



Washington State Department of
Early Learning

The Early Start Act

Annual Report

2015

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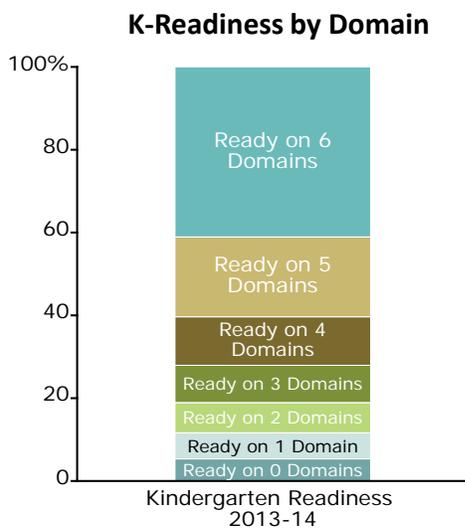
Early Start Act Executive Summary

In June, 2015 the Early Start Act was approved by the legislature and signed into law by Governor Jay Inslee. The Early Start Act focuses on improving access to high-quality early learning opportunities in Washington as a key path to improving outcomes in young children and promoting strong school readiness rates. Research clearly demonstrates that the quality of early learning environments is critical to supporting child growth and development, and that children need access to high quality programs and stability of participation in these programs (e.g. “dosage”). The Early Start Act responded to this need by providing supports to help existing early learning providers offer a level of quality that will promote strong child outcomes, mandating levels of quality for providers that accept children on child care subsidy or Early Childhood Education and Assistance Program (ECEAP) funding, and focusing on improving quality for children most at-risk for not being ready for Kindergarten. The Early Start Act highlights several key goals:

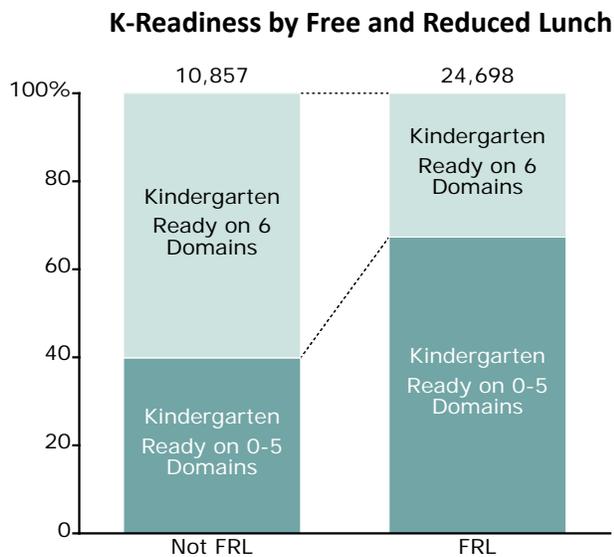
- Create a child-focused system that supports high-quality services that will improve child outcomes and prioritize early learning services to children that need them most,
- Build upon and strengthen the existing system by making sure it is accessible to all children, families and providers in Washington,
- Use data to drive ongoing policy and programmatic decisions and
- Ensure programs are seamless for families, particularly child care and preschool, and working together to promote high-quality, efficiently managed services.

Washington’s School Readiness Baseline

During the 2013-14 school year, only 41 percent of Washington’s children were ready for Kindergarten on all six domains of development. The data highlights that many children are entering Kindergarten without the skills to be successful in school and low-income children and children of color are less likely to demonstrate Kindergarten readiness.



Source: WaKIDS; 3SI Analysis; 2013-14



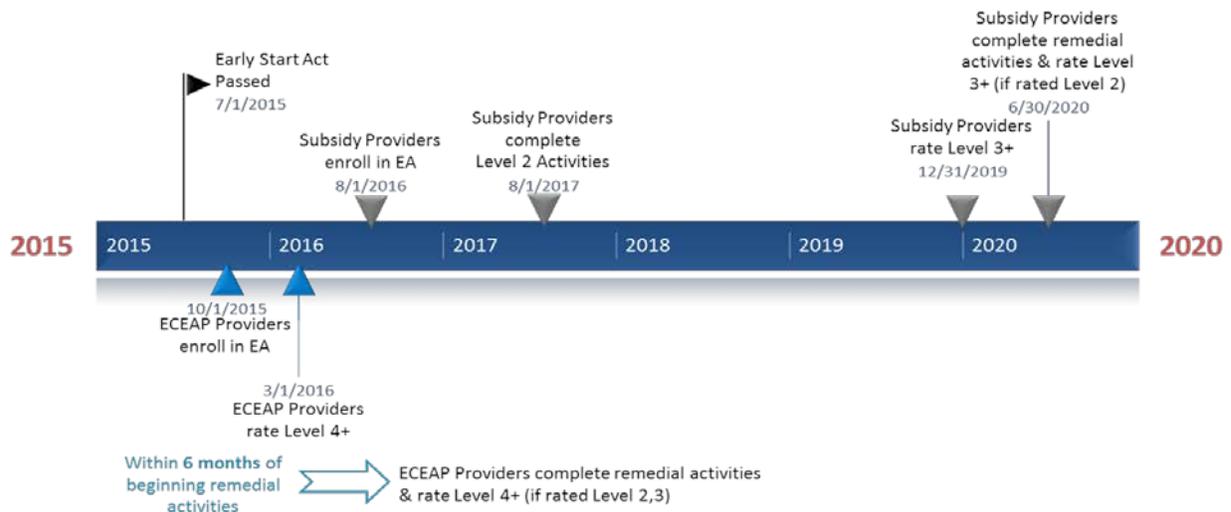
Source: WaKIDS; 3SI Analysis; 2013-14

How the Early Start Act Will Improve Outcomes

The Early Start Act is focused on improving the quality and scale of early learning programs in Washington in order to improve school readiness rates for children. In order to achieve these goals, the Early Start Act developed key, achievable targets that will increase access to high quality early learning opportunities to the children most likely to benefit:

- All licensed child care providers serving non-school age children on subsidy will rate an Early Achievers Level 3-5 by 2020,
- All existing ECEAP providers will rate an Early Achievers Level 4-5 by March 2016 or begin remedial activities to rate a Level 4 by September 2016,
- ECEAP will be available to all eligible children by the 2020-21 school year,
- Providers at Early Achievers Levels 3-5 will be eligible to receive contracted child care slots,
- ECEAP providers will offer part day, full school day, and extended day models according to demand for services and availability of supply,
- DEL will develop a single set of standards across licensing and ECEAP using Early Achievers as the framework for quality,
- DEL will implement a 12-month authorization for Working Connections Child Care to promote stability and high-quality for low-income children and
- DEL will create assurances that early learning programs are available, supported and appropriate for diverse communities across the state, and that there aren't barriers to participation.

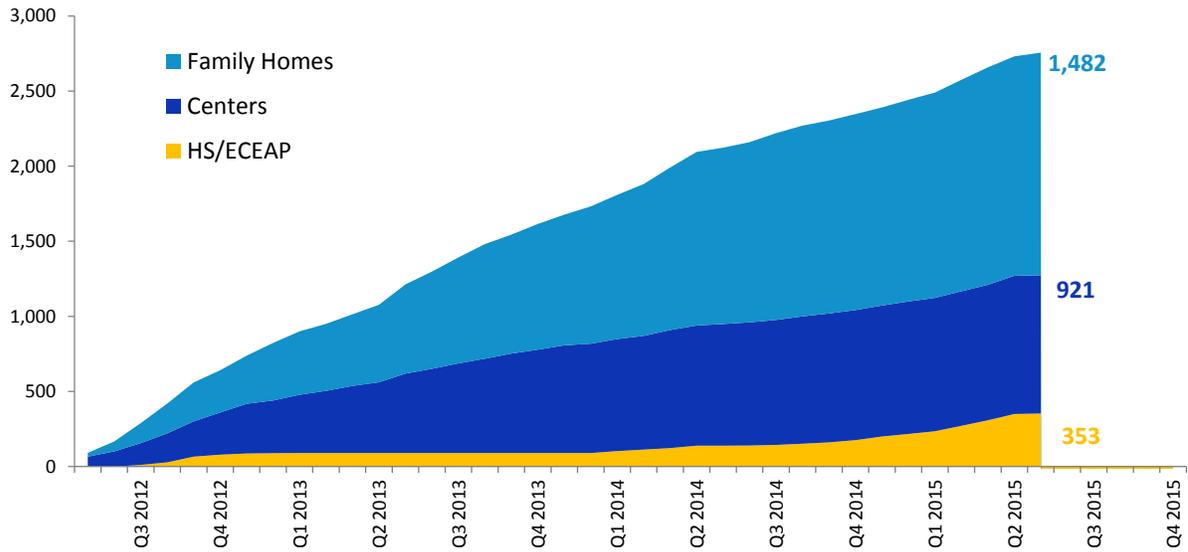
Early Start Act Timeline for Existing Providers



Progress to Date

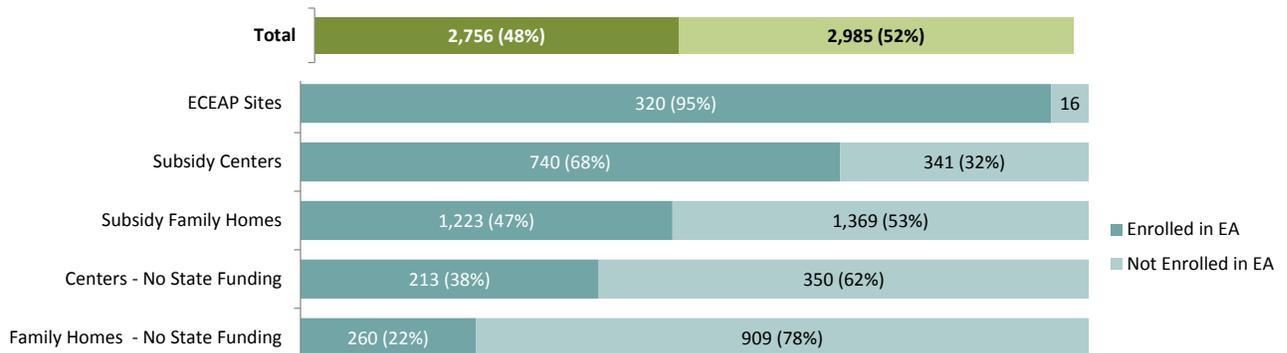
Early Achievers launched on July 1, 2012 with a staggered roll-out to regions across the state. Some regions began implementing Early Achievers on July 1, 2012, while other regions did not begin implementation until July 1, 2013. As of July 31, 2015, there were 2,756 child care centers, family home child care, and Head Start/ECEAP providers participating in Early Achievers. This number represents 45.8 percent of the 5,251 total licensed childcare sites in Washington, and 72 percent of the 490 Head Start and ECEAP sites.

Early Achievers Participation as of July 31, 2015



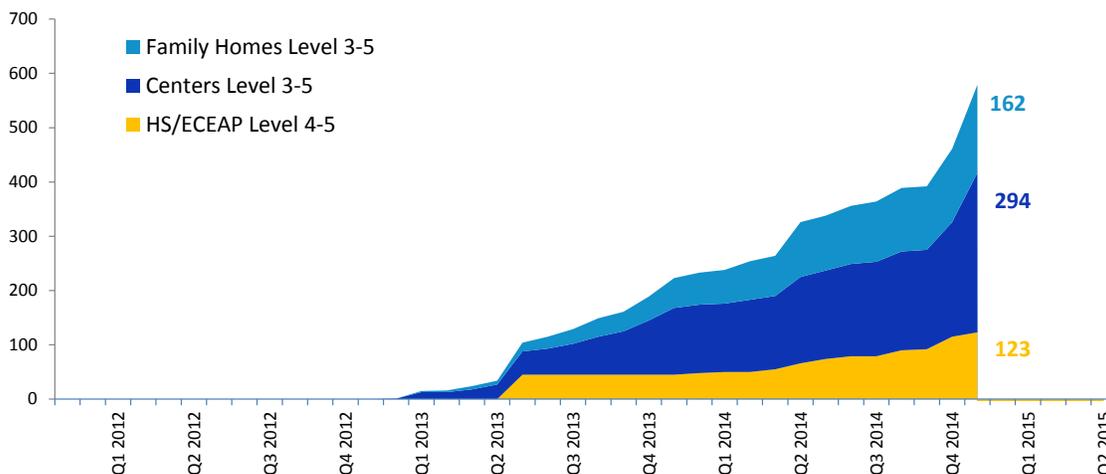
The Early Start Act requires participation in Early Achievers by providers that accept children on subsidy. Currently, Early Achievers participation is higher by both Child Care Centers and Family Home Child Care that have accepted subsidy payments during the 2015 fiscal year, and this trend was visible in every region of the state.

Early Achievers Participation by Acceptance of Subsidy or ECEAP Funding



The goal of Early Achievers is to support providers to attain a level of high-quality, defined as attaining a rating of a Level 3 or higher. As of July 31, 2015, 345 child care centers, 221 family home child care and 127 ECEAP/Head Start sites have been rated. Of these 693 sites, 579 (84 percent) received a rating of a

Early Achievers Sites Rated Levels 3-5



Level 3 or higher. Those that did not will have an opportunity to be re-rated.

Across the state, licensed child care providers (Child Care Centers and Family Child Care Homes) are going through the rating process and are demonstrating success at attaining a Level 3 or higher. Of the child care providers that have been rated, 80.5 percent have rated a Level 3 or higher. As of July 31, 2015, 345 child care centers and 221 family home child care have completed the ratings process. Just over 85 percent of centers attained a Level 3 or higher rating, while 73.3 percent of family home child care attained a rating of Level 3 or higher.

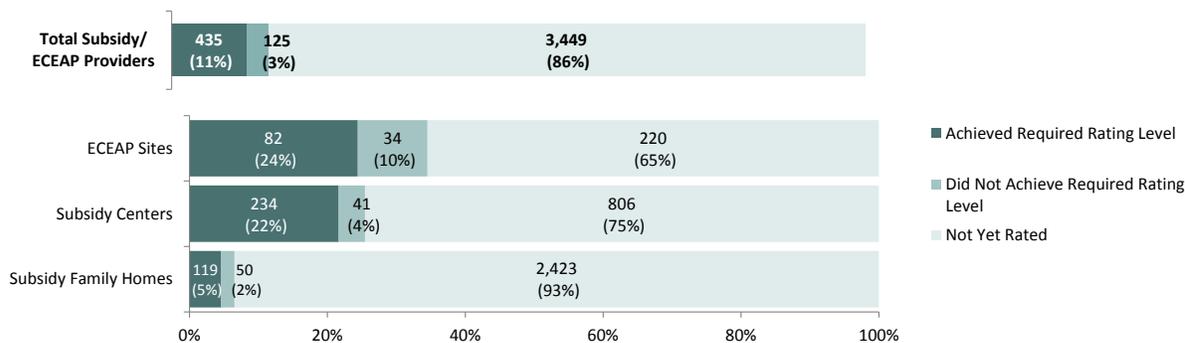
Children reached: As of July 31, 2015, there were 76,268 children being served by early learning providers participating in Early Achievers. The majority of these children (65 percent) were being served in licensed child care centers, while 13 percent were in family home

Estimated Total 0-5 Year Olds Reached by Early Achievers Sites	Enrolled in EA (LEVELS 2 TO 5)
Total Children Served	76,268
<i>ECEAP</i>	15,370
<i>Family Homes</i>	9,696
<i>Centers</i>	51,202

child care, and 22 percent were in ECEAP or Head Start sites. A large proportion of children on state subsidy (76 percent in the last 12 month period) are attending programs participating in Early Achievers. This is higher than Early Achievers participation rates among child care sites accepting subsidy (45 percent Centers, 22 percent family homes) which suggests that sites serving large numbers of subsidy children are more likely to participate in Early Achievers.

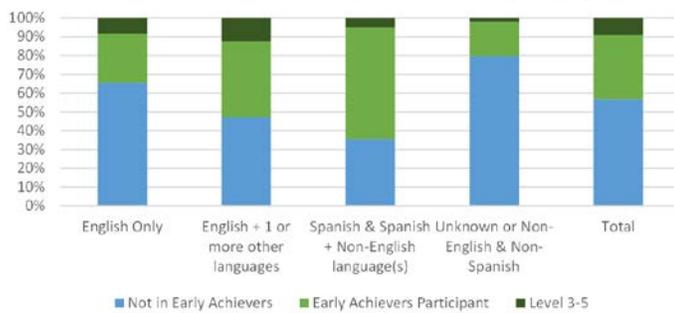
Currently, more than half (53 percent) of the licensed child care providers that accept children on subsidy are participating in Early Achievers. Of these 18 percent have achieved the required rating level and an additional 36% have completed all Level 2 activities. Forty-six percent of licensed child care providers that will be required to enroll in Early Achievers by August 1, 2016 have not yet done so.

Early Learning Providers Required to Meet ESA Timelines



Diversity of Providers: Early Achievers participants reflect the language diversity seen at the statewide level. Participation is particularly strong among Spanish speaking providers.

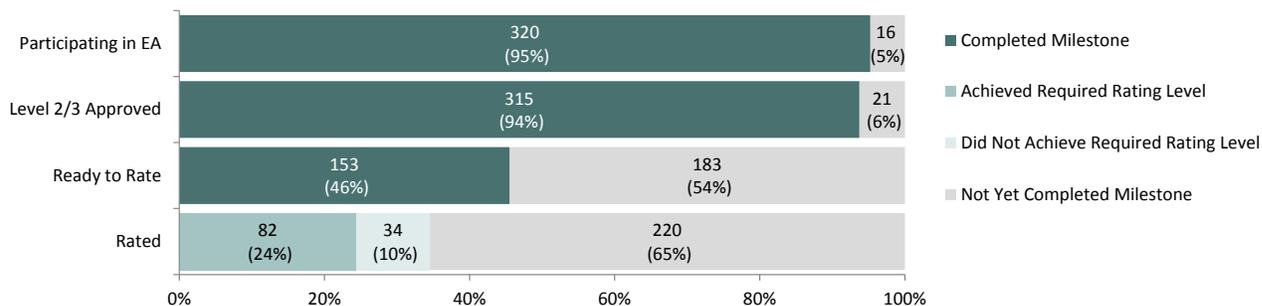
Early Achievers Status by Provider Language(s)



ECEAP Requirements: The Early Start Act requires all existing ECEAP providers to be rated at a Level 4 or higher by March 1, 2016.¹ Of the 336 ECEAP contractors providing ECEAP in the 2014-15 school year, 82 had met this requirement as of July 31, 2015. However, 95 percent of ECEAP contractors were participating in Early Achievers by that date and were moving through the process.

¹ New ECEAP providers must enroll in Early Achievers within 30 days of receiving an ECEAP contract and must rate at a Level 4 or higher within 12 months. Licensed Child Care Centers or Family Child Care Homes that receive an ECEAP contract will have 18 months to rate at a Level 4 or higher.

Pipeline for Meeting ECEAP March 2016 Deadline



Source: Data Analytics Repository (DAR); July 30, 2015

Key Accomplishments

- Launching and scaling a new *voluntary*² initiative that enrolled nearly half of state’s licensed child care providers in 36 months. These strong participation rates in a voluntary system demonstrate that providers are willing to enroll and participate in quality improvement work.
- Capacity has built at all levels to provide training; relationship based professional development, and rating data collection. Services have been expanded in multiple languages and resources have been tailored for use in diverse communities.
- Protocols and policies have been updated to reflect ongoing learning and continuous quality improvement.

Key Challenges

- There is a need for better data. DEL needs the ability to use data to inform decisions and assess the effectiveness of its work. Currently, it lacks both the needed data and the ability to do real-time, in-house analysis of that data.
- Ensuring that children are not left without care because of a lack of providers that have met the requirements. This will require continuing to recruit providers that accept children on subsidy to ensure that capacity to serve these children isn’t lost as Early Start Act timelines are reached.
- Making sure that Early Achievers protocols work well for all providers, particularly from diverse communities. Includes ensuring availability of resources in languages other than English and Spanish.

² Until the passage of the Early Start Act, participation in Early Achievers was voluntary for licensed child care providers. Legislation passed in 2014 required ECEAP contractors to participate in Early Achievers.

Next Steps

Washington is charting new territory in the creation of an early learning system tied to improving school readiness rates. To achieve this goal, DEL will:

- Use research and lessons learned about what works for children to develop strategies,
- Implement programs and services focused on providing high quality opportunities to children and families that need them most,
- Evaluate, assess and test the results of its work,
- Modify the plans when necessary to maximize outcomes and
- Partner with others whenever possible to attain broad collective impact.

DEL is currently assessing how we do our work in several areas, with a clear focus on implementing early learning programs that will improve outcomes for children. Specifically, we are focused on ensuring that our work impacts school readiness rates. We are holding ourselves accountable to two primary goals: **improving the Kindergarten readiness rate as measured by WaKIDS to 90 percent of the children we serve, and eliminating race as a predictor of Kindergarten readiness by 2020.**

To achieve these goals DEL is focusing on three primary levers: 1) ensuring programs are effective, 2) coordinating our strategies and approaches, and 3) building an efficient infrastructure to support, measure, and scale our work. Recognizing that Kindergarten readiness begins at birth, DEL will use these levers to ensure that all of our work is promoting strong outcomes for children.

Letter from Director Ross Hunter

As a passionate advocate for improving educational outcomes for at-risk children, the role of the Director of the Department of Early Learning is the chance of a lifetime to push for impact. I have spent my first few months on the job learning as much as possible and this report reflects both core data about our programs and some plans based on things that I have learned. There is more to learn and plan, and you'll hear more from me during the year.

The passage of the Early Start Act solidified Washington's role as a leader of early learning in the nation. Washington has created the Washington Kindergarten Inventory of Developing Skills (WaKIDS) and we now have a much clearer understanding of what children know and are able to do when they enter Kindergarten. That information allows us to develop better strategies in early learning and K-12. We have implemented a system for improving the *quality* of our early learning settings through Early Achievers. And we are on our way to making preschool an entitlement for our most vulnerable children by Fall 2020.

This is a good list of accomplishments. But unless we fully leverage our investment in quality and tie it tightly to improved child outcomes, we will not attain the impact we seek in improved school readiness rates. My to-do list is long, but here are my top priorities:

1. **We need better data.** We need data systems that give us concrete, real-time information about our programs and the children who participate in them. Without it, we can't understand what is working, prioritize our work, or target the right interventions to the children that need them most.
2. **Our systems need to work together across agencies.** Children's educational experiences do not occur independent of their families, of their health needs, or of their need for security. Within the Department of Early Learning and in partnership with the Department of Health and the Department of Social and Health Services, we need to be more innovative in our work to make sure that we provide seamless, efficient services to children and families.
3. **We need to think at scale.** This does not mean that we need to do more of everything – it means that we need to be more creative in how our resources are used and develop more efficient ways to deliver services to children, families, and early learning professionals statewide.

All of our work at DEL is included in these priorities. Early Childhood Education and Assistance Program (ECEAP), Early Achievers, Early Support for Infants and Toddlers (ESIT), licensing, home visiting... everything we do must be focused on getting the strongest possible outcomes for the children in Washington. The passage of the Early Start Act gives us the tools, and it makes DEL accountable for the tax dollars used to make our work possible. And I am eager to work with all of the early learning leaders in our state to make the most of this opportunity.



Ross Hunter, Director
Department of Early Learning

Overview of the Early Start Act Annual Progress Report Requirements

On June 30, 2015, the Washington State Legislature passed E2SHB 1491, the Early Start Act, which was signed into law by Governor Jay Inslee on July 6th, 2015. The Legislature defines the intent of this bill to be as follows:

“(1) The legislature finds that quality early care and education builds the foundation for a child's success in school and in life. The legislature acknowledges that a quality framework is necessary for the early care and education system in Washington. The legislature recognizes that empirical evidence supports the conclusion that high quality programs consistently yield more positive outcomes for children, with the strongest positive impacts on the most vulnerable children. The legislature acknowledges that critical developmental windows exist in early childhood, and low quality child care has damaging effects for children. The legislature further understands that the proper dosage, duration of programming, and stability of care are critical to enhancing program quality and improving child outcomes. The legislature acknowledges that the early care and education system should strive to address the needs of Washington's culturally and linguistically diverse populations. The legislature understands that parental choice and provider diversity are guiding principles for early learning programs.

(2) The legislature intends to prioritize the integration of child care and preschool in an effort to promote full day programming. The legislature further intends to reward quality and create incentives for providers to participate in a quality rating and improvement system that will also provide valuable information to parents regarding the quality of care available in their communities.”

A requirement of the Early Start Act is the development of an Annual Progress Report. Beginning December 15, 2015, and each December 15th thereafter, the Department of Early Learning, in collaboration with Child Care Aware of Washington and the Early Achievers Review Subcommittee of the Early Learning Advisory Council, shall submit, in compliance with RCW 43.01.036, a progress report to the Governor and the Legislature regarding providers' progress in Early Achievers, Washington's Quality Rating and Improvement System, progress in expanding the Early Childhood Education and Assistance Program (ECEAP), as well as other topics that are important in the implementation of the Early Start Act.

Notes to the Report

Data: the data included in this report is gathered from multiple sources. Data is collected and reported differently by each source and may reflect different time periods. Therefore, the timeframe covered by each of the data points will be noted throughout this report.

As a result of a July 1, 2015 policy changes to Early Achievers that significantly impacted ratings levels, the 2015 Early Start Act Annual Progress Report will use ratings status data as of July 31, 2015, unless otherwise noted, in order to capture the effects of the policy change. The ratings status data from this report will serve as a baseline for future reports. However, in future reports, ratings data will align with the June 30th end of the fiscal year whenever possible. Also note that some data required by the Early Start Act are not yet available. In this report, discussion of those data elements will include a plan for developing the methods needed to capture that data in future reports.

Racial Equity Lens: the Early Learning Advisory Council is committed to advancing racial equity in early childhood by engaging communities of color impacted by programs, policies and practices; identifying and using data to highlight what works best; building partnerships and creating space for open dialogue. A racially equitable early learning system will:

- Ensure that all children have an opportunity to develop and reach their full potential, without experiencing discrimination or bias within the early learning system.
- Ensure that early learning systems provide equitable opportunities and resources for excellent educational and developmental outcomes for children from groups historically discriminated against due to race.
- Take action to correct or respond to discrimination in other arenas that negatively impact young children and their families.
- Intentionally build leadership at all levels that reflect the racial diversity of the population served.
- Ensure systems recognize and provide culturally and linguistically responsive services tailored to the needs of the child in the context of the child's family and community.
- Eliminate race as a predictor of progress and success for children from birth through age eight.

This report was reviewed by the Early Learning Advisory Council Early Achievers Review Subcommittee with a lens of *cultural humility*, defined as striving to “maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person].”³

Culturally Diverse Backgrounds: this term, used throughout the Early Start Act, will be defined in this report to refer to “children, families, providers, and communities who may be distinguished [from the mainstream culture] by race, ethnicity, social class, and/or language.”⁴ As such, this term may refer to children, families, providers, and communities who are from racial and/or ethnic minority groups, whose primary language is not English, and/or who are from low-income households.

Acknowledgements

The Early Achiever Review Subcommittee provided valuable recommendations, feedback and ongoing review of this report. Child Care Aware of Washington provided a significant amount of data for this

³ Hook, J.N. (2013). *Cultural Humility: Measuring openness to culturally diverse clients. Journal of Counseling Psychology.*

⁴ Perez, B. (1998). *Sociocultural contexts of language and literacy. Mahwah, NJ: Lawrence Erlbaum.*

report, as did the University of Washington's Center for Child Care Quality and Early Learning. Third Sector Intelligence (3SI) conducted much of the data analysis. Lastly, all of the early learning providers who have participated in Early Achievers, including child care centers, family home child care, early care and education settings, and ECEAP/Head Start providers have made this work possible. These providers have demonstrated their commitment to high quality, have provided valuable feedback to improve programs, and offer invaluable support to children and families every day.

Section 1: Introduction

The Early Start Act focuses on improving access to high-quality early learning opportunities in Washington as a key path to improving outcomes in young children and promoting strong school-readiness rates. Research clearly demonstrates that the quality of early learning environments is critical to supporting child growth and development, and that children need access to high quality programs and stability of participation in these programs (e.g. “dosage”). The Early Start Act responds to this need by providing supports to help existing early learning providers offer a level of quality that will promote strong child outcomes, mandating levels of quality for providers that accept children on child care subsidy or Early Childhood Education and Assistance Program (ECEAP) funding, and focusing on improving quality for children most at-risk for not being ready for Kindergarten. The Early Start Act highlights several key goals:

- Continue to build a child-focused system that supports high-quality services that will improve child outcomes and prioritize early learning services to children that need them most
- Build upon and strengthen the existing system by making sure it is accessible to all children, families and providers in Washington
- Use data to drive ongoing policy and programmatic decisions
- Ensure services are seamless for families, particularly child care and preschool, and are working together to promote high-quality, efficiently managed services

Passage of the Early Start Act was possible because of a decade long focus on early learning in Washington. As the first state in the nation to have a cabinet-level Department of Early Learning, Washington has been focused on early learning as an integral part of the state’s education system. In 2010, hundreds of early learning leaders from across the state came together to develop the Washington Early Learning Plan, a 10-year roadmap for building an early learning system that supports children and families to be healthy and ready for school success. In 2011, Washington used the Early Learning Plan as the base to win a \$60 million federal Race to the Top – Early Learning Challenge grant. This grant provided the resources to scale and test many of the necessary systems to support high-quality early learning, including Early Achievers and the Washington Kindergarten Inventory of Developing Skills (WaKIDS), as well as strengthening the state’s early learning professional development and data systems. The Early Start Act allows Washington to build and improve upon this work, using important lessons learned to further refine the early learning systems for the children and families in Washington.

Why Kindergarten Readiness is Important

School readiness, or ensuring that children enter Kindergarten with the necessary cognitive and non-cognitive skills for school success, is a key goal for the Early Start Act. Supporting school-readiness goals begins at birth and includes ensuring that the right mix of services are available to support the healthy growth and development of all children, with a focus on the children most at-risk for not being ready for Kindergarten.

There is demonstrable research showing that the skills children develop prior to entering the school system have a tremendous impact on their future educational experiences. School readiness has effects beyond the first few months of Kindergarten; children with higher levels of school readiness at age five are generally more successful in grade school, are less likely to drop out of high school, and earn more as adults, even after adjusting for differences in family background.⁵ Research demonstrates that

⁵ J.B. Issacs, “Starting School at a Disadvantage: The School Readiness of Poor Children,” Brookings Institute, March 2012.

children entering school without the prerequisite skills are unlikely to catch up with their peers over time. In fact, the reverse is true, and children entering Kindergarten with lower skill levels of school readiness “do not progress at the same rate as their more advantaged peers, so achievement gaps tend to widen over time. As a result, many children from disadvantaged backgrounds fail to meet grade-level expectations on core subjects.”⁶

How Washington Assesses Kindergarten Readiness:

Since 2011, Washington has used WaKIDS to support the transition process from early learning to Kindergarten. A joint effort between DEL, OSPI and Thrive Washington, WaKIDS has three components:

1. The **Family Connection** is an opportunity for families to build a relationship with the Kindergarten teacher and share valuable information about their child. Teachers can do this through a home visit or a one on one meeting with children and families in their classroom. The Legislature allows school districts to use up to three days at the beginning of the school for the family connection component of WaKIDS.
2. Using Teaching Strategies GOLD® the **Whole Child Assessment** gathers information on a child’s skills, abilities and areas for growth. When compiled, it provides data on all the Essential Domains of School Readiness of entering kindergartners allowing teachers to use what they learn about students' entering strengths to individualize student learning. OSPI compiles this school readiness data and reports it to Washington’s P-20W Longitudinal Data System.
3. The **Early Learning Collaboration** is an opportunity for early learning professionals and Kindergarten teachers to come together and engage in shared professional development, develop common goals and expectations about school readiness, and analyze regional data including WaKIDS, GOLD® and Early Achievers to inform practice and improve future school readiness.

In the 2014-15 school year, 43,298 entering Kindergartners in Washington participated in WaKIDS, approximately half of the state’s entering Kindergartners. WaKIDS implementation is aligned with the roll out of full day Kindergarten,

and WaKIDS is expected to reach all children in Washington by the 2017-18 school year. The WaKIDS assessment includes six domains (Literacy, Physical Development, Cognitive Development, Social Emotional Development, Language, and Math), and students are assessed for "Kindergarten Readiness" on each domain. Overall student readiness can then be evaluated based on a count of how many domains children are ready.

Percentage of WA Kindergartners School Ready 2014-15

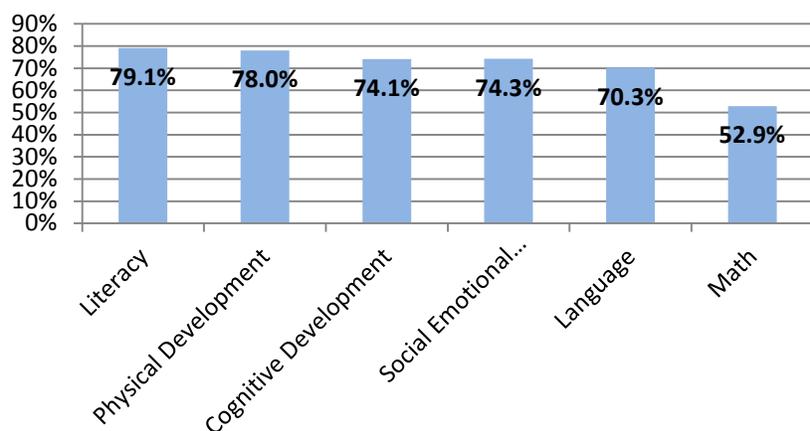
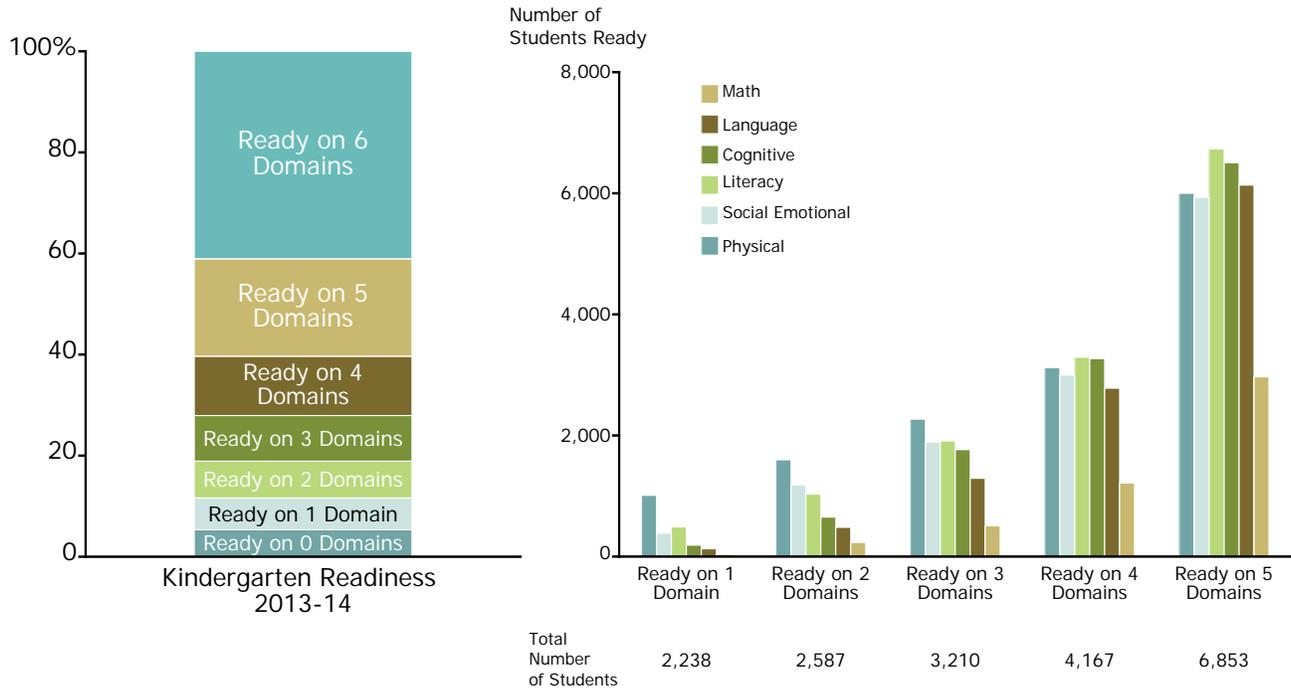


Table 1: WA Kindergartners School Ready
(Data Source: WaKIDS)

Data from this analysis also

⁶ RAND, Children at Risk: Consequences for School Readiness and Beyond,” 2005

highlighted that many children are entering Kindergarten without the skills to be successful in school and low-income children and children of color are less likely to demonstrate Kindergarten readiness.



Tables 2 and 3: Kindergarten Readiness Domain 2013-2014 School Year
(Data Source: WaKIDS)
Prepared by 3SI

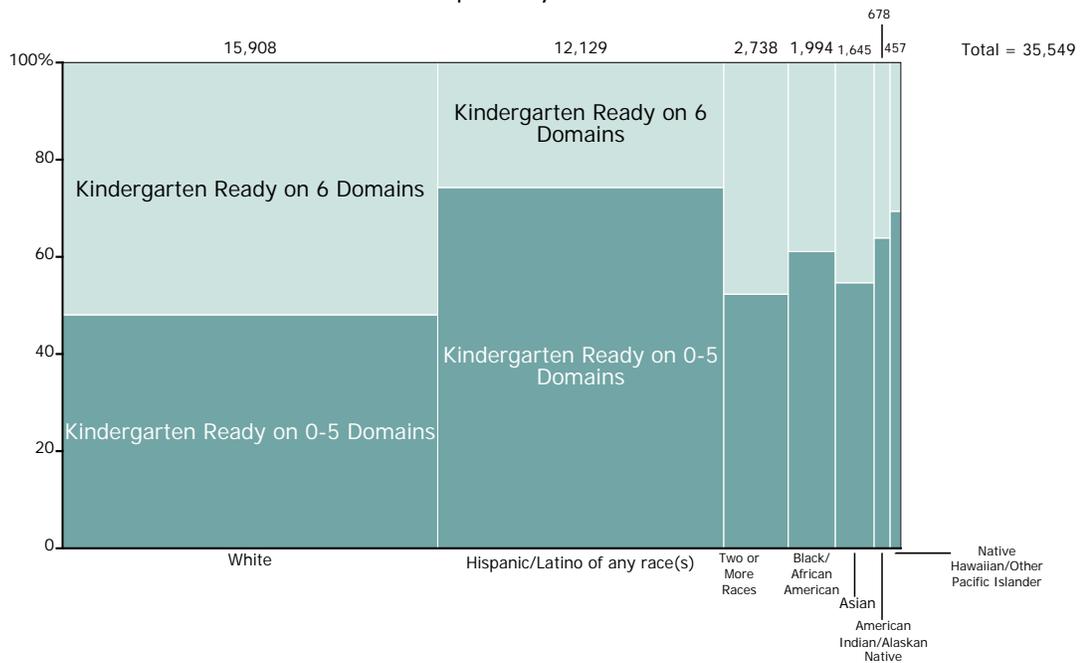
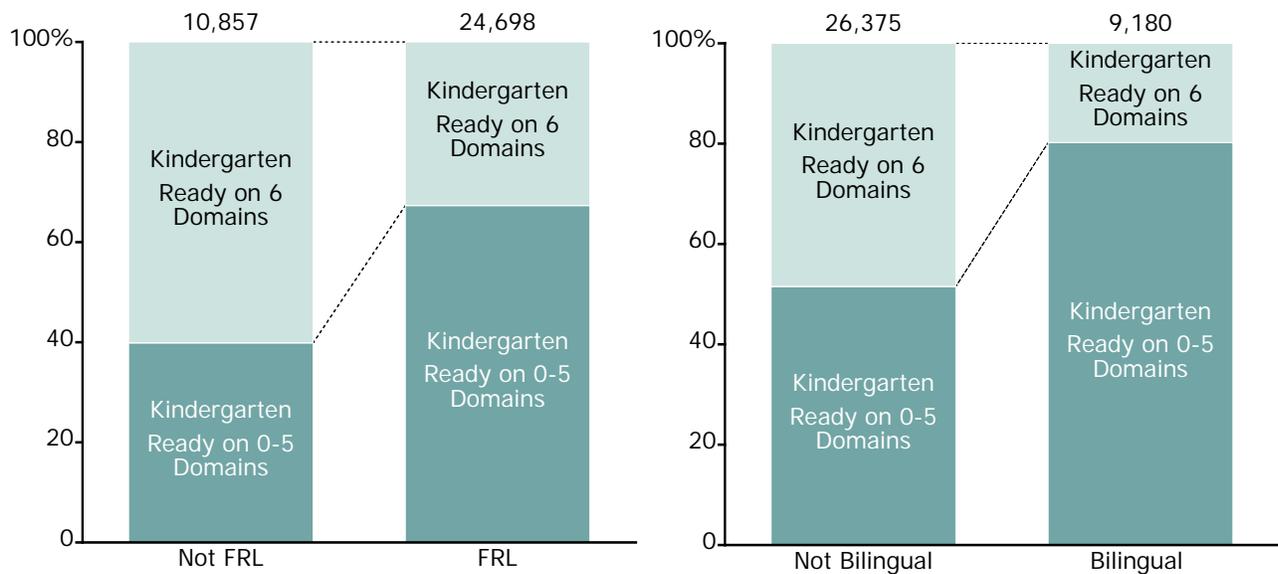


Table 4: Kindergarten Readiness by Race/Ethnicity 2013-2014 School Year
(Data Source: WaKIDS)
Prepared by 3SI



Tables 5 and 6: Kindergarten Readiness by Free and Reduced Lunch, Readiness by Bi-lingual Status
2013-2014 School Year
(Data Source: WaKIDS)
Prepared by 3SI

A study of the 2013-14 WaKIDS data was conducted to analyze Kindergarten readiness to understand the following questions:

- *What are the academic skills and developmental competencies of Washington children as they enter school?*
- *How do students differ in readiness across multiple domains?*
- *What patterns define a typology of school readiness?*

A typology was developed for Kindergarten readiness by analyzing WAKIDS domain scale scores for student participants (to date representing 42 percent of all public school Kindergarten students). Using cluster analysis, students were grouped together based on similar statistical patterns to describe differences in Kindergarten readiness. As a result of this analysis four salient student profiles emerged that are distinct from one another in meaningful ways. The first profile includes a large segment of students who are ready or close to ready on all domains. The largest profile, including over half of the students in the 2013-2014 dataset, represented students who were close to ready or ready in all measured domains except math. The third profile, representing approximately one fourth of the students, represented students who were not ready across multiple domains. Lastly, the fourth profile characterized students who are significantly behind across domains. Another of the profiles, representing approximately one fourth of the students, represented students who were not ready across multiple domains. The proportion of students represented by these four profiles varied by district, school and student attributes.

These findings are being reviewed by state leadership and stakeholder groups to plan systems-level supports for schools and communities that address the different needs of students before and after they begin school. This cluster analysis has not been performed on 2014-2105 data at the time of this report. See the appendix for the full 2013-14 WaKIDS study.

How the Early Start Act Will Improve Outcomes

The Early Start Act is focused on improving the quality and scale of early learning programs in Washington in order to improve school readiness rates for children. In order to achieve these goals, the Early Start Act developed key, achievable targets that will increase access to high quality early learning opportunities to the children most likely to benefit:

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- DEL will implement a 12-month authorization for Working Connections Child Care subsidy to promote stability and high-quality for low-income children.
- DEL will create assurances that early learning programs are available, supported and appropriate for diverse communities across the state, and that there aren't barriers to participation.



Table 7: ESA Timelines as of June 28, 2015
 (Data Source: Second Engrossed Second Substitute House Bill 1491)
 Prepared by 3SI

Overview of this Report

This report is structured to provide baseline data on early learning programs in Washington supported by the Early Start Act. Future reports will measure the progress of the implementation of the Early Start act against these data. This report also highlights several areas that need to be enhanced, including future data collection, to strengthen the impact of the Early Start Act and ensure that early learning programs are effective in achieving the school readiness goals of the Early Start Act.

This report is not a comprehensive review of all of the early learning programs in Washington. Complementary programs, such as birth-three programs, programs for children with special needs, and K-3 programs are not examined in this report but are essential to supporting Washington's school readiness goals.

Section 2: Overview, Data Snapshot and Current Implementation Status

What is Early Achievers?

Early Achievers, Washington’s Quality Rating and Improvement System (QRIS), was designed to help early care and education providers offer high quality care that supports each child’s learning and development. Early Achievers is designed to:

- Support child care providers to provide high-quality care by providing resources including training, coaching and incentives;
- Help parents and caregivers find high-quality child care and early learning programs that fit their needs by providing information about facility quality; and
- Ensure that children have high-quality early learning experiences that help them develop the skills they need to be successful in school and life.



Early Achievers is designed to support early learning providers to engage on a path of continuous quality improvement. Attaining a high level of quality is a long term commitment to engage in a process of continuous quality improvement. Rather than crossing a finish line, it is embracing a philosophy of continuing to learn and grow over time. Providers at all levels in Early Achievers are supported to engage in continuous quality improvements by:

- Learning about strengths and areas to grow using multiple sources of information;
- Creating a plan with goals, timelines and responsibilities;
- Testing and implementing solutions; and
- Evaluating the results and revising the plan.

Early Achievers launched on July 1, 2012 with a staggered roll-out to regions across the state. Some regions began implementing Early Achievers on July 1, 2012, while other regions did not begin implementation until July 1, 2013.

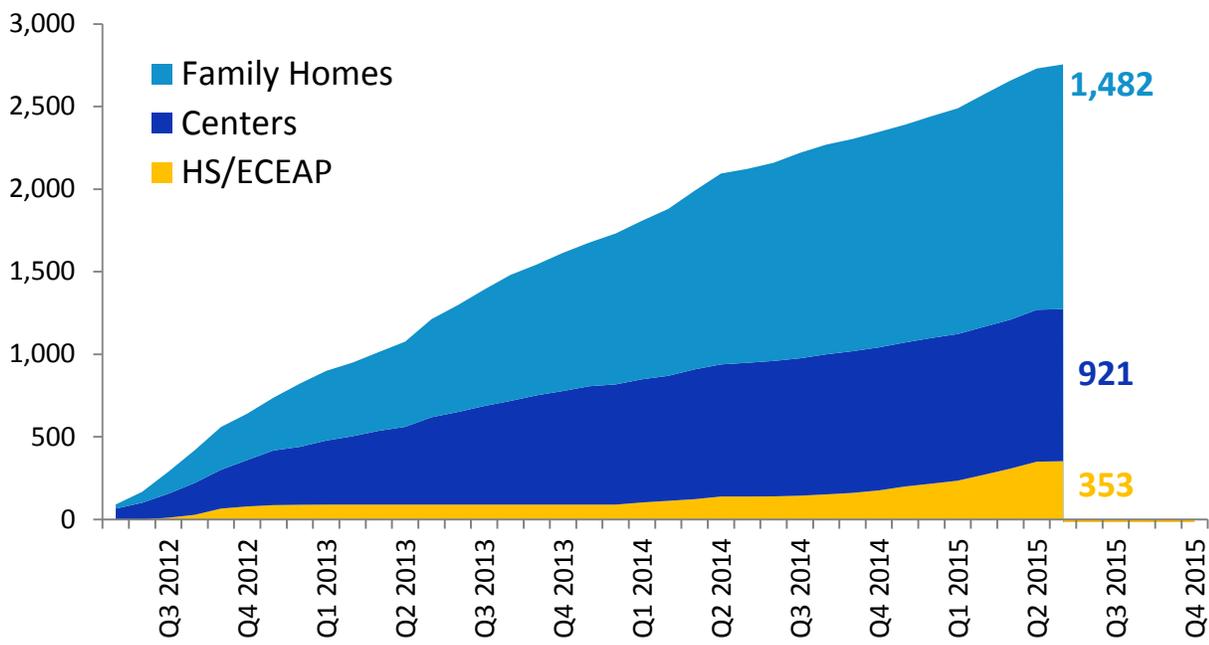


Table 8: Early Achievers Participation as of July 31, 2015*
 (Data Source: Data Analytics Repository (DAR), MERIT, ELMS, FamLink)

Prepared by 3SI

*See Appendix for additional technical notes

As of July 31, 2015, there were 2,756 child care centers, family home child care, and Head Start/ECEAP providers participating in Early Achievers. This number represents 45.8 percent of the 5,251 total licensed child care sites in Washington, and 72 percent of the 490 HS/ECEAP sites.

Participants in Early Achievers represent all regions of the state, and participation is consistent in both urban and rural areas of the state. While urban areas have somewhat lower participation rates overall, there are far more providers in these regions. While the Northwest Region and parts of Central Washington began implementing Early Achievers in Phase III, a full year behind other areas of the state, momentum from the initial roll out influenced later phases and participation rates in those regions have caught up to the rest of the state in a short period of time.

Launch Date	Counties
Phase 1 July 1, 2012	Asotin, Clallam, Clark, Columbia, Cowlitz, Garfield, Grant, Jefferson, King, Kitsap, Kittitas, Klickitat, Lincoln, Pend Oreille, Pierce, Skamania, Spokane, Stevens, Wahkiakum, Walla Walla, Whitman, Yakima
Phase 2 January 1, 2013	Adams, Benton, Franklin, Grays Harbor, Lewis, Mason, Pacific, Thurston
Phase 3 July 1, 2013	Chelan, Douglas, Ferry, Island, Okanogan, San Juan, Skagit, Snohomish, Whatcom

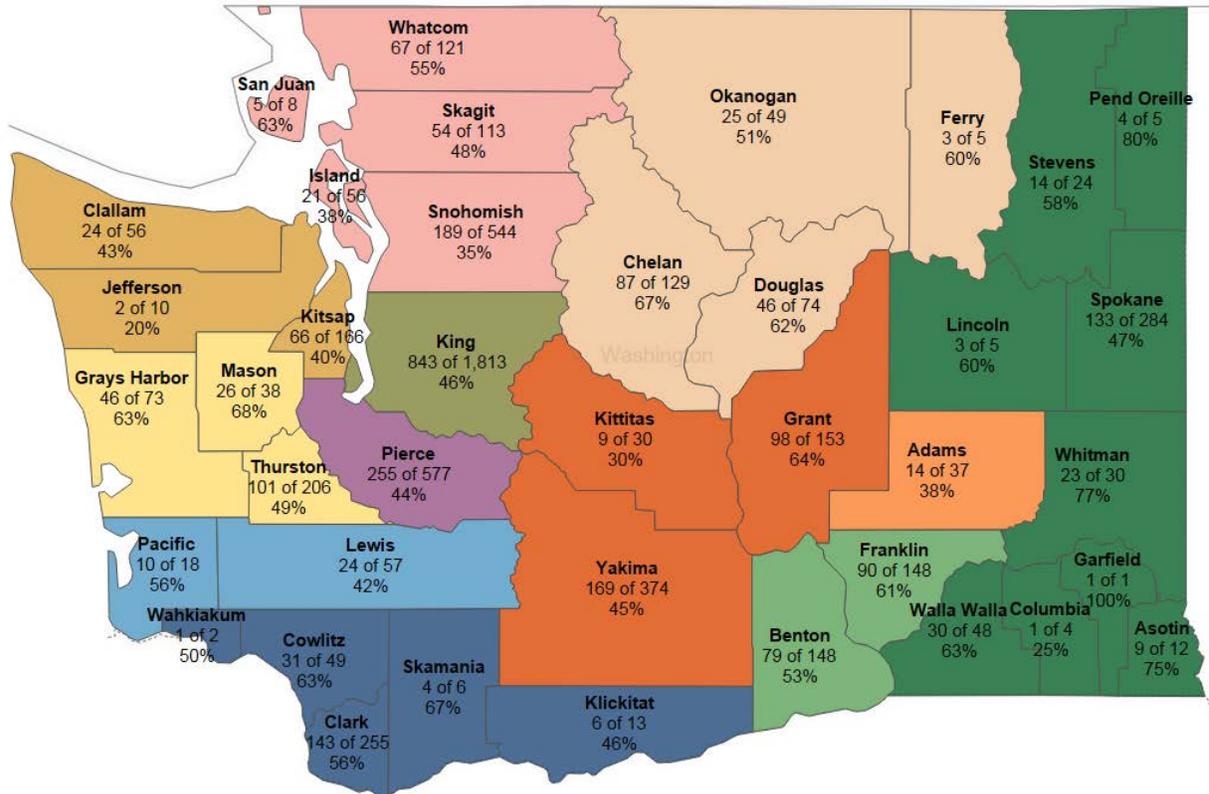


Table 9: Early Achievers Participation by Region*
 (Data Source: Data Analytics Repository (DAR), MERIT, ELMS, FamLink)
 Prepared by 3SI

*See Appendix for additional technical notes

- Region + Roll Out Date**
- Central WA - Phase 1
 - Central WA - Phase 2
 - Central WA - Phase 3
 - Eastern WA - Phase 1
 - Eastern WA - Phase 2
 - King County - Phase 1
 - Northwest WA - Phase 3
 - Olympic Peninsula - Phase 1
 - Olympic Peninsula - Phase 2
 - Southwest WA - Phase 1
 - Southwest WA - Phase 2
 - Tacoma/Pierce County - Phase 1

The Early Start Act requires participation in Early Achievers by providers that accept children on subsidy. For the purposes of this report, a subsidy provider is defined as an active child care center, family home child care, or Head Start/ECEAP site within Washington that has received a Working Connections Child Care (WCCC) or Seasonal Child Care (SCC) subsidy payment for at least one child (excluding school age) within the last 12-month period. Homeless Child Care subsidy is a temporary assistance program that will be included in the subsidy provider definition in future reports when the necessary supporting data systems are in place. School-age-only child care providers are currently excluded from the definition until Early Achievers introduces a pathway for participation designed for this facility type. A pilot for school-age care is currently under development.

Currently, Early Achievers participation is higher for both child care centers and family home child care that have accepted subsidy payments during the 2015 fiscal year, and this trend was visible in every region of the state.

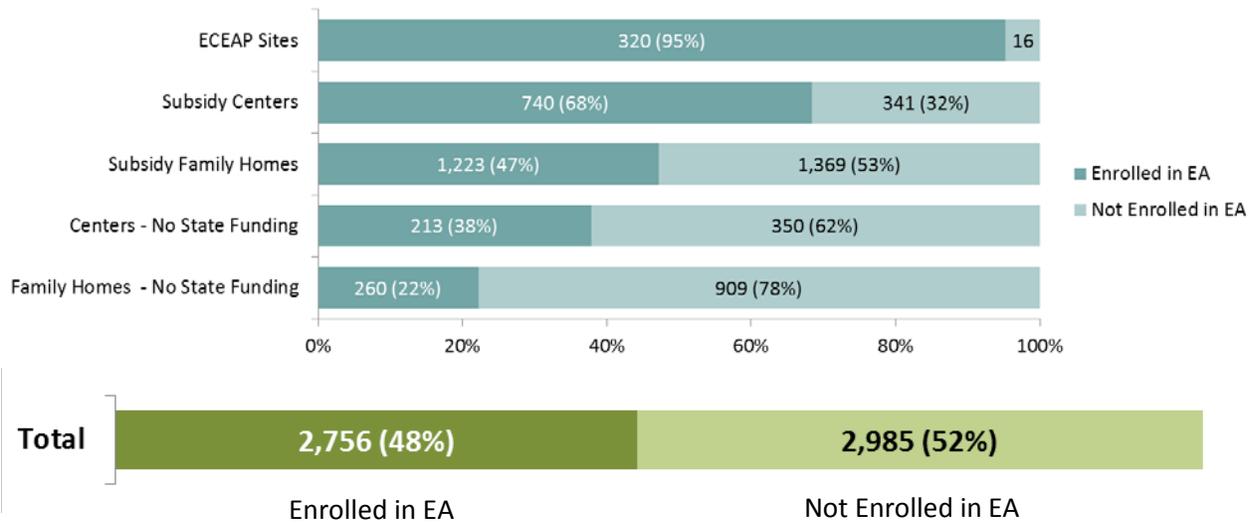


Table 10: Early Achievers Participation by Acceptance of Subsidy or ECEAP Funding as of July 31, 2015*
 (Data Source: Data Analytics Repository (DAR), MERIT, ELMS, FamLink, SSPS)

Prepared by 3SI

*See Appendix for additional technical notes

Early Achievers participants speak many languages in addition to English, and participation is particularly high amongst Spanish speaking providers. Additional resources have become available since Early Achievers was launched to better serve Spanish-speaking providers, although providers who speak languages other than English and Spanish have had fewer resources. For more information on how Early Achievers works with diverse communities, please see Section 5.

Rating Information

The Early Achievers Quality Standards provide Washington with a statewide framework for quality in care for children birth to school age. The Quality Standards focus on external evaluations of learning environment (using the Environmental Rating Scale – ERS tool) and adult-to-child interactions (using the Classroom Assessment Scoring System – CLASS tool). In addition, participants earn points for meeting criteria in a variety of standard areas including Child Outcomes, Curriculum and Staff Supports, Professional Development and Family Engagement. These standard areas were modeled after and are aligned with ECEAP and Head Start performance standards.



Levels 3 to 5 are based on points. Your facility rating is determined by the number of points you earn during your independent evaluation. Each assessed facility/family home child care must score at least a 2 on Instructional Support in the CLASS, a 3.5 on Emotional Support and Classroom Organization/Emotional and Behavioral Support in the CLASS and a 3.0 on the ERS to achieve a Level 3 to 5 rating. Facilities that do not meet these minimum thresholds will receive a Level 2 rating.

POINTS AWARDED FOR THESE AREAS:

- ← Child Outcomes
- ← Facility Curriculum & Learning Environment & Interactions
- ← Professional Development & Training
- ← Family Engagement & Partnership

Your overall points will determine your final rating. Degrees and credentials must be verified in MERIT in order to earn professional development points. The points are:

Child Outcomes	+10 points
Facility Curriculum and Learning Environment and Interactions (70 points total)	
Classroom/FCC Home Environment! (CLASS/ERS)	+55 points
Curriculum, Learning and Assessment	+15 points
Professional Development and Training	+10 points
Family Engagement and Partnership	+10 points
Grand Total	100 points



Providers that have completed all of the Level 2 requirements and have worked with their regional Child Care Aware of Washington Technical Assistance Specialist to gauge readiness can request a rating. Data collection is done by a data collection team at the University of Washington.

The goal of Early Achievers is to support providers to attain a level of high quality, defined as attaining a rating of a Level 3 or higher. As of July 31, 2015, 345 child care centers, 221 Family Home Child Care and 127 ECEAP/Head Start sites have been rated. Of these 693 sites, 579 (84 percent) received a rating of a Level 3 or higher. Those that did not will have an opportunity to be re-rated. (See page 24 for more information on re-ratings.)

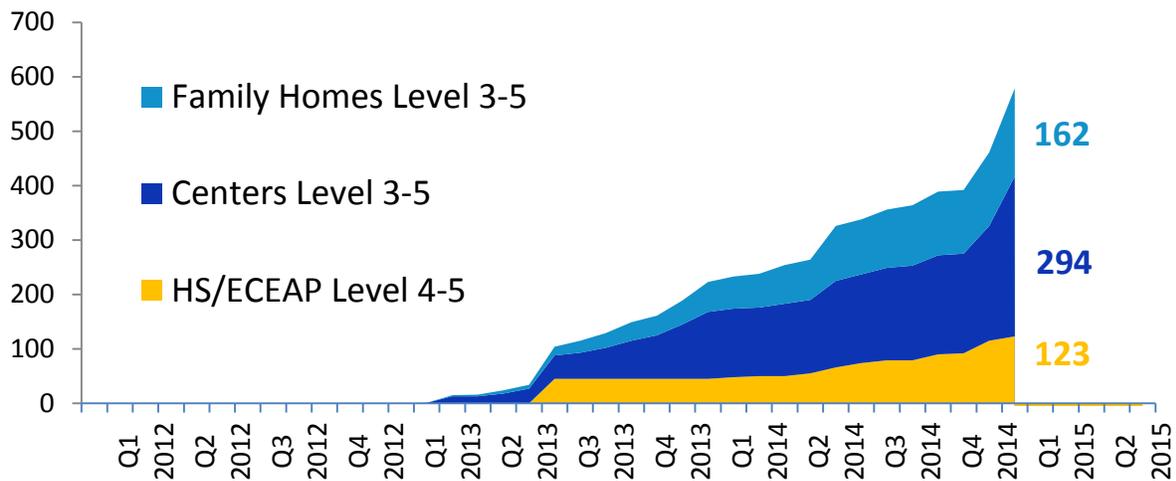


Table 11: Early Achievers Sites Rated Quality Level of Excellence (Level 3-5) as of July 31, 2015*
 (Data Source: Data Analytics Repository (DAR), MERIT, ELMS, FamLink)

Prepared by 3SI

*See Appendix for additional technical notes

Across the state, licensed child care providers (child care centers and family home child care) are going through the rating process and are demonstrating success at attaining a Level 3 or higher. Of the child care providers that have been rated, 80.5 percent have rated a Level 3 or higher.

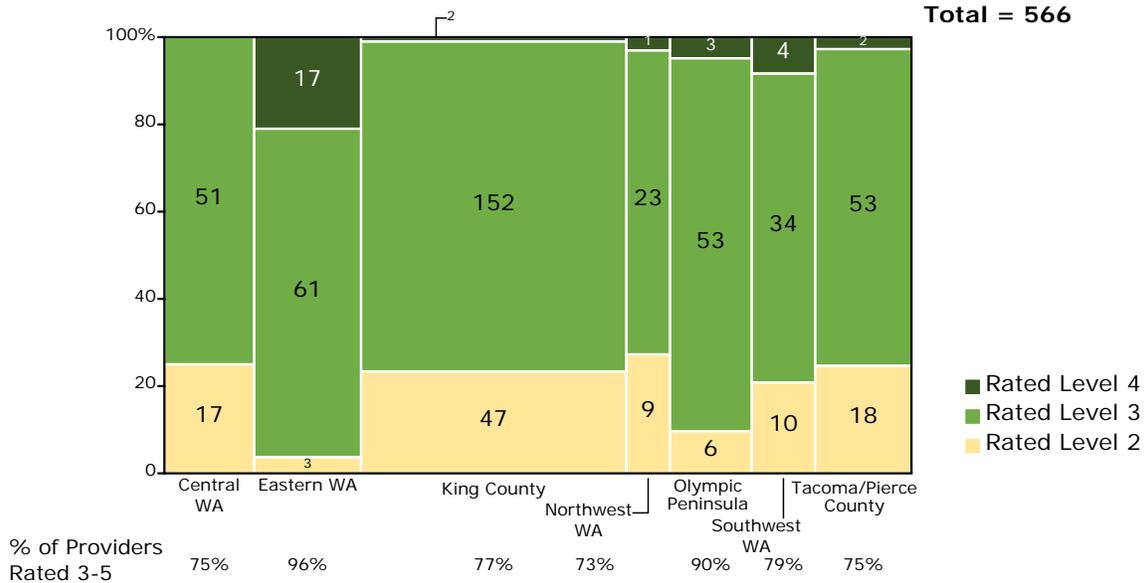


Table 12: Licensed Provider Cumulative Rating Levels-By Child Care Aware (CCA) Region *
 (Data Source: Data Analytics Repository (DAR), MERIT, ELMS, FamLink)
 Prepared by 3SI
 *See Appendix for additional technical notes

Ratings Data by Provider Type

As of July 31, 2015 345 child care centers and 221 family home child care have completed the ratings process. 85.2 percent of centers attained a Level 3 or higher rating, while 73.3 percent of family home child care attained a rating of Level 3 or higher.⁷

Children Reached

As of July 31, 2015, there were 76,268 children being served by early learning providers participating in Early Achievers. The majority of these children (65 percent) were being served in licensed child care centers, while 13 percent were in family home child care, and 22 percent were in ECEAP or Head Start sites. A large proportion of children on state subsidy (76 percent in the last 12-month period) are attending programs participating in Early Achievers. This is higher than Early Achievers participation rates among child care sites accepting subsidy (45 percent centers, 22 percent family homes) which suggests that sites serving large numbers of subsidy children are more likely to participate in Early Achievers.

Rated Providers by Type

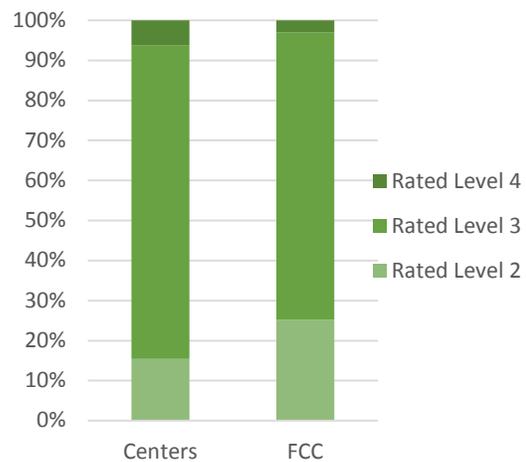


Table 13: Rated Providers by Type as of October 15, 2015
 (Data Source: MERIT)
 Prepared by Child Care Aware of WA

⁷ A recent policy change lowered the required ERS score for attaining a Level 3 which impacted the number of providers able to attain a Level 3 or higher. More information about this change and the impacts are found on page 49.

Providers that accept higher numbers of children on subsidy are more likely to participate in Early Achievers than providers that may occasionally accept children on subsidy. Data on whether these providers are attaining high-quality ratings is not yet available and will be an area for careful examination as more providers are rated.

**Subsidy Children by
Early Achievers Participation
(within the last 12 month period)**

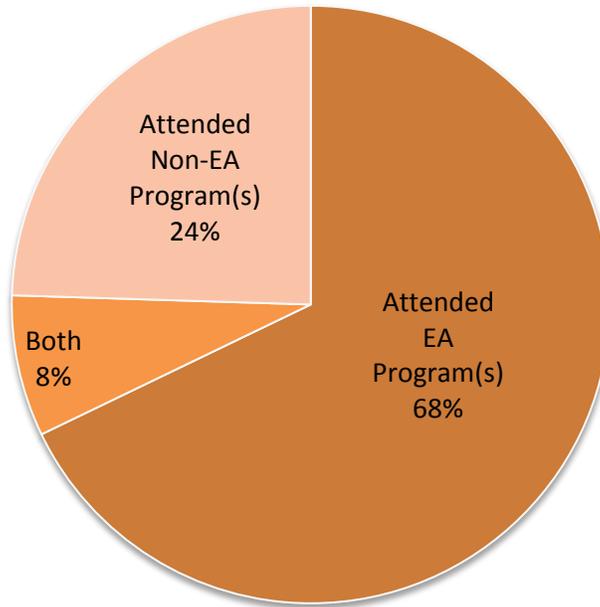


Table 14: Subsidy Children by Early Achievers Participation as of July 31, 2015*
(Data Source: Data Analytics Repository (DAR), MERIT, ELMS, FamLink, SSPS)
Prepared by 3SI

*See Appendix for additional technical notes

Estimated Total 0-5 Year Olds Reached by Early Achievers Sites	Enrolled in EA (LEVELS 2 TO 5)
Total Children Served	76,268
<i>ECEAP</i>	15,370
<i>Family Homes</i>	9,696
<i>Centers</i>	51,202

Table 15: Estimated Total 0-5 Year Olds Reached by Early Achievers as of July 31, 2015*
(Data Source: Data Analytics Repository (DAR), MERIT, ELMS, FamLink, SSPS)
Prepared by 3SI

*See Appendix for additional technical notes

Families & Children Served by CCA Referrals, 2013-2015

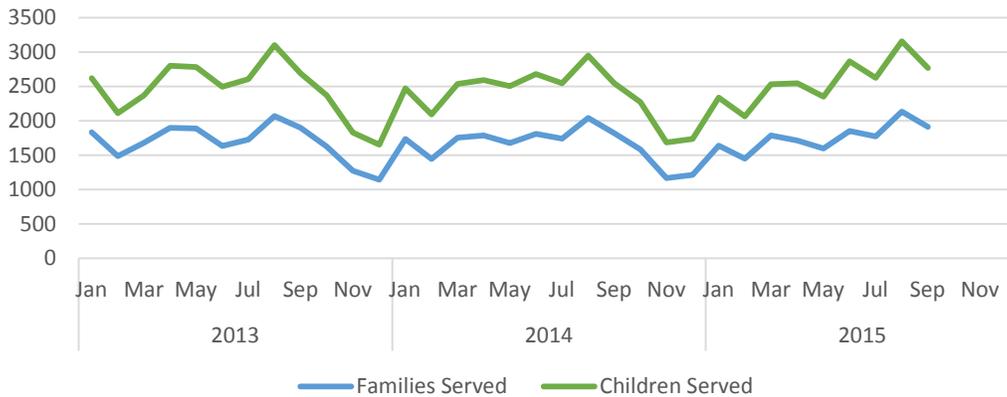


Table 16: Families and Children Served by CCA Referrals
(Data Source: NACCRRAware)
Prepared by Child Care Aware of WA

Family Center and Referral Data

In 2015, the Child Care Aware of Washington Family Center (managed by Child Care Resources, a Child Care Aware of Washington agency) received more than 14,000 calls for information and referrals for child care. The Family Center provides consumer education materials to help families in their search for high-quality child care that matches their needs. This includes information about child development, Early Achievers and questions that families can ask when visiting different programs.

In fiscal year 2015, more than half of the calls received were looking for child care that accepts children in state subsidy and/or offers financial assistance. In addition, one quarter of the calls were seeking child care that is available during non-standard times, such as evenings and weekends.

Percentage of children in FY15 looking for a child care provider that...

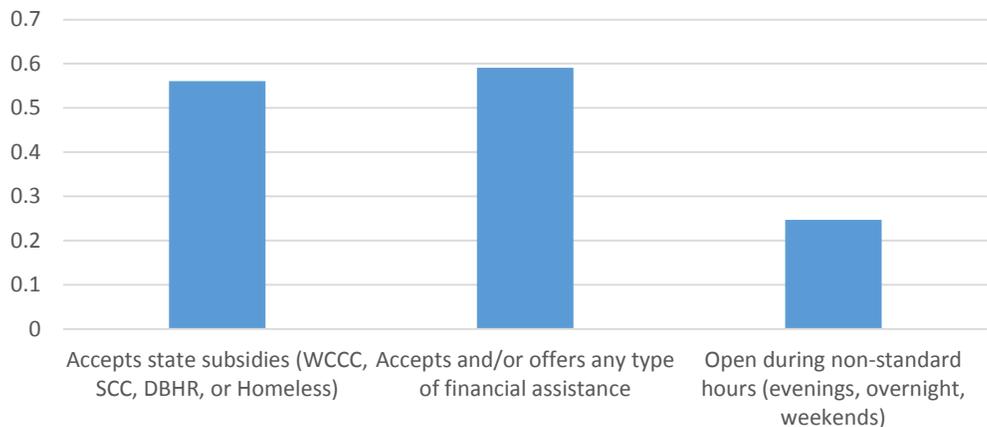


Table 17: Percentage of Children Looking for Specific Providers
(Data Source: NACCRRAware)
Prepared by Child Care Aware of WA

The Family Center has dedicated English and Spanish language phone lines. In addition, the Family Center uses interpretation services that enable the resources to be accessed in nearly any language. In FY 2015, the Family Center was accessed by

families speaking 28 languages other than English and Spanish, including Tigrinian, Somali, Amharic, Oromo, Mandarin, Arabic and Russian.

The Family Center also has a website available in English.

CCA Family Center Calls by Language, FY15

Key Accomplishments:

- Launching and scaling a new *voluntary*⁸ initiative that enrolled nearly half of state’s licensed child care providers in 36 months.
- The high percentage of providers that achieve a Level 3 or higher on their initial rating or after one re-rate.
- Capacity built at all levels to provide training, relationship based professional development, and rating data collection.
- Services have been expanded in multiple languages and resources have been tailored for use in diverse communities.

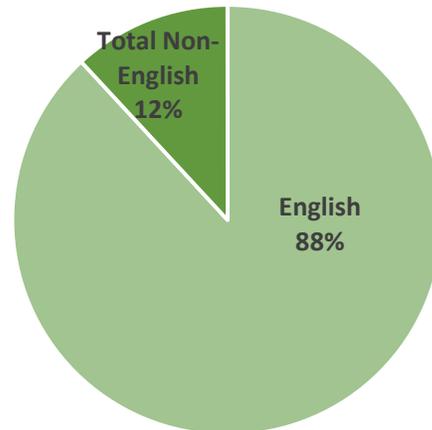


Table 18: CCA Family and Center Calls by Language
(Data Source: NACCRRAware)
Prepared by Child Care Aware of WA

Key Challenges:

- Recruitment of providers not participating; saturation in the system has made it more difficult to recruit the remaining providers that may be harder to reach.
- Development of strategies to reach unique provider populations, such as military and tribal programs.
- Continuing to recruit providers that accept children on subsidy to ensure that capacity to serve these children isn’t lost as Early Start Act timelines are reached.
- Rumors and negative feedback from early in the implementation of Early Achievers are difficult to overcome.

⁸ Until the passage of the Early Start Act, participation in Early Achievers was voluntary for licensed child care providers. Legislation passed in 2014 required ECEAP contractors to participate in Early Achievers.

Section 3: Progress toward Meeting the Early Start Act Requirements

The Early Start Act created new requirements to participate in Early Achievers for early learning providers that accept state funding for Working Connections Child Care subsidy, Seasonal Child Care (referred to collectively in this report as “subsidy providers”), or ECEAP to participate in Early Achievers and to meet certain levels of quality within prescribed timeframes. The requirements for participation and quality attainment for these providers are outlined below:

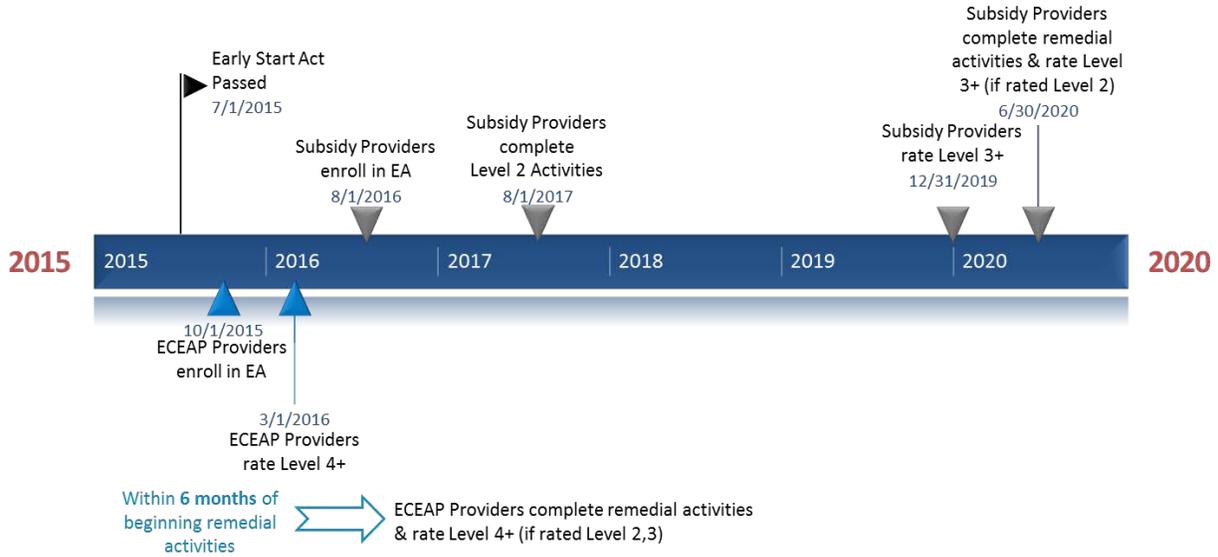


Table 19: Early Start Act Timelines for Existing Providers as of July 31, 2015
 (Data Source: Second Engrossed Second Substitute House Bill 1491)
 Prepared by 3SI

Licensed subsidy providers that enroll in Early Achievers will have 12 months to complete the Level 2 requirements and 30 months after the completion of Level 2 activities to participate in quality improvement prior to being rated. Licensed child care providers that accept children on subsidy must rate at a Level 3 or higher within 30 months. Providers that do not rate a Level 3 within in this time frame are given the opportunity to 1) complete remedial activities and request a free re-rate if they have already rated at a Level 2, or 2) request an extension for “exceptional circumstances” to postpone rating by up to six months. Both of these options are discussed below.

New ECEAP providers must enroll in Early Achievers within 30 days of receiving an ECEAP contract and must rate at a Level 4 or higher within 12 months. Licensed child care centers or family home child care programs that receive an ECEAP contract will have 18 months to rate at a Level 4 or higher.

Progress of Meeting Ratings Requirements:

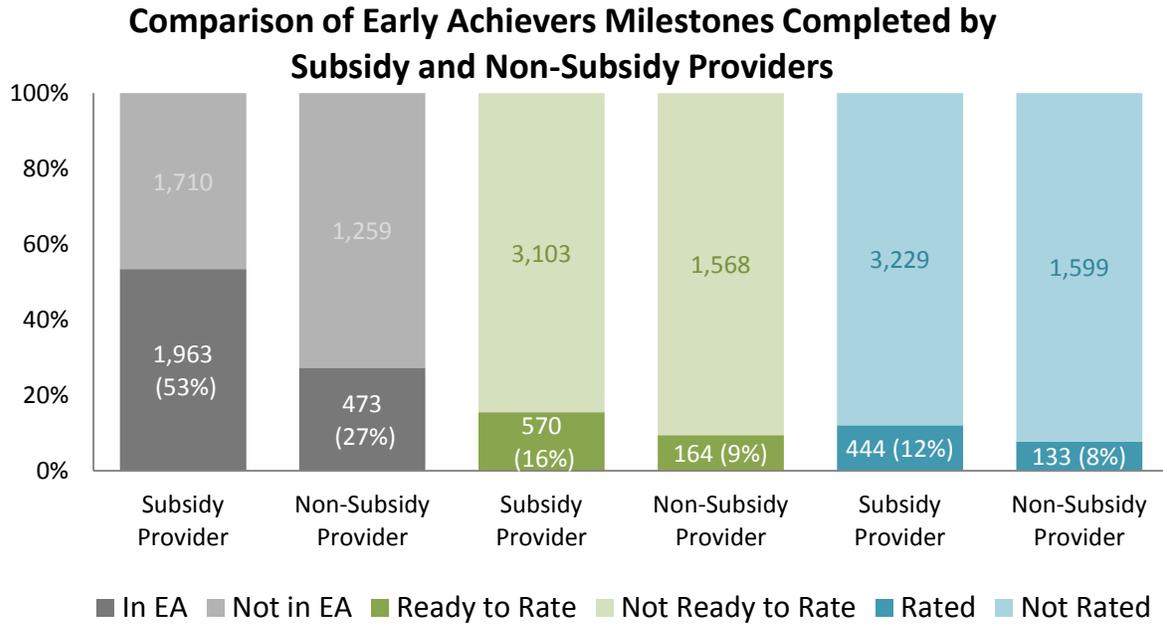


Table 20: Early Achievers Milestones Completed by Subsidy and Non-subsidy Providers as of July 31, 2015
 (Data Source: Data Analytics Repository (DAR), MERIT, FamLink)
 Prepared by 3SI
 *See Appendix for additional technical notes

Subsidy providers have completed Early Achievers milestones at roughly twice the rate of their counterparts. This trend holds true throughout the pipeline.

Early Learning providers that accept child care subsidy payments or ECEAP contracts must participate in

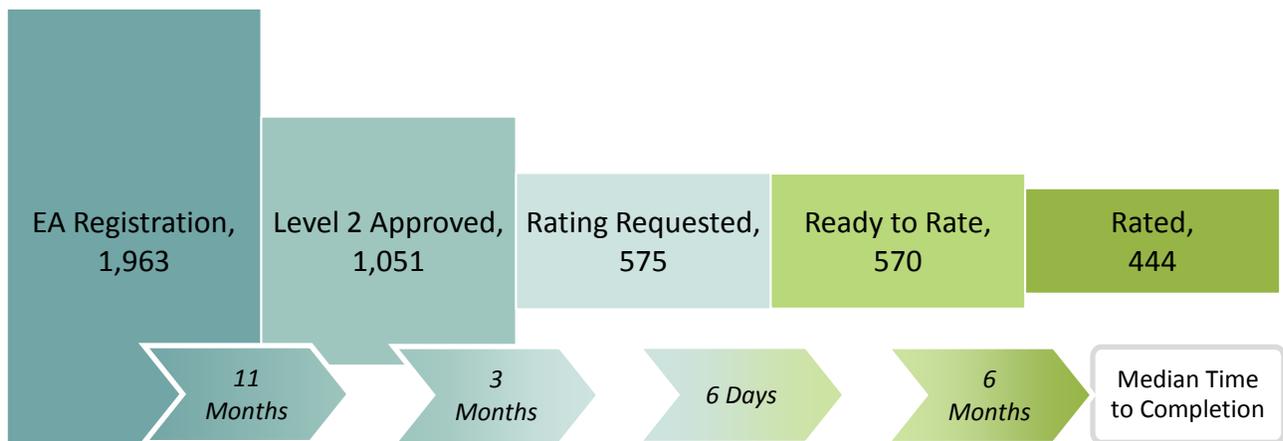


Table 21: Rating Pipeline for Providers on the Subsidy Timeline as of July 31, 2015
 (Data Source: Data Analytics Repository (DAR), MERIT, FamLink, SSPS)
 Prepared by 3SI
 *See Appendix for additional technical notes

Early Achievers according to the timeline on page 21. This includes 100 percent of ECEAP providers, 69 percent of family home child care, and 66 percent of child care centers. Currently, more than half (53 percent) of the licensed child care providers that accept children on subsidy are participating in Early Achievers. Of these, 18 percent have achieved the required rating level and an additional 36 percent have completed all Level 2 activities. Forty-seven percent of licensed child care providers that will be required to enroll in Early Achievers by August 1, 2016 have not yet done so.

The pipeline of provider participation in Early Achievers highlights the different stages of Early Achievers participation, the number of providers at each stage, and the length of time, on average, that providers move through the Early Achievers process. The chart below shows participation at different stages in Early Achievers based on whether the provider accepts ECEAP or subsidy funding or a third category of providers that do not currently receive state funding.

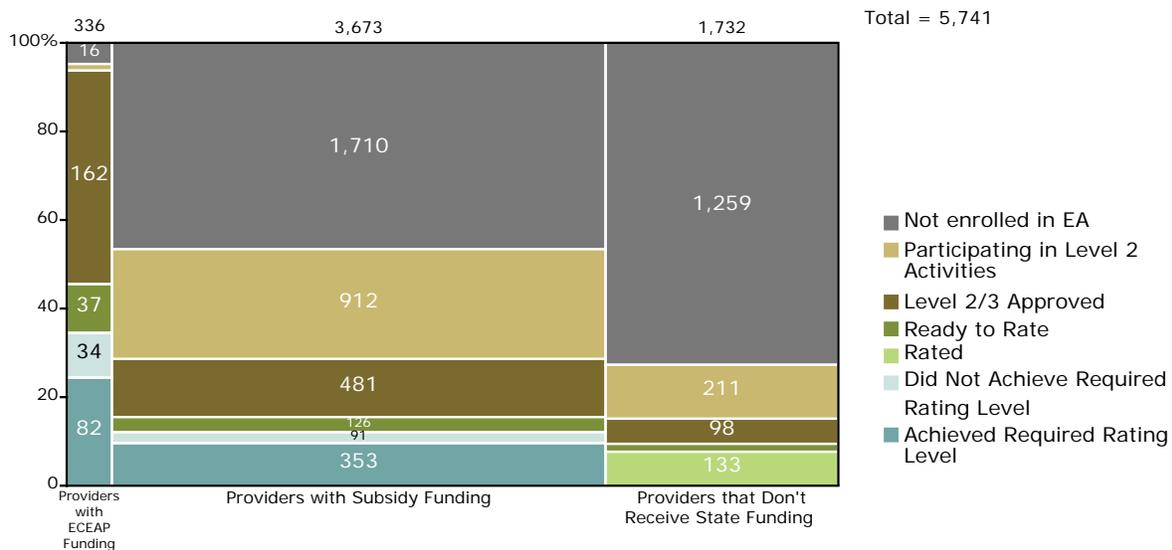
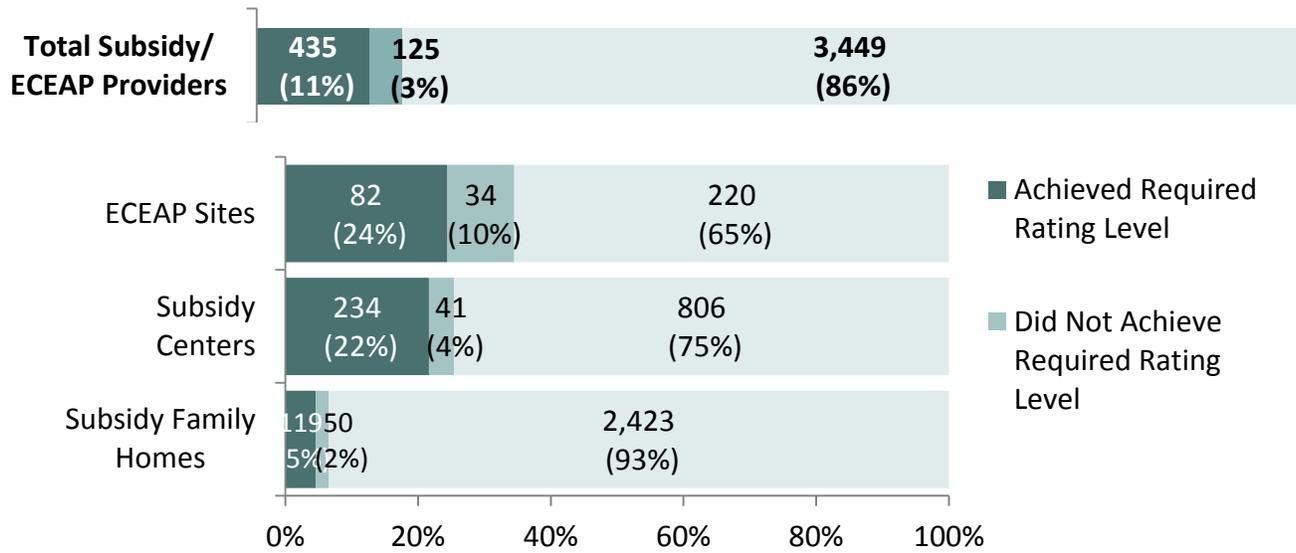


Table 22: Early Achievers Participation as of July 31, 2015
 (Data Source: Data Analytics Repository (DAR), MERIT, FamLink, SSPS)
 Prepared by 3SI

*See Appendix for additional technical notes

As the chart on the next page demonstrates, while nearly one quarter of ECEAP providers have attained the rating level required by the Early Start Act as of July 31, 2015, the remaining 75 percent will need to complete their required rating level by March 1, 2016. Licensed child care (both centers and family home child care) have more time to attain the minimum rating level than ECEAP providers, but there are significantly more providers that will need to continue to move through the Early Achievers process to meet this requirement.



Tables 23: Early Learning Providers Required to Meet ESA Timelines as of July 31, 2015

(Data Source: DAR, MERIT, ELMS, FamLink, SSPS)

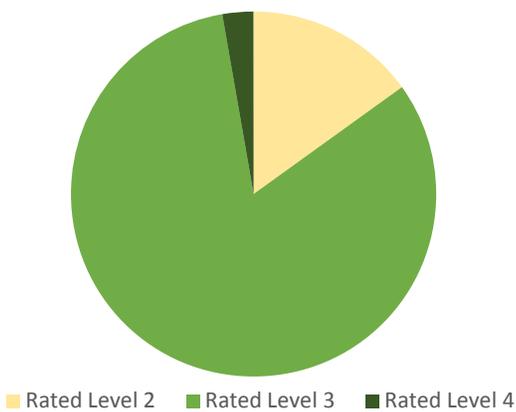
Prepared by 3SI

*See Appendix for additional technical notes

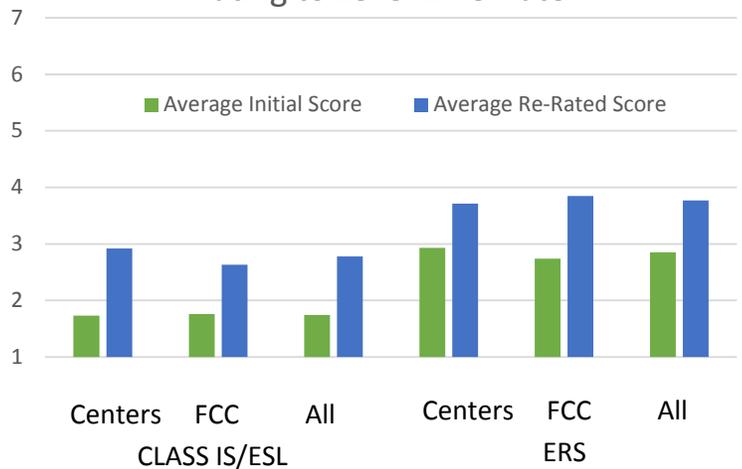
Re-Rating Process

In addition to the initial free rating, all Early Achievers participants are now eligible for one free re-rate if they do not achieve the required quality rating level on their initial rating, including licensed child care sites that need to attain a Level 4 rating to provide ECEAP. This free re-rate option is current available to help Early Achievers participants meet their Early Start Act rating timeline requirement, and is available once per three-year rating cycle. The re-rate will only cover the area(s) in which the facility did not

Current Level 2 Re-Ratings Results



Average Improvement from Initial Rating to Level 2 Re-Rate



Tables 24 and 25: Level 2 Re-Ratings as of September 30, 2015

(Data Source: PRISM)

Prepared by Child Care Aware of Washington

achieve the minimum threshold for the required quality level rating. For example, the re-rate may only include the Environment Rating Scale (ERS) or Classroom Assessment Scoring System (CLASS) assessments. No additional facility information will be considered.

If a provider does not achieve the required quality rating level on the second rating, they have the option of paying for additional re-rates. The fee charged is dependent on the size of the facility. Based on current data, this option will be used infrequently as only 11 providers in the state (<2 percent of rated facilities) have not achieved the required quality rating level after the re-rate process.

Re-Rating Success Rate

As of October 15, 2015, 126 licensed child care providers achieved a rating of Level 2. 73 of these providers have been re-rated and, of these, 62 providers (85 percent) have attained a Level 3 or higher on the re-rate.

The licensed providers spent an average of just under one year between their initial rating and the re-rating. These licensed providers showed significant improvements in their scores during the re-rate.

12-Month Authorization

To support quality for children by providing a consistent child care arrangement which will have the effect of stabilizing the provider's income, 12-month eligibility will become effective July 1, 2016. This means that a family who qualifies for child care subsidy will maintain eligibility for 12 months regardless of any increases or decreases of income, so long as income does not exceed absolute federal limits. Further, these families will maintain eligibility regardless of a loss of approved activities (work, training, and education). By de-linking the parent's activity from the child's child care eligibility, it will produce a much more stable arrangement for the child in a quality environment. This will result in positive child outcomes, stability in monthly income for the provider, and provide support to the parents as they work and/or go to school. Parents will no longer need to worry about a pay increase at work, or loss of work, leading to the loss of their child care subsidy for a 12-month period as parents will no longer be required to report changes in their circumstances that would affect care needs and eligibility. These changes are in alignment with the federal reauthorization of the Child Care Development Block Grant Act which requires states to ensure that, after 12 months of eligibility, families reapplying for benefits whose incomes now exceed state program limits (but remain within federal limits) continue to receive benefits for a period during which they transition to paying for care on their own.

Extension Protocol for Early Achievers

The Early Start Act requires all licensed early learning providers that accept children on subsidy and ECEAP providers to participate in Early Achievers and attain the required quality rating levels. It also requires the development of an Extension Protocol that allows Early Achievers participants a one-time, no longer than 6-month extension to the rating requirement for "exceptional circumstances." This protocol is being developed by DEL in collaboration with the Early Learning Advisory Council and the Indian Policy Early Learning Committee. A copy of the Extension Protocol is included in the Appendix.

Key Accomplishments

- Strong participation rates in a voluntary system demonstrate that providers are willing to enroll and participate in quality improvement work.
- Ratings protocols and policies have been updated to reflect ongoing learning and continuous quality improvement.
- Strong success in re-rating highlights the strength of the quality improvement supports.

Key Challenges

- High volume of providers that need to attain Level 3 or higher within Early Start Act timeline.
- Ensuring that children are not left without care because of a lack of providers that have met the requirements.
- Making sure that Early Achievers protocols work well for all providers, particularly those from diverse communities. Includes ensuring availability of resources in languages other than English and Spanish.
- There is little baseline data available upon enrollment, making it difficult to tailor services and track progress.
- Provider level challenges, such as competing demands of family or school and occasional times of high staff turnover within early learning facilities, make continued focus on quality improvements challenging.

Section 4: Available Supports and their Effectiveness at Improving Quality

Early Achievers participants have supports and resources available to assist them throughout the process. These supports include:

Pre-Enrollment Supports: Child Care Aware of Washington begins outreach and communications with child care providers long before they enroll in Early Achievers, and they have developed tailored strategies to encourage enrollment to different communities across the state.

Child Care Aware of Washington uses many outreach strategies to reach child care providers including: newsletters, a website, one-on-one orientations, telephone recruiting, training sessions, conference participation, and scheduled group orientations. In addition, they have developed partnerships with other community organizations that have relationships with child care providers to encourage participation in Early Achievers including DEL child care licensors, colleges, family child care provider associations and center directors groups, the Early Learning Regional Coalitions, ECEAP/Head Start providers, School Districts, Public Libraries, Educational Service Districts, Nurse Consultants/Health Departments, Infant/Toddler Consultants and Networks, Resource Centers, local and national conference planning committees, media organizations, and other local programs.

Individual & Small Group Outreach Hours by Language & Region

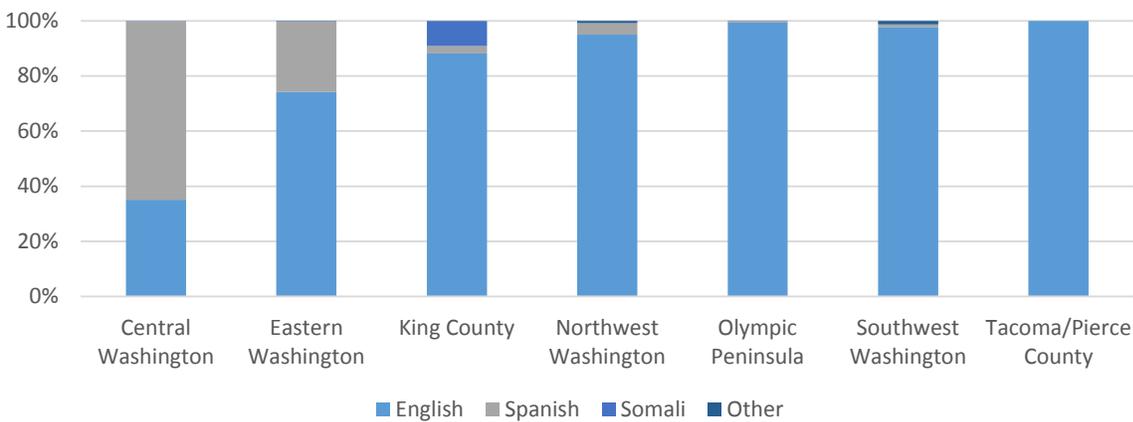


Table 26: Outreach Hours by Language and Region as of September 30, 2015
(Data Source: ETO)

Prepared by Child Care Aware of Washington

Child Care Aware of Washington outreach efforts also include providing pre-enrollment support, such as helping providers complete necessary tasks in MERIT⁹, sign up for orientations or addressing other barriers to enrollment. This support can clear away the hurdles to joining Early Achievers while building a trusting relationship with the new participant, paving the way for a successful relationship within the program.

⁹ The Managed Education and Registry Information Tool (MERIT) is Washington Professional Development registry, a statewide tool to document and recognize the professional achievements of early care and education, and school-age professionals. This online tool helps professionals find training opportunities, access information on career pathways and track their individual career progress. MERIT also identifies approved trainers who provide education to professionals.

Understanding that the existing strategies may not reach all diverse communities, Child Care Aware of Washington has also developed some targeted approaches to reach communities that may need additional outreach and support including:

- Creating and distributing marketing materials in multiple languages,
- hiring bilingual Early Achievers staff when and where possible,
- developing cohorts of monolingual language groups,
- offering orientations in multiple languages,
- hiring staff in rural areas that are able to focus their time in a specific area or county,
- contracting with someone who speaks the target language,
- offering orientations and trainings in rural areas, to both Early Achievers and non-Early Achievers facilities,
- collaborating with partner organizations and licensors on how to work together to reach these communities,
- attending the Dual Language Immersion trainings and
- partnering with organizations that currently work with target populations.

In anticipation of the passage of the Early Start Act, Child Care Aware of Washington regions began reaching out to child care facilities that accept child care subsidy that would be required to participate. As of October, 2015, providers that have not yet enrolled in Early Achievers have been contacted by their Child Care Aware region an average of three times to discuss Early Achievers participation.¹⁰

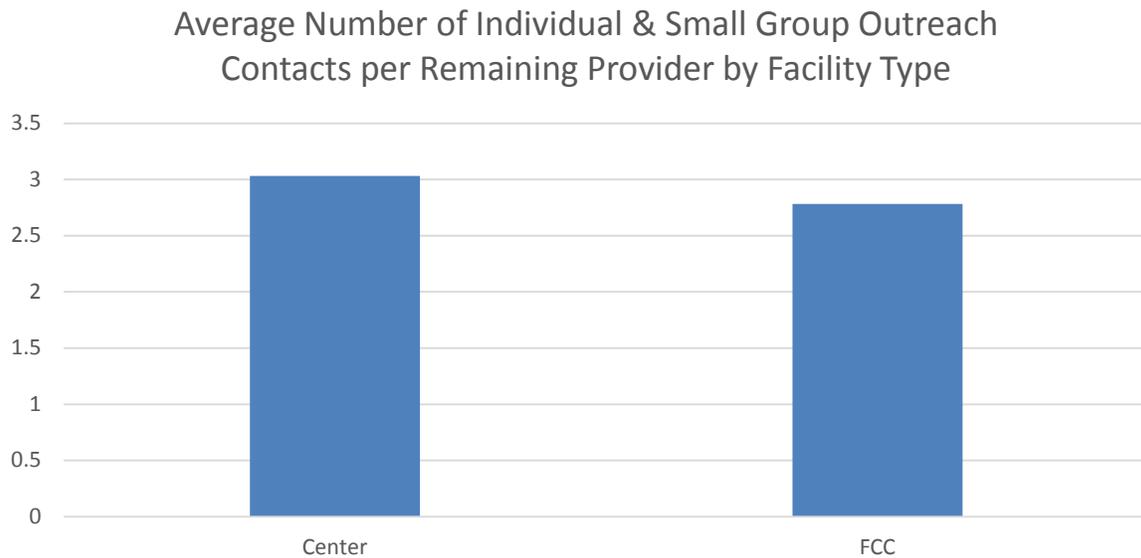


Table 27: Average of Individual and Small Group Outreach Contacts as of September 30, 2015
 (Data Source: ETO)
 Prepared by Child Care Aware of Washington

¹⁰ This does not include providers that have requested to be removed from CCA of WA’s contact list.

Level 2 Supports: Early Achievers Level 2 activities are designed for *Professional Growth and Facility Management* and require facility leadership (family home child care primary provider/child care center director) to complete a series of Early Achievers preparation activities and training. New participants have 12 months to complete the Level 2 requirements. Early Achievers participants receive support to help them complete the Level 2 requirements and prepare for rating, including:

Number of People that Completed In-person Level 2 Trainings

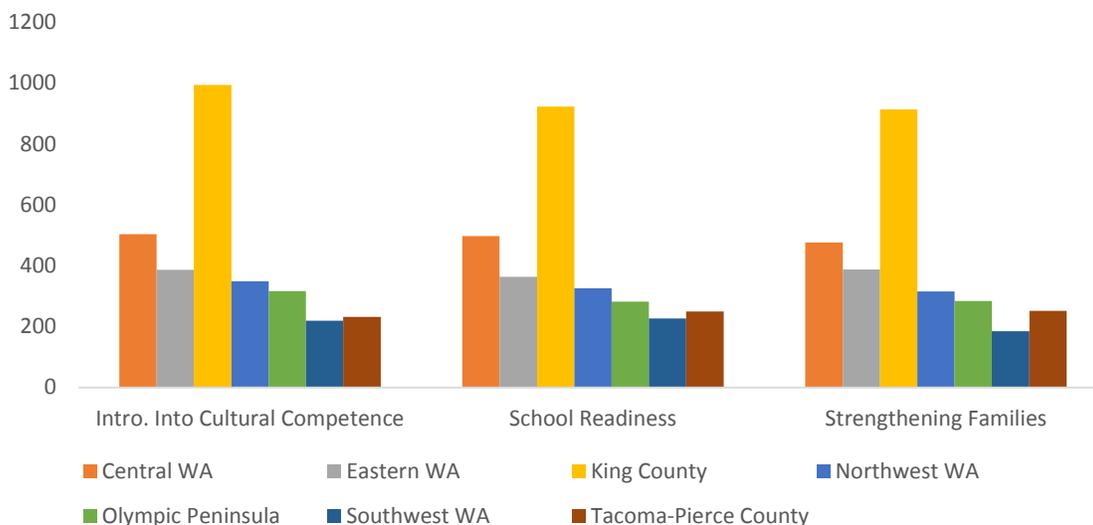


Table 28: In-person Level 2 Trainings as of September 30, 2015

(Data Source: ETO)

Prepared by Child Care Aware of Washington

- *Early Achievers Professional Training Series:* All Early Achievers participants must complete the “Early Achievers Professional Training Series.” The series has been designed to support providers as they prepare themselves for quality improvement work. The trainings are intended for child care center directors and family home child care primary providers and are offered free of charge.¹¹ “The Professional Training Series” includes the following six courses:

1. **Introduction to the Environment Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS)** (Online, approximately two hours)

This course provides an overview of the two standardized assessments used in Early Achievers as part of the comprehensive measure of program quality reflected in the rating. The focus of the ERS is on safety, organization and the age-appropriateness of daily schedule and materials within the environment. The CLASS focuses on teacher-child interactions as a means to promote

¹¹ The online trainings are offered free of charge to anyone that sign ups. The Core Competencies for Early Learning Professionals has been taken 9,000 times, the introduction to the ERS/CLASS has been taken over 8,500 times and the Early Learning Guidelines training has been taken more than 10,000 times.

children's social and cognitive development. Together these two assessments provide a comprehensive measure of the learning environment.¹²

2. **Washington State Early Learning Guidelines** (*Online, approximately two hours*)

This course is an introductory overview of the *Washington State Early Learning and Development Guidelines (ELGs)*, which can help orient adults to child development. The module examines the history and purpose of the ELGs and who can use them and for what purpose. Additionally, the module provides an overview of the structure of the 2012 ELGs document and presents examples of how to use them to support child development.

3. **Washington State Core Competencies for Early Care and Education Professionals** (*Online, approximately two hours*)

This course is an introductory overview of the *Washington State Core Competencies for Early Care and Education Professionals*. The goal of this course is for professional providers who care for children ages 0-8 in Washington to become familiar with the Core Competencies, and identify content areas of professional development.

4. **Introduction to Cultural Competence** (*In person, two hours*)

The understanding and respect of children's cultural heritage is a foundation of their social/emotional well-being as well as their intellectual development. Through this training, early childhood professionals will reflect on their daily care giving and teaching practices of young children, heighten their level of awareness of cultural influences, and increase their ability to interact competently with children and families.

5. **QRIS Strengthening Families Training for Early Learning Professionals** (*In person, six hours*)

Strengthening Families Protective Factors are a new framework for child abuse and neglect prevention and promoting optimal child development. The protective factors shift the focus of child abuse and neglect prevention efforts from family risks and deficits to family strengths and resiliency. By recognizing and building on existing strengths within communities and families, we can support all families in providing a healthy, safe, and loving environment for children.

6. **QRIS School Readiness** (*In person, four hours*)

School readiness means that children are ready for school, families are ready to support children's learning, and schools are ready for children. Early learning providers have a wonderful opportunity to support this process and ensure success for children. This training introduces and models instructional techniques measured in the CLASS: emotional support, well organized learning environments, and instructional techniques. Participants can apply these skills to increase the quality of interactions in their facility and prepare themselves for an Early Achievers on-site evaluation.

- *Facility self-assessment:* The provider's primary QRIS contact will access and complete the facility self-assessment with their CCA of WA Technical Assistance Specialist. The purpose of a facility self-assessment is to:
 -

¹² Training accommodation has been made available regionally for groups of providers to attend online training together with language interpretation. It's been typically used for providers that have limited English/Spanish literacy.

Level 2 Required In-person Trainings by Language

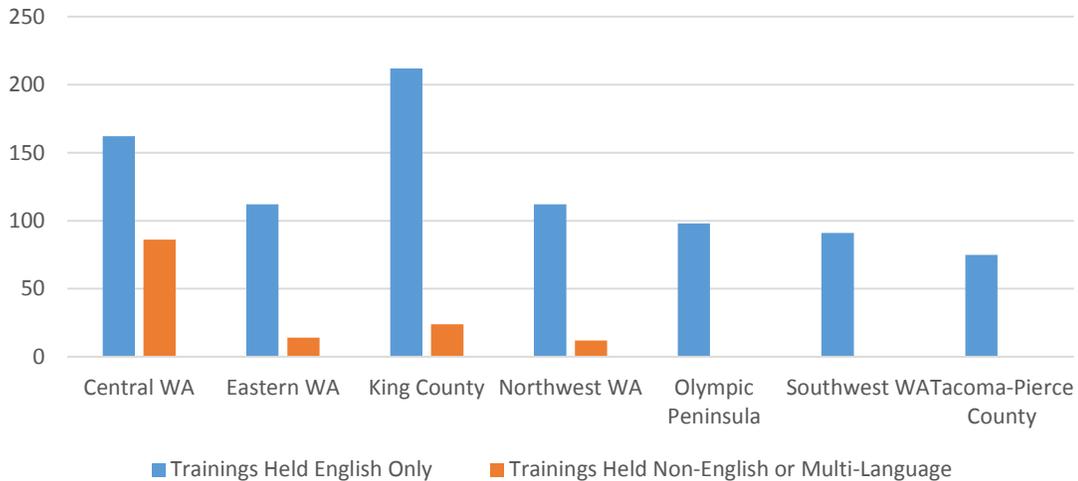


Table 29: Level 2 Required In-person Trainings by Language as of October 1, 2015
(Data Source: MERIT)

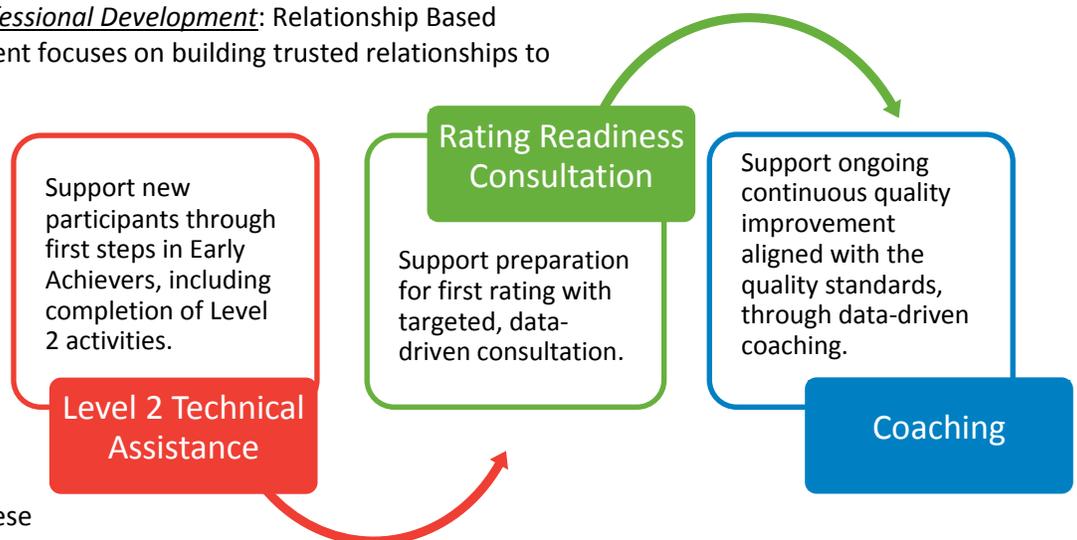
Prepared by Child Care Aware of Washington

- Promote reflection about current practice
- Build familiarity with the Early Achievers standards and assessments
- Support internal preparation for quality improvement activities

Each participating facility is strongly encouraged to complete their self-assessment as accurately and thoroughly as able and use the information gathered to prepare for evaluation. Self-assessment contains two parts:

- **Environment Rating Scales (ERS):** Child care center classroom/family home child care assessment that looks at the materials and practices in the environment that supports children.
- **Washington's Quality Standards:** Facility-level assessments are based on child outcomes; curriculum and staff supports; and family engagement and partnership components of the Early Achievers Standards.

Relationship Based Professional Development: Relationship Based Professional Development focuses on building trusted relationships to foster change and facilitate improvement. Early Achievers uses relationship based professional development across all of its direct service work with providers including *technical assistance, rating readiness consultation, and coaching*. While these



three elements are often tracked separately and refer to distinct points in a provider’s participation in Early Achievers, they are part of an integrated approach to working with providers over time to support continuous quality improvements. In any given month, the majority of Early Achievers participants will receive some type of Relationship-based Professional Development.

- **Level 2 Technical Assistance:** Upon registration for Early Achievers, facilities will be assigned a Technical Assistance Specialist (TA Specialist) by their local Child Care Aware of Washington agency to support them as they move through Level 2 requirements. The TA Specialist will work with the child care center director/family home child care primary provider to develop a work plan and timeline for successfully moving through Level 2 activities. The work plan will identify specific required activities of Level 2 as well as additional resources available to help the facility meet the Early Achievers standards.

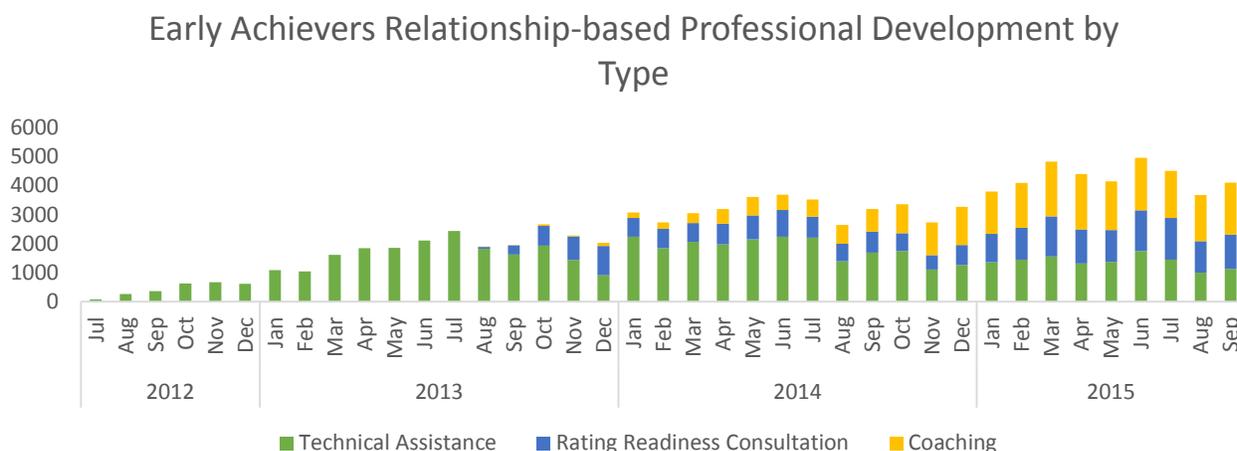


Table 30: Relationship-based Professional Development by Type as of October 1, 2015
 (Data Source: MERIT)
 Prepared by Child Care Aware of Washington

Technical assistance is delivered in multiple ways including individual sessions and group sessions, and remotely via phone and email. Participants work individually with TA Specialists on their unique work plans during one-on-one TA sessions in Level 2. Additionally, in order to build community connections and peer support, the regional Child Care Aware of Washington agency offers small group TA sessions including topics that address continuous quality improvement and the Early Achievers Quality Standards. The goals of TA are:

- Participants will **understand** Early Achievers program requirements, quality standards, and the process to successfully complete Level 2 activities.
- Participants will **apply** new knowledge gained from self-assessments, the Level 2 Professional Training Series, and personal reflections by **developing** action plans that prepare them to receive a facility rating.
- Participants will begin to **value and embody** the concept of continuous quality improvement, laying the groundwork for deeper goal-setting through coaching in Levels 3-5.

- Rating Readiness Consultation:** Facilities that successfully complete all Level 2 activities and intend to pursue an on-site evaluation have the opportunity to access *Rating Readiness Consultation*. Rating Readiness Consultation is customized on-site support to help facilities prepare for a quality rating of Level 3 or above. It is distinct from Technical Assistance in terms of the type of support provided. In particular, there is a focus on key elements of the quality standards that have the most impact on ratings, including preparing for the CLASS and ERS assessments. Rating readiness consultation may be provided to classroom teachers, as needed to prepare them for successful interactions and learning environments as defined by CLASS and ERS.

Technical Assistance & Rating Readiness Coaching Hours by Topic Area

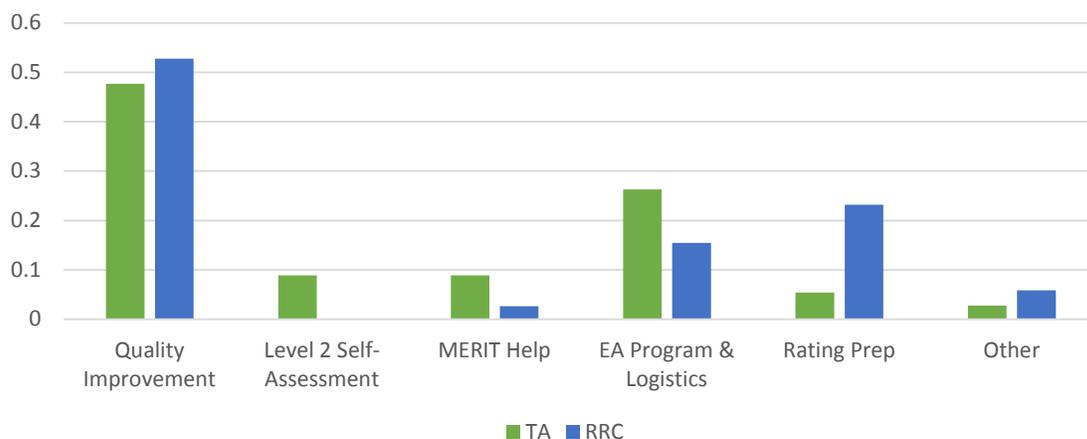


Table 31: Technical Assistance and Rating Readiness Coaching Hours by Topic as of October 20, 2015
(Data Source: ETO)

Prepared by Child Care Aware of Washington

- Coaching Services:** Coaching is a long-term continuous service available to all rated facilities. Coaches are employed by Child Care Aware of Washington. After an Early Achievers facility receives their first rating, they will be assigned a coach by their local lead agency. The role of the coach is to help facilities:
 - Understand and use Early Achievers ratings and assessment data,
 - identify goals and make plans to achieve goals,
 - access resources to support achievement of goals and
 - implement strategies that sustain and continue to build on quality gains over time

The Early Achievers rating is a measure of *facility* quality, rather than specific classroom quality, so coaches and center directors/family home child care owners will work together to best allocate coaching resources across the facility to different teaching staff. The total amount of coaching that a facility receives is flexible and varies based on the areas of need identified in the facility Quality Improvement Plan, and the facility’s rating Level. Coaching services will change as facility rating increases, with rated Level 2 and 3 facilities receiving more coaching than rated Level 5 facilities. Coaches *partner* with participants through the quality improvement process; the facility is ultimately *responsible* for implementing and maintaining positive changes.

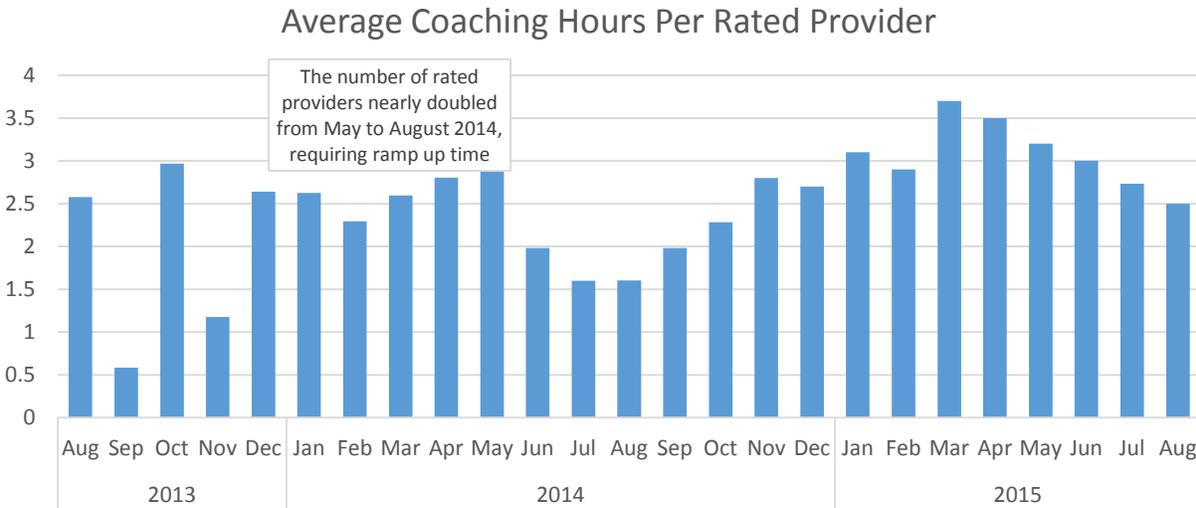


Table 32: Average Coaching Hours as of September 17, 2015
 (Data Source: MERIT Reports; WELS/PRISM)
 Prepared by Child Care Aware of Washington

- **Child Care Quality Baseline (CCQB):** CCQB is a pre-rating formative assessment offered to providers prior to rating to provide baseline quality data to providers before moving through the rating process. Providers that have completed all of the Level 2 requirements are eligible to request a CCQB in either the ERS, CLASS or both to give them feedback prior to rating about how they may score on the actual assessment. This pre-rating assessment tool provides a data driven road map that increases the likelihood that providers will achieve a successful rating. Over 900 CCQBs have been conducted in individual classrooms in 458 centers and family home child care facilities. (See page 54 for more information on CCQBs.)
- **Quality Improvement Plans (QIP):** Rated participants set goals with their coaches based on their facility rating results including:
 - ERS and CLASS assessment scores,
 - Components of the Quality Standards,
 - Overall facility rating and
 - Components of the Early Achievers Coach Framework.

Coaches work with participants to apply evaluation data to develop a QIP that addresses facility strengths and areas of growth identified by evaluation results. The QIP acts as a “roadmap” for the ongoing continuous quality improvement process, and will guide the work of the facility and the Coach.

Professional Development and Scholarships: Scholarships are available to students employed in Early Achievers facilities to pursue Child Development Associate (CDA) programs, state stackable certificates, Associates Degrees (AA) and Bachelor’s Degrees (BA) in Early Childhood Education (ECE). Early Achievers Opportunity Grants and Washington Scholarships for Child Care Professionals are two student financial aid resources prioritized for students employed by Early Achievers facilities.

- **Washington Scholarships for Child Care Professionals (WA Scholarships)**

WA Scholarships is administered by Child Care Aware of Washington and supports educators working towards their CDA, state stackable certificate, and AA/AAS or BA degree in Early Childhood Education. WA Scholarships also offers CDA Assessment fee scholarships once students have completed CDA coursework.

Since July 1, 2012, the WA Scholarships program awarded over 1,900 scholarships to nearly 1,400 individual ECE professionals. The majority of scholarships funded students pursuing degrees and certificates at community and technical colleges. Although small relative to the size of the overall program, BA scholarships are a growing segment of the program. WA Scholarship recipients have completed over 21,000 credits of coursework from Washington colleges and universities, and earned more than 300 degrees, certificates, and credentials.

- **Early Achievers Opportunity Grants**

Opportunity Grants are administered by the State Board of Community and Technical Colleges, and help employees at Early Achievers facilities pursue Early Childhood Education credits towards state stackable ECE certificates and Associate degrees in ECE. The *Early Achievers Opportunity Grant* program helps fund a Point-of-Contact to assist students from initial contact with the college through enrollment and completion of Early Childhood Education certificates and degrees. The colleges' Points-of-Contact monitor student progress and assist students when they encounter barriers affecting their participation and persistence in their programs.

Launched in 2012, the *Early Achievers Opportunity Grant* program has had two years of full implementation. Participating colleges increased from 18 to 23. The number of grant recipients increased by almost 60 percent (555 in 2013-14 and 885 in 2014-15).

Financial Incentives: Early Achievers provides financial incentives for participation and for attaining higher quality levels. Financial incentives include:

- *Needs-based Grants*

Family home child care and child care centers participating in Early Achievers may be eligible to receive a Needs-based Grant of up to \$500 dollars for the purpose of improving scores on the Environment Rating Scales (ERS). The facility will work with their Technical Assistance Specialist or Coach to prepare and submit a Needs-based Grant Proposed Spending Plan and Submission Form. All expenditures must be approved by the Technical Assistance Specialist or the Coach, and funds may be used for:

- Purchasing items such as books, science materials, and gross motor equipment ,
- Substitute time and
- Other items identified by the Technical Assistance Specialist or coach.

- *Quality Improvement Award:* Quality Improvement Awards are annual cash awards provided to participating child care centers that achieve rating Levels 3 through 5 and participating family home child care that achieve rating Levels 2 through 5. Per the Early Start Act, Quality Improvement Awards are reserved for participants offering programs to an enrollment population consisting of at least five percent of children receiving a state subsidy. Quality Improvement (QI) Awards recognize achievement and support facilities to implement quality improvement goals.

To be eligible to receive QI Awards, facilities must:

- Achieve an Early Achievers rating of Level 2¹³, 3, 4 or 5,
- Agree to create a Quality Improvement Plan (QIP) with assigned coach and
- Maintain active participation throughout the 3-year rating cycle by participating in ongoing coaching and maintaining the goals set in the facility’s QIP.

Level Attainment	Center Quality Improvement Award	Family Home Child Care Quality Improvement Award
Level 2	N/A	\$750*
Level 3	\$5,000	\$2,000
Level 4	\$7,500	\$2,250
Level 5	\$9,000	\$2,750

All QI Award funds must be used towards achievement of quality improvement goals outlined on coach-approved, facility QIP and must align with the Early Achievers Quality Rating and Improvement System Standards.

- *Tiered Reimbursement:* Tiered Reimbursement is a tool to support the cost of quality above the basic base rate paid for children on subsidy. In addition to recent 10 percent increases in the base rate¹⁴, providers enrolled in Early Achievers receive a 2 percent increase in the subsidy base rate. These providers are expected to advance to a rated Level of 3 or higher within 30 months of enrolling in Early Achievers. Facilities who receive a Level 3 through 5 rating are eligible to earn an additional increase to the subsidy base rate as follows:
 - Level 3: 4 percent above the base rate (this makes the subsidy payment equivalent to the 75th percentile of market rate costs, industry best practice for subsidy rates.)¹⁵.
 - Level 4: 10 percent above the base rate.
 - Level 5: 15 percent above the base rate.

Key Accomplishments

- A relationship-based approach engages providers in the long term investment in quality, and has empowered thousands of early learning professionals to undertake quality improvement efforts.
- Training in the ERS, CLASS and other quality standards-related topics has increased and improved.
- Using data to drive services such as the CCQBs and the use of data in coaching to develop quality improvement plans promotes rating success.
- Customized, community based services that ensure providers are reached with culturally, linguistically, geographically, and educationally appropriate services.

Key Challenges

- Ensuring that services are scalable and cost effective.
- Level I, Licensing, is not yet aligned to support Early Achievers and quality improvement efforts.

¹³ QI Awards are provided to Level 2 rated Family Child Care Home providers

¹⁴ Washington has increased the subsidy rate three times recently: 2percent on September 1, 2013; 4percent on July 1, 2014; and 4percent on January 1, 2015. An additional rate increase is scheduled for family home child care providers on July 1, 2016.

¹⁵ Within a local community and dependent on age and category of care rate variations, subsidy care recipients would be able to purchase 75 out of 100 available child care slots.

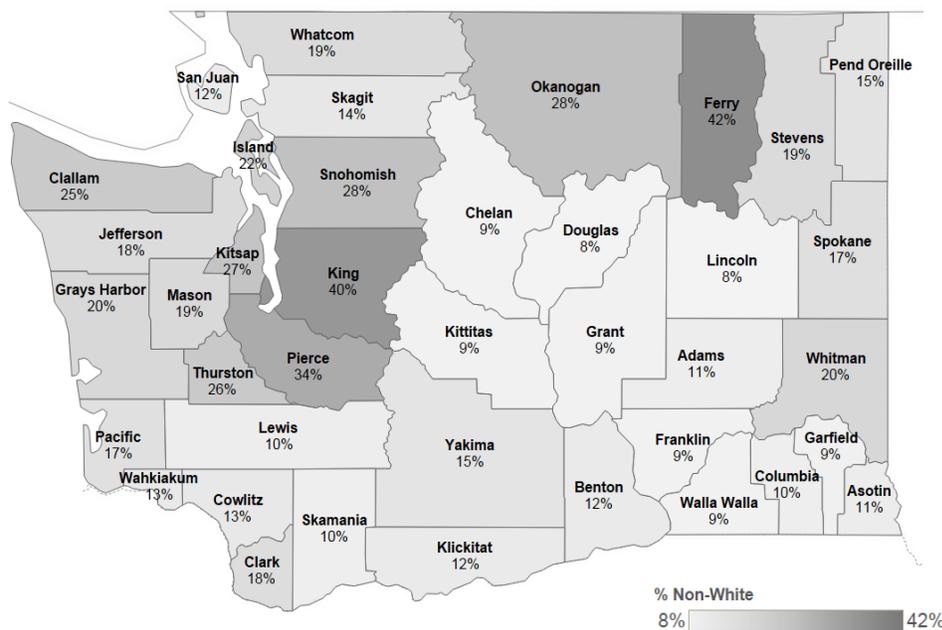
- Differentiating supports as some providers need more/different support than others. Need to assess customized pathways so that adequate resources are available to individual participants.
- Provider motivation to participate in Early Achievers is unequal and is a significant factor in their overall success in undertaking quality improvements and attaining high rating levels.
- Lack of baseline data makes it difficult to understand providers' starting points and therefore tailor services.
- Champions for Early Achievers are needed to:
 - Build a broad based enrollment strategy involving others that have relationships with providers, such as licensing, SEIU, Early Learning Regional Coalitions, food programs, nurse consultants, etc.
 - Create more understanding about Early Achievers and a broad messaging strategy.
- Continue to assess Early Achiever's language and culturally appropriate training and services to ensure that diverse communities are well served.

Section 5: Promoting and Supporting Providers and Children from Diverse Cultural Backgrounds

The Early Start Act prioritizes making sure that Washington’s early learning system addresses the needs of all of Washington’s children and families, including children and families from culturally diverse backgrounds. Culturally diverse backgrounds are defined in this report to refer to “children, families, providers, and communities who may be distinguished [from the mainstream culture] by race, ethnicity, social class, and/or language.” As such, this term may refer to children, families, providers, and communities who are from racial and/or ethnic minority groups, whose primary language is not English, and/or who are from low-income households. Using this definition, Washington is becoming increasingly diverse and it is imperative that the early learning system is able to best support all children and families.

Note on the data: The amount of statewide child level demographic data available is limited. As leaders of early learning systems around the country consider questions of diversity and equity in the implementation of their programs, a key challenge has been the availability of appropriate data to meet the need. In Washington there is no single way to collect data on race and ethnicity and different data sets often collect this data differently. This report relies primarily upon census data, MERIT workforce data, child level data (where available) and data from Early Achievers participants. Early learning professionals self-report data in MERIT, Washington’s professional development registry, and it is collected at the individual level, not the facility level. Clearly understanding the impact of early learning programs on children from diverse communities is critical to making sure that all children have equitable access to services. Data on individuals is sensitive and it is important that there is a thoughtful plan around data collection; developing a plan for future data collection is a recommendation of this report.

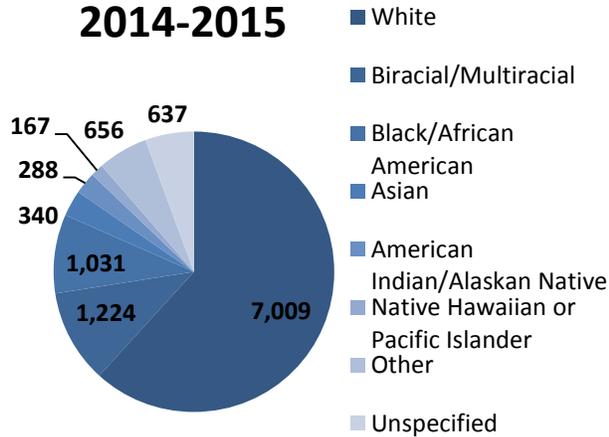
Washington’s Children: Washington’s population is growing in diversity, including racial, ethnic and economic diversity.



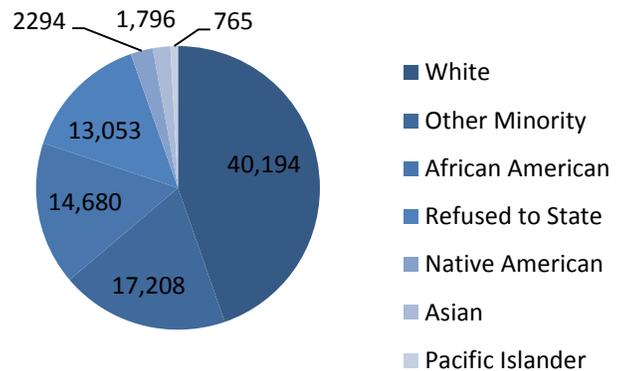
The diversity of the state is reflected in the population of children who participate in early learning programs. Additional child-level data can be seen in the Appendix.

Table 33: 2014 Estimates of the Total Population by Race Category for Counties as of January 7, 2015
 (Data Source: OFM, Small Area Demographic Estimates (SADE))
 Prepared by 3SI

ECEAP by Race SY 2014-2015



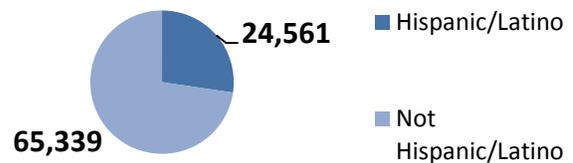
Subsidy Child Care by Race FY 2015



ECEAP by Ethnicity SY 2014-2015



Subsidy Child Care by Ethnicity FY 2015



Washington's Racial and Ethnic Diversity

Washington's early learning educators represent many different race, ethnic and language groups. Diversity is higher in some regions of the state than others, and those differences are reflected in the population of early learning educators that support children and families.

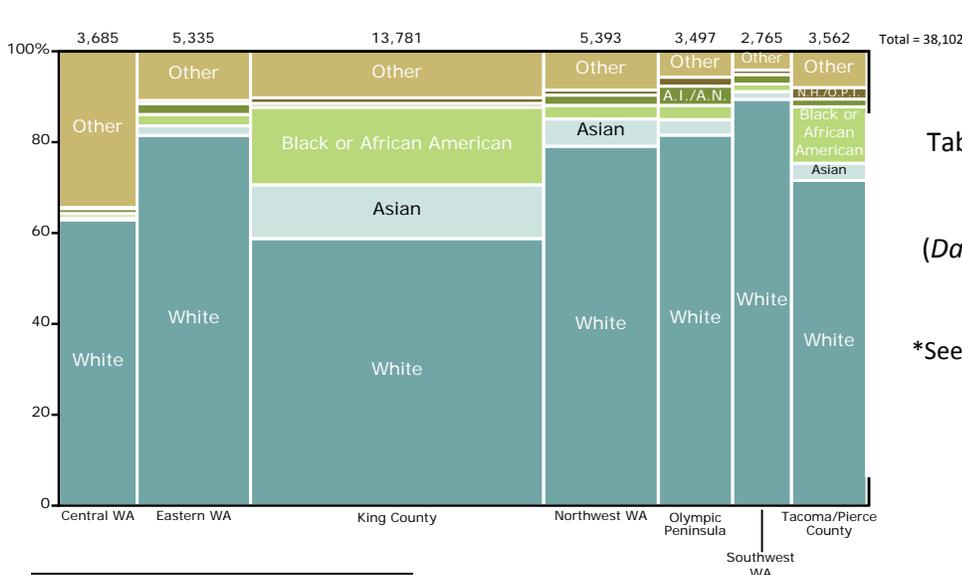


Table 34: 2013 Workforce Racial Distribution by Region as of December 13, 2013* (Data Source: DAR, MERIT, ELMS, FamLink) Prepared by 3SI *See Appendix for additional technical notes

¹⁶ American Indian or Alaska Native is abbreviated as A.I./A.N. and Native Hawaiian or Other Pacific Islander as N.H./O.P.I for labeling purposes. 70percent of people who identified as "other" also identified as Hispanic/Latino

“Other” is a category that respondents may choose. Seventy percent of respondents who identified as “other” also identified as Hispanic/Latino. In the Central Region, 97.7 percent of people who identified as “other” also identified as Hispanic/Latino.

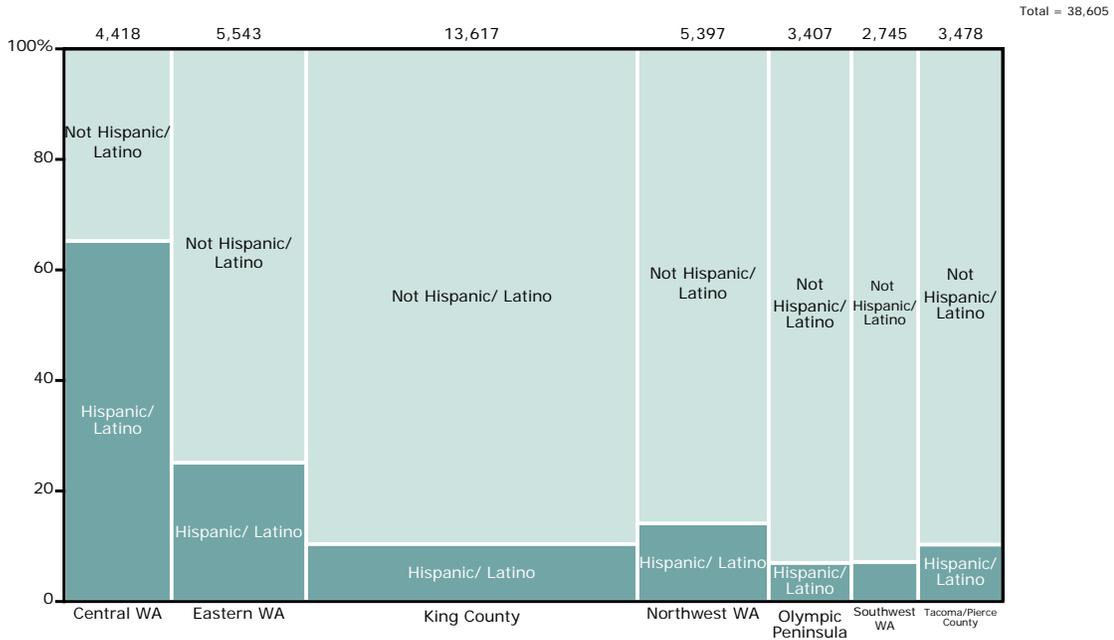


Table 35: 2013 Workforce Ethnicity Distribution by Region as of December 13, 2013*

(Data Source: DAR, MERIT, ELMS, FamLink)

Prepared by 3SI

*See Appendix for additional technical notes

Washington’s Language Diversity

In addition to racial and ethnic diversity, Washington’s early learning educators speak many languages. Primary languages in the state are English and Spanish and some regions have additional languages that are

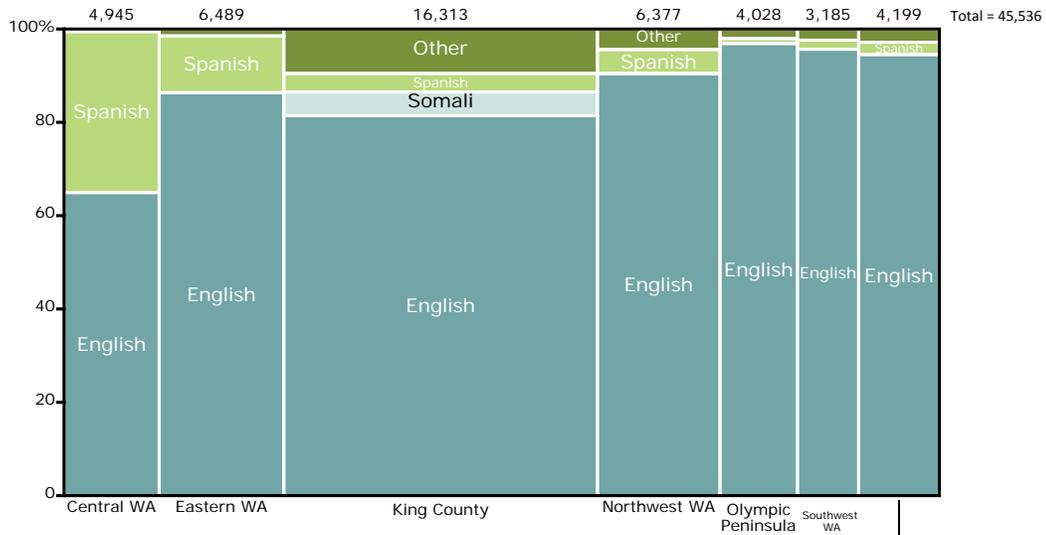


Table 35: 2013 Workforce Distribution by Primary Language as of December 13, 2013*

(Data Source: DAR, MERIT, ELMS, FamLink)

Prepared by 3SI

*See Appendix for additional technical notes

prominent, such as Somali in King County.

When English is removed from the analysis, the language diversity in Washington is more apparent.

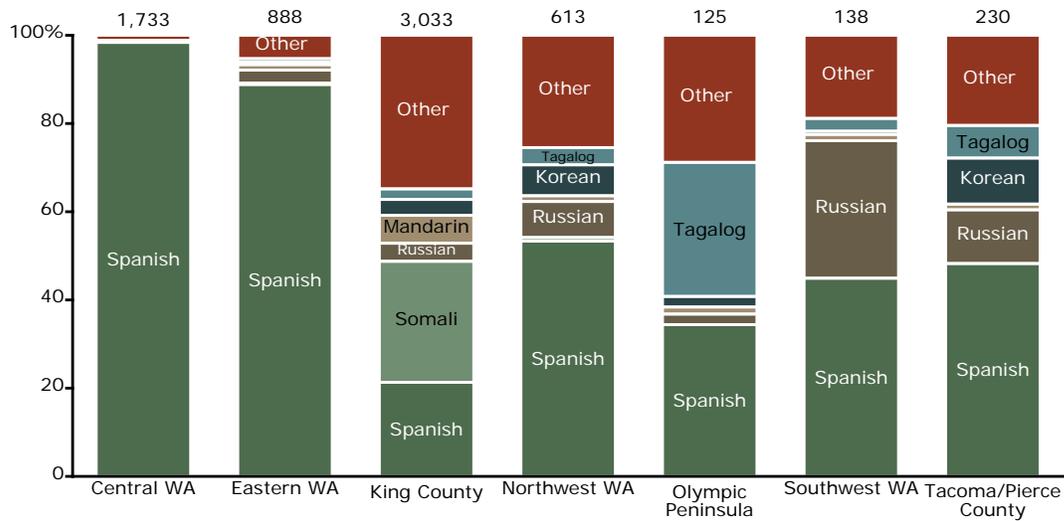


Table 36: 2013 Workforce Distribution by Primary Language (2) as of December 13, 2013*

(Data Source: DAR, MERIT, ELMS, FamLink)

Prepared by 3SI

*See Appendix for additional technical notes

Early Achievers participants reflect the language diversity seen at the statewide level. Participation is particularly strong among Spanish speaking providers.

Early Achievers Status by Provider Language(s)

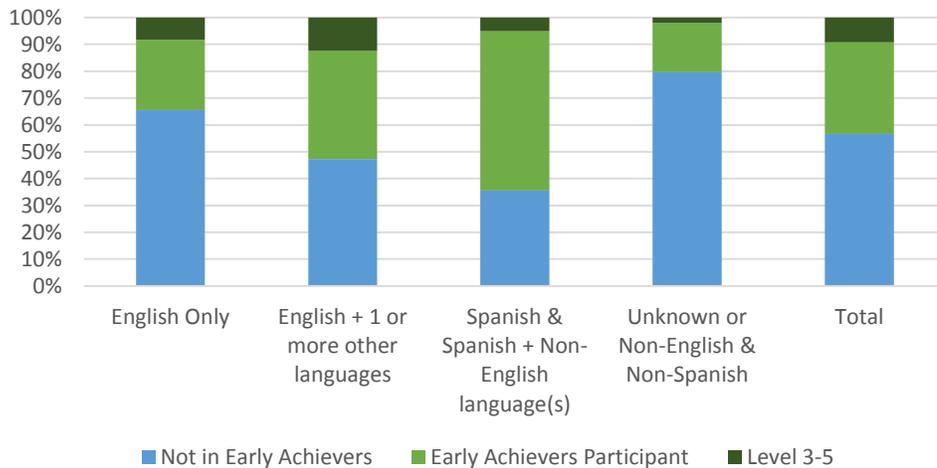


Table 37: Early Achiever Status by Provider Language(s)

(Data Source: NACCRRAware)

Prepared by Child Care Aware of Washington

The demographics of families and early learning providers vary in different regions of the state. These differences in communities have led to the development of tailored services that look different in each region. (Please see Section 4 for more information on regionalized supports.)

Current Early Achievers Providers by Language & Region

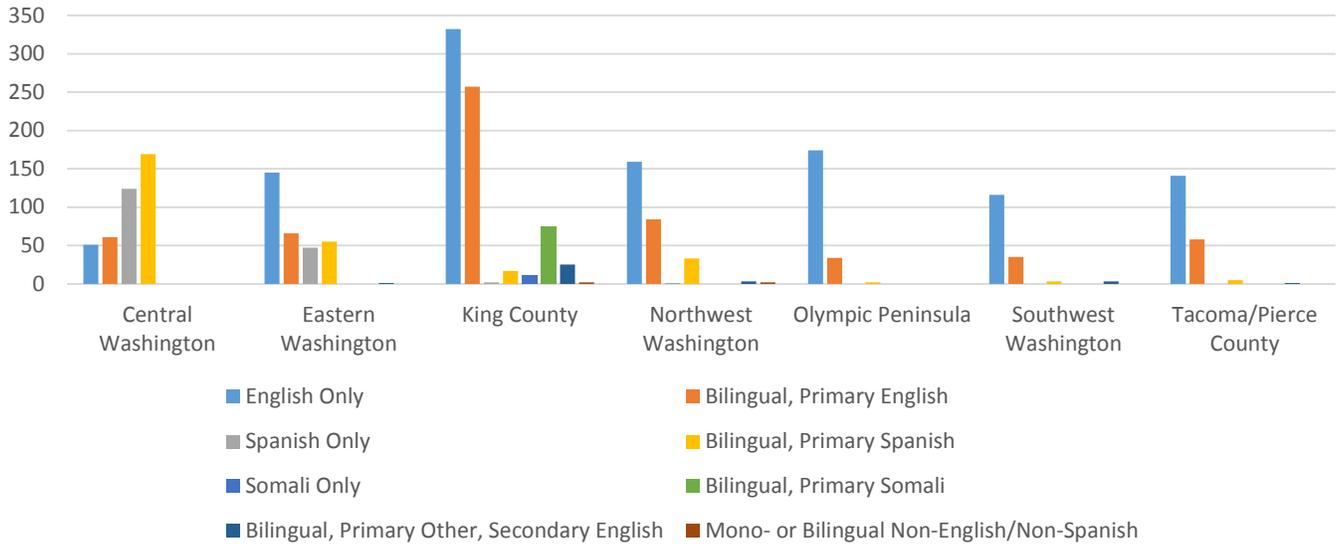


Table 38: Current Early Achievers Providers by Language and Region as of October 22, 2015
(Data Source: MERIT)

Ensuring that Early Achievers is culturally and linguistically competent and serves diverse communities well is both a priority and an area for growth and development since inception. The Child Care Aware of Washington regions have increased understanding about the diverse communities in their areas and have adapted their practices to serve these communities with relevant services. Examples include:

- Offering bilingual staff in each region for Relationship-based Professional Development Services providing orientation and trainings in multiple languages. Targeted hiring practices are being used to increase the capacity to reach more bi-lingual providers.
- Hands-on support is registered in MERIT for non-English speakers.
- “Cohorts” of mono-lingual groups to build supportive networks through technical assistance or training are being created.
- Steps to build ongoing engagement with tribes to build trust and co-develop strategies are being taken.
- Dual Language Immersion trainings are being held.
- Partnering is taking place with organizations that currently work with target populations.
- Translation and interpretation services are being offered.

Early Achievers Providers & RBPB Services by Provider Language

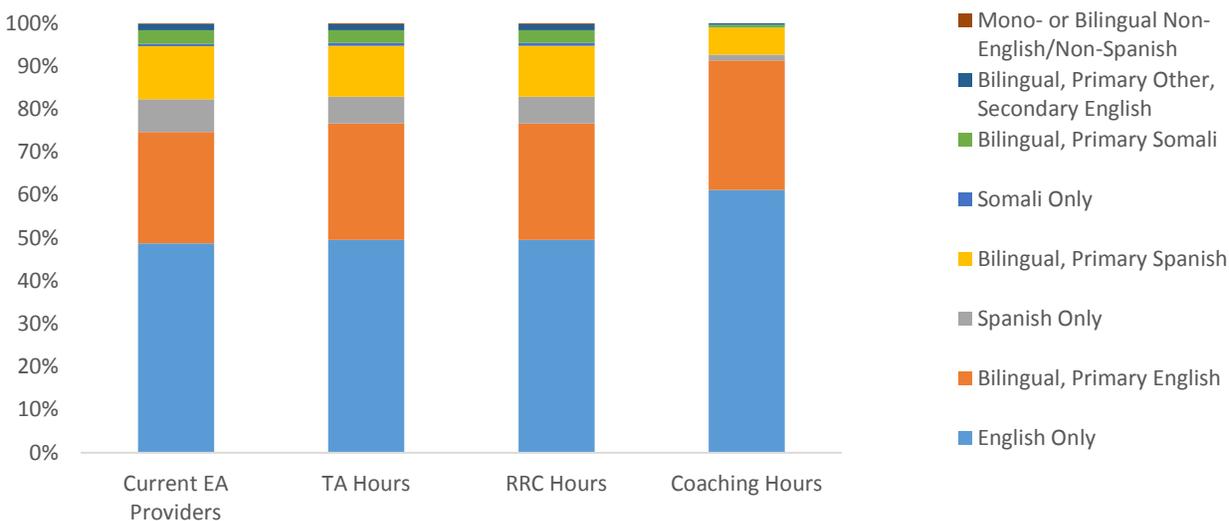


Table 39: Current Early Achievers Providers and RBPB Services by Language as of October 22, 2015
(Data Source: MERIT)

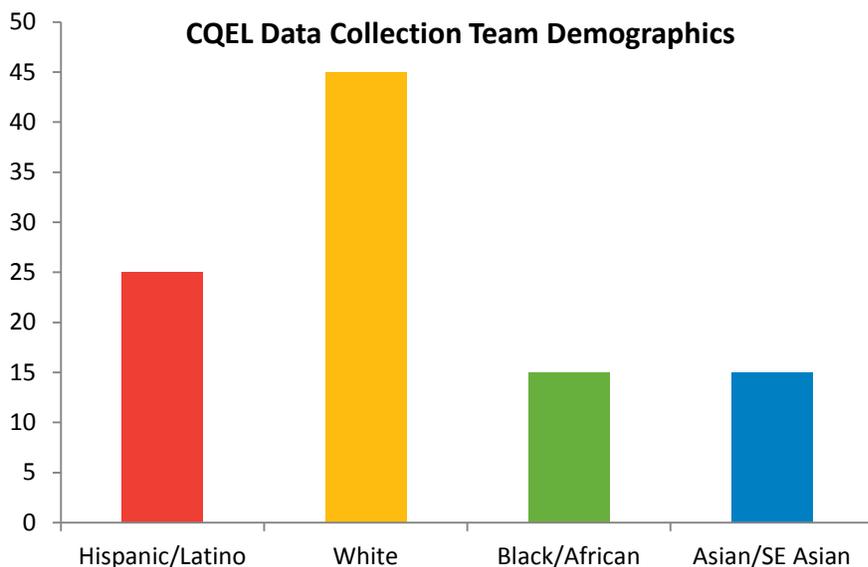


Table 39: CQEL Data Team Demographics as of December 1, 2015
(Data Source: CQEL)

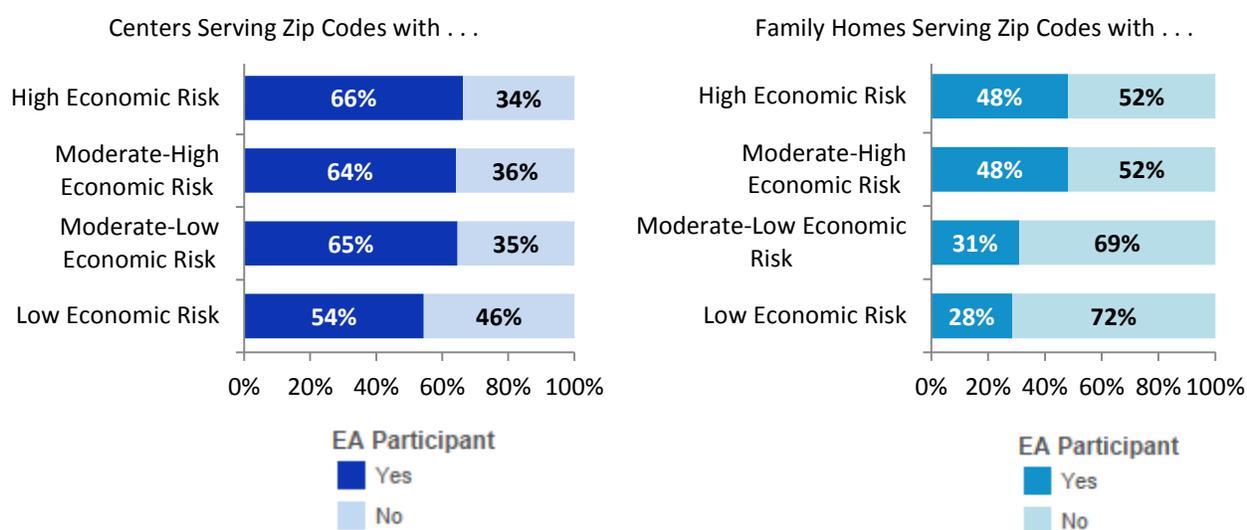
The data collection team at the University of Washington’s Childcare Quality and Early Learning Center for Research and Professional Development (CQEL) has also focused on building a diverse data collection team. Sixty percent of data collectors speak languages in addition to English, including Spanish, Korean, Somali, Vietnamese, and Cantonese.

While the CCA of WA regions have created many services tailored to the unique populations in their regions, several challenges remain. It is much easier to develop services for diverse communities in urban areas, particularly when a group of providers can work together in a cohort. Isolated providers, particularly those in rural areas that speak a language other than English, are more difficult to reach and engage. Services to these providers typically rely on individualized supports, costly translation and interpretation services that are not always effective at supporting sustainable growth.

DEL manages many programs for children and families including ECEAP, ESIT, Home Visiting, and Child Care licensing. An overview of how these programs have tailored services to meet the needs of diverse population is in the Appendix.

Washington’s Economic Diversity

Providers participating in Early Achievers are located in areas representing all incomes. Areas of higher economic risk are more likely to participate in Early Achievers, particularly for Family Child Care Homes. Census data collected at the zip code level is used as a proxy for a child level poverty measure with the understanding that children may attend child care outside of their zip code. Community economic risk measures the reach of providers and of Early Achievers into communities at higher risk for poverty. However, an analysis of the data showed a strong correlation between the economic risk level of the zip code and the number of children on child care subsidy. This demonstrates that Early Achievers is reaching a higher percentage of providers that serve low-income communities.



Tables 40 and 41: Child Care Facilities Serving Zip Codes with Economic Risks as of July 31, 2015*
(Data Source: DAR, MERIT, ELMS, FamLink)

Prepared by 3SI

*See Appendix for additional technical notes

ECEAP Saturation Study

DEL conducts a saturation study of statewide ECEAP and Head Start services annually. The purpose of this study is to examine the distribution of slots in relation to the locations of children in poverty. The 2014-15 methodology used first and second grade free lunch counts by school district to estimate a two-year cohort of children in poverty. Using this data, we estimated the percentage of children served and estimated number unserved by school district, county and DEL region.

During the 2015 ECEAP expansion process, this saturation study data was used to award points to applicants proposing to provide ECEAP in underserved communities. In 2016, we will continue to refine the saturation study to increase accuracy. We will add data on current waiting lists, relative priority points of current children served and other known information to target communities for expansion.

Partnership with Tribes

Supporting children and families from tribal communities is a priority of DEL. In fiscal year 2015, 2884 children that self-identified as American Indian/Alaska Native participated in ECEAP, Early Support for Infants and Toddlers (ESIT), Home Visiting, and Working Connections Child Care (WCCC) programs.

Number of Participating American Indian/Alaska Native Children FY 2015

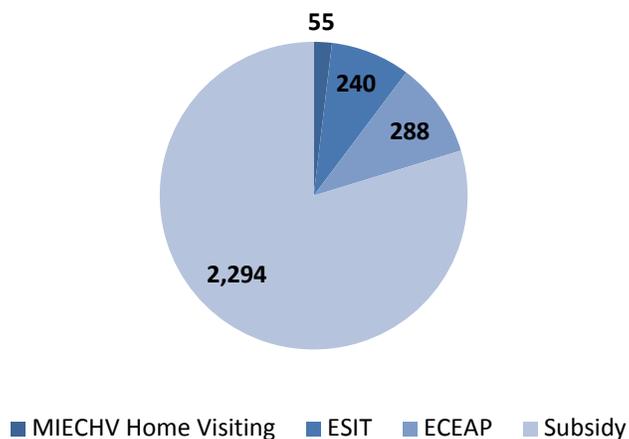


Table 42: American Indian/Alaska Native Children
(Data Source: DEL)

DEL is working to develop stronger partnerships with tribal governments to provide high-quality programs to tribal children and families. The primary mechanism for developing these partnerships is the **Indian Policy Early Learning (IPEL)** Committee. In order to remain tightly focused on early learning, and to promote shared supports within the tribal nations, IPEL was established in 2013 to advise the Department of Early Learning and assure quality, comprehensive delivery of early learning services to tribal communities in Washington. The committee guides DEL's

implementation of policies that impact tribes. Each of the 29 Federally-recognized Tribes of Washington are entitled to appoint one delegate and alternates to participate as members. IPEL meets quarterly and has recently provided guidance to DEL on the state's Child Care Development Fund plan, the roles and responsibilities of DEL's new Tribal Liaison position, the Early Achievers extension protocol and the development of this Early Start Act Annual Report.

Examples of Partnerships between DEL and Tribal Governments:

- **ECEAP:** DEL contracts directly with three tribes (Lummi, Sauk-Suiattle, and Suquamish) to provide ECEAP services. In addition, seven other ECEAP providers serve children from the following tribes: Tulalip, Upper Skagit, Spokane Tribe, Chief Leschi School, Kalispel, United Indians of All Tribes and Swinomish.
- **STARS Training:** 20-hour and 10-hour STARS trainings are offered annually to tribal child care providers.
- **Tribal Certification Process:** A certification process for child care licensing is available for Tribes.
- **Conferences:** DEL sponsors Tribal Early Care and Education Conferences for early learning professionals who work with tribal children and families.
- **Parenting Activities:** DEL funds parent support and education projects that provide hands-on parent-child activities, parent education and family support services to tribes.

Recommendations - Improving Access for Children from Diverse Backgrounds to High-Quality:

The Early Start Act required the development of recommendation for improving access for children from diverse background to programs that are rated at a Level 3 or higher. Working with the Early Achievers

Review Subcommittee, the following recommendations have been developed to promote access to high-quality services to children from diverse background:

- Develop a data plan that will provide more information about the participation of children and providers from diverse communities to better assure equity of access.
- Develop a data analysis that shows the needed availability of providers over time to support children on subsidy.
- Ensure appropriate resources are available for translating materials.
- Develop communications channels and feedback loops in multiple languages.
- Work with the Washington State Human Rights Commission to develop recruiting practices that support hiring diverse populations.
- Promote stronger collaboration with tribal governments.

Key Accomplishments:

- Modifications to Early Achievers (see page 48 for more information)
 - Early Achievers has been adapted and tailored to meet the specific language and cultural differences in communities across the state.
 - The number of bi-lingual and bi-cultural Relationship Based Professional development staff and Early Achievers rating data collection staff has increased.
 - A menu of supports is available for providers from diverse communities.
- High participation in Early Achiever from providers from diverse communities.
- Well established connections between Early Achievers staff and providers from diverse communities.
- ECEAP development and implementation of the Saturation Study, which prioritizes communities in need for ECEAP expansion.
- Working collaboratively with diverse communities of providers and organizations such as Voices of Tomorrow, East African community of home-based providers in King County, and Proveedoras Unidas, Spanish Speaking home and center based providers in Franklin County, to help support family home child care meet minimum education requirements.
- Community Colleges are offering the Initial Certificates in languages other than English (Spanish and Somali). In June, approximately 170 FCC providers completed the Spanish Initial Certificate, primarily from central Washington area.
- Developed Relationship Based Professional Development competencies with the focus on the adult learner's strategies within the context of culture, equity and diversity.
- Established an Early Achievers trainer approval process to build trainer capacity and training delivery by state-approved trainers who reflect the language and culture of professionals, children and families we serve.
- Built a framework that incorporates Dual Language Learners, cultural humility, educational equity, and inclusion into the aligned licensing and ECEAP standards within Early Achievers.

Challenges:

- IT/online infrastructure needs to be further developed:
 - Data systems are not yet designed to track the impact of programs on diverse communities
 - The data systems are only available in English.
- The use of translated materials needs to be examined to make sure that the right materials are available to diverse communities in a timely manner.

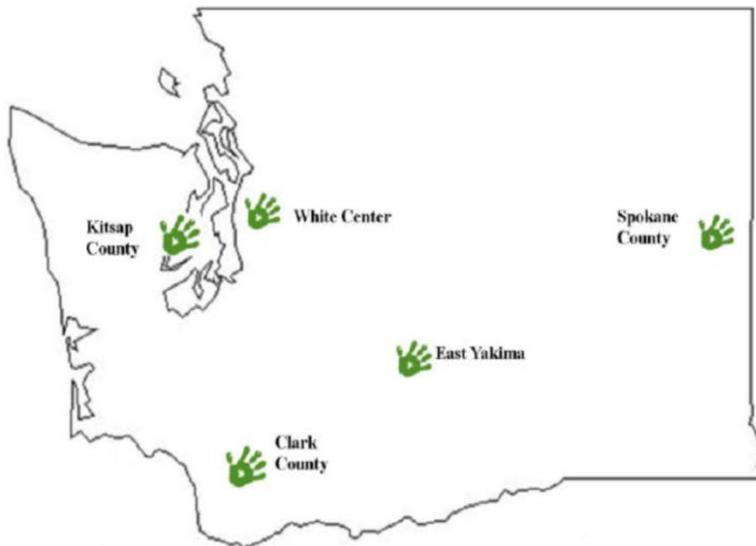
- Continued focus on hiring bilingual, bicultural staff (e.g. teachers, technical assistance specialists, coaches, data collectors, etc.) to ensure that Early Achievers reflects the diverse communities in Washington.
- Ongoing professional development available with a focus on cultural competency, racial equity, language acquisition, etc.
- Need strategies for non-traditional providers including isolated providers, providers offering non-standard hours of care, etc.
- Parent awareness about Early Achievers is low in some diverse communities.

Section 6: How Early Achievers has Changed and Developed

Early Achievers launched in July of 2012, adding new processes and requirements at all levels. Early Achievers was scaled very quickly and some of the initial program elements were shown to not be effective during the rapid implementation. A culture of learning, assessing, and using data to inform decisions has been built over the initial implementation period amongst all of the partners leading the work. As a result, the Early Achievers quality framework has been modified and improved throughout the first three years of implementation and expectations are that Early Achievers will continue to learn and adapt as more information and data becomes available about what works to improve quality and is tied to improve child outcomes.

How Were Initial Early Achievers Standards Developed?

As directed by the 2009-2011 Legislature, the Department of Early Learning (DEL), in partnership with Thrive by Five Washington (Thrive) and the University of Washington (UW), conducted a pilot of a QRIS (Quality Rating and Improvement System). Known as “Seeds to Success,” this QRIS pilot completed in June 2011 and focused on field testing, evaluating, validating and refining a QRIS set of standards. The Seeds to Success pilot provided Washington with valuable information and data that was used as the basis of Early Achievers.



Seeds to Success Pilot

Overview: The two-year pilot included 93 participating licensed child care programs across the state that represent a diverse group of child care programs, including monolingual Spanish-speaking providers, Somali providers, and those who serve children with special needs. Participants operated both child care centers and family home child care with 90 percent serving children who receive subsidies. More than 4,500 children were enrolled in the pilot program.

Independent evaluators verified and reviewed the pilot program quality standards in order to inform statewide expansion. UW’s Childcare Quality and Early Learning Center for Research and Training in the College of Education leads Washington’s QRIS evaluation efforts. UW collected and analyzed all field data from the two-year pilot. Two measures of quality were tested during the pilots: the Environment Rating Scale (ERS) and the Classroom Assessment Scoring System (CLASS). In addition, Washington tested the toddler CLASS and was the first state in the nation to test the efficacy of the CLASS in family child care settings.

Results of the pilot were significant. All five communities’ Environment Rating Scale (ERS) scores improved significantly, as well as increases in the Emotional Support domain of the CLASS. The study

also showed that coaching can make a significant difference in improving quality. Overall, 64 percent of participating facilities increased their QRIS ratings during this phase.

How Seeds to Success Informed Early Achievers: The knowledge garnered from the pilot formed the basis of revisions to the program standards and modifications to the implementation plans. The end result was the Early Achievers model that was taken to scale with several distinguishing features:

- **Quality teaching practices:** Early Achievers uses a research-based coaching model for improving quality of care and interactions with children. Evaluations of the Washington model demonstrated a significant increase in the quality of learning environments and teacher-child interactions. While the framework rewards early childhood educators for attaining higher levels of education, the model invests highly in promoting day-to-day, concrete changes and actions that lead to high-quality learning experiences, nurturing relationships and rich learning environments for young children.
- **Alignment:** Early Achievers promotes the use of common strategies, assessments, and curricula that are based on the statewide Early Learning and Development Guidelines, the Kindergarten entry assessment (WaKIDS), and promotes use of evidenced-based family engagement strategies that align with those used in other programs that serve high-need children (Head Start, ECEAP and home visiting).
- **Maximizing Participation and Inclusion:** Early Achievers was designed to seamlessly support programs that serve high-need children (subsidy, Head Start, ECEAP etc.). Standards and tiered quality levels align with Head Start/ECEAP performance standards and types. The initial expansion plans focused on increasing participation of all programs, with targeted strategies for increasing participation and quality of programs that serve high-need children.
- **Child outcomes-driven:** Early Achievers promotes quality practices that are demonstrated through research to have direct impact on children's progress. Early Achievers evaluations are testing the effects of higher tiers of quality on child outcomes.
- **Strong supports and incentives:** The quality standards include incentives and support for providers to achieve higher Early Achievers ratings and to maintain quality levels.

The current Early Achievers model assesses quality through the use of three primary assessment tools: the Environmental Rating Scales, the Classroom Assessment Scoring System and Quality Standards.

Environmental Rating Scales (ERS): The ERS assesses the learning environment, health and safety of children in multiple early learning settings. The ERS is the most valid and reliable tool available nationally to measure the quality of environments in an objective way. Through both the QRIS pilot (2007-2009) and in Early Achievers since 2012, Washington has seen that using the ERS, coupled with coaching, leads to large improvements in child care quality.

The ERS scales are designed to assess *process quality* in an early childhood or school age care group, which consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment including space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home.¹⁷

¹⁷ Source: <http://www.ersi.info/scales.html>

The minimum threshold on the ERS to attain a level of high-quality in Early Achievers was initially set at a 3.5, as research has shown that overall ERS scores are predictive of some child outcomes. Nationally, a 3.5 is the average minimum threshold for states that are using ERS in their quality improvement systems.

Classroom Assessment Scoring System (CLASS): CLASS measures the quality of interactions between providers and children. Early Achievers assesses two different CLASS measures:

- **CLASS Instructional Support/Engaged Support for Learning**: Discussion and activities that encourage development of children’s reasoning and logic skills, frequent conversations with open-ended questions and advanced language, use of children’s past knowledge and understanding to build upon and increase learning, and active and engaged children.
- **CLASS Emotional Support & Classroom Organization/Emotional and Behavioral Support**: Warm and respectful relationships, responsive providers, awareness of children’s needs, proactive behavior management, and organized routines that maximize learning time and children’s involvement.

Quality Standards: Early Achievers Quality Standards provide a roadmap for planning and implementing a quality program, which includes goals for children and families, the experiences and materials provided by the facility to help children achieve those goals, and how providers and families work together to support children. The quality standards are comprised of four areas of quality: child outcomes, curriculum and staff supports, professional development and training, and family engagement and partnership.

Policy Changes to Date

Although Early Achievers was tested through the pilot, statewide implementation at scale has required flexibility and the ability to adapt the lessons learned throughout implementation. The three primary implementing partners, DEL, Child Care Aware of Washington and UW work together to assess the progress of Early Achievers implementation and to develop recommendations for future changes. Policy changes are typically made each year on July 1 and reflect the learning from the prior year of implementation as well as the stage of development of the program. Below are examples of how Early Achievers has been changed and modified since it was initially launched:

- **Modification to the Environmental Rating Scales (ERS)**

The ERS are the most commonly used quality assessment nationally for early learning. Ensuring that the ERS support the quality improvement work in Washington requires the ability to assess the tool’s ability to support quality improvement efforts statewide, and make modifications when necessary, including:

Reduction in ERS Threshold: Early Achievers initially required a minimum rating of a 3.5 on the ERS to achieve a rating of high-quality (Level 3-5). Through the initial years of implementation, the ERS threshold was established without a solid understanding of the state-wide baseline of quality. Developing a shared provider understanding of the ERS and its connection to quality improvements has been necessary. In order to support the development of a shared understanding of the importance of environment and process quality improvements, a decision was made to lower the threshold to a 3.0 on July 1, 2015, allowing providers continuous, active engagement in quality improvement efforts, and providing the state with an opportunity to establish a flexible progression-based practice of defining quality. On July 1, 2015 the ERS minimum threshold was reduced to 3.0. 88 providers that were originally rated a Level 2 were reclassified as Level 3 or higher as a result of

this change. The percent of providers, including ECEAP, that achieved a rating of Level 3 or higher increased from 68 percent to 84 percent, which represents a more current quality baseline for environmental and process quality in Washington.

Region	Before Policy Change	After Policy Change	Increase
Central WA	48%	75%	27%
Eastern WA	85%	96%	11%
King County	60%	77%	16%
Northwest WA	39%	73%	33%
Olympic Peninsula	72%	90%	19%
Southwest WA	60%	79%	20%
Tacoma/Pierce County	58%	75%	17%

Table 43: Impact of the Reduction in the ERS Threshold: percent Rated Level 3 or Higher as of July 31, 2015*

(Data Source: DAR, MERIT, ELMS, FamLink)

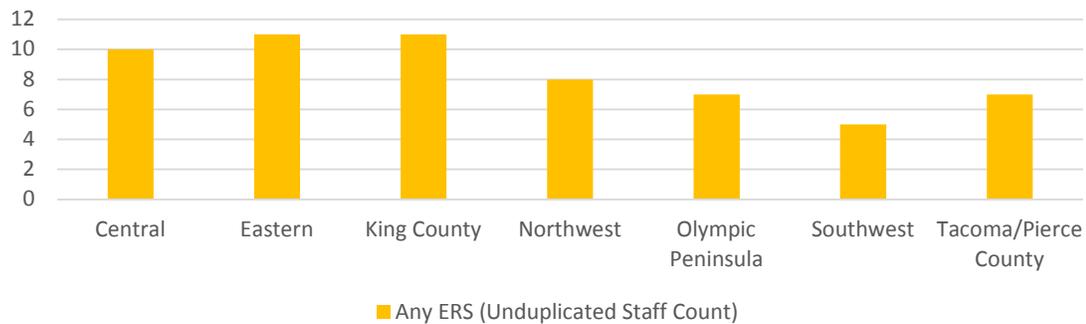
*See Appendix for additional technical notes

Additional ERS Feedback: The Early Achievers database, WELS, provides high level information on ERS scores to providers, but participating programs were asking for more specific information on items where scores did not meet the minimum threshold. As a result, customized ERS feedback reports are available on items that are scored a 3.0 or below. Coaches review this information with programs to give providers a more detailed understanding of the rating to support the development of quality improvement goals. Data on ERS are being used by coaches to partner with child care participants to develop quality improvement plans. These quality improvement plans support providers to make changes in practice that improve their quality and lead to higher Early Achievers ratings in the future.

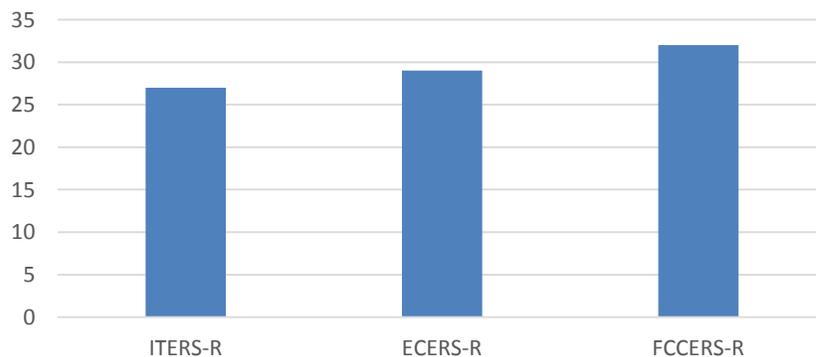
Additional Training: Early Achievers Professional Training Series offers six trainings to all participants, including an introduction to the ERS and CLASS. These initial six trainings in Level 2 to prepare programs for rating were useful, but professionals asked for a deeper level training to prepare for rating. Additional trainings were developed and delivered by the Early Achievers Institutes and the Child Care Aware Professional Development Academy, offering deeper levels of ERS content to support participating programs. Participants receive ERS resources, the “All About” books which provide detailed information and resources (see below for more information on the Early Achievers Institutes).

ERS Support Services: Initial ratings showed that ERS was proving to be a barrier for providers and there were few Child Care Aware of Washington staff reliable on ERS to assist providers with interpreting ERS data and preparing programs for ratings. Child Care Aware of Washington responded by focusing on building regional expertise on the ERS. Technical Assistance Specialists and Coaches in each region have achieved high levels of reliability and participated in an ERS “Train the Trainer” sessions adding capacity to train others to reliability in each of the 3 ERS measures used in EA.¹⁸ This has built local capacity and bolstered the confidence of coaches and TA Specialists to assist providers. While regional needs on the ERS differ, each region now has the capacity to provide ERS expertise. The increased capacity to support the ERS has had a statewide impact, and includes all of the ERS measures, including the Infant/Toddler Environment Rating Scale (ITERS-R), the Early Childhood Environmental Rating Scale (ECERS-R) and the Family Child Care Environmental Rating Scale (FCCERS-R).

CCA of WA Regional Staff with ERS Reliability



CCA of WA Regional Staff with ERS Reliability



Tables 44 and 45: Child Care Aware of Washington Regional Staff with ERS Reliability as of September 2015

(Data Source: Child Care Aware of Washington)

Prepared by Child Care Aware of Washington

¹⁸ Inter-rater reliability, in Early Achievers, is the degree of agreement among data collectors. It gives a score of how much consensus data collectors have when they code a particular measure.

Classroom versus Facility Rating: Originally, each classroom in a program needed to meet the ERS minimum threshold requirement for a facility to receive a Level 3. One classroom could pull down the rating of the entire facility, and this method proved to not provide an appropriate measure of quality of the entire facility. The rating is now calculated on the *average* of all classrooms.

Needs-based Grants: Many programs, particularly programs serving low income children, do not have adequate learning materials to score well on the ERS. Grants of up to \$500 dollars have been available to child care providers to make changes to their environment in order to improve scores on the Environment Rating Scales (ERS). In FY2015, nearly \$350,000 dollars was appropriated for needs-based grants. Needs-based grants have been issued with specific ERS resource lists and coaching support to help programs purchase materials, such as books, science materials, and gross motor equipment; substitute time; and other items identified by the technical assistance specialist or coach.

Early Achievers Needs-based Grants for State Fiscal Year 2015

EA Region	Number of Family Homes Served	Expenditures for Family Homes	Number of Child Care Centers Served	Expenditures for Child Care Centers
Central WA	149	\$74,423.87	7	\$6,884.00
Eastern WA	68	\$33,912.16	13	\$12,907.51
King Co	121	\$60,105.61	10	\$9,906.15
Northwest WA	73	\$36,233.70	15	\$14,649.98
Olympic Peninsula	25	\$12,401.89	16	\$15,968.48
Southwest WA	20	\$9,889.09	27	\$26,990.97
Tacoma/Pierce Co	46	\$22,990.80	13	\$12,692.91
Total:	502	\$249,957.12	101	\$100,000.00

- Increased Support for Quality Improvements and Enhancement to Level 2 Supports**
Rating Readiness Consultation (RRC): A new support to provide pre-rating consultation was created to support programs to prepare for the ERS and CLASS observational assessments. This additional Level 2 support was intended to build confidence in providers, encourage providers to move forward toward rating, and ensure each provider receives the highest possible rating. Prior to rating, a trained consultant works with providers to ensure that they are ready to move forward to rating. Consultants may recommend additional training, resources, or areas of improvement that the provider may pursue prior to requesting a rating.

Rating Readiness Consultation Hours by Provider Language & Region

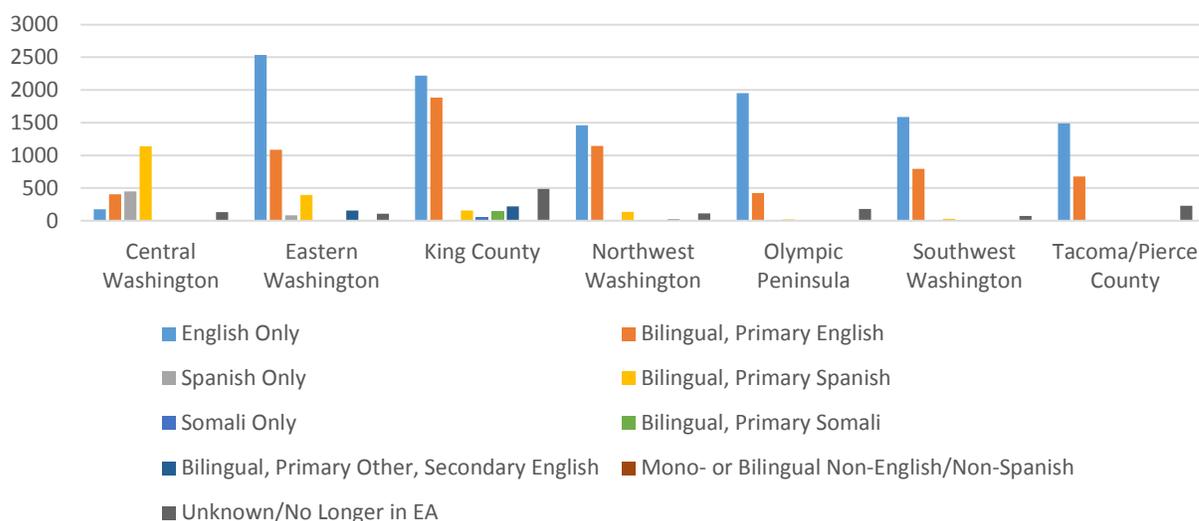


Table 47: Rating Readiness Consultation Hours by Language and Region
As of October 22, 2015
(Data Source: ETO for TA & RRC; MERIT Demographics Report for Language)
Prepared by Child Care Aware of Washington

Level 2 Quality Improvement Awards: Funding is available to family home providers that rate a Level 2, in addition to existing awards for providers that rate Level 3-5. This money can be used to enhance a provider’s ability to achieve a Level 3 in the next rating. Providers work with their coach to set goals, and discuss how to spend the funds most effectively. See page 34 for more information Quality Improvement Awards.

Child Care Quality Baseline (CCQB): The CCQB, a pre-rating formative assessment offered to providers prior to rating to ensure that providers are ready to rate before moving through the process, was developed in response to the data that was received after initial statewide rating outcomes were analyzed. It was clear that there was a need for providers and coaches to get a better sense of the strengths and areas for growth prior to going through the actual rating process. In addition, rated providers often felt like they didn’t understand why they received their scores on ERS and CLASS after the rating, and the CCQB has given them additional data upfront.

CCQBs were developed as a tool to help provide a bridge between the Level 2 activities and the rating process. CCQBs were developed and piloted in the winter of 2014, and CCA of WA has worked to increase its capacity to offer CCQBs to all providers that want to access the services. Feedback on the CCQB has been positive from both providers and Early Achievers staff. CCQBs have been conducted in both centers and family homes, but most providers rated prior to 2015 did not yet have access to this tool.

Number of Providers Received CCQBs

Region	Total Providers (Unduplicated)	CLASS (# of Classrooms)	ERS (# of Classrooms)
Central Washington	28	23	12
Eastern Washington	95	87	124
King County	96	111	107
Northwest Washington	78	83	102
Olympic Peninsula	44	42	81
Southwest Washington	69	49	67
Tacoma/Pierce County	48	47	47
Statewide	458	442	540

*ERS includes 212 Early Childhood assessments, 156 Family Child Care assessments, and 172 Infant/Toddler assessments; some providers received more than one assessment.

Coaching Expansion: Coaching was initially designed to begin at rated Level 3, when coaches would have the data need to support providers to develop quality improvement plans. When many ratings began coming in at a Level 2, coaching was expanded to make sure that *all* rated providers received coaching, including providers rated a Level 2. The ratings data helps coaches create differentiated quality improvement plans based on the specific needs of each provider.

Scholarships: Scholarships have been expanded to serve more Early Achievers educators. Early learning professionals that are employed at an Early Achievers facility are eligible to apply for one of Washington’s scholarship programs. See page 34 for more information on scholarships.

- **Improved Accommodations for Mono-Lingual Providers**

Ensuring that Early Achievers works for all early learning educators has been a focused area of improvement. Initial feedback highlighted that Early Achievers participation was difficult for some providers. Improvements to Early Achievers were made, ensuring that all providers, particularly providers who speak languages other than English, have the supports they need to enhance a quality of their services. Improvements to the supports for these providers in Early Achievers include:

Staff Composition: Technical Assistance Specialists and Coaches reflect community diversity in staff composition and culturally competent practices. Of the 78 coaches and technical assistance specialists, 35 (34 percent) speak other languages in addition to English including Spanish, Somali, Russian, Vietnamese, Swahili, Tagalog, Hindi, and Arabic.

Regional Customization: Flexibility has been increased to allow for tailored services for unique regional populations, such as specific communities or language groups. Regions with high language diversity have the highest percentage of bilingual staff, including Central (10 out of 12 staff bilingual in Spanish) and King (nine out of 26 staff bilingual in one or more of the above languages).

Bilingual Rating Data Collection: there are 12 bilingual rating Data Collectors who speak Somali, Spanish, Korean, or Cantonese, as well as English.

Training Enhancements: Child Care Aware Professional Development Academy and Level 2 trainings have been held in Spanish and Somali, and Child Care Aware of Washington staff makes accommodations to the online trainings by providing them in-person.

Early Achievers Institutes: New training institutes were created to provide additional support on the Early Achievers Standards to participants, with sessions ranging from improving instructional support to incorporating developmental screenings. Begun in 2013, the Institutes have been held 10 times across the state and have been attended by 2,360 participants (English 1,940; Spanish 361; Somali 59). Sessions and handouts are available in English, Spanish and Somali and interpretation services are available for all keynote presentations. Additionally, upon registration, participants can request language services in any language they choose and an interpreter will be provided to them at the institute. Bi-lingual staff do direct outreach with Spanish and Somali language providers, assisting them in the registration process and providing support at the institutes.

Over the last three years, the institutes have expanded their scope to include greater language diversity in sessions and a stronger focus on supporting children with special needs. Highlights include the development of a full training series in Spanish and Somali, with multiple sessions addressing high quality interactions (CLASS focus) and environments (ERS focus). Additionally, through a partnership with the UW Haring Center, sessions like “Leadership for Inclusion,” “Individualized Teaching and Learning,” as well as panel discussions and key notes presentations, have raised awareness about the why and how of creating inclusive early education settings.

The institutes offer one-day “deep dive” trainings on the ECERS-R, ITERS-R, and FCCERS-R, which have been attended by 561 participants. CLASS Reliability Training is also provided at the institutes, and, to date, 276 participants have attended the two-day CLASS Reliability training at EA institutes. The most popular institute sessions are “Teach Me What to Do Instead,” “Maximizing Learning Time,” “ECERS,” and now the “Creative Curriculum,” which will be offered for the first time at the November 2015 Everett EA institute.

Children with Special Needs: Based on feedback from the field, the Haring Center at UW is providing training to Early Achievers coaches on supporting children with special needs.

- **Incentives for Participation and Advancement**

Free Re-Rates: One re-rate has been made available free to most providers that do not reach the required minimum rating threshold; all providers can pay for a rerating at any time.

Areas of Specialization: Programs that rate highly on specific areas of Early Achievers are awarded Areas of Specialization, recognizing their strengths on the DEL website and in the Child Care Aware of Washington Family Center. Areas of Specialization include Child Outcomes, Interactions and Environment (ERS/CLASS), Curriculum and Staff Supports, Professionalism (Professional Development), and Family Engagement and Partnership. These Areas of Specialization are noted on the rating certificate and posted on Child Care Check for families to access.

Tiered Reimbursement: all providers enrolled in Early Achievers receive a 2 percent subsidy increase, and tiered reimbursement subsidy payments are available for programs achieving Levels 3, 4, and 5 at 4 percent, 10 percent, and 15 percent above the base rate.

- **Implementation Efficiencies**

Ratings Cohorts: Rating cohorts were created to give more information/predictability to providers about when their rating will occur, and allow for efficiencies in scheduling the ratings.

MERIT Improvements: The MERIT database was streamlined with a new education verification process that allows early learning professionals to have their credentials verified more quickly and consistently, and to reduce wait times.

How DEL gets Early Achievers Participant Feedback

Feedback from Early Achiever participants comes from several formal sources:

- *Annual Survey and Focus Groups:* CCA of WA statewide annual survey of all Early Achievers participants; focus groups led by independent evaluators in a few different cities each year. DEL also conducts an online annual survey of Early Achievers participants, available in English and Spanish, and are assessing the most effective way to reach providers with other language needs.
- *Training Feedback:* Every training (in-person and online) includes a post-training participant survey.
- *Exit Survey:* Participants that withdraw from Early Achievers are asked to complete an exit survey if they discontinue Early Achievers participation.
- *Rating Feedback:* Participants are given the opportunity to submit feedback immediately after onsite data collection takes place.
- *Ongoing Feedback:* Child Care Aware of Washington Coaches and Technical Assistance Specialists receive ongoing feedback from providers and share that feedback internally.
- *Early Learning Regional Coalitions:* DEL partners with Thrive Washington to attain feedback through the Early Learning Regional Coalitions.

Key Accomplishments

- Being responsive to learning and making modifications as needed.
- Using data to make informed decisions and program improvements.
- Utilizing strong national tools, but modifying these tools to work better for Washington.

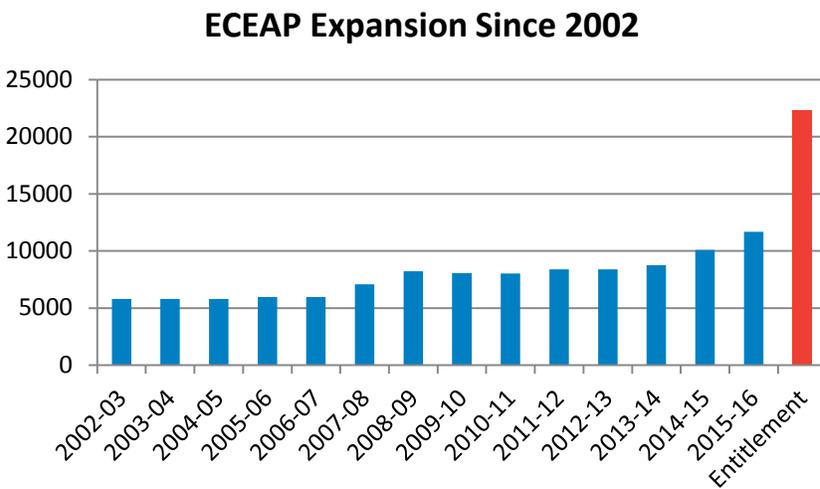
Key Challenges

- Providers are entering Early Achievers at varying levels of quality, and each participant needs tailored, differentiated services based on their unique needs.
- Changes, even when positive, can be confusing to the field and difficult to implement.
- Negative first impressions are difficult to change.
- Maintaining a healthy balance between understanding the current baseline of quality and pushing for quality improvements.
- Lack of demographic data makes it difficult to identify where progress is being made.

Section 7: Promoting Quality Expansion of ECEAP

Washington launched its comprehensive preschool, the Early Childhood Education and Assistance Program (ECEAP) in 1985 and has made increasing investments in ECEAP ever since. Washington's comprehensive preschool design focuses on the well-being of the whole child and is aligned with nationally researched programs that have shown strong returns on investment. Today, ECEAP serves 11,691 children through contracts with 57 organizations that provide direct preschool services, health coordination and family support in 36 of Washington's 39 counties. These ECEAP contractors include school districts, educational service districts, community colleges, and tribal and community organizations.

The state legislature has increased the number of ECEAP slots over the past decade. The Early Start Act supports making ECEAP an entitlement, serving all eligible children by the 2020 school year. In order to meet the entitlement requirement by 2020, estimates are that ECEAP will need to nearly double in size from current levels.



ECEAP has historically been a part-day model, serving children with instructional programming for a minimum of two and a half hours/per class session, 320 hours per year in no less than 30 weeks. Recently, the number of hours/per class session has increased to a minimum of three hours/class session (for successful applicants in the 2015-16 ECEAP expansion) and both full school day (an

average of six hours per day a minimum of four days per week) and extended day (10 hours/day) models have been added on a limited scale.

- Part Day 9,749 children
- Full School Day 1,450 children
- Extended Day 492 children

Because full school day and extended day models have only been added recently, there is not yet a lot of data about the impact of these models on child outcomes. However, a few trends have emerged including:

- Percentages of children in foster care are higher in full school day and extended day models than part day models
- Full school day and extended day are reaching much higher percentages of Black & African-American children
- Full School Day is reaching a higher percentage of Native American children
- Part Day has a much higher percentage of Spanish-speaking children
- Children with incarcerated parents have higher participation in extended day models

During the 2014-2015 school year, 1,926 ECEAP Full School Day and Extended Day slots were funded with a combination of ECEAP and WCCC funding. DEL is not layering ECEAP and WCCC funding during the 2015-2016 school year, but is working collaboratively with DSHS to explore possible enrollment and authorization strategies to do so in the future. Some ECEAP contractors offer child care services beyond the hours they are funded for ECEAP. Of the 349 ECEAP sites currently entered in ELMS, 107 sites are in licensed child care (106 centers and one family child care home). Additional sites are located in school districts, non-profits and other community based settings.

Children Served in ECEAP

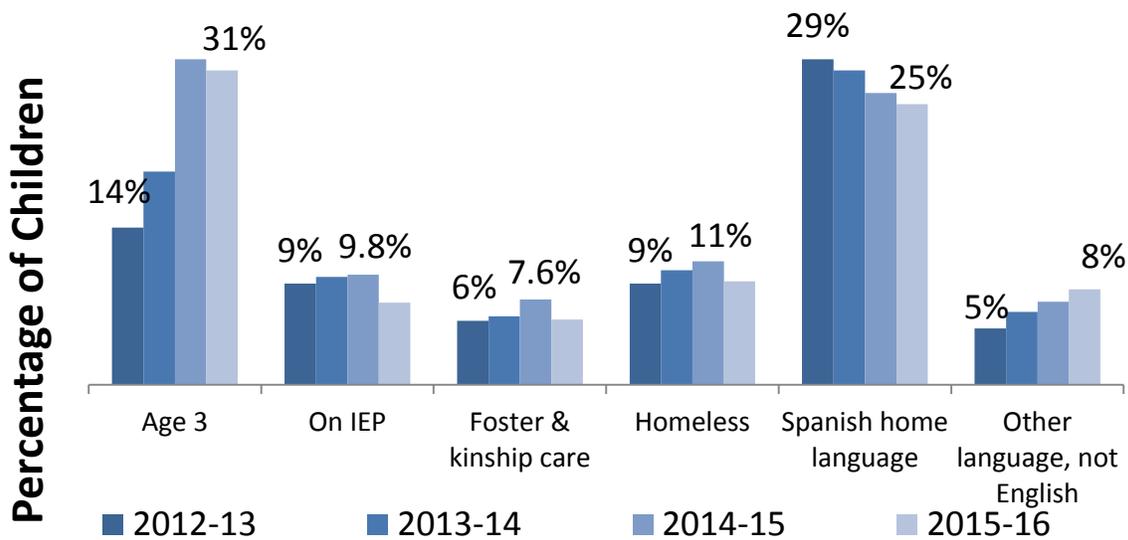
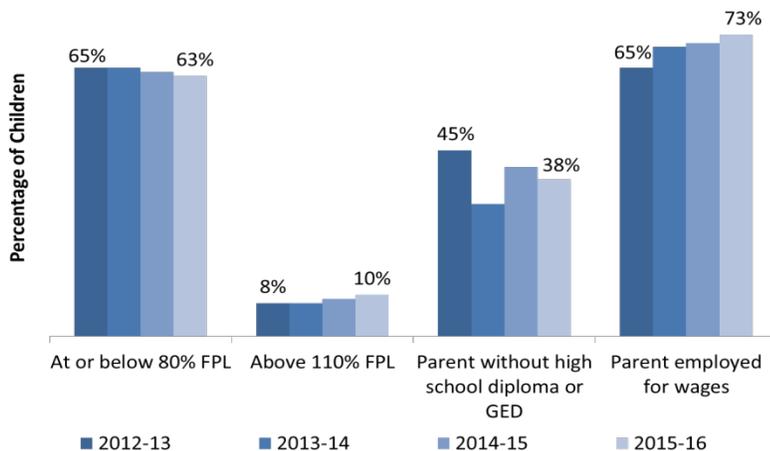


Table 48: Children Served in ECEAP and Table 49: Overview of Participating ECEAP Families as of December, 2015 (Data Source: ELMS)

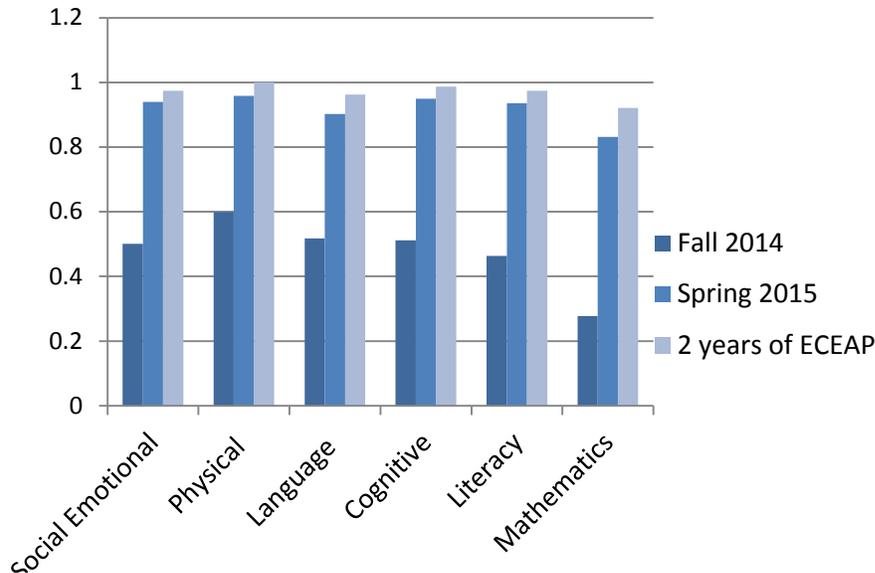
Overview of Participating ECEAP Families



Families and Children Served: ECEAP serves families with demonstrated need, including families at or below 110 percent Federal Poverty Level (\$26,675 dollars for a family of four), children that qualify for special education, families involved in either Child Protective Services (CPS) or Family Assessment Response (FAR), or children with developmental or environmental risk factors related to school success.

ECEAP Success at Improving Child Outcomes

ECEAP assesses the progress of participating children using Teaching Strategies GOLD® (TS GOLD®). TS GOLD® provides a seamless system for assessing children from birth through kindergarten. Extensive field tests have shown it to be both valid and reliable. All ECEAP contractors use TS GOLD® Online. DEL can access all GOLD® child data entered under the DEL agency license, allowing it to report statewide ECEAP child assessment results and assure alignment with WaKIDS. Kindergarten teachers with a child previously enrolled in ECEAP can access an ECEAP WaKIDS report in Teaching Strategies GOLD® and view the child’s spring checkpoint.



Across all six learning domains assessed in TS GOLD®, children that participate in ECEAP show significant growth during the course of the program. Children demonstrating the highest likelihood to be at or above age level are children that have had two years of participation in ECEAP.

Table 50: Percentage of Children as or Above Age Level
(Data Source: ELMS)

Alignment with WaKIDS

ECEAP and OSPI use the same whole-child assessment, Teaching Strategies GOLD®. ECEAP contractors are required to meet with families several times throughout the year to learn about the families’ strengths and needs, as well as the strengths and needs of their children. ECEAP staff also have a transition plan in place and maintain communication with school staff as children enter kindergarten, a natural fit with the early learning collaboration component of WaKIDS. The ERDC did a study in 2014 which linked ECEAP participation with K-12 outcomes. Currently, DEL looks at ECEAP GOLD® outcomes in relation to Widely Held Expectations. OSPI measures WaKIDS GOLD® outcomes in relation to the characteristics of entering kindergarteners. In the future, DEL plans to use the same metric as OSPI to show ECEAP GOLD® outcomes.

Alignment between ECEAP and Licensing

The Early Start Act supports the strong alignment between ECEAP and licensing. More than 30 percent of current ECEAP sites are licensed and that number will grow as more full school day and extended day ECEAP slots are made available. Ensuring that all early learning programs have strong health and safety practices is a priority.

In October and November, DEL Licensors and Pre-K Specialists conducted Expedited Licensing visits to ECEAP expansion sites located in unlicensed facilities. These included community college, Head Start and nonprofit early learning centers. The teams of one licensor and one ECEAP specialist partnered in these monitoring visits, providing opportunities for cross-training in monitoring practices and protocols. The visits focused on health and safety inspections (both Child Care Licensing WAC and ECEAP requirements) and meetings with Directors to discuss findings of the visit, ECEAP enrollment and eligibility requirements, Early Achievers, data coaching and technical assistance needs. This opportunity for partnership resulted in stronger alignment between these two programs and was appreciated by the ECEAP Directors and child care providers. Comments from ECEAP Directors included how positive the monitoring experience was and how much they appreciated seeing the alignment between these two services in action. Currently, expedited licensing is only available for ECEAP providers.

The DEL Licensor and the Pre-K Specialist teams noted that ECEAP requirements and child care licensing requirements have many places of alignment, and this learning has been guiding the ESA standards alignment work. While many strengths were observed, the most common issues requiring action included: Fire Marshal visits, window blind cords, unalarmed exit doors, tamper resistant outlets, outdoor ground cover, and handrails. DEL is following-up with ECEAP contractors on any areas requiring action and incorporating lessons learned from the expedited licensing process in to the larger standards alignment project.

Alignment between ECEAP and Early Achievers

To assess the alignment between Early Achievers and ECEAP, DEL conducted a voluntary pilot project in 2012 with ECEAP and Head Start providers to determine the best ways to incorporate these preschool models into Early Achievers. Many states allow state-funded preschool an automatic entry into the higher tiers of their QRIS. DEL took the opportunity to have ECEAP and Head Start volunteer to participate in a QRIS pilot to gather data to inform final decisions on how these programs should participate in Early Achievers. The data DEL gathered includes the alignment between Early Achievers standards and existing ECEAP/Head Start standards, and the strengths and challenges that exist in these programs.

The results of the pilot highlighted the high degree of alignment between Early Achievers and Head Start/ECEAP, and showed that Early Achievers participation can be integrated into other Head Start/ECEAP quality assurance activities and goals. Pilot participants reported that Early Achievers activities provided them with new and valuable information about site- and classroom-specific quality.

Progress of ECEAP sites in meeting Early Start Act requirements (Ensuring Quality through Early Achievers)

The Early Start Act requires all existing ECEAP providers to be rated at a Level 4 or higher by March 1, 2016.¹⁹ Of the 336 ECEAP contractors providing ECEAP in the 2014-15 school year, 82 (24 percent) had met this requirement as of July 31, 2015. 95 percent of ECEAP contractors were participating in Early Achievers by that date and are moving through the process.

¹⁹ New ECEAP providers must enroll in Early Achievers within 30 days of receiving an ECEAP contract and must rate at a Level 4 or higher within 12 months. Licensed child care centers or Family Child Care Homes that receive an ECEAP contract will have 18 months to rate at a Level 4 or higher.

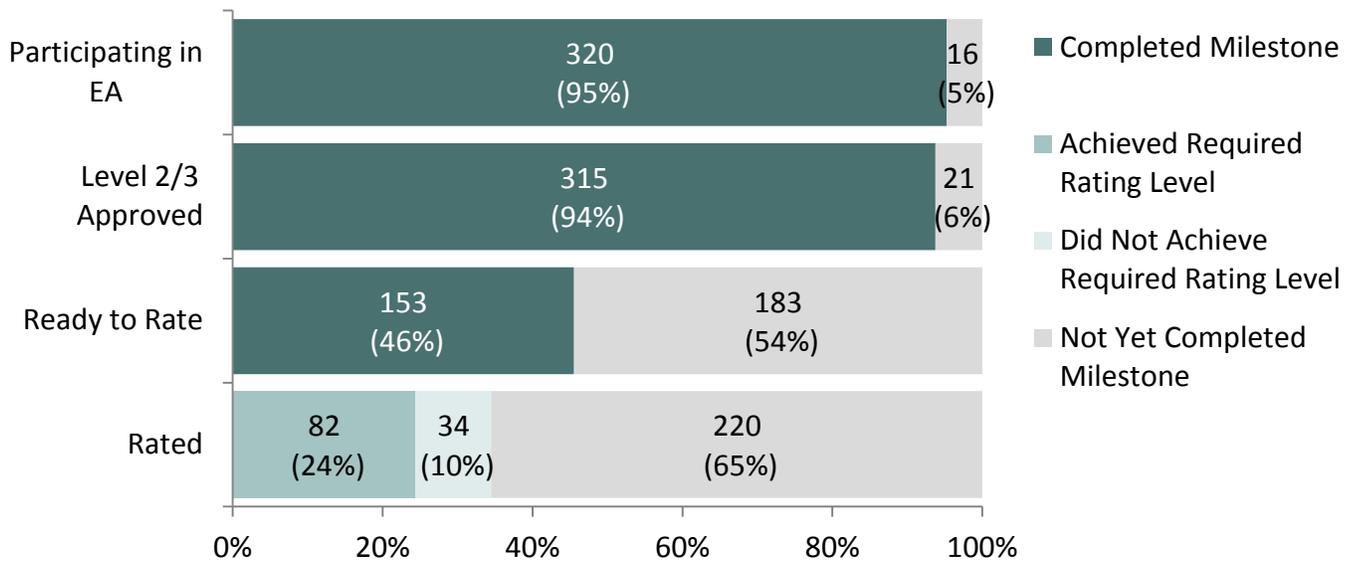


Table 51: Pipeline for ECEAP Sites meeting March 2016 Deadline as of July 31, 2015*
 (Data Source: DAR, MERIT, ELMS, FamLink, SSPS)
 Prepared by 3SI
 *See Appendix for additional technical notes



Table 52: Providers on the ECEAP Timeline as of July 31, 2015*
 (Data Source: DAR, MERIT, ELMS)
 Prepared by 3SI
 *See Appendix for additional technical notes

As of July 31, 2015, 116 ECEAP sites were rated and 71 percent of those sites achieved a rated Level 4. Of the 34 sites that did not, 27 (79 percent) of these were licensed child care sites that achieved a rated Level 3 and met a Quality Level of Excellence in Early Achievers but did not meet the required ECEAP Level 4. These sites met the ERS and the CLASS thresholds but did not receive enough points on the program standards to qualify for Level 4. These sites are receiving coaching and will have the opportunity to re-rate prior to the deadline.

In order to support ECEAP contractors in meeting the March 1, 2016 deadline, DEL has created an ECEAP cohort. All 200 sites in the cohort will have data collection completed by February 29th, including sites receiving an initial rating or a re-rating. As these ratings are completed, DEL will assess the number of providers that have not received at least a Level 4 rating, the minimum needed to continue to receive funding to provide ECEAP services. Along with providers, DEL will review detailed information on the areas where they failed to meet the quality standard and obstacles and challenges to making the needed quality improvements.

ECEAP: A Changing Program

ECEAP has served a small number of children historically, and with moderate growth it has been able to expand using the current model. With entitlement, ECEAP will expand rapidly, nearly doubling between 2015 and 2020, and that requires some new thinking about how to best maximize outcomes for children.

Based on the November Caseload Forecast, to reach entitlement in fall 2020, DEL estimates an additional 10,631 children are eligible and their families would choose to participate in ECEAP. In order to be able to reach this number of children, DEL is in the process of determining the appropriate number of slots to add each year to ensure high-quality implementation while reaching entitlement. This number will be based on saturation of communities, readiness of communities, and the availability of adequate facilities and workforce.

Based on review of data, discussion with current ECEAP directors, and follow up contact with those who considered but did not apply for ECEAP expansion funds, expansion will require the program to ensure there are no barriers to participation, and specifically to:

- Target expansion geographically: Use both data analysis and outreach to community leaders to assess need and demand for ECEAP services and most appropriate models. As some communities approach saturation, DEL must target expansion to communities where the need and demand for increased pre-K services is documented. This includes targeted outreach to underserved cultural and linguistic groups.
- Target expansion by model: Contractors report greater demand in filling full-school day (6 hour) and extended day (10 hour) ECEAP slots in comparison to traditional part-day (3 hour) slots. They note that these models better meet the needs of both the children and the parents. They also note that it is harder to schedule enrollment, conferences and home visits with busy working families. In a recent survey by the Washington State Association of ECEAP and Head Start (WSA), directors of existing programs reported wanting to expand by more than 1,000 full or extended day slots, as well as an interest in converting some of their existing part day slots into longer day models, as long as appropriate funding was available.

DEL is working to assess demand for full school day and extended day services by gathering census data on labor-force participation among parents with children under age five by community, surveying other organizations serving low-income families and surveying low-income parents.

- Support for Mixed Delivery Models: DEL needs to strengthen the capacity of new and existing ECEAP contracts to offer ECEAP services and focus on reaching children with the best services for their families. This includes providing support to child care centers and/or groups of family child care providers to be able to offer ECEAP services. Licensed child care providers are highly represented among those who submitted a letter of intent to apply for ECEAP expansion funds in spring and summer 2015. They report a strong interest in providing ECEAP and a recognition that they do not currently have the organizational infrastructure and, in some cases, credentials needed to do so. DEL is exploring several ways to build capacity, including:
 - Work with community colleges and others to increase the supply of educators with the required credentials for ECEAP programs. Current contractors report difficulty in recruiting staff at all levels, but particularly lead teachers who must have a minimum two-year degree.
 - Allow for longer timelines between request for proposal and required program start up.
 - Continue work on aligning licensing, Early Achievers and ECEAP requirements and monitoring.
 - Plan for remedial coaching to support ECEAP contractors to attain Level 4 rating.
 - Work with Child Care Aware of Washington and two regional Child Care Aware offices (ESD 112 in Vancouver and Community Minded Enterprises in Spokane) on an ECEAP Readiness Project which will provide training, coaching and support to licensed centers and homes on requirements to become an ECEAP provider.
 - Contract with Puget Sound Educational Service District to provide 12 ECEAP slots in three Family Child Care Homes in the south King County area. DEL is also working with SEIU on a pilot in Spokane with four Family Child Care Homes interested in contracting with DEL to provide ECEAP.
 - Explore partnerships with national chain providers.
- Address space constraints for ECEAP programs: Public schools need more space in order to provide full-day kindergarten and smaller class sizes, so less space in school buildings is available for pre-K programs. The current funding model does not provide funding to acquire and retro-fit new space, and full-school day and extended day models with longer days increase the importance of high-quality space and materials. DEL currently has a grant through the Bill & Melinda Gates Foundation to explore space needs to serve all eligible children whose families choose to participate by fall 2020. DEL plans to use this opportunity to explore transitioning existing space into different uses as well as ensuring ECEAP reaches children where they may already be receiving services such as a licensed child care center or home.
- Target highest-needs children and families through expanded outreach: ECEAP is designed to serve the most at-risk children, including families experiencing homelessness and children with behavioral challenges. In full-school day and extended day settings, meeting the needs of these children can be especially challenging as many families are difficult to reach and enroll. Difficulty enrolling existing slots suggests new strategies for reaching families are needed, and DEL is exploring new recruitment strategies to reach families most in need of services, including:
 - Sharing best and promising practices for outreach among current contractors
 - Targeting enrollment to children on child care subsidies

- Piloting efforts to strengthen referral pathways with key organizations serving low-income families such as DSHS, WIC and health clinics
- Piloting efforts to strengthen referral pathways with key organizations serving culturally specific populations
- Focus on Scalability and Differentiation: The ECEAP model needs to be flexible to the unique needs of the children and families that participate. This includes differentiating the services provided to families based on the needs of an expanded population. DEL is currently engaged in a family support pilot where contractors will further individualize and differentiate approaches to family support. This will lead to more focused services, potentially allowing more dollars to target towards high-quality education services.

Looking Ahead - Promoting Quality and Reaching More Children

As ECEAP moves toward entitlement, there are several priority areas that DEL will be assessing:

Continuing to serve most at-risk children: DEL will continue to roll-out expansion in communities with lower than average access to Head Start and ECEAP. Children are eligible for ECEAP if they are at least three years old, but not yet five years old, by August 31 of the school year, and meet one of the following criteria: child qualifies for school district special education services; family income is at or below 110 percent of federal poverty level; child receives Child Protective Services or Family Assessment Response Services; or there are developmental or environmental risk factors that could affect a child's school success.

Contractors must systematically review all applications of eligible children and prioritize them to determine which children to enroll in the available ECEAP slots. Contractors must use either the standard or customized priority point system built into the Early Learning Management System (ELMS) database. Contractors may customize the environmental risk factor section of the priority points into ELMS to best meet the needs of the families in their community.

Providing more Full School Day and Extended Day services: The ECEAP part-day model works well for some families. Other families, however, need access to longer school days. Longer day options help support families' needs and schedules, as well as provide more direct instructional support to children. ECEAP contractors are hearing the increase in demand from parents and are eager to provide longer day options for families. Increasing the availability of full school day and extended day services will increase access to ECEAP to children on subsidy. DEL continues to explore options to partner with DSHS and serve children who may receive subsidy.

Increasing the number of full school day and extended day ECEAP slots is in alignment with the federal policy for the use of CCDBG funds²⁰, a primary source of funding for the subsidy program. The recently reauthorized CCDBG encourages states to use CCDF funds to lengthen the day of state-funded preschool to increase child outcomes. DEL is analyzing funding mechanisms that could allow for more full school day and extended day ECEAP slots.

Differentiated Family Support Services: Not all children and families have the same needs for services. To best target the right services to each child and family, DEL is exploring strengths-based needs

²⁰ The federal Child Care and Development Block Grant (CCDBG) funds states to help low-income families, families receiving public assistance and those families transitioning from public assistance in obtaining child care.

assessments for preschool families to determine the types and intensity of services that are needed for each family. A consistent, statewide approach to this type of assessment will enable providers to target the appropriate type of comprehensive services for each family – some children will need more services and others less. DEL is currently working with ECEAP contractors through the Operational Work Group, a group of current ECEAP providers that provide implementation feedback to DEL. Specifically, the Operational Work Group is providing feedback to DEL on implementing differentiated services, including reviewing family support caseload requirements and using needs assessments to determine service level.

Key Accomplishments

- 2014 Washington State Institute for Public Policy report highlights the impact of ECEAP on participating children, with outcomes that are sustained through elementary school.
- Alignment with WaKIDS outcomes: Teachers participating in WaKIDS can now access an ECEAP/WaKIDS report for those children that participated in ECEAP as a four-year-old. Kindergarten teachers receive the child's spring checkpoint data. This is one step in transferring data on children's strengths and areas for growth across sectors. A group of state and regional partners are working on a prototype feedback report. The report would provide feedback on WaKIDS results to early learning providers. Early Achievers coaches could also use this data to suggest improvements around specific areas.
- Pilot implementation of full school day and extended day models to test the feasibility of options.
- Increased focus on implementing research-based curricula with fidelity.
- Launch of a pilot to test differentiated family support models that are scalable and tailored to unique family needs.

Key Challenges

- Expansion of full school day and extended day options including:
 - An appropriate funding model that supports the costs of full school day and extended day options and supports quality services in full school day and extended day models.
 - Saturation amongst existing contractors requires looking for additional community resources to offer preschool services.
 - Full school day and extended day models increase the pressure on space issues.
- Ensuring the internal capacity at DEL to monitor and support a growing portfolio of contractors.
- Availability of appropriate facilities to accommodate growth.
- Building a workforce of qualified staff, including recruitment and retention of qualified staff in an increasingly competitive market.
- Low requests for part-day slots: some of the reasons stated by ECEAP contractors included:
 - The late passage of the state budget impacted potential applicants' decisions to apply for ECEAP slots.
 - Potential applicants wanted to implement Full School Day and Extended Day models.
 - DEL stated priority for full school day and/or extended day applicants was inconsistent with the legislative award of part day slots.
 - Lack of available facilities, the application timeline and the ease of the application.
- Continuing to look at differentiating services to families and ensuring that resources are targeted.
- School district alignment
 - Competition for space with full-day Kindergarten and K-3 class size reduction. DEL and OSPI are exploring this through a study funded by the Bill & Melinda Gates Foundation.

- Requirement for all ECEAP providers to participate in Early Achievers is sometimes seen as an “extra” if the teacher is also certificated and participates in TPEP. Early Achievers is a site-based rating and TPEP is an evaluation of the individual teacher, creating a comprehensive evaluation of the teacher and site.
- Need for increased cross sector collaboration, particularly on space requirements and numeracy skills.
- Ensuring that diverse communities are served with culturally appropriate language, staff diversity, instruction, and culturally competency.

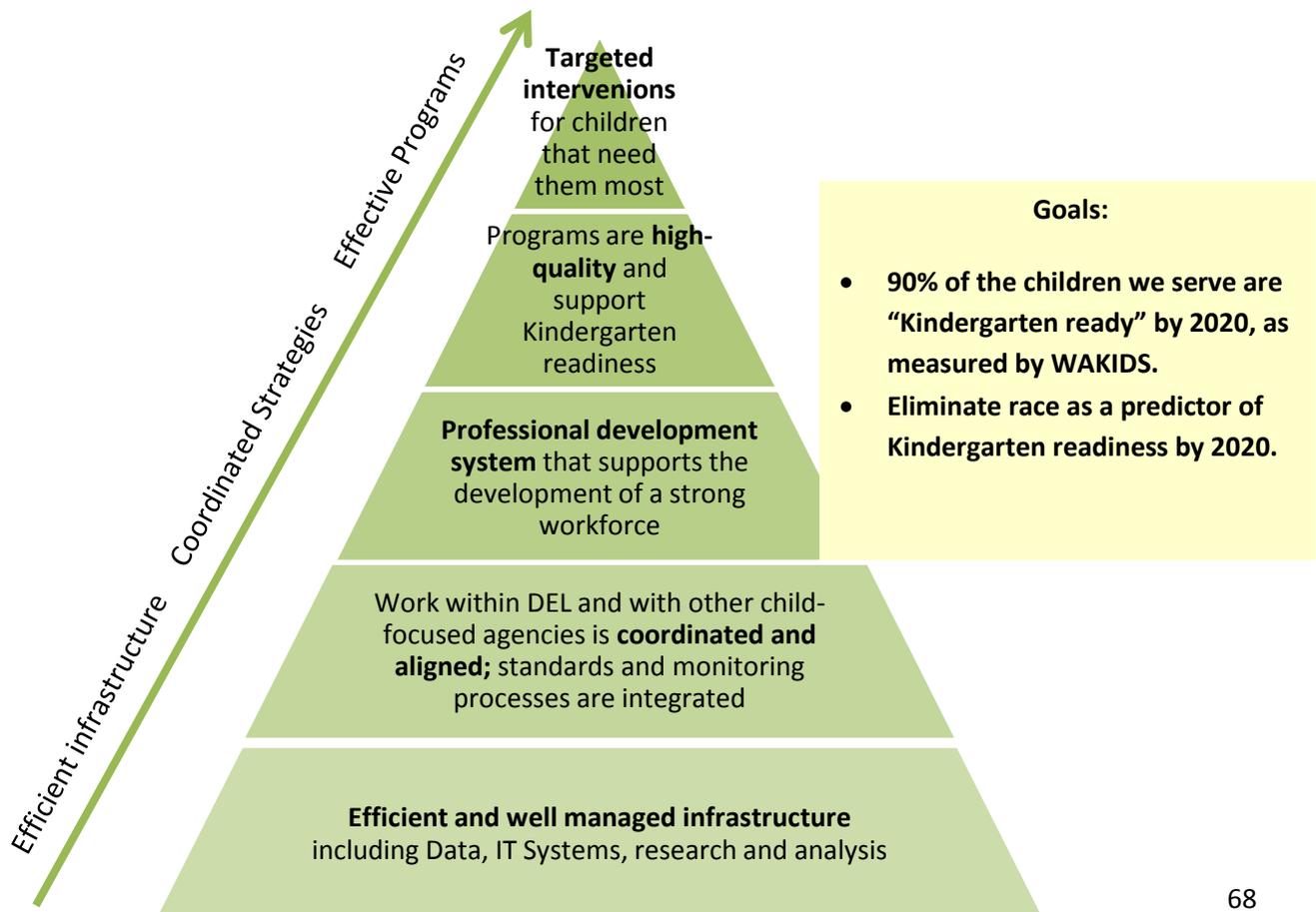
Section 8: Continuous Quality Improvement

Continuous quality improvement is a philosophy of Early Achievers participation. Providers enrolled in Early Achievers agree to participate in an ongoing process of learning, developing improvement plans, implementing and testing those plans, evaluating the results, and then making modifications. This cycle provides a path for providers to offer the highest quality early learning programs to children. It also provides a path to the Department of Early Learning for how we do our work.

Washington is charting new territory in the creation of an early learning system tied to improving school readiness rates. To achieve this goal, we will:

- Use research and lessons learned about what works for children to develop strategies
- Implement programs and services focused on providing high quality opportunities to children and families that need them most
- Evaluate, assess and test the results of our work
- Modify the plans when necessary to maximize outcomes
- Partner with others whenever possible to attain broad collective impact

WaKIDS data provides an opportunity to target prevention and intervention to children that need them most. DEL is currently assessing how we do our work in several areas, with a clear focus on implementing early learning programs that will improve outcomes for children. Specifically, we are focused on ensuring that our work impacts school readiness rates. We are holding ourselves accountable to two primary goals: **improving the Kindergarten readiness rate as measured by WaKIDS to 90 percent of the children we serve, and eliminating race as a predictor of Kindergarten readiness by 2020.**



To achieve these goals DEL is focusing on three primary levers: 1) ensuring programs are effective, 2) coordinating our strategies and approaches, and 3) building an efficient infrastructure to support, measure, and scale our work. Recognizing that Kindergarten readiness begins at birth, DEL will use these levers to ensure that all of our work is promoting strong outcomes for children.

Effective Programs

All programs and services need to be research-based and rely on outcome measurement to drive improvement.

- **Early Achievers:** Early Achievers was initially funded with federal funds from the Race to the Top – Early Learning Challenge grant. This grant came with specific requirements that needed to be upheld throughout the grant. The end of the federal grant and the passage of the Early Start Act provide an opportunity to assess the progress of Early Achievers to date and ensure that it’s designed to attain the strongest possible outcomes.

Early Achievers: Key Goals

- Improve average quality to a level that will support all children to be ready for Kindergarten
- High quality is available in all geographic regions
- Diversity of workforce reflects participating children and families

DEL is working to create a clear timeline and plan of action for developing an updated Early Achievers model that will:

- Establish a process to create policies and practices that are further focused on impact and will garner the strongest improvements in quality and, over time, child outcomes;
- Ensure a process that is research based, uses existing implementation and evaluation data, and is child focused;
- Look for efficiencies in the existing system and ways to streamline; and
- Ensure stakeholder and community engagement.

An Early Achievers Review Subcommittee has been created to provide feedback and guidance on strategies to improve the quality of instruction and environment for early learning and provide input and recommendations on the implementation and refinement of Early Achievers.

This subcommittee will be prioritizing the following areas for review:

January 1, 2016	
Validation Study Review	Review the results of the validation study and assess the EA Quality Standards for any immediate modifications for implementation on July 1, 2016. Report scheduled for release by the University of Washington in December 2015.
March 1, 2016	
Points Disbursement	Review and analyze the points within EA and recalibrate based on qualitative and quantitative data.
Professional Development Requirements	Review the Level 2 required trainings and determine which courses shall remain in Level 2 and which providers must complete these requirements; determine the progression of training for participants that are moving into their second rating cycle.
Extension & Exception protocol	Working with tribal governments and statewide community partners, develop protocol for granting extensions in meeting rating requirements for WCCC and ECEAP.
Remedial Activities Protocol	Define remedial activities for providers that do not rate at a Level 3 or Level 4 within the designated timelines.
July 1, 2016	
Quality Improvement	The Early Achievers Quality Improvement Awards are reserved for providers that serve more than 5percent on WCCC subsidies <i>Note: need to determine how 5percent will be</i>

Awards	<i>calculated</i>
National Accreditation	Develop protocol for aligning approved national accreditation standards with Early Achievers.
Engagement Protocol	Develop a protocol to encourage participation in EA by culturally diverse and low income providers that prioritizes providers who have rated at Level 2 wherever subsidized care is at risk. Includes the creation of a substitute pool and the use of needs -based grants for instructional materials, supplies, and equipment.
July 1, 2017	
Rating Cycle	Based on the aligned set of standards, eliminate duplication between licensing, ECEAP and Early Achievers monitoring and rating to promote cost and time savings.
Ongoing through July, 2017	
Data Review	Ongoing review of EA data pipeline including: participation rates across the state by facility type; progress through Level 2 requirements; rating success; impact of remedial activities.
Remedial Activities	Continue to refined remedial activities for providers that do not meet a Level 3 or Level 4 within the designated timelines.

- **ECEAP Entitlement:** Washington has the opportunity to use preschool expansion to strengthen the existing ECEAP model and ensure it both garners the strongest outcomes for children and is cost-effective. DEL will continue to enhance the following elements which began in the 2014-15 expansion year:

- **Research-Based Curriculum:** Statewide implementation of research-based curriculum with a focus on quality training and fidelity of practice.
- **New Pathways to Bachelor’s Degrees:** Expand opportunities for teachers to attain quality BA degrees in early childhood. Implement a new statewide preschool salary scale and supports that promote K-12 level salaries for preschool teachers who attain a BA in early childhood education and complete training in research-based curriculum.
- **Aligned Coaching Practice:** Ensure a clear and efficient system of coaching throughout the early learning system that includes ECEAP contractors and child care providers participating in Early Achievers.
- **Differentiated Family Support Services:** Allow for flexibility in services that support the unique needs of families participating in ECEAP.
- **Specialized Supports and Training:** Enhance supports for children and create new professional development opportunities focused on reaching and providing quality services to dual-language learners and children who need additional supports.

ECEAP: Key Goals

- All programs are high quality and participating children are Kindergarten ready by completion of the program
- Expand ECEAP to meet entitlement date of 2020-2021

- **Targeted Interventions:** Improving school readiness rates relies on clear strategies for reaching children that are at-risk with appropriate services as early as possible. To do this, DEL intends to focus on developing the tools to appropriately screen and identify children that are at-risk of not being ready for Kindergarten. This includes

Targeted Interventions: Key Goals

- Children with delays or disabilities are identified early and provided with appropriate services
- Interventions targeted at most at-risk children are effective in improving school readiness rates

exploring population based assessments that can best identify the children most in need of services.

This work was started with the development of the WaKIDS cluster analysis included in the Appendix of this report. This analysis identified student profiles based on the domains of readiness of entering Kindergarteners. One of these student profiles represents approximately one fourth of the students who were not ready across multiple domains who need access to targeted interventions. The ability to target interventions, coupled with appropriate high-quality services, allows for the most effective delivery of services. Identified infants, toddlers and their families will have access to individualized, high-quality early intervention services.

Coordinated Strategies

With limited resources, it's imperative that services designed to support at-risk children and families work together, regardless of the implementing agency or department. DEL is prioritizing the development of coordinated approaches to our work that maximize services to children and families while looking for efficiencies within DEL and with our state agency partners.

- **Cross-Agency Collaboration:** Children and families participate in programs managed by many state agencies. These families do not approach their children's health, education or security needs independently, and neither should the different agencies that work with families. Too many children are entering ECEAP without the appropriate well-child and dental exams. Children in the foster care system need access to preschool and child care. The Department of Early Learning, the Department of Health, and the Department of Social and Health Services need to work together to co-develop strategies to more efficiently and effectively support children and families.
- **Aligning Systems:** DEL is working to establish a common set of expectations and standards that define, measure, and improve the quality of early learning and child care and education settings. This includes the development and implementation of a single set of standards for child care and the Early Childhood Education and Assistance Program within Early Achievers framework.

To develop these new standards, DEL is implementing a collaborative, state-wide approach that includes the formation of a DEL Steering Committee, a state-wide Advisory

Efficient Infrastructure: Key Goals

- Data systems support staff and provider base to achieve quality improvement goals
- Sufficient internal DEL capacity and capability

Committee, and a State-wide community input process that includes reaching out to diverse communities, such as tribes, racial and ethnic communities, cultural and linguistic communities, and child care providers (both centers and family home child care).

Cross-Agency Collaboration: Key Goals

- All of Washington's child-focused agencies align services for at-risk children and families
- Cross-sector mechanisms, resources, and structures reflect, support, and sustain shared vision, collaborative relationships, and mutual accountabilities between all of Washington's child-focused services

Aligning Systems: Key Goals

- Align health and safety standards to ensure sustainable wellbeing of children
- Address quality issues by implementing (or establishing) consistent monitoring processes and protocols
- Promote the continued safety practices for all early learning settings

Efficient Infrastructure: DEL needs the ability to use data to inform decisions and assess the effectiveness of our work. Currently, we lack both the data we need and the ability to do real-time, in-house analysis of that data. DEL will focus on improving our infrastructure in the following ways:

- Creation of an in-house analytics team to allow for quicker, cost effective, and more flexible analysis of data.
- Improve the licensing system to support modern architecture, research-based and data-informed, less intrusive practices with the strong focus on children’s health and safety.
- Implement attendance tracking and billing software to improve ease of data collection for DEL and early learning providers, ensure federal auditing compliance, and track data to analyze progress toward improving child outcomes.

Key Challenges

- Ensuring we are attaining a level of quality that will improve child outcomes.
- Ensuring Early Achievers and ECEAP are scalable, outcome based and cost effective.
- Targeting programs to reach children with the appropriate services.
- Developing a workforce with the skills necessary to meet kindergarten readiness goals.
- Expanding our ability to match children with appropriate programs to ensure universal Kindergarten readiness.

Glossary

Child Care Aware of Washington (CCA of WA): a non-profit organization dedicated to ensuring that every child in Washington has access to high-quality child care and early learning programs.

Child Care Center: "Child care center" means the same as a "child day care center" or a facility providing regularly scheduled care for a group of children one month of age through twelve years of age for periods less than twenty-four hours.

Childcare Quality and Early Learning Center for Research and Professional Development (CQEL): a research center at the University of Washington dedicated to enhancing the quality of early learning environments for all children and eliminating the achievement gap that exists among children.

Child Care Development Block Grant (CCDBG): the primary source of federal funding for child care subsidies for low-income working families and funds to improve child care quality

Culturally Diverse Backgrounds: this term, used throughout the Early Start Act, will be defined in this report to refer to "children, families, providers, and communities who may be distinguished [from the mainstream culture] by race, ethnicity, social class, and/or language."²¹ As such, this term may refer to children, families, providers, and communities who are from racial and/or ethnic minority groups, whose primary language is not English, and who are from low-income households.

Data Analytics Repository (DAR): The Data Analytics Repository (DAR) is an relational database designed and managed by 3SI that remodels and integrates early learning data from a variety of state and federal data sources. Specifically the DAR integrates EA participation and ratings data from MERIT, licensed provider data from Famlink, Head Start and ECEAP provider data from ELMS, PRISM EA evaluation data, child care subsidy payment data from SSPS, ACS population and geographic information, Google geocoding API address coordinates, and other early learning data.

Early Childhood Education and Assistance Program (ECEAP): Washington's state-funded comprehensive Preschool program.

Early Childhood Education and Assistance Program (or ECEAP) provider: an organization that provides site level, direct, and high quality early childhood education and assistance program services under the direction of an early childhood education and assistance program contractor.

Early Childhood Educator: any professional working in Early Learning and Development Programs, including but not limited to center-based and family home child care providers, infant and toddler specialists, early intervention specialists and early childhood special educators, home visitors, related service providers, administrators, Head Start teachers, Early Head Start teachers, preschool and other teachers, teacher assistants, family service staff, and health coordinators.

ELMS (Early Learning Management System): the data system that tracks information about ECEAP services and the children and families served.

²¹ Perez, B. (1998). *Sociocultural contexts of language and literacy*. Mahwah, NJ: Lawrence Erlbaum.

Efforts to Outcomes (ETO): a data system managed by CCA of WA used to track CCA staff caseloads, key milestones of providers' progress through Early Achievers, and many different supports CCA staff deliver to child care providers before they are rated: orientations, outreach, pre-enrollment assistance, technical assistance, rating readiness consultation, and several types of assessments.

Family Home Child Care (FHCC) Provider: "Family home child care" means a facility licensed by the department where child care is provided for twelve or fewer children in the family living quarters where the licensee resides as provided in RCW [43.215.010](#) (1)(c).

FamLink: the data system managed by the Department of Social and Health Services and maintained, in part, by DEL child care licensing staff to track child care licensing information.

Kindergarten Readiness: a child's ability to demonstrate the foundational skills and behaviors in all 6 Domains of Learning that comprise the WaKIDS Assessment (Literacy, Physical Development, Cognitive Development, Social Emotional Development, Language, and Math).

MERIT (Managed Education and Registry Information Tool): Washington Professional Development registry, a statewide tool to document and recognize the professional achievements of early care & education and school-age professionals. This online tool helps professionals find training opportunities, access information on career pathways, and track their individual career progress. MERIT also identifies approved trainers who provide education to professionals. MERIT is also a cornerstone system for Early Achievers, used by child care providers, DEL staff, and CCA staff for Early Achievers registration, the Level 2 application process, on-site evaluation requests and approvals, etc.

PRISM: Data repository for the WELS system that organizes data for analysis and allows for more customized queries and reports.

Service provider: an entity that operates a community facility, either an ECEAP provider, a family child care provider, or a child care center.

Social Service Payment System (SSPS): the data system managed by the Department of Social and Health Services that tracks payments for social services such as child care subsidy.

Teaching Strategies GOLD (TS GOLD): is a whole child assessment system for children from birth through kindergarten. Washington State adapted the TS GOLD instrument to create the WaKIDS Assessment. Extensive field tests have shown it to be both valid and reliable. Available online and in print, the system can be used with any developmentally appropriate early childhood curriculum.

Web-Based Early Learning System (WELS): The QRIS database that calculates ratings and tracks rating information, quality improvement plans, and coaching data.

Appendix: Technical Notes

Table 8: Early Achievers Participation

- Active child care sites that are eligible for Early Achievers participation are shown here; active HS/ECEAP site definitions from 2014-15 school year
- "Centers" and "Family Homes" counts include child care sites on the Early Achievers Licensed pathway (or sites projected to be on the licensed pathway according to their licensed capacity and funded child slots in ELMS in the data as of July 31, 2015)
- "HS/ECEAP" counts include child care sites on the Early Achievers HS/ECEAP pathway (or sites projected to be on the HS/ECEAP pathway according to their licensed capacity and funded child slots in ELMS in the data as of July 31, 2015)

Table 9: Early Achievers Participation by Region

- All active child care sites eligible for Early Achievers participation are shown here; active HS/ECEAP site definitions from 2014-15 school year

Table 10: Early Achievers Participation by Acceptance of Subsidy or ECEAP Funding

- Active child care sites that are eligible for Early Achievers participation are shown here; active site definitions for unlicensed sites are from 2014-15 school year
- "Centers" include center-based child care facilities regardless of Early Achievers pathway (i.e. ECEAP, Head Start, and Licensed Child Care Centers)
- "Family Homes" include home-based child care facilities regardless of Early Achievers pathway (i.e. Head Start and Licensed Family Homes). In the data as of July 31, 2015 there are no Family Homes with ECEAP funding

Table 11: Early Achievers Sites Rated Quality Level 3-5

- Active child care sites that are eligible for Early Achievers participation are shown here; active HS/ECEAP site definitions from 2014-15 school year
- "Centers" and "Family Homes" counts include child care sites on the Early Achievers Licensed pathway (or sites projected to be on the licensed pathway according to their licensed capacity and funded child slots in ELMS in the data as of July 31, 2015)
- "HS/ECEAP" counts include child care sites on the Early Achievers HS/ECEAP pathway (or sites projected to be on the HS/ECEAP pathway according to their licensed capacity and funded child slots in ELMS in the data as of July 31, 2015)

Table 12: Licensed Provider Cumulative Rating Levels-By CCA Region

- Counts include rated "Centers" and "Family Home" child care sites on the Early Achievers Licensed pathway. Inactive sites are excluded from the data

Table 14: Subsidy Children by Early Achievers Participation

- Subsidy payments (warrants) for infant, toddler, preschool, and school-age children were prepared in the 3SI DAR to determine the number of children in this age range who had attended at least one site participating in Early Achievers for subsidized child care within the last 12-month period. A child is marked as "Both" in cases where a child attended both EA and non-EA sites in the 12-month period

Table 15: Estimated Total 0-5 Year Olds Reached by Early Achievers

- "Estimated Total Children Reached" counts are sourced from the funded ECEAP and Head Start child slots in 2014-15 school year ELMS records for sites on the Early Achievers HS/ECEAP pathway. Due to turnover among children there may be 25 percent more children served. Please note, since 17 percent of ECEAP sites are on the Licensed pathway as of July 31, 2015 and this metric includes Head Start slots, this necessarily means that the count 15,370 shown in this report is not equivalent to the ECEAP slot count for the 2014-15 school year
- "Estimated Total Children Reached" counts are sourced from the MERIT Demographics report for sites on the Early Achievers Licensed pathway; facility administrators self-report the number of [Children Enrolled] when asked for the "Total number of children from ages 0-5 years currently enrolled" on the Early Achievers Registration Application. This value is periodically updated on future EA applications as the provider progresses through the pipeline
- Active child care sites that are eligible for Early Achievers participation are shown here; active site definitions for unlicensed sites are from 2014-15 school year
- "Centers" include center-based child care facilities regardless of Early Achievers pathway (i.e. ECEAP, Head Start, and Licensed Child Care Centers)
- "Family Homes" include home-based child care facilities regardless of Early Achievers pathway (i.e. Head Start and Licensed Family Homes). In the data as of July 31, 2015 there are no Family Homes with ECEAP funding

Table 20: EA Milestones Completed by Subsidy and Non-Subsidy Providers

- Active child care sites that are eligible for Early Achievers participation are shown here; active site definitions for unlicensed sites are from 2014-15 school year
- Subsidy providers (definition included elsewhere in this report) are included in the "Providers with Subsidy Funding" unless the site has funded ECEAP child slots in the 2014-15 school year
- "Non-Subsidy" providers receive no state funding

Table 21: Rating Pipeline for Providers on the Subsidy Timeline

- In cases where pipeline dates are unavailable that site was excluded from the median calculation
- Since sites can undergo multiple ratings processes (Initial, Level 2 Rerate, ERS Minimum Threshold Policy Change, etc.) the "Median Time to Completion" metric is calculated based on the time it took the site to progress from their most recent "Ready to Rate" date to their "Initial Rating". This includes the time that it takes to collect, process, and publish a site's rating
- Subsidy providers (definition included elsewhere in this report) are shown here unless the site has funded ECEAP child slots in the 2014-15 school year

Table 22: Early Achievers Participation

- Active child care sites that are eligible for Early Achievers participation are shown here; active site definitions for unlicensed sites are from 2014-15 school year
- Site with funded ECEAP child slots are included in the "Providers with ECEAP Funding" group regardless of Early Achievers pathway
- Subsidy providers (definition included elsewhere in this report) are included in the "Providers with Subsidy Funding" unless the site has funded ECEAP child slots in the 2014-15 school year

Table 23: Early Learning Providers Required to Meet ESA Timelines

- Given the small base size of providers that have undergone the re-rating process, this level of detail is not shown here. Please see CCA analysis for further information
 - 1(a)(iii) and 1(a)(v) are both shown under "Achieved Required Rating Level"
 - 1(a)(iv) and 1(a)(vi) are both shown under "Did Not Achieve Required Rating Level"
- Providers not currently receiving state funding are not shown here since they do not currently have a "required rating level" under the ESA and the required level differs depending on whether a provider has ECEAP funding
- Active child care sites that are eligible for Early Achievers participation are shown here; active site definitions for unlicensed sites are from 2014-15 school year
- "Centers" include center-based child care facilities regardless of Early Achievers pathway (i.e. ECEAP, Head Start, and Licensed Child Care Centers)
- "Family Homes" include home-based child care facilities regardless of Early Achievers pathway (i.e. Head Start and Licensed Family Homes). In the data as of July 31st 2015 there are no Family Homes with ECEAP funding

Table 34: 2014 Estimates of the Total Population by Race Category for Counties Percent of 0-4 year olds of Color in WA State

- Small Area Demographic Estimates (SADE) of the Total Population by Race Category for Counties
- Release version: 20141200_R03
- Map Visualization Prepared by 3SI

Table 35: 2013 Workforce Racial Distribution by Region

- Note: American Indian or Alaska Native is abbreviated as A.I./A.N. and Native Hawaiian or Other Pacific Islander as N.H./O.P.I for labeling purposes. Seventy percent of people who identified as "other" also identified as Hispanic/Latino
- HS/ECEAP, FFN Excluded

Table 36: 2013 Workforce Distribution by Primary Language Spoken

- Note: HS/ECEAP, FFN Excluded
- Note: "Other" is a category that respondents may choose. American Indian or Alaska Native is abbreviated as A.I./A.N. and Native Hawaiian or Other Pacific Islander as N.H./O.P.I for labeling purposes. 70 percent of people who identified as "other" also identified as Hispanic/Latino; 98 percent of people who identified as "other" in central WA also identified as Hispanic/Latino

Tables 40 and 41: Centers Serving Zip Codes with Economic Risks

- Active "Centers" on the Early Achievers Licensed pathway (or sites projected to be on the Licensed pathway according to their licensed capacity and funded child slots in ELMS in the data as of July 31, 2015) are shown here
- Economic risk is a poverty density classification based on the percent of children in the provider's zip code below 200 percent of the federal poverty line. Providers with no zip code or no census data for their zip code are excluded from this analysis

Table 43: Impact of the Reduction in the ERS Threshold: Percent Rated Level 3 or Higher

- Calculations include active "Centers" and "Family Home" child care sites on the Early Achievers Licensed pathway (or sites projected to be on the licensed pathway according to their licensed capacity and funded child slots in ELMS at the time of the relevant data export date)

- The policy change occurred on July 1, 2015, and a number of providers were rated after the policy change went into effect. The number of providers "Before Policy Change" = 550 (data as of June 30, 2015), the number of providers "After Policy Change" = 566 (data as of July 31, 2015)
- For simplicity, conversion rates (or "% Rated 3-5") measures are rounded to the nearest whole percent before calculating the pre-post "Increase"

Table 51: Pipeline for ECEAP Sites meeting March 2016 Deadline

- Given the small base size of providers that have undergone the re-rating process, this level of detail is not shown here. Please see CCA analysis for further information
 - 1(a)(iii) and 1(a)(v) are both shown under "Achieved Required Rating Level"
 - 1(a)(iv) and 1(a)(vi) are both shown under "Did Not Achieve Required Rating Level"
- Providers not currently receiving state funding are not shown here since they do not currently have a "required rating level" under the ESA and the required level differs depending on whether a provider has ECEAP funding
- Active child care sites that are eligible for Early Achievers participation are shown here; active site definitions for unlicensed sites are from 2014-15 school year
- "Centers" include center-based child care facilities regardless of Early Achievers pathway (i.e. ECEAP, Head Start, and Licensed Child Care Centers)
- "Family Homes" include home-based child care facilities regardless of Early Achievers pathway (i.e. Head Start and Licensed Family Homes). In the data as of July 31, 2015 there are no Family Homes with ECEAP funding

Table 52: Providers on the ECEAP Timeline

- Site with funded ECEAP child slots are included in the "Providers with ECEAP Funding" group regardless of Early Achievers pathway; active site definitions for ECEAP sites are from 2014-15 school year
- Providers on the HS/ECEAP Pathway complete the site level registration process at the point when their Level 3 Application has been approved. Therefore, there is no difference between the "EA Registration" and "Level 3 Approved" stages of the pipeline for providers on this pathway. Additionally, "Median Time to Completion" metrics are not calculated due to data availability issues for providers participating in the Early Achievers HS/ECEAP Pilot

Appendix: Department of Early Learning (DEL) Programs and Services

DEL Program	Description	Served in FY2015	Race/Ethnicity and Number of Children Served		Number of Children Served by Primary Language		Supports and Strategies for Culturally Diverse Communities
Home Visiting	Voluntary services and supports for at-risk expectant parents and families with new babies and young children.	1,468 children served in last quarter*	Hispanic ** Caucasian Black Multi-Race Native Asian Unknown Pacific Islander	660 420 149 120 62 30 20 7			<ul style="list-style-type: none"> Professional training for Home Visitors including ability to be open, non-judgmental and focus on the families strengths Recruiting home visitors from communities they will serve (geographically and culturally) Hiring bilingual and bicultural home visitors in many program models Using translators and multi-language materials
Early Support for Infants and Toddlers (ESIT)	Serving children birth to 3 years old with developmental delays.	13,706 children	Hispanic/Latino** Caucasian Multi-Race Asian Black American Indian or Alaska Native Native Hawaiian or Other Pacific Is.	3,055 7,815 934 888 646 240 128	English Spanish Chinese Vietnamese Arabic Somali Amharic Hindi Korean Other/Unknown	11,264 1,633 98 88 43 42 38 35 29 436	<ul style="list-style-type: none"> Conducting evaluations/assessments and service plan meetings in family's native language Recruiting bilingual staff Using interpreters to engage families in their native language Providing materials in multiple languages Providing service in natural settings that fosters child development in a family's social and cultural network Culturally appropriate, evidence-based practices for supporting social-emotional development
Infant/Toddler Consultations	Interdisciplinary consultations at child care facilities participating in Early Achievers and offering service to birth to 3 year old children.	107 Centers 51 Family Homes 279 Classrooms					<ul style="list-style-type: none"> Providing bilingual coaches in areas with diverse communities Providing materials in English and Spanish

Early Childhood Intervention Prevention Services	Early intervention and prevention program serving children birth to 5 years old that are eligible for Medicaid, experienced complex trauma, and are at risk or experienced abuse or neglect.	300 funded slots 248 Average enrollment per month					<ul style="list-style-type: none"> • Requiring contractors to be licensed and complete trainings including cultural competency • Hiring state-approved translators when meeting with families in order to communicate in family's home language • Providing treatment room counselors and/or volunteers that are of the same ethnicity of the children • Communicating with families in the family's home language • Providing publications in English and Spanish 																																														
Early Childhood Education and Assistance Program (ECEAP)	Washington's comprehensive pre-school program for low income and/or at-risk children ages 3 and 4 years old.	10,091 funded slots 11,352 cumulative children served	<table border="1"> <tr> <td>Hispanic/Latino</td> <td>4,557</td> </tr> <tr> <td>Not Hispanic/Latino</td> <td>6,795</td> </tr> </table>	Hispanic/Latino	4,557	Not Hispanic/Latino	6,795	<table border="1"> <tr> <td>White</td> <td>7,009</td> </tr> <tr> <td>Biracial/Multiracial</td> <td>1,224</td> </tr> <tr> <td>Black/African American</td> <td></td> </tr> <tr> <td>Asian</td> <td>1,031</td> </tr> <tr> <td>American Indian/Alaskan Native</td> <td>340</td> </tr> <tr> <td>Native Hawaiian or Pacific Islander</td> <td>288</td> </tr> <tr> <td>Other</td> <td></td> </tr> <tr> <td>Unspecified</td> <td>167</td> </tr> </table>	White	7,009	Biracial/Multiracial	1,224	Black/African American		Asian	1,031	American Indian/Alaskan Native	340	Native Hawaiian or Pacific Islander	288	Other		Unspecified	167		<table border="1"> <tr> <td>English</td> <td>7,534</td> </tr> <tr> <td>Spanish</td> <td>2,973</td> </tr> <tr> <td>Other</td> <td>233</td> </tr> <tr> <td>Somali</td> <td>189</td> </tr> <tr> <td>Arabic</td> <td>105</td> </tr> <tr> <td>Vietnamese</td> <td>83</td> </tr> <tr> <td>Russian</td> <td>71</td> </tr> <tr> <td>Amharic</td> <td>57</td> </tr> <tr> <td>Punjabi</td> <td>35</td> </tr> <tr> <td>Chinese</td> <td>28</td> </tr> <tr> <td>Marshallese</td> <td>22</td> </tr> <tr> <td>Tagalog</td> <td>13</td> </tr> <tr> <td>Samoan</td> <td>9</td> </tr> </table>	English	7,534	Spanish	2,973	Other	233	Somali	189	Arabic	105	Vietnamese	83	Russian	71	Amharic	57	Punjabi	35	Chinese	28	Marshallese	22	Tagalog	13	Samoan	9	<ul style="list-style-type: none"> • Prospective ECEAP contract candidates must describe how they will provide services that are culturally relevant to their community including recruitment of families and staff, health, education and family support • When contracts are awarded, policies and procedures are developed including personnel policies that encourage hiring staff who reflect the ethnicity, culture, and language of the children and families served • Comprehensive preschool services include a curriculum that reflects the cultures of enrolled children, supports ongoing development of each child's home language, and includes and demonstrates respect for diverse family structures and cultures • Indoor and outdoor environments include materials that reflect the daily life, family culture, and language of enrolled children • ECEAP family support principles guide staff to focus on the parent and family strengths and to respect family beliefs, culture, language and child rearing practices
Hispanic/Latino	4,557																																																				
Not Hispanic/Latino	6,795																																																				
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Samoan	9																																																				

Working Connections Child Care (WCCC) Subsidy	Child care subsidies for low-income families who are working or meeting WorkFirst participation requirements and have children birth to 12 years old.	89,990 children	Hispanic	24,561		<ul style="list-style-type: none"> • Providing program correspondence (from DSHS) in the Head of Household's primary language • Providing program materials in English and Spanish • Coordinating with diverse Parent Advisory Group to help inform policy and program decisions • Cooperating with Tribal Nations to certify Tribal child care providers for subsidy payment, even if they are exempt from licensure • Ensuring parents approved for Tribal TANF are considered to be participating in an approved activity for the purposes of WCCC • Providing support and helpful resources for families affected by incarceration • Mothers participating in the Purdy Residential Parenting Program are considered to be participating in an approved activity for the purposes of WCCC
			Not Hispanic	65,429		
Seasonal Child Care (SCC) Subsidy	Child care subsidies to eligible seasonally employed agricultural families with children birth to 12 years old.	3,959 children	White	40,194		Same as above
			Other Minority	17,208		
Homeless Child Care	Temporary child care services for homeless families with children birth to 12 years old.	630 children 440 families	African American	14,680		<ul style="list-style-type: none"> • Providing brochures in English and Spanish
			Refused to State	13,053		
			Native American	2,294		
			Asian	1,796		
			Pacific Islander	765		
			Hispanic	3,532		
			Not Hispanic	427		
			Other Minority	2,472		
			White	949		
			Refused to State	534		
			Asian	3		
			Pacific Islander	1		
			African American	0		
			Native American	0		

Data Footnotes: Gray shading indicates that data is not applicable, not available, or not collected.

*Data collected by quarter only and not by fiscal year

**Hispanic/Latino ethnicity not collected as a separate variable from race



WaKIDS Preliminary Summary and Analyses

September 2014

Prepared by:
Maria Gingerich, Senior Consultant
Joelle Gruber, Consultant
Phil Sirinides, Senior Advisor

Executive Summary

- WaKIDS assessment results include 35,555 kindergarteners in the State of Washington (~42% of the population compared to ~25% in the 2012-13 WaKIDS dataset)
 - WaKIDS continues to be phased in as the State of Washington expands full-day kindergarten funding, prioritizing areas with higher rates of poverty
 - With a larger participation rate, 2013-14 WaKIDS is more demographically reflective of the population of kindergarten students than the participants in 2012-13
 - However, the sample of students that participated in the WaKIDS assessment is not representative of the population in the state
- WaKIDS provides a picture of kindergarten readiness for participants across the state
 - For the purposes of this analysis, kindergarten readiness is defined as meeting or exceeding TS GOLD's cut score on the six domains of the WaKIDS assessment
 - Using this definition, 41% of students are kindergarten ready, and an additional 19% are ready on 5 domains
- Differences in kindergarten readiness are evident across students and communities
 - Students of color, bilingual students and students receiving FRL are less likely to be kindergarten ready
 - Higher proportions of students who are not kindergarten ready are located in Central WA
- 3SI developed an alternative approach to analyze readiness grouping students into clusters of similar scale scores
 - Four profiles emerged to describe kindergarten readiness using cluster analysis
 - Grouping students together based on similar patterns of readiness across the six domains allows us to describe student's readiness according to the potential interventions needed
- 3SI reviewed a recent set of empirical studies on TS GOLD reliability and validity to characterize the implications of their findings for this research

Agenda

- Description of 2013-14 WaKIDS Participants
- Overview of Kindergarten Readiness 2013-14
- Analysis of Readiness
- External Research & Implications for WaKIDS
- Appendix

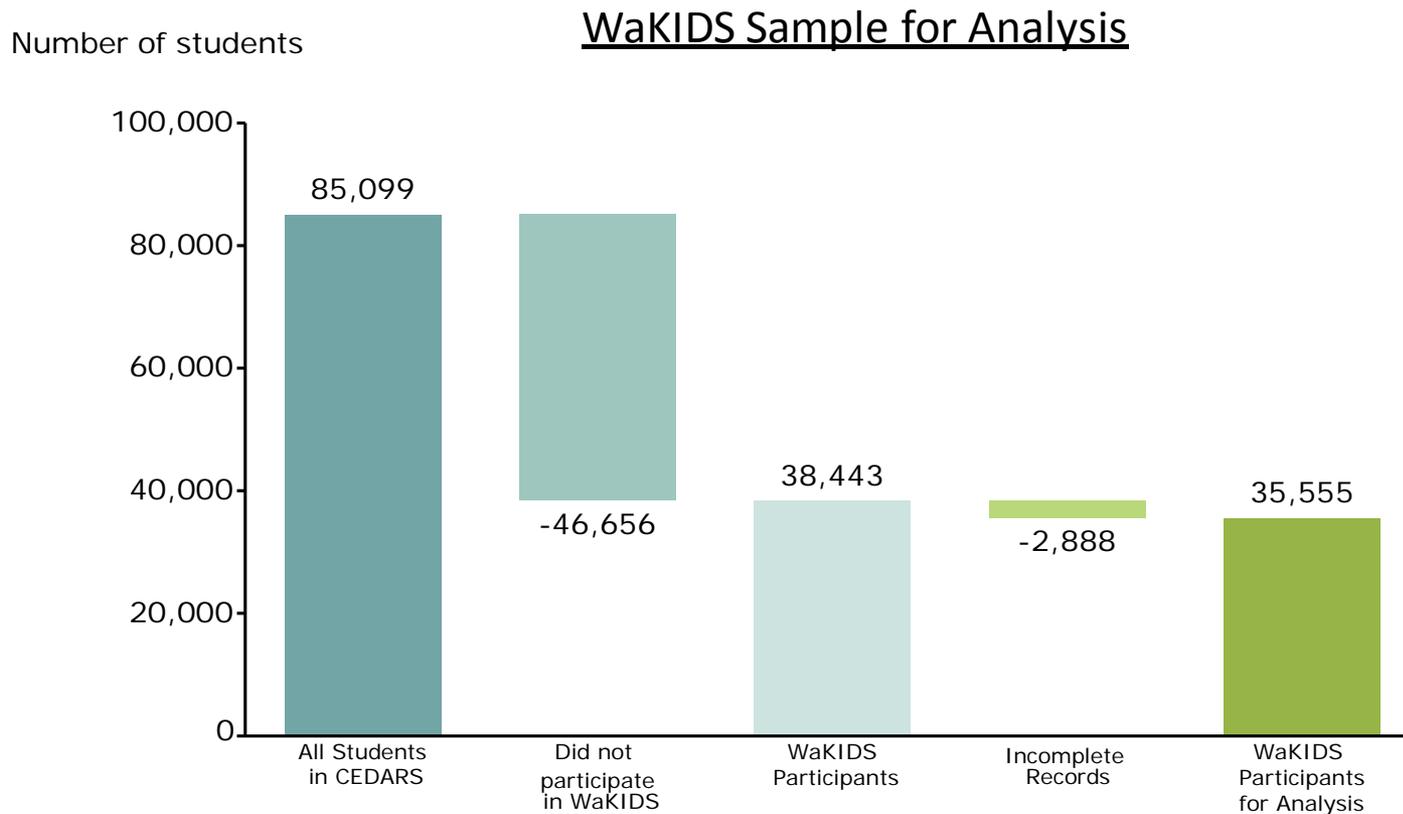
WaKIDS Participation

All school districts are not yet participating in WaKIDS, as expected given the plan for a staged roll-out

- State-funding for full-day kindergarten is being rolled-out beginning with schools that have the highest percentage of students that qualify for free and reduced price lunch (FRL)
- The WaKIDS assessment accompanies the state-funding for full-day kindergarten
- The assessment is administered in schools with state-funded full-day kindergarten and school districts that volunteer to participate
 - In the 2013-14 school year, ~45% of the students in the state participated in WaKIDS (after data cleaning, ~42% of students remained in our dataset)
 - The population that participates in WaKIDS does not represent the readiness of all students in the state

The Sample for Analysis

Complete WaKIDS records, representing 42% of Washington State kindergarteners, were used in the 3SI analysis of readiness

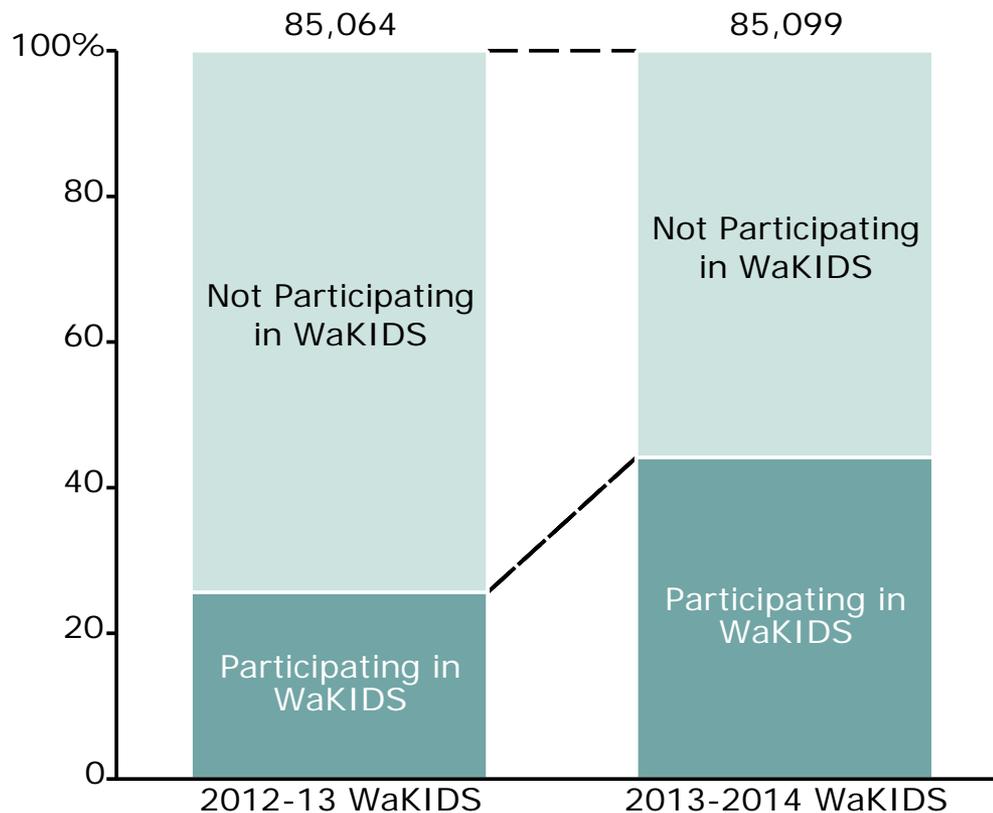


Note: Incomplete records include students with no matching CEDARS data, students that did not have scores for all 6 domains and duplicate records
Source: WaKIDS and CEDARS data, 3SI analysis

Year Over Year WaKIDS Participation Overview

The number of students who participated in WaKIDS increased as state-funded full-day kindergarten expanded

WaKIDS Participation



- Voluntary full-day kindergarten is planned to be fully rolled-out in the state by school year 2017–18
 - The program is implemented in schools with the highest rates of poverty first
 - Once a school is funded, it is eligible for future funding regardless of changes in the population of students
- The biannual budget signed in 2013 allotted funding for 43.75% of kindergarten students in both the 2013–14 and 2014–15 school years

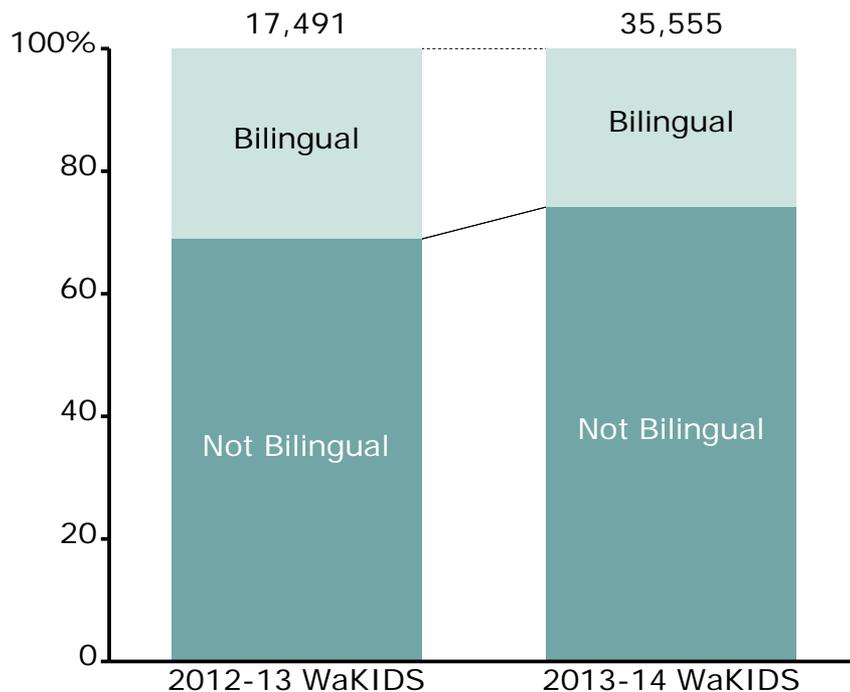
Note: Participation represents the entire population of WaKIDS participants, not the 3SI cleaned sample

Source: <http://www.k12.wa.us/earlylearning/fulldaykindergartenresearch.aspx>, WaKIDS and CEDARS data, 3SI analysis; OSPI

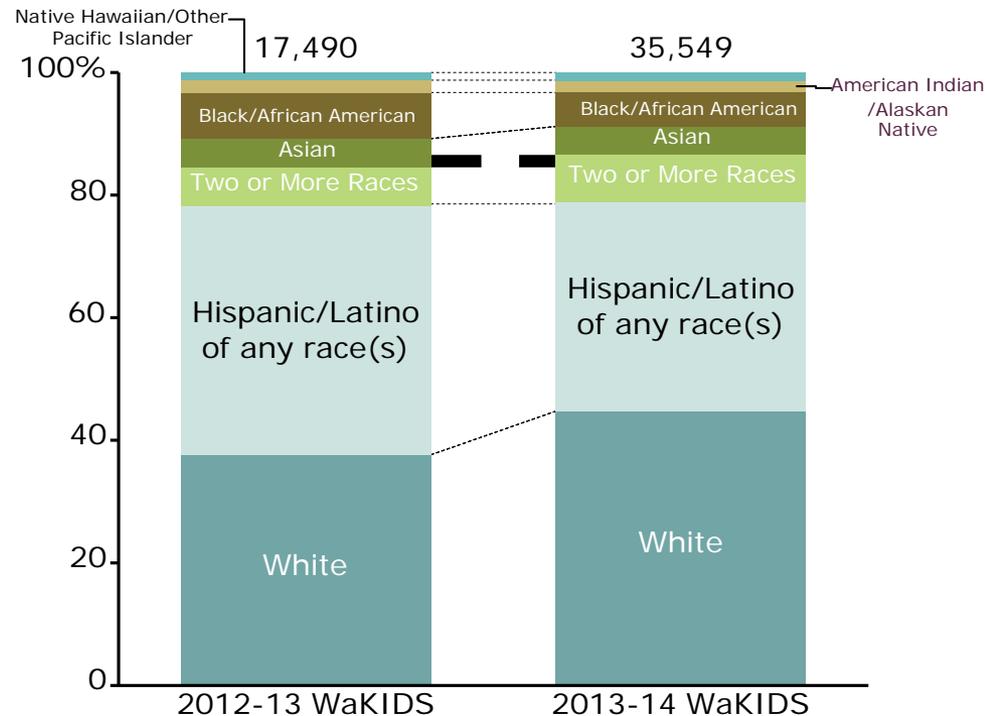
Year Over Year Participation Demographics

In 2013-14 a smaller proportion of WaKIDS participants were bilingual and a greater proportion were white than in 2012-13

Bilingual Flag



Race/Ethnicity



Note: In 2012-13 Race/Ethnicity data is missing for 1 student, in 2013-14 Race/Ethnicity data is missing for 6 students

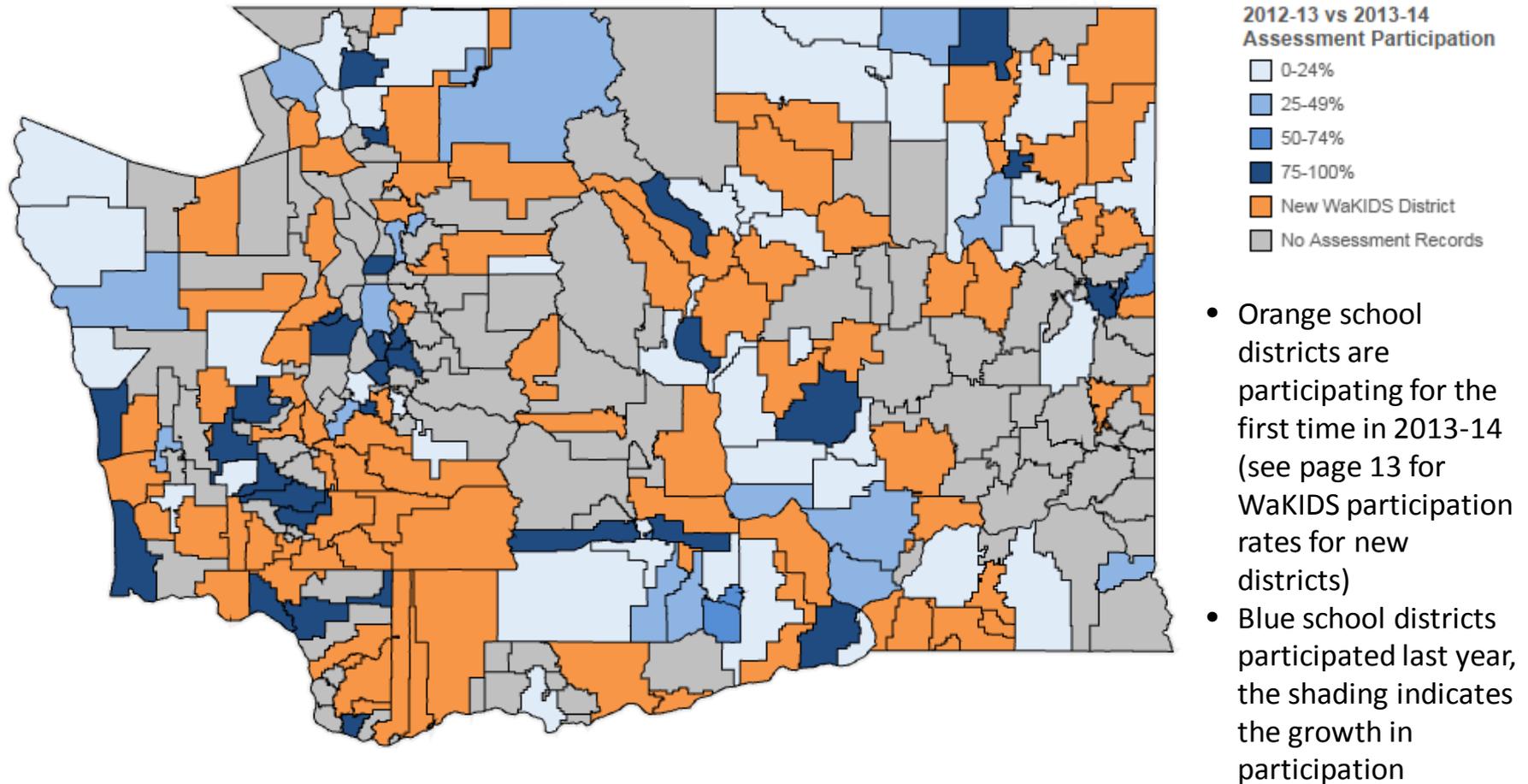
Year Over Year Participation Demographics

In 2013-14, a smaller proportion of WaKIDS participants received FRL and special education than the prior year



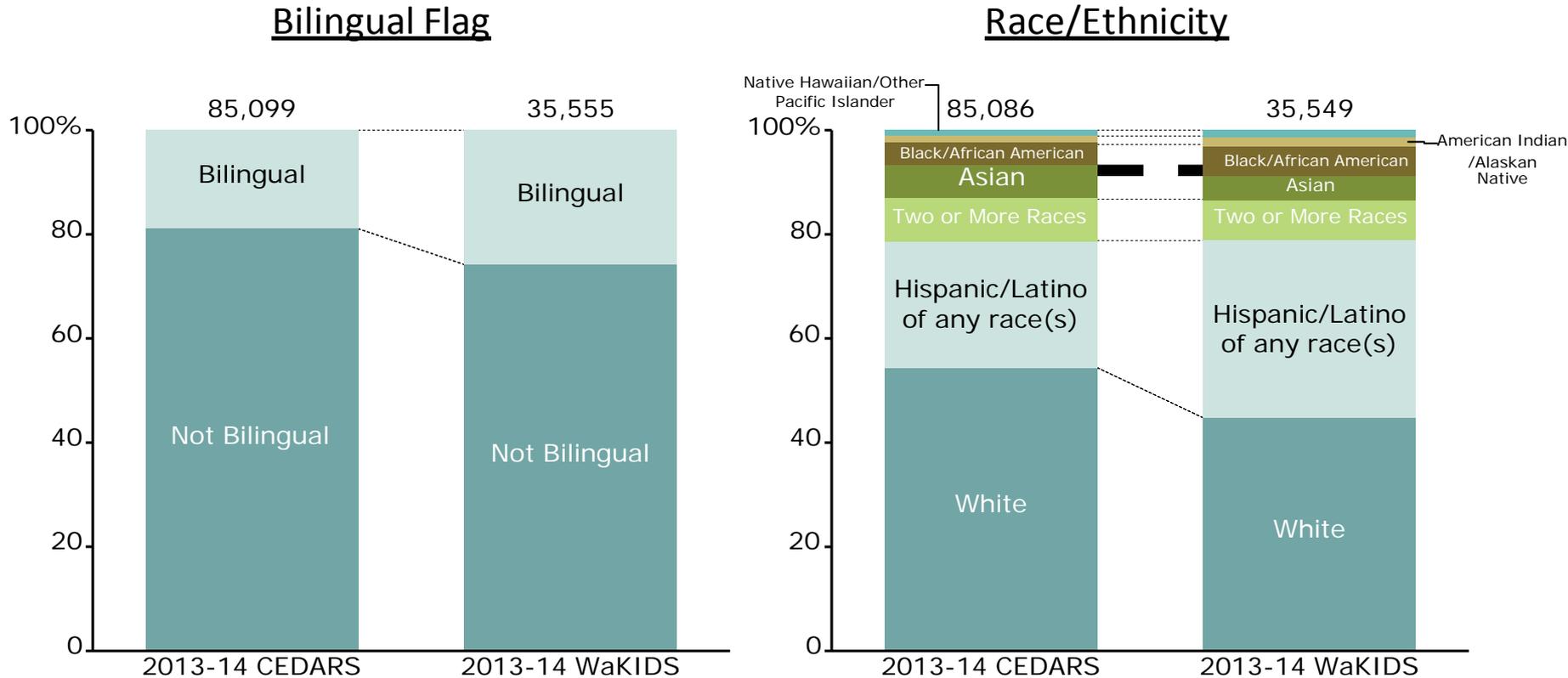
Year Over Year Geographic Participation

Participation levels increased within school districts and new school districts began participating this year



Population Participation Demographics Overview

A greater proportion of WaKIDS participants are bilingual and Hispanic than the total kindergarten population

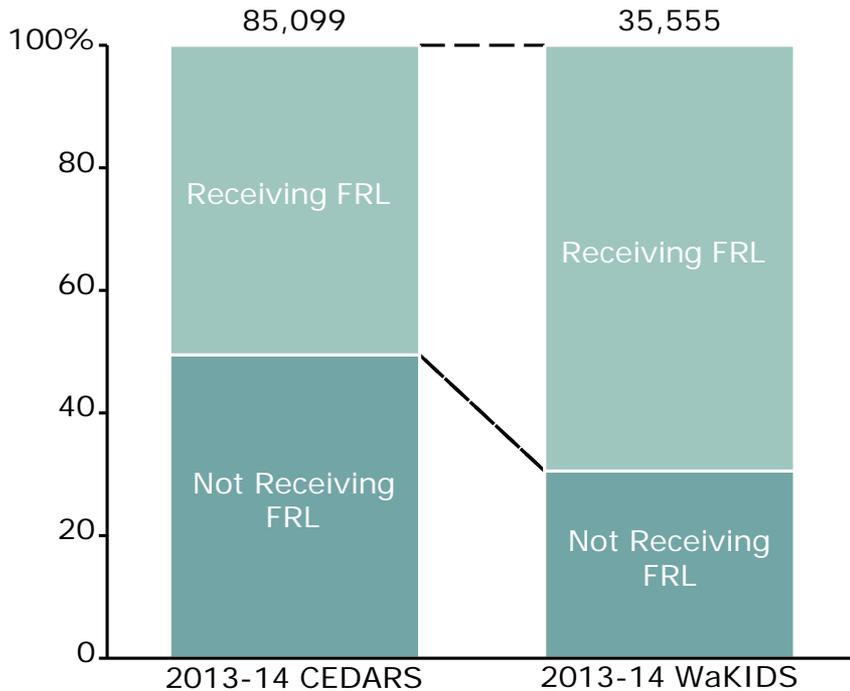


Note: 2013-14 CEDARS is missing Race/Ethnicity data for 13 students, 2013-14 WaKIDS is missing Race/Ethnicity data for 6 students

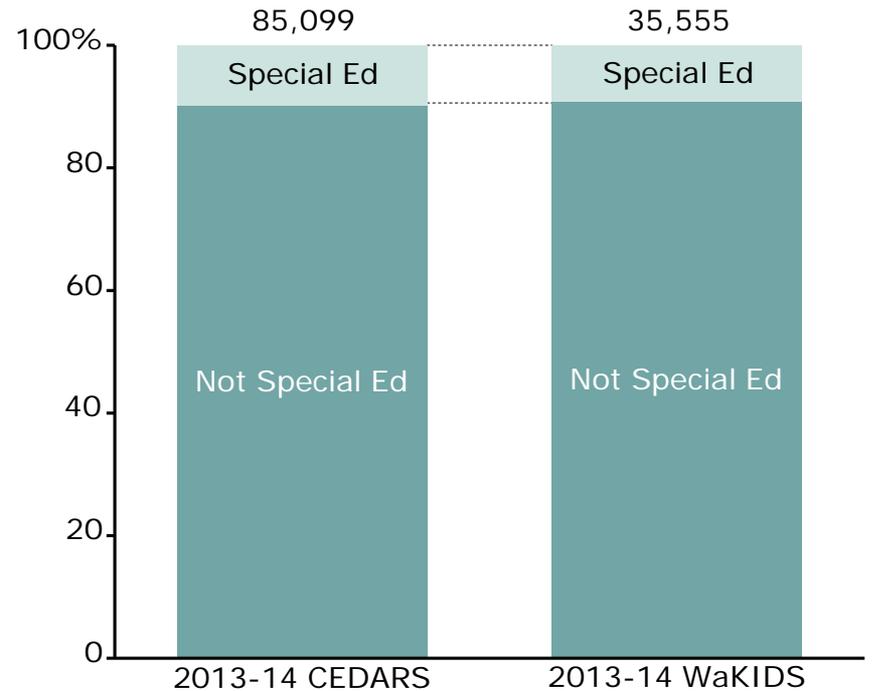
Population Participation Demographics Overview

A greater proportion of students received FRL and about the same proportion of special education students participated in WaKIDS

FRL Flag

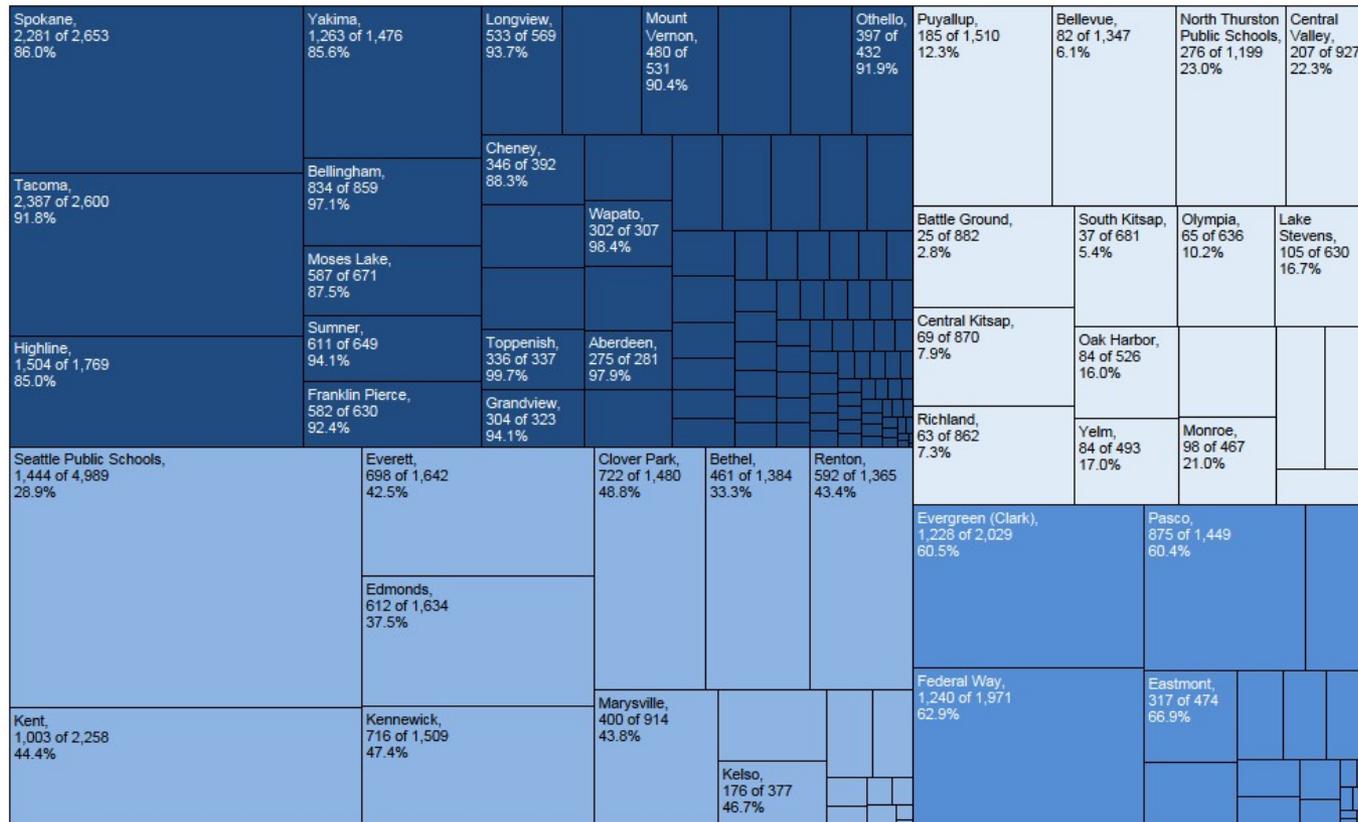


Special Education Flag



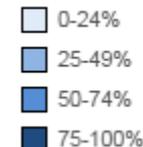
Population Geographic Participation

There is a range of participation in WaKIDS across districts of all sizes
School District WaKIDS 2013-14 Participation Rates



- The largest number of districts had over 75% participation
 - 19 districts had less than 25% participation
 - 21 districts had between 25 and 49% participation
 - 25 districts had between 50 and 75% participation
 - 117 districts had 75% participation or more

% of Students Participating in WaKids by District.



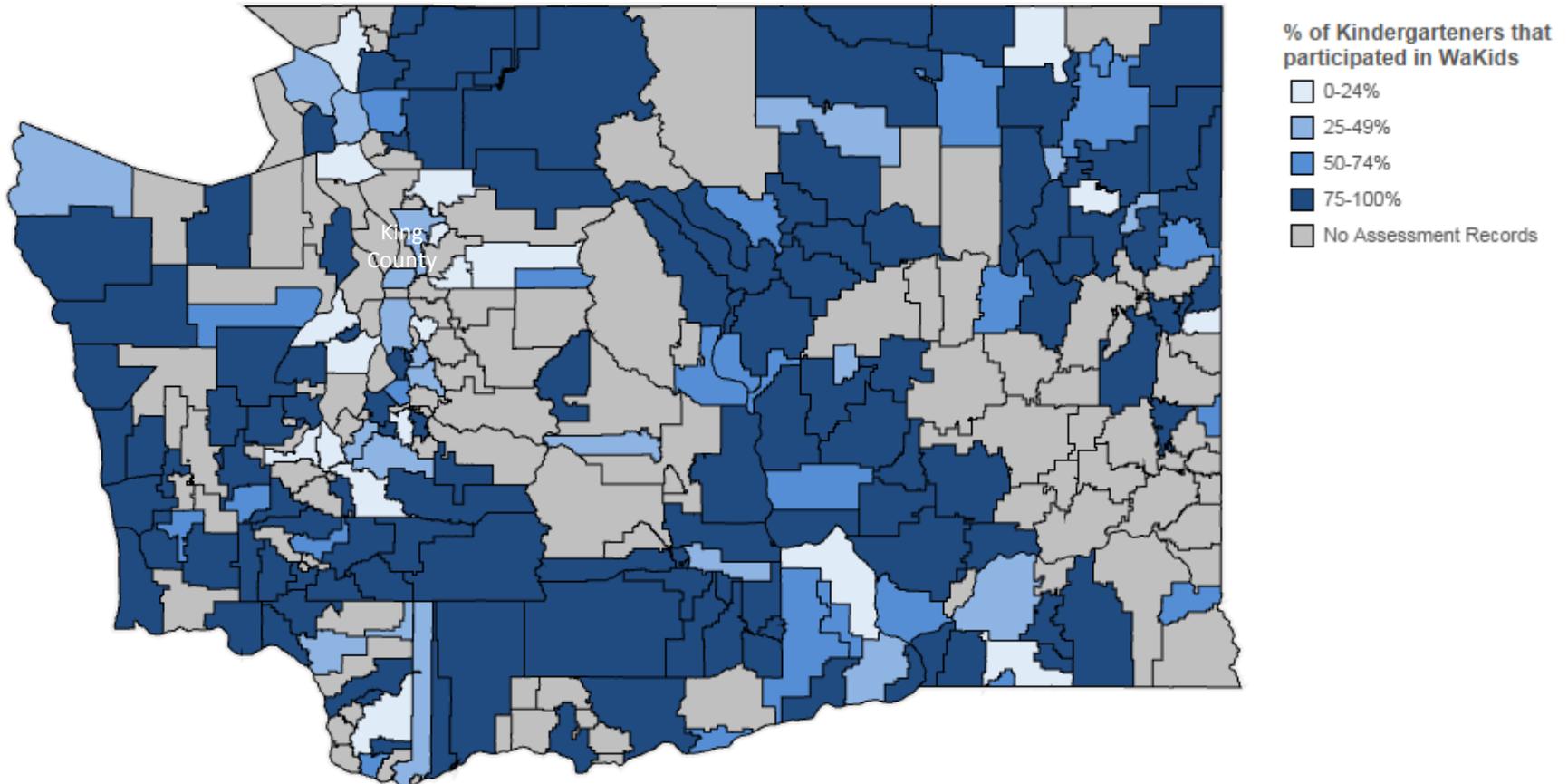
Note: Only participating districts were included in this analysis, labels are omitted for districts with small Ns for formatting reasons, number of districts in tree map itself is illustrative not exact

Source: WaKIDS and CEDARS data, 3SI analysis

9/2014

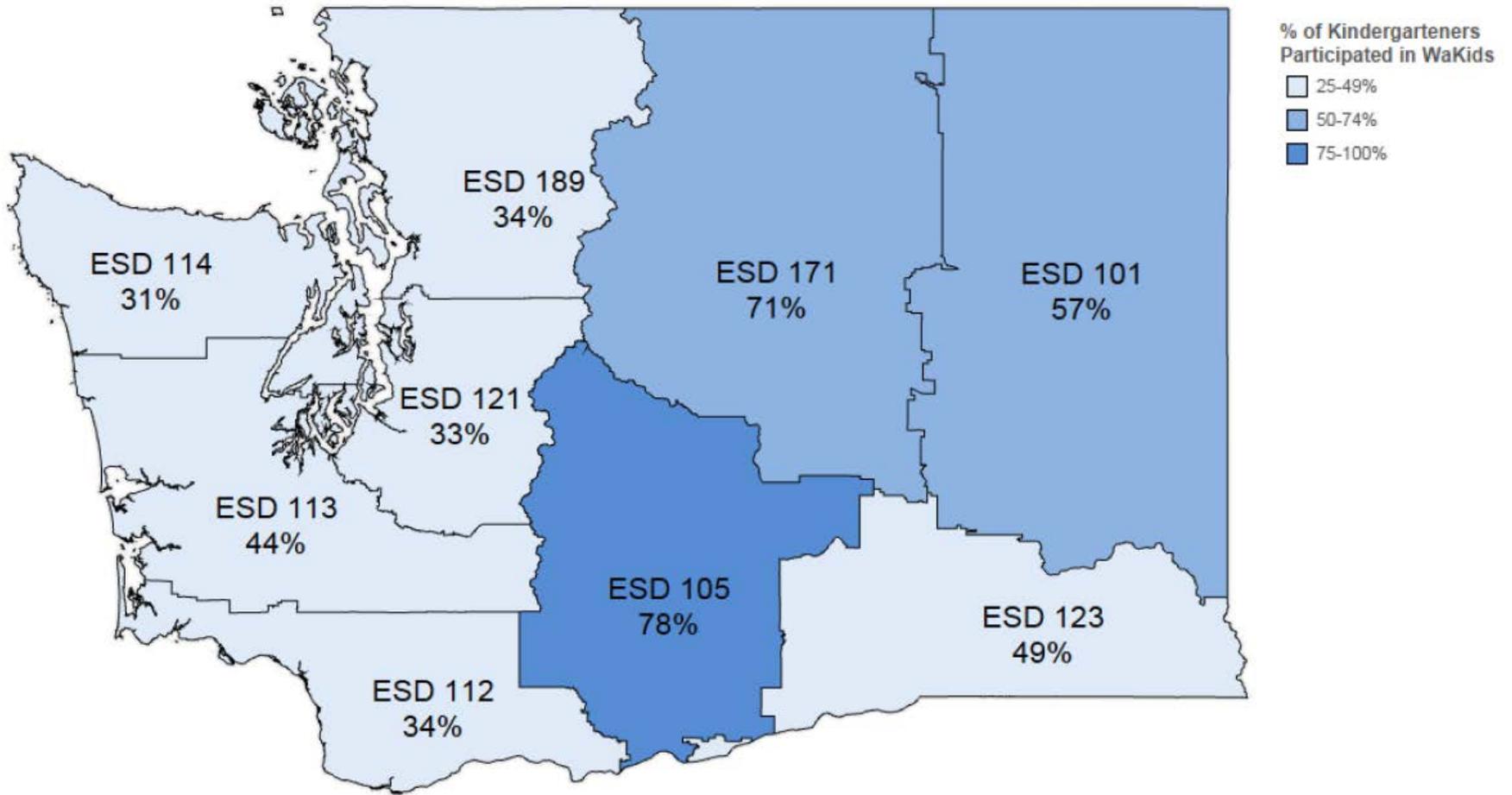
Population Geographic Participation

In 2013-14, 117 districts administered the assessment to over 75% of the students of the students



Population Geographic Participation

Participation in WaKIDS varies across ESDs in 2013-14



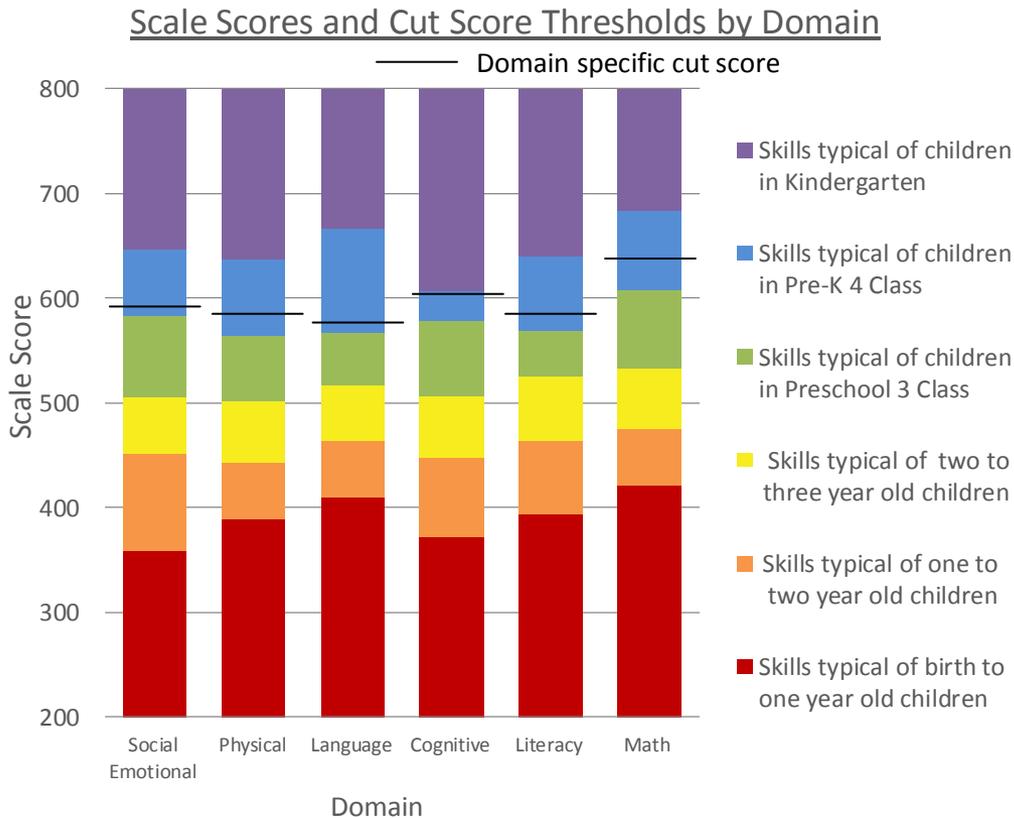
Note: ESD participation averages are calculated across both small and large school districts

Agenda

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Kindergarten Readiness Definition

“Readiness” is assessed by comparing student scale scores to the cut score threshold set for each domain



- Student scores are compared to a cut score
 - Students above the cut score are “ready for kindergarten” on each domain
 - Cut scores were developed by TS GOLD using a large sample of students from across the country
- While students can be evaluated by domain, for this analysis, 3SI defines a student as kindergarten ready if they are at or above the cut score on all 6 domains
- In the next section of this document 3SI groups students based on patterns in their score’s distance from the readiness threshold

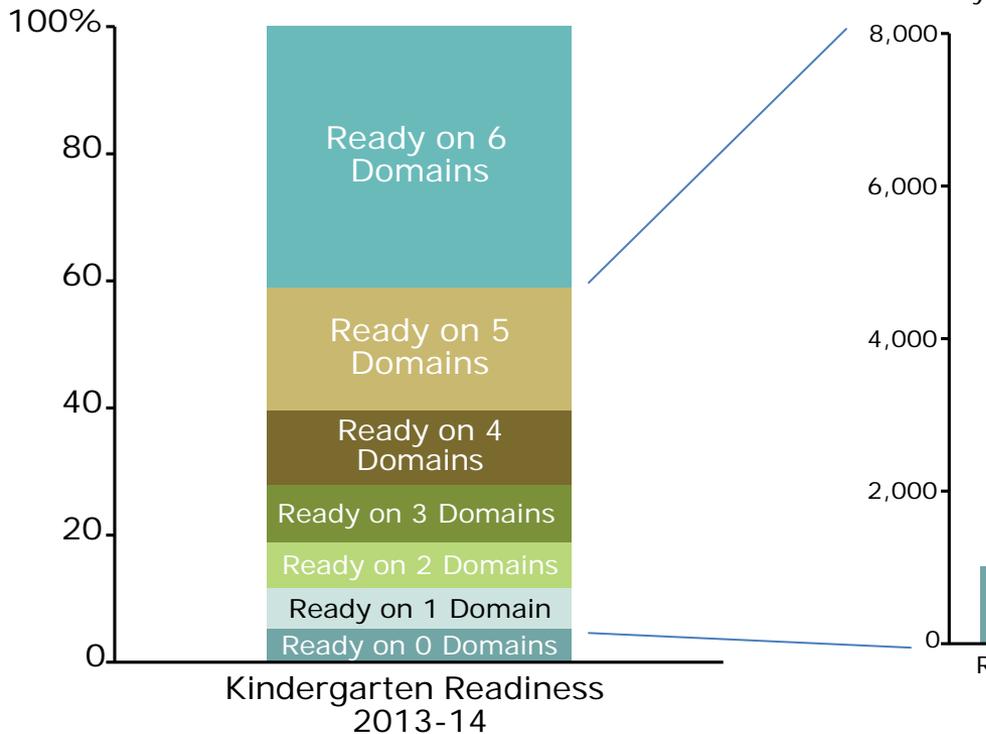
Note: OSPI uses the term “demonstrates the characteristics of entering kindergartners,” instead of kindergarten ready

Source: TS GOLD Documentation: <http://www.teachingstrategies.com/content/pageDocs/Report-GOLD-Growth-Norms-9-2012.pdf>;
<http://www.teachingstrategies.com/content/pageDocs/Tech-Summary-GOLD-Outcomes-Study-8-2011.pdf>

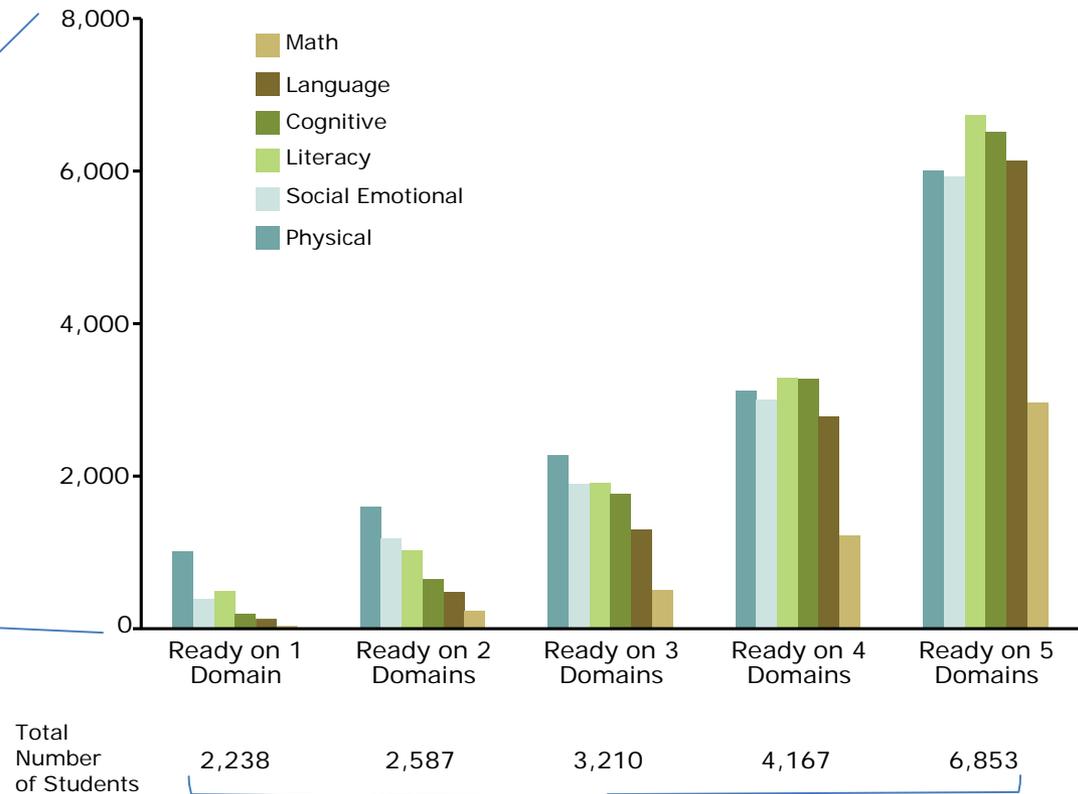
Kindergarten Readiness by Domain

41% of students are kindergarten ready, and an additional 19% are ready on 5 out of 6 domains

K-Readiness by Domain



Breakdown of Domain Readiness (for Students Ready on 1-5 Domains)

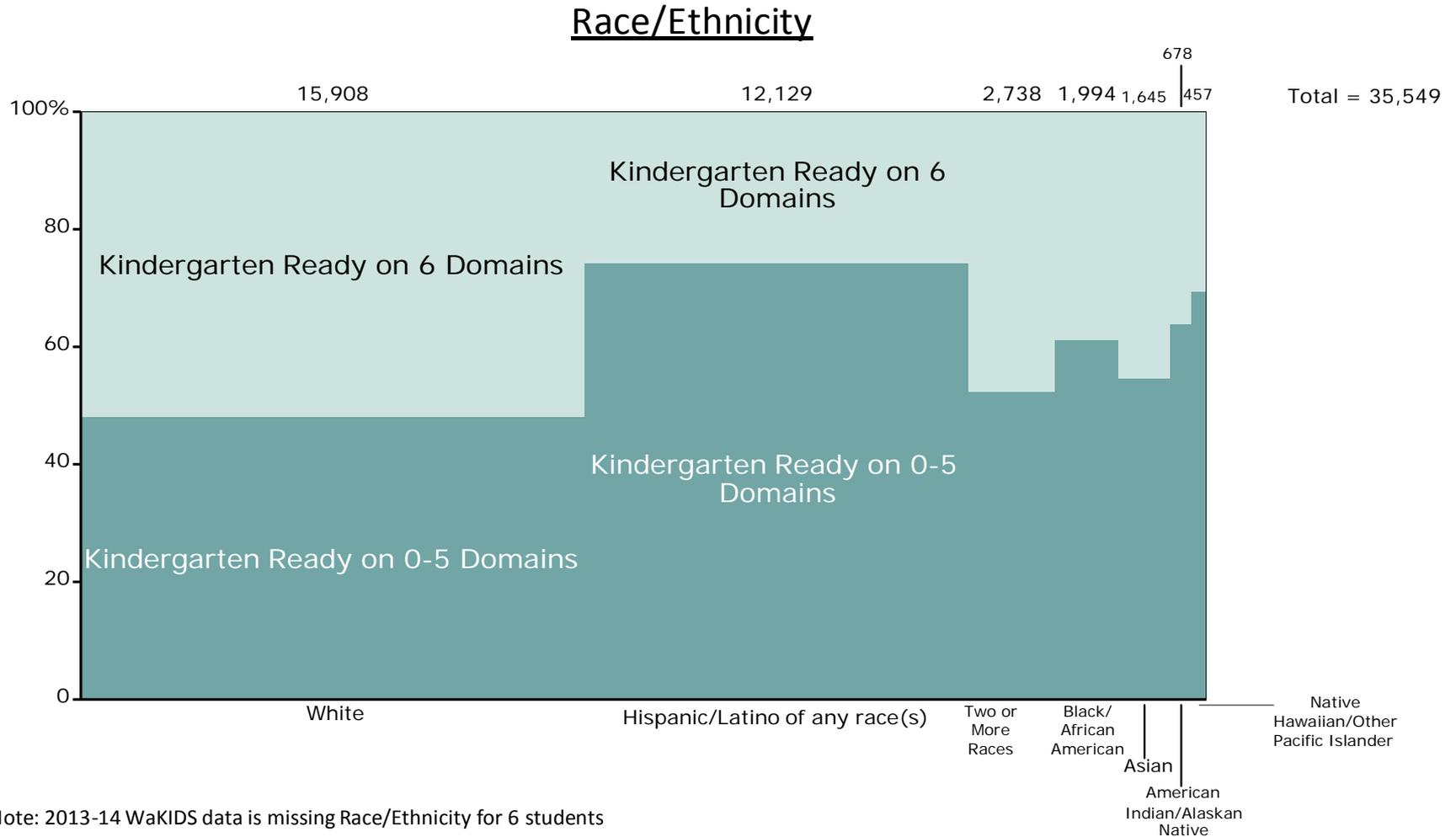


Total = 19,055 Students (54%)

Source: WaKIDS and CEDARS data, 3SI analysis

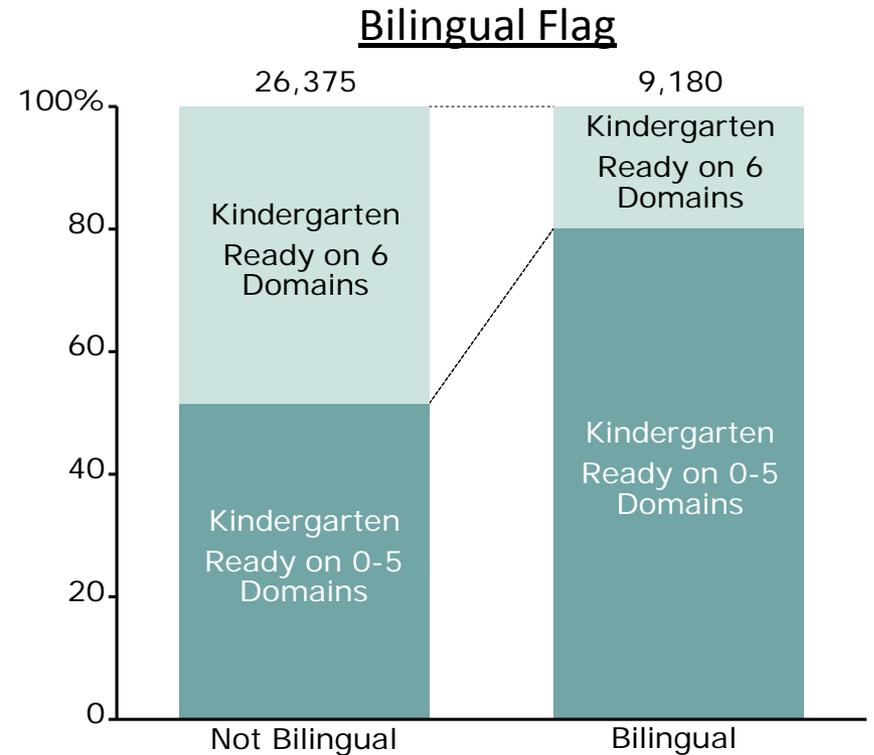
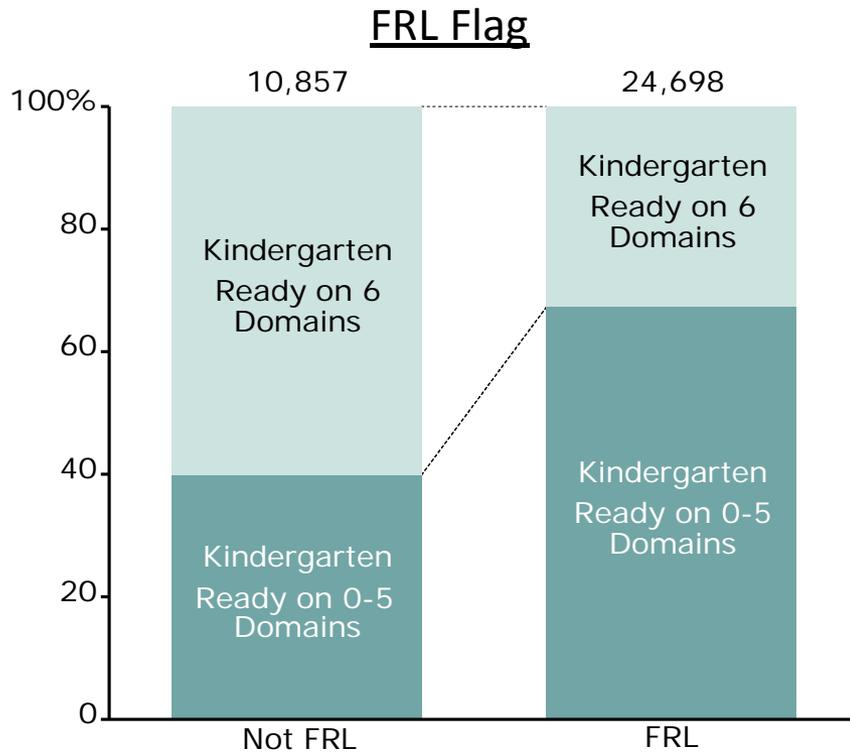
Kindergarten Readiness Demographic Analyses

Hispanic students have the lowest levels of kindergarten readiness



Kindergarten Readiness Demographic Analyses

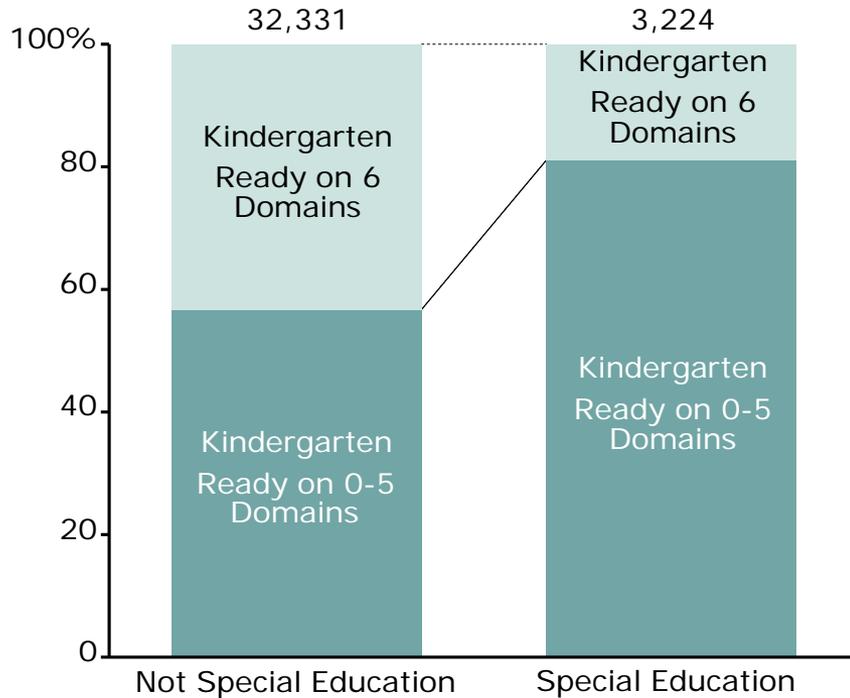
A smaller proportion of students who receive FRL and are bilingual are kindergarten ready



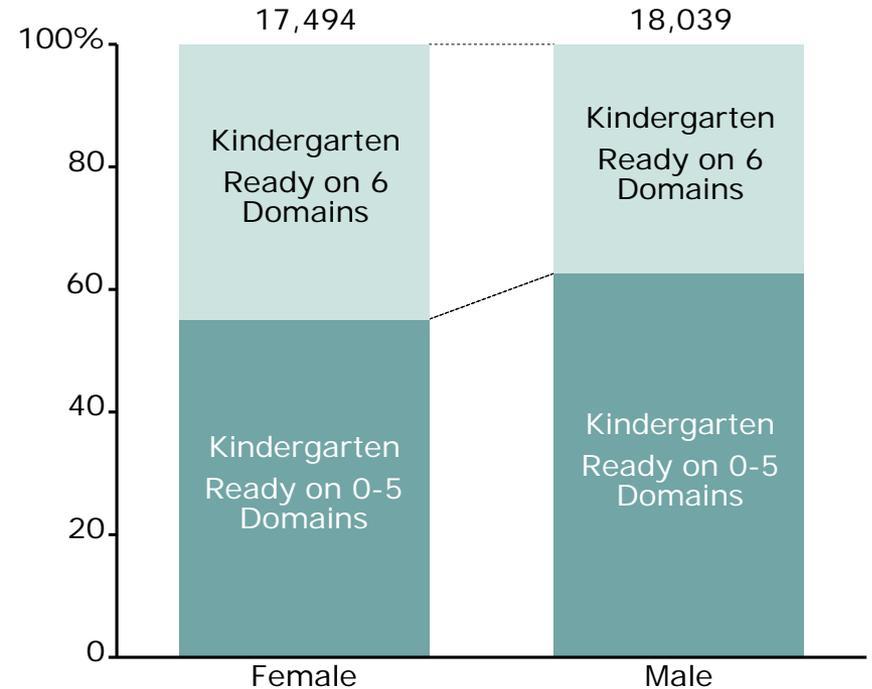
Kindergarten Readiness Demographic Analyses

A smaller proportion of kindergarten ready students are special education students and male

Special Education Flag



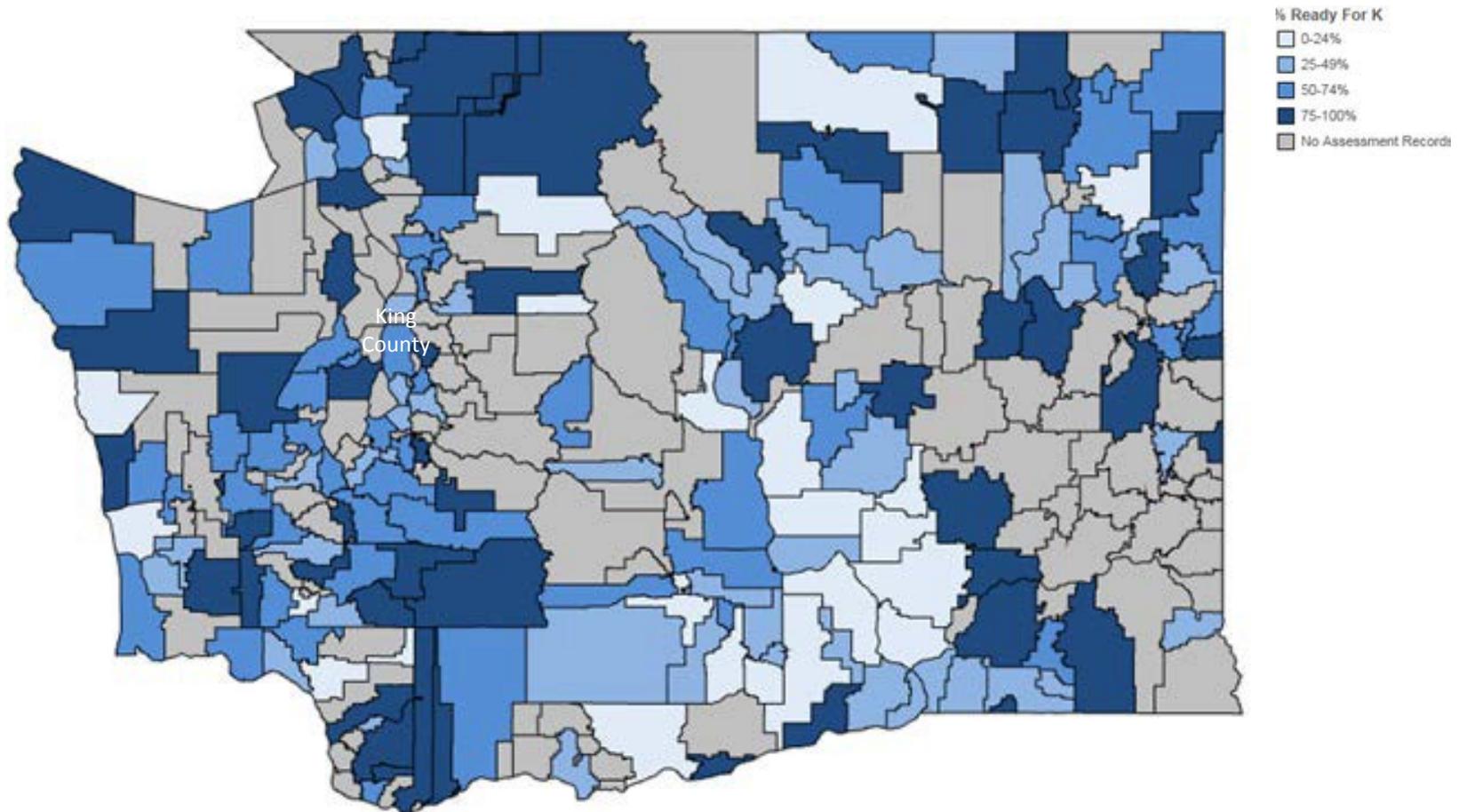
Gender



Note: 2013-14 WaKIDS is missing gender for 22 students

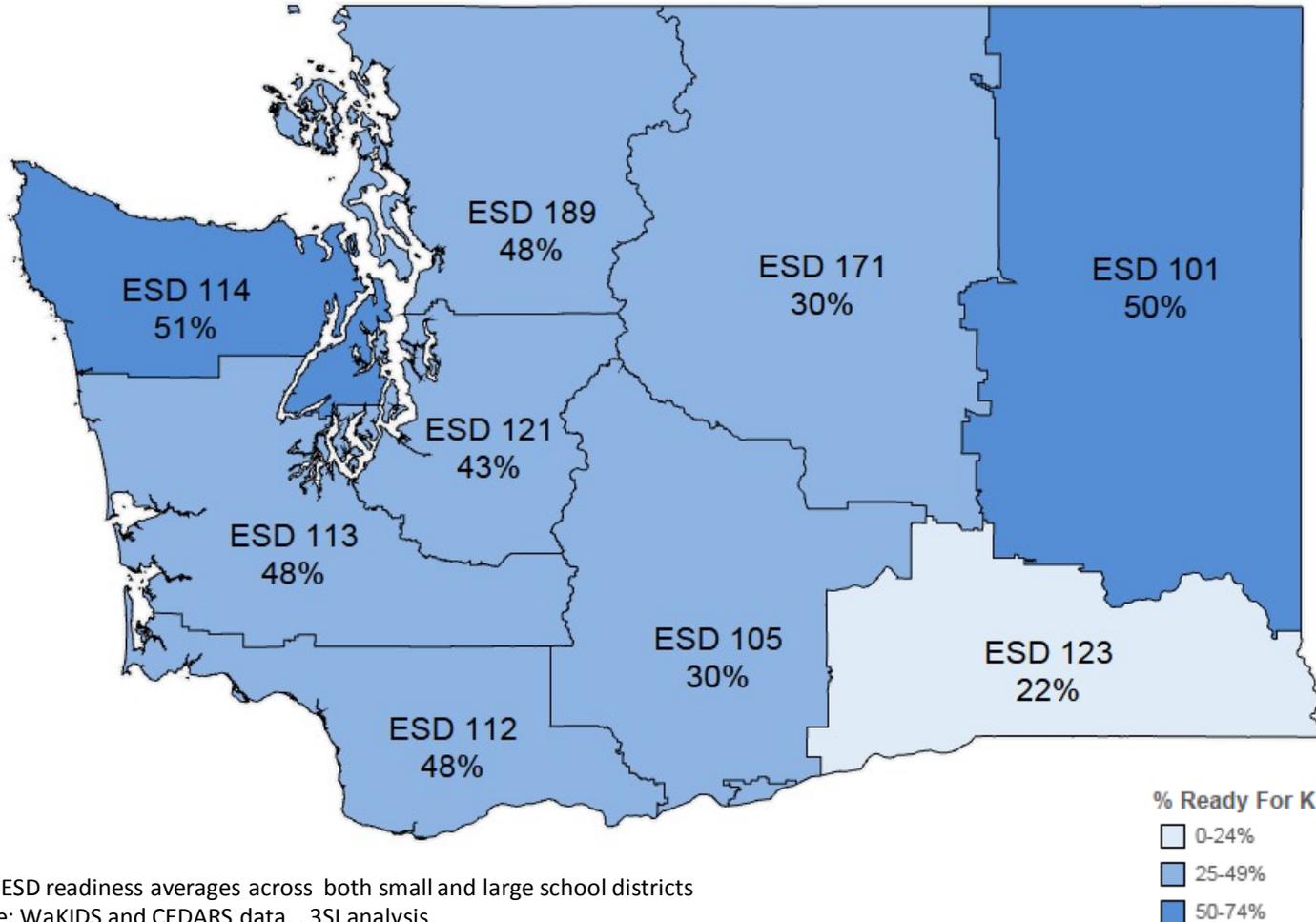
Kindergarten Readiness Geographic Analyses

The central part of Washington State has a number of districts with less than 25% of participating students that are kindergarten ready



Kindergarten Readiness Geographic Analyses

The ESDs located in the Central and South Eastern part of the state have the smallest proportion of kindergarten ready participants



Note: ESD readiness averages across both small and large school districts
Source: WaKIDS and CEDARS data, , 3SI analysis

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Analysis of Kindergarten Readiness

3SI developed a typology of kindergarten readiness by grouping students into clusters to gain a deeper understanding of student readiness

3SI Analysis Goals

- 1 • Use all available information from scale scores in each domain rather than a binary indicator
- 2 • Look at readiness as a holistic picture across domains rather than a tally of the number of kindergarten ready domains
- 3 • Create actionable groupings of students with similar patterns of readiness

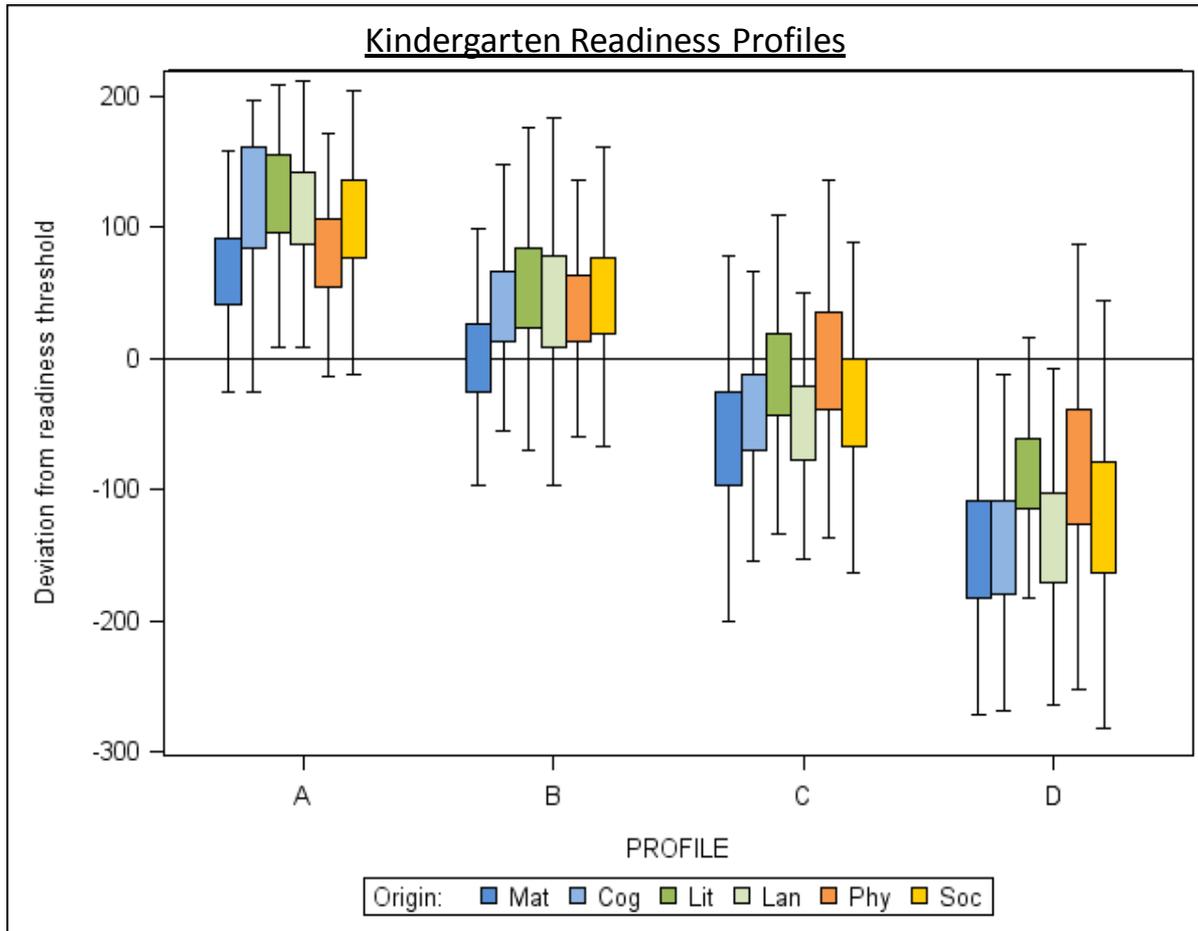
Readiness Clusters Approach

- Use the full range of variation by observing scale score distance from each domain's cut score rather than above or below a threshold of readiness or a count of domains ready
- Like students are grouped together based on a similar pattern of scale scores
- Students close to cut score may have more in common with each other than they do with students far above or below cut score
- Clusters highlight profiles of student needs
- Depending on strategic goals, interventions can be targeted to specific needs

Note: Additional information about cluster analysis in the appendix. 3SI prepared this strategy analysis for discussion purposes only, is not intended to be exhaustive

Kindergarten Readiness Profiles

Four profiles emerged based on similar patterns of scores across domains

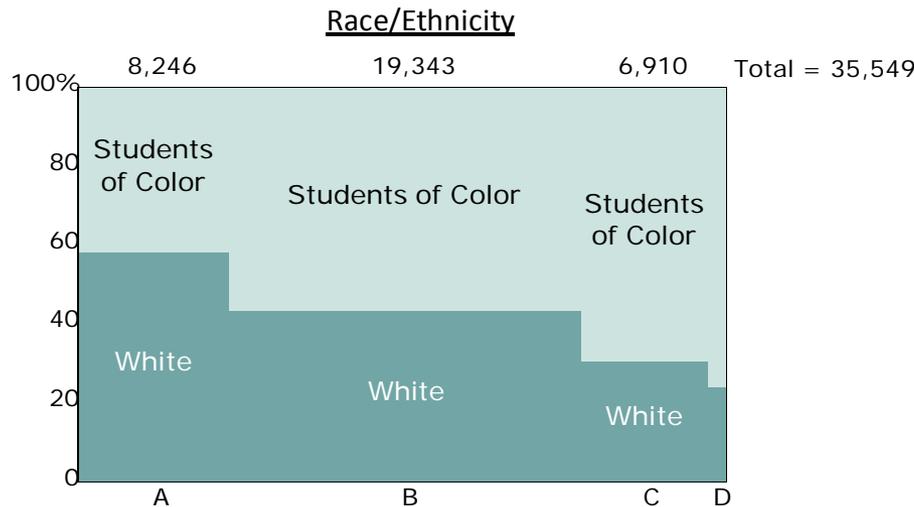
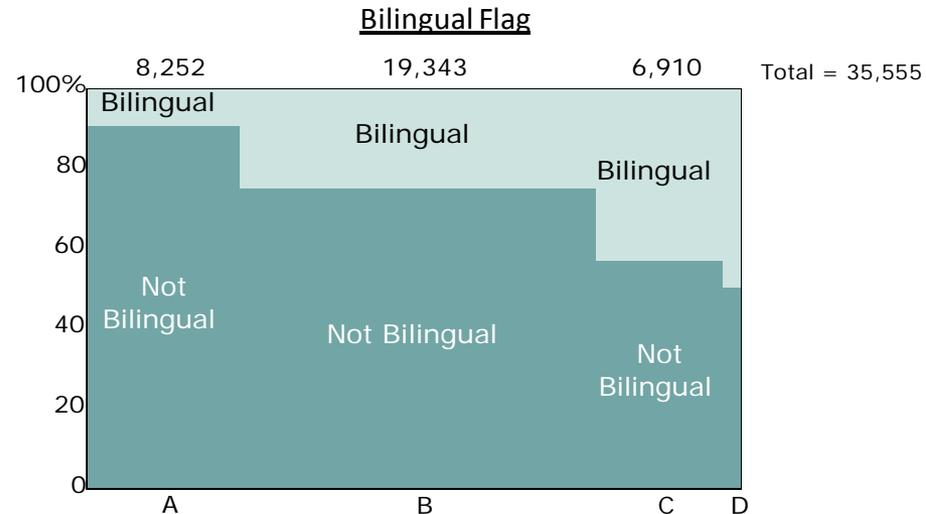
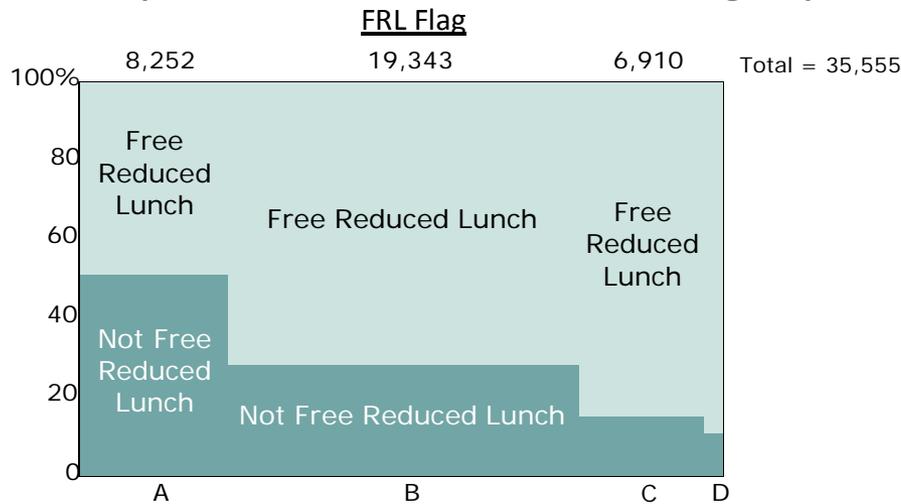


- Profile A – average scores are consistently high across domains
- Profile B – average scores above cut scores across domains although about 50% are below in math
- Profile C – average scores are at or somewhat below cut scores in all domains
- Profile D – average scores are consistently and materially lower across domains
- Some students in Profile B and C may be kindergarten ready, but they are more similar to the other students in their respective profile groups than students in Profile A

Note: 3SI prepared this strategy analysis for discussion purposes only, it is not intended to be exhaustive
Source: WaKIDS and CEDARS data, 3SI analysis

Demographic Analyses of Risk Profiles

Each profile has clear demographic trends



- While there is a clear pattern between demographic factors and student profiles, demographic factors themselves are not a good indicator of student readiness
- Profiles are defined by readiness alone and not demographics

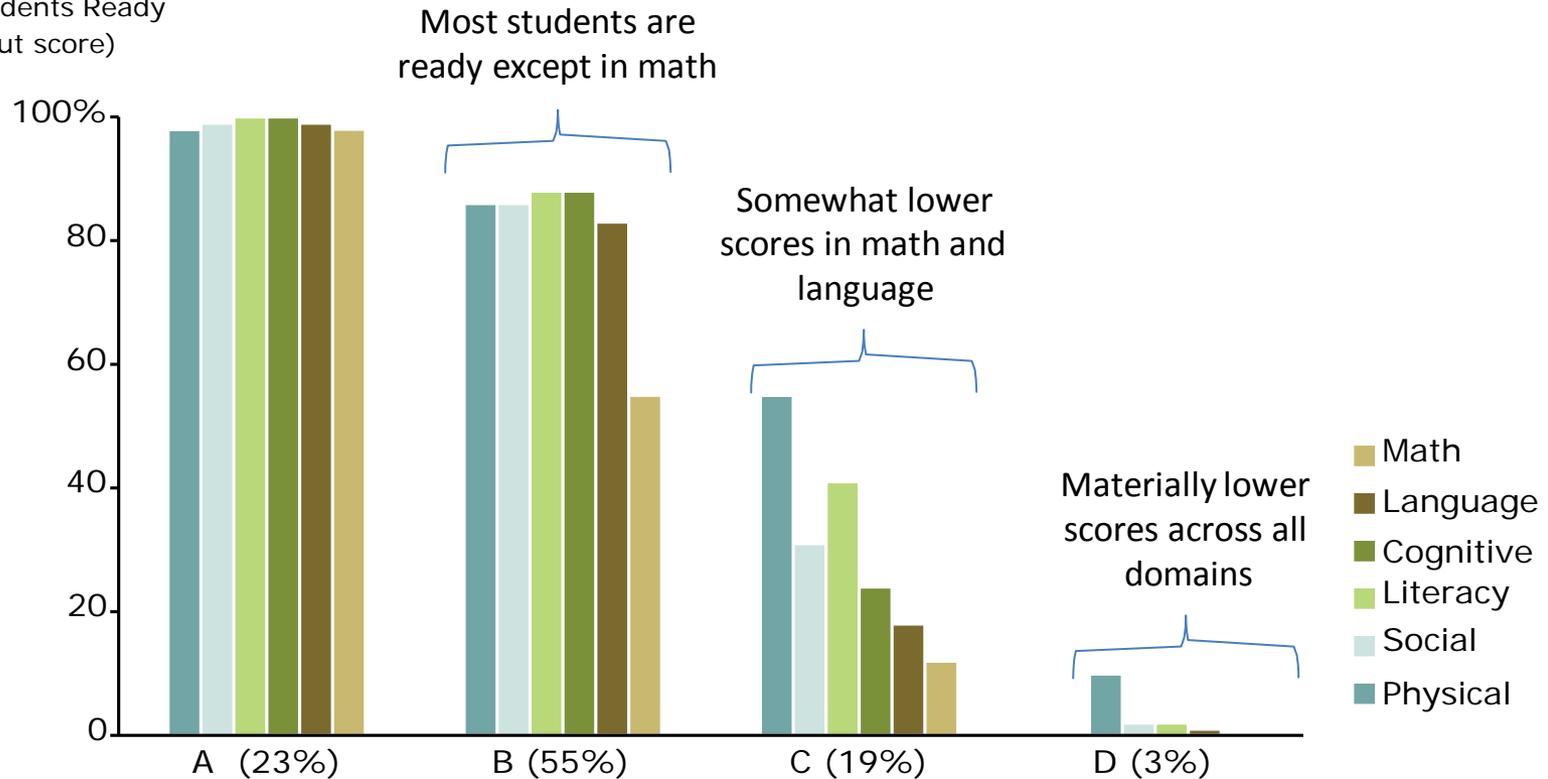
Note: 2013-14 WaKIDS is missing Race/Ethnicity data for 6 students. 3SI prepared this strategy analysis for discussion purposes only, it is not intended to be exhaustive. Source: WaKIDS and CEDARS data, 3SI analysis

Domain Analysis by Risk Profile

Rather than focusing on demographics, each profile can be analyzed to determine where potential interventions can be directed

Percent of Students At Or Above Cut Score Threshold

% of Students Ready
(above cut score)



Kindergarten Readiness Profiles

Profiles can be described by the potential intervention strategy

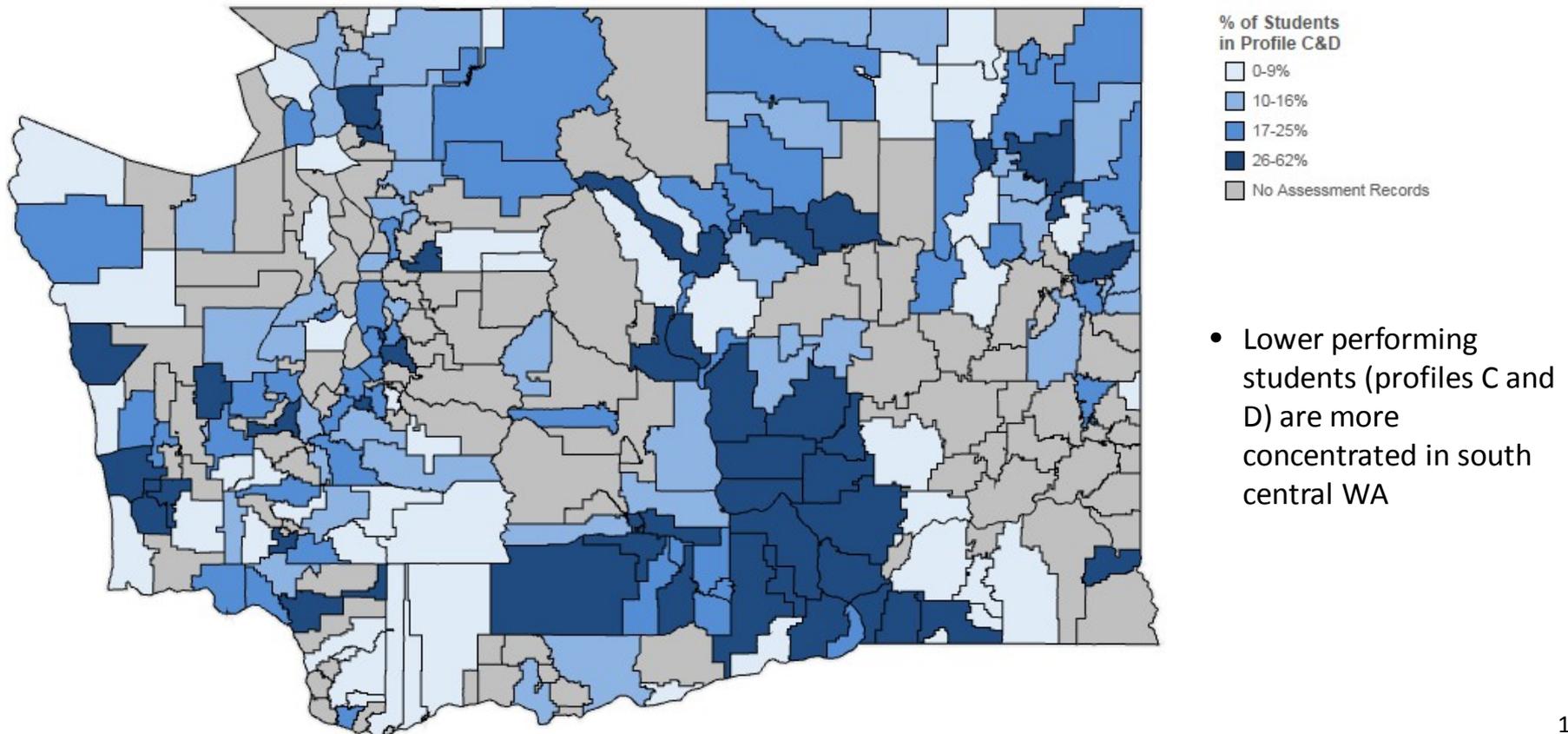
Potential Profile	Description	% of Students
A: No additional intervention	<ul style="list-style-type: none">• Sustain student success through existing high-quality supports	23%
B: Targeted Math Intervention	<ul style="list-style-type: none">• Targeted math intervention with general support for the other 5 domains• Improving proficiency in math will push this large group toward readiness	55%
C: Focused Intervention	<ul style="list-style-type: none">• Focus intervention on math and language as well as minimal targeted support for the other domains	19%
D: Intensive Intervention	<ul style="list-style-type: none">• Broad based intensive intervention required but targeted at this small group	3%

Geographic Analyses of Risk Profiles

There is variation in the number of students in each profile by district, therefore strategies could be customized at the district level

For Example, Profile C & D Percentage in School Districts

Similar maps could be generated for other strategies



Agenda

- Description of 2013-14 WaKIDS Participants
- Overview of Kindergarten Readiness 2013-14
- Analysis of Readiness
- External Research & Implications for WaKIDS
- Appendix

TS GOLD as an Assessment Tool

While empirically based, the TS GOLD tool and its implementation are continuously evaluated for reliability and validity

Recent studies on the validity of TS GOLD

1. “The Virginia Kindergarten Readiness Project; Concurrent Validity of Teaching Strategies GOLD”
 - Amanda Williford, Jason T. Downer and Bridget K. Hamre, Fall 2013
2. “Early Childhood Program Participation and K-12 Outcomes”
 - Education Research and Data Center, March 2014
3. “Inter-rater Reliability and Concurrent Validity Study of the Washington Kindergarten Inventory of Developing Skills (WaKIDS)”
 - Principal Investigator Gail Joseph, PhD



- 3SI did not attempt to replicate the findings; we do not analyze other assessments of readiness for WaKIDS participants
- 3SI reviewed how these findings fit with the analysis in this deck and raise questions for further discussion

UVA Study on TS GOLD Validity

Readiness profiles mitigate some of the concerns raised by the UVA Study

Select UVA Study Findings

- TS GOLD identified a larger number of students as kindergarten ready than other assessments of readiness

- Concurrent construct validity held for Math and Literacy but failed for Cognitive and Language domains

- Limited domain specificity, i.e., each individual domain may not be an independent assessment of readiness on that specific criteria

Areas for Further Discussion

- 3SI readiness profiles group students by scores on 6 domains as opposed to focusing on cut scores

- 3SI readiness profiles are defined by the overall levels and don't rely as much on individual domains
- 3SI observed differences in math and literacy scores between profiles, which is consistent with UVA's finding that those two domains are the strongest independent measures

- Readiness profiles reduces dependence on domain specificity, however, reliance on metrics is unavoidable

ERDC Study on TS GOLD Reliability

Students who were developmentally ready on a spring ECEAP assessment were not kindergarten ready on fall WaKIDS

Select ERDC Study Findings

Areas for Further Discussion

- ERDC compared the scores of ECEAP students who participated in a spring TS GOLD assessment with the fall WaKIDS results for those same students
 - The sample size is limited to those students who participated in both TS GOLD and WaKIDS and could be matched
 - The ECEAP administration assesses students as ready relative to age level expectations (which is a range) vs. a cut score
- More students were on-track in each domain in the spring ECEAP TS GOLD assessment than were ready in each domain on the fall WaKIDS assessment
 - The greatest disparity was in Math, where 30% more students were ready in the spring than in the fall
- The differences in some aspects of the two assessments lead to questions for the next round of analysis
 - Should age bands be compared to measures of readiness?
 - Is it appropriate to compare assessments with a different number of dimensions in each domain?
 - Do different standards for reliability change the ability to compare across assessments?
 - For more information, please see appendix slides 45 and 46
- The ERDC study results suggest that student progress stalled, especially in math, between the spring and the fall of the same year
 - This cannot be validated independently

UW Study on TS GOLD Reliability and Validity

This study's findings indicate that further study on reliability and validity are necessary

Select UW Study Findings

- The WaKIDS assessment was found to have moderate inter-rater reliability
 - Discrepancies varied based on domain - The physical, cognitive and math domains were the least consistent and there was better reliability for social emotional, language and literacy
 - Discrepancies were larger for non-typical, non-native English speaking students
 - Teacher agreement was significantly enhanced with TS Inter-rater Reliability Certification, more teaching experience and more kindergarten teaching experience
- TS GOLD was found to be valid* in evaluating student performance on the 6 domains
 - Literacy and Math had the highest correlation with assessments while Social Emotional and Physical had weaker correlation to other assessments

Areas for Further Discussion

- Observed discrepancies should be further studied
- 3SI readiness profiles don't rely as much on individual domains minimizing the concern over inter-rater reliability with specific domains
- Continued vigilance will be important to maintain adequate levels of teacher training and establish a system to schedule periodic reliability and validity checks over time

* University of Washington did not conduct a discriminant analysis of criterion validity like UVA

Source: "Inter-rater Reliability and Concurrent Validity Study of the Washington Kindergarten Inventory of Developing Skills (WaKIDS)", Principal Investigator Gail Joseph, PhD

Agenda

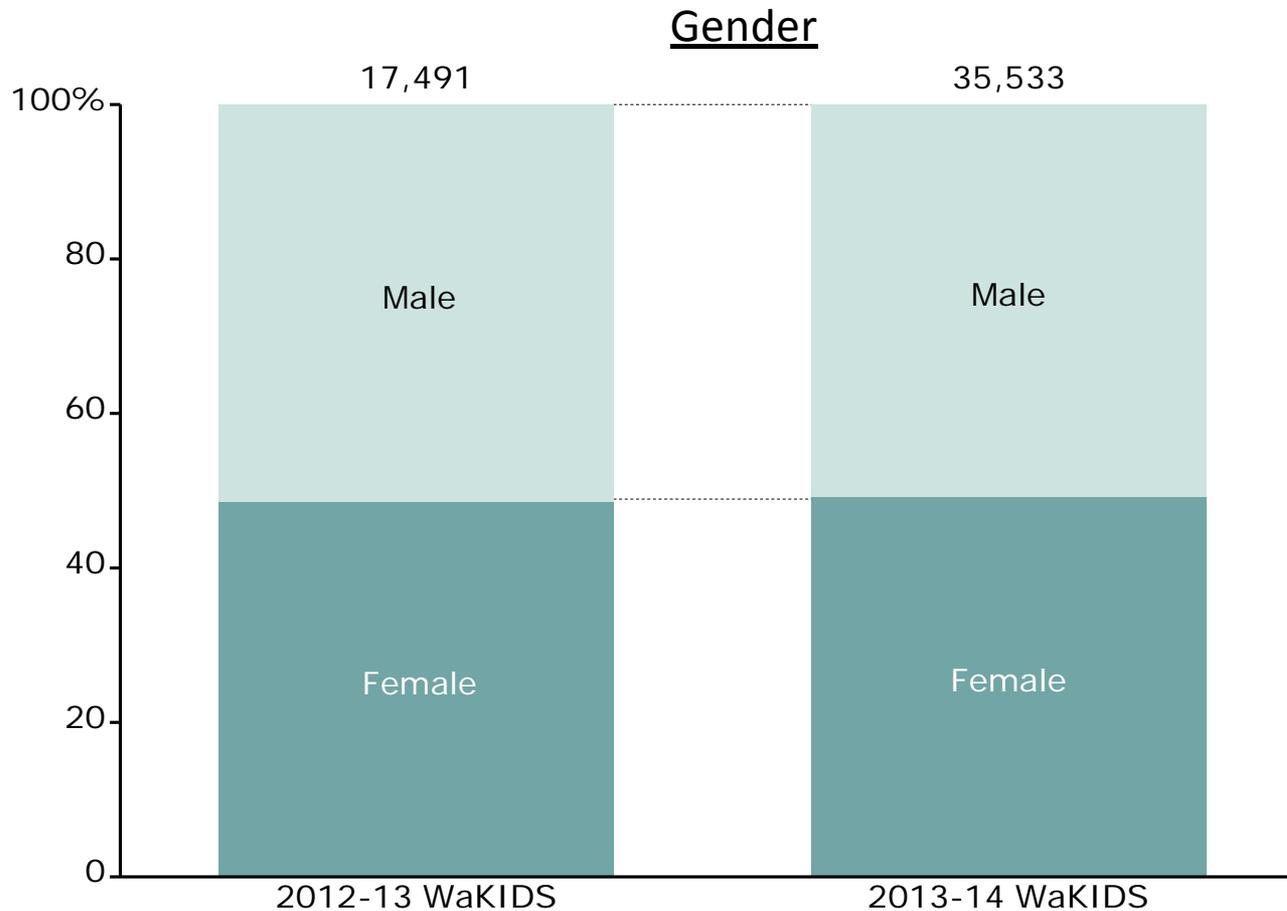
- Description of 2013-14 WaKIDS Participants
- Overview of Kindergarten Readiness 2013-14
- Comparison of 2012-13 and 2013-14 Results
- Analysis of Readiness
- External Research & Implications for WaKIDS
- Appendix

Appendix

- 2012-13 & 2013-14 WaKIDS Gender Representativeness
- 2014 CEDARS & WaKIDS Gender Representativeness
- Kindergarten Readiness by Domain
- Cluster Analyses Methodology
- Comparing ECEAP GOLD and WaKIDS

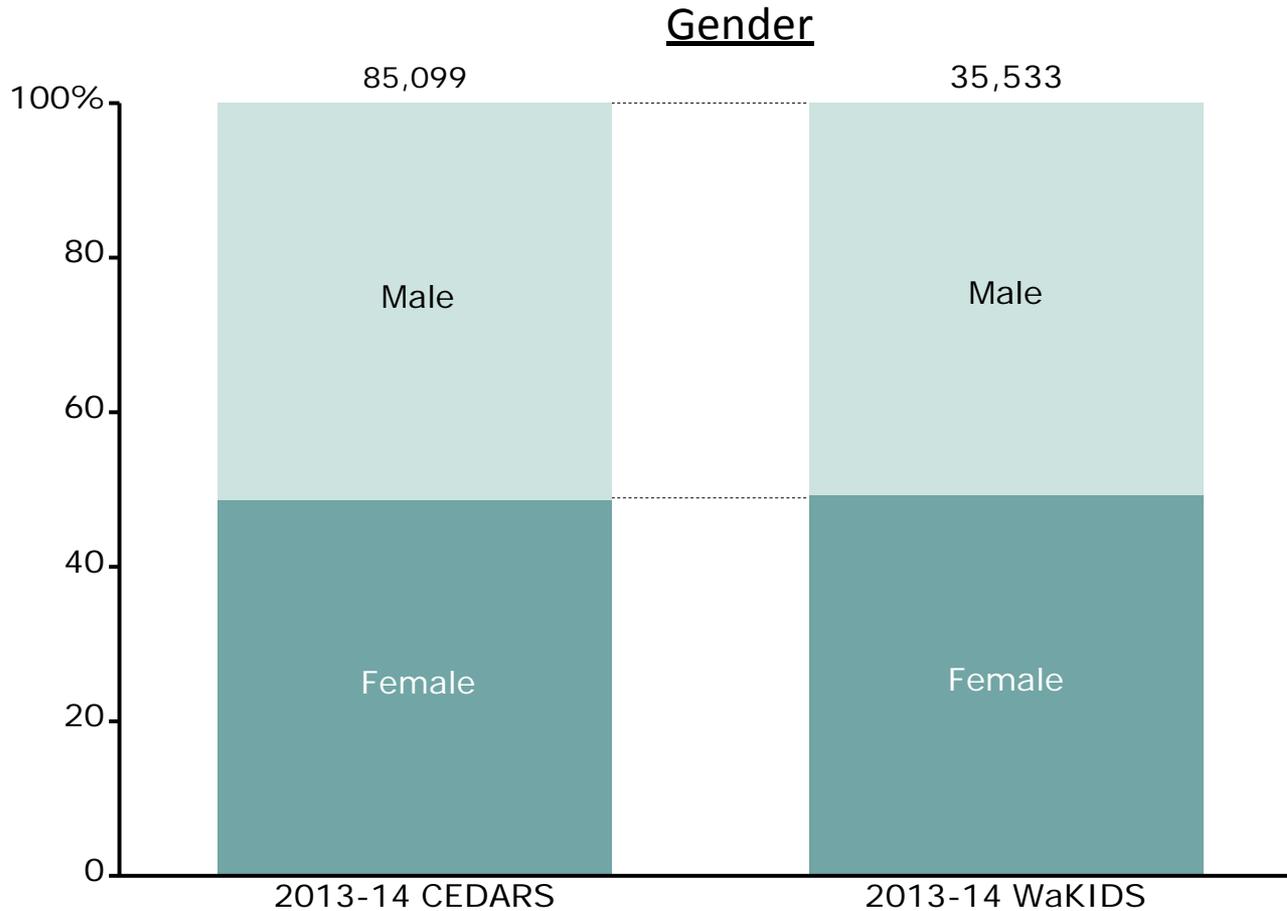
Year Over Year Participation Demographics

The proportion of males and females has not changed compared to the prior year



Demographic Participation Overview

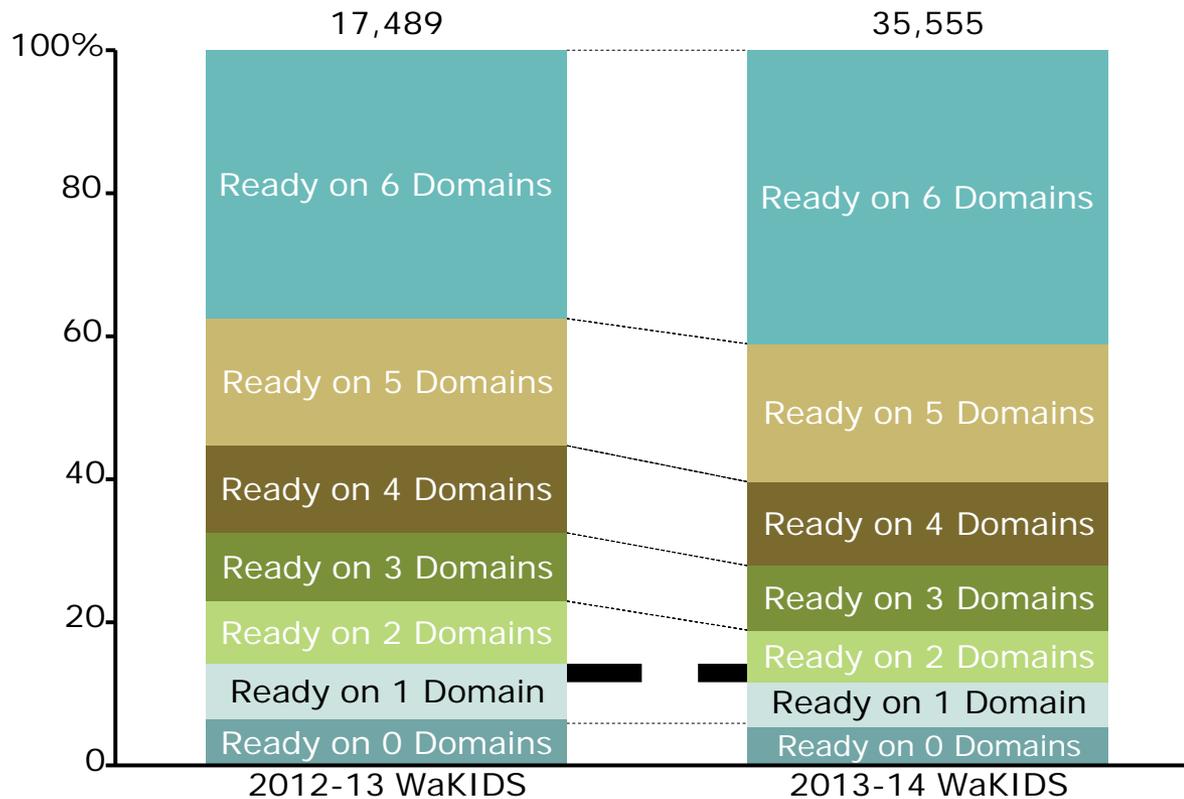
The gender distribution is the same between the two years



Kindergarten Readiness by Domain

In 2013-14, a greater proportion of students were kindergarten ready in all 6 domains than in 2012-13

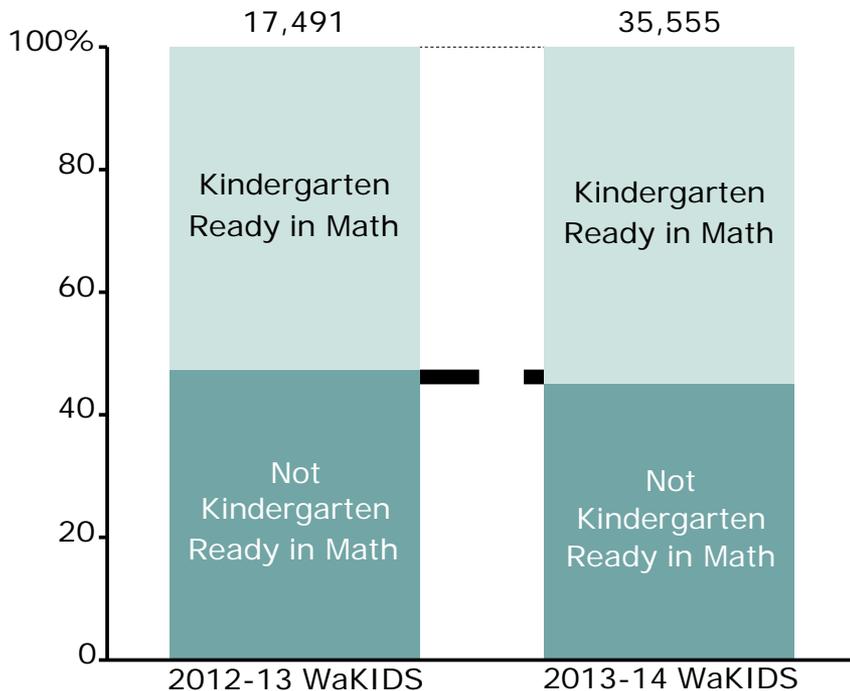
Kindergarten Readiness Across All Domains



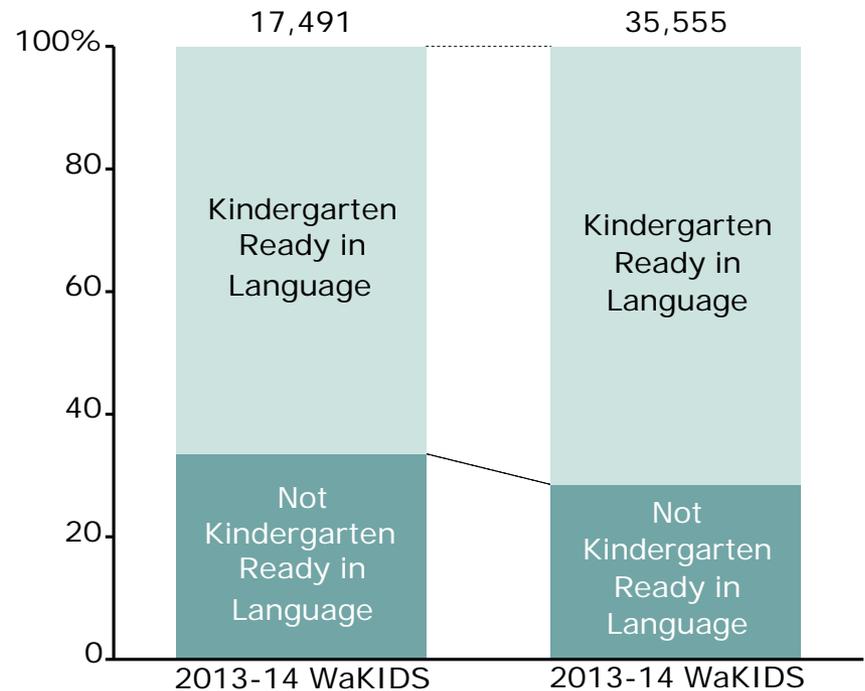
Kindergarten Readiness by Domain

Math and Language, the domains with the smallest proportion of kindergarten ready students, improved in 2013-2014

Kindergarten Readiness in Math Domain



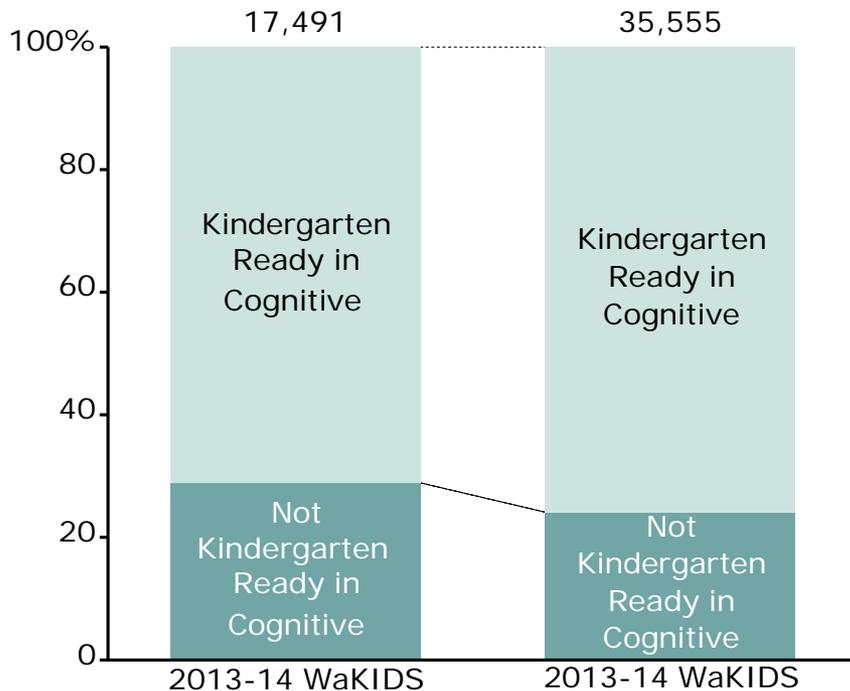
Kindergarten Readiness in Language Domain



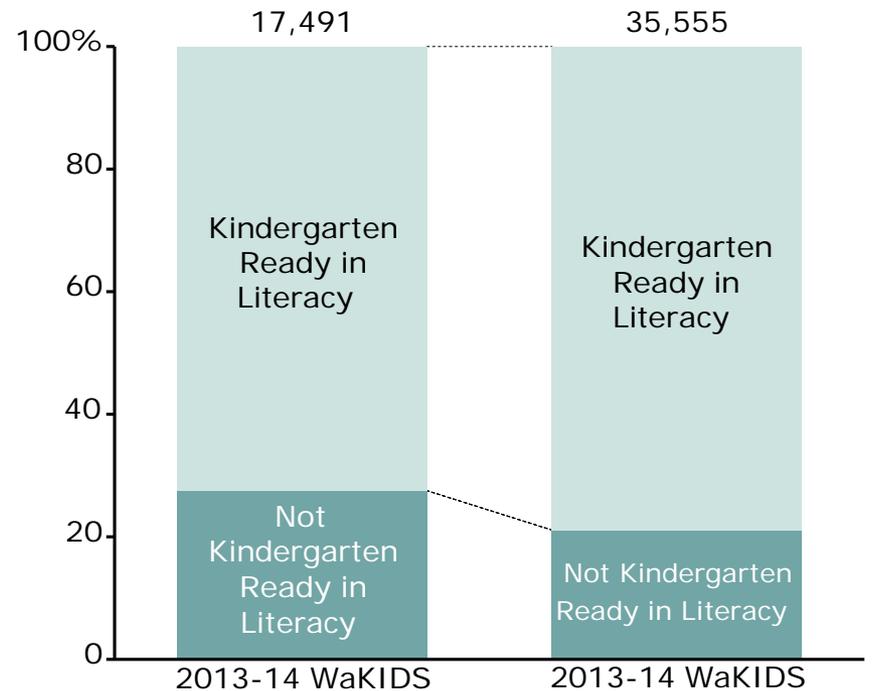
Kindergarten Readiness by Domain

More students were kindergarten ready in the Cognitive and Literacy Domains

Kindergarten Readiness in Cognitive Domain



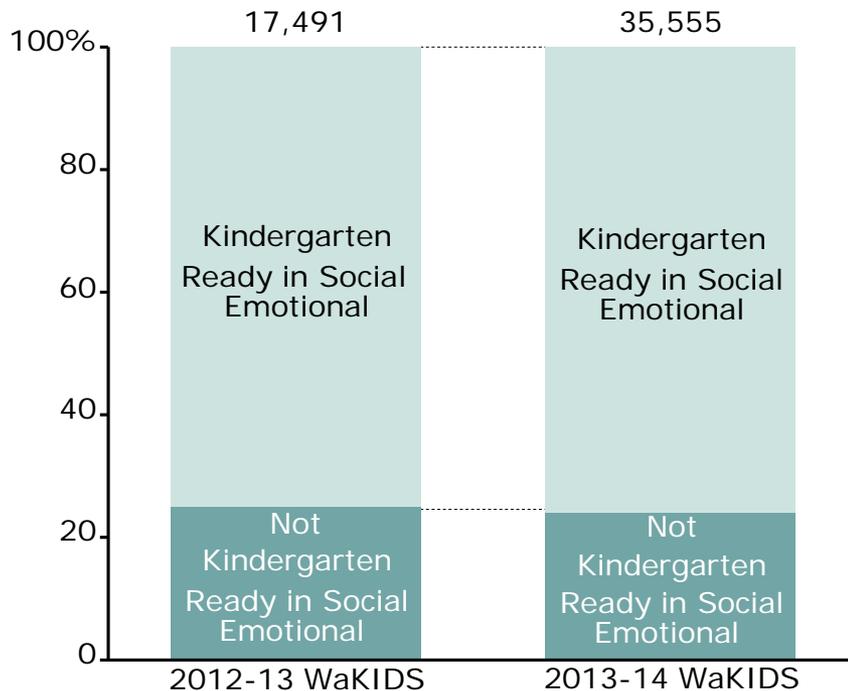
Kindergarten Readiness in Literacy Domain



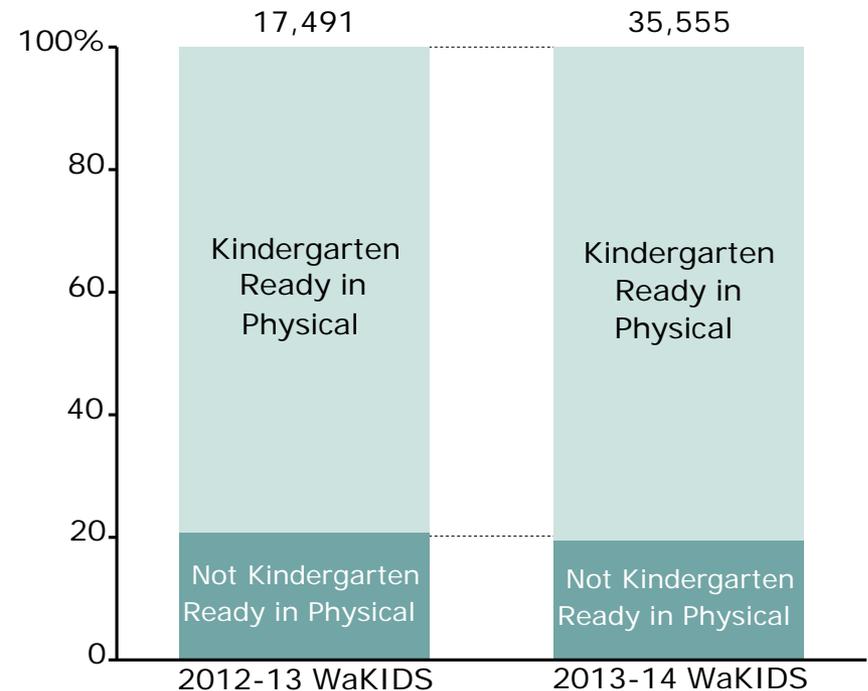
Kindergarten Readiness by Domain

The number of students who are kindergarten ready in the Social Emotional and Physical domains increased

Kindergarten Readiness in Social Emotional Domain



Kindergarten Readiness in Physical Domain



Methodology

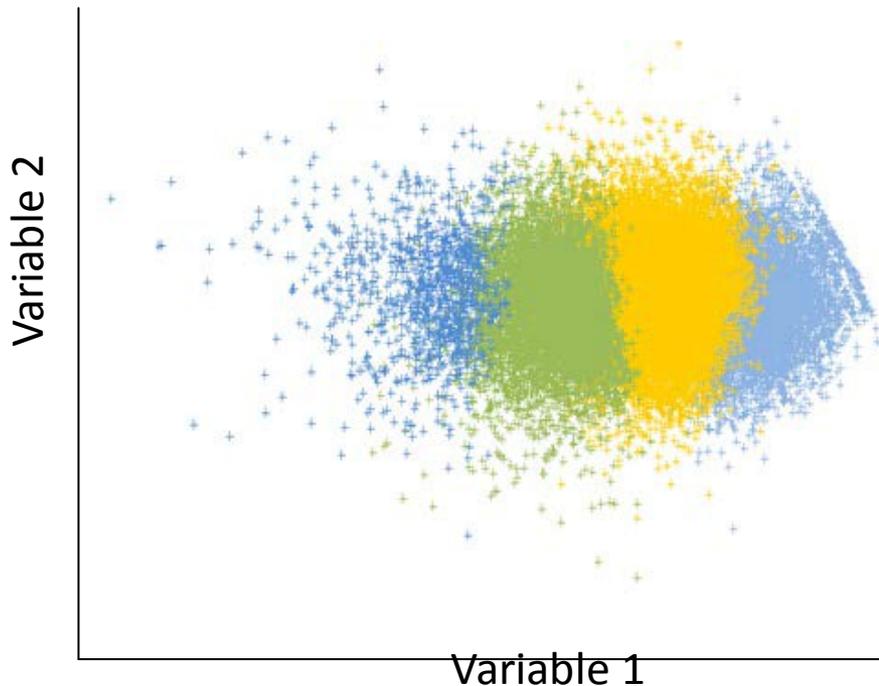
More detail about the Cluster Analyses

- Agglomerative cluster analysis was used to identify salient profiles of kindergarten readiness within the population of Washington kindergarten ($n=35,555$). Ward's minimum variance clustering method was used in this analysis and final taxonomy was chosen using standard decision rules for fusion statistics and R^2 . Ward's method is regarded as being one of the most stable cluster linkage methods as it maximizes between group variance
- Examining the dendrograph (confirming the pseudo f greater than t^2) and plot of within-cluster variance, a four cluster solution was selected as it is at this level that the solution cannot add one more cluster and also significantly decrease the overall within-cluster variance. Examining the error variance plot confirmed that a four cluster solution would be the most conservative taxonomy in which the subsequent cluster linkage did not dramatically reduce the within-cluster variance. This solution contains a small cluster but was replicated in subsamples and so the taxonomy is expected to be generalizable and replicable in other samples
- Cluster analysis creates individual scores that are called profiles. Essentially this is an empirical version of a Q sort, which is manual process for breaking data into piles. Cluster analysis is a data reduction methodology. Items need to be on same metric so equally weighted; standard scores in each domain were converted to deviations from cut scores

Kindergarten Readiness Profiles

Patterns in student scores resulted in clusters of like students

Illustration of Clusters



- Cluster analysis groups students together in a way that minimizes the distance within groups and maximizes the distance between groups
- Because this is an empirical model-based approach, a different sample of students could result in different clusters
- The extent to which findings are replicable in other samples is an indication of the validity of the model
- Additional analysis would be required to solidify the numbers/groups to refine these results and develop intervention strategies
- We ran this on the full data and the reduced sample and found the same profiles emerged, though the proportion of students in each profile changed slightly
- These groups can explain over 2/3 of the variation in the model

Note: 3SI prepared this strategy analysis for discussion purposes only, it is not intended to be exhaustive

Comparing ECEAP GOLD and WaKIDS

The differences in some aspects of the two assessments lead to questions for the next round of analysis

Observed differences

- ECEAP GOLD allows students to be assigned an age band, while WaKIDS assigns students an age band and a kindergarten readiness designation (See slide 46)

- ECEAP GOLD and WaKIDS contain a different number of dimensions in each domain

- ECEAP teachers are expected to have an “Inter-rater Reliability Certification” within six months of beginning the school year*, there is no similar expectation for kindergarten teachers**

Questions

- Are teachers and students being set up for success by comparing age bands from a spring administration to kindergarten readiness from a fall administration?

- Are the reported age bands comparable if they contain a different number of domains?

- Are there differences in student outcomes that are attributable to assessor qualifications?

* <http://www.del.wa.gov/publications/eceap/docs/Using%20TS%20GOLD%20in%20ECEAP%202014-2015.pdf>

**<http://www.k12.wa.us/WaKIDS/Events/>

Comparing ECEAP GOLD and WaKIDS

ECEAP GOLD does not have a cut score like WaKIDS does, raising the question of how comparable the scoring is

ERDC Brief 2014-04

March 2014

DEVELOPMENTAL AREA: MATHEMATICS

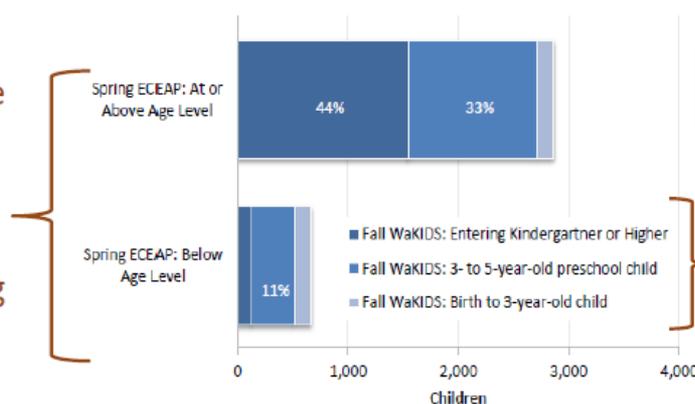
Table 8: Spring 2013 ECEAP GOLD® level and Fall 2013 WaKIDS level: Mathematics

ECEAP GOLD® Level Mathematics	Fall 2013 WaKIDS		
	Entering Kindergarten or Higher	3- to 5-year-old preschool child	Birth to 3-year-old child
Spring 2013 ECEAP: At or Above Age Level	44%	33%	4%
Spring 2013 ECEAP: Below Age Level	4%	11%	4%

Figure 8: Spring 2013 ECEAP GOLD® level and Fall 2013 WaKIDS level: Mathematics

Percentages displayed are percentages of all children.

Student scores are grouped in age bands in the Spring ECEAP Analysis



Student scores are grouped by kindergarten readiness and age in the Fall WaKIDS analysis

- ERDC's analysis compares students' age level proficiency in the spring with their kindergarten readiness in the fall
- The comparison utilizes different benchmarks
- Perhaps a kindergarten ready cut score could be applied to the ECEAP GOLD assessment so that student movement can be tracked

Appendix: County and Zip Codes Tables

Title: Rating Pipeline Stage for Centers and Family Homes By County
Prepared by: 3SI
Data Source: Data Analytics Repository (DAR), MERIT, ELMS, Famlink, SSPS
Data Date: Data as of July 31, 2015

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers					
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2		
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH	CCC
Central Washington																										
Adams	34	2	31	0	1	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chelan	126	10	106	5	5	56	3	53	0	0	12	3	9	0	0	8	2	6	0	0	0	0	0	0	0	0
Douglas	71	1	56	3	11	25	0	25	0	0	7	0	7	0	0	4	0	2	0	2	0	0	0	0	0	0
Ferry	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant	147	11	107	4	25	71	6	57	4	4	14	3	10	0	1	9	2	5	0	2	0	0	0	0	0	0
Kittitas	29	5	10	4	10	7	4	1	1	1	4	4	0	0	0	3	3	0	0	0	0	0	0	0	0	0
Okanogan	45	7	30	5	3	12	3	9	0	0	2	0	2	0	0	2	0	0	0	2	0	0	0	0	0	0
Yakima	359	46	256	20	37	100	15	81	2	2	44	9	33	2	0	39	8	20	1	10	2	2	0	0	0	0

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers				
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2	
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH
Eastern Washington																									
Asotin	10	5	0	5	0	5	1 20%	0	4	0	3	1 20%	0	2	0	1	1 20%	0	0	0	2	2 40%	0	0	0
Benton	135	19	73	10	33	17	10 53%	4	1	2	10	7 37%	2	0	1	5	4 21%	1	0	0	1	0 0%	1	0	0
Columbia	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Franklin	141	11	116	2	12	20	7 64%	11	0	2	9	5 45%	4	0	0	5	3 27%	2	0	0	0	0	0	0	0
Garfield	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	3	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pend Oreille	2	0	1	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	1	1 100%	0	0	0
Spokane	259	111	74	24	50	81	61 55%	8	10	2	64	48 43%	7	7	2	47	37 33%	7	3	0	9	7 29%	2	0	0
Stevens	18	4	8	5	1	6	1 25%	1	4	0	4	1 25%	0	3	0	1	1 25%	0	0	0	3	3 60%	0	0	0
Walla Walla	44	8	26	1	9	16	2 25%	11	1	2	12	2 25%	8	0	2	5	2 25%	3	0	0	1	0 0%	1	0	0
Whitman	21	10	4	0	7	11	8 80%	2	0	1	5	5 50%	0	0	0	4	4 40%	0	0	0	0	0 0%	0	0	0

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers				
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2	
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH
Northwest Washington																									
Island	53	13	15	4	21	9	3	2	0	4	5	2	1	0	2	3	1	1	1	0	1	0	0	0	1
							23%	13%	0%	19%		15%	7%	0%	10%		8%	7%	8%	0%		0%	0%	0%	5%
San Juan	4	3	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
							33%	--	0%	--		0%	--	0%	-		0%	--	0%	--		0%	--	0%	--
Skagit	110	19	71	10	10	34	13	19	0	2	10	8	2	0	0	6	5	0	1	0	0	0	0	0	0
							68%	27%	0%	20%		42%	3%	0%	0%		26%	0%	5%	0%		0%	0%	0%	0%
Snohomish	519	98	213	40	168	50	25	18	5	2	25	13	9	3	0	13	6	3	2	2	2	2	0	0	0
							26%	8%	13%	1%		13%	4%	8%	0%		6%	1%	2%	1%		5%	0%	0%	0%
Whatcom	113	30	49	24	10	34	13	8	12	1	10	5	3	2	0	2	2	0	0	0	2	2	0	0	0
							43%	16%	50%	10%		17%	6%	8%	0%		7%	0%	0%	0%		8%	0%	0%	0%

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers				
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2	
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH
Olympic Peninsula																									
Clallam	54	15	23	9	7	11	6	3	1	1	9	4	3	1	1	6	3	3	0	0	2	1	1	0	0
							40%	13%	11%	14%		27%	13%	11%	14%		20%	13%	0%	0%		11%	14%	0%	0%
Grays Harbor	60	19	26	6	9	14	5	3	3	3	10	5	2	0	3	6	4	2	0	0	2	0	2	0	0
							26%	12%	50%	33%		26%	8%	0%	33%		21%	8%	0%	0%		0%	22%	0%	0%
Jefferson	10	2	5	3	0	2	2	0	0	0	2	2	0	0	0	2	2	0	0	0	0	0	0	0	0
							100%	0%	0%	--		100%	0%	0%	-		100%	0%	0%	0%		0%	--	0%	--
Kitsap	152	37	47	23	45	30	13	5	6	6	19	8	2	5	4	10	5	1	3	1	7	5	2	0	0
							35%	11%	26%	13%		22%	4%	22%	9%		14%	2%	8%	2%		22%	4%	0%	0%
Mason	37	9	21	2	5	12	6	3	2	1	5	3	2	0	0	2	1	0	0	1	0	0	0	0	0
							67%	14%	100%	20%		33%	10%	0%	0%		11%	0%	0%	5%		0%	0%	0%	0%
Thurston	195	51	82	9	53	54	26	18	3	7	40	18	15	0	7	26	14	11	1	0	7	0	7	0	0
							51%	22%	33%	13%		35%	18%	0%	13%		27%	13%	2%	0%		0%	13%	0%	0%

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers				
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2	
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH
Southwest Washington																									
Clark	225	63	86	14	62	82	40 63%	23 27%	7 50%	12 19%	49	29 46%	10 12%	5 36%	5 8%	31	19 30%	4 5%	6 10%	2 2%	7	3 21%	2 3%	0 0%	2 3%
Cowlitz	45	18	16	6	5	21	11 61%	5 31%	5 83%	0 0%	10	4 22%	2 13%	4 67%	0 0%	2	2 11%	0 0%	0 0%	0 0%	4	4 67%	0 0%	0 0%	0 0%
Klickitat	11	0	4	5	2	3	0 --	1 25%	2 40%	0 0%	2	0 --	0 0%	2 40%	0 0%	0	0 --	0 0%	0 --	0 0%	2	2 40%	0 0%	0 0%	0 0%
Lewis	50	18	21	7	4	9	7 39%	2 10%	0 0%	0 0%	2	2 11%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%
Pacific	12	3	4	2	3	3	1 33%	1 25%	1 50%	0 0%	0	0 0%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%
Skamania	6	1	3	1	1	2	1 100%	0 0%	1 100%	0 0%	2	1 100%	0 0%	1 100%	0 0%	1	1 100%	0 0%	0 0%	0 0%	1	1 100%	0 0%	0 0%	0 0%
Wahkiakum	1	0	0	0	1	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 --	0	0 --	0 0%	0 --	0 0%

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers				
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2	
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH
King County																									
King	1,760	276	793	255	436	385	135 49%	140 18%	64 25%	46 11%	261	110 40%	70 9%	49 19%	32 7%	142	81 29%	26 3%	13 5%	22 3%	62	33 13%	18 4%	6 2%	5 1%

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers				
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2	
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH
Pierce County																									
Pierce	538	154	211	52	121	126	58 38%	47 22%	10 19%	11 9%	82	37 24%	28 13%	9 17%	8 7%	59	21 14%	22 10%	10 6%	6 3%	15	6 12%	7 6%	1 2%	1 1%

- Sites that are not participating in EA or Participating in Level 2 Activities but have not been Level 2/3 approved are included in the Number of Providers columns; the sum of Level 2/3 Approved, Ready to Rate and Rated will not total the "Number of Providers because of those missing steps ."
- "Centers" include center-based child care facilities regardless of Early Achievers pathway (i.e. ECEAP, Head Start, and Licensed Child Care Centers).
- "Family Homes" include home-based child care facilities regardless of Early Achievers pathway (i.e. Head Start and Licensed Family Homes). In the data as of July 31st 2015 there are no Family Homes with ECEAP funding.

Title: Rating Pipeline Stage for Centers and Family Homes By County
Prepared by: 3SI
Data Source: Data Analytics Repository (DAR), MERIT, ELMS, Famlink, SSPS
Data Date: Data as of July 31, 2015

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
Central Washington					
Adams	3	3 100%	0 0%	0 0%	0 0%
Chelan	3	3 100%	1 33%	1 33%	0 0%
Douglas	3	3 100%	0 0%	0 0%	0 0%
Ferry	3	3 100%	0 0%	0 0%	0 0%
Grant	6	6 100%	4 67%	3 50%	0 0%
Kittitas	1	1 100%	0 0%	0 0%	0 0%
Okanogan	4	4 100%	0 0%	0 0%	0 0%
Yakima	15	14 93%	9 60%	5 33%	3 20%

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
Eastern Washington					
Asotin	2	2 100%	0 0%	0 0%	0 0%
Benton	13	13 100%	7 54%	6 46%	1 8%
Columbia	1	1 100%	0 0%	0 0%	0 0%
Franklin	7	7 100%	0 0%	0 0%	0 0%
Garfield	0	0 --	0 --	0 --	0 --
Lincoln	2	2 100%	0 0%	0 0%	0 0%
Pend Oreille	3	3 100%	2 67%	1 33%	1 33%
Spokane	25	19 76%	9 36%	6 24%	2 8%
Stevens	6	6 100%	1 17%	1 17%	0 0%
Walla Walla	4	4 100%	3 75%	2 50%	0 0%
Whitman	9	9 100%	4 44%	4 44%	0 0%

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
Northwest Washington					
Island	3	3 100%	0 0%	0 0%	0 0%
San Juan	4	4 100%	3 75%	0 0%	3 75%
Skagit	3	3 100%	0 0%	0 0%	0 0%
Snohomish	25	23 92%	12 48%	9 36%	2 8%
Whatcom	8	7 88%	2 25%	0 0%	1 13%

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
<i>Olympic Peninsula</i>					
Clallam	2	2 100%	0 0%	0 0%	0 0%
Grays Harbor	13	13 100%	0 0%	0 0%	0 0%
Jefferson	0	0 --	0 --	0 --	0 --
Kitsap	14	14 100%	3 21%	3 21%	0 0%
Mason	1	0 0%	0 0%	0 0%	0 0%
Thurston	11	6 55%	6 55%	2 18%	1 9%

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
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Southwest Washington

Clark	30	30 100%	6 20%	1 3%	5 17%
Cowlitz	4	4 100%	3 75%	3 75%	0 0%
Klickitat	2	1 50%	0 0%	0 0%	0 0%
Lewis	7	7 100%	1 14%	0 0%	0 0%
Pacific	6	5 83%	1 17%	1 17%	0 0%
Skamania	0	0 --	0 --	0 --	0 --
Wahkiakum	1	1 100%	1 100%	0 0%	1 100%

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
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Southwest Washington

King	53	51 96%	41 77%	17 32%	8 15%
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	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
Southwest Washington					
Pierce	39	38 97%	34 87%	17 44%	6 15%

- Sites that are not participating in EA or Participating in Level 2 Activities but have not been Level 2/3 approved are included in the Number of Providers columns; the sum of Level 2/3 Approved, Ready to Rate and Rated will not total the "Number of Providers because of those missing steps."
- Active child care sites that are eligible for Early Achievers participation are shown here; active HS/ECEAP site definitions from 2014-15 school year.

Title: Rating Pipeline Stage for Centers and Family Homes By Zip Code
Prepared by: 3SI
Data Source: Data Analytics Repository (DAR), MERIT, ELMS, Famlink, SSPS
Data Date: Data as of July 31, 2015

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers				
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2	
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH
King County	1,760	276	793	255	436	385	135	140	64	46	261	110	70	49	32	142	81	26	13	22	62	33	18	6	5
King																									
98001	30	4	20	0	6	6	1	5	0	0	3	0	3	0	0	1	0	0	0	1	0	0	0	0	0
98002	29	8	15	3	3	8	3	2	3	0	5	2	0	3	0	2	2	0	0	0	3	2	0	1	0
98003	35	12	15	2	6	10	3	4	1	2	4	1	1	1	1	1	0	0	1	0	2	1	0	0	1
98004	42	11	3	18	10	4	2	0	2	0	4	2	0	2	0	2	2	0	0	0	1	0	0	1	0
98005	15	1	2	10	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
98006	30	4	6	3	17	6	2	2	0	2	6	2	2	0	2	4	1	2	1	0	1	0	1	0	0
98007	37	6	10	12	9	14	4	4	3	3	11	4	1	3	3	5	4	0	0	1	4	1	2	0	1
98008	39	4	13	8	14	7	2	2	0	3	6	2	1	0	3	3	2	1	0	0	0	0	0	0	0
98010	3	0	2	0	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0
98011	20	6	1	8	5	8	5	0	1	2	7	4	0	1	2	1	1	0	0	0	2	1	1	0	0
98014	2	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
98019	9	1	3	2	3	2	0	2	0	0	1	0	1	0	0	1	0	1	0	0	0	0	0	0	0
98022	8	1	2	4	1	2	1	0	1	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0
98023	48	4	29	2	13	3	0	2	1	0	3	0	2	1	0	1	0	0	0	1	1	1	0	0	0
98024	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

98027	17	6	3	4	4	2	17%	0%	25%	0%	2	17%	0%	25%	0%	1	0%	0%	17%	0%	1	0%	0%	25%	0%
98028	15	2	3	5	5	2	50%	0%	20%	0%	2	50%	0%	20%	0%	1	50%	0%	0%	0%	1	20%	0%	0%	0%
98029	22	5	0	6	11	6	40%	--	33%	18%	4	40%	--	33%	0%	1	20%	--	0%	--	2	33%	0%	0%	0%
98030	51	3	40	1	7	13	33%	30%	0%	0%	9	33%	20%	0%	0%	8	33%	10%	0%	8%	0	0%	0%	0%	0%
98031	69	5	48	0	16	12	60%	19%	--	0%	5	40%	6%	--	0%	4	20%	4%	20%	0%	0	0%	0%	0%	0%
98032	29	5	18	2	4	5	20%	17%	50%	0%	3	20%	11%	0%	0%	3	20%	6%	0%	6%	0	0%	0%	0%	0%
98033	28	3	11	7	7	8	33%	27%	57%	0%	4	33%	18%	14%	0%	2	0%	9%	33%	0%	1	14%	0%	0%	0%
98034	45	9	14	3	19	11	44%	14%	33%	21%	10	44%	14%	33%	16%	4	22%	0%	22%	0%	3	0%	3%	0%	0%
98038	16	2	5	3	6	4	100%	0%	67%	0%	3	100%	0%	33%	0%	2	100%	0%	0%	0%	1	33%	0%	0%	0%
98039	1	0	0	1	0	0	--	--	0%	--	0	--	--	0%	--	0	--	--	--	--	0	0%	--	0%	--
98040	8	1	0	6	1	1	0%	--	17%	0%	1	0%	--	17%	0%	0	0%	--	0%	--	1	17%	0%	0%	0%
98042	32	3	21	2	6	4	67%	5%	50%	0%	2	33%	0%	50%	0%	0	0%	0%	0%	0%	0	0%	0%	0%	0%
98045	11	2	2	4	3	2	50%	0%	0%	33%	2	50%	0%	0%	33%	1	50%	0%	0%	0%	1	0%	33%	0%	0%
98047	10	0	9	0	1	2	--	22%	--	0%	1	--	11%	--	0%	1	--	0%	--	11%	0	--	0%	--	0%
98052	54	7	8	10	29	10	43%	13%	20%	14%	8	14%	13%	20%	14%	2	14%	0%	0%	13%	5	10%	10%	0%	3%
98053	12	0	1	6	5	3	--	0%	50%	0%	2	--	0%	33%	0%	0	--	0%	--	0%	2	33%	0%	0%	0%
98055	21	4	15	0	2	5	50%	20%	--	0%	4	25%	20%	--	0%	4	25%	13%	0%	7%	0	--	0%	--	0%
98056	16	1	9	0	6	2	100%	0%	--	17%	0	0%	0%	--	0%	0	0%	0%	0%	0%	0	--	0%	--	0%
98057	7	3	1	2	1	5	33%	100%	100%	100%	2	33%	0%	50%	0%	1	33%	0%	0%	0%	1	0%	0%	50%	0%
98058	28	5	12	1	10	6	20%	17%	100%	20%	5	0%	17%	100%	20%	0	0%	0%	0%	0%	2	100%	0%	0%	10%
98059	23	5	6	1	11	4	80%	0%	0%	0%	3	60%	0%	0%	0%	2	20%	0%	20%	0%	0	0%	0%	0%	0%
98065	11	4	1	2	4	3	75%	0%	0%	0%	3	75%	0%	0%	0%	3	75%	0%	0%	0%	0	0%	0%	0%	0%
98070	4	0	2	1	1	2	--	100%	0%	0%	0	--	0%	0%	0%	0	--	0%	--	0%	0	0%	0%	0%	0%

98072	10	3	2	2	3	4	2 67%	0 0%	1 50%	1 33%	3	1 33%	0 0%	1 50%	1 33%	1	0 0%	0 0%	1 33%	0 0%	2	0 0%	1 33%	1 50%	0 0%
98074	15	2	0	3	10	3	1 50%	0 --	0 0%	2 20%	1	0 0%	0 --	0 0%	1 10%	0	0 0%	0 --	0 0%	0 --	1	0 0%	1 10%	0 0%	0 0%
98075	7	0	0	2	5	2	0 --	0 --	1 50%	1 20%	2	0 --	0 --	1 50%	1 20%	0	0 --	0 --	0 --	0 --	1	1 50%	0 0%	0 0%	0 0%
98077	5	0	1	0	4	0	0 --	0 0%	0 --	0 0%	0	0 --	0 0%	0 --	0 0%	0	0 --	0 0%	0 --	0 0%	0	0 --	0 0%	0 --	0 0%
98092	27	3	16	3	5	6	2 67%	2 13%	2 67%	0 0%	5	2 67%	1 6%	2 67%	0 0%	2	1 33%	1 6%	0 0%	0 0%	2	2 67%	0 0%	0 0%	0 0%
98101	7	4	0	3	0	4	3 75%	0 --	1 33%	0 --	3	2 50%	0 --	1 33%	0 --	2	2 50%	0 --	0 0%	0 --	1	1 33%	0 --	0 0%	0 --
98102	3	0	0	3	0	0	0 --	0 --	0 0%	0 --	0	0 --	0 --	0 0%	0 --	0	0 --	0 --	0 --	0 --	0	0 0%	0 --	0 0%	0 --
98103	19	6	3	6	4	7	5 83%	0 0%	2 33%	0 0%	7	5 83%	0 0%	2 33%	0 0%	4	4 67%	0 0%	0 0%	0 0%	2	2 33%	0 0%	0 0%	0 0%
98104	15	3	8	4	0	4	2 67%	1 13%	1 25%	0 --	2	2 67%	0 0%	0 0%	0 --	2	2 67%	0 0%	0 0%	0 0%	0	0 0%	0 --	0 0%	0 --
98105	15	6	1	8	0	6	6 100%	0 0%	0 0%	0 --	6	6 100%	0 0%	0 0%	0 --	6	6 100%	0 0%	0 0%	0 0%	0	0 0%	0 --	0 0%	0 --
98106	34	9	19	1	5	12	5 56%	5 26%	0 0%	2 40%	8	5 56%	1 5%	0 0%	2 40%	4	4 44%	0 0%	0 0%	0 0%	1	0 0%	0 0%	0 0%	1 20%
98107	11	4	0	2	5	1	1 25%	0 --	0 0%	0 0%	0	0 0%	0 --	0 0%	0 0%	0	0 0%	0 --	0 0%	0 --	0	0 0%	0 0%	0 0%	0 0%
98108	72	3	65	1	3	11	3 100%	8 12%	0 0%	0 0%	8	3 100%	5 8%	0 0%	0 0%	6	3 33%	5 8%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%
98109	7	2	0	4	1	3	1 50%	0 --	2 50%	0 0%	2	1 50%	0 --	1 25%	0 0%	1	1 50%	0 --	0 0%	0 --	1	1 25%	0 0%	0 0%	0 0%
98111	1	0	0	1	0	0	0 --	0 --	0 0%	0 --	0	0 --	0 --	0 0%	0 --	0	0 --	0 --	0 --	0 --	0	0 0%	0 --	0 0%	0 --
98112	13	3	3	4	3	4	1 33%	1 33%	1 25%	1 33%	3	1 33%	1 33%	1 25%	0 0%	1	1 33%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%
98115	25	6	1	10	8	6	2 33%	0 0%	4 40%	0 0%	4	1 17%	0 0%	3 30%	0 0%	0	0 0%	0 0%	0 0%	0 0%	3	2 20%	0 0%	1 10%	0 0%
98116	11	2	2	1	6	2	1 50%	0 0%	0 0%	1 17%	1	1 50%	0 0%	0 0%	0 0%	1	1 50%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%
98117	27	4	4	4	15	6	1 25%	1 25%	2 50%	2 13%	5	1 25%	1 25%	2 50%	1 7%	2	0 0%	1 25%	1 25%	0 0%	0	0 0%	0 0%	0 0%	0 0%
98118	91	14	62	8	7	19	7 50%	10 16%	1 13%	1 14%	11	4 29%	6 10%	1 13%	0 0%	9	4 29%	1 2%	0 0%	4 6%	1	1 13%	0 0%	0 0%	0 0%
98119	7	4	0	3	0	3	2 50%	0 --	1 33%	0 --	2	2 50%	0 --	0 0%	0 --	2	2 50%	0 --	0 0%	0 --	0	0 0%	0 --	0 0%	0 --
98121	1	0	0	1	0	0	0 --	0 --	0 0%	0 --	0	0 --	0 --	0 0%	0 --	0	0 --	0 --	0 --	0 --	0	0 0%	0 --	0 0%	0 --
98122	29	8	12	5	4	11	4 50%	3 25%	3 60%	1 25%	6	3 38%	1 8%	2 40%	0 0%	1	1 13%	0 0%	0 0%	0 0%	2	2 40%	0 0%	0 0%	0 0%

98125	56	5	31	5	15	8	1 20%	6 19%	0 0%	1 7%	2	1 20%	0 0%	0 0%	1 7%	1	1 20%	0 0%	0 0%	0 0%	1	0 0%	1 7%	0 0%	0 0%
98126	49	4	28	5	12	3	2 50%	1 4%	0 0%	0 0%	2	2 50%	0 0%	0 0%	0 0%	2	1 25%	0 0%	1 25%	0 0%	0	0 0%	0 0%	0 0%	0 0%
98133	48	7	17	9	15	10	4 57%	3 18%	2 22%	1 7%	7	4 57%	1 6%	2 22%	0 0%	5	3 43%	0 0%	1 14%	1 6%	1	1 11%	0 0%	0 0%	0 0%
98134	2	1	0	1	0	2	1 100%	0 --	1 100%	0 --	1	1 100%	0 --	0 0%	0 --	1	1 100%	0 --	0 0%	0 --	0	0 0%	0 --	0 0%	0 --
98136	8	2	0	1	5	1	1 50%	0 --	0 0%	0 0%	1	1 50%	0 --	0 0%	0 0%	1	1 50%	0 --	0 0%	0 --	0	0 0%	0 0%	0 0%	0 0%
98144	24	6	12	3	3	7	2 33%	3 25%	1 33%	1 33%	6	2 33%	2 17%	1 33%	1 33%	3	2 33%	1 8%	0 0%	0 0%	2	1 33%	1 33%	0 0%	0 0%
98146	32	2	20	5	5	8	2 100%	3 15%	2 40%	1 20%	4	2 100%	1 5%	1 20%	0 0%	1	1 50%	0 0%	0 0%	0 0%	1	1 20%	0 0%	0 0%	0 0%
98148	9	4	4	0	1	4	2 50%	2 50%	0 --	0 0%	3	2 50%	1 25%	0 --	0 0%	3	2 50%	1 25%	0 0%	0 0%	0	0 --	0 0%	0 --	0 0%
98155	39	4	18	2	15	7	3 75%	2 11%	0 0%	2 13%	7	3 75%	2 11%	0 0%	2 13%	5	2 50%	0 0%	1 25%	2 11%	2	0 0%	2 13%	0 0%	0 0%
98166	14	2	6	3	3	4	1 50%	1 17%	2 67%	0 0%	3	1 50%	1 17%	1 33%	0 0%	1	0 0%	0 0%	0 0%	1 17%	1	1 33%	0 0%	0 0%	0 0%
98168	54	4	40	2	8	9	1 25%	8 20%	0 0%	0 0%	3	0 0%	3 8%	0 0%	0 0%	1	0 0%	1 3%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%
98177	8	2	4	0	2	2	1 50%	1 25%	0 --	0 0%	1	1 50%	0 0%	0 --	0 0%	1	1 50%	0 0%	0 0%	0 0%	0	0 --	0 0%	0 --	0 0%
98178	21	1	18	0	2	5	0 0%	5 28%	0 --	0 0%	2	0 0%	2 11%	0 --	0 0%	0	0 0%	0 0%	0 0%	0 0%	0	0 --	0 0%	0 --	0 0%
98188	27	3	24	0	0	8	3 100%	5 21%	0 --	0 --	4	2 67%	2 8%	0 --	0 --	3	2 67%	0 0%	0 0%	1 4%	0	0 --	0 --	0 --	0 --
98195	0	0	0	0	0	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --
98198	27	3	19	1	4	6	2 67%	4 21%	0 0%	0 0%	5	2 67%	3 16%	0 0%	0 0%	5	2 67%	0 0%	0 0%	3 16%	0	0 0%	0 0%	0 0%	0 0%
98199	10	3	1	0	6	4	3 100%	0 0%	0 --	1 17%	4	3 100%	0 0%	0 --	1 17%	3	3 100%	0 0%	0 0%	0 0%	1	0 --	1 17%	0 --	0 0%
98288	0	0	0	0	0	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --
98354	1	0	0	0	1	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 --	0	0 --	0 0%	0 --	0 0%
98424	1	0	0	0	1	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 --	0	0 --	0 0%	0 --	0 0%

	Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers				
	Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2	
		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH
Pierce County																									
Pierce	538	154	211	52	121	126	58 38%	47 22%	10 19%	11 9%	82	37 24%	28 13%	9 17%	8 7%	59	21 14%	22 10%	10 6%	6 3%	15	6 12%	7 6%	1 2%	1 1%
98304	1	0	0	0	1	1	0 --	0 --	0 --	1 100%	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 --	0	0 --	0 0%	0 --	0 0%
98321	13	2	7	1	3	0	0 0%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 0%	0 0%	0	0 0%	0 0%	0 --	0 0%
98327	7	1	2	1	3	1	0 0%	0 0%	1 100%	0 0%	1	0 0%	0 0%	1 100%	0 0%	0	0 0%	0 0%	0 0%	0 0%	1	1 100%	0 0%	0 --	0 0%
98328	4	1	3	0	0	1	1 100%	0 0%	0 --	0 --	1	1 100%	0 0%	0 --	0 --	1	1 100%	0 0%	0 0%	0 0%	0	0 --	0 --	0 --	0 --
98329	3	0	0	0	3	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 --	0	0 --	0 0%	0 --	0 0%
98332	8	4	3	1	0	4	3 75%	1 33%	0 0%	0 --	3	2 50%	1 33%	0 0%	0 --	2	1 25%	1 33%	0 0%	0 0%	0	0 0%	0 --	0 --	0 --
98333	1	0	0	0	1	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 0%	0	0 --	0 --	0 --	0 --	0	0 --	0 0%	0 --	0 0%
98335	14	6	0	3	5	2	1 17%	0 --	1 33%	0 0%	1	1 17%	0 --	0 0%	0 0%	1	1 17%	0 --	0 0%	0 --	0	0 0%	0 0%	0 --	0 0%
98338	14	3	8	0	3	4	2 67%	1 13%	0 --	1 33%	3	1 33%	1 13%	0 --	1 33%	2	0 0%	1 13%	1 33%	0 0%	1	0 --	1 33%	0 --	0 0%
98349	0	0	0	0	0	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --	0	0 --	0 --	0 --	0 --
98354	6	3	0	0	3	1	1 33%	0 --	0 --	0 0%	0	0 0%	0 --	0 --	0 0%	0	0 0%	0 --	0 0%	0 --	0	0 --	0 0%	0 --	0 0%
98360	9	2	4	0	3	0	0 0%	0 0%	0 --	0 0%	0	0 0%	0 0%	0 --	0 0%	0	0 0%	0 0%	0 0%	0 0%	0	0 --	0 0%	0 --	0 0%
98371	10	3	5	0	2	5	3 100%	2 40%	0 --	0 0%	3	2 67%	1 20%	0 --	0 0%	3	2 67%	0 0%	0 0%	1 20%	0	0 --	0 0%	0 --	0 0%
98372	7	2	2	1	2	3	2 100%	0 0%	1 100%	0 0%	2	1 50%	0 0%	1 100%	0 0%	1	0 0%	0 0%	1 50%	0 0%	1	0 0%	0 0%	1 --	0 0%
98373	14	2	7	0	5	3	0 0%	2 29%	0 --	1 20%	2	0 0%	1 14%	0 --	1 20%	1	0 0%	1 14%	0 0%	0 0%	1	0 --	1 20%	0 --	0 0%
98374	24	10	5	0	9	7	4 40%	1 20%	0 --	2 22%	4	1 10%	1 20%	0 --	2 22%	2	1 10%	1 20%	0 0%	0 0%	2	0 --	1 11%	0 --	1 11%
98375	18	4	7	0	7	5	2 50%	2 29%	0 --	1 14%	3	1 25%	1 14%	0 --	1 14%	1	0 0%	0 0%	0 0%	1 14%	1	0 --	1 14%	0 --	0 0%
98387	49	8	28	2	11	14	5 63%	7 25%	2 100%	0 0%	9	2 25%	5 18%	2 100%	0 0%	5	0 0%	4 14%	0 0%	1 4%	0	0 0%	0 0%	0 --	0 0%

98388	5	1	3	0	1	4	100%	100%	--	0%	3	100%	67%	--	0%	3	100%	67%	0%	0%	0	--	0%	0%	0%
98390	10	4	1	4	1	3	50%	0%	25%	0%	1	0%	0%	25%	0%	0	0%	0%	0%	0%	1	25%	0%	--	0%
98391	26	6	9	2	9	4	17%	11%	0%	22%	2	17%	0%	0%	11%	1	0%	0%	17%	0%	1	0%	11%	--	0%
98394	2	0	1	0	1	0	--	0%	--	0%	0	--	0%	--	0%	0	--	0%	--	0%	0	--	0%	--	0%
98396	1	0	1	0	0	0	--	0%	--	--	0	--	0%	--	--	0	--	0%	--	0%	0	--	--	--	--
98402	2	0	1	1	0	0	--	0%	0%	--	0	--	0%	0%	--	0	--	0%	--	0%	0	0%	--	--	--
98403	4	0	0	1	3	0	--	--	0%	0%	0	--	--	0%	0%	0	--	--	--	0%	0	0%	0%	--	0%
98404	23	8	10	4	1	3	13%	20%	0%	0%	1	13%	0%	0%	0%	1	0%	0%	13%	0%	0	0%	0%	--	0%
98405	25	10	3	7	5	3	20%	0%	0%	20%	2	10%	0%	0%	20%	1	0%	0%	10%	0%	1	0%	20%	--	0%
98406	9	1	3	1	4	0	0%	0%	0%	0%	0	0%	0%	0%	0%	0	0%	0%	0%	0%	0	0%	0%	--	0%
98407	18	5	4	3	6	2	40%	0%	0%	0%	2	40%	0%	0%	0%	2	40%	0%	0%	0%	0	0%	0%	--	0%
98408	24	5	17	2	0	3	0%	18%	0%	--	2	0%	12%	0%	--	2	0%	12%	0%	0%	0	0%	--	--	--
98409	19	8	6	5	0	9	63%	67%	0%	--	4	25%	33%	0%	--	4	13%	17%	13%	17%	0	0%	--	--	--
98418	15	0	11	3	1	3	--	27%	0%	0%	2	--	18%	0%	0%	2	--	18%	--	0%	0	0%	0%	--	0%
98422	9	2	3	0	4	3	100%	33%	--	0%	2	100%	0%	--	0%	2	50%	0%	50%	0%	0	--	0%	--	0%
98424	4	2	1	0	1	0	0%	0%	--	0%	0	0%	0%	--	0%	0	0%	0%	0%	0%	0	--	0%	--	0%
98433	11	7	0	3	1	1	0%	--	33%	0%	1	0%	--	33%	0%	0	0%	--	0%	--	1	33%	0%	--	0%
98438	1	1	0	0	0	0	0%	--	--	--	0	0%	--	--	--	0	0%	--	0%	--	0	--	--	--	--
98443	4	0	4	0	0	1	--	25%	--	--	0	--	0%	--	--	0	--	0%	--	0%	0	--	--	--	--
98444	20	8	10	1	1	6	38%	30%	0%	0%	3	25%	10%	0%	0%	3	25%	0%	0%	10%	0	0%	--	0%	
98445	16	2	13	0	1	3	50%	15%	--	0%	3	50%	15%	--	0%	3	50%	15%	0%	0%	0	--	0%	--	0%
98446	9	2	3	0	4	3	50%	33%	--	25%	3	50%	33%	--	25%	2	50%	33%	0%	0%	1	--	25%	--	0%
98465	8	4	2	1	1	0	0%	0%	0%	0%	0	0%	0%	0%	0%	0	0%	0%	0%	0%	0	0%	0%	--	0%

98466	21	4	8	2	7	4	2	1	0	1	3	2	1	0	0	3	1	1	1	0	0	0	0	0	0	0	0
						50%	13%	0%	14%		50%	13%	0%	0%		25%	13%	25%	0%		0%	0%	0%	--	0%		
98467	6	1	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						0%	0%	--	0%		0%	0%	--	0%		0%	0%	0%	0%		0%	0%	0%	--	0%		
98498	18	7	5	2	4	9	3	4	2	0	6	2	2	2	0	3	1	1	0	1	2	2	0	0	0	0	0
						43%	80%	100%	0%		29%	40%	100%	0%		14%	20%	0%	20%		100%	0%	--	0%			
98499	21	12	7	1	1	8	5	2	1	0	7	4	2	1	0	6	3	2	1	0	1	1	0	0	0	0	0
						42%	29%	100%	0%		33%	29%	100%	0%		25%	29%	8%	0%		100%	0%	--	0%			
98580	5	3	2	0	0	3	3	0	0	0	3	3	0	0	0	2	1	0	1	0	0	0	0	0	0	0	0
						100%	0%	--	--		100%	0%	--	--		33%	0%	33%	0%		--	--	--	--	--		

Number of Providers					Level 2/3 Approved					Ready to Rate					Rated Subsidy Providers					Rated Not State Funded Providers						
Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Subsidy		Not State Funded		Total	Achieved Required Rating		Did Not Achieve Required		Total	Rated Level 3 or Above		Rated Level 2			
	CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH		CCC	FH	CCC	FH	CCC	FH

Snohomish County																										
Snohomish	519	98	213	40	168	50	25	18	5	2	25	13	9	3	0	13	6	3	2	2	2	2	2	0	0	0
						26%	8%	13%	1%		13%	4%	8%	0%		6%	1%	2%	1%		5%	0%	0%	0%		
98012	27	5	6	2	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
98020	9	3	1	2	3	1	1	0	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0
						33%	0%	0%	0%	0%	33%	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
98021	22	3	7	3	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
98026	28	8	6	3	11	6	5	0	1	0	2	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0
						63%	0%	33%	0%		25%	0%	0%	0%		13%	0%	0%	0%		0%	0%	0%	0%	0%	0%
98036	42	12	14	5	11	6	3	3	0	0	3	1	2	0	0	1	0	1	0	0	0	0	0	0	0	0
						25%	21%	0%	0%		8%	14%	0%	0%		0%	7%	0%	0%		0%	0%	0%	0%	0%	0%
98037	33	6	18	3	6	3	2	1	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0
						33%	6%	0%	0%		17%	0%	0%	0%		17%	0%	0%	0%		0%	0%	0%	0%	0%	0%
98043	14	1	7	0	6	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						100%	0%	--	0%		0%	0%	--	0%		0%	0%	0%	0%		0%	--	0%	--	0%	0%
98072	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						--	--	--	0%		--	--	--	0%		--	--	--	--		0%	--	--	--	0%	0%
98087	15	3	6	1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%	0%	0%
98201	13	4	5	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%		0%	0%	0%	0%	0%	0%
98203	29	5	17	2	5	7	2	5	0	0	2	0	2	0	0	1	0	1	0	0	0	0	0	0	0	0
						40%	29%	0%	0%		0%	12%	0%	0%		0%	6%	0%	0%		0%	0%	0%	0%	0%	0%

Title: Rating Pipeline Stage for Centers and Family Homes By Zipcode
Prepared by: 3SI
Data Source: Data Analytics Repository (DAR), MERIT, ELMS, Famlink, SSPS
Data Date: Data as of July 31, 2015

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
King County					
King	53	51 96%	41 77%	17 32%	8 15%
98001	1	1 100%	1 100%	1 100%	0 0%
98002	4	3 75%	2 50%	0 0%	1 25%
98003	0	0 --	0 --	0 --	0 --
98004	0	0 --	0 --	0 --	0 --
98005	0	0 --	0 --	0 --	0 --
98006	0	0 --	0 --	0 --	0 --
98007	1	1 100%	1 100%	0 0%	0 0%
98008	0	0 --	0 --	0 --	0 --
98010	0	0 --	0 --	0 --	0 --
98011	0	0 --	0 --	0 --	0 --
98014	1	1 100%	1 100%	1 100%	0 0%
98019	0	0 --	0 --	0 --	0 --
98022	1	1 100%	1 100%	1 100%	0 0%
98023	3	3 100%	3 100%	2 67%	0 0%
98024	0	0 --	0 --	0 --	0 --

98027	0	0 --	0 --	0 --	0 --
98028	0	0 --	0 --	0 --	0 --
98029	0	0 --	0 --	0 --	0 --
98030	1	1 100%	1 100%	1 100%	0 0%
98031	2	2 100%	2 100%	2 100%	0 0%
98032	3	3 100%	3 100%	2 67%	0 0%
98033	0	0 --	0 --	0 --	0 --
98034	0	0 --	0 --	0 --	0 --
98038	1	1 100%	1 100%	0 0%	0 0%
98039	0	0 --	0 --	0 --	0 --
98040	0	0 --	0 --	0 --	0 --
98042	1	1 100%	1 100%	0 0%	0 0%
98045	1	1 100%	1 100%	1 100%	0 0%
98047	1	1 100%	0 0%	0 0%	0 0%
98052	0	0 --	0 --	0 --	0 --
98053	0	0 --	0 --	0 --	0 --
98055	0	0 --	0 --	0 --	0 --
98056	1	1 100%	1 100%	0 0%	0 0%
98057	0	0 --	0 --	0 --	0 --
98058	0	0 --	0 --	0 --	0 --
98059	0	0 --	0 --	0 --	0 --
98065	0	0 --	0 --	0 --	0 --
98070	1	1 100%	1 100%	0 0%	0 0%

98072	0	0 --	0 --	0 --	0 --
98074	0	0 --	0 --	0 --	0 --
98075	0	0 --	0 --	0 --	0 --
98077	0	0 --	0 --	0 --	0 --
98092	0	0 --	0 --	0 --	0 --
98101	0	0 --	0 --	0 --	0 --
98102	0	0 --	0 --	0 --	0 --
98103	0	0 --	0 --	0 --	0 --
98104	1	1 100%	0 0%	0 0%	0 0%
98105	0	0 --	0 --	0 --	0 --
98106	2	2 100%	1 50%	1 50%	0 0%
98107	0	0 --	0 --	0 --	0 --
98108	4	4 100%	2 50%	1 25%	1 25%
98109	0	0 --	0 --	0 --	0 --
98111	0	0 --	0 --	0 --	0 --
98112	1	1 100%	1 100%	0 0%	1 100%
98115	0	0 --	0 --	0 --	0 --
98116	0	0 --	0 --	0 --	0 --
98117	0	0 --	0 --	0 --	0 --
98118	7	6 86%	4 57%	0 0%	1 14%
98119	0	0 --	0 --	0 --	0 --
98121	0	0 --	0 --	0 --	0 --
98122	1	1 100%	1 100%	0 0%	1 100%

98125	0	0 --	0 --	0 --	0 --
98126	1	1 100%	0 0%	0 0%	0 0%
98133	1	1 100%	1 100%	0 0%	1 100%
98134	0	0 --	0 --	0 --	0 --
98136	0	0 --	0 --	0 --	0 --
98144	2	2 100%	2 100%	0 0%	1 50%
98146	0	0 --	0 --	0 --	0 --
98148	0	0 --	0 --	0 --	0 --
98155	0	0 --	0 --	0 --	0 --
98166	1	1 100%	1 100%	0 0%	1 100%
98168	2	2 100%	2 100%	2 100%	0 0%
98177	0	0 --	0 --	0 --	0 --
98178	0	0 --	0 --	0 --	0 --
98188	1	1 100%	1 100%	0 0%	0 0%
98195	1	1 100%	0 0%	0 0%	0 0%
98198	3	3 100%	3 100%	1 33%	0 0%
98199	1	1 100%	1 100%	0 0%	0 0%
98288	1	1 100%	1 100%	1 100%	0 0%
98354	0	0 --	0 --	0 --	0 --
98424	0	0 --	0 --	0 --	0 --

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
Pierce County					
Pierce	39	38 97%	34 87%	17 44%	6 15%
98304	0	0 --	0 --	0 --	0 --
98321	0	0 --	0 --	0 --	0 --
98327	0	0 --	0 --	0 --	0 --
98328	0	0 --	0 --	0 --	0 --
98329	0	0 --	0 --	0 --	0 --
98332	0	0 --	0 --	0 --	0 --
98333	0	0 --	0 --	0 --	0 --
98335	1	1 100%	1 100%	1 100%	0 0%
98338	1	1 100%	1 100%	1 100%	0 0%
98349	1	1 100%	1 100%	0 0%	0 0%
98354	1	1 100%	1 100%	1 100%	0 0%
98360	0	0 --	0 --	0 --	0 --
98371	2	2 100%	2 100%	1 50%	0 0%
98372	0	0 --	0 --	0 --	0 --
98373	0	0 --	0 --	0 --	0 --
98374	1	1 100%	1 100%	0 0%	1 100%
98375	0	0 --	0 --	0 --	0 --
98387	5	5 100%	4 80%	3 60%	0 0%

98388	0	0 --	0 --	0 --	0 --
98390	0	0 --	0 --	0 --	0 --
98391	0	0 --	0 --	0 --	0 --
98394	1	1 100%	1 100%	0 0%	0 0%
98396	0	0 --	0 --	0 --	0 --
98402	0	0 --	0 --	0 --	0 --
98403	0	0 --	0 --	0 --	0 --
98404	3	3 100%	3 100%	0 0%	0 0%
98405	2	2 100%	1 50%	0 0%	1 50%
98406	1	1 100%	1 100%	0 0%	1 100%
98407	0	0 --	0 --	0 --	0 --
98408	0	0 --	0 --	0 --	0 --
98409	1	1 100%	1 100%	1 100%	0 0%
98418	8	8 100%	8 100%	5 63%	2 25%
98422	1	1 100%	1 100%	0 0%	0 0%
98424	0	0 --	0 --	0 --	0 --
98433	2	1 50%	1 50%	1 50%	0 0%
98438	0	0 --	0 --	0 --	0 --
98443	0	0 --	0 --	0 --	0 --
98444	0	0 --	0 --	0 --	0 --
98445	0	0 --	0 --	0 --	0 --
98446	1	1 100%	1 100%	1 100%	0 0%
98465	0	0 --	0 --	0 --	0 --

98466	2	2 100%	2 100%	0 0%	1 50%
98467	0	0 --	0 --	0 --	0 --
98498	1	1 100%	1 100%	1 100%	0 0%
98499	4	4 100%	2 50%	1 25%	0 0%
98580	0	0 --	0 --	0 --	0 --

	Number of ECEAP Providers	Level 2/3 Approved	Ready to Rate	Achieved Required Rating	Did Not Achieve Required Rating
Snohomish County					
Snohomish	25	23 92%	12 48%	9 36%	2 8%
98012	0	0 --	0 --	0 --	0 --
98020	0	0 --	0 --	0 --	0 --
98021	0	0 --	0 --	0 --	0 --
98026	0	0 --	0 --	0 --	0 --
98036	0	0 --	0 --	0 --	0 --
98037	0	0 --	0 --	0 --	0 --
98043	0	0 --	0 --	0 --	0 --
98072	0	0 --	0 --	0 --	0 --
98087	0	0 --	0 --	0 --	0 --
98201	3	3 100%	3 100%	2 67%	1 33%
98203	3	3 100%	2 67%	2 67%	0 0%

98204	1	1 100%	1 100%	0 0%	0 0%
98208	3	3 100%	2 67%	1 33%	1 33%
98223	1	1 100%	1 100%	1 100%	0 0%
98241	2	1 50%	0 0%	0 0%	0 0%
98251	1	1 100%	0 0%	0 0%	0 0%
98252	2	2 100%	0 0%	0 0%	0 0%
98258	1	1 100%	1 100%	1 100%	0 0%
98259	1	1 100%	0 0%	0 0%	0 0%
98270	0	0 --	0 --	0 --	0 --
98271	3	3 100%	2 67%	2 67%	0 0%
98272	0	0 --	0 --	0 --	0 --
98275	1	0 0%	0 0%	0 0%	0 0%
98290	1	1 100%	0 0%	0 0%	0 0%
98292	1	1 100%	0 0%	0 0%	0 0%
98294	1	1 100%	0 0%	0 0%	0 0%
98296	0	0 --	0 --	0 --	0 --

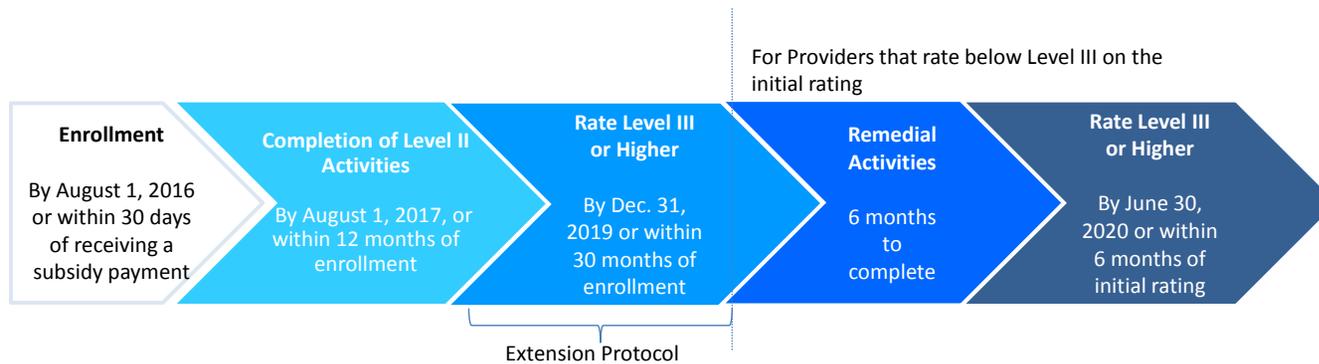
- Sites that are not participating in EA or Participating in Level 2 Activities but have not been Level 2/3 approved are included in the Number of Providers columns; the sum of Level 2/3 Approved, Ready to Rate and Rated will not total the "Number of Providers because of those missing steps."
- Zip Codes that are only associated with a PO Box are not included
- Active child care sites that are eligible for Early Achievers participation are shown here; active HS/ECEAP site definitions from 2014-15 school year.

Appendix: Draft Extension Protocol for Early Achievers

Overview

The Early Start Act requires all licensed early learning providers that accept children on subsidy and Early Childhood Education and Assistance Program providers to participate in Early Achievers and attain a quality rating level of III or higher according to the timelines that follow. Providers that are unable to meet these requirements will not be allowed to accept WCCC subsidy payments and/or may no longer be eligible to provide ECEAP services. ESA also requires the development of a protocol for allowing a one-time, no longer than 6-month extension to the Early Start Act mandated rating requirements for “exceptional circumstances.”

Timeline for Licensed Child Care participants that accept Working Connections Child Care Subsidies



Criteria for Extension Eligibility

Early learning providers that wish to request an extension to the rating deadline must meet the following criteria:

- Be in full compliance with all licensing requirements and ECEAP requirements, if applicable
- Have met all prior Early Achievers

requirements, including enrollment date and completion of Level II activities

- Must meet minimum participation requirements²² in rating preparation activities, such as training and technical assistance
- Have experienced exceptional circumstances that can be verified

Definition of “Exceptional Circumstances”

DEL will only grant extension requests if an early learning provider can demonstrate an “exceptional circumstance” that warrants additional time prior to rating. These exceptional circumstances include:

- Leadership changes onsite—such as director, assistant director or program supervisor
- Organizational leadership changes—such as changes in Tribal Council membership, or other agency leads

²² To be defined by DEL and CCA of WA

- High staff turnover in a Child Care Center , Head Start or ECEAP program--more than 30% of lead staff, as defined in MERIT, have changed within the past 6 months (this is limited to staff who work with children in the birth to 5 years age range)
- Staff turnover in Family Home Child Care-- family child care assistant or lead staff have changed within the past 3 months
- Community defined events/subsistence lifestyles/seasonal issues—such as ceremony, canoe journey
- The facility is engaged in a grievance process with DEL, Child Care Aware or other entity providing Early Achievers supports
- Extended illness of either the Director, Family Home Child Care provider, or a Lead Teacher
- Less than three children between birth and 5 years old are enrolled (more than three children between birth and 5 years old are required to complete data collection; this policy is noted in the Early Achievers Operating Guidelines) Natural disaster, or accidental damage to the facility that requires professional repair
- Death or other tragedy that has a significant impact on the program staff or families
- Other exceptional circumstances, reviewed case by case.
 - In these situations, the facility must provide documentation that demonstrates a need for an extension. This documentation will be reviewed by an Exception/Extension protocol panel to determine if the circumstances warrant an extension.
 - The panel will include staff from DEL and Child Care Aware and a member of the Early Achievers Review Subcommittee

Process for Requesting an Extension

Requests for a rating extension will be considered for up to 6 months. Providers must request an extension in writing with the following information:

- Reason for requesting extension
- Proposed extension period (up to 6 months)
- Summary of Early Achievers participation and quality improvement activities
- Supporting documentation to verify the request (e.g. Doctors' letters, termination letters, etc.)

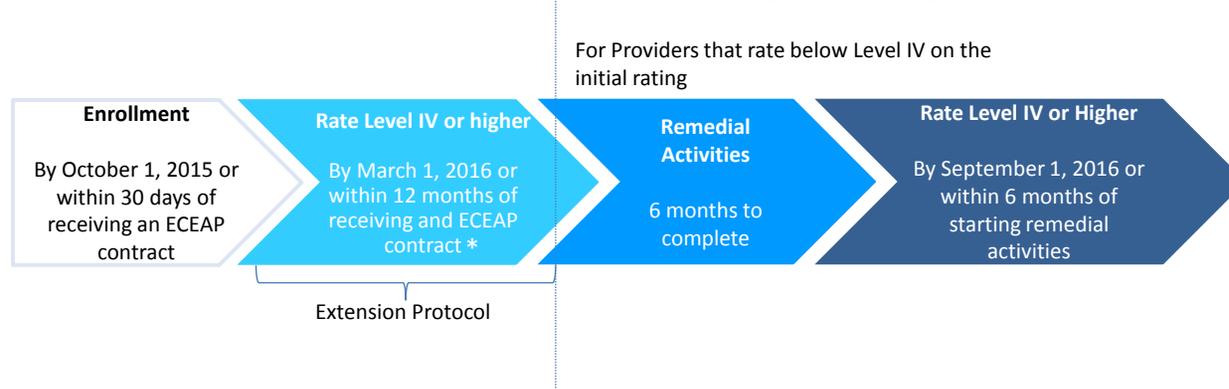
All extension requests will be reviewed by DEL. Those that meet the defined criteria will be approved. Any requests for an extension that do not meet the defined categories for eligibility will be submitted to an Extension/Exception protocol panel for review. This panel will have a DEL staff member, CCA of WA staff member and Early Achievers Review Subcommittee member. They will review the evidence and determine if the program qualifies for an extension.

Requests for extension can be emailed to the QRIS inbox at gris@del.wa.gov, or mailed US Post to QRIS Extension Request, c/o DEL--Early Achievers, PO Box 40970, Olympia, WA 98504-0970.

Once requests are reviewed, programs will be notified by an email from the QRIS inbox or mailed by US Post stating if their request for extension was granted or denied as well as information about any next steps.

Timeline for ECEAP Providers and Contractors

ESA also mandates timelines for ECEAP providers (Early Childhood Education and Assistance Program) to achieve a quality rating of level IV or higher. ECEAP providers are required to achieve a Level IV or higher according to the following timeline:



*Licensed or certified child care centers and homes that administer ECEAP shall rate a level IV or higher within eighteen months of the start date of their ECEAP contract.

ECEAP providers may request a one-time, 6-month extension to rating if there are exceptional circumstances that warrant an extension. ECEAP providers will follow the same protocol as licensed child care facilities, and can submit their request for an extension to the QRIS inbox at gris@del.wa.gov, or mailed US Post to QRIS Extension Request, c/o DEL--Early Achievers, PO Box 40970, Olympia, WA 98504-0970.

Once requests are reviewed, programs will be notified by an email from the QRIS inbox or mailed by US Post stating if their request for extension was granted or denied as well as information about any next steps.