



ECEAP SUMMER SERVICES 2021



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Washington State Department of
CHILDREN, YOUTH & FAMILIES

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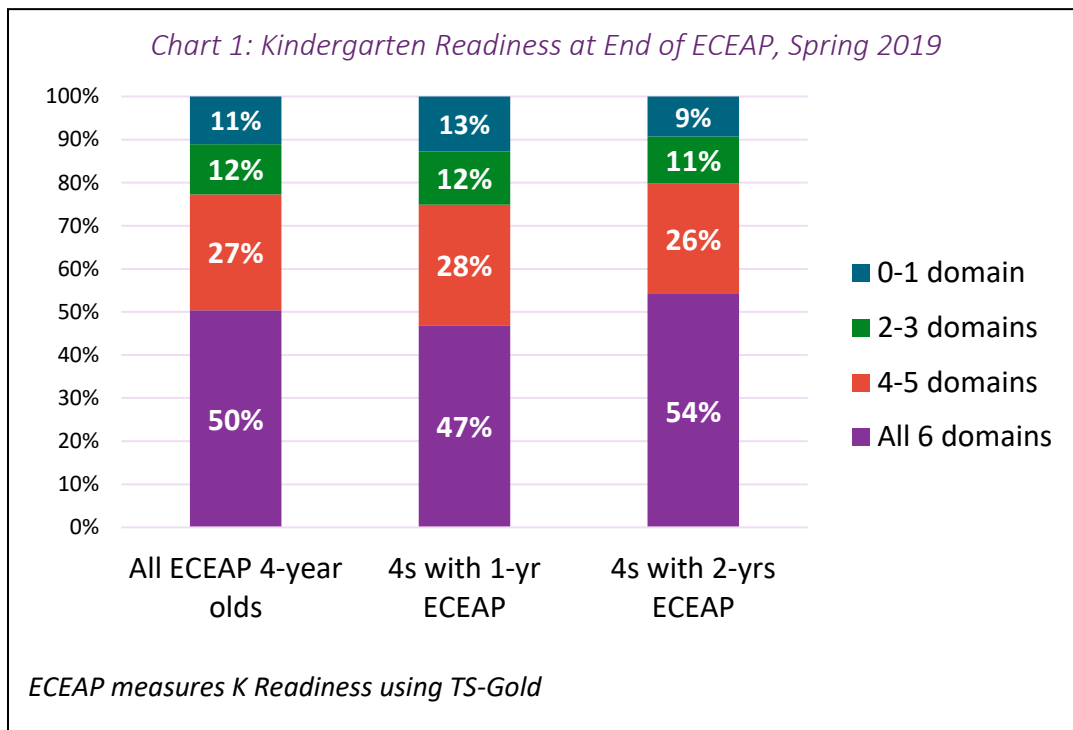
Introduction

In the summer of 2021, the Washington State Department of Children, Youth, and Families (DCYF) Early Childhood Education and Assistance Program (ECEAP) administered a summer program of ECEAP services. These summer services were in response to the needs and demands of families and children experiencing difficulties related to the ongoing COVID-19 pandemic.

This request and implementation of ECEAP Summer Services – while meant to be specific, critical support to children and families during the crisis of the pandemic – is built off of a myriad of studies, data sets, and research around increased dosage and summer learning being extremely beneficial for pre-kindergarten children.

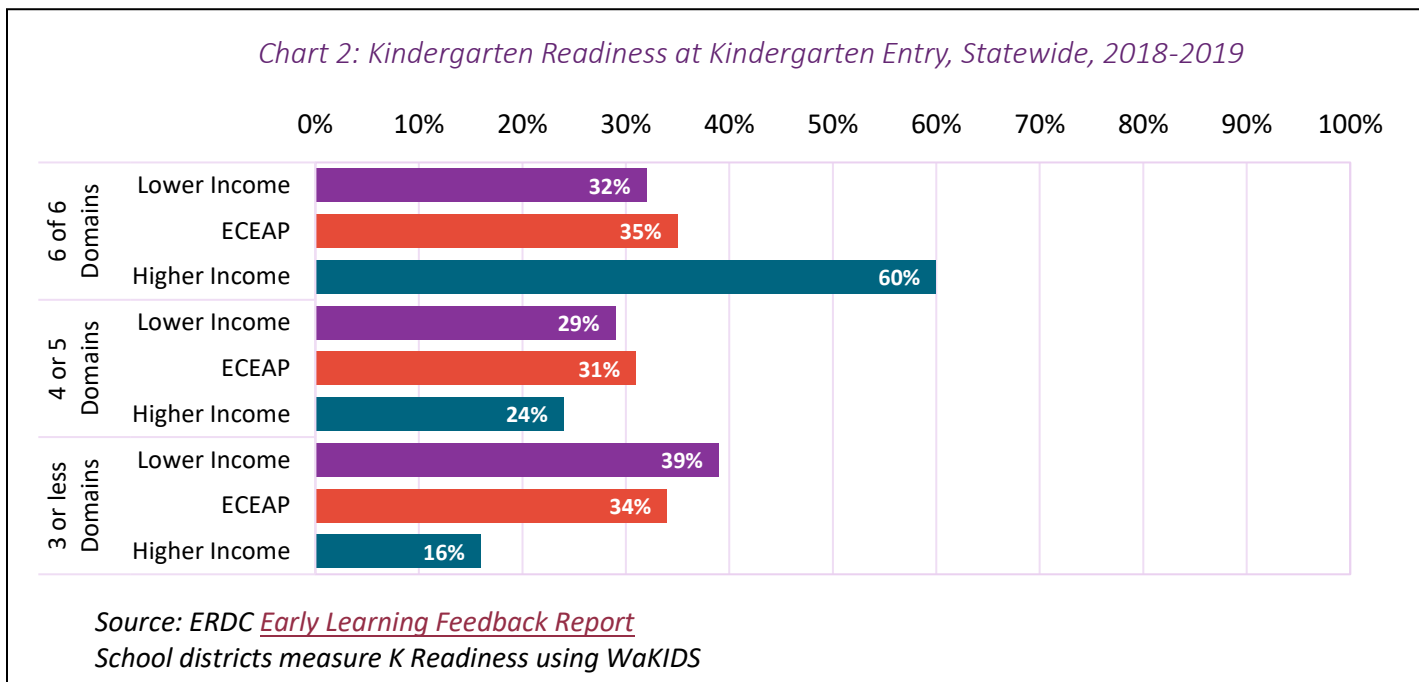
In a 2006 study from the National Institute for Early Education Research (NIEER), researchers found that for children who were in a 45-week, eight hours per day pre-k program, “the added hours of preschool education were substantially effective at closing the achievement gap between children [furthest from opportunity] and their more advantaged peers...[and that children] in the extended program continued to outperform children in the control group in follow up testing through the spring of first grade.”¹ While this research focuses on duration during the day, the outcomes it shows for children enrolled for just four more weeks and two more hours per day than their peers speaks to the potential benefits of summer and year-round programming for pre-k children, especially those enrolling in kindergarten in the fall.

DCYF’s data also points to the longer that a child experiences ECEAP pre-k, the better education and kindergarten readiness outcomes the child will have. See Chart 1 for data on how two years of pre-k increases children’s kindergarten readiness, noting that summer programming is currently limited to about 5% of ECEAP slots (Working Day Model).



¹ [Is More Better? The Effects of Full-Day vs. Half-Day Preschool on Early School Achievement](#) (PDF)

Chart 2 compares Kindergarten readiness for children in ECEAP to their lower-income and higher-income peers for the 2018-19 school year. The Lower Income group reported below includes children who qualify for free and reduced lunch which is up to 180% FPL. While this is the closest comparison group to ECEAP programming, it is still well above the 110% FPL qualifying level for ECEAP.



Funding provided enabled ECEAP contractors to offer the following types of services statewide:

- In-person classroom services
- Family support and partnership services
- Health supports related to barriers produced by the COVID-19 pandemic
- Food services
- Play and learn groups
- Activities and resources sent home to families

This report will highlight the use of these funds, including types of services, service locations, children served, and comprehensive services outcomes available to DCYF in the Early Learning Management System (ELMS) and linked data systems.

Woven throughout the report are narratives shared by ECEAP families and ECEAP contractor staff around both the impacts of ECEAP Summer Services and about innovative practices that ECEAP contractors were able to implement with children and families due to this funding and opportunity.

Characteristics of Providers

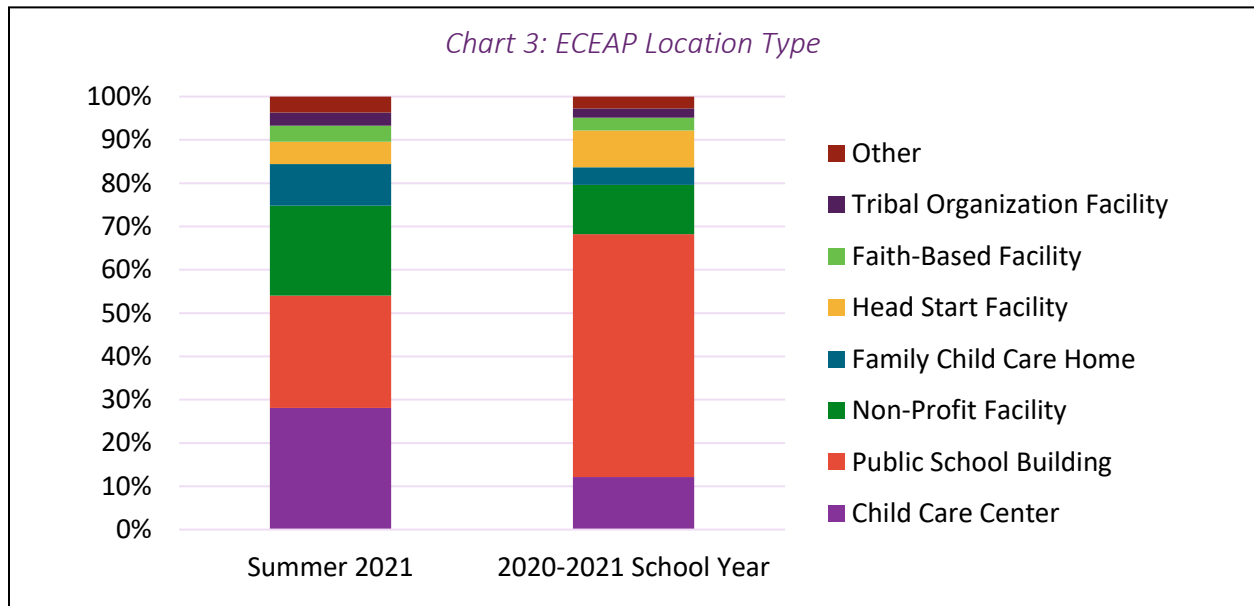
Site and Provider Types

Table 1 shows the types of providers that offered ECEAP Summer Services by type of location. The majority of providers in summer services were child care centers, followed by public schools and then nonprofit organizations.

Table 1: ECEAP Location Type, Summer 2021

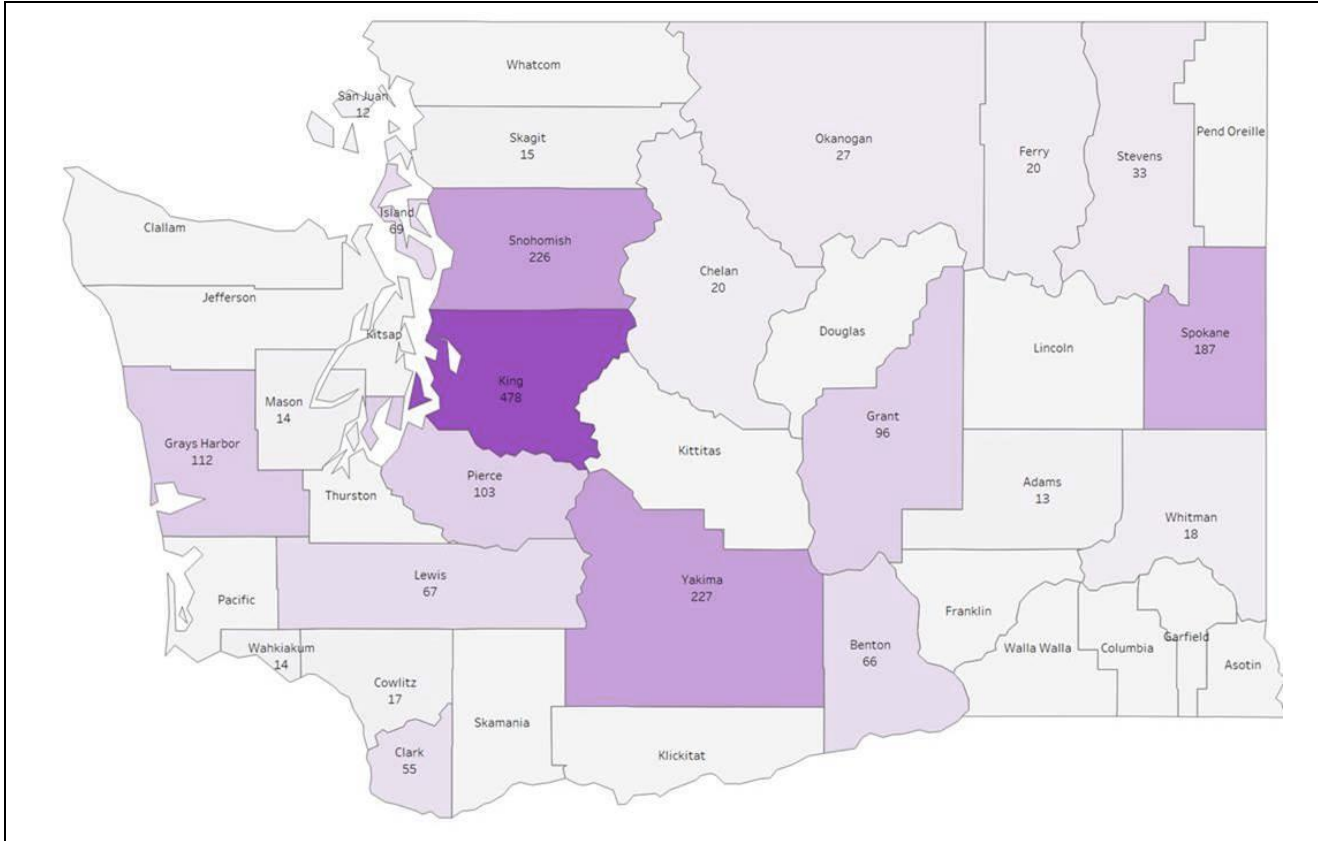
Facility Type	N Locations
Child Care Center	38
Public School Building	35
Non-Profit Facility	28
Family Child Care Home	13
Head Start Facility	7
Faith-Based Facility	5
Tribal Organization Facility	4
Other	7

Chart 3 shows the types of providers that offered ECEAP Summer Services as compared to typical ECEAP services. It is important to note that a higher percentage of child care centers chose to participate in ECEAP Summer Services as compared to the overall percentage during the year. In addition, a higher percentage of nonprofits participated in ECEAP Summer Services, whereas a lower percentage of school districts chose to participate in ECEAP Summer Services.



Provider Locations

The following map shows where children were served by county in 2021 ECEAP Summer Services. The top four counties with the highest participation rates are King, Snohomish, Yakima, and Spokane. This also correlates with higher populations and ECEAP contractors with larger and successful infrastructure.



ECEAP Summer Services gave some providers the opportunity to test out some services they haven't had before. In Yakima County, one school district ECEAP piloted a school-day model with select classrooms, when they always had part-day services before. They reported it was very successful. With new opportunities for children such as fun outdoor activities and longer play experiences, staff identified more growth in children's social-emotional skills, which are critical for success in school and life.

Child Demographics

Child Age

Chart 4 shows the percent of children who participated in ECEAP Summer Services in 2021 by age. A majority of children who participated in ECEAP Summer Services were going to be 5 years old on or before Aug. 31, 2021. Children who were 5 years old on Aug. 31, 2021, were eligible for kindergarten in the 2021-22 school year. This group formed the majority of children served by ECEAP Summer Services in 2021.

Chart 4: Children Receiving ECEAP Summer Services by Age as of Aug. 31, 2021

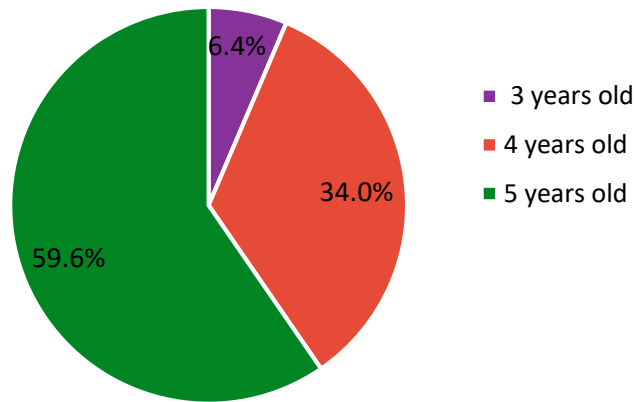
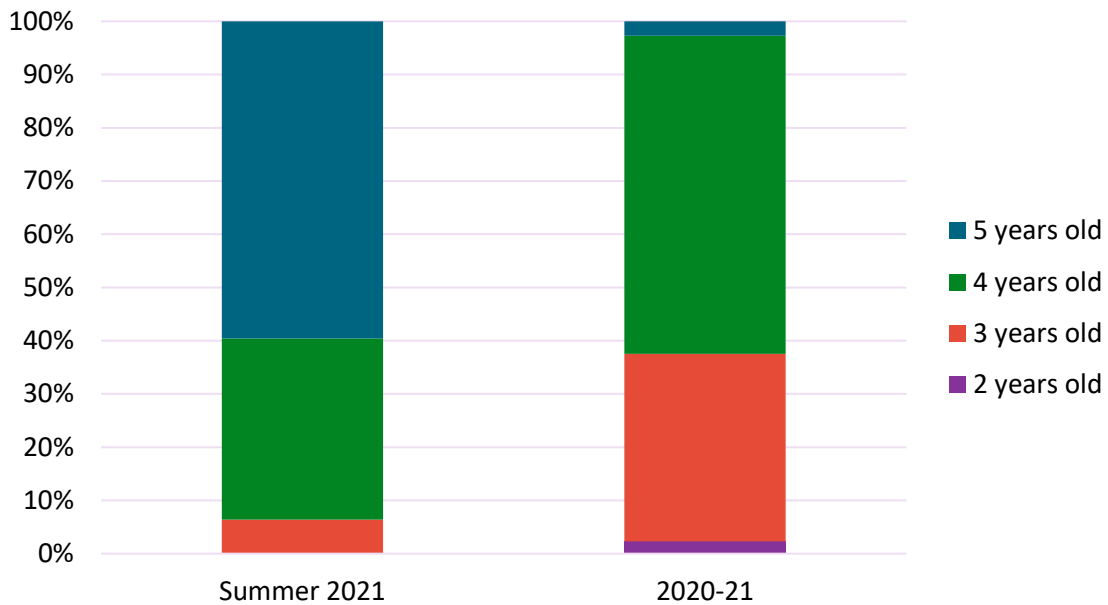


Chart 5 shows a comparison of children’s ages in typical ECEAP school year services versus ECEAP Summer services. In a typical school year, there are few 5-year-olds in the Working Day model summer slots, and the majority of children enrolled are 4 years old. This emphasizes even further that ECEAP contractors prioritized providing critical ECEAP summer services to children who needed additional support in getting ready for kindergarten.

Chart 5: Children Receiving ECEAP Summer Services by Age as of Aug. 31, 2021

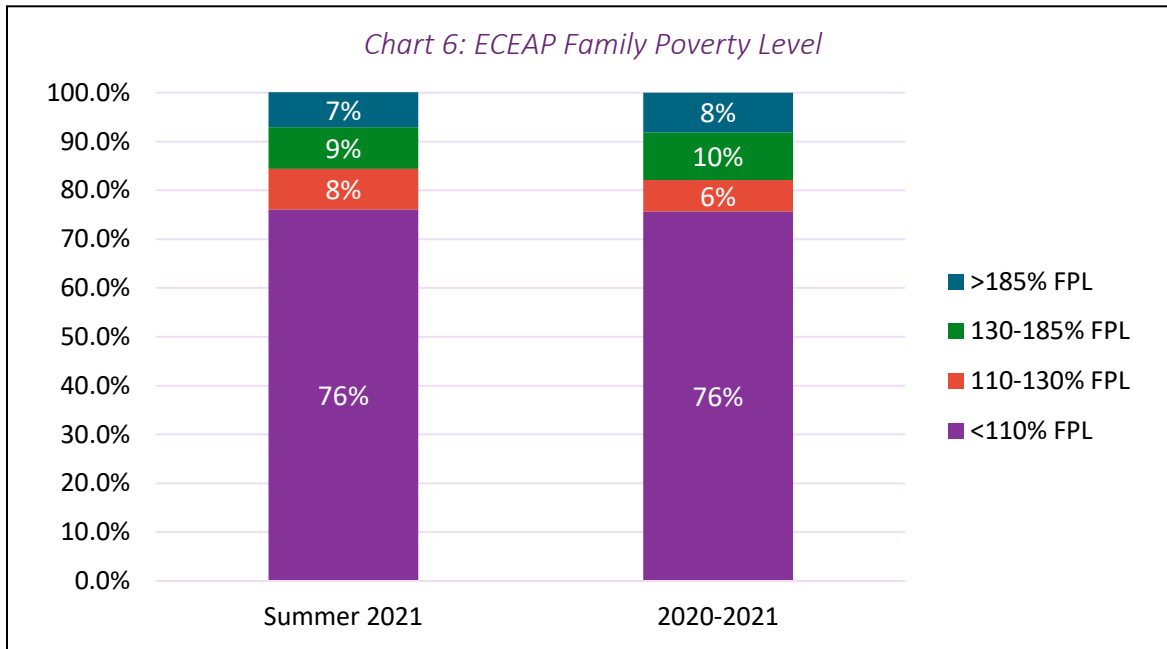


Overall, I believe the program was a success. Based on the feedback I received from parents, they were well satisfied with the summer program. They believe it helped students improve regardless of it being a short program. In the classroom, students showed progress by having daily routines. It also showed students recognize their duties in the classroom. It was great working with them over the summer. I did see a change in students in the classroom; those who were struggling in the spring improved over the summer, which we believe prepared them for kindergarten.

– ECEAP Contractor in the Tri-Cities Area

Family Income

Family income is an important factor in ECEAP enrollment. As seen in Chart 6, in ECEAP Summer Services, the family income of children (displayed by federal poverty level, or FPL) enrolled almost mirrors the percentages in a typical ECEAP year. It is also important to note that in the coming year, the families represented in orange will now be income-eligible for ECEAP with the changes in the [Fair Start for Kids Act](#).



I worked with a parent who was very shy. We got to talking, and I found out that she had just learned to drive and wanted to start working. Her family had just moved to the area, so she wasn't very familiar with job opportunities other than fieldwork that other people she knew told her about. She told me she had tried to apply at a warehouse in town but she did not know how to use a computer to apply through their online application system. I told her I could help her with that, and we scheduled a time for her to come into my office. We spent a couple of hours searching for jobs and filling out applications. Within two weeks, she called to tell me that she was about ready to give up and work in the fields when one of the jobs I helped her apply for called her to offer her a job. She was calling to thank me for helping her.

It was one of the most fulfilling moments I've had in helping someone.

– ECEAP Family Support Staff in Yakima County

Race and Ethnicity

Chart 7 describes child race and ethnicity data for children enrolled in ECEAP Summer Services. It is important to note that this data is exclusive, which means this data does not represent multi-faceted identity. In an exclusive reporting structure, only a single identity is counted. While this gives us important baseline information about who ECEAP serves, it is worth noting that it does not demonstrate the full diversity of the populations served by ECEAP programming. For example, when we use inclusive ethnic and race identity information we know that the AI/AN population served by ECEAP is almost doubled.

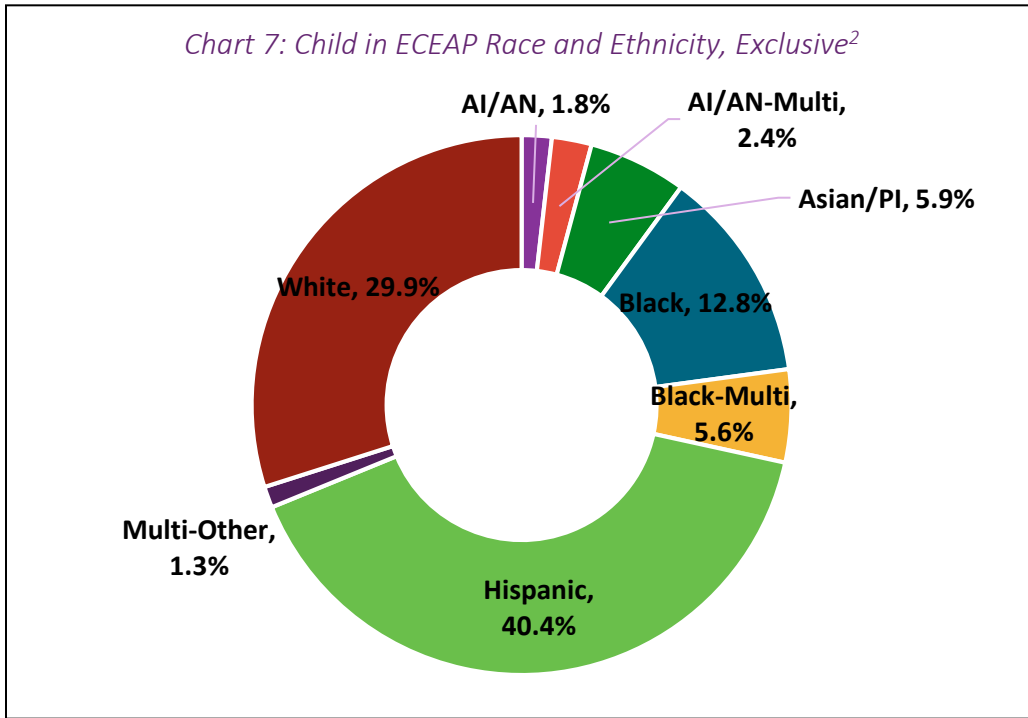
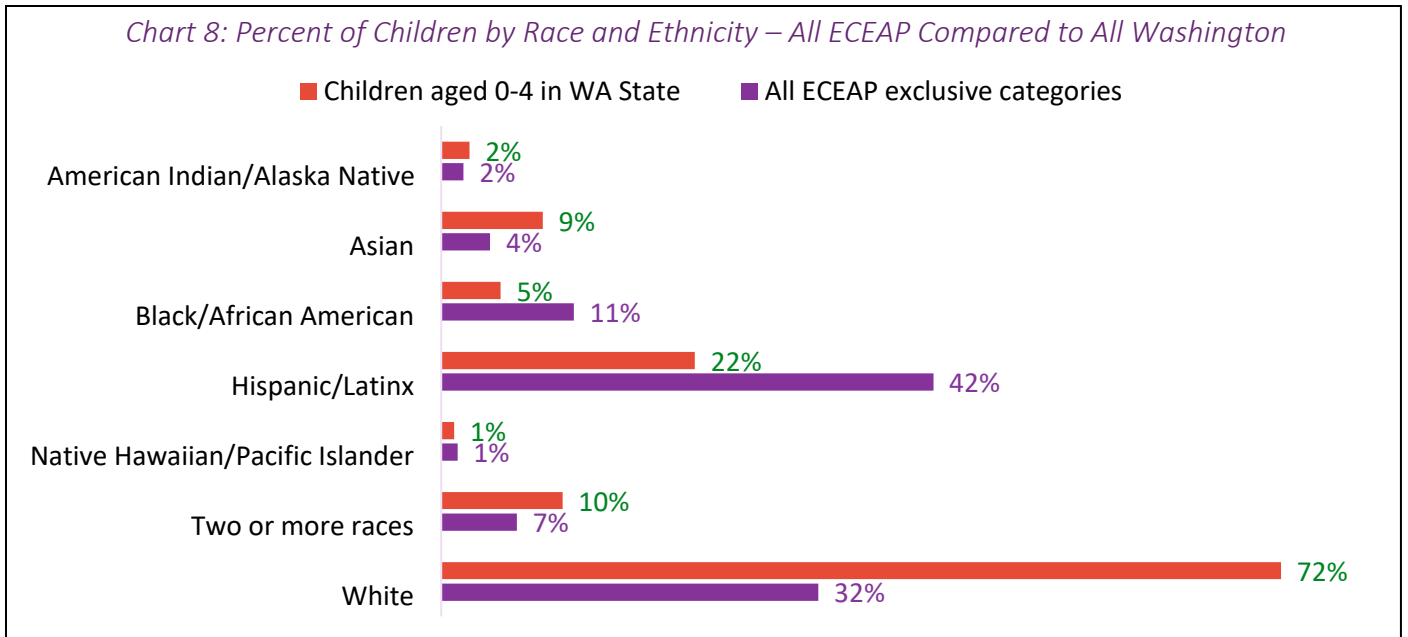


Chart 8 is the Race/Ethnicity of children who were enrolled in ECEAP in 2020-21 and the Race/Ethnicity of children aged 0-4 years old in Washington State. As you can see, there are slightly fewer white and Native Hawaiian/Pacific Islander children enrolled, and slightly more Black and Asian children enrolled, and about the same number of American Indian/Alaska Native and Hispanic children enrolled. Also, ECEAP enrolled more non-white children than white children in the school year and in the summer.

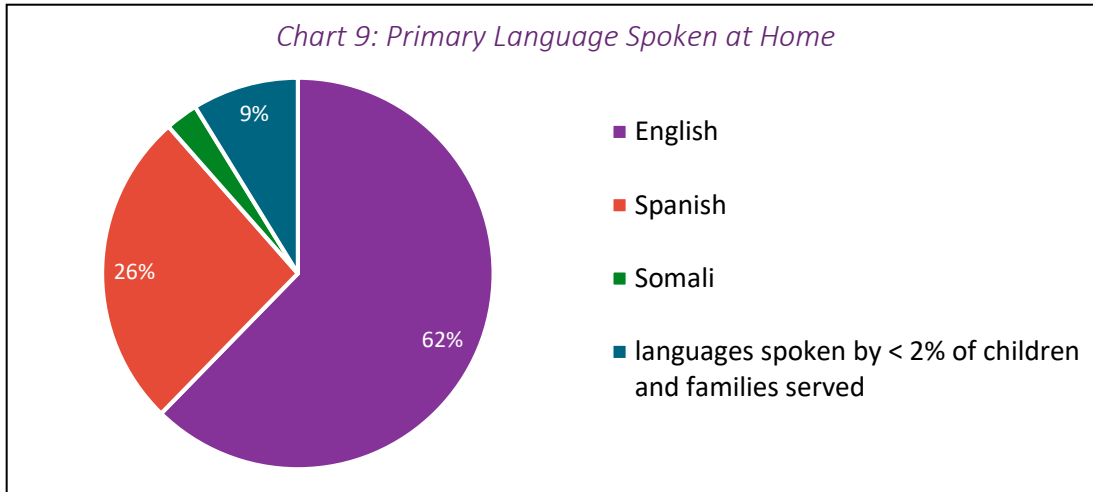


² This categorization, known as the WSRDAC/Modified (WSRDAC/M) standard, is based on the standard recommended by the Washington State Racial Disproportionality Advisory Committee (WSRDAC) in 2011 and modified by DCYF in 2020 to slightly change the definition of Hispanic (and Multiracial, Other). ([Source](#))

Primary Language

Chart 9 shows the breakdown of primary home languages spoken by children enrolled in ECEAP Summer Services. Overall, the percentages of languages spoken in the home are close to typical ECEAP enrollment. However, it is important to note that there is a lower percentage of English speakers represented in ECEAP Summer Services at 62%, versus:

- 66.3% during typical ECEAP services in 2020-21
- 68.6% during typical ECEAP services in 2019-20
- 68.2% during typical ECEAP services in 2018-19



The children ECEAP served by Summer Services speak 37 different languages. The languages not named in the graphic above are:

- | | | | |
|--------------|-----------------------|---------------|----------------------|
| • Chinese | • Burmese | • Marshallese | • Kurdish |
| • Amharic | • Ukrainian | • Bulgarian | • Laotian |
| • Arabic | • Dari | • Cambodia | • Mandarin |
| • Vietnamese | • Karen | • Cantonese | • Mandinka/
Wolof |
| • French | • Korean | • Cantonese | • Tigrinya |
| • Russian | • Other -
Mandinka | • Chuukese | • Turkish |
| • Oromo | • Tagalog | • Fulani | • Swahili |
| • Punjabi | • Farsi | • Hindi | |
| • Tigrinya | | • Kinyarwanda | |

Children with an Individualized Education Program (IEP)

Chart 10 describes the percentages of children in ECEAP Summer Services who are on an IEP for special education services. Chart 11 shows that these percentages mirror very closely the percentages of children who are on an IEP and attending typical ECEAP services during the school year.

Chart 10: Children on IEP Any Time During ECEAP Summer Services

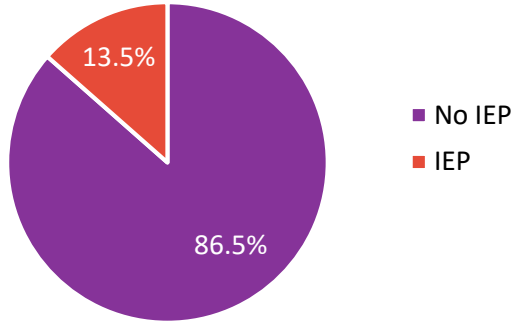
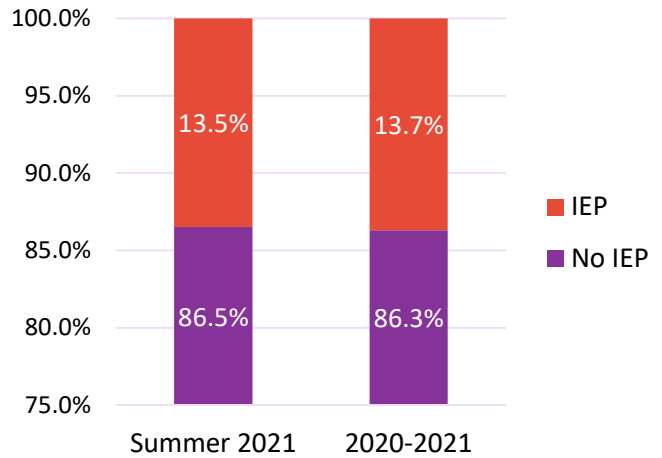


Chart 11: Children on IEP Any Time During ECEAP Services



Children and Families Experiencing Homelessness

Chart 12 shows the number of children experiencing homelessness at the time of enrollment in ECEAP Summer Services in purple, with the orange representing children who had experienced homelessness sometime within the last year before enrollment. In total, 178 children and families served in ECEAP Summer Services have experienced homelessness recently.

Chart 12: Children Experiencing Homelessness

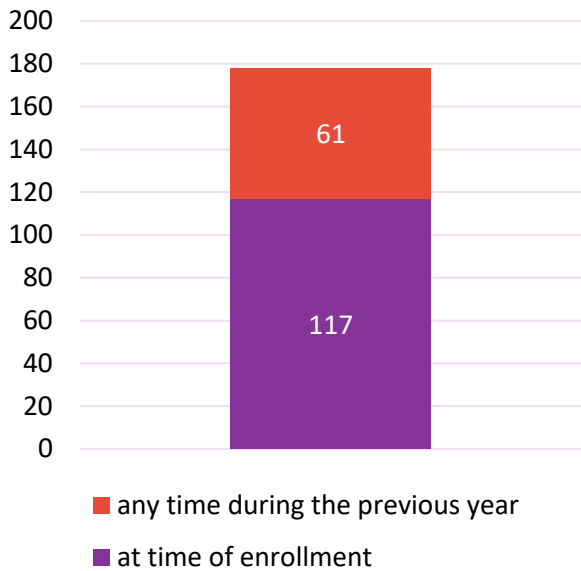
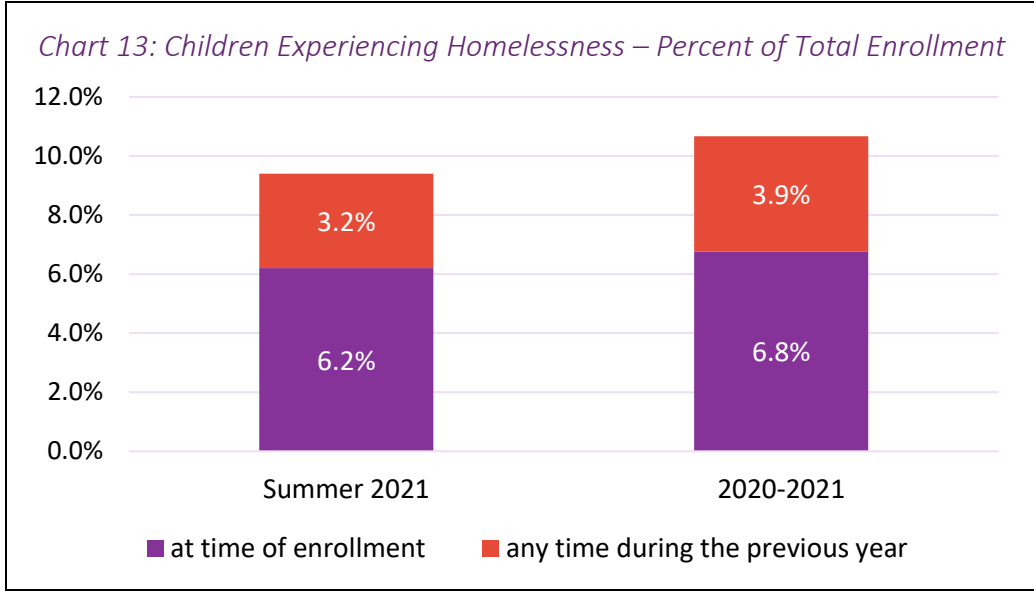


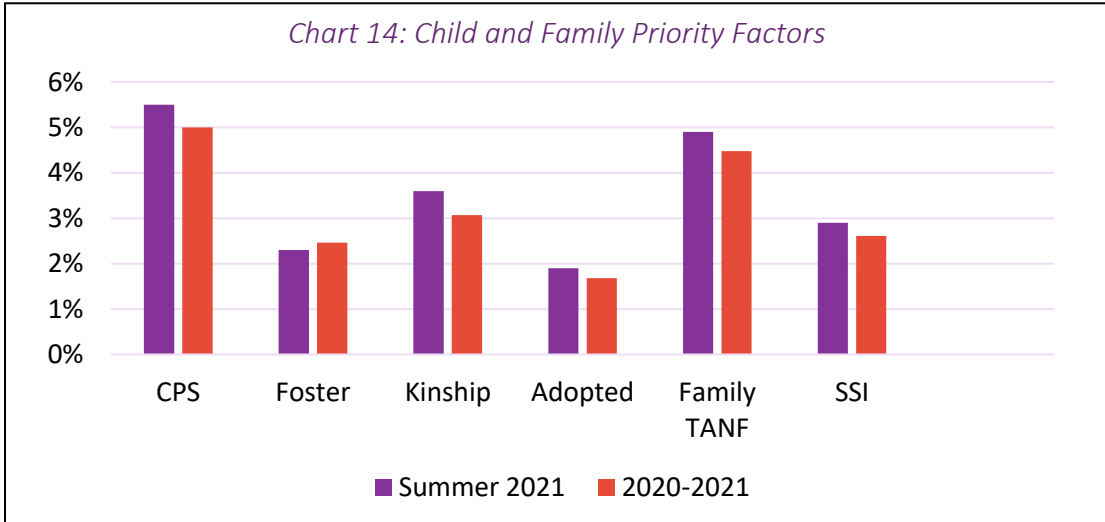
Chart 13 compares the percent of children enrolled in ECEAP Summer Services versus typical ECEAP who recently experienced homelessness. Overall, the enrollment percent of ECEAP Summer Services is close to typical ECEAP services.



One ECEAP contractor in King County reported that they were able to provide critical services to families with this funding opportunity. They reported that all summer families were given tablets enabled with internet for easy communication and participation and that they provided weekly in-person playgroups for families.

Additional Priority Factors

Chart 14 shows some of the child and family priority factors upon enrollment. Priority factors give children and families higher points in the enrollment process, and therefore help them be enrolled with higher priority before other families due to these factors. These are only some of the factors asked during the enrollment process. Many other families struggle with issues such as food insecurity, domestic violence, and many others. As you can see in the chart, children participating in ECEAP Summer Services had overall higher priority factors than those in typical ECEAP services.



An ECEAP contractor covering different counties in Central Washington shared that they planted a community garden specifically for summer ECEAP services. The produce grown will be donated to families based on their requests. They also completed a food drive with a local food bank in August specifically for summer ECEAP families.



Child and Family Services Data

Child Assessment

Child assessment is a crucial piece to the ECEAP quality assurance and continuous quality improvement cycle. With this typically year-round data, DCYF ECEAP can see where children are in their skills and knowledge in six different domains:

1. Social-emotional
2. Physical
3. Language
4. Cognitive
5. Literacy
6. Math

ECEAP classroom staff use four checkpoints to assess where children are in their growth in these six areas at each point:

1. In the fall, when they first enter ECEAP
2. In the winter, mid-way through
3. In the spring, just before exiting ECEAP services that end around or in June
4. At the end of the summer for year-round services

Child assessment in ECEAP is observational, where teachers gather observational data on children that helps to tell the story of where children are at for their age in their growth in the domains named above.

For ECEAP Summer Services, taking observational data and administering a checkpoint was critical to understanding where children were in their growth during a moment in a time heavily affected by almost a year and a half of the COVID-19 pandemic. It helped teachers understand what support individual children needed going into kindergarten or a year of ECEAP. It also gave teachers a more global picture of where to focus key skill and knowledge building in classrooms both during ECEAP Summer Services and as a preview to serving children in ECEAP in the fall.

ECEAP Summer Services Child Assessment data saw the following numbers of checkpoints administered and the percentages of children assessed in all domains:

- 1,767 checkpoints administered, which is 93.5% of all summer-enrolled children
- 1,673 children were assessed on all six domains, which is:
 - 94.7% of all the checkpoints administered
 - 86.1% of all enrolled children

This data tells us that overwhelmingly, despite the quickness in which these services were implemented, teachers were able to grasp a quick picture of children's strengths and areas of growth over the summer and individualize their teaching and classroom experiences to meet those needs.

Many ECEAP contractors that provided ECEAP Summer Services reported an increase in the need for social-emotional skill building, which children lacked during non-traditional remote services or the unavailability of services due to COVID-19 exposures and cases. As the Boston Pre-K study³ recently shows, social-emotional skill building is the foundation of skill needed for children to learn other skills more aptly. If a child does not know how to follow directions, they will have difficulty learning how to write their name. When children's interactions in the classroom are positive, they are more likely to have positive short and long-term outcomes in school and life.



An ECEAP contractor in Snohomish County shared that one of their sites offered a majority of their ECEAP Summer Services program outside, which is not what is offered during the school year.

Site staff created outside learning stations, a large covered area for arts, went on many nature walks and bike rides on bike tracks, and provided outdoor sensory stations for child exploration.

They report that children who usually had a hard time interacting with others inside were thriving.

Inter-Rater Reliability (IRR) and Professional Development

IRR certification is an assessment of user accuracy against Teaching Strategies master raters in the domains of child assessment. Teaching Strategies developed IRR certification to increase the accuracy and consistency of individual judgments, improve planning for individual children by helping users assess children accurately, and identify professional development needs using data collected during the certification process. ECEAP requires that teachers complete IRR training within six months of their date of hire and every three years thereafter to more accurately assess children's growth and needs in ECEAP.

In ECEAP Summer Services programming:

- 184 of 198 (92.9%) of teachers were IRR certified
- 14 teachers were in progress of IRR certification

Throughout the summer months, a total of 78 courses were accessed for education-related online professional development. ECEAP Summer Services funding enabled staff to continue or start their

³ [The Long-Term Effects of Universal Preschool in Boston](#) (PDF)

professional development toward quality improvement in their teaching and classrooms. Many ECEAP contractors do not have the time or budget to offer ECEAP staff this opportunity during the summers of the typical ECEAP year.

Mobility Mentoring® Family Partnership Approach

Mobility Mentoring® is a family engagement approach that uses coaching methods grounded in the latest brain science. It aims to overcome the extreme stresses of poverty by improving focus, planning, and decision-making and helping people set and achieve future-oriented goals. For more information on implementing this family partnership approach in ECEAP, please read [ECEAP Mobility Mentoring®: A Snapshot](#).

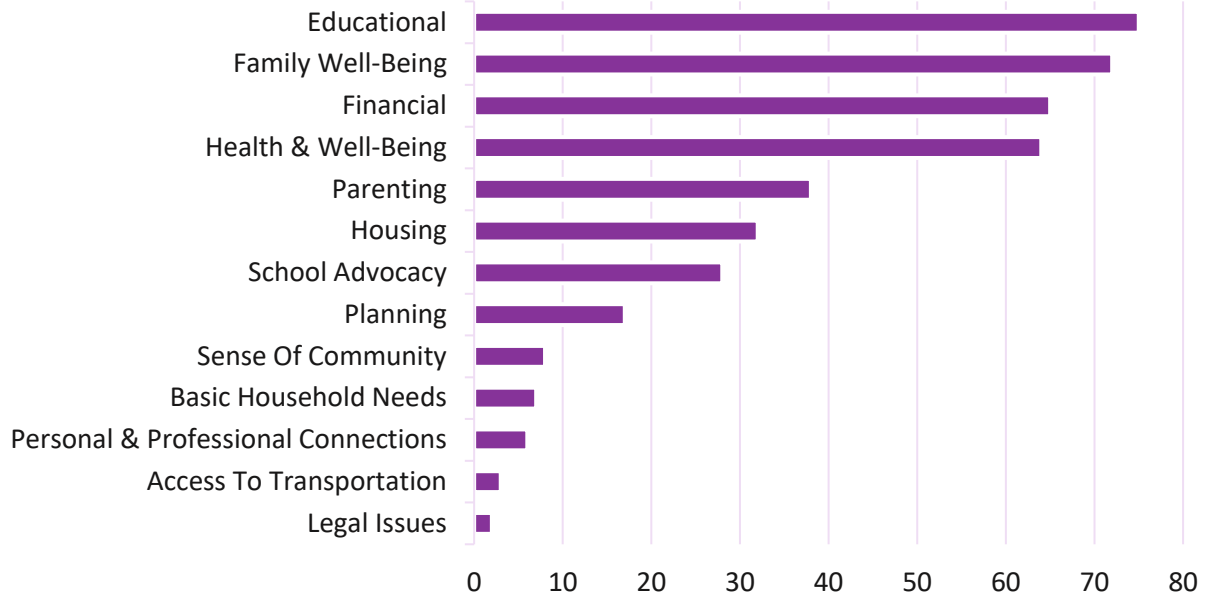
In ECEAP Summer Services, family engagement was critical to supporting families in a continued time of crisis during the pandemic. Families were losing jobs, struggling to find new jobs, worried about paying for utilities and maintaining housing, trying to make financial ends meet despite some assistance from COVID-19 relief legislation, and many more challenges during this unprecedented time. ECEAP family support staff provided resources, referrals, connections, and coaching that helped many families cope and make plans for the future.

An ECEAP Director at a Yakima County contractor reports: All 40 families were added to a "class" on Class Dojo and have used that both to send mass communications as well as individual private messages. This has been a good way for even the least tech-savvy parents to get a hold of staff when they are not in the office. Staff get a notification and can send a quick reply. In addition, we developed a "storeroom" filled with resources for families (such as books, clothes, nonperishable foods, household items). It has been one of the most beneficial, convenient, and overall useful resources has been provided. Some parents were difficult to get scheduled for a visit, so staff would let them know about the storeroom and it was an incentive to come in and complete their visit. For the parents who accessed these resources, they repeatedly let ECEAP staff know how grateful they were and how badly they needed some of the things available there.



Chart 15 describes the types of goals families set through coaching and support in the Mobility Mentoring® approach over the summer. The highest counts of goals were in the educational, family well-being, financial, and health and well-being categories. It is also important to note that key focus categories for families in the pandemic were parenting and housing and being an advocate for what their child needed at school.

Chart 15: Count of Goals Set by Children in ECEAP – June 1, 2021, and Aug. 27, 2021



Another ECEAP contractor in Yakima County shared how ECEAP Summer Services impacted families in their community: The families that I have spoken or met with have had positive responses to our program's outreach. One parent shared with me that she was thankful for our program because it made her aware of how important setting goals can be. She was more purposeful about saving money to make her life better for her and her two children. Another family I have been working with has been struggling since last year. I have been checking in with the mom periodically and have provided whatever we have had available as far as resources go. This opportunity helped many of our families and made a big impact on building our relationships.

ECEAP SUMMER SERVICES 2021

Families set all different goals in ECEAP Summer Services, ranging from focus areas on healthy lifestyle to finances, education for parents, and more. Below are some examples of goals set by families this summer:



In addition to these services provided to families, 39 staff completed Mobility Mentoring® Foundational training during the summer months. As with education-related professional development, many ECEAP contractors do not have the time or budget to offer ECEAP staff this opportunity during the summers of a typical ECEAP year. ECEAP Summer Services provided staff working with families the ability to train on this critical coaching approach to better support them throughout the summer and the upcoming ECEAP year.

Fiscal Reporting

Overview

For ECEAP Summer Services, DCYF ECEAP was awarded \$3,903,609.33. The funding period was June through September 2021. Table 2 is a high-level overview of how funds were budgeted versus funds expended for ECEAP Summer Services:

Table 2: ECEAP Summer Services Funds Budgeted Versus Funds Expended	
Budget	Amount
Amount Budgeted for June	\$462,016
Amount Budgeted for July, August, and September	\$3,148,660.45
Total Amount Budgeted for All Contracts	\$3,610,676.45
Administrative Funding	\$292,932.88
Total Funding	\$3,903,609.33
Contracted	Contracts
Amount Paid Out in June	\$231,197.77
Amount Paid Out in July, August, and September	\$3,049,617.36
Total Paid Out	\$3,280,815.13
Underspend in Contracts (Budgeted – Paid)	\$329,861.32
Underspend Before Expenses (Admin + Contracts Underspend)	\$622,794.20
Expense – Online Professional Development	\$134,840.98
Total Underspend	\$487,953.22

In June 2021, ECEAP paid \$231,197.77 out of the budgeted \$462,016, leaving \$230,818 in underspend for FY21. For June, ECEAP had three contractors who originally reported their ability to provide summer services but could not implement services in June. For FY22, beginning in July 2021, ECEAP shows an underspend of \$99,043.09 in contracted services. This underspend is also due to fluctuations in the number of children contractors anticipated serving. When adding the June underspend to the July, August, and September underspend, the total underspend for contracted services is \$329,861.32.

As part of ECEAP Summer Services, ECEAP received funding to support administrative activities. ECEAP was able to use a portion of that funding to purchase online professional development licenses for ECEAP contractors. The licenses provide 200 hours of online professional development for Early Childhood Education teachers who can access the platform virtually. These licenses will be used by all ECEAP teachers for FY22, not just for those contractors who participated in ECEAP Summer Services. Once those expenses were accounted for, ECEAP anticipates \$487,953.22 in unspent funds.

The Impact of Summer ECEAP Services for One Family

One of the most impactful stories of ECEAP Summer Services comes from a parent in Island County whose child had the opportunity to participate in both school year ECEAP and Summer Services:

My 4-year-old is currently in ECEAP, and it has helped her thrive! When she was 1, she developed a heart condition, and we have been managing that ever since. Her doctors told us she might have delays in socializing and learning. She has spent every day with me, and child care has been impossible to find due to her condition, so we expected school would be a tough transition.

ECEAP has not only helped her but has made her blossom. She started ECEAP in 2020, during the pandemic, so classes were on Zoom. She was shy on the bi-weekly pick-ups, hiding behind me, not speaking to the teachers, or begging for me to carry her so she could hide. She was more vocal and interactive on Zoom than in person, but as the year went on, she slowly warmed up to her teachers and would start talking with them. The year ended, and she was already more social than I even hoped for!

The staff then told me there might be a summer school option, and I signed her up immediately! Summer school ended up being in-person for three hours with the same teachers from Zoom. I picked her up her first day, and she was thrilled! She couldn't wait to go back, she made friends, and she loved getting to play with her teachers. The days there was no school, she was asking when she could go back. I was blown away!

ECEAP summer school truly changed our lives. Along with that, it helped my daughter prove her doctors wrong. She is one of the most social children and is extremely intelligent. There are no signs of delay in learning or socialization, and I owe a lot of that to ECEAP and the amazing staff. I could rave about ECEAP and the Summer School program! Summer School was our first jump to in-person schooling, and without that, I wouldn't have seen my daughter blow away the expectations of her condition.

Thanks to ECEAP, I have no doubts she will be ready for kindergarten next year!