



ECEAP Outcomes

Early Childhood Education and Assistance Program

2009-10 School Year



Washington State Department of
Early Learning

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INTRODUCTION TO ECEAP

The Early Childhood Education and Assistance Program (ECEAP - pronounced “e-cap”) is Washington’s pre-kindergarten program serving low-income and at-risk 3- and 4-year-olds and their families. The state Legislature created ECEAP in 1985, to expand the benefits of the federal Head Start program to more children. ECEAP focuses on preparing children for success in school and life through three interactive components – preschool education, health services coordination, and intensive family support and parent involvement.

The Department of Early Learning (DEL) provides ECEAP through 40 contractors who are educational service districts, school districts, community colleges, local governments, and non-profits. There are ECEAP services in 38 of 39 Washington counties, at 267 sites.

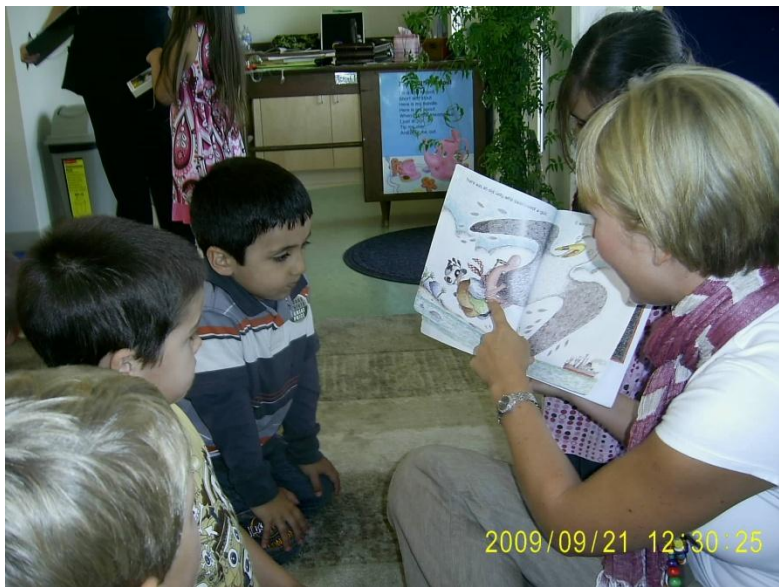
- In 2009-10, ECEAP provided 8,053 slots for children.
- 9,165 children were enrolled in ECEAP at some time during the year. This is 13.8 percent turnover of slots, which is less than the 15-16 percent over ECEAP’s history.
- There were 2,075 4-year-olds and 3,126 3-year-olds on the ECEAP waiting list at its peak during this school year. This is twice as many as the previous year.
- There were 13,053 children in Washington who were eligible for ECEAP, and not served by either ECEAP or Head Start. Extrapolated from 2008 American Community Survey.
- ECEAP received 9 out of 10 quality points from the National Institute for Early Education Research (NIEER). These were awarded for our use of the *Washington State Early Learning and Development Benchmarks*, requiring early childhood education (ECE) training for teachers and assistant teachers, class size and staff:child ratios, comprehensive family support and health coordination services, providing meals and DEL’s monitoring of program quality. The 10th quality point would require ECEAP lead teachers to have a bachelor’s degree. DEL currently requires an associate or higher degree with 30 quarter credits of ECE.

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

STORIES OF ECEAP CHILDREN AND FAMILIES

PROMOTING EARLY LEARNING

An ECEAP grandmother reports: I want to give credit to my granddaughter's ECEAP teachers for getting her off to the right start with her education. She is now attending kindergarten and is at the head of her class. Her teacher said she was "blown away" by the fact that my granddaughter was so advanced in her learning. She said that she was the very first student she had encountered in 20-odd years of teaching who had her own portfolio! We as grandparents are honored to have had such high caliber ECEAP educators teaching our beloved granddaughter. Thank you ECEAP for helping my granddaughter at the most crucial time of her education. (From a Pacific County ECEAP program)



SUPPORTING PARENT EMPLOYMENT

A newly single mom with two girls came to ECEAP last year. At our first family support meeting, we talked about community, social and health resources in the area. I gave her numbers for the dentist, doctor, housing and counseling services. She said that she felt overwhelmed and lost when she walked in, but now felt like she could accomplish some things. The family received much needed services. Now, mom has recently finished her classes to be a licensed mental health counselor. She is applying to work for AmeriCorps next year, as she builds up her practice. The mom thanked me very much for providing this program and the help she needed to get started. She doesn't think she could have done it without ECEAP. (From a Spokane County ECEAP program)

SUPPORTING CHILD AND PARENT DEVELOPMENT

My youngest son has been in ECEAP for a year and a half. It has made the biggest difference in our lives. The skills he is learning are going to benefit him for the rest of his life. My older son did not have the opportunity to be in ECEAP and I can see a huge difference developmentally between them. I am a single parent and a full time student at Everett Community College. With ECEAP, I am able to afford quality care for my child so I can become self-sufficient. This is an amazing program. I personally do not know where my family would be without it. (From a Snohomish County ECEAP program)

TEACHING SOCIAL-EMOTIONAL SKILLS

"Jacob" had behavioral problems from the time he was a toddler. By the time he entered ECEAP at age 4, he was having lengthy tantrums daily. Teachers recall that he was inattentive, disruptive, climbed on everything and had problems communicating. He did not listen well and shouted in conversations instead of speaking normally. He



could not share toys with other children and had poor social skills; he seemed to be in constant conflict with other children and preschool teachers.

ECEAP staff used the "Problem Solving Area" to teach Jacob to resolve conflicts. This was a designated area in the classroom where two people sat together to discuss a conflict and find a resolution. Jacob spent a lot of

time in the problem solving area with teachers and other children. By the middle of the school year, Jacob would suddenly stop himself as a conflict was escalating, and say, "Let's go to the problem solving area." He even began to intervene in conflicts between other children, telling them, "You need to go to the problem solving area." Jacob is now in first grade. He loves school, has learned to make friends and is progressing well academically. His mother reports that his first words upon arriving home are often, "Mom, I gotta do my homework!" (From a King County ECEAP program)

PREVENTING HEARING LOSS

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 the problem that was diagnosed. The mom said she wouldn't have noticed the problem if it weren't for ECEAP. Because ECEAP tested her child's hearing early, he has no hearing loss at all! (From a Skagit County ECEAP program)



GROWING PARENT LEADERS

An ECEAP mother reports: 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. While sitting in a Laundromat, I saw a sign for ECEAP. I thought it was daycare for low-income people. I enrolled my twins, learned a little more about the program and told my family it was "preschool" to avoid that stigma of low-income.

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 awhile, 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 was excited too! I joined Parent Policy Council, became Chair and was able to see why and how it really works for our children. I took the opportunity to attend a national conference in Washington, D.C. and 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!" (From a Skamania County ECEAP program)

ECEAP CHILD GRADUATES AT TOP OF HIGH SCHOOL CLASS

Fourteen years ago, Melissa enrolled in ECEAP when her family moved to Forks. In June 2010, Melissa was Forks High School valedictorian, awarded because she was the highest ranking student of her graduating class.



As Melissa was growing up, her father earned the family's income by picking salal for the floral industry and sawing cedar stumps into blocks for shake mills. In the summers, the family moved to migrant camps to pick strawberries. This was the subject of Melissa's painting, "Strawberry Fields Forever," which was exhibited at the Port Angeles Fine Arts Center. Besides her talent as a painter, Melissa dabbled in acting last year and received the school's "best actress" honors. She didn't start out with the goal of becoming valedictorian, but just tried to do her absolute best at everything, including her studies.

At Melissa's graduation, she thanked her teachers and classmates in English, and then thanked her parents in Spanish so she could honor them in their primary language. Her entire family is proud of her accomplishment.

Melissa started college this fall and plans to pursue a career in nursing.

ECEAP PROVISO

	2006-07	2007-08	2008-09	2009-10
TOTAL ALLOTMENT	\$35,083,000	\$47,919,000	\$56,437,000	\$54,837,000
PERCENT FOR STATE ADMINISTRATION	4.6%	3.4%	2.9%	2.17%
PERCENT TO CONTRACTORS	95.4%	96.6%	97.1%	97.83%
MINIMUM FUNDS PER SLOT	\$5,200	\$6,500	\$6,630	\$6,630
AVERAGE FUNDS PER SLOT	\$5,596	\$6,536	\$6,662	\$6,662

ECEAP LEAD TEACHER QUALIFICATIONS

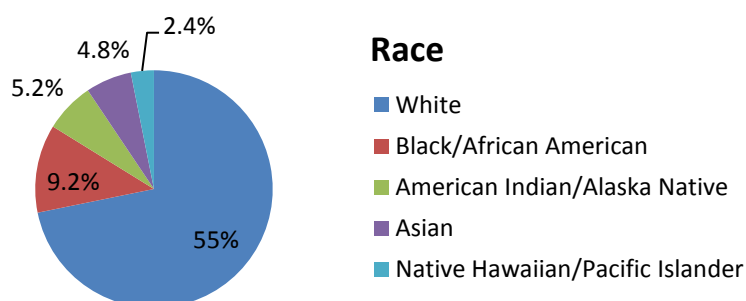
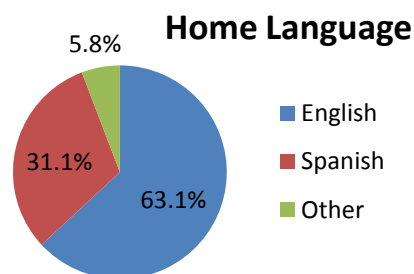
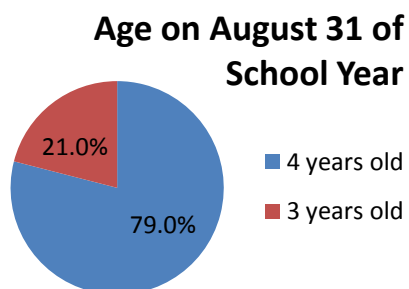
- 78.6 percent of lead teachers meet the DEL requirement of an associate degree or higher with 30 credits of ECE, or a state teaching certificate with an endorsement in ECE (Pre-K through grade 3) or early childhood special education. This is increased from 69 to 75 percent in recent years.
- 8.5 percent of lead teachers hold a master's degree.
- 38.6 percent of lead teachers hold a bachelor's degree.
- 41.6 percent of lead teachers hold an associate's degree.
- 4 percent hold a Child Development Associate (CDA) credential.



Research links early learning and development to the educational qualifications of teachers. See <http://nieer.org/resources/policybriefs/2.pdf>.

ECEAP CHILD DEMOGRAPHICS 2009-10

n = 9,165



ETHNICITY	Hispanic	41%
ON IEP	<i>At time of enrollment</i>	4.5%
	<i>Referred for evaluation during ECEAP year.</i>	8.1%
	<i>Total on IEPs during year</i>	8.8%
SINGLE PARENT HOME	<i>At time of enrollment</i>	41.7%
FOSTER CARE	<i>At time of enrollment</i>	2.4%
HOMELESS AT ENROLLMENT	<i>At time of enrollment</i>	6.6%
PARENT IS MIGRANT/ SEASONAL WORKER	<i>At time of enrollment</i>	15.9%
ON CHILD CARE SUBSIDY	<i>At time of enrollment</i>	19.4%

ECEAP FAMILY DEMOGRAPHICS 2009-10

FAMILY INCOME	80% of FPG* and under	64.9%
	81-100% of FPG	20.2%
	101-110% of FPG	10.2%
	111-130% of FPG	2.1%
	131% FPG or higher	2.6%
INCOME SOURCE	Income from wages	68.5%
	TANF cash grant	16.5%
MOTHER'S EDUCATION LEVEL	6 th grade or less	9.3%
	7 th – 9 th grade	11.6%
	10 th - 12 th grade– no diploma	15.5%
	High school diploma	21.3%
	GED	8.7%
	Some college	22.3%
	AA degree	5.8%
	BA degree	3.8%
	Unknown	1.6%

*FPG = Federal Poverty Guidelines - <http://aspe.hhs.gov/POVERTY/09extension.shtml>

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

HEALTH OUTCOMES

n = 9,165

MEDICAL CARE	No medical home <i>at time of enrollment</i>	8.6%
	No medical coverage <i>at time of enrollment</i>	2.9%
	Behind schedule for well-child exam, <i>at time of enrollment</i>	28%
	Behind schedule for well-child exam, <i>at end of school year</i>	4.4%
	Received medical treatment as a result of exams while in ECEAP	9.1%
	Received an individualized ECEAP health plan for chronic illness.	9.8%
DENTAL CARE	No dental coverage <i>at time of enrollment</i>	4.0%
	Behind schedule for dental screenings, <i>at time of enrollment</i>	50.7%
	Behind schedule for dental screenings, <i>at end of school year</i>	4.7%
	Received dental treatment as a result of exams while in ECEAP	18%
MENTAL HEALTH	ECEAP mental health professional consulted with parent or staff regarding the child's behavior or mental health.	6.5%
VISION CARE	Received vision care as a result of ECEAP screening	3.5%
HEARING CARE	Received follow-up care as a result of hearing screening	1.9%

What this means:

- Medical home -- A medical home is a usual source of care—a particular person or place a child goes for sick and preventive care. This facilitates the timely and appropriate use of pediatric services and avoidance of the emergency room for routine care. In 2008, 6 percent of children of all income levels nationally had no medical home. In ECEAP, staff worked closely with families to establish a medical home for the 8.6 percent of children who did not have one.

- Medical coverage -- In 2009-10, 2.9 percent of ECEAP children had no medical coverage when they enrolled. This is reduced from 7.6 percent in 2006-07, likely due to the Washington APPLE Health Program. Children with health insurance, whether public or private, are more likely than children without insurance to have a regular and accessible source of health care.
- Well-child exams – At the time of enrollment 28 percent of ECEAP children were behind on their medical exams. By the end of the year, only 4.4 percent were behind schedule. For 9.1 percent of ECEAP children, these exams revealed health issues for which they received treatment.
- Dental care – Regular dental visits provide an opportunity for prevention, early diagnosis, and treatment of oral and craniofacial diseases and conditions. Nationally, 67 percent of children under 18 living below the poverty level had a dental visit in 2007. Only 56 percent of all children ages 2 to 5 had a visit. For ECEAP, we ensured the 95.3 percent had dental visits, and follow-up care if needed. Dental cavities are the single most common disease of childhood. This is important because, in 2003–2004, 23 percent of children ages 2–5 had untreated cavities and this percentage is higher for children in poverty. National Center for Health Statistics, National Health Interview Survey.



SOCIAL-EMOTIONAL OUTCOMES

ECEAP tracks social-emotional development during the school year using the Devereux Early Childhood Assessment (DECA). It measures social-emotional skills desired by kindergarten teachers, including self control, initiative, and attachment. It also screens for behavioral concerns. Results are reported as “Concerns,” “Typical,” or “Strengths.”

The DECA is nationally-normed and based on research on child protective factors that support resilience, the child’s ability to bounce back, in the face of adversity.

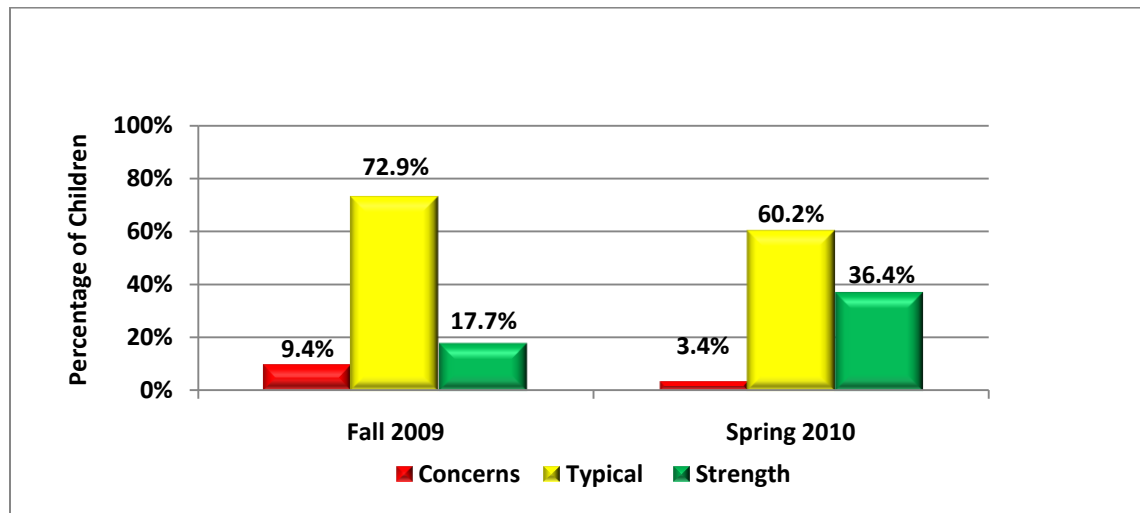
Teachers assess children at least twice a year; however, they implement DECA classroom strategies and individual interventions to support children’s social and emotional development throughout the year. Recent research conducted by the Devereux Foundation (unpublished) demonstrated that classrooms that did not use these strategies do not show improvements in assessment results from fall to spring. A strong social-emotional foundation sets the stage for children’s success in our ECEAP classrooms, in school and in life.

SUMMARY OF SOCIAL-EMOTIONAL (DECA) RESULTS

n = 6,813 ECEAP children who were assessed in both fall 2009 and spring 2010.

	Percent of ECEAP children with serious concerns		Percent of children with typical developmental levels		Percent of children with strengths in this area	
	Fall 2009	Spring 2010	Fall 2009	Spring 2010	Fall 2009	Spring 2010
INITIATIVE	9.4%	3.4%	72.9%	60.2%	17.7%	36.4%
SELF-CONTROL	4.6%	2.7%	69.2%	57.9%	26.2%	39.4%
ATTACHMENT	8.5%	3.2%	78.2%	70.3%	13.2%	26.5%
TOTAL PROTECTIVE FACTORS	7.2%	2.5%	73.7%	60.5%	19.2%	36.9%
SERIOUS BEHAVIORAL CONCERNS	9.5%	7.1%	90.5%	92.9%		

INITIATIVE



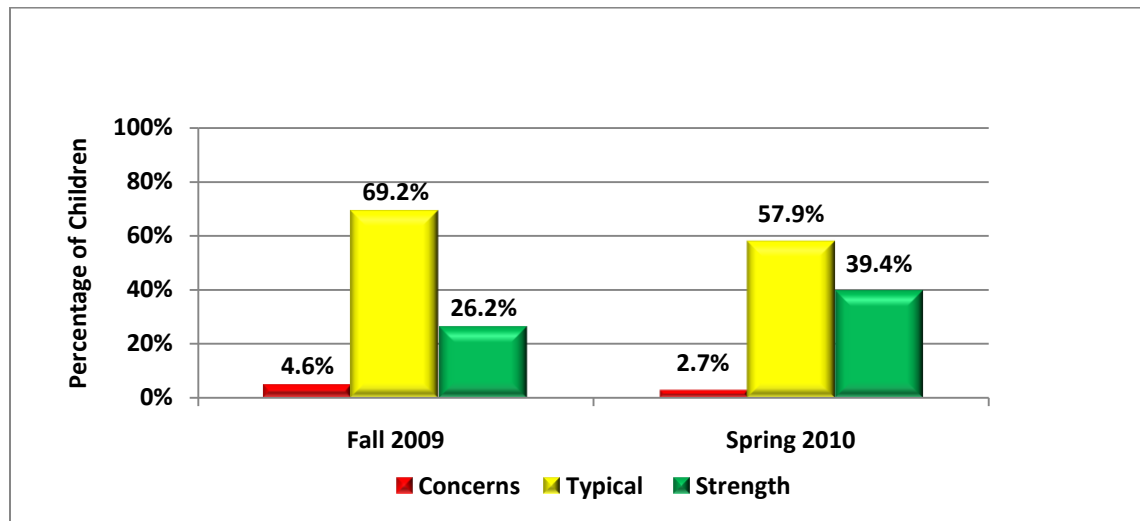
Initiative is a child's ability to use independent thought and action to meet his or her needs. Children demonstrate initiative by choosing to do challenging tasks, asking questions, exploring and trying different ways to solve problems, and using creativity.



During the ECEAP school year:

- The number of children with concerns in initiative was reduced from 9.4 percent of ECEAP children to 3.4 percent.
- The number of children with typical levels of initiative is reduced, because many of them have moved into the strength category.
- The number of children with strong initiative increased from 17.7 percent of children to 36.4 percent.

SELF-CONTROL

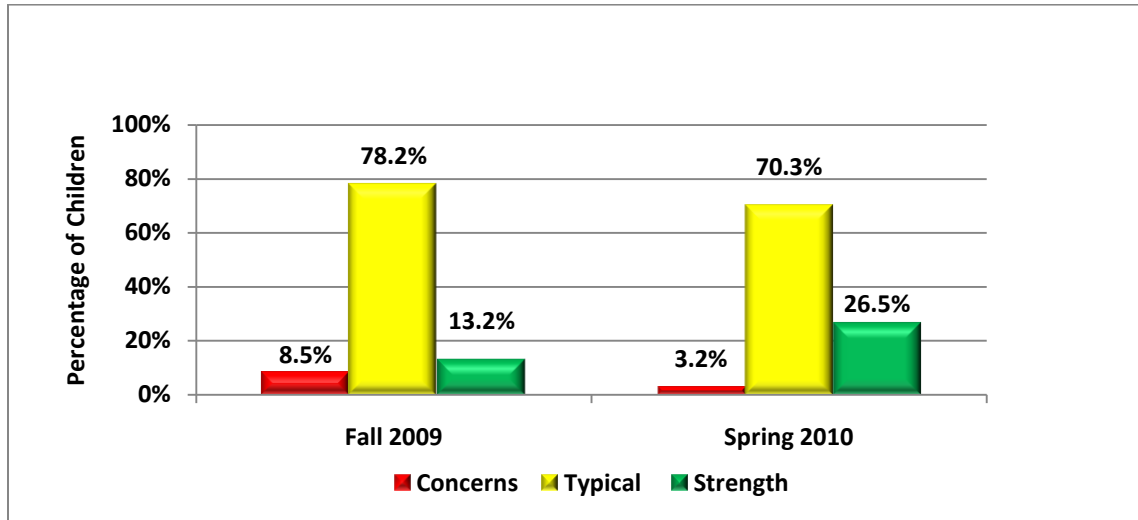


Self-control is the child's ability to experience a range of feelings and emotions and express them using the words and actions that society considers appropriate. Sharing with other children, cooperating with others, showing patience and handling frustration well allow children to interact with peers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

The self-control behaviors listed above align with the social goals in Domain 2 (Social and Emotional Development) of the *Washington State Early Learning and Development Benchmarks*. This closely correlates with three of the five readiness skills rated most important by Washington State kindergarten teachers in the 2005 OSPI survey. 94 percent of teachers rated peer interaction, following directions, and self-control/impulse control as "very" or "extremely" important.

- The number of children with concerns in self-control was reduced from 4.6 percent of ECEAP children to 2.7 percent.
- The number of children with typical levels of self-control is reduced, because many of them have moved into the strength category.
- The number of children with strong self-control increased from 26.2 percent of children to 39.4 percent.

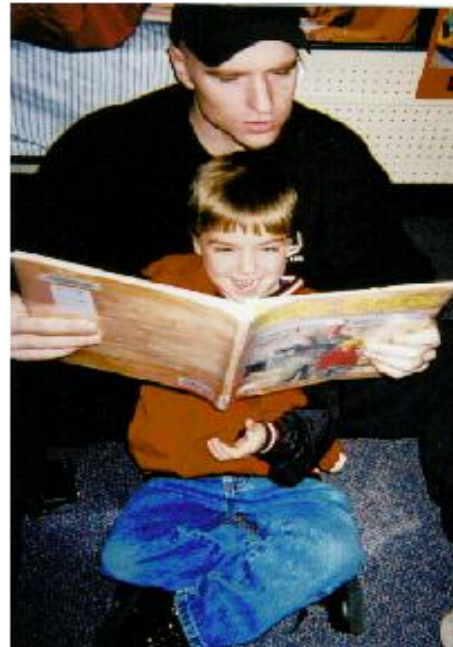
ATTACHMENT



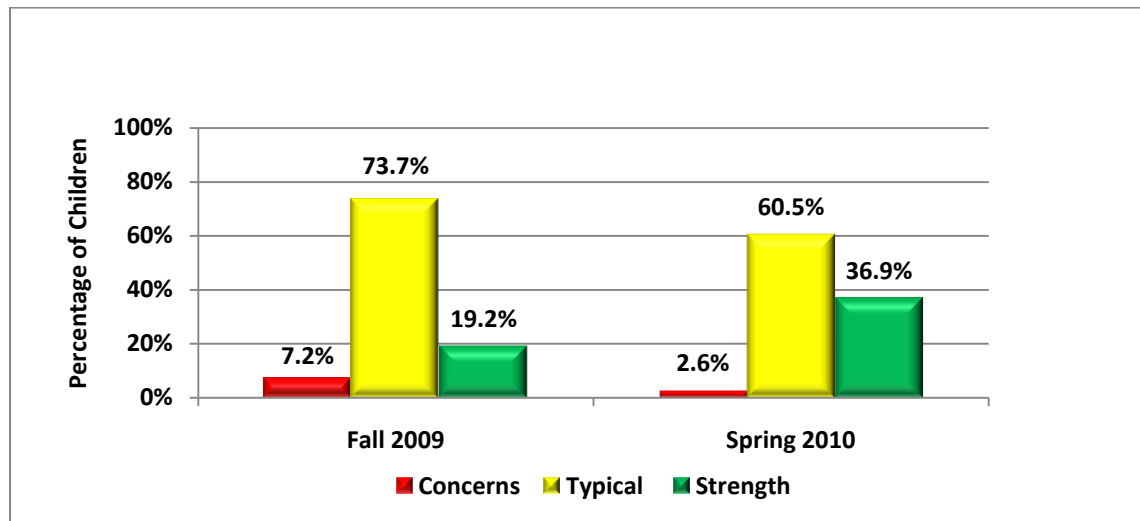
Attachment is the mutual, strong, and long-lasting relationship between a child and significant adults such as parents, family members, and teachers. Research has found that a child needs just one secure attachment in life in order to be successful. Securely attached children trust adults, respond positively to them and can learn from them.

The attachment behaviors listed above align with the emotional goals in Domain 2 (Social and Emotional Development) of the *Washington State Early Learning and Development Benchmarks*.

- The number of children with concerns in attachment was reduced from 8.5 percent of ECEAP children to 3.2 percent.
- The number of children with strong attachment increased from 13.2 percent of children to 26.5 percent.



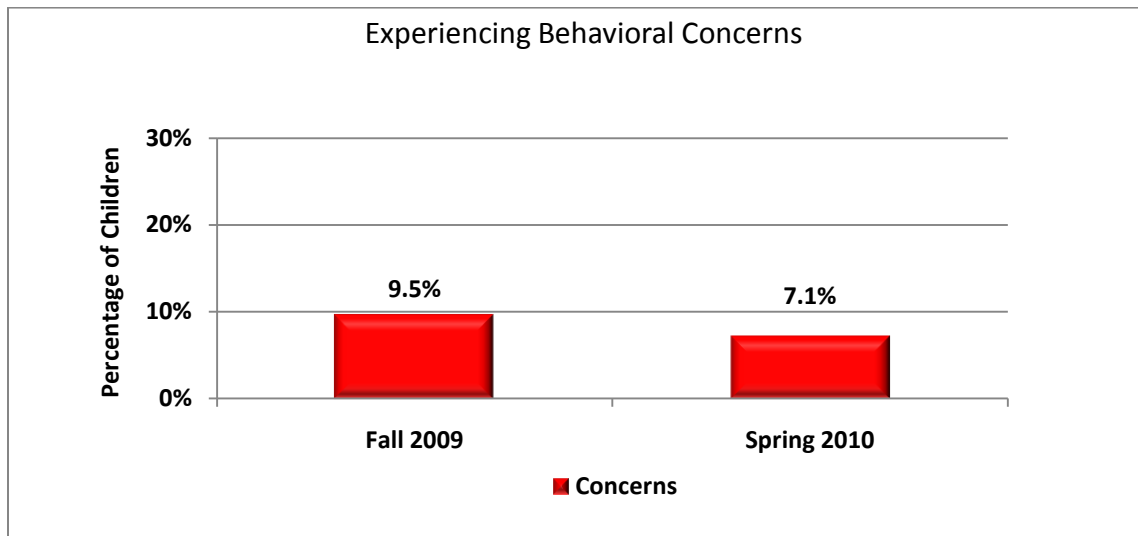
TOTAL PROTECTIVE FACTORS



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

- The number of children with total protective factors rated as "Concerns" was reduced from 7.2 percent of ECEAP children to 2.6 percent.
- The number of children with strong total protective factors increased from 19.2 percent of children to 36.9 percent.

BEHAVIORAL CONCERNS



The DECA Behavioral Concerns Scale measures a wide variety of problem or challenging behaviors. The behaviors included on this scale are typical of children who have problems with aggression, withdrawal, attention, and extreme emotions. Some of the individual behaviors (e.g. temper tantrums) may be developmentally appropriate for some children at certain developmental stages. Above average scores, however, are unusual and should trigger further assessment of possible problems and the development of a positive behavioral guidance plan.

- The number of children with serious behavioral concerns decreased from 9.5 percent to 7.1 percent.
- Approximately 200 children started ECEAP with extreme behavior concerns and no longer had them at the end of the ECEAP year. Since a recent study showed an increase in DECA behavioral concerns over time in similar children without intervention, we presume this positive change is due to participation in ECEAP.
- Nationally, 4 percent of 4- to 7-year-olds have serious difficulty with emotions, concentration, behavior or getting along with others, a much smaller percentage than the ECEAP population. 2007 National Health Interview Survey, National Center for Health Statistics.

LEARNING OUTCOMES

All ECEAP children are assessed for social-emotional, physical and cognitive development at least two times each school year. Once Washington chooses our universal kindergarten readiness assessment tool, DEL will require an aligned tool for all of ECEAP. Until then, ECEAP contractors choose their assessment tools. More than 50 percent used the Creative Curriculum Developmental Continuum (CCDC). Therefore, DEL collected data on children assessed by the CCDC for the 2009-10 school year.

For the CCDC, ECEAP teachers observe children and document their progress on 50 objectives. The assessment 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 (NASECS/SDE).

The data below represent 3,900 ECEAP children who were assessed with the CCDC at the beginning and end of the school year. This sample is 48 percent of ECEAP and represents all ECEAP children in age, gender, race and ethnicity. The CCDC sample has slightly more children whose home language is Spanish.

DEL collected data on 13 of the 50 objectives in the CCDC, representing physical, cognitive and language development domains. These 13 objectives are aligned with the Washington State Early Learning and Development Benchmarks. Results are reported as “Not Yet,” “Step 1,” “Step 2” or “Step 3.”

ECEAP supports children’s learning by requiring a minimum of 320 hours of preschool classroom instruction per year, aligned with the Benchmarks. In practice, programs offer an average of 369 hours.

SUMMARY OF LEARNING OUTCOMES

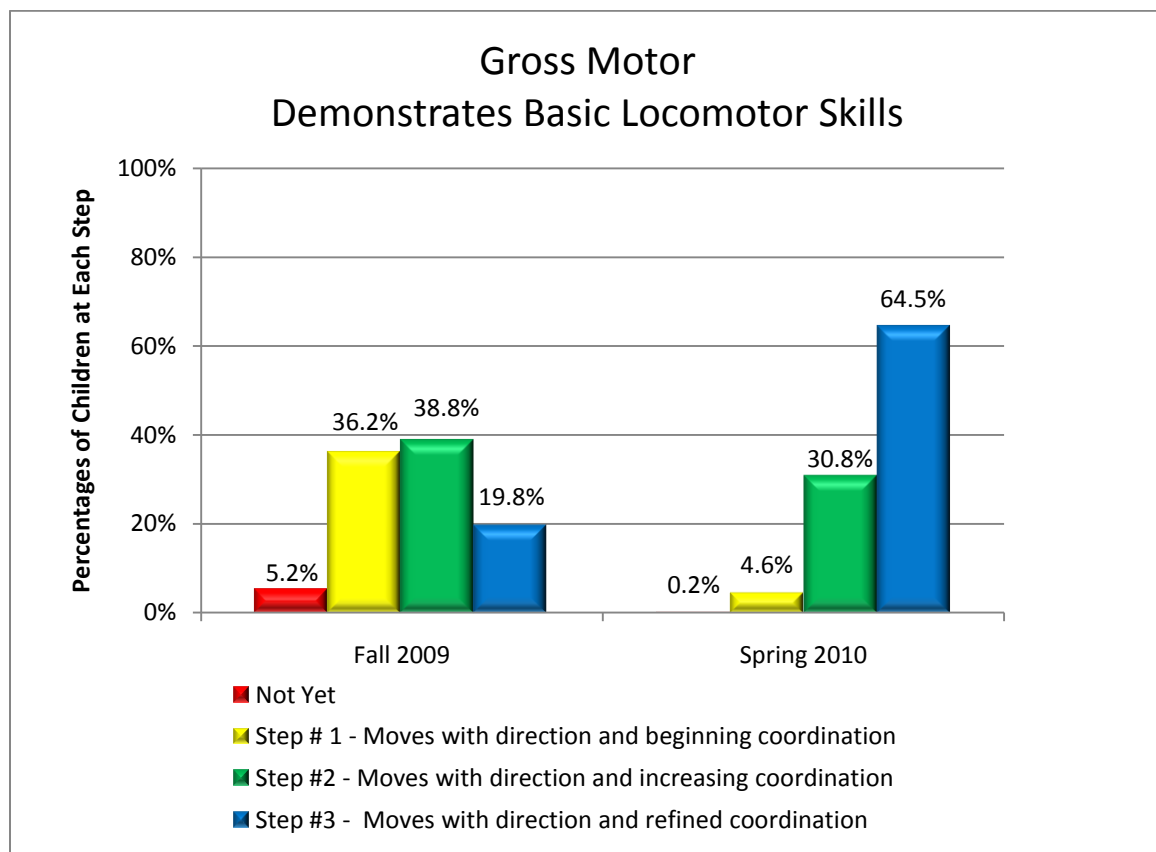
As measured by the Creative Curriculum Developmental Continuum

n = 3,900

	Percent of 3- and 4-year olds with low skills		Percent of 3- and 4-year olds with skills at or above developmental level		Percent of 4-year-olds with skills at or above developmental level
	Fall 2009	Spring 2010	Fall 2009	Spring 2010	Spring 2010
GROSS MOTOR <i>Running, Jumping, galloping...</i>	41.4%	4.8%	58.6%	95.4%	97.1%
GROSS MOTOR <i>Throwing and kicking</i>	59.5%	11.1%	40.5%	88.9%	93%
FINE MOTOR <i>Manipulating objects such as writing tools</i>	48.6%	6.7%	51.4%	93.3%	96.1%
FINE MOTOR SKILLS <i>Eye-hand coordination</i>	48.9%	6.7%	51.1%	93.3%	96.0%
LOGICAL THINKING <i>Classifying objects</i>	72.2%	20.8%	27.8%	79.2%	84.2%
LOGICAL THINKING <i>Repeating and creating patterns</i>	78.2%	24.9%	21.8%	75.1%	80.8%
LOGICAL THINKING <i>Position words, perspective</i>	69.7%	20.0%	30.3%	80.0%	84.5%
NUMBERS <i>Counting</i>	50.9%	11.7%	49.2%	88.3%	91.9%
LANGUAGE AND LITERACY <i>Phonological awareness</i>	79.8%	29.4%	20.2%	70.6%	75.0%
LANGUAGE AND LITERACY <i>Expressive language</i>	50.3%	11.6%	49.7%	88.4%	92.1%
LITERACY <i>Print awareness</i>	76.8%	32.9%	23.2%	67.1%	71.1%
LITERACY <i>Alphabetic knowledge</i>	79.2%	32.5%	20.8%	67.5%	73.4%
EARLY WRITING <i>Writes recognizable letters, represents sounds with letters</i>	63.7%	19.1%	36.3%	80.9%	87.1%

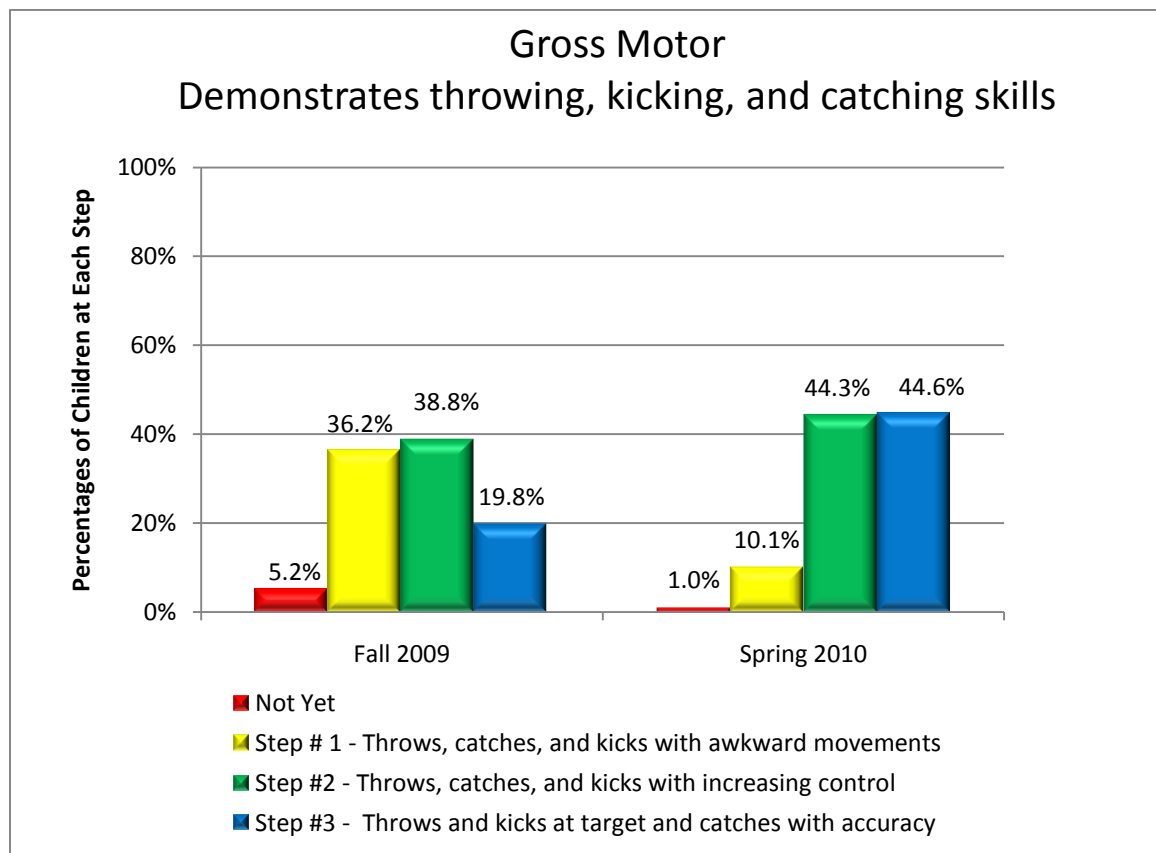
PHYSICAL DEVELOPMENT

Physical skills are important for future tasks in reading, writing, scientific exploration, and math. When children string beads, line up shells, or stack blocks, they are refining their eye-hand coordination, their fine-motor skills, and their sense of directionality. Physical development also has an impact on social/emotional development and academic achievement. As children learn what their bodies can do, they gain self-confidence and are more willing to try new things and increasingly challenging tasks. Physical movement contributes to academic achievement and stress management. Brain research tells us that movement literally “wakes up” the brain. *Connecting Content, Teaching and Learning, Teaching Strategies, Inc., 2002*



Basic locomotor skills include running, jumping, hopping and galloping.

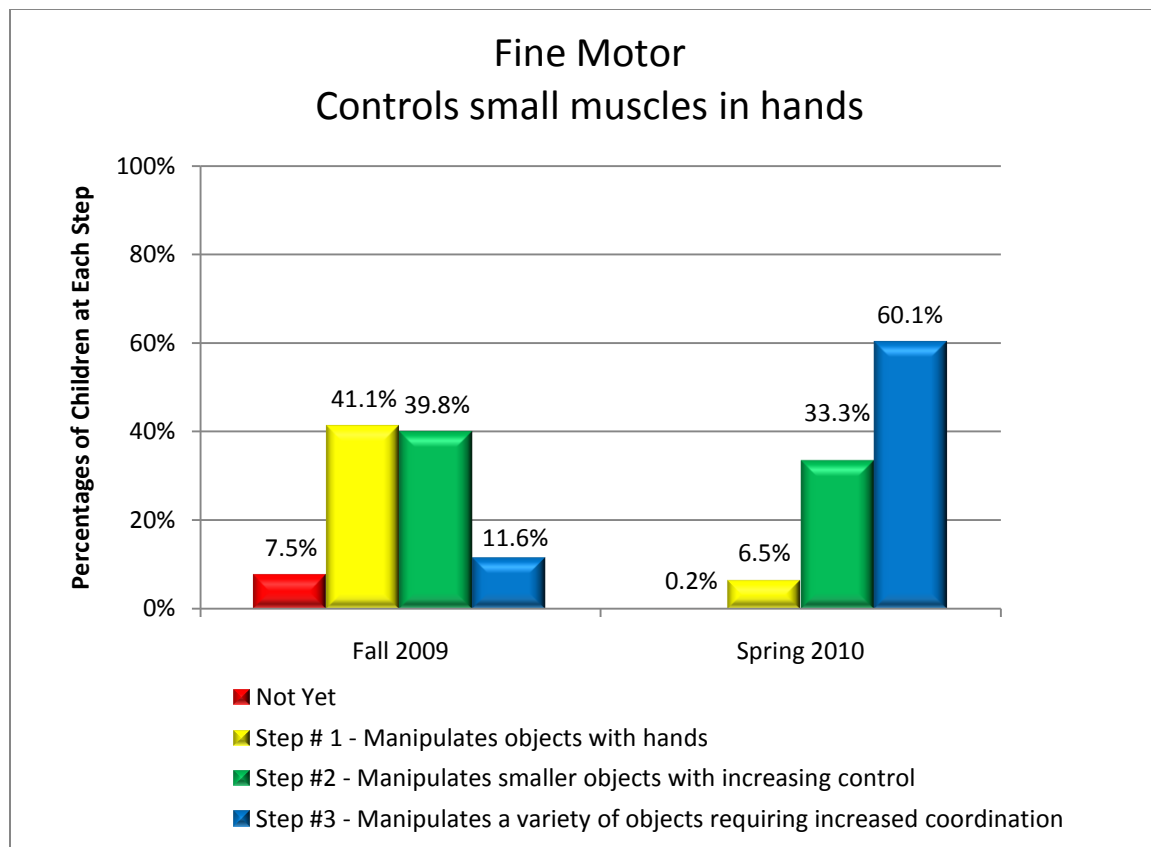
- In fall 2009, 58.6 percent of ECEAP children were at or above their developmental level in these gross motor skills (Step 2 or 3). By spring 2010, 95.3 percent of children demonstrated these skills.



Throwing, kicking, and catching objects are part of a preschooler's gross motor development.

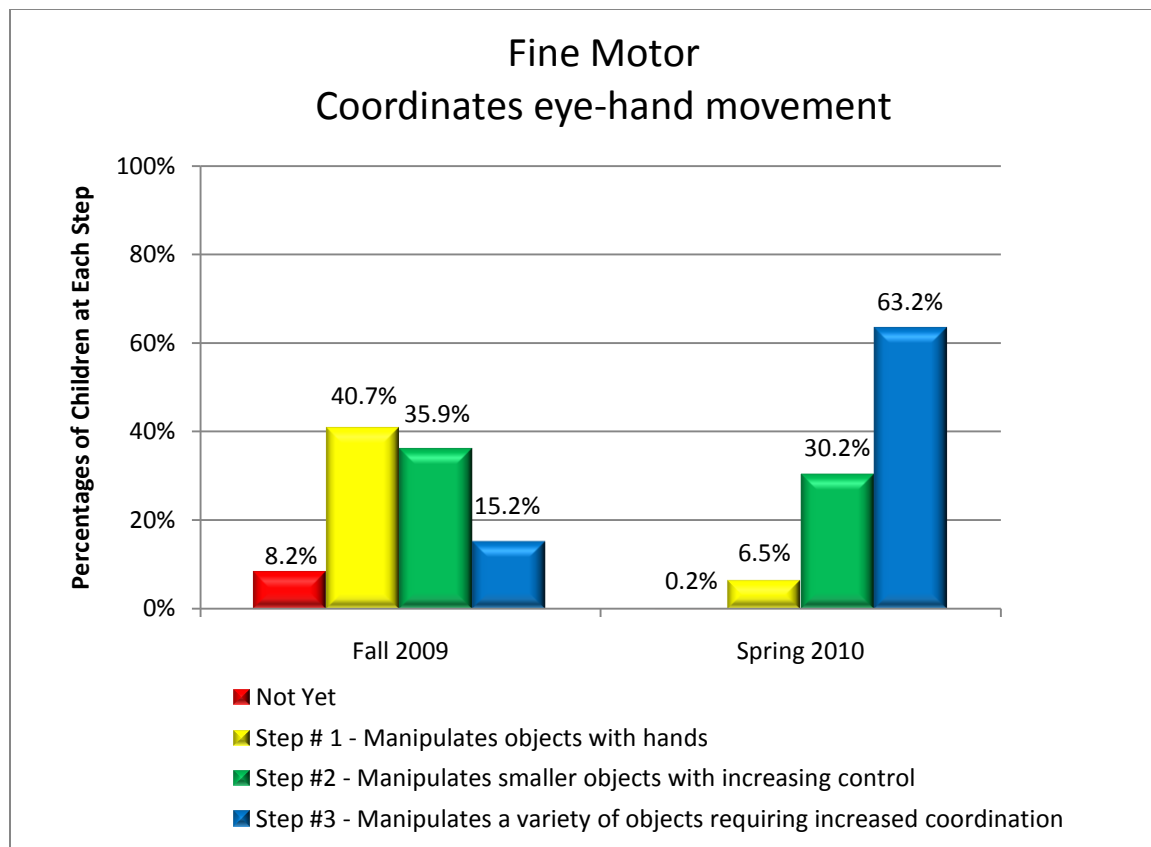
- In fall 2009, 40.5 percent of ECEAP children were at or above their developmental level in these gross motor skills (Step 2 or Step 3). By spring 2010, 88.9 percent of children demonstrated these skills, representing an increase of 48.4 percent.





Basic fine motor skills include the child's ability to wash hands with assistance, button large buttons on their own, using writing utensils, and cutting simple shapes out of paper.

- In the fall of 2009 51.4 percent of ECEAP children were at or above their developmental level in these fine motor skills (Step 2 or Step 3). By spring of 2010, 93.3 percent of children demonstrated these skills, an increase of 41.9 percent.



Fine motor skills that increase coordination of eye-hand movement include tasks such as stringing beads, pouring water into a funnel and completing puzzles.

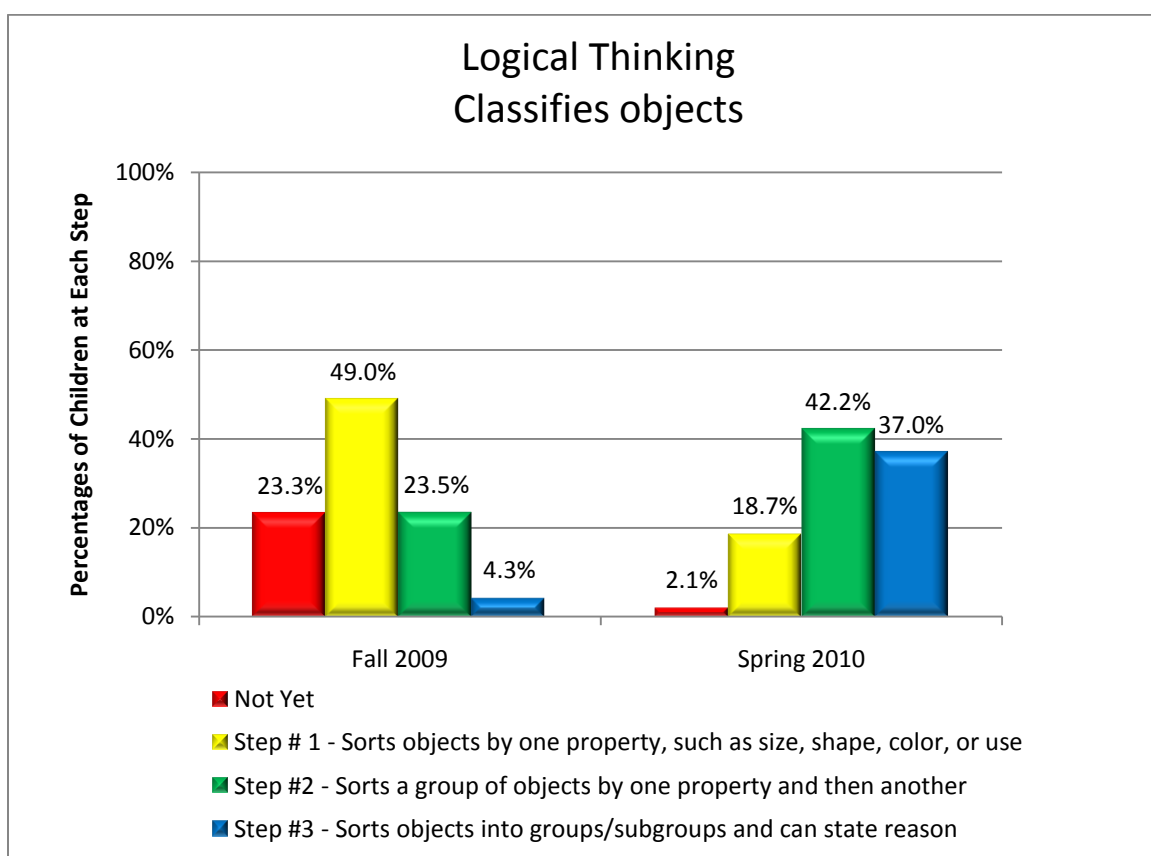
- In the fall of 2009, 51.1 percent of ECEAP children were at or above their developmental level in these fine motor skills (Step 2 or Step3). By spring of 2010, 93.4 percent of children demonstrated these skills, an increase of 42.3 percent.

COGNITIVE DEVELOPMENT

Cognitive development is the process of learning to think and reason. Preschool children are developing skills to prepare them for content work in all disciplines. In the early childhood years, children are not only learning knowledge skills and concepts; they are also acquiring the “learning to learn” skills necessary for future learning. *Connecting Content, Teaching and Learning, Teaching Strategies, Inc., 2002*

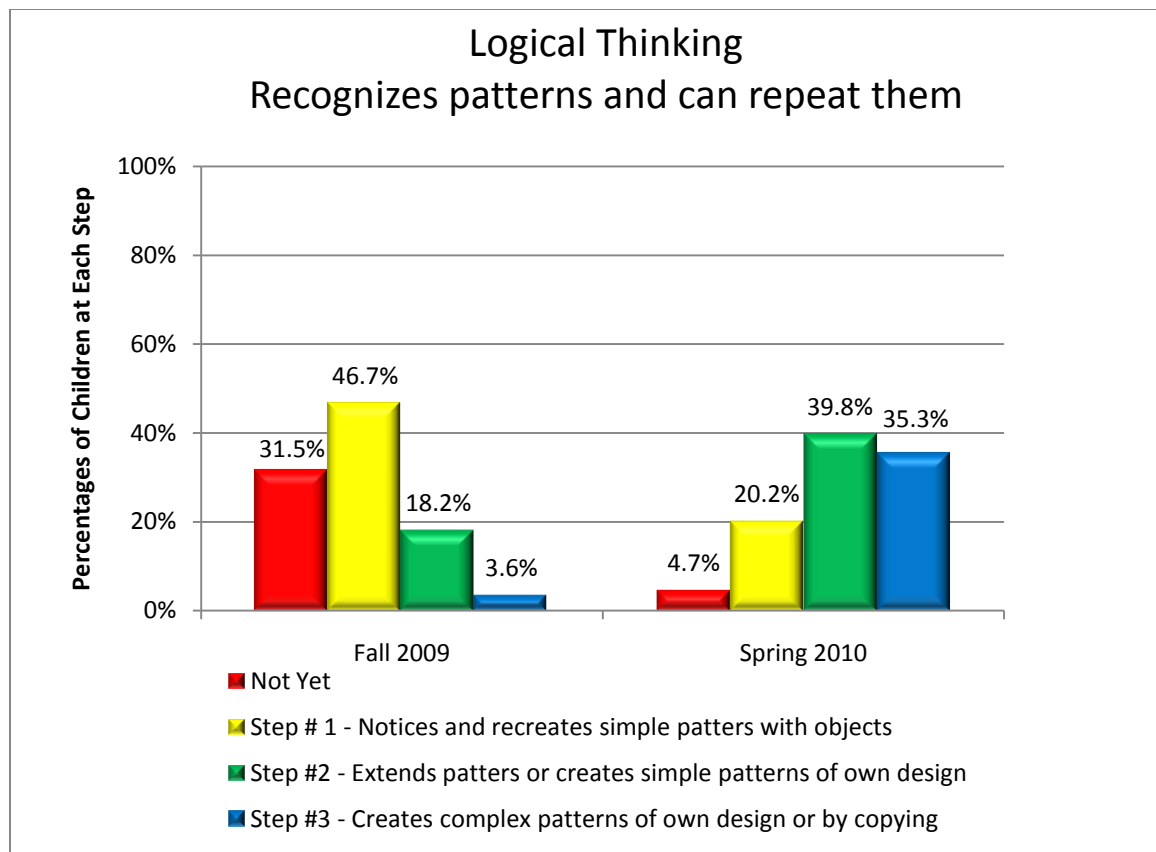
The objectives for cognitive development are classified in three areas: learning and problem solving, logical thinking, presentation and symbolic thinking.

The data collected in 2009-2010 are from the logical thinking category.



The ability to classify objects includes sorting pebbles by color, collecting leaves and sorting by size and by color, and dividing animals into zoo and farm animals.

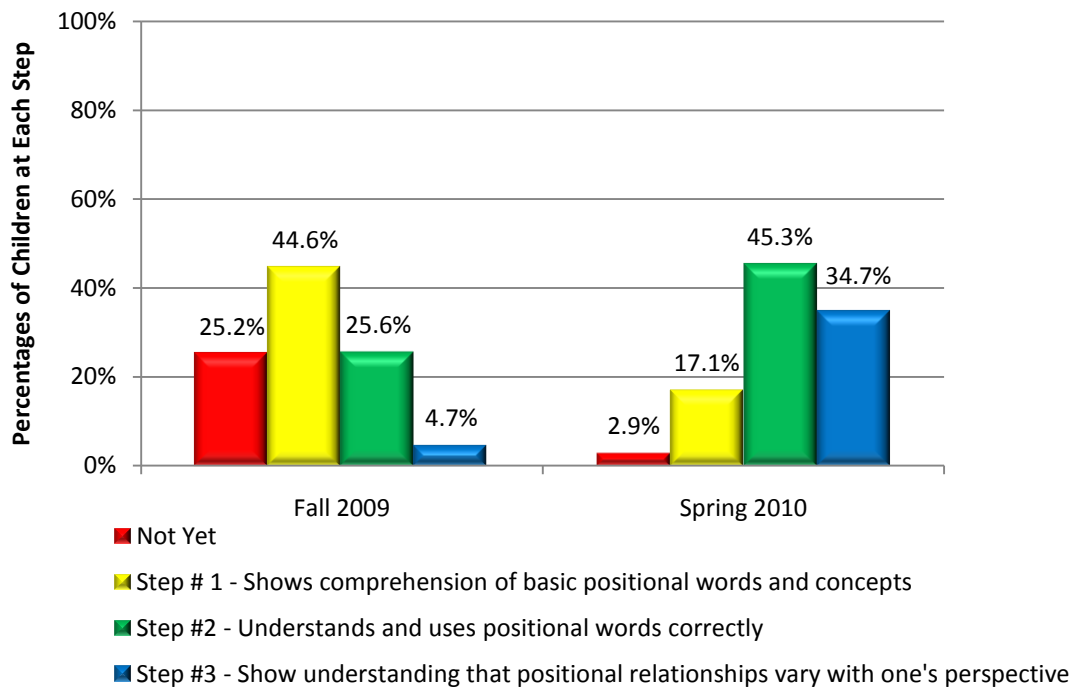
- In fall of 2009 27.8 percent of ECEAP children were at or above their developmental level in their ability to classify objects. By spring of 2010, 79.2 percent of children demonstrated these skills, an increase of 51.4 percent.



Basic pattern recognition and repetition skills include making a row of blocks in alternating sizes, continuing a block pattern of 2 colors, and the ability to design a pattern and repeat it.

- In fall of 2009, 21.8 percent of ECEAP children were at or above their developmental level in their ability to recognize patterns and repeat them. By spring of 2010, 75.1 percent of children demonstrated these skills, an increase of 53.3 percent.

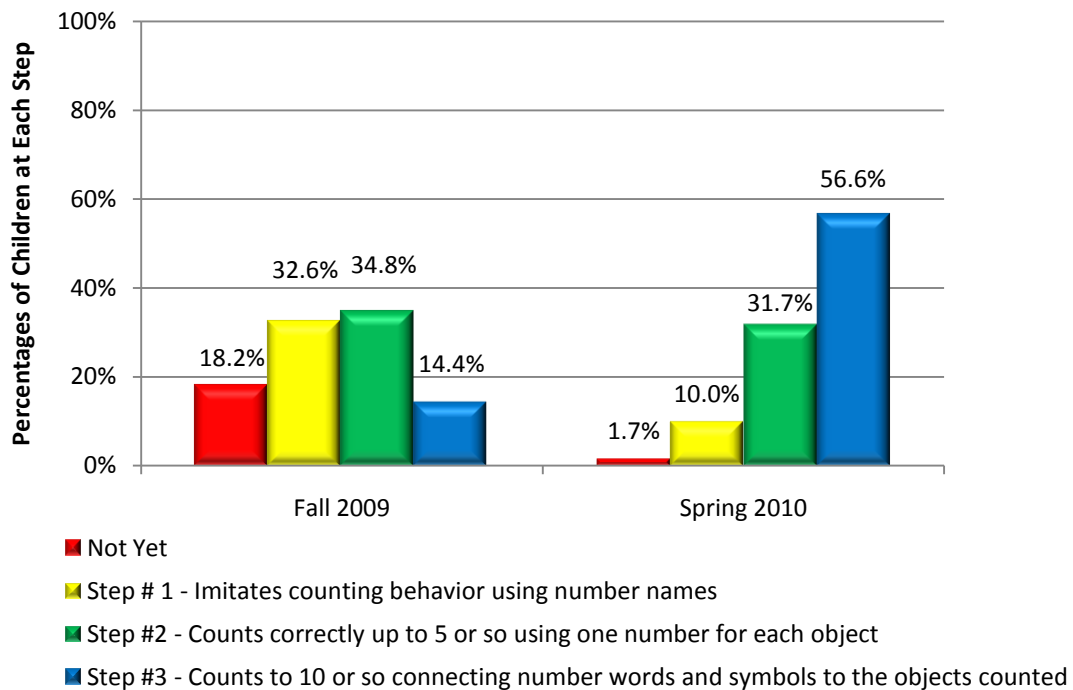
Logical Thinking Shows awareness of position in space



This part of logical thinking includes spatial concepts such as “the book is on top of the shelf” and “come sit next to me.”

- In fall of 2009, 30.3 percent of ECEAP children were at or above their developmental level in their ability to show awareness of position in space. By spring 2010, 80 percent of ECEAP children demonstrated these skills. This is an increase of 49.7 percent.

Logical Thinking Uses numbers and counting

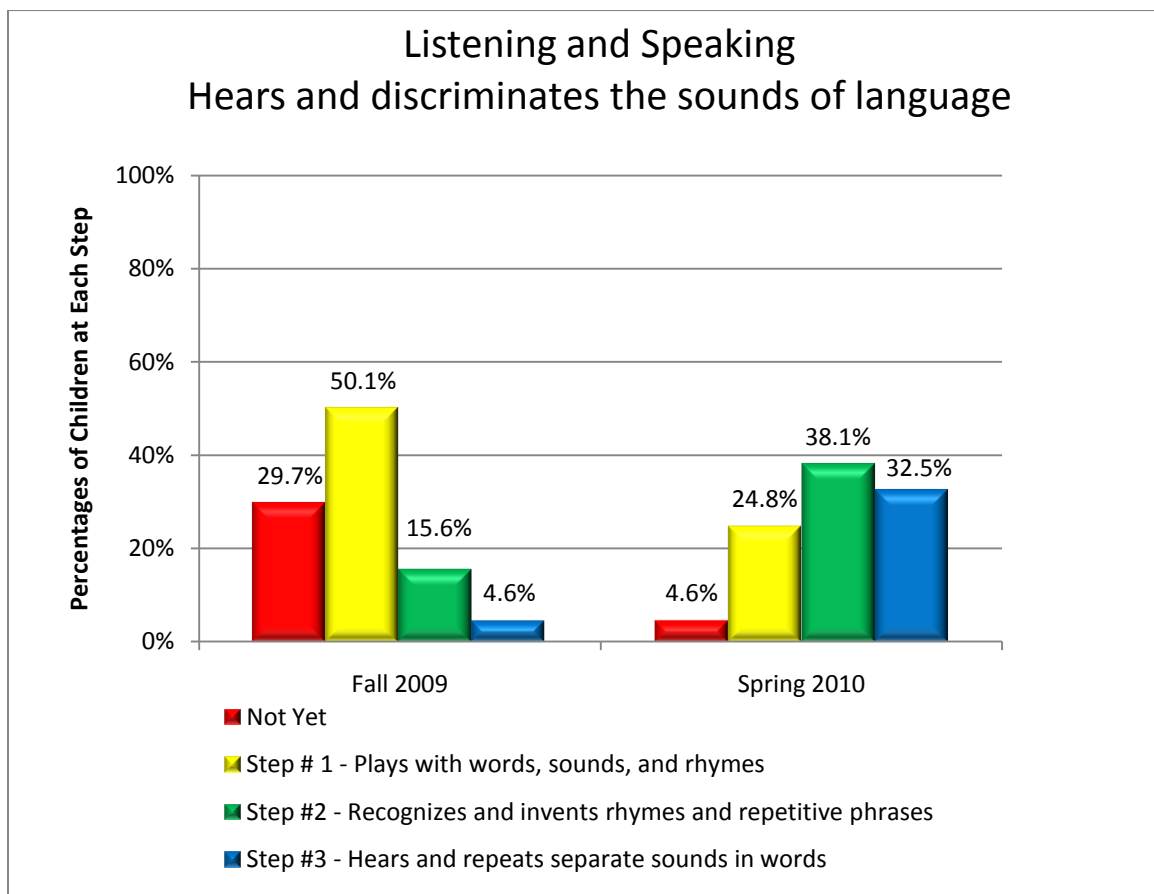


The skill of learning numbers and counting is a progression from imitating counting behavior to being able to accurately count objects to 10 and understand that the last number counted is the total.

- In fall of 2009, 49.2 percent of ECEAP children were at or above their developmental level in their ability to use numbers and count. By spring of 2010, 88.3 percent of ECEAP children demonstrated these skills.

LANGUAGE DEVELOPMENT

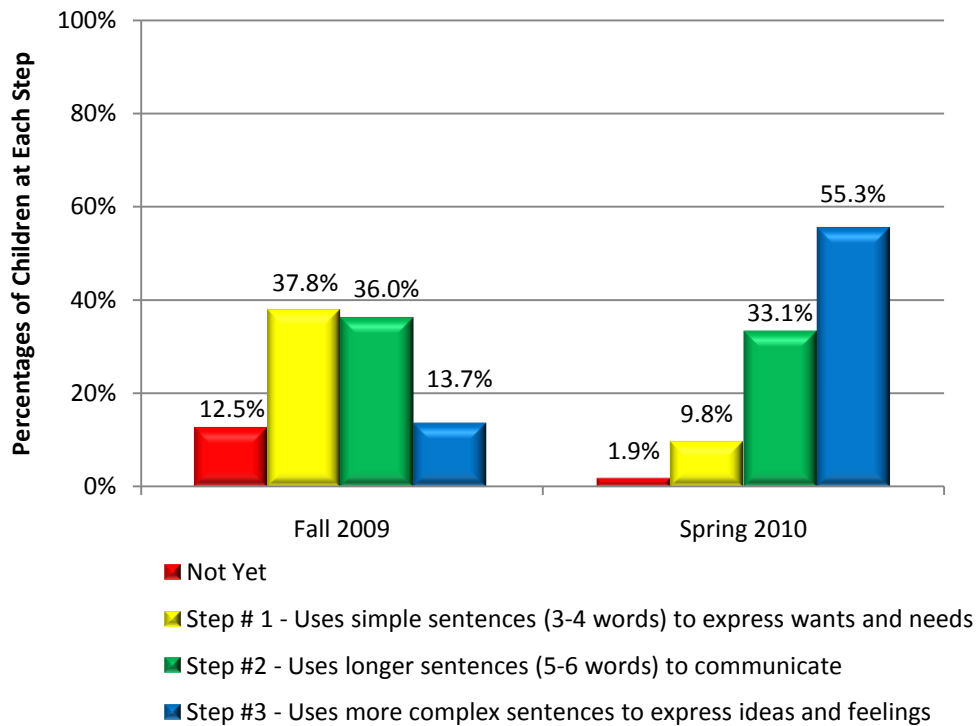
Language development includes not only auditory and oral language, but pre-literacy reading and writing skills. A solid foundation in language development in the early years will promote success in reading and writing in the future. During the years of birth through age 8, children are learning to read. From age 8 and beyond, children are reading to learn. *Connecting Content, Teaching and Learning, Teaching Strategies, Inc., 2002*



Phonological awareness is the child's ability to discriminate separate sounds in words and in rhymes.

- In fall of 2009, 20.2 percent of ECEAP children were at or above their developmental level in their ability to hear and discriminate sounds. By spring of 2010, 70.6 percent of ECEAP children demonstrated these skills. This represents an increase of 50.4 percent.

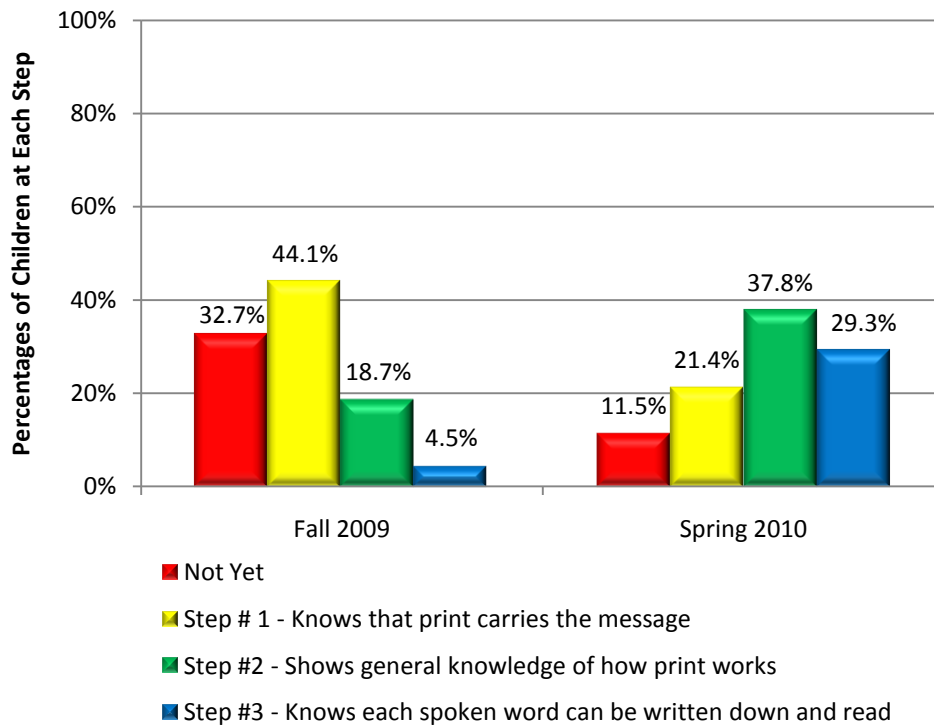
Listening and Speaking Expresses self using words and expanded sentences



Expressive language is the ability to use simple and then more complex sentences to communicate and express ideas and feelings.

- In fall of 2009, 49.7 percent of ECEAP children were at or above their developmental level in their ability to use expressive language. By spring of 2010, 88.4 percent of ECEAP children demonstrated these skills.

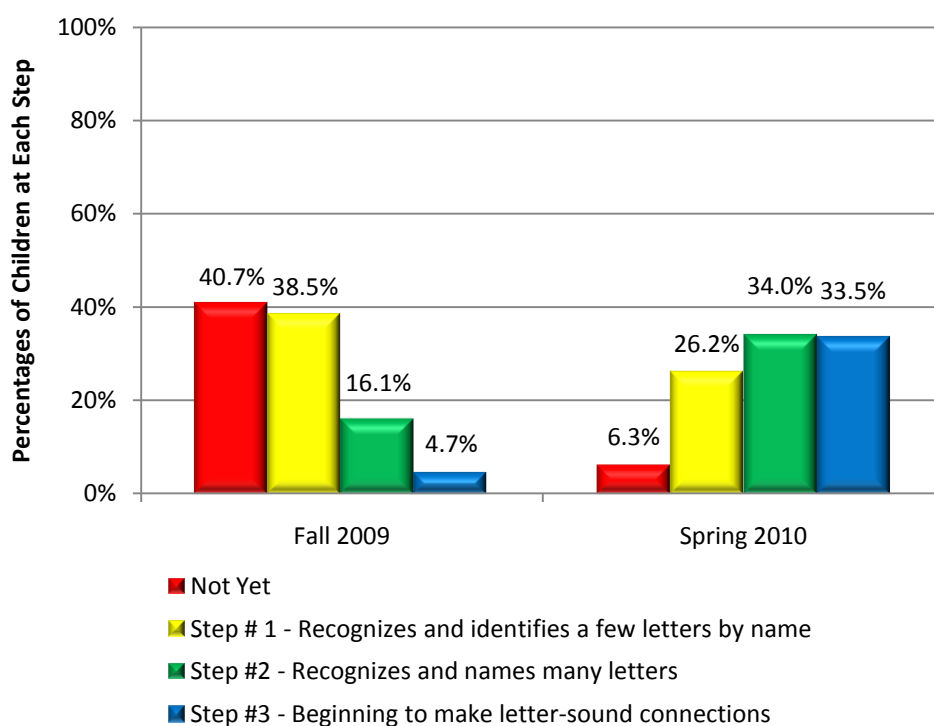
Listening and Speaking Demonstrates understanding of print concepts



Print awareness is a child's ability to understand that each spoken word can be written down and read.

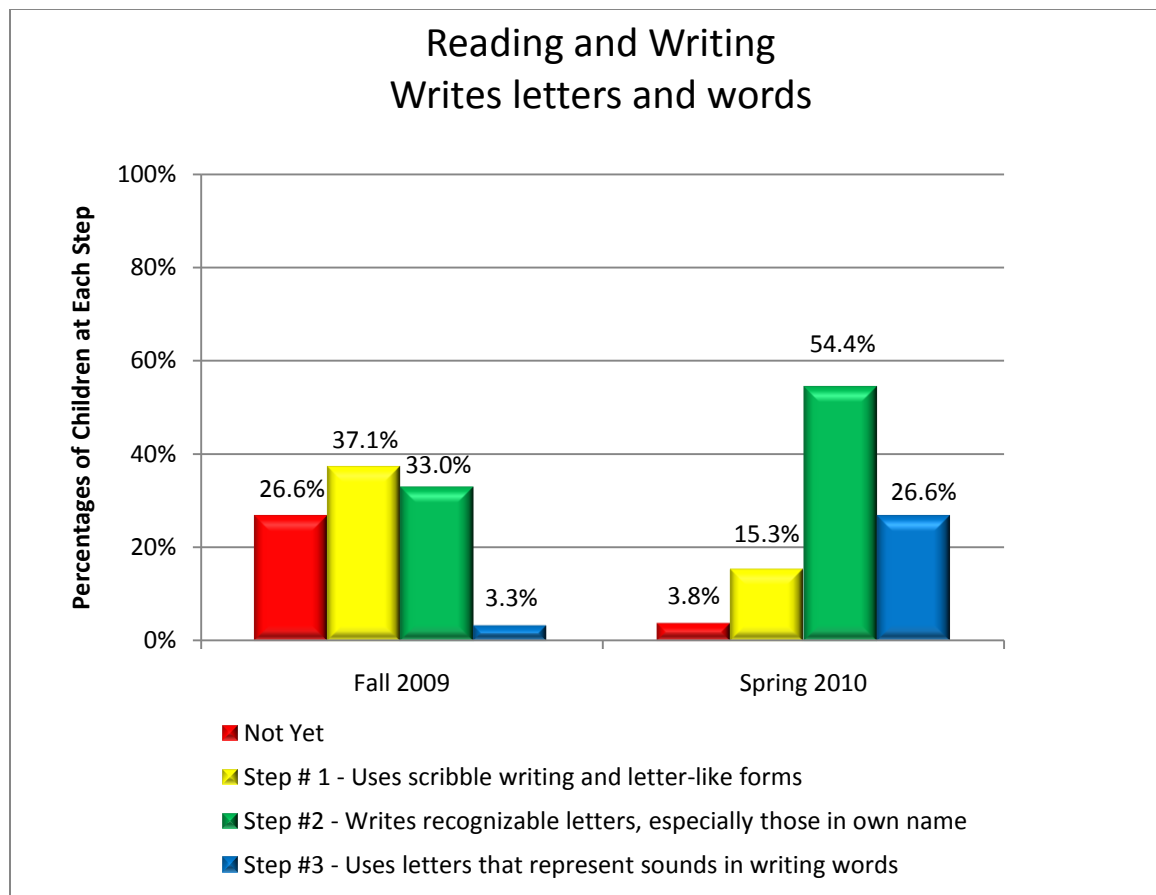
- In fall of 2009, 23.2 percent ECEAP children were at or above their developmental level in their ability to understand print concepts. By spring of 2010, 67.1 percent of ECEAP children demonstrated these skills.

Reading and Writing Demonstrates knowledge of the alphabet



Knowledge of the alphabet begins with recognizing and identifying a few letters by name and progresses to the child's ability to make letter-sound connections.

- In fall of 2009, 20.8 percent ECEAP children were at or above their developmental level in their alphabetic knowledge. By spring of 2010, 67.5 percent of ECEAP children demonstrated these skills.



Early writing begins with a child using scribble writing and then the ability to write recognizable letters, especially those in their own name. At the end of this continuum a child writes letters that represents sounds in writing words.

- In fall of 2009, 36.3 percent ECEAP children were at or above their developmental level in their ability to write letters and words. By spring of 2010, 80.9 percent of ECEAP children demonstrated these skills, an increase of 44.6 percent.



FAMILY OUTCOMES

ECEAP provides early learning experiences to children and also engages and supports their families. Families are invited to volunteer in the classroom, attend parent education sessions, participate in parent-teacher conferences, work with a family support specialist on family goals and develop leadership skills. Each family receives a minimum of three hours of one-on-one family support each year. ECEAP increases parent's knowledge, skills and abilities, which strengthens families in general and builds their capabilities to support their children in kindergarten and beyond.

In 2009-2010, DEL piloted a family outcomes project. ECEAP contractors interviewed approximately 1,900 families at the beginning and end of the school year. The families that participated in the pilot were demographically representative of all ECEAP families.

SUMMARY OF ECEAP FAMILY OUTCOMES

As measured by fall and spring parent/guardian interview. n = 1,900

	PERCENT OF PARENTS/FAMILIES WITH SKILL OR ATTRIBUTE	
	FALL 2009	SPRING 2010
Family knows community programs and services that are available to help their child and family.	59%	81%
Family is comfortable discussing their child's education and development with ECEAP staff and other professionals.	86%	96%
Family knows how to help their child develop and learn how to behave in a way they would like.	75%	90%
Family has trusted people to listen and talk with in times of problems and times of celebration.	78%	88%
Family has someone they can rely on when they need help, such as child care or a ride.	73%	84%
Family reads to child more than three times a week.	55%	71%

	PERCENT OF PARENTS/FAMILIES WITH SKILL OR ATTRIBUTE	
	FALL 2009	SPRING 2010
Family has a goal and a plan for reaching it.	61%	85%
Family reached a major goal in the last year.	12%	35%

END-OF-YEAR PARENT/GUARDIAN RATINGS OF ECEAP	SPRING 2010
ECEAP helped us know how to teach our child.	20% - good job 79% - excellent
ECEAP helped us become actively involved in our child's education.	19% - good job 80% - excellent
ECEAP included us in decisions about our child's education.	16% - good job 83% - excellent
ECEAP provided us with opportunities to learn from other parents.	33% - good job 62% - excellent
ECEAP helped us reach our family goals.	30% - good job 68% - excellent

What this means:

- National research indicates that five protective factors supported by ECEAP reduce the incidence of child abuse and neglect: 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)
- In the fall, 59 percent of ECEAP families stated that they know the community programs and services that are available to help their child and family. By spring, 81 percent state they have this knowledge.
- Families often meet with ECEAP staff and other professionals to discuss and plan for their children's education and development. In the fall, 86 percent of

families were comfortable discussing their child's education and development with ECEAP staff. In the spring, 96 percent of families expressed comfort with this activity. 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 know how to help their child develop and learn and how to behave in a way they would like. By spring, 90 percent of families state they have this knowledge.
- In the fall, 78 percent of families had someone to listen and talk with in times of problems and times of celebration. By spring, 88 percent of families had at least one "trusted friend."
- ECEAP family involvement and leadership development activities bring families together, creating an environment where relationships can form. This can help families build a mutual support network that strengthens the families. In the fall, 73 percent of families had someone to rely on when they needed help. By spring, this number had increased to 84 percent of families.
- 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.
- ECEAP family support staff work with each family to evaluate strengths and needs and access community resources. Staff partner with families to set and make progress towards family goals. In the fall, 61.1 percent of families either had a plan for reaching a goal or had reached a family goal during the last year. In the spring, this increased to 85.1 percent. In the fall only 12.2 percent of ECEAP families had reached a family goal during the last year; by spring, 35 percent had.
- Parents' end-of-year responses on page 32 show that 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 them with opportunities to learn from each other and helped them reach their goals.