

Early Childhood Education and Assistance Program, Head Start and Early Head Start in Washington State



 Washington State Department of
Early Learning



2012 PROFILE

Acknowledgements

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1 Why Is Early Learning Important?

Washington state's Early Childhood Education and Assistance Program (ECEAP, pronounced "e-cap"), Head Start, Early Head Start and other high-quality early learning programs help young children enter school ready to succeed. The science on children's brain development is clear: The years from birth through age 5 are crucial.

Importance of the Early Years

Studies in the past two decades have shown that the early years lay the foundation for children's success in life or create early roadblocks. Key findings are:

- Children are born learning.
- The first five years of life are a time of tremendous growth. Children are growing physically, socially, emotionally and intellectually.
- Children's brains grow more rapidly in these early years than at any other time of life.
- Children are naturally eager to learn. Their environment has a major impact on their capacity to learn.
- A safe, caring and nurturing environment boosts a child's ability to learn. So do stimulating activities and interactions with parents and caregivers.
- The reverse is also true. A child who experiences extreme poverty, neglect, abuse, family violence or substance abuse, or whose parents have severe depression, may be in a constant state of stress. This toxic stress disrupts the child's brain growth and can impact all areas of development.



Preschool and Kindergarten Teachers Team for School Readiness

Head Start teachers from Enterprise for Progress in the Community (EPIC) are collaborating with preschool and kindergarten teachers in the Toppenish, Union Gap and Yakima School Districts to align their curriculum and help children meet kindergarten expectations. In the Union Gap School District, what is really exciting is that our Head Start operates for half the day and Union Gap's preschool the other half out of the same classroom. EPIC and Union Gap teachers cross over into both classes and co-teach. The preschool and kindergarten teachers also interact regularly to ensure a smooth transition for these children.

Mamie Barboza, Associate Director of Direct Services, EPIC (Yakima)

- Other risk factors may pose challenges to a child's well-being and learning. These include: low income; disparities because of race, ethnicity or language; parental education level; having under- or unemployed parents; and living in a single-parent household. Having more than one risk factor multiplies the risk. Children with these risk factors can start showing poor outcomes as early as 9 months of age.
- Effects are long-lasting. Brain circuits become stable as children age. It is possible for children to adapt later on, but interventions are more difficult and expensive.

(Bowman, Donovan, & Burns, 2000; Halle, Forry, Hair, Perper, et al., 2009; Shonkoff, 2006; Shonkoff & Phillips, 2000)

Benefits of High-Quality Early Learning

High-quality early learning programs promote children's learning and development. These programs also mitigate the risk factors that some children face. Long-term studies of at-risk children in three high-quality early learning programs found benefits in the lives of participating children even when they were in their mid-20s (Campbell, Ramey, Pungello, Sparling, & Miller-Johnson, 2002; Reynolds, Temple, White, Ou & Robertson, 2011; Schweinhart, 2005).

These studies identified the key elements of quality in early learning: small class size, a high ratio of teachers to children, teachers who are well-educated and well-compensated (which results in lower turnover in staff and improved adult-child interactions), parents' involvement in their child's education and a focus on the whole child (Galinsky, 2006). A "whole child" focus means addressing all areas of a child's development: physical well-being, health and motor development; social and emotional development; approaches toward learning; cognition and general knowledge; and language, literacy and communication. The whole-child approach recognizes that growth in any one of these areas influences and depends on growth in another area (State of Washington, 2005).

The studies found several benefits of high-quality early learning programs:

- **Cognitive development:** Children in the high-quality programs scored higher than their peers in school readiness tests, had better language skills (including skills in English for those whose home language was not English) and math skills (Peisner-Feinberg, et al., 1999; Vecchiotti, 2001).

- **Social and emotional skills:** Children in these programs were more interested in school and more motivated to learn, had more social skills and worked well with others, including both teacher and classmates (Barrueta-Clement, Barnett, Schweinhart, Epstein, & Wiekart, 1984; Whitebrook, Howes & Phillips, 1989).
- **Long-term academic success:** The children were less likely to need remedial education or to be held back a grade, and more likely to graduate from high school and attend a four-year college (Barnett, 1995; Reynolds, Temple, White, Ou & Robertson, 2011).
- **Good investment:** Researchers and economists estimate that for every \$1 invested, high-quality comprehensive early learning programs return direct and indirect benefits to society of between \$3 and \$25. As adults, the children who were in high-quality early learning programs had higher earnings, paid more taxes, were healthier and were less likely to require welfare or criminal justice costs (Barnett, 1996; Pew Center for the States, 2011; RAND Corporation; 2008, Reynolds, Temple, White, Ou & Robertson, 2011).

The benefits gained from participation in high-quality early learning programs directly apply to school readiness and help prepare children and families to succeed in school and in life.

2 What Are ECEAP, Head Start¹ and Early Head Start?

Purposes

ECEAP, Head Start and Early Head Start are high-quality early learning programs that aim to ensure that the most vulnerable children in Washington enter kindergarten healthy and ready to succeed. They provide free, comprehensive early learning, health and family services to children and their families who are low-income or who face circumstances that make it difficult for them to be ready for school. Early Head Start also provides services to low-income pregnant women. Together, these programs are a vital part of the early learning system in Washington.

Program Descriptions

- **ECEAP:** A high-quality program serving low-income children who are 3 through 5 years old, but not yet eligible for kindergarten, and their families in Washington. The state contracts with 40 local organizations to provide ECEAP.
- **Head Start:** A national, high-quality early learning program for low-income children who are 3 through 5 years old, but not yet eligible for kindergarten, and their families. The federal government provides grants to 30 local organizations in Washington for these services.
- **Early Head Start:** A national, high-quality program to promote healthy prenatal outcomes through services to low-income pregnant women, and promote early learning through services for low-income children from birth to 3 years old and



“Hoyt” Makes a Good Morning at Port Gamble S’Klallam ECE Program

Every morning you’ll see our staff arriving and preparing for families who bring their children to our center so they can go to work. Our bus driver gets ready for the first of six runs around 7:45 a.m. Transportation to and from the center is key to our success, since many of our families do not have reliable cars. Children follow the colored tiles in the entrance hallway, eager to say “hoyt” (“hello” in S’Klallam) to their friends and staff. The smell of breakfast is a signal to the children that the day will feed their bodies and minds. Six classrooms are filled with infants, toddlers and preschoolers exploring, talking, sharing and growing together. If it is a Wednesday, the children and staff walk to the Longhouse after lunch, and share a few songs and dances. An uncle or grandfather might join and spend time in the circle. Our teachers and staff support a link to history and increase our knowledge of who the Strong People (S’Klallam) are.

Jaclyn Haight Director, Port Gamble S’Klallam
Early Childhood Education Program

1 In this Profile, the term “Head Start” includes American Indian/ Alaska Native Head Start and Migrant and Seasonal Head Start.

their families. As with Head Start, the federal government provides grants to 27 local organizations in Washington to offer these services.

- ***Migrant and Seasonal Head Start:*** A national, high-quality early learning program that serves low-income children birth through 5 years old, but not yet eligible for kindergarten, and their families who are migrant and seasonal farm workers. The federal government provides grants to local organizations to offer these services. There are two grantees in Washington.
- ***American Indian/Alaska Native (AI/AN) Head Start and Early Head Start:*** A national, high-quality early learning program that serves low-income American Indian and Alaska Native children birth through 5 years old, but not yet eligible for kindergarten, and their families. The federal government provides grants to tribal nations and organizations who provide these services. There are 17 grantees providing American Indian Head Start and eight providing American Indian Early Head Start services in Washington state.

For more specific information about who is eligible for each of these programs, see Tables 1 and 2.

3 How Do These Programs Work?

Comprehensive Services

ECEAP, Head Start and Early Head Start provide three important and interconnected services: early learning, health, and family engagement/support.

Early Learning. Early learning experiences are designed to fit each child’s needs and developmental level. Children in ECEAP, Head Start and Early Head Start receive developmental screenings to identify needs and areas of concern, such as a possible delay or disability. Teachers regularly assess children’s progress in cognitive, social/emotional, language/literacy and physical development. The assessment results allow classroom staff to adjust curriculum and instruction for individual children and whole classrooms. Each grantee/contractor also uses this information to drive agency-wide decision making.

Health. Health is a critical aspect of children’s school readiness. Children can’t learn optimally if they are unhealthy, or have vision or hearing problems. Staff work with families to attain medical and dental coverage. They help establish a medical and dental home for each child, a place where the child can receive regular and ongoing coverage. Children receive health screenings to check vision, hearing, height and weight. Each child also receives a medical well-child exam and dental screening, and any needed follow-up treatment while in the program. Families are referred to community health, mental health and nutrition services, as needed, for follow-up evaluation and treatment. While children are in the programs, the staff and parents continue to monitor their health and access to care.



Small Children, Big Gains

It was Jack’s first day of kindergarten at Beacon Hill International Elementary. He came prepared with his back pack, pencils and paper. He felt a little nervous but managed not to cry or run back into his parents’ arms when they dropped him off. Although his family just immigrated to the United States four years ago, he could understand what his teachers were saying and even met a new friend. His time at Denise Louie Education Center prepared Jack for this day. He knew how to speak English. He knew how to write his name. He had made friends in Head Start. Jack also had a problem with his eyes, but it was caught in Head Start. So he came to school not only with new pencils in his back pack, but with new glasses, too.

Janice Deguchi, Director, Denise Louie Education Center (Seattle)

ECEAP, Head Start and Early Head Start also promote the children's health and physical development by providing healthy meals and snacks, safe indoor and outdoor settings for play and movement, and nutrition and health education.

Family Engagement and Support. ECEAP, Head Start and Early Head Start recognize that parents are their child's first and most important teachers. Children's learning improves when programs involve their parents and respect their language and culture. ECEAP, Head Start and Early Head Start invite parents to get involved in a variety of ways. For example,

parents can volunteer in the classroom or serve on a policy council. Many grantees/contractors offer workshops in parenting skills and child development. All three programs also work with families to help them assess their own priorities and needs, set goals—such as for self sufficiency, education, housing or employment—and make progress toward those goals. For example, if parents want to get a better job, the staff might help them find and enroll in a general education diploma (GED) or job training program. Programs also support parents' leadership development and involve parents in program decision making.

Similarities and Differences

ECEAP, Head Start and Early Head Start have performance standards to ensure quality in the areas of administration; child recruitment, eligibility and prioritization for enrollment; staff qualifications; health and safety; education and family support. The Washington State Department of Early Learning (DEL) monitors and enforces ECEAP quality. The federal government (Administration for Children and Families – Office of Head Start) does the same for Head Start and Early Head Start.

The following chart shows key ways that ECEAP, Head Start and Early Head Start are similar and different. Eligibility differs slightly among ECEAP, Head Start and Early Head Start, but is based on the child's age, family income and specific risk factors.

Minimum classroom hours per year vary, with Head Start and Early Head Start providing more hours than ECEAP.

Note: The term “slots” refers to the number of spaces for children that a program funds. For example, a grantee or contractor with 100 slots has the funding to serve a total of 100 children at any given time. Because of turnover, that grantee/contractor may serve more than 100 individual children over the course of a year.

Table 1. Comparison of ECEAP, Head Start and Early Head Start

	ECEAP	Head Start	Early Head Start
Date Founded	1985	1965	1995
Funding Source	State	Federal	Federal
Average Funds per Slot to Grantees/ Contractors <i>Per slot allocations vary by contractor/ grantee.</i>	\$6,658 per slot	<ul style="list-style-type: none"> Region X Head Start: \$9,311 per slot AI/AN Head Start: \$8,573 per slot <p>These amounts include the dedicated staff training and development funds.</p>	<ul style="list-style-type: none"> Region X Early Head Start: \$14,689 per slot AI/AN Early Head Start: \$11,634 per slot <p>These amounts include the dedicated staff training and development funds.</p>
		<ul style="list-style-type: none"> Migrant and Seasonal Head Start (Birth through 5): \$8,409 per slot 	
Local Match	No required match, but many contractors receive local contributions.	20% local match required (can be in-kind).	Same as Head Start.
Administration	Washington State Department of Early Learning: Eight staff design, contract, provide oversight, monitor, and provide training and technical assistance.	US Department of Health and Human Services/Administration for Children and Families. Larger staff than ECEAP in relation to program size, including federal staff for design and distribution of funds; regional staff for oversight and monitoring; and contracted staff for training and technical assistance.	Same as Head Start.
Grantees/ Contractors	The state contracts with local organizations to operate ECEAP sites. Contractors may be public or private nonsectarian organizations, including school districts, educational service districts, community and technical colleges, local governments, or nonprofit organizations.	The federal Office of Head Start provides grants to operate Head Start and Early Head Start sites. Grantees may be any local public or nonprofit agency, including community-based and faith-based organizations, government agencies, tribal governments or for-profit agencies.	Same as Head Start.

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	ECEAP	Head Start	Early Head Start
Available Slots for Children 2011-12	8,391 slots	9,834 in Region X Head Start 1,074 in AI/AN Head Start	2,511 in Region X Early Head Start 341 in AI/AN Early Head Start
		3570 in Migrant and Seasonal Head Start (birth through 5 years)	
Ages of Children Served	3 and 4 years old by August 31 of the school year, with a priority for 4-year-olds In 2010-11, 83% of ECEAP children were 4 years old at the beginning of the school year; 17% were 3 years old.	3 years – 5 years In 2010-11, 64% of Region X Head Start and AI/AN Head Start children were 4 years old; 36% were under 4 years old.	Birth – 3 years In 2010-11, 34% of the children served in Region X Early Head Start and AI/AN Early Head Start were under 1 year old; 66% were 1 year or older.
		Migrant and Seasonal Head Start (birth through 5 years): In 2010-11, 21% of Migrant and Seasonal Head Start children were 4 years old; 19% were 3 years old, 38% were 1 or 2 years old and 21% were under 1 year old.	
Eligible Populations <i>Of eligible children and families, the most vulnerable are prioritized for enrollment in the limited slots</i>	<ul style="list-style-type: none"> Families up to 110% of federal poverty level – see Income Eligibility Guidelines table below Families not income-eligible but impacted by development risk factors (e.g., delays) or environmental risk factors (e.g., child protective services involvement,) up to 10% of enrolled children statewide. Children who qualify for the special education, regardless of income Children in foster care or receiving TANF qualify based on income. Children from families with the lowest incomes, homeless, in foster care or with multiple risk factors are prioritized for the limited slots. 	<ul style="list-style-type: none"> Families up to 130% of federal poverty level (prioritizing those below 100%) – see Income Eligibility Guidelines table below Families not income-eligible but impacted by development risk factors (e.g., delays) or environmental risk factors (e.g., child protective services involvement) (up to 10% per grantee) Children with special needs (required to be 10% of enrolled children) Children who are homeless, in foster care or child welfare, or receiving TANF, regardless of income 	<ul style="list-style-type: none"> Same as Head Start. <p><i>plus</i></p> <ul style="list-style-type: none"> Pregnant women up to 130% federal poverty level (prioritizing those below 100%) – see Table 2 for Income Eligibility Guidelines

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	ECEAP	Head Start	Early Head Start
Children with Risk Factors – 2010-11	<ul style="list-style-type: none"> • <i>Foster Care</i>: 3% • <i>Homeless</i>: 7% • <i>Individualized Education Program (IEP) for children with disabilities</i>: 9% 	<ul style="list-style-type: none"> • <i>Foster Care</i>: Head Start 3%; AI/AN Head Start 8% • <i>Homeless</i>: Head Start 7%; AI/AN Head Start 4% • <i>Individual Education Program (IEP) for children with disabilities</i>: Head Start 12%; AI/AN Head Start 17% 	<ul style="list-style-type: none"> • <i>Foster Care</i>: Early Head Start 4%; AI/AN Early Head Start 11% • <i>Homeless</i>: Early Head Start 9%; AI/AN Early Head Start 7% • <i>Individualized Family Service Plan (IFSP) for children with disabilities</i>: Early Head Start 15%; AI/AN Early Head Start 7%
		Migrant and Seasonal Head Start (Birth through 5 years) <ul style="list-style-type: none"> • <i>Foster Care</i>: less than 1% • <i>Homeless</i>: 1% • <i>Individual Education Program (IEP) for children with Disabilities</i>: 9% 	
Program Design	Classroom-based	Center-based (classroom), home-based, or a combination of the two, depending on community need.	Same as Head Start.
Minimum Hours per Year	Minimum of 320 preschool classroom hours per year.	Minimum of 448 preschool classroom hours per year for center-based programs.	Same as Head Start for center-based programs. Home-based option includes weekly 90-minute visits and bi-monthly group socialization opportunities.
Family Partnership	3 hours of family support <i>and</i> 3 hours of parent-teacher conferences per child per year.	At least 3 home visits per child per year for center-based programs.	Same as Head Start.
Health Screening and Exam	Child receives a health and developmental screening, a well-child exam and a dental screening within 90 days.	Child receives a health and developmental screening within the first 45 days of enrolling in the program, and a well-child exam and a dental screening within 90 days.	Same as Head Start.

Continued on next page

Teacher Qualifications

ECEAP	Head Start	Early Head Start
<p>Lead teachers must have one of the following:</p> <ul style="list-style-type: none"> • Associate degree or higher with 30 quarter credits in early childhood education; or • A Washington state teaching certificate with an endorsement in Early Childhood Education (PreK-3) or in Early Childhood Special Education. <p>Assistant teachers must have one of the following:</p> <ul style="list-style-type: none"> • 12 quarter credits in early childhood education; or • A CDA credential. 	<p>As of 10/1/2011, a teacher in each classroom must have one of the following:</p> <ul style="list-style-type: none"> • Associate, bachelor's or advanced degree in early childhood education; or • Associate, bachelor's or advanced degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool; or • Bachelor's degree, admission to the Teach for America program, success in an early childhood content exam, and attendance at a Teach for America summer training institute that includes teaching preschool children. <p>Starting in 2013, 50% of the lead teachers in center-based Head Start agencies nationwide must have at least a bachelor's degree in early childhood education, or in a related field with coursework equivalent to a major in early childhood education.</p> <p>Assistant teachers: Starting in 2013, all teaching assistants in center-based Head Start agencies must:</p> <ul style="list-style-type: none"> • Have a child development associate (CDA) credential; or • Be enrolled in a CDA program to be completed in two years; or • Have an associate or bachelor's degree in any area, or be enrolled in a program leading to this degree. 	<p>Currently center-based Early Head Start teachers must have at least:</p> <ul style="list-style-type: none"> • A CDA credential; <p><i>And</i></p> <ul style="list-style-type: none"> • Training or equivalent coursework in early childhood development. <p>As of 09/30/2012, all Early Head Start teachers must have:</p> <ul style="list-style-type: none"> • A CDA credential; <p><i>And</i></p> <ul style="list-style-type: none"> • Training or equivalent coursework in early childhood development with a focus on infant and toddler development.

Continued from previous page

	ECEAP	Head Start	Early Head Start
Staff Training and Development	<p>ECEAP lead teachers and family support specialists must attend at least 15 hours of professional development workshops or classes per year.</p> <p>All staff who work with children must have training in first aid and infant/child cardiopulmonary resuscitation; disaster planning; and preventing, identifying and reporting child abuse and neglect.</p> <p>DEL provides training and technical assistance to ECEAP. Contractors support additional training with their regular per slot funds.</p>	<p>Teachers must attend at least 15 hours of professional development workshops or classes per year.</p> <p>All staff who work with children must have training in first aid and infant/child cardiopulmonary resuscitation; disease prevention; disaster planning; and preventing, identifying and reporting child abuse and neglect.</p> <p>Fifty percent of federal Head Start training and technical assistance funds are distributed directly to grantees for staff training and development.</p>	<p>Same as Head Start.</p>
Early Learning Framework (Outcomes)	<p>ECEAP contractors must use an early learning framework to plan developmentally appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment and individualization, and parent-teacher conferences. The curriculum must be aligned with the <i>Washington State Early Learning and Development Benchmarks</i>.</p>	<p>Head Start's Child Development and Early Learning Framework guides staff and parents in selecting curricula and assessment tools to support each child in making progress. The framework uses 11 areas of knowledge and development, or "domains" that are comparable to the areas of development in the <i>Washington State Early Learning and Development Guidelines</i>.</p>	<p>There is not yet an early learning framework for Early Head Start, but there are specific Early Head Start performance standards that address learning and development expectations for infants and toddlers.</p>

The income guidelines for ECEAP, Head Start and Early Head Start are keyed to the federal poverty guidelines, also called federal poverty level. See the table below.

Table 2. Income Eligibility Guidelines (2012)

Number of people in family	Poverty Guidelines	110% of Poverty (maximum for ECEAP)	130% of Poverty (maximum for Head Start)
1	\$11,170	\$12,287	\$14,521
2	\$15,130	\$16,643	\$19,669
3	\$19,090	\$20,999	\$24,817
4	\$23,050	\$25,355	\$29,965
5	\$27,010	\$29,711	\$35,113
6	\$30,970	\$34,067	\$40,261
7	\$34,930	\$38,423	\$45,409
8	\$38,890	\$42,779	\$50,557

Source: Federal Register, Vol. 77, No. 17, January 26, 2012, pp. 4034-4035

4 What Do These Programs Look Like in Washington?

Program Information

Grantees/Contractors. In Washington, 40 organizations operate ECEAP; 52 organizations operate Head Start, Early Head Start, American Indian/Alaska Native Head Start, American Indian/Alaska Native Early Head Start and/or Migrant and Seasonal Head Start. Twenty-three of these organizations operate multiple programs (e.g., Head Start and ECEAP). Collectively, these programs are offered in all but one of Washington’s 39 counties—Garfield County, which has a sparse population and few eligible families.

For a list of the organizations operating the programs in Washington, including their funded enrollment (number of “slots”) and the amount of their funding, see Appendices B, C, D and E.



Children and Parent Leadership Flourish

After my divorce, I was a single mother on a very tight budget. I had no clue how I was going to afford daycare to go to work. At the Laundromat, I saw a sign for ECEAP. I enrolled my twins. I met with the teachers and the home health advocate, begrudgingly at first, all the while thinking, “What’s with all the questions? Why do you want to come to my home?” After a while I realized my children were flourishing! They would come to me and show me what they learned, solve problems together and tell me about their friends. They were excited about learning! I joined the Parent Policy Council, became Chair, and was able to see why and how it really works for our children. I took the opportunity to tell our state senators just how amazing I think this program is. I will continue to tell anyone who will listen: “ECEAP works, and I am a proud parent of two graduates!”

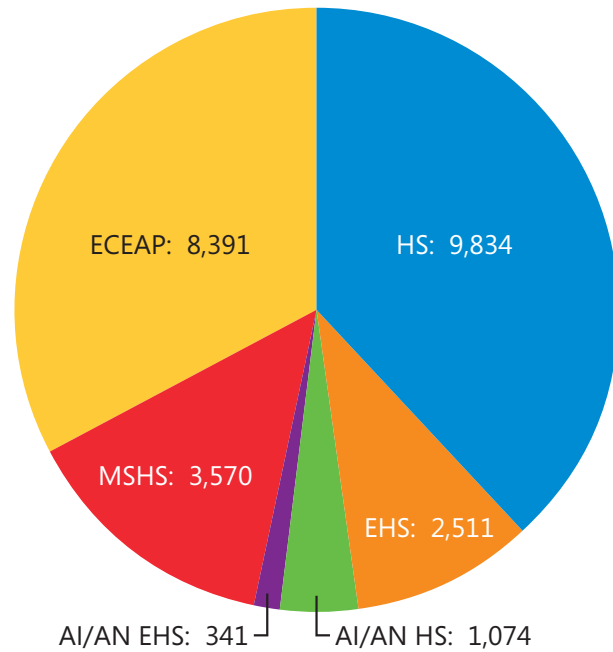
Skamania County ECEAP program parent (from ECEAP Outcomes, 2009-10 School Year)

Enrollment. The 2011-12 funding enables ECEAP contractors and Head Start and Early Head Start grantees to serve a total of 25,483 children. See Figure 1.

Key:

- **ECEAP** – Early Childhood Education and Assistance Program
- **AI/AN HS** – American Indian/Alaska Native Head Start
- **AI/AN EHS** – American Indian/Alaska Native Early Head Start
- **MSHS** – Migrant and Seasonal Head Start

Figure 1. Total Funded Enrollment (Slots), Children Ages 0 – 5, 2011-12



Unserved, Eligible Children. The available funding enables grantees/contractors to serve only a fraction of the children and pregnant women who are eligible and would benefit from these services. DEL, in partnership with the state Office of Financial Management, estimates that in 2010-11, ECEAP and Head Start were able to serve 46 percent of the Head Start-eligible 3- and 4-year-olds. A total of 23,900 eligible 3- and 4-year-olds were not served because of lack of space (see Figure 2). Of these, 18,600 were eligible for ECEAP. The rate of unserved children and pregnant women eligible for Early Head Start is not known but is presumably higher since there are few Early Head Start slots available in Washington.

Figure 2. Head Start-Eligible 3- and 4-year-olds Served/Not Served in ECEAP and Head Start, 2010-11

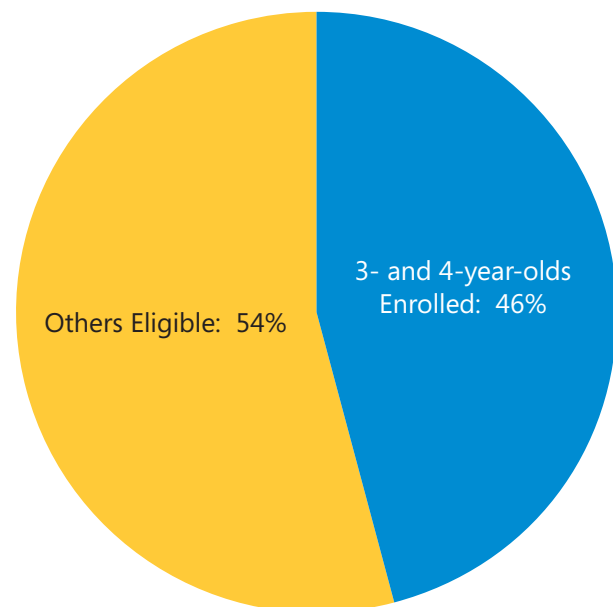


Table 3. Summary of Programs in Washington, 2010-11

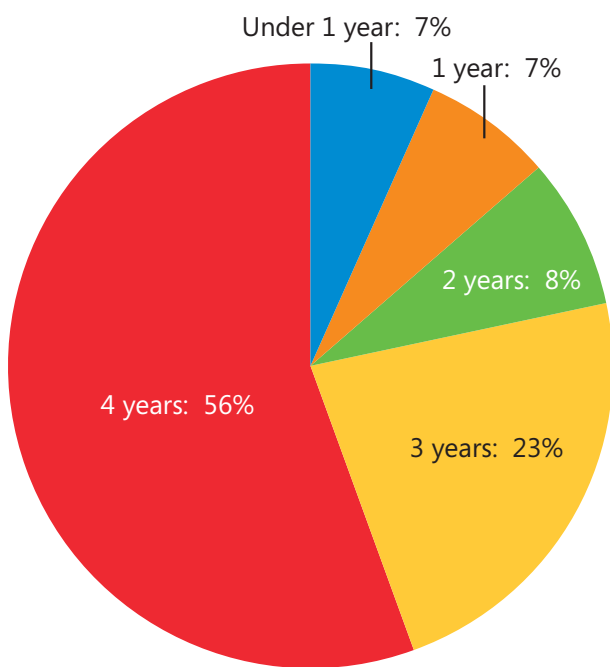
	ECEAP	Head Start	AI/AN HS	Migrant and Seasonal HS	Early Head Start	AI/AN EHS	State Total
Sites and Enrollment:							
Number of Grantees/Contractors	40	30	17	2	27	8	124 ²
Number of Sites	260	271	23	29	90	8	680 ⁱⁱ
Number of Classes	603	600	66	253	128	30	1,552
Children: Total Funded Slots	8391	9890	1074	3570	2419	302	25,646
Pregnant Women: Total Funded Slots	0	0	0	0	68	39	107
Teachers:							
Number of Lead Teachers	386	648	70	160	194	48	1,506
Number of Assistant Teachers	334	563	89	96	31	12	1,125
Number of Home-Based Visitors	0	10	0	0	172	10	191
Number of Family Child Care Providers	0	12	0	21	0	0	33

² An organization may operate multiple program types. Therefore, there are not actually 124 separate organizations operating these programs or 674 separate sites.

Child Age, Race, Ethnicity and Home Language

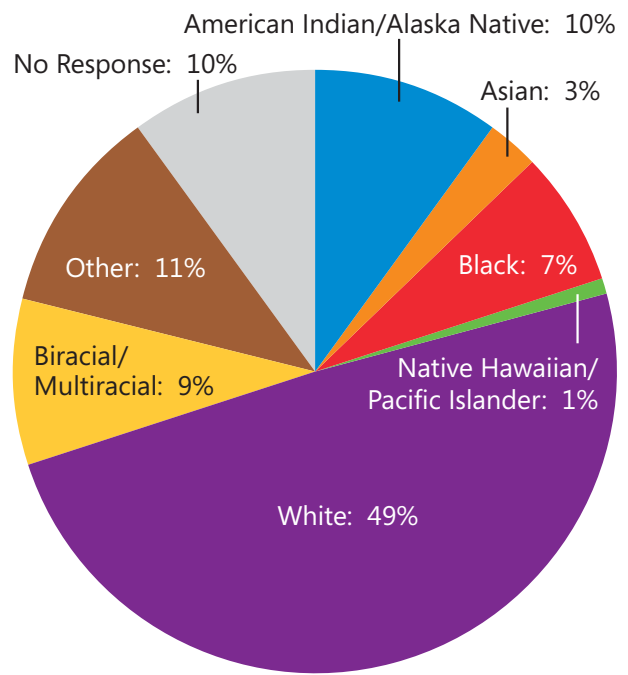
Age. More than half of the children currently in ECEAP, Head Start and Early Head Start in Washington are 4 years old. Seventy-nine (79) percent of children in these programs are ages 3 or 4 and 21 percent are age 2 or under. Figure 3 shows enrolled children by age.

Figure 3. Age of Children in ECEAP, Head Start and Early Head Start, 2010-11



Race and Ethnicity. As in the general population in Washington, the largest racial group of children enrolled in ECEAP, Head Start and Early Head Start is white (49%). However, unlike the general population, the second largest enrolled racial group is American Indian/Alaska Native (10%). In terms of ethnicity, 46 percent of the children are

Figure 4. Race of Children in ECEAP, Head Start and Early Head Start, 2010-11



Hispanic/Latino. A large proportion of families who identified as Hispanic/Latino marked their race as Other or did not identify a race (Hispanic/Latino describes ethnicity, so the children may be any race). Figures 4 and 5 show enrolled children by race and by ethnicity.

Home Language. The two main home languages for children in ECEAP, Head Start and Early Head Start are English (59%) and Spanish (35%). The figure below shows the distribution of languages of all children in these programs.

Figure 5. Ethnicity of Children in ECEAP, Head Start and Early Head Start, 2010-11

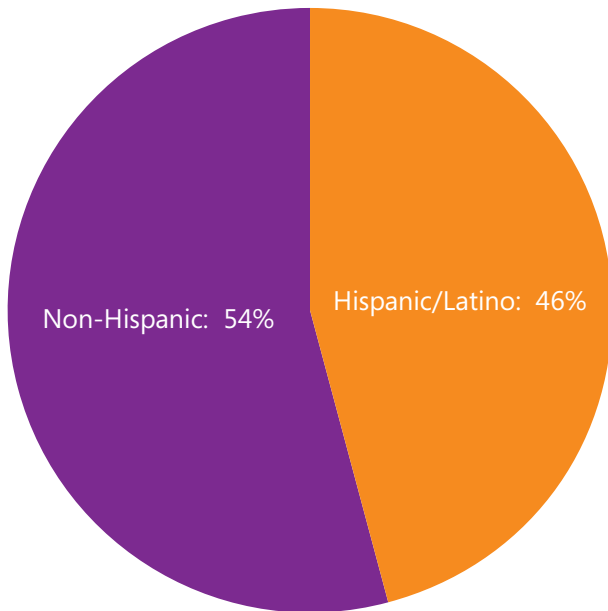
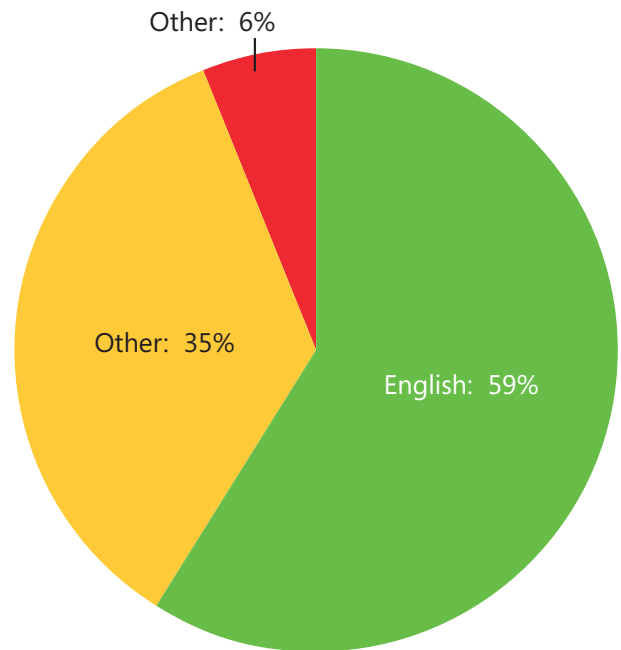


Figure 6. Home Languages of Children in ECEAP, Head Start and Early Head Start, 2010-11



5 What Are the Benefits for Children and Families?

National Results

National research studies of Head Start and Early Head Start show that these programs produce positive results for children and families. Head Start sponsored several studies of its outcomes of children and families currently in the programs and of Head Start graduates at the end of first grade. Below are highlights of the research findings (U.S. Department of Health and Human Services, 2006, 2010a; West, Malone, Hulsey, Aikens, & Tarullo, 2010).

Health. Head Start children have better health status and dental care than their peers.

Social-Emotional Development. Head Start and Early Head Start children have improved social-emotional skills:

- Head Start children demonstrate more social skills and fewer problem behaviors at the end of their second year in Head Start than their peers.
- Early Head Start children at age 3 have better social-emotional skills than comparable 3-year-olds.
- Head Start and kindergarten teachers report that Head Start children show good skills in attention and in persistence at a task.

Early Learning. Children who have been through these programs are better prepared for kindergarten:

- Early Head Start children at age 3 have better cognitive and language skills than comparable 3-year-olds.



Referral Saves a Boy's Hearing

An ECEAP parent said she was so thankful that we had tested her son's hearing and referred him to his pediatrician for a follow-up. The pediatrician referred him to a specialist who told her that if she hadn't brought him in, her son would have permanently lost his hearing in one ear due to a problem that was diagnosed. The mom said she wouldn't have noticed the problem if it hadn't been for ECEAP. Because ECEAP tested her child's hearing early, he has no hearing loss at all!

Skagit County ECEAP program (from ECEAP Outcomes, 2009-10 School Year)

- Head Start children have substantial gains in word knowledge, letter recognition, vocabulary and writing skills compared to national norms.
- Head Start children with a home language other than English have shown significant gains in English vocabulary skills, without a decline in their native language vocabulary.
- By the end of Head Start or Early Head Start, parents read to their children more often.
- Early Head Start parents are more emotionally supportive of their children than parents not in the program, and use a wider range of child discipline strategies.

Family Outcomes. National research indicates that five protective factors supported by ECEAP and Head Start reduce the incidence of child abuse and neglect. These protective factors are parent resilience, parent social connections, knowledge of parenting and child development, concrete supports in times of need, and children’s social and emotional competence (www.strengtheningfamilies.org). Nationwide, Head Start and Early Head Start programs provide the following family outcomes:

- Early Head Start children are more able to engage with their fathers than children not in the program.

- Families in Head Start and Early Head Start stabilize their lives through referrals to community services, such as emergency food and shelter, and assistance with utility payments.

A recent, rigorous study of Head Start found that while children in the program advanced in several aspects of school readiness, most of these advantages appeared to have faded by the end of first grade (U.S. Department of Health and Human Services, 2010). However, organizations such as the Promising Practices Network have drawn different conclusions from the evidence, suggesting long-term benefits.

State Results

Washington has specific data to show benefits to children and families who participate in ECEAP and in Head Start and Early Head Start (U.S. Department of Health and Human Services, Administration for Children and Families, 2007, 2010b; Washington State Department of Early Learning, 2010; Washington State Office of Community Development, 2001).

Health. ECEAP and Head Start ensure that children have access to medical and dental care; get up-to-date on well child exams, dental screening and immunizations; and receive follow-up treatment as needed before they start kindergarten. In 2010-11:

- 38.9 percent of ECEAP children were behind on their well-child exams when they enrolled, but only 4.2 percent were behind at the end of the year. Nine percent received medical treatment as a result of the exam.
- 45.2 percent of ECEAP children were behind on nationally-recommended dental screenings, but only 8.4 percent were behind at the end of the year. Seventeen percent received follow-up treatment as a result of this exam.
- The number of Head Start children with access to a continuous source of dental care increased 6 percent for Head Start children, 6.3 percent for Early Head Start children, 5.7 percent for American Indian Head Start children, 11.2 percent for American Indian Early Head Start children, and 25.3 percent for Migrant and Seasonal Head Start children.
- 12.5 percent of Head Start children were diagnosed as needing medical treatment through medical screenings, and 89.3 percent of those identified received treatment. For Early Head Start, 11.4 percent were diagnosed and 90.7 percent received treatment. For American Indian Head Start, 3.2 percent were diagnosed and 87.5 percent received treatment. For American Indian Early Head Start, 4.9 percent were diagnosed and

88.9 percent received treatment. For Migrant and Seasonal Head Start, 22.1 percent were diagnosed and 95.9 percent received treatment.

- 3.5 percent of ECEAP children received vision care services as a result of in-class screening.
- Mental/behavioral health consultation was provided to parents or staff regarding 5.9 percent of ECEAP children.

Social-Emotional Development. ECEAP children show an increase in the “protective factors” that strengthen the child’s resilience while decreasing behavioral concerns. In 2010-11:

- The number of children showing strong protective factors grew from 15.9 percent in the fall to 39.2 percent by the spring.

- In the fall, 7.8 percent of children’s protective factors were in the “concerns” range. By spring, this was down to 2.8 percent. The remaining children were in the “typical” range.

- Approximately 128 children had extreme behavioral concerns when they started ECEAP, but no longer had them at the end of the ECEAP year.

Early Learning. For 2009-10, DEL collected learning outcomes for 48 percent of ECEAP children using the *Creative Curriculum Developmental Continuum (CCDC)*. The table below shows the gains between the fall and the spring in the percent of 4-year-olds (in their prekindergarten year) who were rated at the two highest steps on the CCDC.

Tracking Outcomes at the Local Level

Head Start and Early Head Start grantees track learning outcomes in a variety of ways. Figure 7 shows an example of a grantee that tracks Head Start children’s progress on the letter recognition goal agreed upon in partnership with the local school district. This data

has been used to support program quality improvement efforts. The success of these efforts is reflected through the increased number of four year olds meeting the goal over time.

Figure 7. Example of Local Outcomes Tracking: Example of Data Collected for Purpose of Program Improvement

Percentage of Benton Franklin Head Start 4-year-Olds Meeting Letter Recognition Goal 2003-10

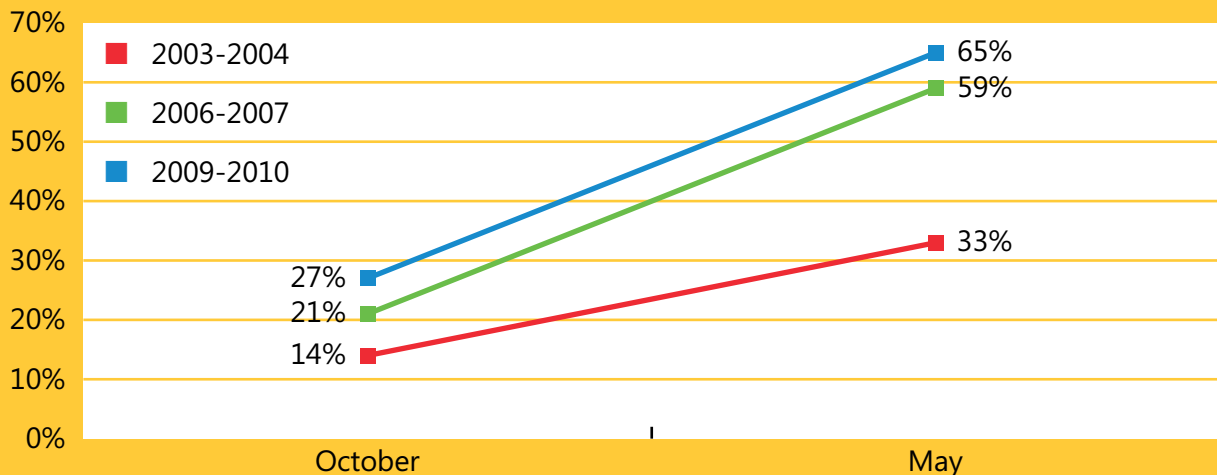


Table 4. Percent of 4-Year-Old ECEAP Children Rating at Highest Steps of Creative Curriculum Developmental Continuum, Fall to Spring 2009-10

Skill/Knowledge Area	Fall 2009	Spring 2010
Gross Motor Skills: Running, Jumping, galloping	62.3%	97.1%
Gross Motor Skills: Throwing and kicking	44.5%	93.0%
Fine Motor Skills: Manipulating objects, such as writing tools	56.5%	96.1%
Fine Motor Skills: Eye-hand coordination	55.7%	96.0%
Logical Thinking: Classifying objects	31.2%	84.2%
Logical Thinking: Repeating and creating patterns	24.8%	80.8%
Logical Thinking: Position words, perspective	33.8%	84.5%
Numbers: Counting	53.8%	91.9%
Language and Literacy: Phonological awareness	23.1%	75.0%
Language and Literacy: Expressive language	54.4%	92.1%
Literacy: Print awareness	26.6%	71.1%
Literacy: Alphabetic knowledge	23.5%	73.4%
Early Writing: Writes recognizable letters, represents sounds with letters	41.9%	87.1%

Family Outcomes. ECEAP, Head Start and Early Head Start have similar approaches to family engagement. They are increasingly providing father involvement activities.

DEL conducted an ECEAP family outcomes pilot project in the 2009-10 school year, with these findings:

- In the fall, 59 percent of ECEAP families stated that they knew the community programs and services that are available to help their child and family. By spring, 81 percent stated they had this knowledge.
- Families often meet with ECEAP staff and other professionals to discuss and plan for their children's education and development. Parents were asked if they were comfortable discussing their child's education and development with professionals. Between the fall and the spring, the percentage of families who expressed comfort with this activity rose from 86 percent to 96 percent. This skill will be useful as they support and advocate for their child's K-12 education.
- ECEAP staff provide parent education and information about child development and guidance. In the fall, 75 percent of families stated they knew how to help their child develop and learn, and how to behave in a way they would like. By spring, 90 percent stated they had this knowledge.

- Families are encouraged to extend ECEAP pre-literacy activities into their daily lives by reading with their children at home. In the fall, 55 percent of families were reading with their children more than three times a week. By spring, this had increased to 71 percent.

In addition, families credit ECEAP with helping them learn how to teach their child and be actively involved in their child's education. They said ECEAP included them as a full partner in making decisions about their child's education, provided parents with opportunities to learn from each other and helped them reach their family goals.

Teacher Qualifications. Research has shown that teachers who have education and/or experience in early childhood education provide higher quality early learning experiences. ECEAP has higher educational requirements for teachers and assistant teachers than licensed child care, but does not require a bachelor's degree and teacher certification for lead teachers as in kindergarten. Nationally, Head Start and Early Head Start are increasing their education requirements for teachers and assistant teachers, with stepped increases between 2009 and 2013. The education levels of early learning teachers in Washington have increased over the recent years. The table below compares teachers' and assistant teachers' education levels in 2006-07 and in 2010-11.

Table 5. Teacher Education, Comparing 2006-07 and 2010-11

Measure	ECEAP		Head Start		AI/AN Head Start	
	2006-2007	2010-2011	2006-2007	2010-2011	2006-2007	2010-2011
Total classroom teachers	324	386	677	648	67	70
% of teachers with bachelor's or higher degree	41.8%	43.0%	35.7%	46.0%	32.8%	40.0%
Total assistant teachers	362	334	558	563	88	89
% of assistant teachers with associate or higher degree	19.7%	28.4%	7.7%	29.5%	1.1%	4.5%

Measure	Migrant and Seasonal Head Start		Early Head Start		AI/AN Early Head Start	
	2006-2007	2010-2011	2006-2007	2010-2011	2006-2007	2010-2011
Total classroom teachers	435	160	129	194	19	48
% of teachers with bachelor's or higher degree	3.0%	8.8%	27.9%	32.5%	26.3%	14.6%
Total assistant teachers	307	96	53	31	10	12
% of assistant teachers with associate or higher degree	0.0%	0.0%	9%	6.5%	0.0%	0.0%

6 How Do These Programs Work Together and Within Washington's Early Learning System?

ECEAP, Head Start and Early Head Start are part of a range of programs and services for young children and their families in Washington. They link to and collaborate with each other and with other parts of Washington's early learning system. These connections help the organizations that operate ECEAP, Head Start and Early Head Start learn and share best practices, share resource information and better understand what children need to transition into learning environments for the next age level. Below are descriptions of some of the major collaborative efforts.

Local Coalitions and Partnerships

Early Learning Coalitions. Early learning coalitions are active in Washington at both county and regional levels. Currently, all of Washington's 39 counties are involved in these efforts. The coalitions are diverse groups of people dedicated to improving early learning. Members include ECEAP, Head Start, child care providers, schools, higher education, health providers, businesses, community organizations and others who work on behalf of children and families. These groups promote early learning opportunities and awareness in local communities, and serve a critical role in facilitating state-to-local dialogue and coordination.



Partnerships Bring Benefits, from Data Tracking to Vegetables

Benton Franklin Head Start has found great support from many partners. For example, a partnership with WSU Tri-Cities has supported our outcomes tracking. With the Richland School District, we are looking at data for our children as they enter kindergarten, and developing a system to track them as they advance. Other partnerships directly benefit the families. For example, though a United Way-funded program, we partner with Yoke's Markets to offer vouchers that parents can use only to buy fresh fruits and vegetables. When parents attend our parent meetings/trainings, they get a voucher plus recipes for healthy, low-cost meals.

James Skucy, Director, Benton Franklin Head Start

Local Partnerships. Local ECEAP contractors, and Head Start and Early Head Start grantees recognize the importance of forming strategic partnerships with education, health and social services in their communities. These partnerships are crucial in addressing the needs of the whole child in the face of scarce resources. Partnerships include sharing referrals with other service providers, connecting with community members and organizations who can provide in-kind services, ensuring that families have access to health and social services, and sharing infrastructure with other agencies and services. Partnerships differ based on the needs and resources of each community.

Two prominent areas of partnership are collaboration with child care programs and with school districts. Combining ECEAP, Head Start or Early Head Start with child care centers and family day care homes is an innovative way to meet the needs of low-income families who need full-time, five-day-a-week care for their young children. These partnerships ensure that

Examples of Local Partnerships

- The Yakima Housing Authority provided a vacant building for EPIC's home visiting/classroom model.
- A local elementary school hosts Port Gamble S'Klallam Early Childhood Education Program preschoolers to visit a second grade classroom eight times a year. The children spend time with a "reading buddy," and share an activity and a snack.
- Seattle Goodwill provides free English as a second language classes for interested parents at Denise Louie Education Center.
- Central Washington Oral Health Foundation/Kids Cavity Prevention Program and Yakima County Access to Baby and Child Dentistry Program (ABCD) provide preventive child dental services, parent education on oral hygiene, and toothbrushes to ECEAP children served by ESD 105.
- Nursing students at Lower Columbia College provide health education to Head Start and ECEAP children and families.

families needing full-time care while they are working or in school are not excluded from high-quality ECEAP and Head Start early learning services. Another benefit is that the partnership promotes improved quality among participating child care providers and gives their teachers opportunities to participate in professional development.

School districts are increasingly investing in early childhood education as they recognize the importance of school readiness for children's success in school and in life. A recent survey (Speck, 2004) found that more than 40 percent of Washington's school districts operate or collaborate with ECEAP and/or Head Start programs. Nearly two-thirds of districts offer pre-kindergarten. More than 200 public schools in the state offer full-day kindergarten.

Preschool to 3rd Grade Alignment

(PreK-3rd). A large and growing movement has developed nationwide to advance a PreK-3rd approach to early education. Increasingly, communities in Washington are adopting this approach. It encompasses a coordinated continuum of services and practices across PreK, kindergarten and the early elementary grades. The aim is to improve and sustain the progress made in high-quality PreK programs and full day kindergarten, increase effectiveness at each level of the continuum, and build on children's progress as they move through the levels. The *Washington Early Learning Plan* (2010) includes strategies for aligning PreK and K-3 instructional and programmatic practices. As part of this work, many communities also have started to offer coordinated professional development opportunities for teachers across the early learning continuum.

The Office of Superintendent of Public Instruction (OSPI), DEL and Thrive by Five Washington are encouraging and supporting communities in developing PreK-3rd networks. The annual Starting Strong P-3 Institute; sponsored by OSPI, Thrive, DEL, Bill & Melinda Gates Foundation and Washington Association for the Education of Young Children; enables interested programs and schools to gain information about this approach from national experts and through peer learning. For more information, see OSPI's early learning webpage: www.k12.wa.us/EarlyLearning/default.aspx.

Statewide Organizations and Initiatives

ECEAP, Head Start and Early Head Start are involved in important statewide efforts to expand and align early learning opportunities. Connecting them all is the *Washington Early Learning Plan* (2010)— a 10-year roadmap to building an early learning system in Washington—and an early learning partnership among DEL, Thrive by Five Washington and OSPI to advance the strategies in the Early Learning Plan. The full plan and information on the early learning partnership are available online at: www.del.wa.gov/plan.

Head Start State Collaboration Office

(HSSCO). Located in the Department of Early Learning, the HSSCO helps to develop and maintain state and local partnerships that benefit low-income children and families. The HSSCO works to coordinate federal, state and local policy to help unify the early care and education system in Washington. The HSSCO also coordinates activities with key state agencies, early childhood agencies, associations and other partners.

Specific HSSCO projects and activities include:

- **Needs Assessment:** As directed by the Head Start Act of 2007, the HSSCO surveys Head Start/ Early Head Start grantees annually regarding challenges and strengths. The results inform the HSSCO five-year strategic plan.
- **Dental Home Initiative:** The Office of Head Start Dental Home Initiative is a five-year effort to increase the number of Head Start and Early Head Start children with access to regular dental care (“dental homes”). The HSSCO serves as co-lead for the initiative in Washington.
- **Other initiatives:** The HSSCO participates in a variety of other partnerships and activities such as the development of a process for Head Start and ECEAP participation in Early Achievers (Washington’s Quality Rating and Improvement System), the annual Starting Strong Institute, redesign of the state Early Learning and Development Benchmarks (now Guidelines), Strengthening Families Washington, The Early Childhood Comprehensive Systems project, Project LAUNCH to improve health outcomes for children birth

to age 8, the Head Start and ECEAP Partnership for Quality, and a Head Start/ECEAP agreement with the State Department of Social and Health Services (DSHS) to access DSHS data to recruit eligible families.

Washington State Association of Head Start and ECEAP (WSA). WSA is a nonprofit organization dedicated to providing educational opportunities for children, families and communities through high-quality training, collaboration and advocacy for ECEAP, Head Start and Early Head Start. WSA and its training arm, the Washington State Training Consortium, train teachers, staff, parents and ECEAP and Head Start directors. It provides forums for program staff and directors to share ideas and best practices, and plan program improvements. Its advocacy efforts explain to state and federal elected officials how their decisions affect low-income children and families. Membership includes parents, staff and directors from ECEAP, Head Start, Early Head Start, American Indian/Alaska Native Head Start and Migrant and Seasonal Head Start programs statewide.

Early Learning Advisory Council (ELAC). The Legislature established ELAC in 2007 to provide advice and recommendations to DEL about the state’s early learning strategies and actions. The council includes representation from the Head Start State Collaboration Office, Head Start grantees, state agencies, legislators, parents, higher education, child care, disabilities experts, local education agencies, independent schools, tribes, and the state’s public/private early learning partnership. Using State Advisory Council grant funds awarded through the Office of Head Start, the council is overseeing a variety of systems change efforts associated with implementation of the Washington State Early Learning Plan. Among these efforts is supporting the development of a system for improved state to local coordination.

Partnerships with Other Initiatives. ECEAP, Head Start and Early Head Start are critical partners in key statewide projects and initiatives supporting the development of an early learning system in Washington. These include:

- **WaKIDS:** The Washington Kindergarten Inventory of Developing Skills is a statewide kindergarten readiness process, which is currently being implemented in state-funded full day kindergarten across the state. State office DEL ECEAP staff serve on the work group. Head Start providers and Head Start and ECEAP parents are on the statewide advisory committee. ECEAP and Head Start providers are participating in local WaKIDS early learning collaborations in their school districts.
- **Early Achievers (QRIS):** Head Start and ECEAP are critical partners in Washington's Quality Rating and Improvement System. Supported by Race to the Top Funding, a workgroup of Head Start and ECEAP programs and QRIS partners are currently working to develop reciprocity processes for Head Start and ECEAP which will streamline participation in the system and leverage Head Start and ECEAP's capacity to act as leaders supporting high-quality experiences for Washington children and families regardless of setting. Participation will be open to all Head Start and ECEAP programs in the state beginning in 2013.
- **Infant/Toddler Regional Hubs:** DEL is leading an effort to establish regional hubs designed to support increased quality for infant and toddler systems and services around Washington. Lead agencies for the 10 regions include Educational Service Districts, Resource and Referral agencies and United Ways. ECEAP, Head Start, Early Head Start, ESIT, Health, Early Learning Coalitions and Mental Health are among the multiple cross-sector partners engaged at state and local planning levels for this effort.
- **Home Visiting:** Washington is developing a system of high-quality home visiting services for vulnerable families. This includes state and private grants through the Home Visiting Services Account and a collaborative process to develop a statewide plan for home visiting as a part of federal health care reform. Early Head Start representatives are active on advisory committees.
- **Thrive Demonstration Communities:** These partnerships in White Center and East Yakima are models for how a community-wide approach to early learning can improve the development and school readiness of all children from birth to age 5. Supported by the Bill & Melinda Gates Foundation, these communities are part of Gates' Early Learning Initiative, designed to improve the school readiness of Washington state's children. ECEAP and Head Start providers in the demonstration communities are engaged as a vital element in the continuum of services provided to families.
- **Early Learning and Development Guidelines:** Washington's Early Learning and Development Guidelines (previously called Early Learning and Development Benchmarks) initially were developed in 2005 and were recently redesigned in a process that began in the fall of 2010 and was completed in the March 2012. They provide information about child development across a range of developmental domains and support families and early learning providers in helping children grow and learn. In addition to supporting individuals working with children, the Guidelines serve as a key foundational resource for Washington's early learning system. The HSSCO and local ECEAP and Head Start staff were involved in the development of the original Benchmarks and as well as the recent redesign.

7 Where Can You Find More Information?

Find a Local Program

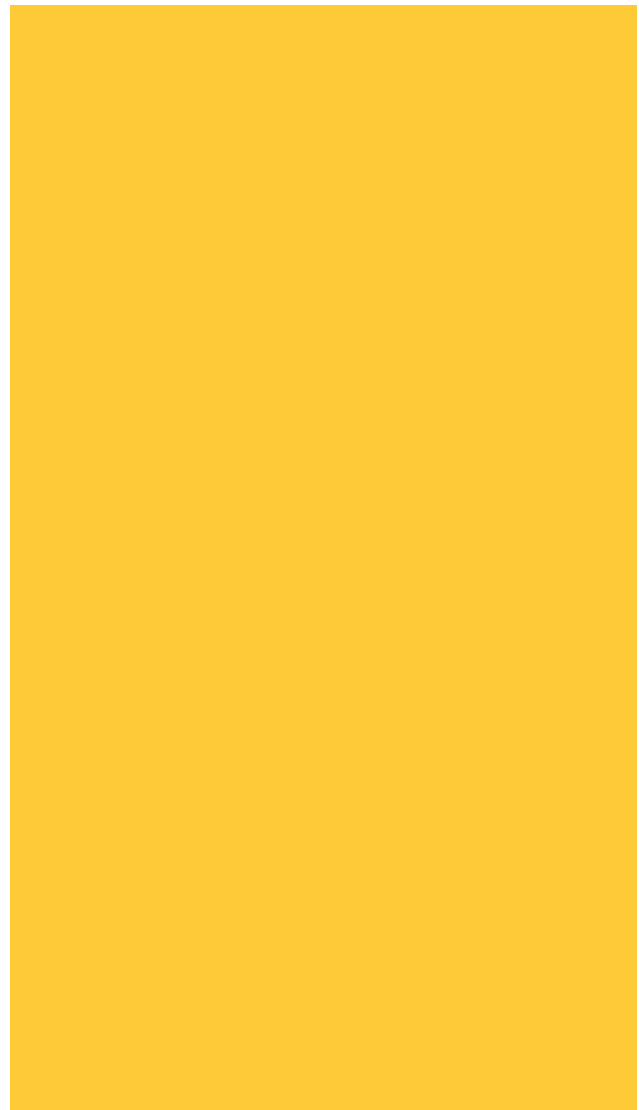
- **ECEAP:** Download the ECEAP site locator at www.del.wa.gov/publications/eceap/docs/ECEAP_Sites.pdf or email eceap@del.wa.gov.
- **Head Start or Early Head Start:** Call toll-free: 1-866-763-6481. Or search online by state, city and state, or zip code at eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices

State Resources

- **Department of Early Learning ECEAP office:** www.del.wa.gov/eceap
- **Head Start State Collaboration Office:** www.del.wa.gov/partnerships/head-start
- **Washington State Association of Head Start and ECEAP:** www.wsaheadstarteceap.com

General Information Sources

- **Early Childhood Learning and Knowledge Center:** Call toll-free: 1-866-763-6481. Or check eclkc.ohs.acf.hhs.gov/hslc
- **Office of Head Start:** www.acf.hhs.gov



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APPENDIX A: Organizations That Operate ECEAP

2011-12

**Indicates organizations that also operate Head Start and/or Early Head Start.*

ECEAP Contractor Organization	County	Total Enrollment Slots	Total Funding
Aberdeen School District	Grays Harbor	189	\$1,253,070
Centralia College	Lewis	104	\$689,832
*Chelan Douglas Child Services	Chelan, Douglas	54	\$376,758
City of Seattle	King	330	\$2,187,900
*Community Child Care Center	Whitman	107	\$709,410
Community Colleges of Spokane	Spokane	670	\$4,442,100
Dayton School District	Columbia	18	\$119,340
*Educational Opportunities for Children and Families	Clark	395	\$2,618,850
*EPIC	Benton, Douglas, Yakima	358	\$2,453,732
ESD 101 - NEW ESD	Adams, Ferry, Lincoln, Pend Oreille, Spokane, Stevens	144	\$954,720
ESD 105 - Yakima	Yakima	31	\$205,530
*ESD 112 - Vancouver	Clark, Klickitat, Pacific	77	\$510,510
*ESD 113 - Sound to Harbor	Mason, Thurston	230	\$1,524,900
*ESD 114 - Olympic ESD	Kitsap	212	\$1,405,560
*ESD 121 - Puget Sound ESD	King, Pierce	2,194	\$14,533,540

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ECEAP Contractor Organization	County	Total Enrollment Slots	Total Funding
*Family Svcs of Grant County	Grant	20	\$132,600
Granger School District	Yakima	71	\$470,730
Kennewick School District	Benton	216	\$1,432,080
*Kitsap Community Resources	Kitsap	85	\$563,550
*Kittitas County HS/ECEAP	Kittitas	18	\$119,340
Lake Quinault School District	Grays Harbor	12	\$84,210
*Lewis Clark Early Childhood Pgm	Asotin	76	\$543,932
*Lower Columbia College	Cowlitz	178	\$1,207,196
Manson School District	Chelan	50	\$331,500
*Mid-Columbia Children's Council	Klickitat	18	\$132,714
*Okanogan Co Child Development Assn	Okanogan	47	\$311,610
*Olympic Community Action Programs	Clallam, Jefferson	67	\$464,310
Omak School District	Okanogan	57	\$377,910
*Opportunity Council	Whatcom	72	\$524,592
Richland School District	Benton	36	\$238,680
*Rural Resources	Stevens	32	\$212,160

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ECEAP Contractor Organization	County	Total Enrollment Slots	Total Funding
San Juan County	San Juan	38	\$251,940
Selah School District	Yakima	65	\$430,950
*Skagit Valley College	Island	108	\$716,040
*Snohomish County	Skagit, Snohomish	951	\$6,305,130
South Bend School District	Pacific	85	\$563,550
St James Family Center	Wahkiakum	24	\$159,120
Wahluke School District	Grant	40	\$265,200
*Walla Walla Public Schools	Walla Walla	81	\$537,030
*Washington State Migrant Council	Adams, Benton, Franklin, Grant, Skagit, Walla Walla, Yakima	831	\$5,509,530
Total: 40 contractors	37 counties	8,391	\$55,871,356

APPENDIX B: Organizations That Operate Head Start and Early Head Start

2010-11

**Indicates organizations that also operate ECEAP.*

Head Start / Early Head Start Grantee Organization	County	Program(s)	Total Enrollment Slots	Total Funding
Benton Franklin Head Start	Benton, Franklin	HS, EHS	447	\$3,977,369
*Chelan-Douglas Child Services Association	Chelan, Douglas	HS, EHS	294	\$3,002,610
Children's Home Society of Washington	King, Walla Walla	EHS	312	\$5,063,023
*Community Child Care Center	Whitman	HS	66	\$680,273
Denise Louie Education Center	King	HS, EHS	244	\$2,895,028
Eastern Washington University	Spokane	EHS	116	\$1,862,671
Edmonds Community College	Snohomish	HS, EHS	540	\$5,435,090
*Educational Opportunities for Children and Families	Clark, Cowlitz, Pacific	HS, EHS	619	\$6,681,688
*Educational Service District #112	Clark	EHS	60	\$849,252
*Educational Service District 113	Grays Harbor, Mason, Thurston	HS	553	\$5,589,804
*Enterprise for Progress in the Community (EPIC)	Yakima	HS, EHS	814	\$7,102,053
*Family Services of Grant County	Grant	HS, EHS	245	\$2,921,487
First A.M.E. Child Development Center	King	HS, EHS	264	\$2,535,110
*Kitsap Community Resources	Kitsap	HS, EHS	298	\$3,042,145

Head Start / Early Head Start Grantee Organization	County	Program(s)	Total Enrollment Slots	Total Funding
*Kittitas County Head Start / ECEAP Inc.	Kittitas	HS, EHS	159	\$2,079,696
*Lewis-Clark Early Childhood Program (WA state only)	Asotin	HS, EHS	120	\$1,428,397
*Lower Columbia College	Cowlitz	HS, EHS	320	\$3,668,429
*Mid Columbia Childrens Council (WA State only)	Klickitat, Skamania	HS, EHS	215	\$2,107,024
Neighborhood House	King	HS, EHS	246	\$2,460,619
*Okanogan County Child Development Association	Okanogan	HS, EHS	255	\$2,809,010
*Olympic Community Action Programs	Clallam, Jefferson	HS, EHS	178	\$2,028,756
*Olympic Educational Service District 114	Kitsap	HS, EHS	320	\$3,518,541
*Opportunity Council	Whatcom	HS, EHS	281	\$2,996,690
*Puget Sound Educational Service District	King, Pierce	HS, EHS	1,960	\$20,201,064
Reliable Enterprises	Lewis	HS	197	\$1,700,176
*Rural Resources Community Action	Pend Oreille, Stevens	HS	154	\$1,457,226
Seattle Public Schools	King	HS	446	\$4,143,987
*Skagit Valley College	Island, San Juan, Skagit	HS, EHS	451	\$4,340,309

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Head Start / Early Head Start Grantee Organization	County	Program(s)	Total Enrollment Slots	Total Funding
*Snohomish County Government	Snohomish	EHS	82	\$1,689,802
Tacoma Public Schools #10	Pierce	HS	563	\$5,114,220
United Indians of All Tribes Foundation	King	HS, EHS	148	\$1,470,754
Wa St Community College District #17	Spokane	HS, EHS	879	\$8,613,409
*Walla Walla School District #140	Walla Walla	HS	136	\$1,041,218
*Washington State Migrant Council	Adams, Yakima	HS, EHS	363	\$3,937,534
Total: 34 grantees	33 counties		12,345	\$128,444,464

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APPENDIX C: Tribal Nations/Organizations That Operate American Indian/Alaska Native Head Start and Early Head Start

2010-11

Organization/Nation	Counties	Head Start Slots	Early Head Start Slots
Confederated Tribes of The Chehalis Reservation	Grays Harbor	49	35
Coville Confederated Tribes	Ferry, Okanogan	115	
Lower Elwha Klallam Tribe	Clallam	40	24
Lummi Head Start	Whatcom	117	72
Makah Head Start	Clallam	46	32
Muckleshoot Head Start	King	90	
Nisqually Indian Tribe Head Start	Thurston	40	
Nooksack Indian Tribe	Whatcom	64	
Port Gamble S'Klallam Tribe	Kitsap	20	28
Quileute Head Start	Clallam	50	
Quinault Indian Nation	Grays Harbor	60	36
Samish Indian Nation	Skagit	30	
Skokomish Indian Tribe	Mason	40	
Spokane Tribe of Indians Head Start	Stevens	70	
Suquamish Tribe	Kitsap	36	40
Tulalip	Snohomish		74

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Organization/Nation	Counties	Head Start Slots	Early Head Start Slots
Upper Skagit Indian Tribe	Skagit	36	
Yakima Nation Head Start	Yakima	171	
Total: 18 Tribal Nations/ organizations	13 counties	1074	341

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APPENDIX D: Organizations That Operate Migrant and Seasonal Head Start

2010-11

**Indicates organizations that also operate ECEAP, Head Start and/or Early Head Start.*

Migrant and Seasonal Program	Counties Served	Total Slots
*Enterprise for Progress in the Community	Benton, Douglas, Yakima	677
*Washington State Migrant Council	Adams, Benton, Franklin, Grant, Okanogan, Skagit, Walla Walla, Whatcom, Yakima	2893
Total: 2 organizations	10 counties	3570

