

EDUCATIONAL SERVICE DISTRICT 112

Early Head Start



Annual Report 2019





We service
55 home-
based
families
in Clark
County and
84 center-
based
families
in Clark
& Cowlitz
Counties.

Letter from the Director

Early Care and Education is a department within ESD 112 serving over 2,000 children and families annually through a variety of programs and services. The mission of ESD 112 is to equalize educational opportunities for learning communities through innovative partnerships, responsive leadership and exceptional programs. The ECE department upholds our shared responsibility to foster growth and resilience in young children, families, educators and the community through individualized, high quality programs.



The Early Head Start program within the department of Early Care and Education served 215 children in 2019 through home visiting and child care services across Clark and Cowlitz counties. Our program is focusing on social-emotional learning and the impacts of trauma on young children and their families. We were awarded a community grant this year that will allow us to train all of our staff in trauma-informed practices and implement social-emotional learning curriculum across all of our classrooms. We also partner with Children's Home Society to provide "Circle of Security" training to parents in our programs. We are excited about this work and look forward to enhancing our programs and services to best meet the needs of children and families ongoing.

ESD 112 is audited annually by the State Auditor's Office. The audit was completely clear with no findings. Our Early Head Start program also participated in and passed the HSKE 1 program review during the 2019 year.

As an educational institution, we pride ourselves on our continuous quality improvement efforts and are fortunate that we have so many early care and education services, supports and partnerships that we can leverage to provide the highest quality programs for our youngest learners.

Sincerely,

Jodi Wall

Executive Director

Annual Report

The mission of Educational Service District 112 (ESD 112) is to equalize educational opportunities for learning communities through innovative partnerships, responsive leadership and exceptional programs. ESD 112's Early Head Start program Marshals partners and professionals to deliver comprehensive services for 139 infants, toddlers and pregnant women in Southwest Washington communities. Service areas served include: 55 home-based families in Clark County and 84 center-based families in Clark & Cowlitz County.

2018-2019 TOTAL SERVED	EHS HOME-BASED (55 funded slots)	EHS CENTER-BASED (84 funded slots)
	98 (100% OF FUNDED ENROLLMENT)	117 (100% OF FUNDED ENROLLMENT)
Families living below 100% of the poverty line, homeless, or foster status	100%	96%
Families experienced homelessness	12%	19%
Foster children	2%	8%
Children enrolled for their 2nd or more year	49%	42%
Families' ethnicity was Hispanic or Latino origin	51%	31%
Single-parent families	34%	77%
Single-parent families who were unemployed	77%	43%
Two-parent families who had one or both parents unemployed	88%	54%
Children with a disability	23%	5%
Children served with a disability were newly identified by the Early Head Start program this year	7%	3%
Percentage of eligible children in the community who were served by our Early Head Start programs.	2.5%	3%

●●● Health Services

Our Early Head Start program engages in ongoing efforts to coordinate health and nutrition services for children and families. Staff partner with families to identify each individual child’s medical, nutritional, mental health, and dental needs. Staff assist families in finding a medical home, a dental home, locating sources of funding for health services, tracking children and prenatal mothers’ health services, and offering health information about the importance of children’s health and development. Staff utilize evidence-based screening equipment to provide timely vision and hearing screenings that supports early detection of potential health care concerns. A *Hearing Screening Referral Letter* was developed in partnership with a local pediatrician and ESD 112 Audiology to assist parents in advocating for their child’s hearing needs which include assessment for further evaluation and treatment. Staff partner with families in accessing resources and responsive medical treatment.

These efforts minimize and/or remove barriers for children by fostering a positive early learning experience where children can thrive and develop relationships. We continue to partner with our local audiologist in the Clark County region to ensure our children get the vision and hearing services they need. We partner with the Department of Health to focus on supporting parent and staff knowledge around the new MMR requirements. This year we invited Brianna Dannen, RN, from DOH to our Health Services Advisory Committee (HSAC) to discuss the new law and requirements with parents and staff. We provided opportunities for a Q&A sessions to provide clarity and understanding of the process for families and staff. After looking further into research, we identified Early Head Start families are at a much higher risk for Perinatal Mood and Anxiety Disorder. Due to this, we have increased frequency of screening with the Edinburgh Postnatal Depression Scale for our prenatal families.



HEALTH SERVICES

	EHS HOME-BASED		EHS CENTER-BASED	
	AT TIME OF ENROLLMENT	END OF YEAR	AT TIME OF ENROLLMENT	END OF YEAR
Children & pregnant women with health insurance	98%	98%	100%	99%
Children with an ongoing source of continuous, accessible health care	98%	98%	97%	97%
Children up-to-date on medical exams	82%	90%	66%	79%
Children up-to-date on immunizations	60%	70%	78%	77%
Children up-to-date on dental care	-	91%	-	73%



●●● School Readiness

Babies are born ready to learn and our program fosters children’s growth and development by supporting families as their children’s first and most important teachers. Our Early Head Start home visiting program uses the Parents as Teachers (PAT) curriculum which is designed to promote nurturing and responsive caregiving based on young children’s strengths and areas of interest. Staff and families plan and implement visits and activities together using materials found in the home environment that honor and reflect the families’ culture and routines. Staff are deeply knowledgeable about child development and help families understand what they can expect with each new phase of development and learning.

We are currently implementing two different on-going formative child assessment tools. In our home-based program, we use Galileo and in our center-based programs, we use Teaching Strategies GOLD (TS GOLD). It has been challenging finding an assessment tool sensitive enough to capture the small, incremental changes in development for infants and toddlers. Home-based staff report that the tool and the assessment results has helped them strengthen conversations with families about child development, what families can expect their children to do next, and the role that families play in nurturing their child’s growth by providing learning opportunities in their daily routines.

For children enrolled in our center-based Early Head Start programs, we continue to use the GOLD assessment system. This assessment system is also being used in for all children in our child care centers and is a requirement in our state-funded ECEAP preschool program. Having a common assessment measure in our center-based programs promotes greater continuity and alignment of instructional, professional development, and family engagement practices across the developmental continuum.

While there are differences in the formative assessment tool based on program type, we implement the Ages and Stages Questionnaire (ASQ-3) in both the home-based and center-based program. This screening tool is designed to help us identify children who may be at risk for delays and disabilities. In an effort to ensure we have the information we need to identify children for further diagnostic screenings, we continue to supplement the TS GOLD assessment tool with the Ages & Stages Questionnaire (ASQ-3) screening tool three times per year. As a result, we have identified patterns that consistently show toddlers across the developmental domains who are

below expectations and warrant referrals to Early Intervention. This is especially true in the area of communication.

While the ASQ is not intended to be used to inform instruction, we do augment our on-going formative assessment approach by including ASQ information. Doing so provides staff and families with more concrete information about children’s current development, and how to support them in continuing to acquire new skills across developmental domains.

This year, based on feedback from Region X, we updated our school readiness goals to include information about external factors that may be creating additional challenges for families as their children’s first and most important teachers. We utilized this information, along with child assessment data, to set goals, identify and implement specific strategies, and revisit progress so that we can adjust, as needed. Classroom staff and home visitors utilize the goals in a variety of ways, including posting the information in centers and classrooms, sharing the information with families, reflecting on their current practices, and identifying strategies to improve their practice

The following pages show data on our current school readiness goals for EHS Center-Based and Home-Based. Since the two programs use different assessment tools the goals are measured in different ways, therefore the data is displayed slightly different. The Home-Based assessment tool is also broken down with different age ranges so all children are lumped together in the data.



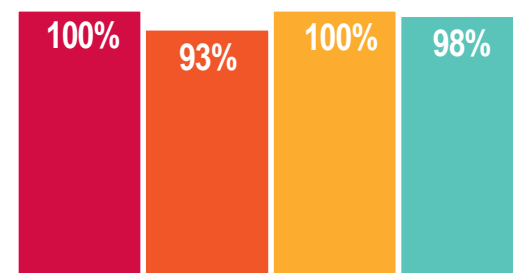
% of assessed children who met or exceeded expectations for each indicator

● INFANT ● AGE 1 ● AGE 2 ● AVERAGE

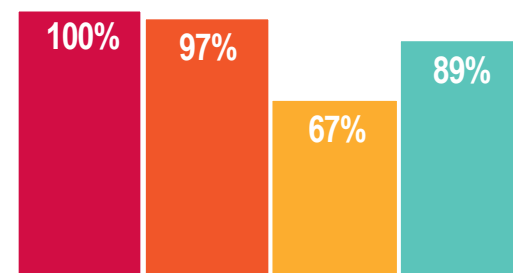
SOCIAL EMOTIONAL DEVELOPMENT



Goal: Children will use strategies to regulate their emotions and participate with other across multiple settings.



CHILDREN TAKE CARE OF THEIR OWN NEEDS APPROPRIATELY



CHILDREN SOLVE SOCIAL PROBLEMS

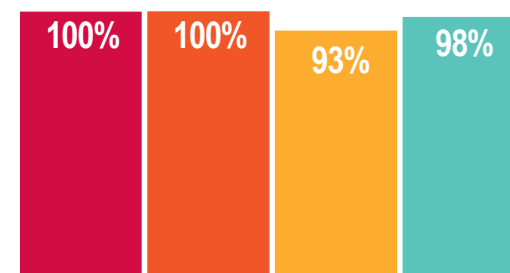
"My favorite moment was watching my son have a positive transition. He went from crying at drop-off times to smiling and waving at me."

- EHS Parent

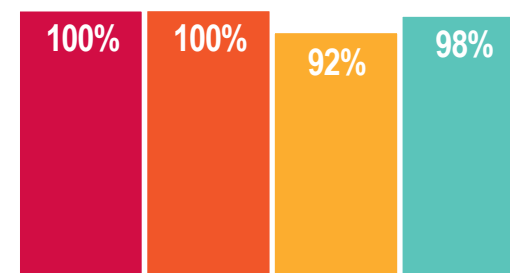
APPROACHES TO LEARNING



Goal: Children will use strategies to regulate their emotions and participate with other across multiple settings.



CHILDREN SHOW CURIOSITY AND MOTIVATION

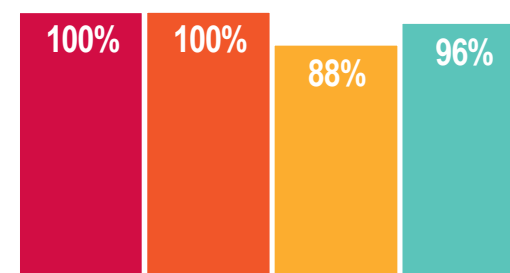


CHILDREN PERSIST

COGNITION



Goal: Children will demonstrate the ability to solve problems when faced with new or challenging learning situations.

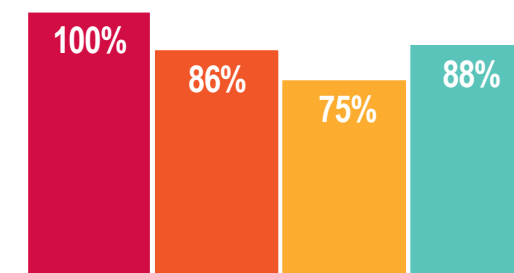


CHILDREN SOLVE PROBLEMS

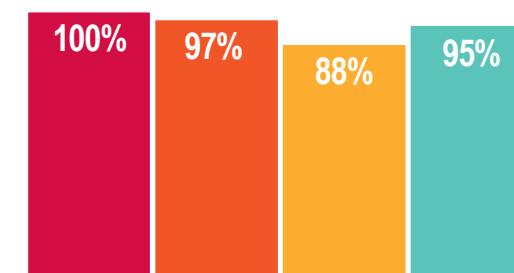
LANGUAGE AND COMMUNICATION



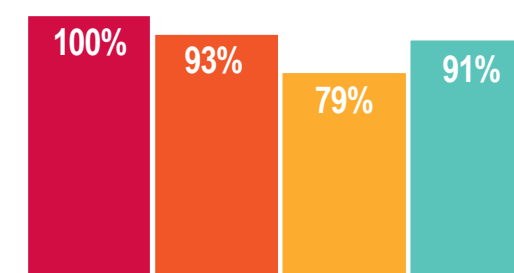
Goal: Children will use strategies to regulate their emotions and participate with other across multiple settings.



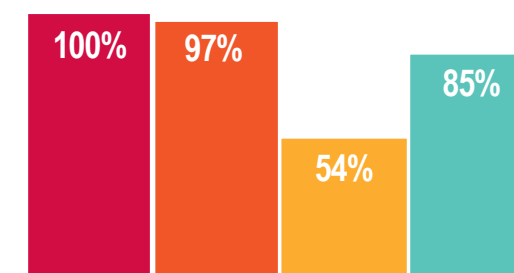
CHILDREN USE AN EXPANDING, EXPRESSIVE VOCABULARY



CHILDREN USE CONVENTIONAL GRAMMAR



CHILDREN SPEAK CLEARLY

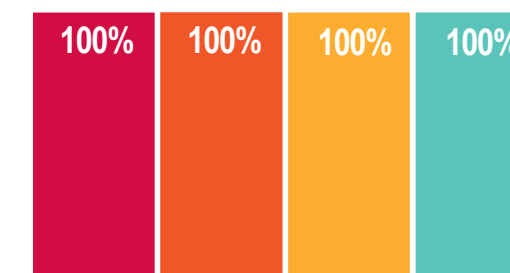


CHILDREN USE SOCIAL RULES OF LANGUAGE

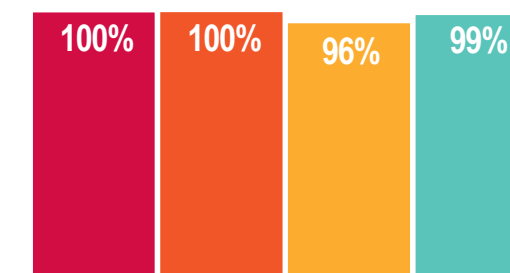
PERCEPTUAL, MOTOR & PHYSICAL DEVELOPMENT



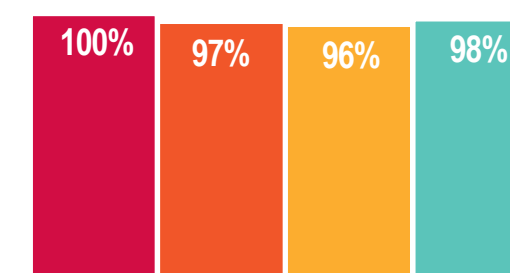
Goal: Children will demonstrate large-motor and fine-motor strength and coordination.



CHILDREN DEMONSTRATE TRAVELING SKILLS



CHILDREN DEMONSTRATE BALANCING SKILLS



CHILDREN USE FINGERS AND HANDS

*Children assessed at the end of December 2019. Due to EHS being a year-round program some of these children may have been newly enrolled. (Infants - 27, 1 year olds - 29, 2 year olds - 24).

% of assessed children who met or exceeded expectations for each indicator

SOCIAL EMOTIONAL DEVELOPMENT



Goal: Children will use strategies to regulate their emotions and participate with other across multiple settings.

56%

CHILDREN TAKE CARE OF THEIR OWN NEEDS APPROPRIATELY

67%

CHILDREN SOLVE SOCIAL PROBLEMS

LANGUAGE AND COMMUNICATION



Goal: Children will use strategies to regulate their emotions and participate with other across multiple settings.

67%

CHILDREN USE EXPANDING, EXPRESSIVE VOCABULARY

67%

CHILDREN SPEAK CLEARLY

67%

CHILDREN USE CONVENTIONAL GRAMMAR

86%

CHILDREN USE SOCIAL RULES OF LANGUAGE

APPROACHES TO LEARNING



Goal: Children will use strategies to regulate their emotions and participate with other across multiple settings.

89%

CHILDREN SHOW CURIOSITY AND MOTIVATION

89%

CHILDREN PERSIST

PERCEPTUAL, MOTOR & PHYSICAL DEVELOPMENT



Goal: Children will demonstrate large-motor and fine-motor strength and coordination.

86%

CHILDREN DEMONSTRATE TRAVELING SKILLS

86%

CHILDREN DEMONSTRATE BALANCING SKILLS

81%

CHILDREN USE FINGERS AND HANDS

COGNITION



Goal: Children will demonstrate the ability to solve problems when faced with new or challenging learning situations.

50%

CHILDREN SOLVE PROBLEMS

*Children assessed anytime between June 2019 – December 2019. Due to EHS being a year-round program some of these children may have been newly enrolled. (36 children assessed)

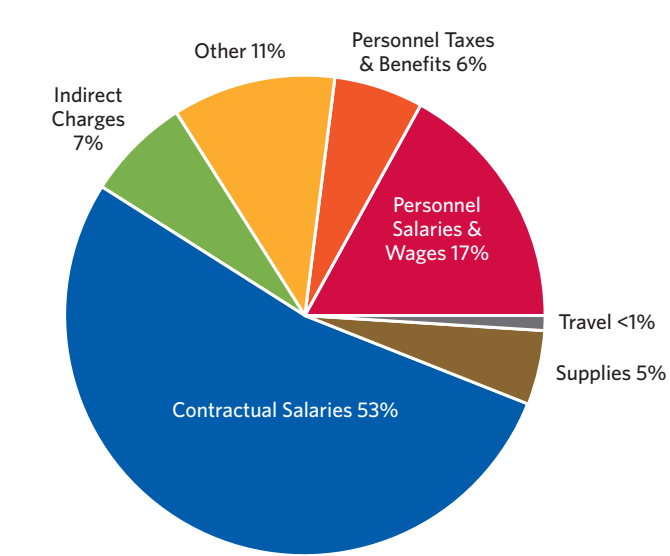


"The most meaningful part of the program for me was being able to spend time with my child and give her all of my attention in that moment."

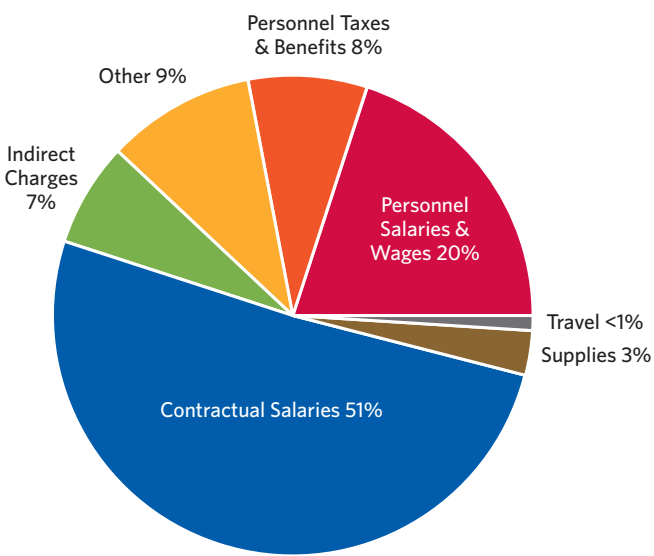
– EHS Parent

EHS Center-Based Budget

ANNUAL BUDGET			
January 1, 2019 – December 31, 2019			
	EHS: CCB	EHS: CB T/TA	TOTAL
INCOME			
Federal Early Head Start Grant	\$1,701,817	\$40,224	\$1,742,041
TOTAL INCOME			\$1,742,041
EXPENSES			
Personnel Salaries & Wages	\$270,032	\$19,700	\$289,732
Personnel Taxes & Benefits	\$102,443	\$8,256	\$110,699
Travel	\$10,495	\$0	\$10,495
Equipment	\$0	\$0	\$0
Supplies	\$95,723	\$0	\$95,723
Contractual Salaries	\$920,352	\$0	\$920,352
Other	\$182,097	\$9,413	\$191,510
Subtotal, Direct Charges	\$1,581,142	\$37,369	\$1,618,511
Indirect Charges	\$120,675	\$2,855	\$123,530
TOTAL EXPENSES	\$1,701,817	\$40,224	\$1,742,041
IN-KIND CONTRIBUTIONS & DONATION (non-federal share)			
Agency Services (In-Kind)	\$57,397	-	\$57,397
Parent Services (In-Kind)	\$77,520	-	\$77,520
Community Partners (In-Kind)	\$0	-	\$0
Donated Space/Improvements	\$87,843	-	\$87,843
TOTAL (non-federal share)	\$222,760	-	\$222,760

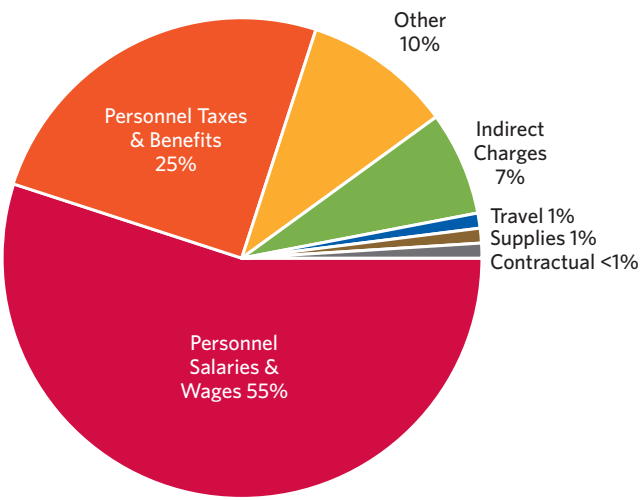


ANNUAL BUDGET			
January 1, 2020 – December 31, 2020			
	EHS: CCB	EHS: CB T/TA	TOTAL
INCOME			
Federal Early Head Start Grant	\$1,680,032	\$40,224	\$1,720,256
TOTAL INCOME			\$1,720,256
EXPENSES			
Personnel Salaries & Wages	\$325,994	\$23,611	\$349,605
Personnel Taxes & Benefits	\$133,740	\$10,630	\$144,370
Travel	\$9,078	\$0	\$9,078
Equipment	\$0	\$0	\$0
Supplies	\$52,271	\$0	\$52,271
Contractual Salaries	\$883,166	\$0	\$883,166
Other	\$158,571	\$3,177	\$161,748
Subtotal, Direct Charges	\$1,562,820	\$37,418	\$1,600,238
Indirect Charges	\$117,212	\$2,806	\$120,018
TOTAL EXPENSES	\$1,680,032	\$40,224	\$1,720,256
IN-KIND CONTRIBUTIONS & DONATION (non-federal share)			
Agency Services (In-Kind)	\$89,729		\$89,729
Parent Services (In-Kind)	\$190,932		\$190,932
Community Partners (In-Kind)	\$46,911		\$46,911
Donated Space/Improvements	\$102,492		\$102,492
TOTAL (non-federal share)	\$430,064		\$430,064

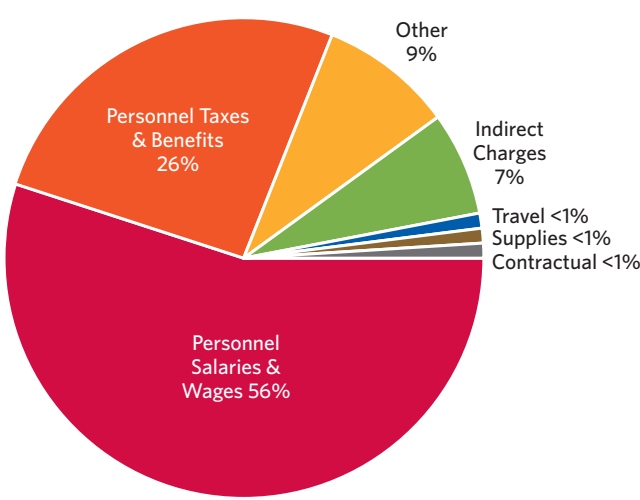


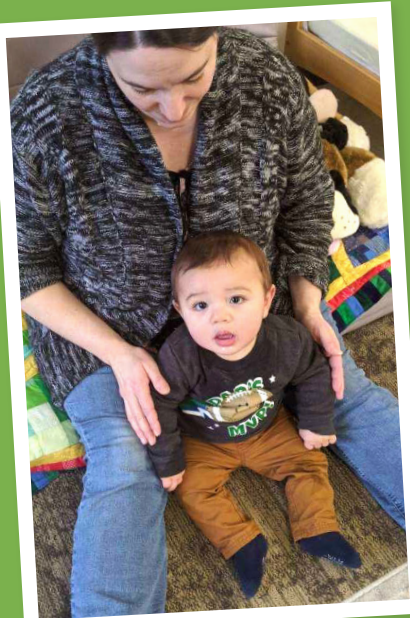
EHS Home-Based Budget

ANNUAL BUDGET			
January 1, 2019 – December 31, 2019			
	EHS: HOME BASED	EHS: HB T/TA	TOTAL
INCOME			
Federal Early Head Start Grant	\$602,149	\$14,022	\$616,171
TOTAL INCOME			\$616,171
EXPENSES			
Personnel Salaries & Wages	\$329,346	\$8,850	\$338,196
Personnel Taxes & Benefits	\$151,581	\$3,360	\$154,941
Travel	\$8,605	\$414	\$9,019
Equipment	-		-
Supplies	\$7,911		\$7,911
Contractual Salaries	\$450		\$450
Other	\$62,872	\$434	\$63,306
Subtotal, Direct Charges	\$560,765	\$13,058	\$573,823
Indirect Charges	\$41,384	\$964	\$42,348
TOTAL EXPENSES	\$602,149	\$14,022	\$616,171
IN-KIND CONTRIBUTIONS & DONATION (non-federal share)			
Parent Services (In-Kind)	\$154,043	-	\$154,043
Community Partners (In-Kind)	-	-	-
Donated Space/Improvements	-	-	-
TOTAL (non-federal share)	\$154,043	-	\$154,043



PROJECTED ANNUAL BUDGET			
January 1, 2020 – December 31, 2020			
	EHS: HOME BASED	EHS: HB T/TA	TOTAL
INCOME			
Federal Early Head Start Grant	\$602,149	\$14,022	\$616,171
TOTAL INCOME			\$616,171
EXPENSES			
Personnel Salaries & Wages	\$337,122	\$8,514	\$345,636
Personnel Taxes & Benefits	\$158,497	\$1,703	\$160,200
Travel	\$2,573	\$1,513	\$4,086
Equipment	-	-	-
Supplies	\$5,898	-	\$5,898
Contractual Salaries	\$5,434	-	\$5,434
Other	\$52,286	\$1,353	\$53,639
Subtotal, Direct Charges	\$561,810	\$13,083	\$574,893
Indirect Charges	\$40,339	\$939	\$41,278
TOTAL EXPENSES	\$602,149	\$14,022	\$616,171
IN-KIND CONTRIBUTIONS & DONATION (non-federal share)			
Parent Services (In-Kind)	\$154,043	-	\$154,043
Community Partners (In-Kind)	-	-	-
Donated Space/Improvements	-	-	-
TOTAL (non-federal share)	-	-	\$154,043





"The program supported me in being able to give my daughter the tools and resources she needed to grow. I will never forget the referral for housing as well."

— EHS Parent

Family Engagement

Family Engagement is a vital component throughout all areas of Early Head Start. We strongly believe that supporting children to be ready to enter school starts with supporting the family. We strive to support children to be safe, healthy, learning and developing, engaged in positive relationships, ready for school, and successful in school and life through family engagement and parent leadership opportunities. We utilize parent leadership opportunities built into Early Head Start such as Policy Council, Parent Committees, Health Services Advisory Committee, Playgroup, and various outreach and volunteer events. In addition, we look at opportunities for parents to be leaders within their community, even if they are unable to participate in the formalized opportunities offered through our program. Through these opportunities, we have increased the amount of parent voice within our program and able to make impactful changes. For example, feedback was provided around wanting an increase in variety and fresh fruits or veggies at our Playgroups hosted by Home Visitors. By partnering with our centers, we were able to change how we provide snack. Snacks are now provided in alignment with the center and include fresh ingredients such as yogurt and blueberries.

In an effort to promote parent leadership opportunities, ESD 112 created a Parent Liaison position. This position has been filled by a parent who received services through Early Head Start and other programs through ESD112's Early Care and Education. They provide insight regarding policies, procedures, and best practices within our programs and consistently participate in Policy Council. In addition, they are available to increase parent engagement in Parent Committees and other family events. The insight we receive and mentorship she provides for other parents is invaluable.

In previous years, training was provided around Motivational Interviewing to staff across multiple positions. We have found the tools provided within the training to align directly with the philosophy of our work, and the impact we are trying to make. To increase our effectiveness with these tools, our Family Support Specialists have engaged in a monthly Professional Learning Communities to reflect on the tools and identify ways to incorporate the information into the daily conversations they have with families. Partnering with families is a strength within our program, and we have found that utilizing these tools has only increased the engagement we have with families around goal setting, having vulnerable conversations, and understanding how family outcomes impact child outcomes and school readiness.

Limited resources for families to access affordable housing, mental health and substance abuse treatment, reliable transportation, and medical and dental providers for the adults in the home continues to be a common need for many of our families. Staff continue our collaboration with community partners in an effort to address these barriers.

On the right hand page is information on the most common Needs and Goals that families have been identifying this past year and shows which needs were met or met partially, abandoned/unmet, or some of the identified needs/goals still be being worked on.

MET OR MET PARTIALLY

ABANDONED OR UNMET BY FAMILY

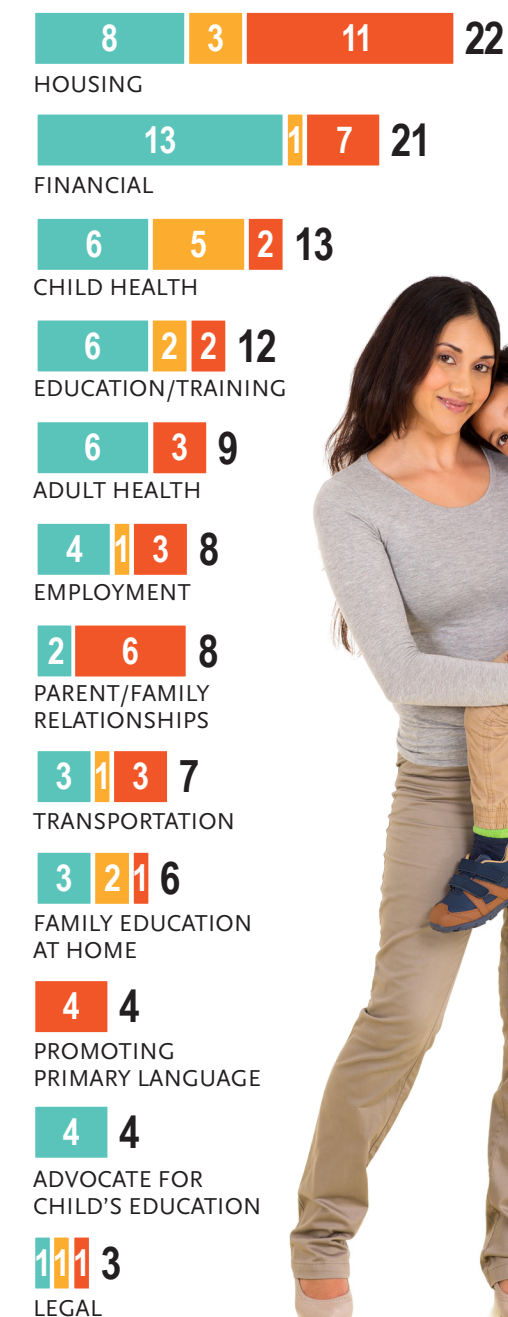
STILL OPEN/WORKING ON

MOST COMMON NEEDS IDENTIFIED BY FAMILIES*



*Clothing was the #1 need identified, however we did not include it on this chart because it skewed the graph. However, due to our local partnership with Northwest Children's Outreach we are able to meet this clothing need majority of the time.

MOST COMMON FAMILY GOALS



Community Assessment Survey

This year we conducted an Addendum to our 2018 Comprehensive Community Assessment gathering and analyzing data from our community, including demographics, needs of eligible children and families and resources available to meet those needs, agencies serving eligible children, and parent, staff, and community input. Through this process we came up with the following recommendations to focus on as a program in the coming year:

1. To meet community need, leverage ESD 112's successful implementation of Early Head Start and ECEAP, the agency's resources and infrastructure, and staff expertise to expand its early learning services within the existing Early Head Start/ECEAP service area.
2. Establish (or enhance) clear, documented (e.g., MOUs) relationships with community partners that provide guidance related to the recruitment and referral of children and families among programs, including children in foster care.
3. Continue to advocate for and provide support to families experiencing homelessness and those on the brink of homelessness.
4. Collaborate with mental health providers to identify strategies to address the scarcity of mental health resources available to families within the service area. Advocate for the availability of family-centered care and services that meet the needs of families with young children.
5. Continue to implement and explore strategies to support families' education goals while addressing the workforce shortage in early learning programs. Work with state partners to advocate for and develop systems for enrolled families to enter the field of early care and education.
6. Continue to support staff in their ability to serve families with significant risk factors, while also managing self-care for themselves. Further enhance training for staff on trauma-informed care and working with children with challenging behaviors and their families.
7. Develop and implement strategies to establish more robust waitlists for ESD 112's Early Head Start and ECEAP programs.
8. Engage community partners and policy makers to discuss continued challenges regarding affordability and access to quality child care.



"Sometimes it takes a class like this one to remind us that we are all on a different level of stress and progression in our lives. It's important to remember that my stresses are not my families' stresses."

- EHS Educator

Professional Development

Professional development is a process that is most effective when it is ongoing, rigorous, responsive, job-embedded, and meaningful and applicable to the settings and systems that individuals work within. Our professional development model includes opportunities to reach a diverse audience through a variety of formats, utilizing a reflective practice framework. Teachers, Center Directors, and Family Support Specialists (FSS) have opportunities to engage in guided reflection in order to recognize and leverage strengths and continue to identify areas of opportunity for professional growth. These efforts are documented in our training and technical assistance (T/TA) plan and supported through a parallel process where Services Coordinators and management staff are able to offer professional supports and model a culture that highlights the importance of growth mindset.

This year, we worked to enhance our training offerings by finding new ways to engage teachers, methods of allowing networked learning opportunities, and new ways to document staff goals in order to identify coaching and training trends. While we have offered ongoing in-service events to Early Head Start staff in the past, this year our program team, with a focus on equity of access, implemented in-service conference days to staff across our program types. Twice a year, we now offer in-service events where Early Head Start, ECEAP, child care teachers, directors, and FSS staff participate together.

These shared in-service events allow staff to engage with others in role-alike positions, share reflections, and learn from the experiences and expertise of each other. In addition, we have also been able to broaden selection of training topics with this larger audience. At our February in-service, we will be able to run 16 total training sessions, allowing for greater choice and participant autonomy in training topic selection that is meaningful, while also reducing training group sizes to allow for deeper conversation and reflection. We continue to partner with Child Care Aware of SW WA and leverage our in-house training team to write curriculum and training content based on survey results and anecdotal data that reveal participant interests and needs. We have also found ways to support center directors and experienced teaching staff to develop and facilitate training sessions, highlighting their roles as instructional leaders.

This year we also built modules to allow additional coaching data to be tracked in ChildPlus. Each time a teacher or home visitor creates an actionable goal, it is assigned a goal category. Our professional development team plans to utilize this new goal category data as another piece of information when planning training and in-service events. It will allow us to determine areas of focus by site, by age group served, as well as program-wide. We anticipate these data points to be immensely helpful for planning purposes beyond trainings required by program standards.

We are invested in continuing to implement some of the changes that we have made this year. The primary goal of our professional development team is to be able to model the continuous quality improvement cycle, where we collect and analyze staff feedback and utilize the information to implement changes that remain flexible to participants, engaging, and meaningful.



"I felt like I was able to fully be engulfed in the information and the training rather than trying to do a training while needing to be back in my class at a certain time. I really liked how many other people were there that I could learn from as well as my trainer."

- EHS Educator



"My child was below in gross motor before she started the program and now she is at age level and above age-level in other areas of development!"

- EHS Parent

Early Head Start 

EDUCATIONAL SERVICE DISTRICT 112

2500 NE 65th Ave, Vancouver, WA 98661-6812

Phone: (360) 952-3466

Fax: (360) 694-2467

[earlylearning@ESD 112.org](mailto:earlylearning@ESD112.org)

www.esd112.org/ece