

Washington State Association of Head Start and ECEAP

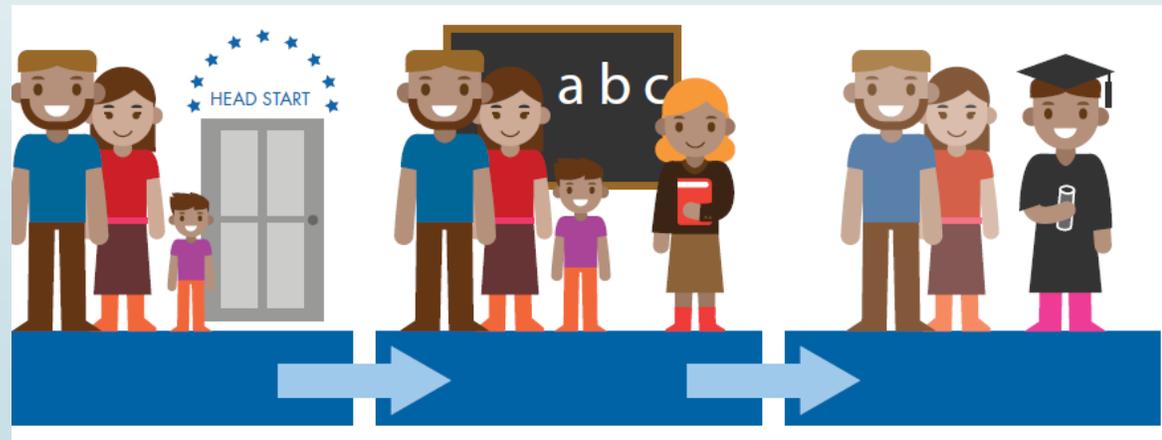
Annual Fall Meeting – October 24, 2019

Dr. Shelley Redinger, Superintendent
Spokane Public Schools



HEAD START PREPARES YOUNG CHILDREN & FAMILIES TO SUCCEED IN CLASSROOMS, AND IN LIFE!

When Head Start and schools partner, children succeed! Compared to their peers, Head Start children are more likely to graduate high school, attend college, have a job and enjoy good health.



HEAD START IN YOUR COMMUNITY

- 1 million+ children in 57,000 locally-run classrooms
- . 75% entering kindergarten in next 2 years
- . Most children speak English at home; 29% are dual language learners
- . 9,400+ collaboration agreements between programs and schools
- . 12.5% of enrolled children receive services under IDEA



5 THINGS TO KNOW ABOUT *HEAD START* PROGRAMS



1 **Helps children & families thrive**, enrolling over 1 million children, ages 0-5, and pregnant women each year



2 **Uses research based curricula and assessments** so each child makes progress in language/literacy, math, science, and physical development



3 **Supports at-home learning and healthy habits**, from parent-child reading and regular bedtimes to positive parenting



4 **Coordinates comprehensive services** so children and families have the community resources they need



5 **Evaluates, identifies and serves children with special needs**, and facilitates early intervention services

FIVE CENTRAL DOMAINS OF CHILD DEVELOPMENT AND EARLY LEARNING

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



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WSIPP Report Shows ECEAP a Great Investment

In 2014, the state legislature asked the Washington State Institute for Public Policy ([WSIPP](#)) to conduct a [retrospective outcome analysis](#) of the [Early Childhood Education and Assistance Program](#) (ECEAP), looking back to 2003-4. The study compared 3rd, 4th, and 5th grade test scores from children who had attended ECEAP to those of similar children who had not.

The results were impressive and sustained.

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Lasting Impacts of ECEAP

The study concluded that **'children who attended ECEAP had significantly higher math and reading scores in 3rd, 4th and 5th grades compared to children who did not attend the program'**. And the 'effect sizes' are as good or better than some of the top full-day state programs in the country, like [Abbott Pre-k](#) in New Jersey, one of the [Gates Foundation 'exemplar programs'](#), and twice as good as the average state pre-k program.

Return on Investment – just based on these impressive test scores, WSIPP found a return of \$13,030 for each ECEAP participant, and that doesn't fully incorporate two of the major economic benefits of early learning – high school graduation and crime prevention. Previous [WSIPP cost-benefit analysis for ECEAP](#) estimated a \$4.20 return for every dollar invested.



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ECEAP might be even better than study shows

Because the study looked primarily at 3rd-5th grade test scores, the researchers were limited to looking at ECEAP before 2009. Today ECEAP looks even better than in 2008 – 33% more classroom hours, restrictions on caseload for family support workers, greater emphasis on research-based curriculum and assessment, and participation in Early Achievers.

The study used participation in ‘Basic Food’ as a comparison group for the non-ECEAP kids, which meant that the overall income level and percentage of native English speakers was higher than the general ECEAP population, and that an estimated 20-25% of those kids may have attended Head Start. Given that ECEAP closely mirrors Head Start and that most children are in programs who provide both, outcomes are likely to be higher for ECEAP if those kids were separated out of the comparison group.



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A Successful Model

When ECEAP was established, the legislature recognized the challenges faced by this high-risk population, and created a program that addresses the needs of the whole child – a high quality classroom with individualized learning plans, attention to the health of the child, and fully engaging the family to ensure that the child is supported and gains are sustained. ECEAP is one of the few state pre-k programs who adopted this model, and this study proves that it works.

WaKIDS Whole-Child Assessment

- Teaching Strategies GOLD® used for the whole child assessment.
- Six domains assessed:
 1. Social-Emotional
 2. Physical
 3. Language
 4. Cognitive
 5. Literacy
 6. Mathematics



<https://www.k12.wa.us/student-success/testing/state-testing-overview/washington-kindergarten-inventory-developing-skills-wakids/whole-child-assessment>



OSPI – Washington SEL Implementation Brief: For Educators

LEARNING IS INHERENTLY SOCIAL AND EMOTIONAL Schools that focus on creating welcoming and inclusive environments and on supporting all students' social emotional development in ways that honor students' histories and cultures can promote their long-term success and well-being. Emotions and relationships directly affect how students learn and how they apply that learning. Emotions and relationships can either motivate students to engage in learning, or, if unmanaged, interfere with attention, memory, and positive behaviors.¹ For example, learning happens when these conditions are met:

- Students are seen and heard. When students believe their educators respect their identity and culture, they are more likely to succeed in school.
- Strengths are leveraged and built upon. When adults deliberately focus on students' strengths—academic, social, and emotional—learning increases, and students are more likely to reach their potential.
- Students form meaningful relationships. When educators build strong relationships with their students, learning increases and everyone feels more committed to school.²

¹ CASEL. (2007). Retrieved from www.casel.org ² Aspen Institute. (2019). From a nation at risk to a nation at hope: Recommendations from the Commission of Social, Emotional, and Academic Development. Retrieved from <http://nationathope.org/communication-tools/>



OSPI – Washington SEL Implementation Brief: For Educators

WHAT IS SOCIAL EMOTIONAL LEARNING (SEL)? SEL is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. (See Washington State's SEL Implementation Guidelines) SEL is not a way to “grade” or identify deficits, and it is not just a curriculum or add-on. Rather, SEL is an intentional approach to building student assets. SEL supports education equity³ in multiple ways: emphasizing whole-child development, drawing attention to the social nature of learning, advancing the belief that all children can learn, developing young people’s skills to navigate social contexts, and improving relationships between students and educators—a key protective factor for all students.⁴

³ Educational equity means that each child receives what he or she needs to develop his or her full academic and social potential. Retrieved from the National Equity Project website: <http://nationalequityproject.org/about/equity> ⁴ Jones, S. M., & Kahn, J. (2017). The evidence base for how we learn: Supporting students' social, emotional, and academic development. Consensus statements of evidence from the Council of Distinguished Scientists. Washington, DC: Aspen Institute.

OSPI – Washington SEL Implementation Brief: For Educators

Washington State's SEL Standards

Self-Awareness: Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

Social-Awareness: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

Self-Management: Individual has the ability to regulate emotions, thoughts, and behaviors.

Social Management: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

Self-Efficacy: Individual has the ability to motivate themselves, persevere, and see themselves as capable.

Social Engagement: Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.



5 Social and Emotional Learning Benchmarks Workgroup. (2016). Addressing social emotional learning in Washington's K-12 public schools.



OSPI – Washington SEL Implementation Brief: For Educators

Washington State SEL Framework and Guiding Principles

1. SEL implementation starts with capacity building.
2. SEL requires collaboration between families, educators, community partners, and young people in its design and implementation.
3. Washington State SEL is shaped by a commitment to the following four guiding principles:

Equity: Each child receives what he or she needs to develop his or her full potential.

Culturally responsive: Culture is viewed as a resource for learning, not a barrier.

Universal design: Learning differences are planned for and accommodated.

Trauma informed: Knowledge of the effects of trauma is integrated into policy and practice.



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ENTRY POINTS FOR PROMOTING SEL IN CLASSROOMS NOW

1. Relationships matters. Build positive relationships with your students. Affirm the culture and background of the diverse students you serve. Draw from your students' cultural assets to enrich SEL in the classroom.
2. Context matters. Students and adults use their social emotional skills depending on the context in which they find themselves. Create environments that support student application of social emotional skills.
3. Knowledge of self matters. Begin with developing your own SEL competencies. Use a self-assessment, such as this one from the Center on Great Teachers and Leaders, to reflect on how your experiences and cultural background impact your teaching.
4. Awareness of current SEL work matters. Learn about the current SEL work in Washington State by checking out standards, benchmarks, indicators, and guiding principles. Explore ways you can meet these standards in your classes or embed them into classroom rituals.

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ENTRY POINTS FOR PROMOTING SEL IN CLASSROOMS NOW *continued*

5. Using effective SEL strategies matters. Use and assess instructional strategies and classroom management techniques that foster a supportive, caring classroom environment—such as these Three Signature SEL Practices from Oakland Unified School District.
6. Creating culturally responsive classrooms and integrating SEL matters. Complete the OSPI SEL Online Module for educators on integrating SEL into culturally responsive classrooms. Check out the complete SEL Implementation Guide on the OSPI Student Support site.



OSPI – Washington SEL Implementation Brief: For Educators

10 TEACHING PRACTICES THAT PROMOTE SEL⁷

- ✓ Student-Centered Discipline
- ✓ Teacher Language
- ✓ Responsibility and Choice
- ✓ Warmth and Support
- ✓ Cooperative Learning
- ✓ Classroom Discussions
- ✓ Self-Reflection and Self-Assessment
- ✓ Balanced Instruction
- ✓ Academic Press and Expectations
- ✓ Competence Building—Modeling, Practicing, Feedback, Coaching

⁷ Yoder, N. (2017). Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks [Research-to-Practice Brief]. Washington, DC: Center on Great Teachers and Leaders at American Institutes for Research.





OSPI – Washington SEL Implementation Brief: For Educators

TEACHER SEL RESOURCES:

CASEL Teacher SEL Resources

A curated list from CASEL that focuses on SEL resources for teachers.

<https://casel.org/teacher-resources/>

Center on Great Teachers and Leaders

Social Emotional Learning in the Daily Life of Classrooms includes activities and strategies for teachers.

<https://gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms>

Social Emotional Learning and Equity Pitfalls and Recommendations

Resources for achieving educational equity in your classroom.

<https://nationalequityproject.org/about/social-emotional-learning-equity>

Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies

A brief from the Wallace Foundation exploring quickly taught SEL strategies.

<https://www.wallacefoundation.org/knowledge-center/pages/kernels-of-practice-for-sel-low-cost-low-burden-strategies.aspx>

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized.

Haim Ginott