



**Snohomish County**  
**Human Services**

# 2023 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.*



# 2023 Early Learning Annual Report

Snohomish County Human Services  
Developmental Disabilities & Early Learning Division  
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Everett, WA 98201

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Early Childhood Education and Assistance Program

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## Questions about eligibility for services? Call...

Snohomish County Early Head Start  
425-388-6439

<https://snohomishcountywa.gov/545/Early-Head-Start>

Early Support for Infants and Toddlers Referral Line  
425-388-7402

<https://snohomishcountywa.gov/607/Early-Support-for-Infants-and-Toddlers>

Early Childhood Education and Assistance Program  
425-388-7010

<https://snohomishcountywa.gov/523/Early-Childhood-Education-Assistance-Pro>

## This Annual Report was published and distributed in July 2024 to:

Our funders and community partners  
Snohomish County Executive Office and Snohomish County Council  
The 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 at <https://www.snohomishcountywa.gov/542/Newsletters-Media-Press>

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Developmental Disabilities & Early Learning Division



# IN RECOGNITION OF FUNDERS AND PARTNERS IN SERVICE

## OUR FUNDERS

U.S. Department of Health and Human Services/  
Administration for Children and Families/Office of Head Start  
Washington State Department of Children, Youth and Families  
Washington State Developmental Disabilities Administration

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## OUR PARTNERS AND PROVIDERS

Snohomish County takes this opportunity to express profound gratitude for the providers who partner with us. Their work on the front lines of service to support those in need, to realize their fullest potential, is the embodiment of the Snohomish County mission. We could not make it happen without all of you.

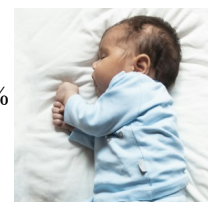
Arlington School District  
ChildStrive  
Community Resource Center of Stanwood Camano  
Darrington School District  
Discovery Place Preschool  
Edmonds School District  
Everett Community College  
Everett Public Schools  
Evergreen Recovery Centers  
Granite Falls School District  
Hearing, Speech and Deaf Center  
Index School District  
Josephine Caring Community  
Julie Shevlin RND, CD  
Kindering  
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  
Volunteers of America Western Washington  
Wonderland Children and Family Services

## SNOHOMISH COUNTY EARLY HEAD START

Snohomish County Early Head Start (SC EHS) is a free home-based early learning and family-centered support service for the earliest years. SC EHS serves children and families from pregnancy to age three through a variety of services designed to support family-based early learning and development, health, and family well-being. SC EHS provides weekly 90-minute home visits to nurture the parent-child relationship and help children thrive and develop a lifelong love of learning.

### CHILDREN SERVED

Number of eligible children and families served	99	Average monthly enrollment	82
Percentage of eligible children in area served	48%	Percentage medical exams completed	97%
Percentage dental exams completed	88%		



### PREPARING CHILDREN FOR THEIR NEXT STEPS

SC EHS uses the Desired Results Developmental Profile (DRDP), an early childhood developmental continuum, to assess children’s development each quarter while enrolled in the program. The DRDP is designed to improve the quality of programs and services provided to children birth to three. The DRDP assesses children’s knowledge and skills in each developmental domain and is completed based upon parental input and staff observations of parent-child interactions in the family home. The results of the assessment are used to plan curriculum for home visits to support the child’s development.

The DRDP is a strength-based assessment that considers the wide range of typical development at any age by offering positive descriptions of children’s knowledge and skills across a broad continuum of development and learning. The domains are organized into engagement levels, and descriptions for each DRDP measure and domain are based on research on developmental sequences rather than an average score or rating for an age group. These domains correspond with the Head Start Early Learnings Outcomes Framework (ELOF) and are rated as Responding, Exploring and Building, and each of the categories are leveled sequentially as Earlier, Middle or Later. For children birth to three years old, anticipated levels in all domains are in the Responding and Exploring categories, apart from two domains that anticipate the Building category when three years old.

The following represents children assessed in SC EHS in Fall 2022 and Spring 2023. Data indicates consistent progress in development in each domain. Infant-Toddler Specialists (IT Specialists) focus on language and literacy development and cognition during home visits, and observations show developmental progression.

Domain	Fall 2022					
	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier
Approaches to Learning - Self-Regulation	8%	8%	54%	N/A	31%	0%
Social Emotional Development	8%	12%	46%	N/A	35%	0%
Cognition, Including Math and Science	8%	8%	42%	N/A	42%	0%
Language and Literacy Development	0%	15%	15%	38%	12%	19%
Physical Development - Health	4%	12%	4%	12%	62%	8%
Domain	Spring 2023					
	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier
Approaches to Learning - Self-Regulation	0%	4%	42%	N/A	33%	21%
Social Emotional Development	0%	4%	46%	N/A	38%	12%
Cognition, Including Math and Science	0%	4%	42%	N/A	50%	4%
Language and Literacy Development	0%	0%	25%	21%	29%	25%
Physical Development - Health	0%	0%	8%	12%	54%	25%

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# SNOHOMISH COUNTY EARLY HEAD START

## ENGAGING AND EMPOWERING FAMILIES

The young children and families of SC EHS are healthy and thriving as part of a diverse, unified, and high-quality learning community that is committed to their development, education and overall well-being. Program staff engage in trusting, respectful partnerships with family members and the community to nurture this goal.

SC EHS provides child development experiences to cultivate the potential of the whole child through strength-based family support, family-driven engagement, connections to community and other families, and valuing diversity, equity and inclusion. Collectively, families and the community increase resilience, demonstrate compassion for others, and value learning.

## ANNUAL REVENUE AND EXPENDITURES

Head Start Award:	<b>\$1,469,219</b>	2023 Expenditures:	<b>1,328,778</b>
Administrative Allocation:	\$200,887 (15%)		
Program Operations:	\$1,127,891		
Training/Technical Assistance:	\$27,900		
Non-Federal Share Match:	\$340,011		

## ACCOUNTABILITY

The most recent Federal Internal Control audit found:

- No deficiencies in the design or operation of internal control over financial reporting
- No deficiencies considered to be material weaknesses; or
- No instances of noncompliance material to the financial statements of the County.

## SUPPORTING FAMILIES TRANSITIONING INTO, WITHIN, AND LEAVING OUR PROGRAM



IT Specialists collaborate with families to implement strategies with children to promote transitions towards school readiness upon exiting Early Head Start. Throughout the transition process, IT Specialists collaborate with families to assess individual strengths, challenges, and set goals for their child and family to support a successful transition to the next learning environment. Goals such as increasing social emotional skills, self-help skills, and creating school-ready routines are set and monitored throughout the transition period. IT Specialists also support parents and caregivers to learn about advocating for their children in school and other settings.

IT Specialists work closely with community partners to ensure families are aware of the opportunities for pre-school early learning programs according to the family's preference and geographical location. These collaborations with our community partners and families help to create continuity within and across educational settings.

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## EARLY SUPPORT FOR INFANTS AND TODDLERS

Snohomish County Early Support for Infants and Toddlers (ESIT) Program is the County Lead Agency designated by the Department of Children, Youth, & Families (DCYF) to coordinate early support services for children birth to three with disabilities and their families. Services are provided according to Individualized Family Service Plans using a parent/caregiver coaching model that supports families with gaining confidence and skills to support their child’s development in everyday learning opportunities within natural environments such as home and community settings. Families also receive comprehensive service coordination to assist with access to resources, coordination of care, and transition support.

### CHILDREN SERVED

2023 Cumulative Number of Children Served: 2,851

The cumulative number represents a 6% increase in enrollment compared to 2022, showing continued stability and growth of the program.

### PREPARING CHILDREN FOR THEIR NEXT STEPS

The ESIT program includes transition planning as early as nine months before the child’s third birthday. Family Resources Coordinators and providers assist families with identifying goals and connecting to resources in their communities. Children who are identified as potentially eligible for special education services are referred to local school districts to evaluate educational needs and supports. Transition planning supports smooth transitions from ESIT services to resources and supports that will meet the child’s educational and developmental outcomes and the family’s vision for their child.

Snohomish County’s local transition procedures were updated and implemented in 2022. These procedures support clarity in process and coordinated efforts between the ESIT system (Part C) and Special Education system (Part B). In 2023, a school district work group was formed to support coordination between systems as well as collaboration between school district transition coordinators.

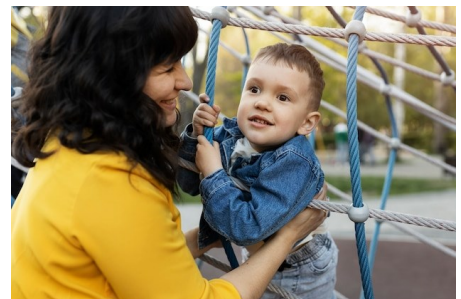
#### 2023 Child Outcome Summary Data

Outcome Area	Percentage of children who substantially increased their rate of growth by the time they exited the program	Percentage of children who were functioning within age expectations by the time they exited the program
Social Emotional	58%	69%
Acquiring and using knowledge and skills	64%	57%
Use of appropriate behaviors	66%	67%

### ENGAGING AND EMPOWERING FAMILIES

The 2022 ESIT Family Outcomes Survey indicates 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%



# EARLY SUPPORT FOR INFANTS AND TODDLERS

## ANNUAL REVENUE AND EXPENDITURES

Washington State Department of Children, Youth, and Families (DCYF) contract: \$15,834,809

Washington State Developmental Disabilities Administration (DDA) contract: \$565,561

Administration (DDA) contract: \$565,561

95% of the total budget is passed through to contractors for direct services.

## ACCOUNTABILITY

As the County Lead Agency for ESIT Services, Snohomish County ESIT is subject to state reviews to ensure quality services and fiscal responsibility. Contracted agencies are also subject to ESIT compliance reviews and DDA Quality Assurance Monitoring. The ESIT State Lead Agency, DCYF, is in the process of expanding the Statewide Integrated Monitoring System (E-SIMS) to include an on-site visit component. Critical elements of E-SIMS review include data management, fiscal accountability, dispute resolution, service delivery, child and family progress, equity in access to services, individualized family service plan implementation and procedures. Snohomish County ESIT is participating in activities to test the validity and reliability of monitoring tools and is making recommendations to support E-SIMS development. Launch of E-SIMS is scheduled to begin July 2024.

## SUPPORTING FAMILIES TRANSITIONING INTO, WITHIN, AND LEAVING OUR PROGRAM

Children are often referred to ESIT through natural connections that families have within their communities such as parent groups, hospitals, clinics, and other community-based organizations. While parents make up approximately 41% of total referrals, many of these parents learned about ESIT from other parents or organizations before initiating their own referral.

Not all referrals result in enrollment, and some children may be re-referred one or more times before enrollment is established. We see more and more children moving in and out of the County or from one area of the County to another. These transfers require intentional coordination between one agency to another to support continuity of care.

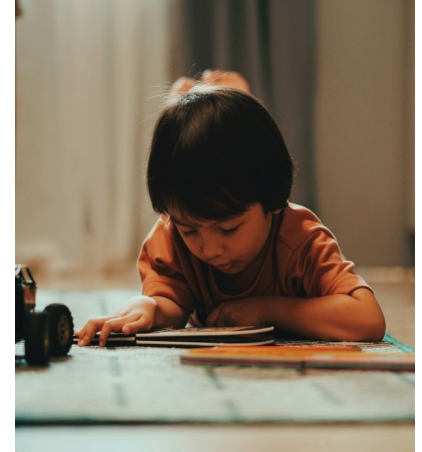
Children are often enrolled in childcare centers and play and learn groups while participating in ESIT and may be dually enrolled in ESIT and Early Head Start. Whether a child transitions out of ESIT before age three or at age three, Family Resources Coordinators and providers work closely with families to help connect families to resources that meet the unique needs of the family. Many children exiting ESIT enroll in Head Start, ECEAP, developmental preschools, or transitional kindergarten.

2023 Referral Sources	
Parent	41%
Hospital	18%
Clinics	33%
CHET	3%
Transfer	1%
Other	4%

2023 Transition Reasons	%
Child exited program without a completed IFSP	10%
Transitioned at age 3 - Eligible for Part B/Special Education	30%
Transitioned at age 3 - Eligible for Part B/Special Education, but parents declined	1%
Transitioned at age 3 - Not eligible for Part B, exited to other program	5%
Transitioned at age 3 - Not eligible for Part B, exited with no Referral	3%
Transitioned at age 3 - Part B eligibility not determined	7%
Transitioned under age 3 - Moved out of state	3%
Transitioned under age 3 - No longer eligible for Part C	3%
Transitioned under age 3 - Other: Attempts to contact or locate unsuccessful	4%
Transitioned under age 3 - Parent choice, not typically developing	9%
Transitioned under age 3 - Parent choice, typically developing	25%

## EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

Early Childhood Education and Assistance Program (ECEAP) is a statewide preschool program that provides services to low-income families with children aged three to five. ECEAP focuses on the well-being of the whole child by providing comprehensive education, family support, nutrition, and health services. ECEAP subcontracts with school districts, non-profits, a tribal nation, and a local college. We support families as equal partners in their child’s education.



### CHILDREN SERVED

Funded Slots	1,506	Medical Exams Complete	81%
Cumulative Enrollment	1,609	Dental Exams Complete	87%

### PREPARING CHILDREN FOR THEIR NEXT STEPS

ECEAP uses child outcomes measures from TS GOLD, the online assessment tool used with the Creative Curriculum, which measures child development in multiple domains through a series of checkpoints throughout the year. Assessments are based on the TS GOLD Widely Held Expectations—standard developmental and learning expectations for most children at various ages. The table below shows the percentages of three- and four-year-old children meeting or exceeding the TS GOLD Widely Held Expectations from Fall 2022 to Spring 2023 in six developmental domains:

3-Year-Olds	Fall 2022	Spring 2023	4-Year-Olds	Fall 2022	Spring 2023
Social-Emotional	70%	92%	Social-Emotional	49%	82%
Physical	82%	95%	Physical	64%	91%
Language	64%	88%	Language	52%	82%
Cognitive	68%	90%	Cognitive	53%	85%
Literacy	50%	90%	Literacy	45%	86%
Math	58%	90%	Math	36%	77%

### ENGAGING AND EMPOWERING FAMILIES

Using a family-centered coaching approach in all aspects of their work, ECEAP staff support parents/caregivers to use problem-solving skills to help build healthy, stable families. Family-driven services are tailored to each family’s unique configurations, culture, language, and child-rearing practices. Staff assist families with accessing resources and setting goals. Families are encouraged to participate in ECEAP in a variety of ways, including parent education opportunities determined by the enrolled families, the state-wide ECEAP Advocacy Day in Olympia, volunteering at their site, and participating in the Snohomish County ECEAP Parent Advisory Council.

Mobility Mentoring is a state-wide ECEAP family support model that provides a framework for staff and families to collaborate and achieve goals for increased economic stability and family well-being. This model is based on the values that family stability is critical to healthy child development, and that families know best what they need to thrive. Mobility Mentoring incorporates family-centered coaching strategies to support families to acquire resources, skills, and supports as they set and achieve goals for increased stability. Of participating families: 94% have set at least one Mobility Mentoring goal this year.



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## EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

### ANNUAL REVENUE AND EXPENDITURES

Washington State Department of Children, Youth, and Families: **\$1,5544,578**

County Administrative Costs	\$628,672	Subcontractors	\$12,609,719
County Programming Costs	\$1,734,197		
In Kind and Other Resources	\$4,503,868		

### ACCOUNTABILITY

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

### SUPPORTING FAMILIES TRANSITIONING INTO, WITHIN, AND LEAVING OUR PROGRAM

Families and children are referred to ECEAP from a variety of community partners, including Early Head Start and Early Services for Infants and Toddlers programs, developmental preschools, family resource centers, housing providers, etc. ECEAP staff work closely with those partners to ensure families can easily connect with and enroll in the program that best fits their family's needs.

ECEAP staff partner with families to support their child's successful transition into ECEAP. Staff and parents/caregivers consider each child's strengths and needs, then provide individual supports as needed to ensure a successful entry into ECEAP.

Supporting children to develop school readiness skills, important for a positive transition into kindergarten, are a primary focus in ECEAP, both with children and parents/caregivers. Staff support families to help their children develop these skills within the context of everyday life at home. As children exit ECEAP and transition to kindergarten, ECEAP staff partner with their local elementary schools to provide families with a clear process. Kindergarten teachers frequently join families for a Kindergarten Transition event at ECEAP sites, answering questions, providing information, and sharing the registration process. Many elementary schools invite ECEAP children to tour the kindergarten classrooms and join kindergarteners in an activity or meal. And together, ECEAP staff and families complete the OSPI Kindergarten Transition Form to provide kindergarten teachers in-depth knowledge about their incoming students.



