



2018-19 ECEAP OUTCOMES REPORT



Washington State Department of
CHILDREN, YOUTH & FAMILIES



Washington State Department of
CHILDREN, YOUTH & FAMILIES

Introduction 1

Differentiated Comprehensive Services 2

Enrolling Washington’s Most Vulnerable Young Children..... 4

 Federal Poverty Level (FPL) 4

 Complex Trauma 4

 Focus on Homelessness..... 5

 Additional Child Characteristics 6

Child Development and Learning..... 10

 Kindergarten Readiness at the End of ECEAP 11

 Readiness at Beginning of Kindergarten..... 13

Child Health..... 15

Family Engagement..... 17

 Mobility Mentoring® 18

ECEAP Continuous Quality Improvement..... 21

 Partnership for Pre-K Improvement..... 21

 DCYF Monitoring 21

 Early Achievers 22

Workforce 25

Introduction

The Early Childhood Education and Assistance Program (ECEAP) is Washington’s pre-kindergarten program that prepares 3- and 4-year-old children furthest from opportunity for success in school and in life. ECEAP focuses on the well-being of the whole child by providing comprehensive education, health and family support services to the most vulnerable of Washington’s young children – those in intense poverty, experiencing complex trauma or both.

ECEAP es muy importante para las familias y el desarrollo emocional, físico, y mental de los niños. Creo que el personal está muy capacitado y he informado para ofrecer ayuda a las familias. Muchas gracias por apoyar a los niños y por seguirlos apoyando en su crecimiento y bienestar. Gracias también por crear eventos que ayudan a crecer la relación familiar.

Los padres aprenden a guiar a los niños a una edad temprana.

– 2018 madre de ECEAP niño

Translated: ECEAP is a really important program for families and for the children’s social-emotional, physical and cognitive development. I believe the staff are well-informed and capable of offering help to families. Thank you so much for supporting our children and continuing to support their growth and well-being. Also, thank you for creating events that help strengthen family relationships as parents learn to guide their children at a young age.

– 2018 mother of ECEAP child

Children who participate in ECEAP are more likely than other low-income children to be:

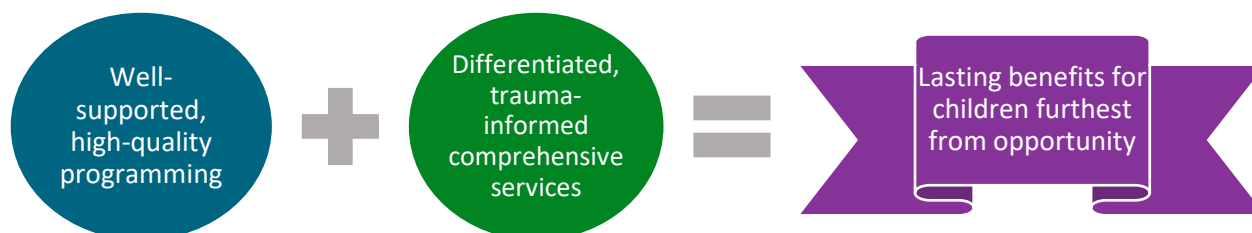
- **Ready for kindergarten** in the six domains assessed in WaKIDS.
- **Up-to-date** on well-child exams, dental screenings and related treatment.

Though there are only six months between ECEAP’s November and May **developmental assessments**, ECEAP children make much more than six months of progress in their learning and development during this time. Additionally, their families make substantial gains in resilience and economic security through participation in ECEAP’s **Mobility Mentoring**[®] approach.

And the benefits of ECEAP extend well beyond kindergarten. A **retrospective study** completed by the Washington State Institute for Public Policy (WSIPP) concluded the impact of ECEAP on later student test scores is nearly twice the average effect of early education programs in other states. When compared to similar non-participants, children who participated in ECEAP had:

- A 23 percent higher passing rate on the state fifth-grade reading test.
- A 16 percent higher passing rate on the state fifth-grade math test.

This means children in ECEAP are outperforming their peers five or six years after their last participation in ECEAP. WSIPP is currently engaging in a study to evaluate high school test results and graduate rates for the cohort in the 2014 study. These exceptional short and long term outcomes are the result of ECEAP’s holistic design:



Differentiated Comprehensive Services

Individualized and culturally-relevant comprehensive services have been the key to ECEAP's success since its beginning in 1985. Modeled after the federal Head Start program, ECEAP "comprehensive services" are a team approach to ensuring each child and family has the resources and services they need to foster kindergarten readiness and improve their lives.

Early education is important, but it is not enough to change the life trajectory for children in poverty or experiencing complex trauma.

DCYF recognizes that children cannot learn at their best if they are in poor health, do not have enough to eat or if their parents are worried about where they will sleep or how they will pay bills. In ECEAP, we begin by assessing each child's development, physical health and family well-being. Then, we partner with parents to set goals for their child and their whole family. Throughout the year, with strong community partnerships, we tailor supports to each child and family - an approach called "differentiated services."

ECEAP is not a one-size-fits-all program; only the children who need help learning to cut with scissors or the families who need help finding a dentist for the child or better housing for themselves receive that assistance. Finally, we track and monitor child and family progress.

According to the Center for Law and Social Policy (CLASP) policy brief on [Head Start Comprehensive Services](#), research suggests it is necessary to provide health, parent involvement, nutrition and social support services to promote school readiness in children experiencing poverty:

The National Research Council's report, [From Neurons to Neighborhoods](#), concludes that environmental factors play a crucial role in children's development, especially during the early years ... (Children living in poverty) are at a greater risk for impaired brain development due to exposure to risk factors associated with poverty. For example, (they) are almost twice as likely as non-poor children to be reported in fair or poor health, and they experience increased rates of low birth weight and infant mortality, growth stunting, and lead poisoning, all of which are associated with physical disabilities, reduced IQ, and grade repetition. As a result, it is important to provide low-income children and families with additional services to promote child development. A recent review of studies on health and nutrition services for low-income children indicates that children are less likely to receive physical and dental check-ups and follow-up care and tend to have a less nutritional diet compared to children enrolled in Head Start, where these comprehensive services are a requirement of the program.

ECEAP Comprehensive Services

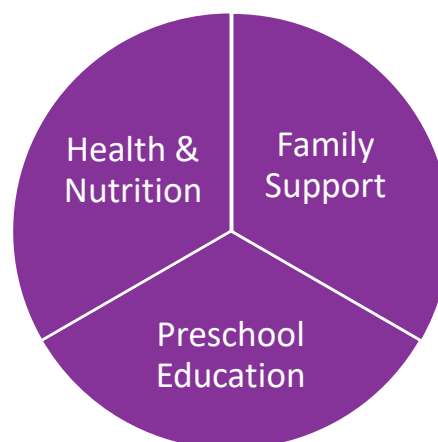
Education – Preschool classes with a comprehensive research-based curriculum, developmental screening, ongoing assessment of development and individualized planning to support kindergarten readiness.

Family Support – Individualized approach to enhance family resilience, stability and financial security 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.

The value of comprehensive services in ECEAP and similar programs goes beyond the impact on individual children. Economist and Nobel Prize recipient James Heckman makes a strong case that investing in comprehensive services for disadvantaged young children is in our national interest in his detailed [2017 letter](#) to the National Commission on Fiscal Responsibility and Budget Reform:

Outcomes in education, health and sociability greatly influence our nation's economic productivity and future ... Data from economists, social scientists and medical experts conclusively shows that the answer is to invest in comprehensive early childhood development — from birth to age five — particularly in disadvantaged children and their families.



Two-generation (2Gen) approaches build family well-being by intentionally and simultaneously working with children and the adults in their lives together. As children, parents and families grow across their lifespan, 2Gen approaches align opportunities to optimize each person's potential, pursue their goals and help families thrive. The results are healthy parent with family-supporting jobs, healthy children meeting developmental milestones and better-connected individuals able to participate in civic and family life. By generating a legacy of family well-being that passes from one generation to the next, 2Gen helps communities become stronger and more vibrant, socially and economically.

– **ASCEND** at the Aspen Institute

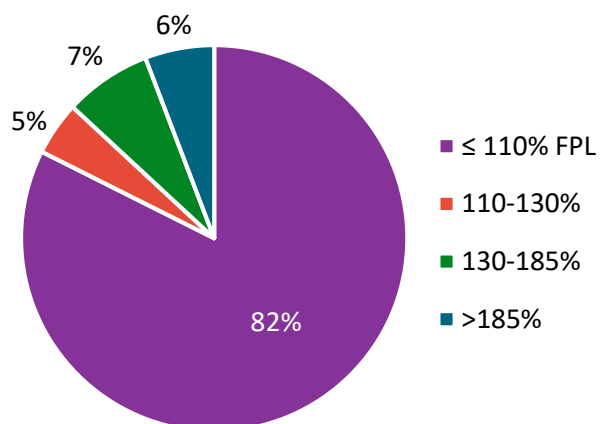
Enrolling Washington’s Most Vulnerable Young Children

The 2014 **WSIPP study** showed that ECEAP is successful at reaching the most vulnerable children among those eligible. In 2018-19, there were 13,491 ECEAP slots (or classroom spaces) for children. With 15 percent of slots turning over during the year as families moved or their needs changed, a total of 15,511 children were enrolled and are reflected in the data in this section.

Federal Poverty Level (FPL)

Most children in ECEAP are in families that struggle to make ends meet. Children are eligible for ECEAP by income alone if their family income is at or below 110 percent of the federal poverty level (FPL), which was \$27,610 annually for a family of four in 2018.

- 82 percent of ECEAP children were in families at or below 110 percent FPL.
- 34 percent of ECEAP children were below half of the federal poverty level (\$13,805 annually for a family of four).
- 94 percent of ECEAP families qualify for school free or reduced-price lunch.



Complex Trauma

Many ECEAP children have experienced **complex trauma** – exposure to multiple and severe traumatic events that can disrupt child development and formation of their sense of self.

At the beginning of the 2018-19 school year, 44 percent of ECEAP children were below their age level in social-emotional development which may reflect a history of pervasive trauma. Staff who work with ECEAP children and families have expertise in providing trauma-informed care and education to young children to alleviate the impacts of poverty and other difficult circumstances. This approach produces child development and learning outcomes which would not otherwise be expected in the population ECEAP serves.

In 2018-19, ECEAP served:

- 154 children who were expelled from other early learning settings due to behavior were welcomed into ECEAP.
- 1,766 children with current or previous child protective service involvement.
- 1,389 children experiencing homelessness.
- 992 children in foster or kinship care.
- 317 children who changed guardianship during the ECEAP year.
- 796 children with an incarcerated parent.
- 1,601 children with a household substance abuse issue.
- 2,050 children in a household that had experienced domestic violence.

Focus on Homelessness

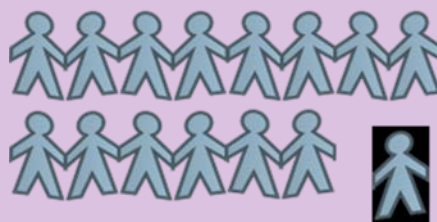
Children who are experiencing **homelessness** – lacking a fixed, regular and adequate nighttime residence – are prioritized for ECEAP enrollment.

ECEAP helps mitigate negative impacts on their development, learning and health.

In 2018-19:

- 9 percent of ECEAP children were homeless during the school year.
- Another 5 percent were homeless in the 12 months prior to enrollment.

1 in 14 children under age six in Washington are experiencing homelessness.



This is an increase from 1 in 16 two years earlier.

The most recent available data on **early childhood homelessness in Washington** is from 2016-17.

- Only 11 percent of the 39,641 young children experiencing homelessness in Washington were in ECEAP, Early Head Start, Head Start or school district programs.
- A person in the U.S. is **most likely to experience homelessness** in their first year of life. A person is next most likely to experience homelessness at ages 1 to 5.
- Almost half of the **children in shelters** are under age 6. Even more are sharing housing with others due to economic hardship.
- An additional 31 percent of Washington families with children face a **high housing burden**, with housing consuming one-third or more of their income. Low-income families in this situation are unlikely to be able to meet other basic needs such as food, clothing and medical care.

Living without stable housing interrupts healthy child development. It is associated with poor academic achievement and social-emotional delays.

The Child Trends brief **When the Bough Breaks** reports:

Children who are homeless may suffer from hunger, poor physical and emotional health and missed educational opportunities. They are more likely than other children to have moderate to severe acute and chronic health problems, and less access to medical and dental care. Children without stable homes are also more than twice as likely as others to repeat a school grade, be expelled or suspended or drop out of high school.



Additional Child Characteristics

The term “opportunity gap” refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations and other factors contribute to or perpetuate lower achievement and educational attainment for certain groups of children and youth.

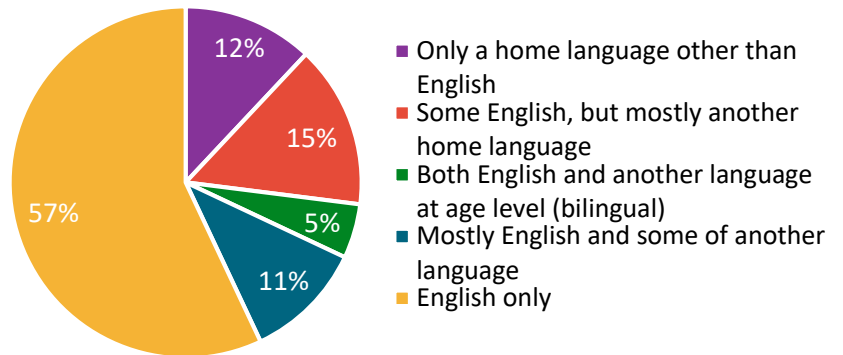
In Washington State, there is a documented gap at kindergarten entry for children who are dual language learners, members of specific racial or ethnic groups and in low-income families. One of the goals of ECEAP is to enhance opportunities and reduce this gap.

Primary Languages

ECEAP children speak more than 40 languages in their homes. Some begin ECEAP speaking English fluently and others are learning English while they continue to develop in their first language.

DCYF continues to build resources and supports to help ECEAP providers successfully include dual language learners in our preschool classes as well as provide culturally and linguistically relevant family support.

Children Who Began ECEAP in 2018-19* Speak...



**n=11,138 children who started ECEAP in the 2018-19 school year. This question wasn't asked regarding children who started earlier and returned to ECEAP in 2018-19*



Family's Experiences

DCYF collects feedback from ECEAP families through a survey available in the eight most commonly spoken languages.

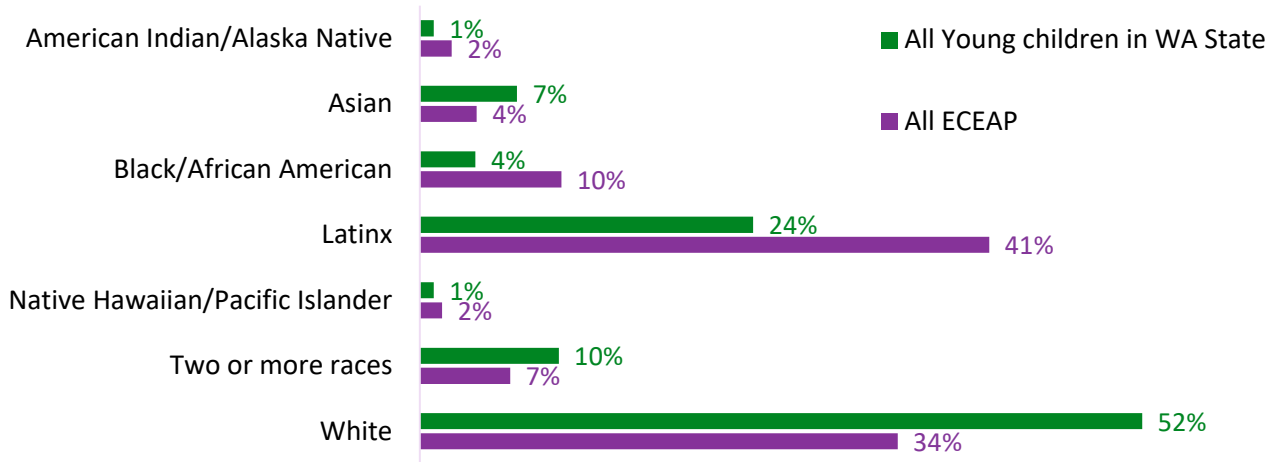
96 percent of the 3,213 parents who responded to the 2018-19 ECEAP family satisfaction survey said ECEAP staff respected their family beliefs, culture, language and child rearing practices.

92 percent said their child's ECEAP classroom provided learning opportunities in their family's home language.

Child Race and Ethnicity

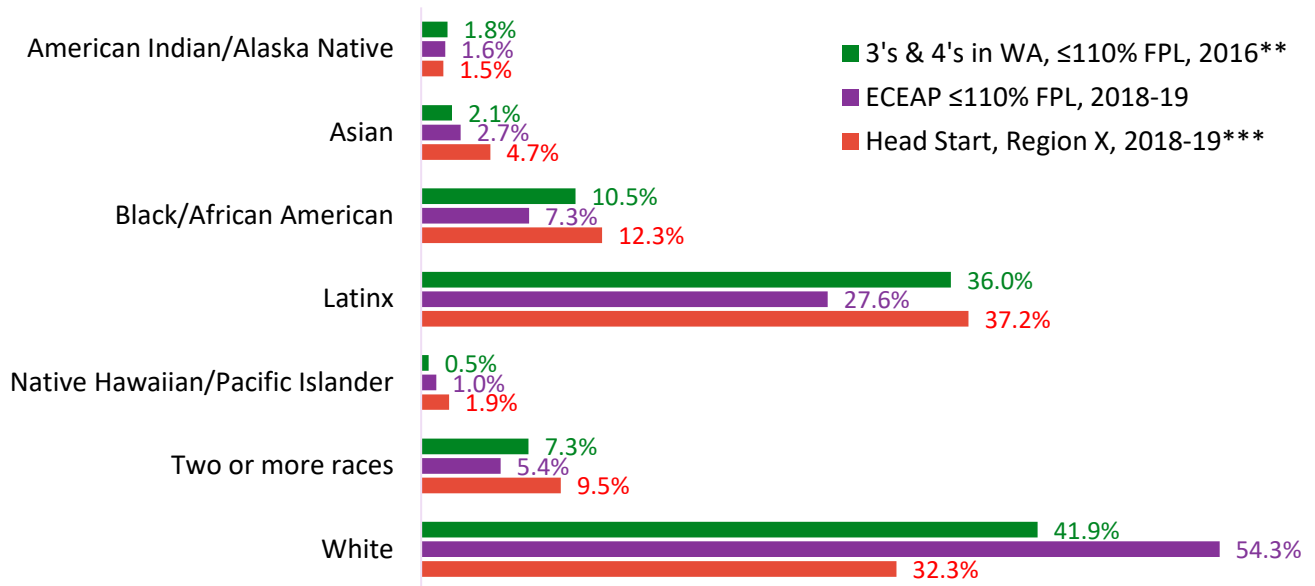
Overall, ECEAP serves higher percentages of young children in racial and ethnic groups vulnerable to the opportunity gap than in the general population.

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



However, ECEAP serves a smaller percentage of black and Latinx children at or below 110 percent of the poverty level, and a larger percentage of white children than the state’s population in these income and age groups.

Percentage of Children ≤110% FPL by Race and Ethnicity:
Comparing ECEAP, Head Start and All Washington Children



*Each child is counted only once. Children in the Latinx group (formally Hispanic/Latino) are not counted in the racial categories.

**Data source for WA comparisons: Census Bureau, ACS 2016 1-year PUMS.

***The Head Start sample is 9,999 children reported in the 2018-19 PIR: 80 percent at or below 100 percent FPL, 7 percent between 100-130 percent FPL and 7 percent above 130 percent FPL. This does not include American Indian/Alaska Native Head Start.

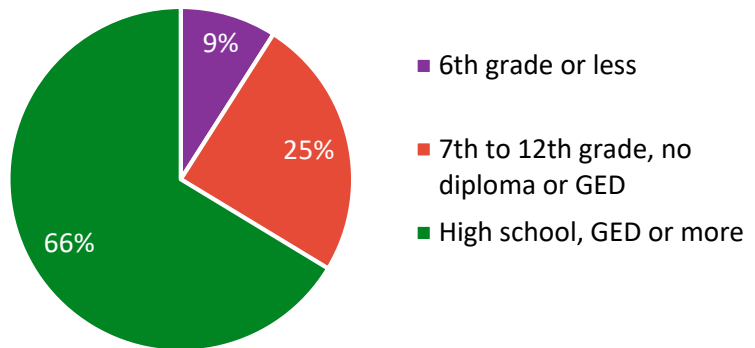


Parent Educational Attainment

Thirty-four percent of ECEAP children have a parent who did not graduate high school or obtain a GED.

According to **Child Trends**, kids who grow up with parents who have not graduated from high school not only have fewer socioeconomic advantages but also are more likely to be born with low birth weight, have other health problems, enter school unprepared and have limited educational and employment opportunities as adults.

Percentage of ECEAP Children with a Parent Who Completed



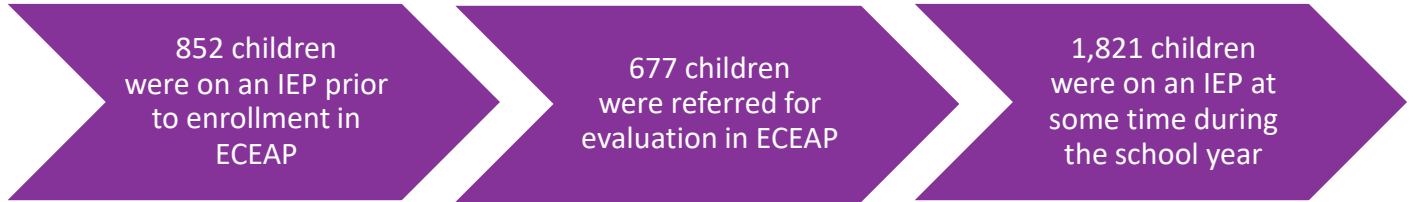
Many studies tie low parental education to children’s educational and behavioral outcomes, however **recent research** views parents’ level of education as part of a larger constellation of psychological and sociological variables influencing children’s school outcomes.

Child outcomes may be mitigated by parents’ educational expectations and level of involvement in children’s education, variables – influenced by ECEAP’s design. Racial and ethnic **disparities in parental education** persist, reflecting continued societal barriers to opportunity for some groups.

Individualized Education Programs (IEPs)

Children with IEPs are eligible for ECEAP regardless of family income, though they are prioritized for enrollment in available slots based on income and other factors.

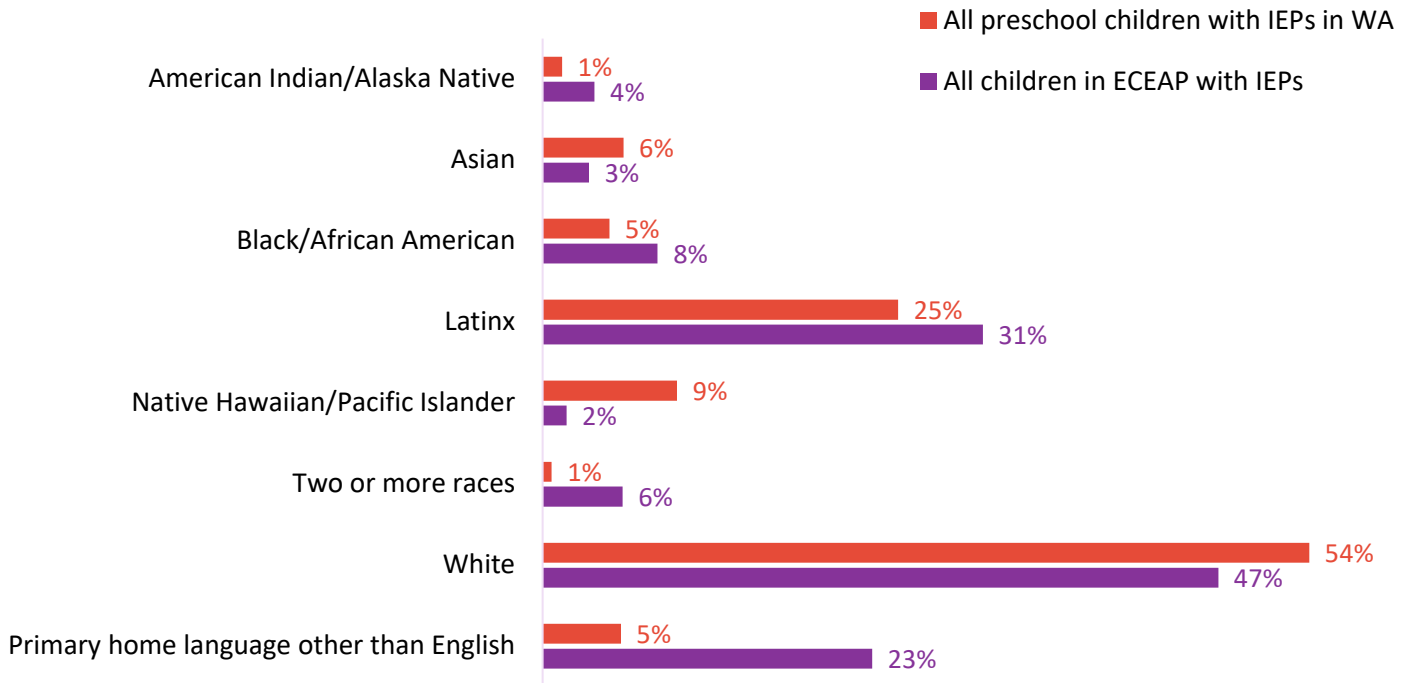
In the 2018-19 school year, 11.7 percent of ECEAP children had an IEP:



ECEAP serves 12 percent of preschool-aged children with IEPs in Washington. The percentages of children with IEPs who are American Indian/Alaska Native, Black, Latinx, of two or more races or speak a primary home language other than English are higher in ECEAP than those served in all settings across the state.

The percentages served by ECEAP are lower for Asian, Native Hawaiian/Pacific Islander and white preschoolers with IEPs.

**Children with IEPs - Percentages by Race, Ethnicity and Language
All ECEAP Compared to All Washington**

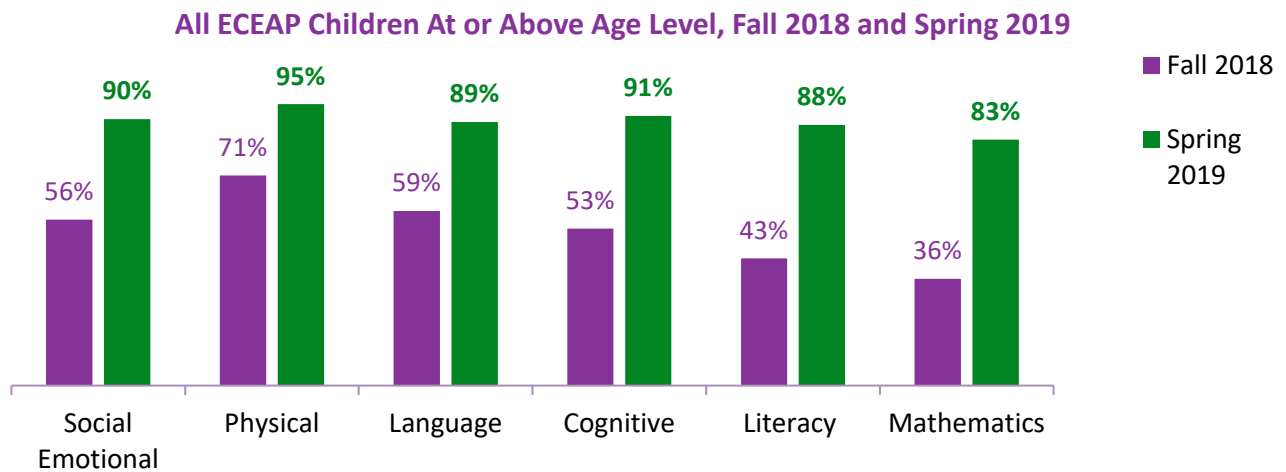


Child Development and Learning

All ECEAP children are assessed quarterly to track their early literacy and math skills and their cognitive, language, physical and social-emotional development using Teaching Strategies GOLD® Birth to Third Grade. This is a valid, reliable seamless assessment system that 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, plus two more for children learning the English language. Teachers use the data to plan curricula and individualize instructional supports and child guidance. DCYF uses the data to determine areas of focus and statewide training.

The chart below compares fall 2018 and spring 2019 Teaching Strategies GOLD® results for the 10,349 3- and 4-year-old children who were present for both ratings.



The greatest gains are in math – only 36 percent of ECEAP children are at age level in the fall, yet 83 percent reach or exceed their age level by spring.

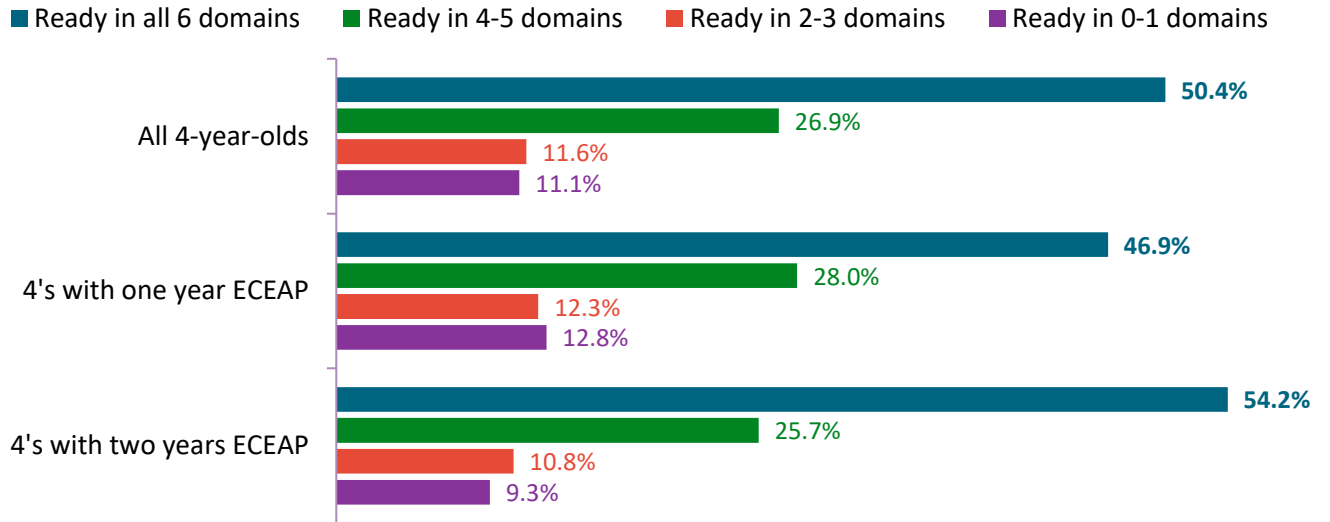
The percentages of children reaching the widely held expectations for their age increase impressively in all domains.

This is notable, especially since 81 percent are in families at or below 110 percent of FPL (which was \$27,610 annually for a family of four in 2018), on individualized education programs (IEPs) for development delays or disabilities or in families with high levels of complex trauma. For more information, see [Research Foundation: Teaching Strategies GOLD® Assessment System](#).



Kindergarten Readiness at the End of ECEAP

Percent of Children Ready for Kindergarten at End of ECEAP, Spring 2019



*Measured by Teaching Strategies GOLD® Birth to Third Grade
 Benchmark: GOLD® Readiness for Kindergarten Entry for pre-k children
 n = 6,869 children who are age-eligible for kindergarten in fall 2019
 3,547 received ECEAP for one full school year, 3,295 received ECEAP for two full school years*



47 percent of 4-year-olds who participate in ECEAP for one year are ready for kindergarten in all six developmental areas.

54 percent of children who participate in two years of ECEAP are fully ready.

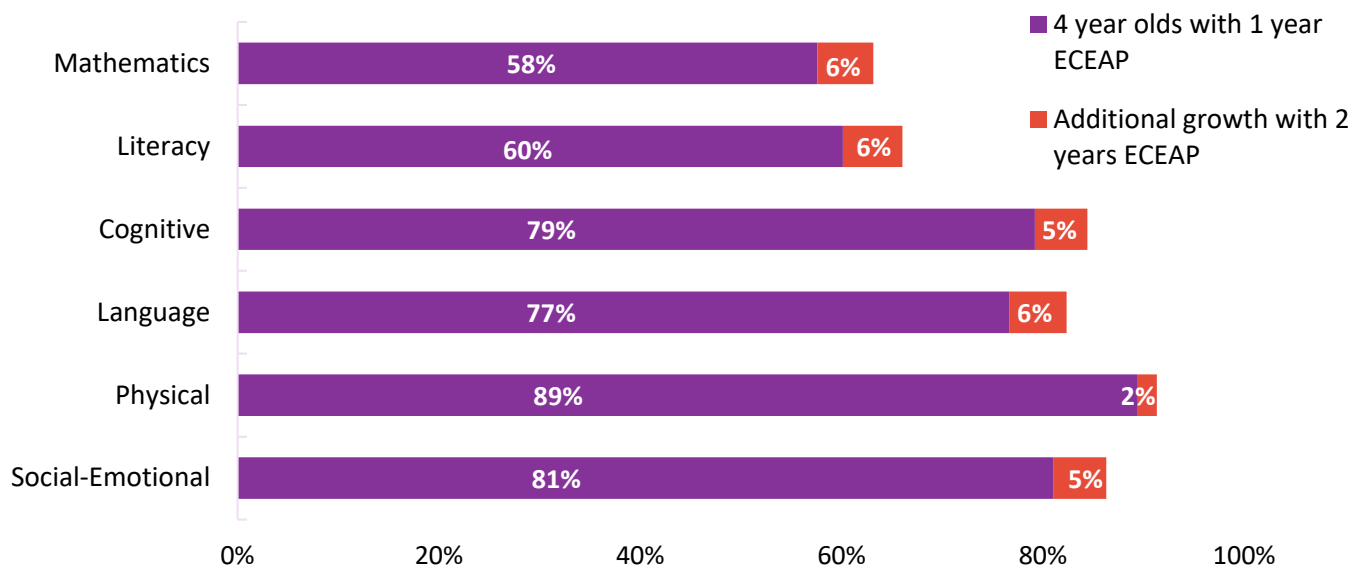
More time in ECEAP yields more kindergarten-ready children.

When children begin ECEAP, their GOLD® ratings are most likely to be the lowest in literacy and math. However, children make the greatest gains in math and literacy during their time in ECEAP.

Children who attend ECEAP for two years are more likely to be ready for kindergarten in each developmental domain. The largest gains in the second year are in the pre-academic areas of math and literacy and in language development.

94 percent of the 3,213 parents who responded to the 2018-19 ECEAP family satisfaction survey said the support they received from ECEAP makes it easier to transition to kindergarten.

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



Measured by Teaching Strategies GOLD® Birth to Third Grade
Benchmark: GOLD® Readiness for Kindergarten Entry for pre-k children

n = 6,869 children who are age-eligible for kindergarten in fall 2019
3,574 received ECEAP for one full school year
3,295 received ECEAP for two full school years

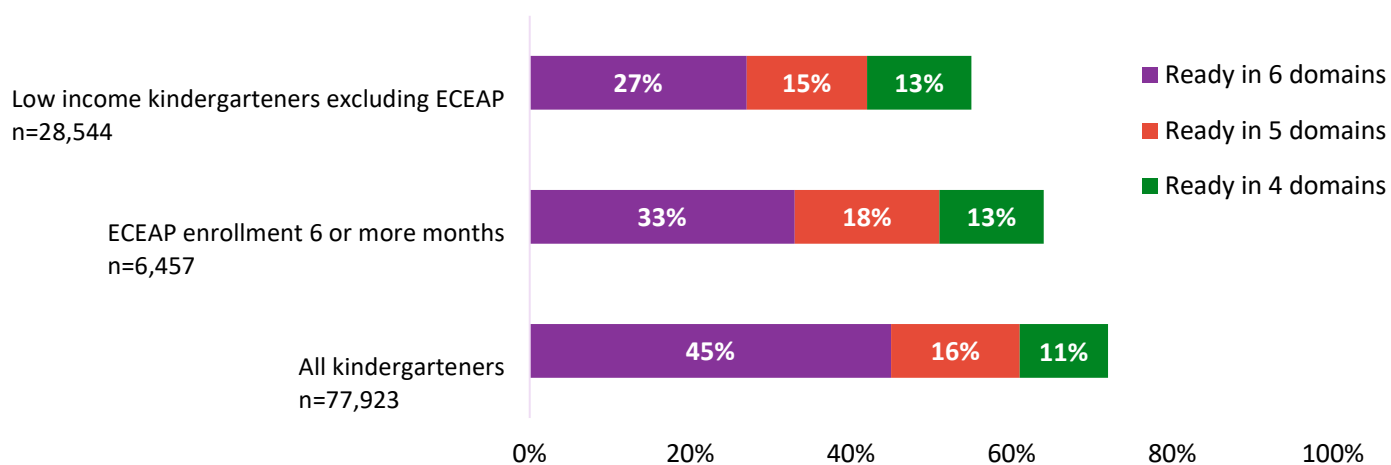
Children were counted in the one-year group if they had ratings in fall and spring of 2018-19, but not in both fall and spring of the previous year. Therefore, a child who attended 1.75 years is counted in the one-year group.



Readiness at Beginning of Kindergarten

Upon kindergarten entry, children are assessed using WaKIDS, a subset of Teaching Strategies GOLD®. WaKIDS results show ECEAP children are more likely to be ready for kindergarten than children from low-income households in general. This is true even though the low-income group includes the children who were in a similar Head Start program and other children with family incomes up to 185 percent FPL, while ECEAP eligibility is 110 percent FPL. The expansion of ECEAP, as well as the impacts of Head Start, have the potential to move the needle on Washington's overall kindergarten readiness.

WaKIDS at Kindergarten Entry, Fall 2018
Comparison of Children with Six or More Months ECEAP with
All Lower Income and Higher Income Kindergarteners



Source: [Statewide Early Learning Feedback Report](#), Educational Research and Data Center

Notes about the chart above:

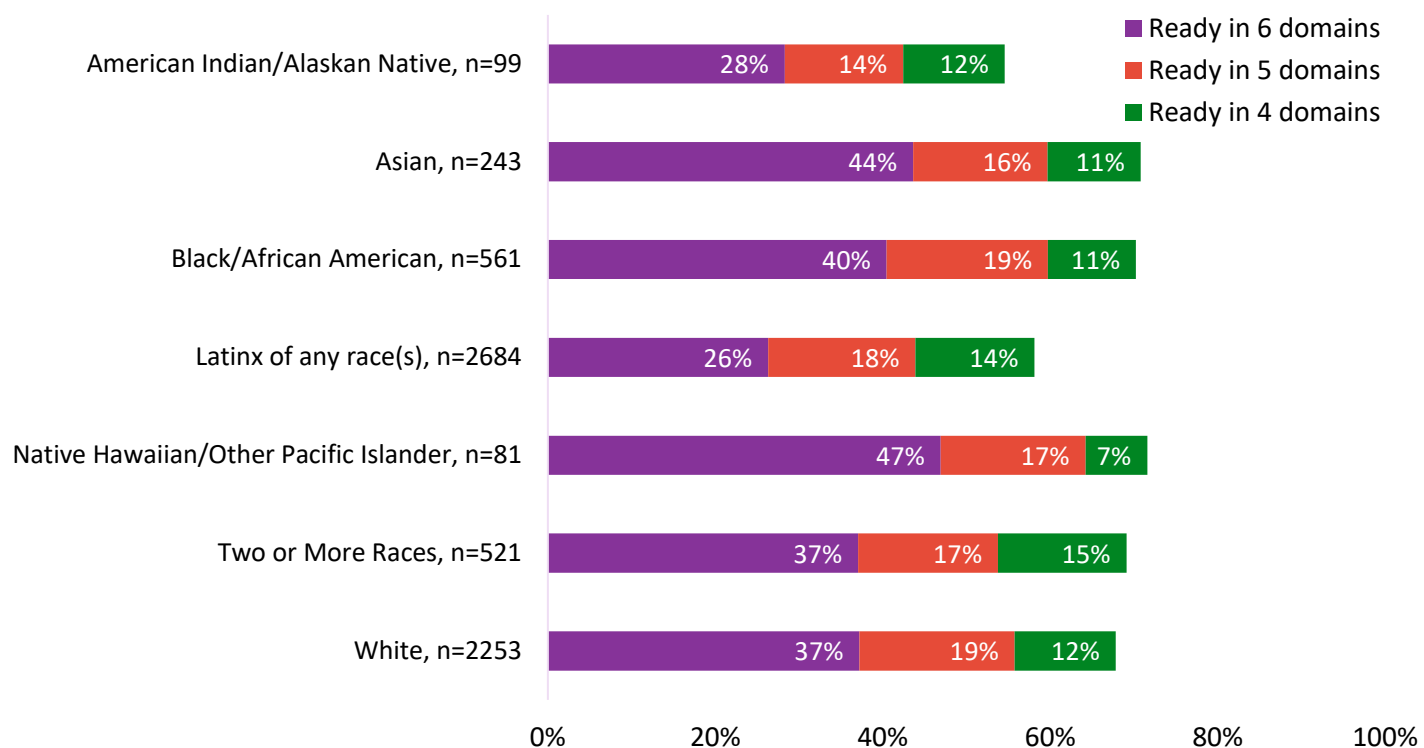
- Readiness is measured using the WaKIDS version of the Teaching Strategies GOLD® child assessment and applying the GOLD® Readiness for Kindergarten Entry for Kindergartners benchmark.
- The ECEAP cohort represents the 9,454 children who attended ECEAP in 2017-18 for six or more months and were age-eligible for kindergarten in fall 2018 and fall 2018 WaKIDS scores were available. 1,374 children had participated in ECEAP for less than six months and are not included in the ECEAP cohort in the chart above.
- The Low-Income Only category includes children who attended Head Start, children who attended ECEAP for less than six months, and children who attended other early learning programs. At this time, there is no statewide data available for low-income kindergarteners that excludes children who attended Head Start.
- Higher percentages of ECEAP children are ready for kindergarten than other low-income kindergarteners, even though ECEAP represents more intensive poverty. ECEAP income-eligibility is 110 percent of FPL, or \$27,610 annually for a family of four in 2018. In contrast, the low-income category is 185 percent of FPL, or \$47,638 annually for a family of four.

WaKIDS shows disparities at kindergarten entry by race and ethnicity. It is currently unknown if these disparities represent:

- An opportunity gap in preparation for kindergarten, only partially mediated by early learning services.
- Race, language and cultural differences between kindergarten children and teachers that prevent teachers from learning about children’s skills and strengths in the early weeks of kindergarten.
- Other factors.

DCYF is committed to continuing to study and address this disparity.

Fall 2018 WaKIDS Kindergarteners with Six or More Months ECEAP, by Race and Ethnicity



Source: Washington State Educational Research and Data Center
All race/ethnicity categories are mutually exclusive. Each child is counted only in one category.

KIDS COUNT in Washington examined how expanding ECEAP to serve 23,000 unserved Washington children could impact readiness for kindergarten. Their [research brief](#) concludes:

- Expanding ECEAP could increase Washington’s overall kindergarten readiness from 47 to 56 percent. This is 7,900 more children who would be ready in all six developmental domains.
- While children across all races and ethnic groups would benefit, ECEAP expansion could especially help many children of color who haven’t had equal access to opportunities that promote kindergarten readiness. Latinx, American Indian and black children would benefit the most.

Child Health

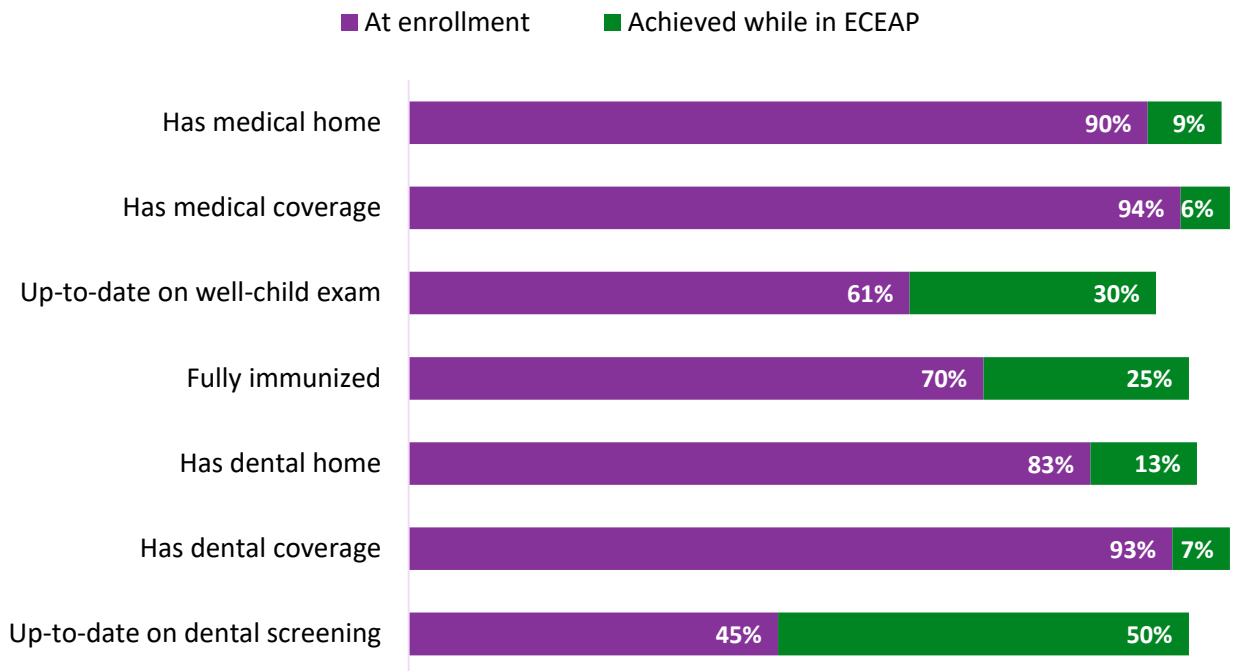
ECEAP improves children’s access to health care. Healthy children learn better and this is especially important for children living in families experiencing poverty or trauma.

ECEAP moves the needle on child health by ensuring each child has medical and dental coverage as well as a medical and dental home where they are seen over time. ECEAP children receive vision, hearing and height/weight screenings, most often at their ECEAP center.

90 percent of the 3,213 parents who responded to the 2018-19 ECEAP family satisfaction survey said ECEAP staff helped them access medical services so their child’s health care needs were met.

ECEAP staff follow up with families to ensure children receive further diagnosis or treatment when indicated. By tracking each child’s health care needs, we individualize this component of ECEAP services.

2018-19 ECEAP Health Outcomes
n = 13,247 Children Who Were Enrolled 120 or More Days



In 2018-19:

- 1,292 ECEAP children (8.3 percent) had chronic health conditions.
- 809 had special health care needs requiring staff to work with parents and health care providers to develop a written individual health plan that can follow the child to kindergarten.
- 334 children received vision care as a result of ECEAP screening.
- 58 children received hearing care as a result of ECEAP screening.

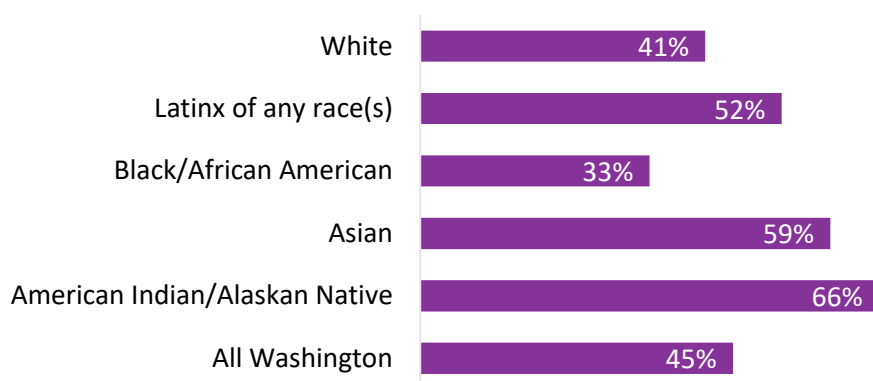
ECEAP children are completing well-child exams and dental services at a much higher rate than the whole population of young children on Medicaid.

- 93 percent of ECEAP children were up-to-date on well-child exams by the end of the school year, compared to only 65 percent of **similar 3- to 6-year-olds on Medicaid** which includes both ECEAP and Head Start children.
- 95 percent of ECEAP children received dental screenings or exams and follow up care as indicated, compared to 65 percent of all eligible young children **ages 2 to 5 in Washington Health Care Authority Dental Services** which includes both ECEAP and Head Start children.

Early childhood dental caries (cavities) are five times more common than asthma and seven times more common than hay fever. In particular, they disproportionately affect poor children and some children of color, impacting their school attendance.

The chart below displays rates of tooth decay in children attending ECEAP and Head Start, according to the 2015-16 Washington State Department of Health Smile Survey which is the most recent data available..

Percent of Washington ECEAP and Head Start Children Experiencing Tooth Decay, by Race and Ethnicity



I wanted to share a section of our recent board report about our health screenings:

Community College nursing students have almost completed all height, weight, vision and hearing screenings for ECEAP children at our four sites. With 30 more children to screen, seven have been referred to their pediatrician for additional vision consultation and two for hearing consultation. One child showed both hearing and vision screening issues and is now referred to Seattle's Children's Hospital for possible medical concerns.

On October 10, we hosted the Kids Cavity Prevention Program to complete dental screenings on 55 children. Nine were referred for further services. One needs emergent care; our staff assisted the parent with scheduling sedated restorative care at the end of the month.

– ECEAP Director in Southwest Washington

Family Engagement

Family engagement is an essential component of ECEAP comprehensive services, in support of children's health, development and school readiness. ECEAP provides opportunities for parents and guardians to volunteer in the classroom and participate in parent education and parent leadership development activities.

Of the 3,213 parents who responded to the 2018-19 ECEAP family satisfaction survey:

- 25 percent volunteered in their children's class.
- 28 percent participated in DCYF's Families Moving Forward training
- 8 percent served on Parent Policy Council, receiving leadership training.
- 2 percent served on the Health Advisory Council, from ECEAP policy with community health partners.

When I enrolled two of my children in ECEAP, I met my family support person who was very helpful. She told me about Parent Policy Council and went with me to the orientation. At first I was hesitant – I hadn't really been involved in things. From there, I joined the parent panel for negotiated rulemaking for Washington state early learning programs. We did nearly two years of work on safe sleep. That was life-changing for me. I lost one of my daughters to SIDS so I'm passionate about safety. Using my voice and sharing it with others was part of my self-growth and healing. I've had so many opportunities – I presented Senator Patty Murray with an award, I became a Parent Ambassador and I just accepted an invitation for a racial equity think tank. I would not have had these huge milestones without the support of ECEAP. The parents and staff lift you up, make you feel like you are somebody. They care about every single parent that comes through that door. Not even five years ago, I was homeless with six kids and my daughter had just passed away. I never would have imagined where I am today. I advocate not only for myself but for other parents. I want them to know that if their needs aren't met or if they are treated unfairly, they have a voice they can use.

– ECEAP Parent



Mobility Mentoring®

In 2018-19, ECEAP implemented the **Mobility Mentoring®** approach statewide after a three-year pilot. Trained family support staff partner with families using a coaching method rooted in brain science and research on executive functioning.

Mobility Mentoring® aims to address the extreme stresses of economic challenge by helping parents improve focus, planning and decision-making. It is designed to help people achieve future-oriented goals, despite the immediate challenges related to poverty.

ECEAP uses the Mobility Mentoring® approach because it counters cognitive and behavioral challenges often experienced by people who have been exposed to economic challenges, trauma and social bias.

According to the U.S. Partnership on Mobility from Poverty publication, **Using Brain Science to Transform Human Services and Increase Personal Mobility from Poverty**:

New science tells us that poverty and the stress, trauma and oppression that frequently accompany it, fundamentally change how human brains develop and work throughout life. These changes affect human behavior and decision making in ways that make it harder for those in poverty to get ahead, including inhibiting optimization of the following executive function skills:

- **Impulse control** (or inhibitory control), the skills used to filter distractions, override impulses, resist temptation, maintain focus, pause and reflect before acting and maintain persistence in the face of worry or despair.
- **Working memory**, the ability to mentally hold and manipulate information over short periods, simultaneously think of multiple things, temporarily focus on something while retaining something else “in the back of your mind,” retain information from one place and connect it to information from another, follow multistep instructions and temporarily stop doing something and return to it later without confusion or loss of continuity.
- **Mental flexibility** (or cognitive flexibility, mental shifting or set-shifting), the ability to readily switch gears, multitask, adjust plans, reestablish priorities, apply different rules or social skills in different settings, translate between languages, alter strategies based on feedback and innovate.

Mobility Mentoring® directly assists parents in strengthening these executive function skills.

ECEAP was an absolute lifesaver for me. When I first discovered the program, I was a single mom going back to college. ECEAP assigned me a family support specialist that helped find the resources I needed as well as the peace of mind that I could leave my child in a setting where she was safe, learning and had opportunities for social-emotional development. I could go back to school, get my grades back and do what I need to do.

– ECEAP Parent

ECEAP's Mobility Mentoring® outcomes (below) show profound impacts on families' economic security and resilience, for families who face persistent toxic stress, instability and risk.

This strengthens the families' abilities to support their children's health, development, learning, school attendance, future education and stability. It can help prevent entry into child welfare, help stabilize housing, increase children's attendance at school and help move families out of poverty.

In 2018-19, more than 9,800 ECEAP families participated in Mobility Mentoring for the entire year. Based on in-depth individualized conversation, ECEAP staff rated families on a well-described 1 to 5 scale at the beginning and end of the year in 17 categories.

Families set 14,103 concrete goals, such as creating and following through on a savings plan or obtaining a better job. The most frequently selected goals were related to a parent's educational attainment, increasing savings, ability to meet the needs of family and dependents and physical and mental health.

During the 2018-19 school year, ECEAP families reported successfully completing 6,671 of these goals.

The following chart displays the percentages of families that improved in each of the 17 categories during the school year and the change in their ratings.

Learn more at [DCYF Mobility Mentoring®](#).

93 percent of the 3,213 parents who responded to the 2019 ECEAP family satisfaction survey said ECEAP helped their family develop goals for important issues in their lives.

92 percent plan to continue working on financial goals as they leave ECEAP.

88 percent agreed:

After ECEAP's support this year, it is easier for me to slow down and think my problems through to a solution.

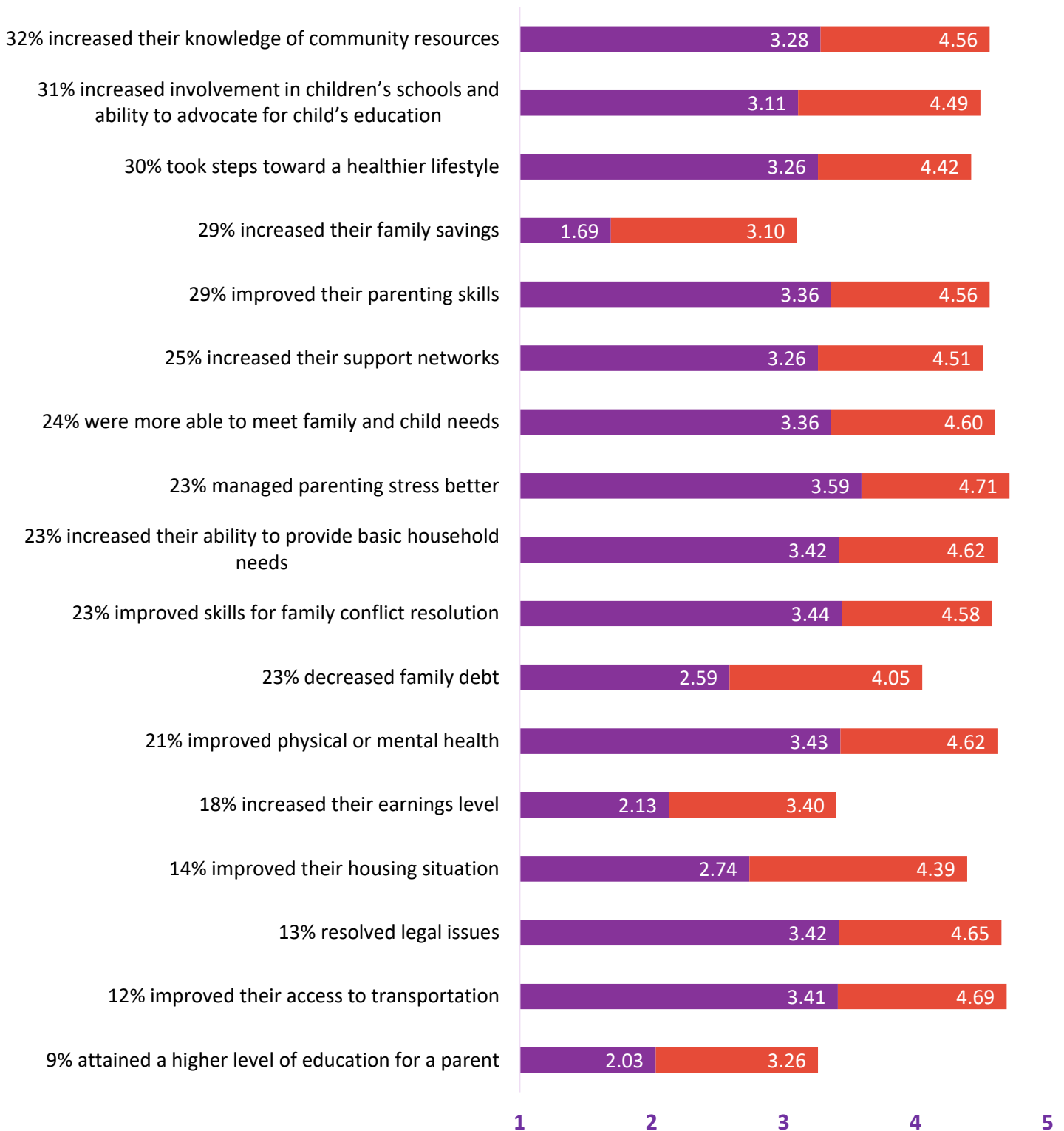
Children's behavior and ability to learn in the classroom are sometimes connected to exposure to toxic stress. While recently reviewing Mobility Mentoring notes for a family, I noticed the ECEAP family support staff (FSS) had given the mother a mental health referral. I followed up by viewing the child's file and saw that the teacher had noted serious behavior concerns. The mother was divorcing the father due to domestic violence and drug abuse. It was obvious the FSS had built a trusting relationship with this parent who told the FSS she had been through many years of emotional and physical abuse. She was now scared the father would take the child out of the country. The FSS was able to refer the mother to help with safety planning, legal issues and counseling. ECEAP is working with the child using a trauma-informed approach. ECEAP family support plays a big role in helping parents make a better world for their children.

– DCYF ECEAP Staff Person

Increases During Mobility Mentoring®

Percentage of families with improvements and change in their ratings pre- to post-assessment

■ Fall rating on 1 to 5 scale
 ■ Additional growth by spring, and spring rating



ECEAP Continuous Quality Improvement

ECEAP Outcomes are dependent on high-quality comprehensive programming, which DCYF pursues through interstate shared learning and collaboration, internal monitoring and participation in Early Achievers which is Washington's quality rating system.

Partnership for Pre-K Improvement

ECEAP participates in the Partnership for Pre-K Improvement (PPI), a three-state initiative in collaboration with the Ounce of Prevention Fund, Cultivate Learning at the University of Washington, the Alliance for Early Success and the Bill & Melinda Gates Foundation.

The PPI is focused on advancing a vision for high-quality preschool and examining the concepts essential to continuous improvement of essential elements of pre-k quality and the infrastructure needed to improve it.

During 2018-19, DCYF's PPI work included:

- Enhancing dual language learner data collection, reporting and training.
- Evaluating the Mobility Mentoring® tool for racial equity.
- Supporting research-based curricula.
- Preventing expulsion.
- Increasing data availability, analysis and use for decision making.
- Enhancing supports for the inclusion of children with special needs.
- Expanding instructional leadership and the professional learning system including implementation of [Lead Learn Excel](#).

DCYF Monitoring

DCYF monitors ECEAP contractors for compliance with more than 150 performance standards through data review, evaluation of deliverables, monthly phone conversations and on-site visits.

During 2018-19:

- ECEAP contractors were fully aligned with 92 percent of program requirements, up from 81 percent the previous year.
- The strongest areas were program administration and family support.
- The requirements most frequently needing attention were:
 - Staff qualifications, which reflects known workforce issues. By the end of the year, 83 percent of assistant teachers and 89 percent of lead teachers and family support staff were fully qualified or on an approved professional development plan.
 - Maintaining full enrollment which is a factor of ECEAP's rapid expansion. Within 30 days of class start dates, 73 percent of classes were full versus 79 percent in 2017-18.
- ECEAP contractors were successful in enrolling the state's most vulnerable young children, based on ECEAP's priority point system.

Early Achievers

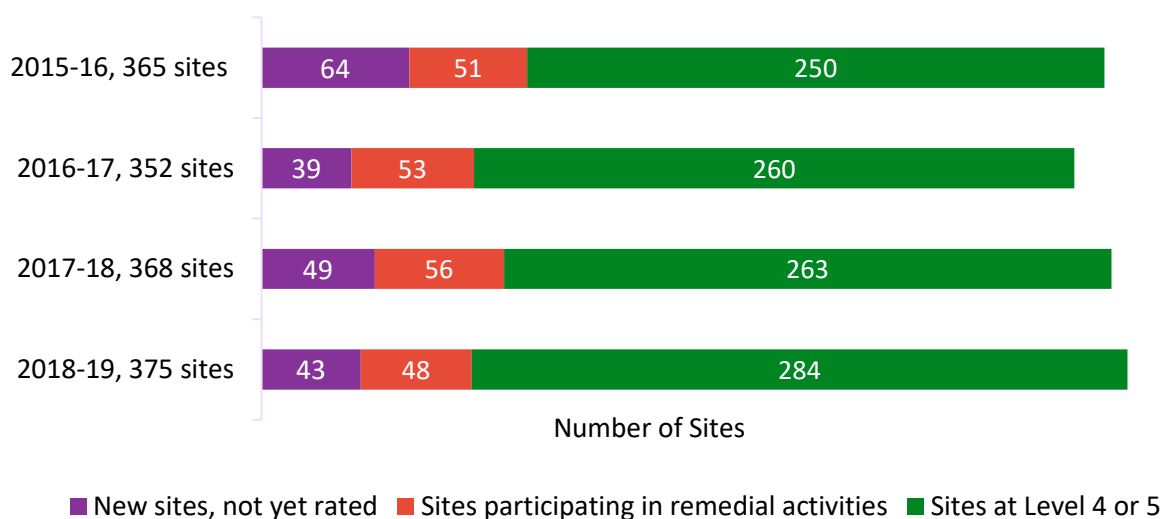
Since 2015, ECEAP sites have been required to participate in Early Achievers, Washington’s early learning quality rating and improvement system, and to achieve a rating of level 4 or 5 on a 5-point scale.

The Early Achievers framework ensures children’s access to high-quality early learning settings, informs parents to help them find quality child care and preschool and supports early learning professionals to provide quality care and learning.

Early Achievers ratings are based on on-site observation of the early learning environment, teacher-child interactions, curriculum, staff support, family engagement and partnerships, staff professionalism and child outcomes.

At the end of the 2018-19 school year, 76 percent of the 375 ECEAP sites were **rated at Level 4 or 5**. For context, less than two percent of licensed child care centers and family child care homes are rated at these levels.

Progress Toward Early Achievers Level 4 or 5 Ratings



In 2018-19:

- 3 ECEAP sites were rated Level 5 “Excelling in High Quality.” Only six early learning sites in Washington, including child care, have this top quality rating. All three of the Level 5 ECEAP sites are operated by school districts under the leadership of Snohomish County Human Services.
- 281 ECEAP sites were rated Level 4 “Thriving in High Quality.”
- 40 ECEAP sites were rated Level 3 “Demonstrating High Quality.” Some are child care sites where the ECEAP rooms are certified as meeting ECEAP quality thresholds in Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS®).
- 8 ECEAP sites were centers beginning the Early Achievers process at Level 2 “Committing to High Quality.”
- 43 ECEAP sites were new and not yet rated.

One component of Early Achievers is the **Classroom Assessment Scoring System (CLASS®)**, an observational tool that focuses on teacher-children interactions that are linked to child outcomes. In an analysis of the most recent 187 ECEAP sites rated, ECEAP is strongest in classroom Emotional Climate which is essential to set the stage for children’s social and academic development. The areas with the most room to grow – in ECEAP, Head Start and other early learning settings nationwide – are in the Instructional Support domain regarding concept development and quality of feedback.

Average Rating on Scale of 1-7	Category Rated	Description
6.09	CLASS Classroom Organization	Well-organized and managed classrooms facilitate the development of children’s self-regulatory skills which are necessary to build academic competence.
6.39	Behavior Management	Clear and consistent expectations, proactive intervention, positive redirection of minor misbehaviors.
5.52	Strategies for Engaging Students	Effective facilitation, variety of modalities and materials, active student participation and interest.
6.40	Productivity	Maximizing learning time, routines, transitions, preparations.
6.59	CLASS Emotional Support	Children who are connected to their teachers and peers demonstrate positive trajectories in both social and academic domains.
6.51	Positive Climate	Relationships, positive affect, positive communications, respect.
5.99	Absence of Negative Climate	Absence of negative affect, punitive control, sarcasm/disrespect or severe negativity. <i>In the CLASS tool, negative climate is scored differently than all other items, with 1 as the high score and 7 representing many negative attributes. Then it is subtracted from 8 before it is averaged into the Emotional Support domain. The rating presented here is the inverted score.</i>
6.29	Regard for Student Perspectives	Flexibility and child focus, support for autonomy and leadership, child expression, useful and relevant content.
6.56	Teacher Sensitivity	Responsive, address children's questions and concerns, aware of children’s abilities, appropriate levels of support for each child.
2.60	CLASS Instructional Support	Effective teachers support children's engagement by making concepts and skills relevant to their everyday lives, asking questions that encourage children to analyze and reason, providing the right amount of help and offering feedback that acknowledges children's attempts.
2.08	Concept Development	Support reasoning, creativity. Integrated content, connections to the real world.
3.25	Language Modeling	Frequent conversation, open-ended questions, repetition and extension, self and parallel talk, advanced language.
2.45	Quality of Feedback	Scaffolding, feedback loops, prompting thought processes, providing information, encouragement and affirmation.

Another component of Early Achievers is the **Environmental Rating Scale (ERS®)**, a comprehensive assessment of process quality in classrooms which is more predictive of child outcomes than structural indicators such as staff-to-child ratio or group size. Each item on the ERS has well-defined criteria to rate the item between 1 (inadequate practices) and 7 (excellent practices). The items are combined into the six subscales below.

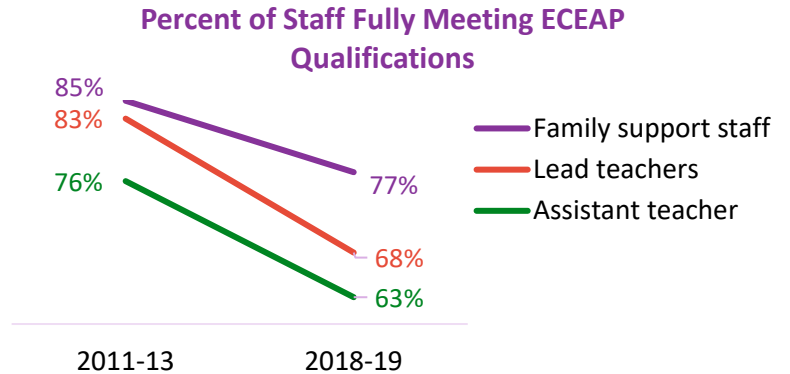
Average Rating on Scale of 1-7	Category Rated	Description
4.30	Environmental Rating Scale	Total scale consisting of 35 items, assessing preschool classrooms.
4.88	Learning Activities	Art, music and movement, blocks, dramatic play, nature and science, math, promoting acceptance of diversity, appropriate use of technology
5.50	Interaction	Staff-child interaction, peer interaction, discipline, supervision.
4.96	Language-Reasoning	Encouraging children to communicate, using language to develop reasoning skills, staff and child use of books.
2.52	Personal Care Routines	Meals and snacks, toileting, health practices, safety practices, naps/rest.
4.71	Program Structure	Transitions and waiting times, free play, whole-group activities for play and learning, provisions for children with disabilities.
4.04	Space and Furnishing	Indoor space; furnishings for care, play, learning and relaxation; room arrangement for play and learning; space for privacy; child-related displays; space and equipment for gross motor play.



Workforce

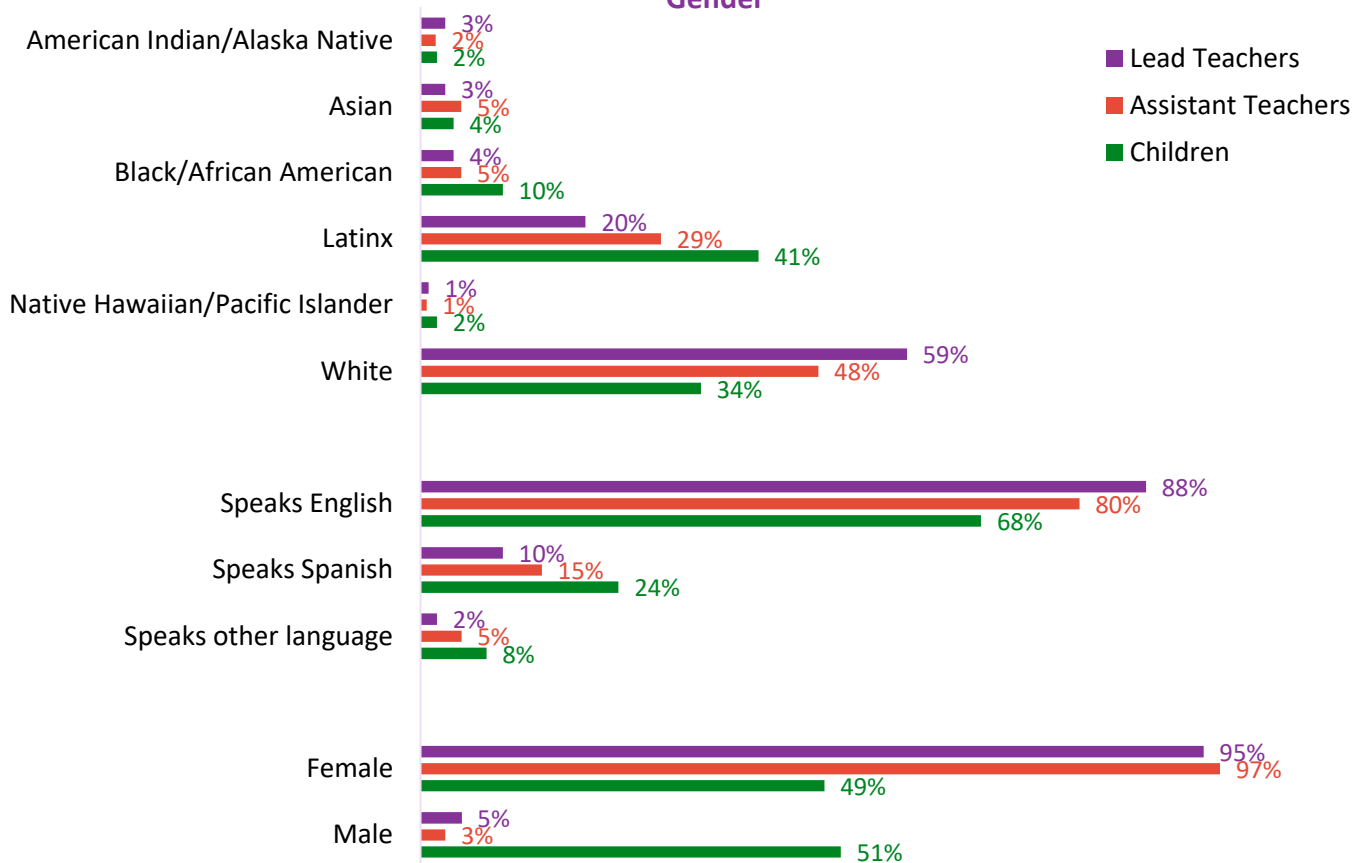
One of the challenges related to rapid ECEAP expansion is procuring well-prepared staff.

ECEAP requires lead teachers and family support staff to have an associate or higher degree with related content. Assistant teachers must have the equivalent of 12 credits of early childhood education. Between the 2011-12 school year and the 2018-19 school year, the number of ECEAP staff increased by 76 percent, while percentages of staff that are fully qualified decreased.



Working toward a diverse workforce that represents ECEAP families and children is another key issue with ECEAP expansion. For the ECEAP lead and assistant teachers who were active in 2018-19 and for whom we have data in MERIT, we compared race, ethnicity, gender and primary language to ECEAP children. Based on this, our system efforts should focus on recruiting staff who are Black, Latinx, male and bilingual especially in Spanish/English.

Percentages of ECEAP Staff and Children by Race, Ethnicity, Primary Language and Gender



n = 661 ECEAP lead teachers, 545 assistant teachers, 15,512 ECEAP children.

For teachers, the option to select “Two or more races” was not available, while 7 percent of children were reported in this category. Ten percent of teachers were in the “other or not specified” race category, while no children were reported as such. To enable easier reading, these categories were not included in this chart. Therefore, the race and ethnicity totals do not equal 100 percent.

Teaching Strategies GOLD® Inter-Rater Reliability

The accuracy of ECEAP child assessment data used on the Child Development and Learning pages above depends on teachers' abilities to observe and evaluate children's behavior. Teaching Strategies has taken steps to check and enhance the accuracy of teachers' assessment ratings through a process that leads to inter-rater reliability (IRR) certification.

At the end of the 2018-19 school year:

- 85 percent of lead teachers had current GOLD® IRR certification.
- 3 percent had an expired IRR certification more than three years old and must recertify.
- 3 percent of lead teachers were recently hired and not yet required to complete certification.
- 8 percent of lead teachers were overdue.

Because accurate use of GOLD® is critical for DCYF's data-driven decision making, DCYF added IRR certification as a performance-based contract measure for 2019-20.

All teachers and staff have done an amazing job with my daughter and with communication with us on her progress.

I have been given so many resources to better myself for my sons.

When my child started, I was discouraged because of his tremendous speech impairments. He has shown significant improvements in communication skills. I am very grateful for everyone in ECEAP.

My son's teachers are amazing and helped my son become kindergarten ready. I love how they strived to include the parents in meeting the needs of the child.

ECEAP helped my family grow and become more goal-oriented.

I am a parent who is always asking about my child's goals, nutrition and how he interacts in the classroom. The ECEAP staff always provide feedback and are respectful.

Without ECEAP, I would not have been able to provide my granddaughter with such a fantastic start on her education.

– ECEAP Parents

