

PBC Contract Group Annual Update

Early Childhood Education and Assistance Program (ECEAP)

March 17, 2022

www.dcyf.wa.gov



Washington State Department of
CHILDREN, YOUTH & FAMILIES

ECEAP

Background Information

Mission: *Together with families, ECEAP providers, and local communities, we foster the growth of healthy, resilient children. We commit to dismantling racism and building an equitable state-funded B-5 system that provides child-centered, individualized education and health coordination services. Our approach uses strengths-based, responsive partnerships with families to best serve families.*

Funded Slots: 15,000+ class spaces

of Contracts: 57 (FY22)

Annual Contract Spending: \$160m+ (FY22)

Current Contract Cycle: July 1, 2021 – June 30, 2022

Contract Group

Lead: Carolyn House-Higgins, Operations Specialist

Members: Kelcy Shaffer, Operations Manager; Peggy Brown, ECEAP Monitoring Manager; Xyzlora Brownell, Innovation and Capacity Manager; Sara Schwartz Jewell, Data Manager; Kerry Beymer, Family Services Manager

PBC Staff: Janis Jordan

OIAA Staff: Kevin Cummings

Implementation Status: *Phase 3*

- ✓ PBC Service Standard: collects client level service data in ELMS
- ✓ PBC Quality Standard: FY22 contracts include one (1) quality metric, target & PMT
- ✓ PBC Outcome Standard: FY22 contracts include two (2) outcome metrics, targets & PMTs



ECEAP: FY21 PBC Metrics, Targets & PMTs

QUALITY MEASURES	Metric	Target	Performance Management Tool (PMT)
Teaching Strategies GOLD® Interrater Reliability (IRR) Certification	Rate of active GOLD® IRR Certification for ECEAP Lead Teachers	95% of ECEAP Lead Teachers employed six or more months maintain active GOLD® IRR Certification by June 30	Modified monitoring frequency: increases from quarterly to monthly if target not met

OUTCOME MEASURES	Metric	Target	Performance Management Tool (PMT)
Vision and Hearing Screening Status	Percent of children who were in ECEAP 120 or more calendar days who are up-to-date on vision and hearing screenings	80% of children are up-to-date by January 1, 2021; and then 90% of children are up-to-date by June 30, 2021	Modified monitoring frequency: increases from quarterly to monthly if target not met
<i>Added in FY 22:</i> Family Engagement in Mobility Mentoring® Activities	Percent of ECEAP families who complete Mobility Mentoring® pre-assessment	80% of families complete pre-assessment	Modified monitoring frequency: increases from quarterly to monthly if target not met

ECEAP: FY21 & FY22 (as of Jan 1) Data Analysis Findings

Measure: Teaching Strategies GOLD® inter-rater reliability certification completed by lead teachers in position 6 months or more

Target: 95% by Jun. 30

	2017-2018	2018-2019	2019-2020	2020-2021	January 2022
95% or higher	60%	60%	93%	89.5%	75%
90-94%	2%	9%	5%	3.5%	9%
85-89%	13%	9%	2%	3.5%	11%
<85%	25%	22%	0%	3.5%	5%

State average	98%	94%
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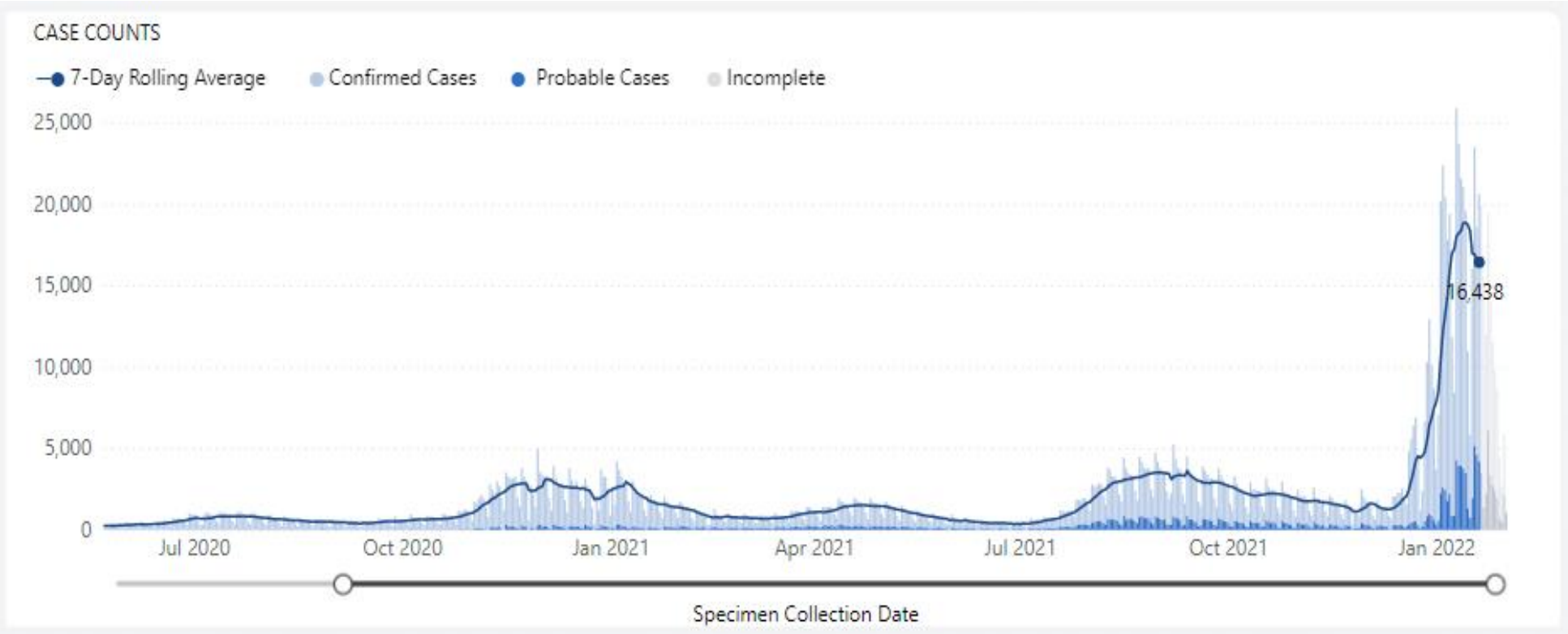
ECEAP: FY21 & FY22 (as of Jan 1) Data Analysis Findings

Measure: Vision & health screening status is up-to-date for children enrolled in ECEAP 120+ days

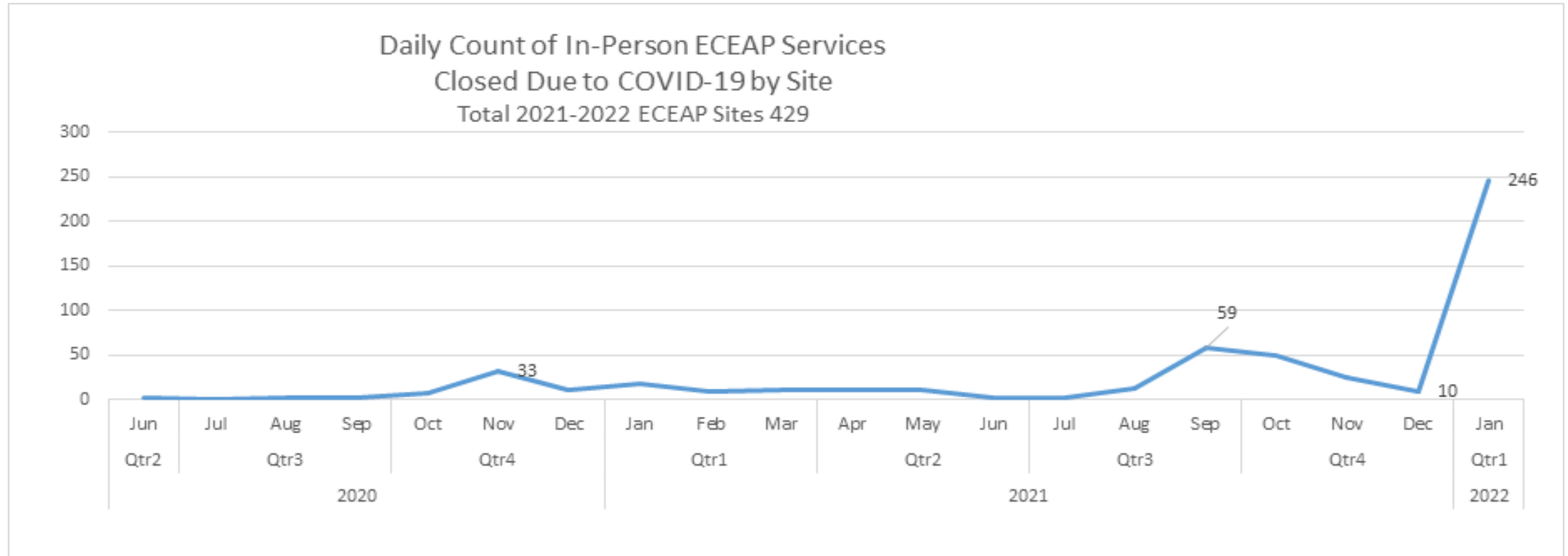
Target: 80% by Jan. 1 and 90% by Jun. 30

	2017-2018		2018-2019		2019-2020		2020-2021		January 2022	
	Vision	Hearing	Vision	Hearing	Vision	Hearing	Vision	Hearing	Vision	Hearing
90-100%	83%	78%	85%	81.0%	67%	67%	41%	39%	66%	61%
80-89%	8%	14%	11%	11.0%	33%	17%	12%	14%	13%	10%
<80%	9%	8%	4%	7.0%	0%	17%	47%	47%	21%	29%
									Contractor	Children
									n=38	n=1,105

DOH COVID Dashboard July 2020 to January 2022



COVID Impacts on ECEAP Services June 2020 to January 2022



ECEAP: FY22 (as of Jan 1) Data Analysis Findings

Measure: Family completion of Mobility Mentoring® pre-assessment

Target: 80% completion by Nov 30 for families enrolled 30+ days

	# of children enrolled by 10/31/21	Pre-assessments completed by 11/30/21	% of families with complete pre-assessment
Contractors	8,762	7,325	84%
Aberdeen School District	184	186	100%
Bellevue School District	103	62	60%
Benton Franklin HS	8	0	0%
Catholic Family Services	74	45	61%
Central Valley SD	315	318	100%
Centralia College	187	211	100%
Chelan-Douglas CSA	65	24	37%

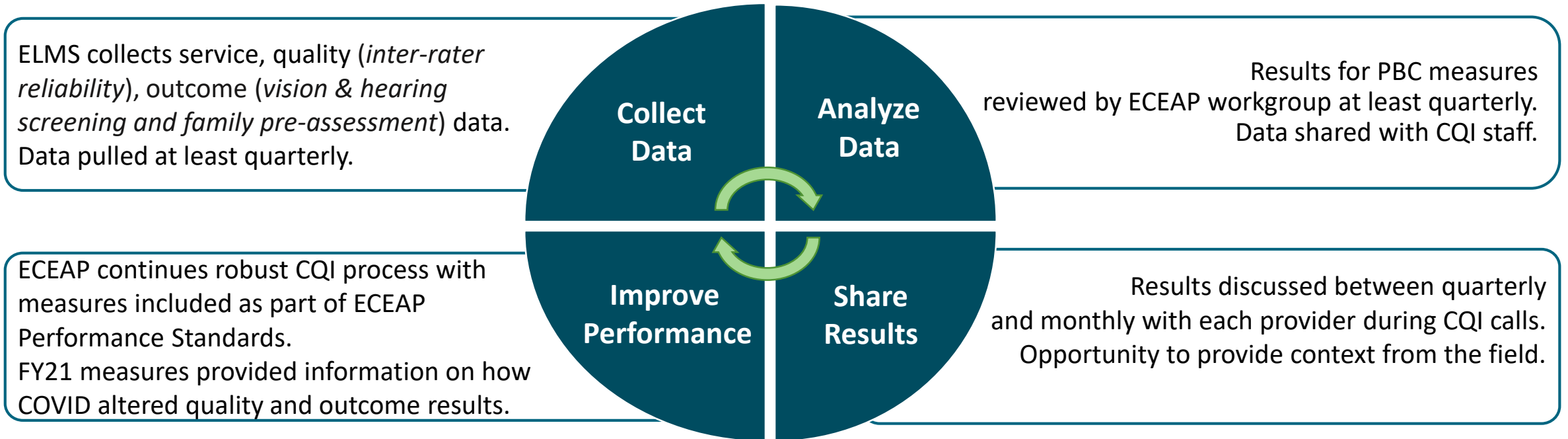
As of Dec 1, 2021

Meeting target	42	74%
Below target	15	26%

CQI calls in Feb 2022

Meeting target	50	88%
Below target	7	12%

ECEAP: FY21 Continuous Improvement Activities



Future Plans

- Continue to gather stakeholder input on changes to current and potential future PBC measures/targets/PMTs
- Incorporate contractor performance on PBC in agency dashboard

ECEAP: FY21 Stakeholder Engagement Results

Engagement History

Stakeholders	Methods
<ul style="list-style-type: none"> ECEAP Directors 	<ul style="list-style-type: none"> Aug monthly contractor call
<ul style="list-style-type: none"> Enrolled Families 	<ul style="list-style-type: none"> Jan monthly Director call Feb WSA presentation Feb to Mar Contractor survey
<ul style="list-style-type: none"> WA St Assoc. of Head Start and ECEAP 	<ul style="list-style-type: none"> Feb to Apr Six providers helping gather family feedback Mar to Apr Parent Policy Council meetings: present, discussion, survey

Summary of Stakeholder Feedback

- COVID creates significant challenges to service delivery; specifically, some concerns expressed about usability of data
- Continued commitment to ensuring partnership with DCYF to intentionally plan and implement equity-centered practices in PBC
- Majority of contractors recommend IRR in FY22 for quality measure
- Based on contractor and family feedback: FY22 family engagement outcome is family completion of MM pre-assessment

Next Steps

- Engage contractors and families March through early May for feedback on quality and outcome measures and targets



ECEAP: FY22 Research & Data Analysis Findings

Social-Emotional Development in At-risk Populations

Research shows that children adverse childhood experiences (ACEs) can negatively impact early SE development which is tied to long-term academic and behavioral consequences (Giovanelli et al., 2020)

In Washington, foster care involvement is linked to decreased social-emotional readiness in kindergarten

Figure 6. Odds ratio of percent meeting WA Kids assessment standard between non-Foster and Foster, 2017 kindergarten cohort.



ERDC (2019) *Education Outcomes of Children and Youth Experiencing Foster Care*

ECEAP: FY22 Research & Data Analysis Findings

Long-Term Pre-K Research Highlighting SE Skills

Perry Preschool long-term outcomes research

- As much as half of long-term life course outcomes attributable to social-emotional/executive function mechanisms (Heckman et al., 2006)

Boston Universal Pre-K long-term research

- "The combination of findings — that we *don't* see an impact on test scores, but we *do* see an impact on these behavioral outcomes and the likelihood of attending college — is consistent with this idea that there's some kind of behavioral or socio-emotional, non-cognitive impact from preschool," says Christopher Walters, an economist at UC Berkeley who co-authored the study." NPR May 2021 interview

ECEAP: FY22 Research & Data Analysis Findings

Short-Term Pre-K Research Highlighting SE Skills

State-funded Pre-K research

- High-quality, school-based preschool programs can enhance SE development for low-income populations (Gormley et al., 2011)

Head Start research

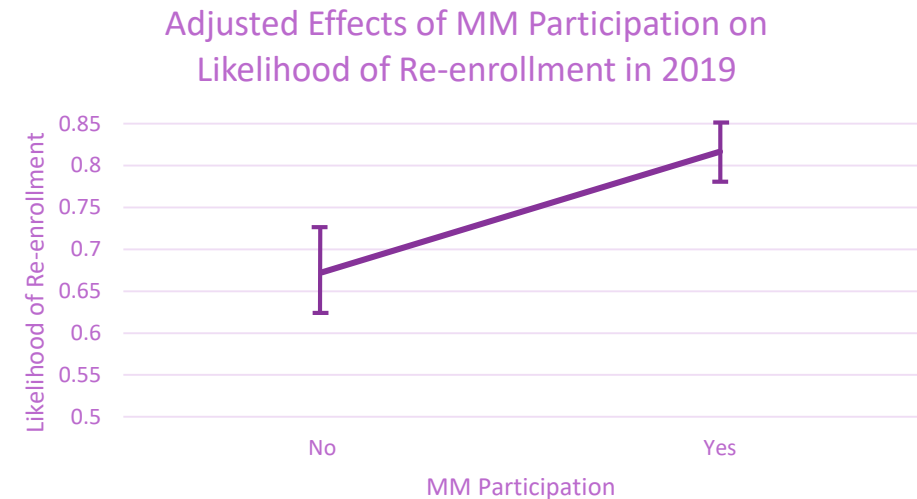
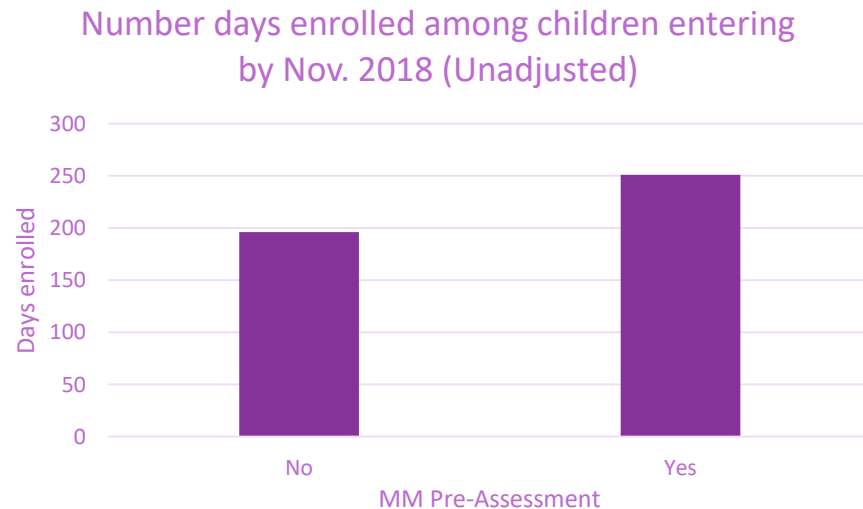
- Research suggests that promoting children's SE skills in Head Start classrooms can enhance academic and behavioral functioning in kindergarten (Johnson et al., 2019; Nix et al., 2013).

ECEAP: FY22 Research & Data Analysis Findings

Effects of Family Engagement in ECEAP

DCYF/EMPath study points to a positive impact of Mobility Mentoring on children's development in Literacy and Math over the course of ECEAP year (Homer, Winning, Cummings, 2021)

DCYF unpublished analyses point to impact of Mobility Mentoring on enrollment duration and likelihood of 2nd year re-enrollment in ECEAP (Cummings, 2021)



ECEAP PBC Logic Model Part One

DCYF ECEAP helps eligible children and families by delivering comprehensive preschool services with continuous quality improvement activities in order to achieve 1) Social emotional development gains among ECEAP children and kindergarten readiness; and 2) Family engagement resulting in increased dosage. These support DCYF goals: families meet needs of children, kindergarten readiness, and child development.

SERVICES <i>(Activities and Outputs)</i>	QUALITY <i>(Process Measures)</i>	PROXIMAL CLIENT OUTCOME <i>(Immediate Results)</i>	PERFORMANCE MANAGEMENT TOOL (PMT)	DISTAL CLIENT OUTCOME <i>(Overall Results)</i>	DCYF GOAL(s) <i>supported by contracted services</i>
Description of Services # Served <ul style="list-style-type: none"> - Eligible - Enrolled - Completed 	Teaching Strategies (TS) GOLD® Interrater Reliability Certification For Lead Teachers in position for 6 months or more	Social/Emotional Development Fall to spring growth on TS GOLD®	Increased technical assistance	Kindergarten Readiness (WAKids)	Resilience <ul style="list-style-type: none"> <input type="checkbox"/> Children and youth are supported by healthy relationships with adults <input checked="" type="checkbox"/> Parents and caregivers are supported to meet the needs of children and youth <input checked="" type="checkbox"/> Family economic security

FY23 Social Emotional Development Outcome Measure

Teaching Strategies GOLD® Social Emotional Domain Objectives:

1. Regulates own emotions and behaviors
2. Establishes/sustains positive relationships
3. Participates cooperatively and constructively in groups

RESOURCES AND SUPPORTS

Pyramid Model

- Conceptual framework for early learning staff
- Designed with evidence based practices
- Promotes young children's healthy social and emotional development
- Rolling implementation statewide

Complex Needs Funding

- FY21 \$2.2M; FY22 \$4.5M; FY23 \$4.5M
- Separate application to individualize
- Funding to further integrate children with developmental delays, disabilities, or challenging behaviors due to complex trauma.



ECEAP PBC Logic Model Part Two

QUALITY <i>(Process Measures)</i>	PROXIMAL CLIENT OUTCOME <i>(Immediate Results)</i>	PERFORMANCE MANAGEMENT TOOL (PMT)	DISTAL CLIENT OUTCOME <i>(Overall Results)</i>	DCYF GOAL(s) <i>supported by contracted services</i>
<p>Family engagement quality measures under consideration:</p> <p>Moblity Mentoring (MM)[®] Mid-year check-in completed by family support staff</p> <p>OR</p> <p>Ratio of family support staff to enrolled families</p>	<p>Rate/ frequency of family participation in program activities.</p> <p>% of families engaging in MM[®] post-assessments</p> <p>% of families participating in parent-teacher conferences</p> <p>% of families participating in formal family support visits</p> <p>% of families engaging in MM[®] pre-assessments</p>	<p>Increased technical assistance</p>	<p>Percentage of ECEAP children enrolled in the fall who remained enrolled through the spring. Adjusting enrollment timetable by program model and year-to-year operating schedule.</p>	<p>security</p> <p>Education</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Kindergarten readiness <input type="checkbox"/> Youth school engagement <input type="checkbox"/> High school graduation <p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> Healthy birthweight <input checked="" type="checkbox"/> Child/youth development <input type="checkbox"/> Youth mental/behavioral health

ECEAP: FY23 Potential PBC Metrics & Targets

Social Emotional Development

Measure	Metric	Target	Data Source(s)
Q: Teaching Strategies GOLD® Interrater Reliability (IRR) Certification	% of lead teachers (in position 6+ months) with certification	95% by Jun 30	ELMS
PO: Social emotional development	% gain/growth for children enrolled fall to spring with all social emotional checkpoints completed	30% gain by Jun 30	ELMS



ECEAP: FY23 Potential PBC Metrics & Targets

Family Engagement and Participation

Measure	Metric	Target	Data Source(s)
Q: Mobility Mentoring® (MM®) mid-year check-in	% of mid-year check-ins completed by support staff for families enrolled by Jan	75%	ELMS
PO: Family completion of MM® post-assessment	% of families engaging in MM® post-assessments	75%	ELMS
PO: Family participation in parent-teacher conferences	% of families participating in at least 2 parent-teacher conferences	75%	ELMS

Measure	Metric	Target	Data Source(s)
Q: Ratio of family support staff to families	% of family support staff assigned 40 or less families	75%	ELMS
PO: Formal family support visits	% of families participating in at least 2 formal visits	75%	ELMS
PO: Family completion of MM® pre-assessment	% of families engaging in MM® pre-assessments	75%	ELMS

ECEAP: FY21 Reflections

Celebrating Success

- High percentage of contractors met PBC *quality* measure target despite COVID-19 service interruptions
- Ongoing focus on potential impacts on racial equity during PBC implementation, including stakeholder feedback
- ECEAP providers and staff continued to move PBC work forward during COVID-19
- Able to engage ECEAP families through parent policy councils
- Ongoing contractor engagement, partnership and shared learning
- Planning ongoing for performance dashboard

Navigating Challenges

- High percentage of contractors did not reach PBC *outcome* measure target
 - Provides meaningful information around the barriers contractors and families faced during COVID and highlighted the need to keep an eye on potential risks to racial equity with this data.
- COVID-19 continues to impact all ECEAP service delivery and data collection
 - Substantial turnover, staff shortages, burnout
 - Severely impacted access to medical providers
 - Remaining staff covering multiple roles
 - Delayed data entry

Support Needs: As needs arise, ECEAP will connect with PBC team and data partner

