

2024 Early Learning Annual Report

The mission of Human Services is to help all persons meet their basic needs and develop their potential by providing timely, effective human services and building community.



2024 Early Learning Annual Report



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This Annual Report was published and distributed in March 2025 to:

- ◆ Our funders and community partners
- ◆ Snohomish County Executive Office and Snohomish County Council
- ◆ Governing Boards for Snohomish County Early Head Start, Early Support for Infants and Toddlers, and Early Childhood Education and Assistance Program

A copy of the Annual Report is available to the public at:
<https://www.snohomishcountywa.gov/542/Newsletters-Media-Press>

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In Gratitude

Snohomish County expresses profound gratitude to our generous funders for their commitment, and to our dedicated providers who partner with us. Their work behind the scenes and on the front lines of service to support those in need to realize their fullest potential, is the embodiment of the Snohomish County mission.

OUR FUNDERS



Federal Office of Head Start



Washington State
Department of Children, Youth & Families

Washington State
Department of Children, Youth & Families



Washington State
Department of Social and Health Services
Developmental Disabilities Administration

OUR PARTNERS AND PROVIDERS

Arlington School District
ChildStrive
Community Resource Center of Stanwood Camano
Darrington School District
Discovery Place Preschool
Edmonds School District
Everett Community College
Everett Public Schools
Evergreen Recovery Centers
Granite Falls School District
Hearing, Speech and Deaf Center
Index School District
Josephine Caring Community
Julie Shevlin RND, CD
Kinderling
Lake Stevens School District
Lakewood School District
Listen and Talk
Marysville School District
Monroe School District
Mukilteo School District
Northshore School District
Northwest School for Deaf and Hard-of-Hearing Children
Puget Sound Counseling and Autism Services
Providence Children's Center
Providence Everett Medical Center
Sauk-Suiattle Indian Tribe
Sherwood Community Services
Smokey Point Day Care and Early Learning Center
Snohomish School District
Stanwood-Camano School District
Sultan School District
Vesta Nutrition, LLC
Volunteers of America Western Washington
Within Reach
Wonderland Children and Family Services



Early Head Start

About Us

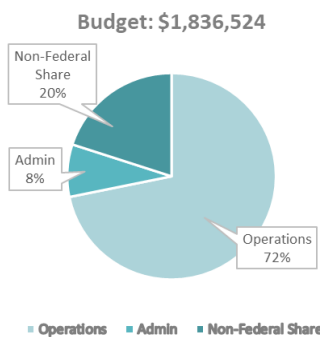
Snohomish County Early Head Start (SC EHS) is funded by the U.S. Department of Health and Human Services-Administration of Children and Families-Office of Head Start. SC EHS provides home-based services to families with children birth to three, and pregnant women. Weekly home visits include early learning and development, health, and family well-being with a focus on the parent-child relationship. In 2024 we served:

- 124 families with an average enrollment of 82
- 15 pregnant women

We were able to serve 92% of eligible families who applied to SC EHS.



Financial Profile



Operations	\$1,318,355
Administration	\$150,864
Non-Federal Share	\$367,305



ADDITIONAL FUNDS AWARDS

SC EHS was awarded a Carryover Request for unspent funds from Fiscal Year 2022. These funds were added to the 2024 Budget to cover program consultation and planning, purchase of client database software/subscription, and two lead positions for continuous quality improvement: **\$183,090**

The most recent Federal Control Audit found no deficiencies or instances of non-compliance.

Developmental Outcomes

SC EHS's School Readiness Goals are aligned with the Washington State Early Learning and Development Guidelines and the Head Start Early Learning Outcomes Framework (ELOF). The ELOF is grounded in research about what young children should know and be able to do to succeed in school, describing children's progress across key areas of learning and development, and specific learning outcomes in each area. The five domains of development include: *Approaches to Learning, Social and Emotional, Language and Literacy, Cognition, and Physical.*

SC EHS approaches infant and toddler school readiness from a holistic and relationship-based foundation with families, supporting parents as their child's primary teacher, advocate, and nurturer. Families are introduced to the importance of school readiness at enrollment and are supported by Infant-Toddler Specialists to identify developmentally appropriate goals for their child and to engage in activities and interactions with their child to promote their development.

SC EHS uses the Desired Results Developmental Profile (DRDP) as an assessment tool to measure children's developmental progress. The DRDP aligns with the ELOF and is based on ongoing observations of children by families and staff. DRDP data is used by families and staff to celebrate progress, identify next steps, and indicate further evaluation if needed. Aggregate data is used by SC EHS to inform program planning and staff professional development needs, and to demonstrate program outcomes.

At weekly home visits, Infant-Toddler Specialists use the research-based *BabyTalk* curriculum which is focused on family-child interactions and engaging families in their child's learning.

Early Head Start

(Developmental Outcomes cont.)

DRDP data informs planning for individual home visits, family-child interactions and group socializations. Outcome data for children enrolled in SC EHS for all assessments in 2024:

Domain	Percentage of Children Demonstrating Growth
Approaches to Learning/Self-Regulation	93%
Social and Emotional	93%
Language and Literacy	100%
Cognition, Including Math and Science	93%
Physical/Health	85%

Health Outcomes

Medical Exams Completed: 94% Dental Exams Completed: 83%

Family Engagement

SC EHS prioritizes:

- ◇ Mental health and well-being of parents.
- ◇ Opportunities for engagement through parent meetings, policy council participation, professional training, and twice-monthly playgroups for their children.
- ◇ Parents/caregivers taking a leading role in planning and implementing enriching learning experiences with their children.
- ◇ Motivating parents/caregivers to advocate strongly for their child's health and developmental needs.
- ◇ Encouraging and equipping families to access essential early intervention services.

Families Speak

Below are quotes from parents who participated in our most recent family survey:

EHS gave me the skills to manage my own emotions so I could best support my children in a positive way.

Because of EHS I feel emotionally at ease and prepared for the transition, because I was given tools. I feel informed and confident.

The program helped me by sharing child development information and knowledge to improve their skills.

We learned how to have positive and open communication to work together as a team in parenting.

EHS helped me to find the path that was meant for our family. My son is enrolled in preschool, and I am in college classes because of the support we received. Thank you!

EHS is culturally responsive, respectful, individualized and my child enjoyed the activities offered and liked to practice the skills.



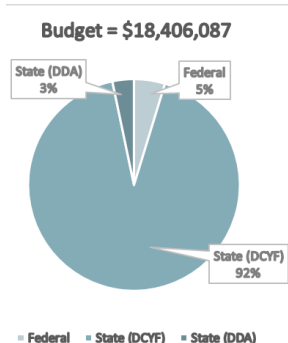
Early Support for Infants and Toddlers

About Us

Snohomish County Early Support for Infants and Toddlers (ESIT) Program is the County Lead Agency designated by the Washington State Department of Children, Youth and Families (DCYF) to coordinate a network of local service providers for children birth to three with developmental disabilities and their families. Services are tailored to family needs and parents/caregivers are coached to support their child's development in daily activities at home and in the community.

Snohomish County contracts with full services providers, deaf and hard-of-hearing providers, dietitians, and a behavior consultant.

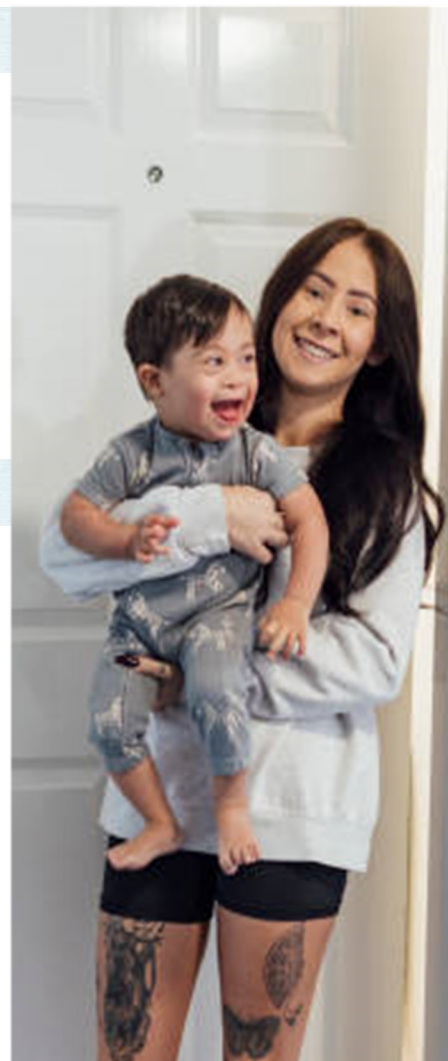
Financial Profile



Federal	\$870,497
State (DCYF)	\$16,930,440
State (DDA)	\$605,150

GROWTH SPURT!

A total of 3,029 children were served through the ESIT program in 2024, representing a 6% growth in enrollment compared to the previous year!

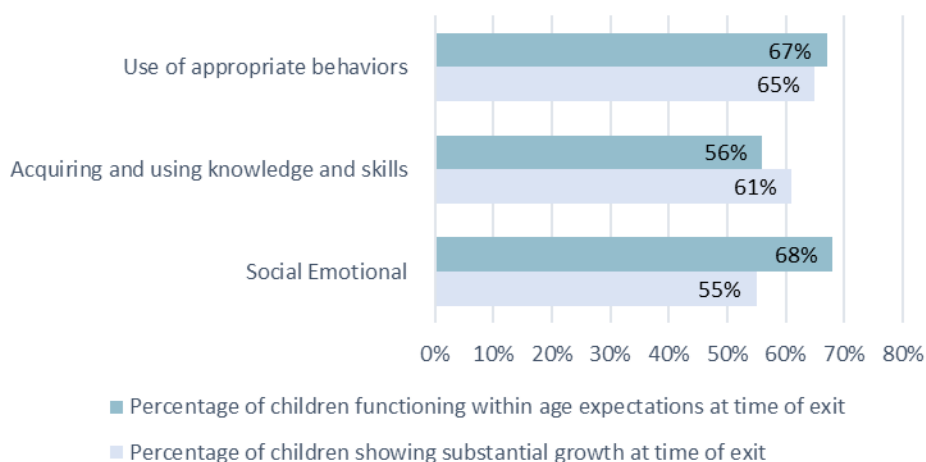


The most recent reviews by DCYF and Developmental Disabilities Administration (DDA), concluded that all ESIT providers subcontracted with Snohomish County met program requirements. There were no findings.

Developmental Outcomes

ESIT uses the Child Outcomes Measurement System from DCYF. The three ESIT outcome areas to the right are used to measure a child's progress while in the program. This information is also reviewed to assess if the program is effective and to ensure we are using the best tools to support developmental growth.

ESIT Outcomes



Early Support for Infants and Toddlers

Health Outcomes

Medical providers help identify developmental delays and facilitate referrals to ESIT. Because many children have ongoing, complex medical needs requiring specialized care, medical providers stay involved in children's ESIT care plans until children transition out of the program.

Family Engagement

The most recent ESIT Family Outcomes Survey shows the percentages of parents/caregivers who reported that ESIT services helped their family in the following ways:



Know their rights

89%



Effectively communicate their children's needs

94%



Help their children develop and learn

82%



Families Speak

Family surveys from our providers ensure that we are providing supports and services that are:

- ◆ Flexible and responsive to the unique needs, strengths, concerns, resources, and priorities of each family.
- ◆ Meaningful to the family and reflect the family's cultural beliefs and values.

Below are some examples of parent/caregiver narrative responses...

Every time our provider comes to our home, they bring an updated plan for our family. We have been through stressful things with our baby. Thank God we have this help!

Our provider has given me tools to improve both my daughter's development and the relationship between father and son.

Before our provider began services, I felt really alone and invalidated. Now, I feel seen, heard, and supported!

We get practical suggestions for everyday challenges as well as long term goals. On our journey, the most important thing is to have readily available resources and emotional support.

Our provider is very patient, professional, and kind. My baby felt comfortable with them and has made a lot of progress in his learning.

I'm not alone and have a safe place to reach out.



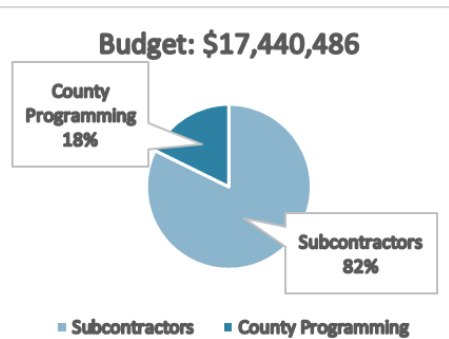
Early Childhood Education and Assistance Program

About Us

Early Childhood Education and Assistance Program (ECEAP) is a statewide preschool program funded by Washington State Department of Children, Youth and Families (DCYF). Each year we provide comprehensive services to over 1,550 low-income families with children aged three to five, focusing support on early education and kindergarten preparation, family support and engagement, and health and nutrition services.

Snohomish County ECEAP offers services at 18 locations: 10 school districts, two non-profit agencies, four licensed childcare centers, a tribal nation, and a local college.

Financial Profile



Subcontractors	\$14,343,899
County Programming	\$3,096,587

ADDITIONAL FUNDS AWARDS

ECLIPSE (Early Childhood Intervention and Prevention Services) connects families to supportive networks within their community: **\$572,040.**

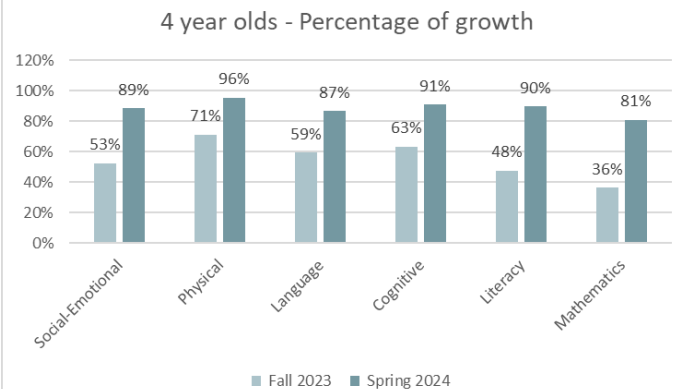
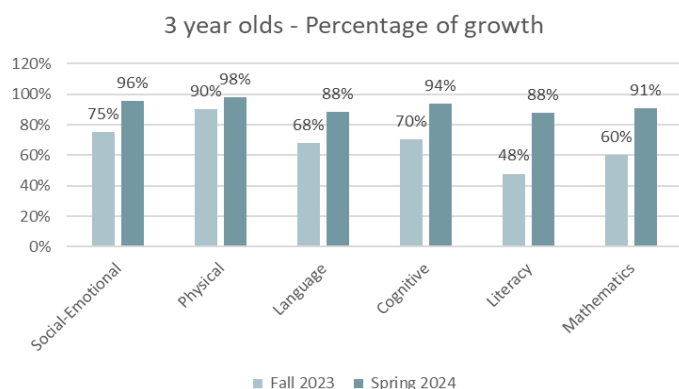
Complex Needs Funding for inclusive learning environments supporting children with developmental delays, behavioral, and social-emotional needs: **\$353,325.**



In its most recent fiscal review of Snohomish County ECEAP, DCYF found no exceptions to requirements.

Developmental Outcomes

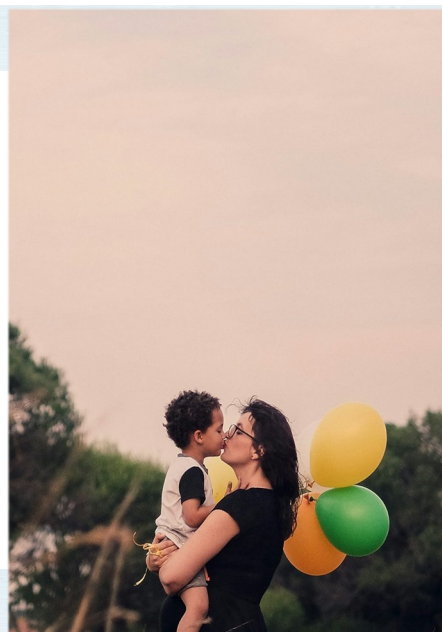
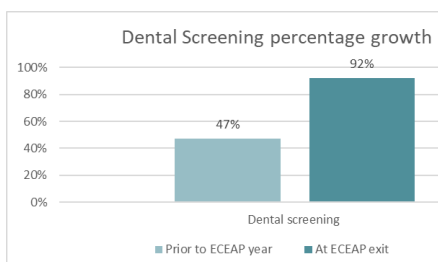
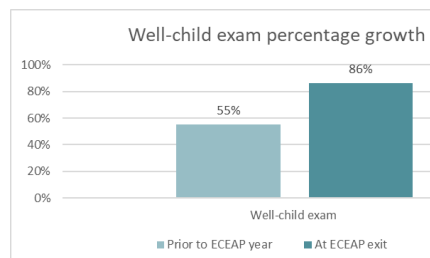
ECEAP uses child outcomes from Teaching Strategies (TS) GOLD, an online assessment tool which measures child development in six domains. Assessments are based on the TS GOLD Widely Held Expectations — as standard developmental and learning expectations for most children.



Early Childhood Education and Assistance Program

Health Outcomes

ECEAP provides a holistic approach contributing to the overall well-being for children enrolled, highlighting the importance of early care, early learning opportunities, and comprehensive support in promoting long-term health and success in school.



Family Engagement

BEFORE AND AFTER ECEAP: Family Support Survey Results

On a scale of 1-5, parents surveyed rated their personal confidence in the following elements:	Before ECEAP	After ECEAP
Supporting their child to transition to Kindergarten.	3	5
Understanding their child's development.	4	5
Involvement in their child's education.	5	5
Knowledge of healthy nutrition.	4	5
Navigating family emotional needs.	4	5
Community connections and networking.	3	4
On a scale of 1-5, parents surveyed rated their confidence in accessing resources for the following needs:	Before ECEAP	After ECEAP
Health care	5	5
Housing	4	5
Parenting skills and education	4	5
Healthy lifestyles	4	5
Financial goals	3	4

Families Speak

Before ECEAP, my child could not communicate with other children. Now he is starting to dialogue with them.

My older two are prepared for Kindergarten and the youngest is growing leaps and bounds this year.

It leaves me amazed, seeing all the skills my daughter is acquiring.

I learned about Native American drumming, and my family was invited to come share about our Swedish culture.

My daughter has a delay, but I have seen great improvement in her learning abilities.

I have learned how to deal with challenging behaviors at home by watching how they deal with them in the classroom.

My child enjoys going to class every day! She learned to count, write her name, make friends with children, work in a team, share, help others, speak English, and much more!

