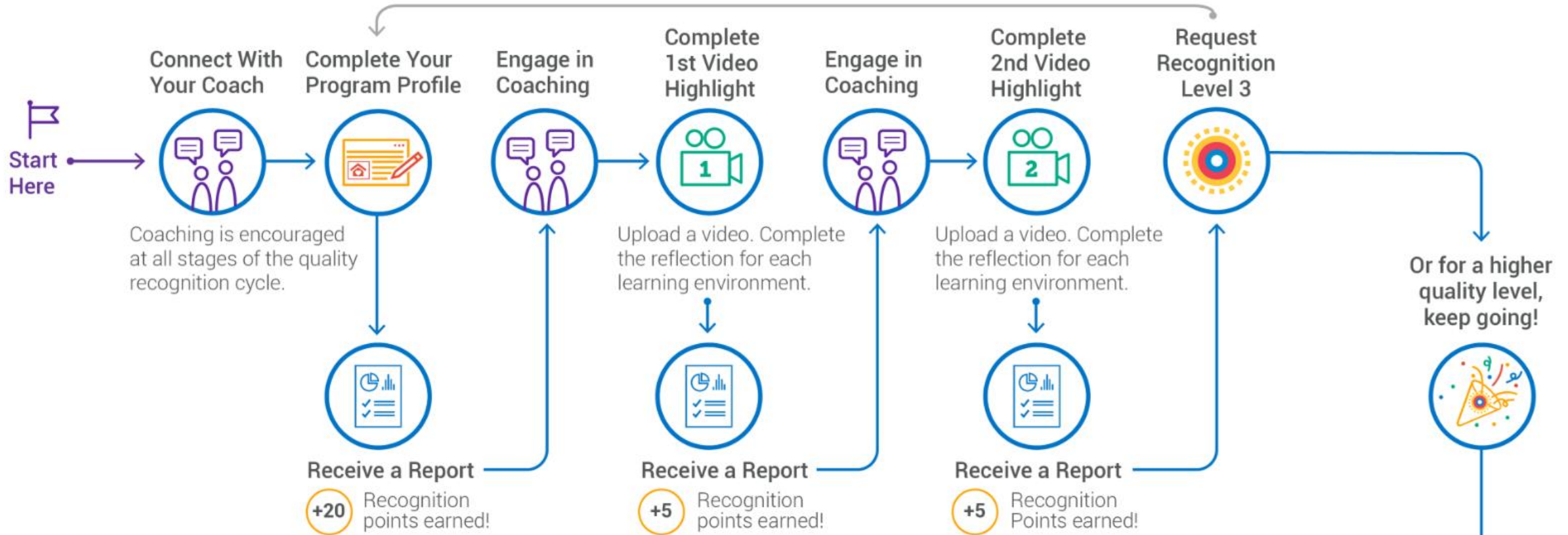
- Help early learning programs understand key components of Early Achievers and support successful participation.
- Provide a detailed overview of Early Achievers policies and expectations.
- Serve as a reference tool throughout participation.



[Early Achievers Supports and Resources page](#)

This is your resource for all Early Achievers supports and resources.

Repeat Your Quality Recognition Cycle Every 3 Years



Menu of Points Beyond Level 3 (in no particular order)

- +10 Accreditation**
Earn 10 points
- +40 Records Review**
Earn up to 40 points
- +10 Professional Development**
Earn up to 10 points
- +5 School-Aged Video Highlights**
Earn 5 points
- +20 Video Highlights**
Up to 4 more video highlights can earn up to 20 more points

Earn More Points!

