2013 ANNUAL PERFORMANCE REPORT

Washington

Race to the Top
Early Learning Challenge

Annual Performance Report

Washington

2013

Table of Contents

*Note: All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cell in a table indicates that the Grantee did not provide data or did not select the option.*

APR Cover Sheet

General Information

1. PR/Award #: S412A120035

2. Grantee Name: Office of the Governor, State of Washington

3. Grantee Address: P.O. Box 40002, Olympia, WA, 98504

4. Project Director Name: Elizabeth M. Hyde, PhD

>   **Title:** Director of the Washington State Department of Early Learning

>   **Phone #:** (360) 725-4584   **Fax #:** (360) 725-4395

>   **Email Address:** Bette.Hyde@del.wa.gov

Reporting Period Information

5. Reporting Period: 1/1/2013 **to** 12/31/2013

Indirect Cost Information

6. Indirect Costs

>   The Grantee is not claiming indirect costs under this grant.

Certification

The Grantee certifies that the State is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148))

☑ Yes ☐ No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

☑ Yes ☐ No

The Child Care and Development Fund (CCDF) program

☑ Yes ☐ No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Signed by Authorized Representative

Name: Elizabeth M. Hyde, PhD

Title: Director of the Department of Early Learning

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

Year Two of Washington's Race to the Top - Early Learning Challenge (RTT-ELC) was one of scaling the effort and achieving full implementation around the state. Washington made significant progress toward all of the reform areas outlined on our RTT-ELC application. The five projects of Washington's RTT-ELC reform effort are highlighted below.

Project 1: Grant Management

The Washington State Department of Early Learning (DEL) continues to improve the internal infrastructure and systems to support the ongoing management of the RTT-ELC reform areas.

Accomplishments

- Internal program integration at DEL enabling stronger alignment, resource sharing, and efficiencies between DEL programs.
- Better role clarity and information sharing between primary implementing partners of Early Achievers: DEL, Child Care Aware of Washington (CCA of WA), and the University of Washington.
- Inclusion of regional advisors in the state advisory council to advocate for sustainability of RTT-ELC initiatives in local communities.

Challenges and Lessons Learned

- Build out of data systems continues to be challenging, particularly as programs have increasingly complex data requirements.
- Integration of data across state agencies continues to be challenging.

Project 2: Tiered Quality Rating and Improvement System (TQRIS) Expansion

On July 1, 2013, Early Achievers achieved full, statewide implementation, and all 39 counties of the State are participating.

Accomplishments

- By December 31, 2013, 2,011 programs had registered with Early Achievers, including 754 child care centers, 1,042 family homes, and 215 Head Start (HS) and Early Childhood and Education Assistance Program (ECEAP) programs, in total serving 60,719 children.
- CCA of WA used statewide outreach tools including an orientation presentation and fact sheets about Early Achievers to interested facility representatives. In calendar year 2013, CCA of WA reached 2,650 individual providers, which is approximately half of the total licensed provider population, with 1,881 hours of individual outreach services.
- Completion of the HS/ECEAP Early Achievers pilot, and development and implementation of the HS/ECEAP and Early Achievers Reciprocity Plan.

Challenges and Lessons Learned

- Programs were moving through to full ratings more slowly than anticipated, requiring policy changes and incentives to encourage programs to move through the rating process. Policy changes included: 1)

adding rating readiness consultation, a deeper level of technical assistance targeted on the CLASS and ERS before rating; 2) offering programs a free re-rating if unable to reach a Level 3-5; 3) removing the public display of numerical ratings; and 4) adding more detail to the rating report to include "areas of specialization", or areas where a program demonstrates specific strength upon rating.

Project 3: TQRIS Infrastructure

Development of the support structure for Early Achievers has been enhanced in Year Two of the RTT-ELC grant.

Accomplishments

- DEL, CCA of WA and the University of Washington have committed to ensuring that providers at all levels of Early Achievers -- including technical assistant specialists, coaches, program leaders and classroom teachers -- receive ongoing training and support. The University of Washington facilitated two, four-day Early Achievers Institutes which were available at minimal cost to Early Achievers participants. More than 450 participants attended the conferences statewide.
- "Rating Readiness Consultation" is now offered to facilities that have completed the Level 2 Professional Training Series, self-assessments and have achieved a designated Level 2 status. Rating Readiness Consultation is provided by CCA of WA staff at the regional level and is tailored to meet each facility's unique needs focused specifically on the Environment Rating Scale (ERS), the Classroom Assessment Scoring System (CLASS), or both.
- DEL and CCA of WA are in the process of developing a tiered coaching framework for sites that rate at Levels 3 - 5.
- To date, CCA of WA has built an Early Achievers workforce of more than 125 individuals, including 7 Regional Coordinators, 55 TA Specialists, 15 Trainers, and 11 coaches across 7 regions.

Challenges and Lessons Learned

- Online enrollment data system did not account for the "grantee" nature of ECEAP and Head Start programs and was built as a "site-based" system. This has required many modifications to the current Early Achievers online enrollment data systems to include the new steps/pathway for Head Start and ECEAP programs. New enrollment into the higher levels of Early Achievers for additional HS/ECEAP programs outside of the pilot participants was not opened until October 2013. In addition, DEL limited the number of new enrollees in order to test the new HS/ECEAP online enrollment data system.

Project 4: WaKIDS - Kindergarten Readiness

The Washington Kindergarten Inventory of Developing Skills (WaKIDS), a key reform area, reached nearly half (47 percent) of kindergarteners in the State in school year 2013-14, implementing the three elements of the kindergarten transition: 1) a whole child assessment using Teaching Strategies (TS) GOLD; 2) a family connection between teachers and parents; and 3) an Early Learning Collaboration between schools, districts, and regional levels between early learning providers and kindergarten teachers and school principals.

Accomplishments

- During the 2013-14 school year, 1,800 teachers in 187 districts participated in WaKIDS. This includes 550 schools (97 of whom volunteered) with 38,443 incoming kindergartners, almost 17,000 more kindergartners than were assessed in 2012-13. This is an increase of 76 percent from the 2012-13 school year.

- A total of 1,318 teachers were trained on TS GOLD and the WaKIDS process in 2013. This included two days of required training for 1,008 new teachers implementing WaKIDS for the first time and one day of optional refresher training for 310 returning teachers. Kindergarten teachers receive training on TS GOLD before the beginning of the school year. 888 teachers have earned their interrater reliability certification since July 1, 2013.
- ECEAP children received unique student identification in the 2013-14 school year. This unique identifier will allow the transfer of spring ECEAP checkpoint scores to WaKIDS kindergarten teachers in the form of an Individual Child Report. As part of our Early Learning Partnership priority strategies, DEL and the Office of Superintendent of Public Instruction (OSPI), in collaboration with the Education Research Data Center, will continue efforts to link children who participated in state-funded early learning programs with their K-12 education experiences. The initial focus is on identifying kindergartners who had formerly participated in ECEAP.
- Results from the fall 2013 administration of TS GOLD have been available to teachers, principals, and school district administrators through the TS GOLD website since early November. TS GOLD data is used to inform instruction, share information with families during conference time and track individual child progress over time.
- The Legislature increased the number of children eligible for state-funded full-day kindergarten from 22 to 44 percent. This led to an increase in the number of participating districts, schools and children.

Challenges and Lessons Learned

- While the percentage of participating districts implementing WaKIDS rose successfully over the last year, targets continue to lag due to the slower than anticipated roll-out of state-funded full-day kindergarten. The Legislature has mandated state-funded full-day kindergarten by school year 2017-2018, and it is expected that numbers will rise throughout the grant period with expansion and volunteer schools participating in WaKIDS.

Project 5: Professional Development

Accomplishments

- 532 scholarships were offered through the Early Achievers Opportunity Grants and Washington Scholarships for Child Care Professionals.
- As of January 2014, 486 individuals have become state-approved trainers. This is an increase of 288 additional trainers from this time last year. Both state-approved trainers and Early Achievers participants complete an online training in the Washington State Core Competencies for Early Care and Education Professionals. At the end of December, 4,346 professionals had completed this training.
- In January 2013, early learning professionals became eligible to receive professional development incentives for participating in and completing the educating verification process in Washington's workforce registry, Managed Educational Registry and Information Tool (MERIT). Eligible professionals, including family home providers, child care center staff, state pre-k and Head Start teachers, early learning administrators and early learning higher education faculty, receive awards for participating in the Registry, for existing educational accomplishments, and for moving up the Career Lattice. At the end of December, 3,839 participation incentives were distributed and 2,316 professionals earned education awards tied to the Career Lattice.

- Colleges that adopt the statewide certificates and the Core Competencies are eligible to offer Early Achievers Opportunity Grants. Nineteen colleges are currently offering these grants to early learning professionals who are employed at Early Achievers programs.

Challenges and Lessons Learned

- The complexity of our education verification process --in combination with required technical assistance for early learning providers on MERIT --has resulted in a slower drawdown in professional development funds than originally planned. Washington has seen a huge influx of education applications for review due to the incentives as well as increasing participation in Early Achievers. This has created technical bottlenecks that will be addressed with policy changes to the Career Lattice and education verification process in July 2014.
- In addition to implementing a new Career Lattice, Washington plans to develop a "career portal" for early learning providers in 2014. This portal will complement the new Career Lattice and career guidance opportunities already available through Early Achievers technical assistance specialists, coaches and points-of-contact in higher education settings. The career portal will contain information on Washington's colleges and universities, and will be designed for professionals to use independently as well as collaboratively with an advisor or coach.

Looking Ahead: Moving into Year Three, the reform effort will begin to shift from achieving full-scale *implementation* to the *refinement and improvement* of the new systems and processes. For example:

- Strengthened alignment between Early Achievers and Washington's Pre-K program;
- Evaluate and assess the Level 2 components to ensure that they are in full alignment with the rating process, giving providers the greatest opportunity for rating success;
- Assess the ratings process looking for opportunities to streamline and simplify;
- WaKIDS will continue to expand to additional schools, and will refine its processes as scale is reached; and
- Continued improvements of the data systems needed to support the work at scale.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

Over the second year of the grant, Washington's RTT-ELC governance structure has not changed significantly; however, it has continued to evolve. We strive to expand to gain broader representation in the depth of programs represented and breadth of participation around the state.

Washington State's Key RTT-ELC Governance Stakeholders

- **Department of Early Learning:** As lead agency for this grant, DEL leads implementation and provides oversight of the State's grant work plan. DEL Director Dr. Bette Hyde is in the role of grant Project Director and DEL Assistant Director for Quality Practice and Professional Growth Dr. Juliet Morrison is the grant Initiative Sponsor and lead for grant program delivery. The continued success of the grant is reflective of the strong leadership and collaborative engagement style employed by these individuals and of other key stakeholders guiding grant program delivery. As part of the agency's internal governance processes, Hyde and Morrison provide regular updates to the DEL Leadership Team and engage them in the full integration of Early Achievers into the State's early learning system. In addition, Dr. Hyde and her staff provide regular updates on Washington's improvements in early learning to the Governor, Legislature, executive and legislative staffs, the Early Learning Advisory Council, and the public.
- **State Early Learning Leadership Team ("Early Learning Partnership"):** Leaders from DEL, OSPI, and Thrive by Five Washington (Thrive) continue to participate in the Early Learning Partnership that leads Washington's early learning system building. Leaders from the Department of Health have recently joined the partnership and leadership from the Department of Social and Health Services is included as needed. The Early Learning State Leadership Team meets monthly and serves as a strategic advisory body to the RTT-ELC initiative.
- **Early Learning Advisory Committee (ELAC):** The Early Learning Advisory Council (ELAC) continues to provide overarching guidance to DEL's implementation of the State's early learning plan and brings broad and diverse representation to the quarterly ELAC meetings. ELAC serves as an advisory body to the RTT-ELC initiative, and provides input to and feedback on early learning operational activities in the State. In 2013, Regional Advisors were added as non-voting members to the ELAC structure. Regional Advisors represent community leaders from the 10 Early Learning Regional Coalitions (ELRC) in Washington.
- **DEL RTT-ELC Steering Committee:** The DEL Leadership Team and grant Steering Committee continues to provide operational guidance for the RTT-ELC initiative. The Committee meets weekly to obtain updates on grant operational activities and to provide guidance on future success strategies and supporting activities. The Committee is led by Hyde and Morrison.

- **RTT-ELC Key Implementation Partners:** DEL has established partnerships in Washington's early learning community to guide implementation of grant activities. DEL maintains performance-focused contractual relationships with these partners, including CCA of WA, the University of Washington, OSPI, the Washington State Board for Community and Technical Colleges (SBCTC), Thrive, the Washington State Library, the Washington Association of Head Start and ECEAP, and Educational Service Districts (ESDs).

RTT-ELC Operational Support

DEL continues to contract with a team that provides operational support for grant delivery, including project management support to ensure grant activities are on track, and that operational and fiscal accountabilities and reporting are in place. Monthly activity and progress reports provide accountability to the grant project plan and budget, and inform monthly status meetings with Washington's federal RTT-ELC program officers. Additional team members include financial and data analysts, who work collaboratively with the DEL Finance Division to ensure transparent and accurate fiscal reporting of grant funding activity. DEL also has contracted for data analytics capability to support the ongoing operational reporting, data modeling, and forecasting analysis needs of the grant delivery. Monthly data dashboards, such as in the table shown below, provide snapshot information of grant progress to date and reflect current accomplishments.

Washington's Race to the Top - Early Learning Challenge Performance Tracker
Early Achievers (EA) Levels 2 to 5

As of December 31, 2013	Registered in EA	2013 Year End Targets	2013 Year End Progress
Total # of Programs	2,011	2,227	90%
Head Start & ECEAP Sites	215	388	55%
Licensed Child Care Programs	1,796	1,839	98%
Family Home Child Care	1,042	1,291	81%
Child Care Centers	754	548	137%
Total Children Served by EA	60,719	53,324	114%
Head Start & ECEAP Sites	11,118	13,640	82%
Licensed Child Care Programs	49,601	39,684	125%
Family Home Child Care	7,111	8,282	86%
Child Care Centers	42,490	31,403	135%

DEL has recently undergone a restructuring to help ensure that its work and processes are efficiently managed, dollars are prioritized toward services for children, and most importantly, everything DEL does is driving toward improved outcomes for children and families. The number one goal is to provide high-quality early learning to more low-income children and families. There were several key changes as a result of the restructuring:

- Early Achievers and ECEAP have been brought together into a single team to ensure that these two bodies of work are fully aligned, share resources, and develop streamlined processes;
- Early Achievers and a state infant/toddler child care consultation initiative have been brought together to elevate the role of infant/toddler work in Early Achievers and scale the work statewide; and
- Early Achievers, ECEAP, and child care licensing teams are examining their standards together and looking to create streamlined processes for providers across programs.

DEL is actively pursuing alignment opportunities that will help embed consistent quality standards across all of its work, identify shared training/technical assistance/coaching opportunities, and create administrative efficiencies both within DEL and within partner organizations.

Over 2013, DEL continued its investments in improving its data and reporting structures, including:

- MERIT: The Managed Educational Registry and Information Tool (MERIT) System is the professional development database that collects and stores information on the early learning workforce. Significant improvements to the professional development registry were necessary to support the Professional Development Incentives grant project; and early learning professionals became eligible to receive professional development incentives in January 2013. The MERIT system was also enhanced to include ECEAP and Head Start professionals. Other system enhancements included integration with the ELMS and WELS IT systems, improved workflow management, and the ability to enter stackable certificates in the system. Stackable certificates are the new early childhood education state certificates offered by Washington's community and technical colleges. Late in 2013, a robust usability study was conducted to guide future usability refinements for all system users. These improvements will begin in 2014.
- ELMS: The Early Learning Management System (ELMS) is the data system for state pre-k Contractors, which includes eligibility information and child level data. ELMS was improved in 2013 after completing a usability study with field participants. ELMS is now used by over 1,095 users to track data, including DEL team members and HS/ECEAP grantees and contractors who use ELMS to verify eligibility information and provide child-level data on an ongoing basis.
- WELS: The Web-based Early Learning System (WELS) is the QRIS database that tracks rating information, quality improvement plans, and coaching data. Improvements to the WELS continued and the system began testing collections of scored data to assign quality ratings in Early Achievers. WELS system enhancements will continue in 2014.
- SLDS: DEL continues to be an active participant in the P-20 state longitudinal data system (SLDS) sub-projects, including Data Governance, Research and Reporting, and Data warehouse. Data is provided to the P-20 SLDS for ECEAP and licensed child care. In addition, P-20 data efforts extend to the Early Support for Infants and Toddlers (ESIT) program, license-exempt providers (Family, Friend and Neighbor Care), Professional Development Data (MERIT system), and ECEAP TS GOLD assessment. Subsidized child care data will be addressed in the future.
- FMR: DEL launched their new Financial Management Reporting (FMR) system that provides transparency to and accountability for agency budget plans and spending to agency staff. FMR also provides reporting on RTT-ELC expenditures to date.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

Washington State continues to make progress in its efforts to gain broad representation and involve key stakeholders in the State's early learning community in carrying out the activities of the grant.

The Early Learning Advisory Council (ELAC) carries out required state council functions in Head Start law and provides strategic guidance and feedback to DEL on RTT-ELC. It includes membership from key constituents that

represent statewide and community-based interests and perspectives including: state agencies, early learning leaders, Thrive by Five Washington (Thrive), parents, Head Start representatives and a representative for programs under 619 of Part C of the Federal Individuals with Disabilities Education Act.

In addition to ELAC, DEL has other ways to solicit and use parent input in shaping programs and policies and informing continued work of the RTT-ELC, including:

- **Parent Advisory Group (PAG):** meets with DEL leadership, Parent Advisory Councils at local ECEAP and Head Start programs and a Parent Advisory Council for statewide IDEA, Part C services.
- **Parent Navigators:** DEL is contracting with the Washington State Association for Head Start and ECEAP (WSA) to bring together a group of parents who train other parents on quality care and education, Early Achievers and the Washington State Early Learning and Development Guidelines in peer-to-peer networks. What we learn from this work with Parent Navigators about effective outreach will inform future outreach and communication with parents and families.
- **Tribal Liaison:** Jennifer Jennings-Shaffer, DEL's Head Start Collaborative Office Director, also serves as the Department's Tribal Liaison and meets regularly with our state's Tribal Leaders Council.
- **Early Learning Regional Coalitions:** DEL and Thrive support 10 early learning coalitions around the state that recruit early learning providers, parents and community stakeholders to build local capacity and assist with implementation of community-based components of RTT-ELC. For example, DEL provides funding to the local coalitions to support the bridge between early learning and the K-12 system that is part of the Washington Kindergarten Inventory of Developing Skills (WaKIDS). DEL has recently expanded membership of ELAC to include members of the 10 early learning regional coalitions.
- **Infant/Toddler Child Care Consultation:** DEL is actively working with communities to bring consultative services to child care to improve the quality of infant/toddler care. This group is being actively engaged to think through integration of the infant/toddler work and Early Achievers.

In addition to increasing its outreach and feedback mechanisms with community and stakeholder groups, DEL is working to make more data available on the progress of the RTT-ELC work. Full data presentations have been shared with advocacy organizations and other stakeholders, and a data dashboard is being published monthly on the DEL website: http://www.del.wa.gov/publications/elac-qris/docs/EA_datadashboard_12312013.pdf.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

The 2013 Legislature signaled its interest in integrating early learning programs through House Bill 1723, which created a vision for a single, high-quality early learning program birth through 5 called "Early Start." Among its provisions, HB 1723:

- Required the State-funded preschool program (ECEAP) to join Early Achievers by 2015. This helps ensure one quality framework for both child care and public preschool.
- Clarifies that a key purpose of Early Achievers is "to establish a common set of expectations and standards that define, measure, and improve the quality of early learning settings."
- Acknowledges the need for a mixed-delivery system for ECEAP that includes licensed child care.

- Provides for tiered subsidy reimbursement for Early Achievers participants, subject to availability of funding.
- Provides a base subsidy rate increase and an additional rate increase for providers who join Early Achievers and work toward Level 3.

Also in 2013, the Legislature passed Senate Bill 5595, which created a task force to look at child care subsidy and ECEAP integration issues. DEL participated on the task force and provided data and analysis to inform the task force's work. This included the analysis conducted by Anne Mitchell, president of the Early Childhood Policy Research, on true costs of quality in Washington. The task force's final recommendations were delivered to the Legislature in December 2013 (http://www.leg.wa.gov/jointcommittees/CCIFTF/Pages/default.aspx) and include:

- Ensure true continuity of care by streamlining the reasons a family might lose eligibility certification within the 12-month authorization period. This includes allowing retention of subsidy benefits during temporary changes of circumstances.
- Eliminate the co-payment requirement for families at the lower income levels.
- Incentivizing parents to put children in higher quality care by reducing co-payments to those facilities.
- Aligning tiered subsidy reimbursement with the cost of providing high levels at Early Achievers Levels 3 through 5.

Much of the task force's recommendations are included in bills currently before the 2014 Legislature: House Bill 2377 and Senate Bill 6127. These bills are known as "The Early Start Act of 2014." In the early weeks of the 2014 legislative session, the early learning discussion has been squarely focused on using public resources (Working Connections Child Care subsidies and ECEAP funding) to buy only high-quality early learning as defined by Early Achievers. This aligns with the Race to the Top - Early Learning Challenge grant objectives of raising quality, especially for vulnerable children.

The 2014 Legislature is scheduled to adjourn on March 13.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

There have been no significant changes in participation and commitment by any of the Participating State Agencies in the Washington State Plan. Over the second year of the RTT-ELC grant, implementation refinements have continued that assure project delivery is optimally aligned with the organizations or organizational units best suited to support the delivery of workplan activities and deliverables.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application)

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	
Early Learning and Development Programs funded under Title I of ESEA	
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(2) A Comprehensive Assessment System	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	
Early Learning and Development Programs funded under Title I of ESEA	
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(3) Early Childhood Educator qualifications	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	
Early Learning and Development Programs funded under Title I of ESEA	
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	
Early Learning and Development Programs funded under Title I of ESEA	
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(5) Health promotion practices	
Yes or No	Yes
Health promotion practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	
Early Learning and Development Programs funded under Title I of ESEA	
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(6) Effective data practices	
Yes or No	Yes
Effective data practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	
Early Learning and Development Programs funded under Title I of ESEA	
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

The State has made progress in ensuring that:	
TQRIS Program Standards are measurable	✓
TQRIS Program Standards meaningfully differentiate program quality levels	✓
TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children	✓
The TQRIS is linked to the State licensing system for Early Learning and Development Programs	✓

Describe progress made during the reporting year in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

June 30, 2013 marked one year of Early Achievers implementation in 30 counties around the state of Washington. On July 1, 2013, the remaining nine counties began implementation of Early Achievers. Key achievements in 2013 include meeting and exceeding TQRIS targets for the number of children served across all provider types, completion of the HS/ECEAP Pilot, and subsequent publication of the Head Start, ECEAP and Early Achievers Reciprocity Plan.

Washington made several policy changes in response to lessons learned and participant feedback during year one of TQRIS implementation. Washington has continued to refine our TQRIS framework, which includes specific focus on regional service delivery, enhancing participant supports and resources, and supporting broader integration efforts with Head Start and ECEAP grantee-contractors. Further, the Legislature passed legislation that provides additional subsidy support for participation in Early Achievers and lays the framework for integrating all early learning programs under the Early Achievers quality framework.

Although Washington has not changed or revised the quality standards for the TQRIS since the RTT-ELC grant submission, we made several policy changes after the first year of implementation to remain responsive to participant and community feedback and to use data to inform decisions. The policy changes detailed below have resulted in increased participation in Early Achievers and the number of facilities moving on to onsite evaluation/rating.

Policy Changes after Year One Implementation

Washington enhanced its Level 2 technical assistance framework by adding an additional support prior to facility rating. "Rating Readiness Consultation" is now offered to facilities that have completed the Level 2 Professional Training Series, self-assessments and have achieved a designated Level 2 status. Rating Readiness Consultation is provided by CCA of WA staff at the regional level and is tailored to meet each facility's unique needs focused specifically on the Environment Rating Scale, the Classroom Assessment Scoring System or both. This phase can last up to six months, depending on the needs of the facility, and is intended to provide targeted support on the observational assessments, as well build confidence and encourage facilities to move forward in the rating process.

Recognizing that not all facilities have the same coaching needs and in order to ensure that coaching resources are directed where they can have the greatest impact, DEL and CCA of WA are developing a tiered coaching framework for sites that rate at Levels 3 - 5. Rather than provide the same dosage of coaching to all programs, Washington adopted a tiered coaching model, which will offer more intense coaching to lower rated programs. This tiered model will ensure that facilities receive the appropriate amount of coaching necessary to meet quality improvement goals and increase observable quality. Additionally, we are building a virtual coaching model, where participants can view and upload videos that demonstrate practice on quality improvement goals to complement on-site coaching work. The tiered coaching model and the inclusion of a virtual coaching option will assist with sustainability of coaching efforts over time.

While Washington has met all of our participation targets, at the beginning of Year Two, we continued to find that programs were taking longer than originally anticipated to move through Level 2 and rate. In 2012, legislation passed that allows for up to 30 months to rate a Level 3 - 5. With TQRIS still in its infancy in Washington, we recognized that we needed to take a unique approach to public display of ratings due to the high stakes nature of rating for the first time. Recognizing all of these considerations, DEL and CCA of WA changed policy on the first set of ratings by not publicly displaying the full rating level for Early Achievers facilities. Rather, facilities that are rated at Levels 3 - 5 are publicly recognized as meeting a "Quality Level of Excellence" and facilities that are rated a Level 2 or are completing the Level 2 process are identified as "Participating in Quality Improvement." Although this policy change was not without risk (since a key goal of Early Achievers is to provide parents and families with information about quality), Washington recognized the need to increase statewide rated program saturation levels in order for Early Achievers ratings to be publicly meaningful. Since changing this policy, we have seen an increase in requests for onsite evaluation and have received feedback from participants that they are more comfortable being able to provide rating information to parents and families directly. This policy change is temporary and ratings will be made public in the future.

We are still committed to providing parents and families with detailed information about facility quality. In order to recognize high quality facilities and to provide useful information to families, rated facilities that receive a high number of points in any of the Early Achievers Quality Standard Areas will be awarded an Area of Specialization. The Area of Specialization will be released by DEL and CCA of WA in addition to the designation of "Quality Level of Excellence" or "Participating in Quality Improvement." Facilities can earn up to five Areas of Specialization: Child Outcomes, Interactions and Environment, Curriculum and Staff Supports, Professionalism, and Family Engagement and Partnership.

DEL had not developed a re-rating policy prior to implementation; however, based on feedback from participants, we recognized the value of supporting participants who make significant gains in their ongoing quality improvement efforts. Facilities that rate a Level 3 or Level 4 are able to pay a portion of the ratings cost to go through re-rating prior to the standard three-year cycle. Some rated Level 2 programs will also have the opportunity to re-rate at no expense to their facility. In order to qualify for re-rating, these facilities had to request an onsite evaluation prior to December 31, 2013. DEL implemented this policy change to encourage facilities to move through rating.

Early Achievers Institutes

In addition to policy changes to Early Achievers implementation, DEL, CCA of WA, and the University of Washington have committed to ensure that providers at all levels of Early Achievers --including technical assistant specialists, coaches, program leaders and classroom teachers --receive ongoing training and support.

The University of Washington facilitated two, four-day Early Achievers Institutes that were available at minimal cost to Early Achievers participants. Participants could choose between a menu of trainings including 4-day CLASS reliability trainings, the Center on the Social and Emotional Foundations for Learning Parent Training modules as well as targeted training on the Environment Rating Scale and Strengthening Families. More than 450 participants attended the conferences statewide. The University of Washington also provides regular supplemental training to CCA of WA technical assistance staff on the assessment measures and how to assist participants with collecting measurable sources of evidence to demonstrate they are meeting specific standards. Early Achievers Institutes have been an important way to emphasize the focus on continuous quality improvement and the use of data to inform practice improvements. A focused Early Achievers Institute is planned for Head Start and ECEAP grantees and contractors in February 2014 and a Spanish/English bilingual institute will be held in Central Washington in March 2014.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Washington has made significant progress in promoting Early Achievers participation for all early learning program types. Recruitment into Early Achievers for licensed facilities is primarily led by CCA of WA. They support seven regional CCA of WA offices that have developed regional targets and outreach plans for each year of the RTT-ELC grant. To date, CCA of WA has built an Early Achievers workforce of more than 125 individuals, including seven Regional Coordinators, 55 TA Specialists, 15 Trainers, and 11 coaches across seven regions.

As of July 1, 2013, all seven CCA of WA regions in the state are participating in Early Achievers. The final region, Northwest Washington, launched with a more robust first month of enrollment than all six regions had in their first month combined. We attribute this to the year of preparation that they had prior to launch. In the grant application, Washington projected that 2,228 programs would be participating in Early Achievers in 2013. By the end of 2013, 2,011 programs had registered with Early Achievers including 754 child care centers, 1,042 family homes and 215 HS/ECEAP programs, in total serving 60,719 children.

CCA of WA used statewide outreach tools including an orientation presentation and fact sheets about Early Achievers to interested facility representatives. In calendar year 2013, CCA of WA reached 2,650 individual providers, which is approximately half of the total provider population, with 1,881 hours of individual outreach services. Outreach services include individual contacts that assist with understanding components of Early Achievers and/or assisting with carrying out pre-enrollment activities. CCA of WA also offered additional group events around the state, such as technology support sessions, to provide support with enrollment activities.

CCA of WA is a key partner in the delivery of Level 2 and rating readiness services, including recruitment, technical assistance, rating readiness consultation, and training. In 2013, CCA of WA trainers delivered the three in-person Level 2 trainings, totaling 326 sessions. Additionally, in 2013, there were almost 12,000 completions of the three Level 2 online trainings.

In 2013, CCA of WA invested in CLASS reliability training for field staff to carry out a new function, Rating Readiness Consultation. Rating Readiness Consultation was launched in July 2013 to increase the likelihood that providers will successfully rate at a Level 3 or above.

Head Start, ECEAP and Early Achievers Participation in 2013

A key focus of our work in 2013 was integration and implementation of the new HS/ECEAP and Early Achievers Reciprocity Plan. At the beginning of the year, our evaluation partner, the University of Washington, completed the collection and analysis of the Reciprocity Pilot ratings data. Results from the Pilot show that Washington's Head Start and ECEAP programs are able to demonstrate quality at the higher levels of the Early Achievers system (Levels 3 - 5), using their existing practices and program implementation.

Early Achievers HS/ECEAP Pilot Results

	CLASS (Emotional Support & Classroom Organization)	CLASS (Instructional Support)	ERS	All Other Early Achievers Program Standards
Possible Range of Points	1-7	1-7	1-7	Up to 35 points
Required minimum for Early Achievers Levels 3-5	3.5	2	3.5	N/A
Average Pilot Score	5.27	2.43	3.64	27
Pilot Sites at Early Achievers Levels 3-5	100%	72%	68%	100%

Key lessons learned from the Pilot include:

1. Strong Program Alignment: Programs participating in the Pilot report that there is a high degree of alignment between Early Achievers and HS/ECEAP, and that Early Achievers participation can be integrated into other HS/ECEAP quality assurance activities and goals. Pilot participants report that Early Achievers activities provided them with new and valuable information about site- and classroom-specific quality.
2. HS/ECEAP programs demonstrate high levels of quality in many of the Early Achievers Quality Standard areas: Data collected during the Pilot showed that HS/ECEAP programs are able to demonstrate high levels of quality through use of their existing program practices, procedures and policies.
3. Head Start and ECEAP programs meet criteria to be recognized for Early Achievers "Areas of Specialization" - Many ECEAP and Head Start pilot sites were able to meet criteria to be designated as having "Areas of Specialization" in the Early Achievers Child Outcomes, Family Engagement and Curriculum & Staff Support standard areas. This reflects that Head Start and ECEAP program performance standards in the service areas of child development, family support and professional/staff development align with the highest levels of Early Achievers. Nearly 90 percent of 123 HS/ECEAP sites met the criteria for at least one area of specialization (109 sites), over half earned points that met the criteria for two areas (67 sites), and more than 20 percent met the criteria in all three areas (26 sites).
4. Opportunities for Head Start, ECEAP and Early Achievers - Pilot data show that while Head Start and ECEAP demonstrate quality and strengths in many areas, there is also opportunity for quality improvement. Integration and reciprocity with the new Early Achievers system can support the programs' quality goals and positive outcomes for children. As they advance their own quality services using Early Achievers tools and resources, Head Start and ECEAP participants can also share their capacity and expertise with other Early Achievers participants and the system as a whole through the Training Resource Centers.
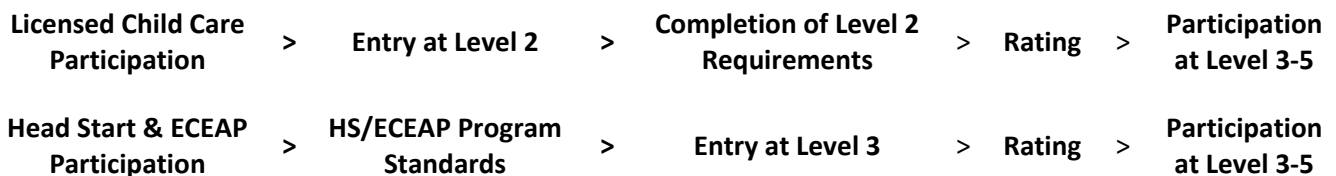
The Head Start, ECEAP and Early Achievers Reciprocity Plan

The pilot project results informed the State's new Head Start, ECEAP and Early Achievers Reciprocity Plan which outlines a customized and streamlined participation pathway for ECEAP and Head Start programs. Level 2 in Early Achievers is designed as a "readiness" level that provides programs with an opportunity to receive free training and technical assistance prior to being rated through observational assessments. The HS/ECEAP Pilot demonstrated that ECEAP and Head Start program standards are preparing programs to enter Early Achievers without the prerequisites of Level 2. Data from the Pilot showed that Head Start and ECEAP programs were, on average, providing a level of quality commensurate with an Early Achievers Level 3 or higher. The new Reciprocity Plan for Head Start, ECEAP and Early Achievers incorporates the key findings from the pilot project:

- While all HS/ECEAP programs are included in the TQRIS at Level 1, HS/ECEAP programs enter the higher levels of Early Achievers participation at a Level 3.
- HS/ECEAP programs will be able to demonstrate higher Early Achievers quality Levels 4 - 5 through a full on-site evaluation and streamlined rating process customized for HS/ECEAP.
- HS/ECEAP programs are eligible to receive one-time stipend support for participating in Early Achievers, rather than the ongoing annual Quality Improvement Awards that are available to licensed child care. This funding will support technical assistance provided by the Grantee and Contractor to individual sites.
- HS/ECEAP programs that are rated at Levels 4 - 5 will have the opportunity to apply to become local, regional, or statewide Training Resource Centers (TRCs). HS/ECEAP programs that become TRCs will receive a contract to share training, professional development and other resources with other Early Achievers participants.

Parallel Paths to Early Achievers Participation

Children in Washington are cared for in many different settings throughout their early learning years; and early learning professionals often work in a variety of settings during their careers, including Head Start, ECEAP, and licensed child care. Early Achievers allows parents and staff to have a common understanding about high quality services as children and staff move between settings. Early Achiever's includes all programs (Head Start, ECEAP, and licensed child care), creating a statewide system that supports care for children along a common continuum of quality.

Licensed Child Care Participation	>	Entry at Level 2	>	Completion of Level 2 Requirements	>	Rating	>	Participation at Level 3-5
Head Start & ECEAP Participation	>	HS/ECEAP Program Standards	>	Entry at Level 3	>	Rating	>	Participation at Level 3-5

Participation beyond the Reciprocity Project

The HS/ECEAP Pilot Project provided DEL with invaluable information about Early Achievers and the processes developed to support it. The feedback and experiences of pilot participants have led to improvements in the entire system, including modifications/efficiencies in the enrollment and data collection processes, and program changes that will provide additional support to all Early Achievers participants as they join the system, prepare to be rated for the first time, and implement quality improvements.

Online enrollment enhancements for HS/ECEAP - As a result of the Reciprocity Plan, DEL devoted several months during 2013 to augment the current Early Achievers online enrollment systems to include the new steps/pathway for Head Start and ECEAP programs. The most significant change is the addition of online enrollment features that enable HS/ECEAP grantee-contractors to manage and track Early Achievers participation for all of their sites. This new feature makes it possible for Head Start and ECEAP programs to integrate Early Achievers participation into their existing quality assurance activities, and strengthens their overall ability to promote consistent quality practice and instruction for our state's preschool programs that serve high-need (lowest income) children. In addition, the new enrollment enhancements for Head Start and ECEAP also include the ability for the new system to provide the reciprocal "credits" sites receive for meeting HS/ECEAP performance standards, a new "entry Level 3" enrollment entryway, and a new online access for HS/ECEAP programs to access the ratings data (ERS and CLASS data results), which can then be integrated into their site monitoring, quality improvement and staff development activities.

New enrollment - Building the enrollment enhancements for Head Start and ECEAP was completed in the Fall of 2013. New enrollment into the higher levels of Early Achievers for additional HS/ECEAP programs outside of the pilot participants was not opened until October 2013. In addition, DEL limited the number of new enrollees in order to test the new HS/ECEAP online enrollment system. By the end of 2013, nine new Head Start and ECEAP grantees-contractors signed up to participate in the higher levels of Early Achievers, doubling the number of HS/ECEAP programs participating in high levels of Early Achievers statewide. However, due to not being able to open new enrollment until late in the year, we are somewhat below our original participation targets for 2014.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	260	100%	260	100%	260	100%	260	100%	260	100%
Early Head Start & Head Start[1]	415	100%	415	100%	415	100%	415	100%	415	100%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	4,718	100%	4,718	100%	4,718	100%	4,718	100%	4,718	100%
Other 1	1,567	100%	1,567	100%	1,567	100%	1,567	100%	1,567	100%
Describe:	Licensed Child Care Centers									
Other 2	5,164	100%	5,164	100%	5,164	100%	5,164	100%	5,164	100%
Describe:	Licensed Family Child Care Homes									

*Targets
Number and percentage of Early Learning and Development Programs in the TQRIS*

[1] *Including Migrant and Tribal Head Start located in the State.*

Actuals Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	260	260	100%	260	260	100%	260	260	100%
Specify:	ECEAP								
Early Head Start & Head Start[1]	415	415	100%	415	415	100%	415	415	100%
Programs funded by IDEA, Part C									
Programs funded by IDEA, Part B, section 619									
Programs funded under Title I of ESEA									
Programs receiving from CCDF funds	4,718	4,718	100%	4,718	4,718	100%	4,718	4,718	100%
Other 1	1,567	1,567	100%	1,567	1,567	100%	1,567	1,567	100%
Describe:	Licensed Child Care Centers								
Other 2	5,164	5,164	100%	5,164	5,164	100%	5,164	5,164	100%
Describe:	Licensed Family Child Care Homes								
[1] Including Migrant and Tribal Head Start located in the State.									

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Please note that participation in the statewide TQRIS is defined as TQRIS Levels 1 through 5, which includes all providers that have been licensed and/or are Head Start/ECEAP sites. Please refer to Table (B)(4)(c)(1) for data on the number of providers (by type) in each level of TQRIS Levels 1-5. In addition, actual data in the above table was retained from the RTT-ELC application to compare with the baseline; actual numbers for 2013 are included in the data notes below.

State-funded preschool (ECEAP): Data provided from DEL's Early Learning Management System. This figure represents the number of ECEAP sites as contracted by DEL. The actual number of ECEAP sites in SFY2012 was 265. The actual number of ECEAP sites in SFY 2012-2013 is 266.

Early Head Start and Head Start: Targets are based on data provided from by the Washington Head Start State Collaboration Office (HSSCO) for the RTT-ELC application. This figure represents the number of EHS/HS, Migrant and Seasonal, and American Indian/Alaskan Native programs in Washington State as reported by the HSSCO.

Programs funded by IDEA, Part C: DEL is working with IDEA Part C to establish an agreement to promote TQRIS. Currently, the majority of IDEA Part C programs are home-based and would therefore not fit within the model outlined in the TQRIS Standards.

Programs funded by IDEA, Part B, section 619: Classes for children funded by Part B are operated by school districts not licensed by DEL and so cannot participate in TQRIS. As indicated in our MOU, OSPI and DEL have agreed to develop a work plan to integrate classes serving children under Part B into TQRIS as appropriate.

Programs funded under Title I of ESEA: DEL is working with OSPI (Title I) to establish an agreement to understand and promote connections between Title I and TQRIS. Currently, Title I expenditures for preschool are only available at the aggregate level and included in data totals for ECEAP, Head Start, and licensed child care centers as shown in tables (A)(1)-3a, (A)(1)-3b and (A)(1)-5. DEL and OSPI will work to provide these data at the TQRIS participation level in future years.

Programs receiving from CCDF funds: In 2012, approximately 77% of licensed child care centers and 68% of licensed family child care homes receive subsidies for child care. This data comes from the Washington State Child Care Survey, published by Washington State University's Social and Economic Sciences Research Center bi-annually. 2010 survey data were used because at the time, the most recent 2012 update was just recently published and the data were not available to support this analysis. These percentages are applied to the total number of licensed centers and family homes to determine the number of subsidized facilities. The total subsidized facilities based on active licensed facilities as of 12/31/2012 is 4,163. Calculations are shown below:

Please see Supplementary Data Notes for relevant table.

In 2013, approximately 79% of licensed child care centers and 63% of licensed family child care homes receive subsidies for child care. These data come from the Washington State Child Care Survey, published by Washington State University's Social and Economic Sciences Research Center bi-annually. For 2013, 2012 survey data were used. These percentages are applied to the total number of licensed centers and family homes to determine the number of subsidized facilities. The total subsidized facilities based on active licensed facilities as of 12/31/2013 is 3,696. Calculations are shown below:

Please see Supplementary Data Notes for relevant table.

Licensed Child Care Centers: Target and actual data provided by DEL from the FAMLINK database, the State Child Welfare Information System. The actual number of licensed child care centers as of December 31, 2012 was 1,553. This number includes all active licensed child care providers (except for school-age program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.

The actual number of licensed child care centers as of December 31, 2013 was 1,477. This number includes all active licensed child care providers (except for school-age program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities

Licensed Family Homes: Target and actual data provided by DEL from the FAMLINK database, the State Child Welfare Information System. The actual number of licensed family child care homes as of December 31, 2012 was 4,363. This number includes all active licensed child care providers (except for school-age program

facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.

Target and actual data provided by DEL from the FAMLINK database, the State Child Welfare Information System. The actual number of licensed family child care homes as of December 31, 2013 was 3,989. This number includes all active licensed child care providers (except for school-age program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

As of December 31, 2013, there were 2,011 providers were participating in Early Achievers. Of these providers, 253 were at Level 3 - 5, and 390 had completed all Level 2 training activities and had received a Rating Readiness Consultation and were approved to be rated and in the rating queue (requested an onsite evaluation). After the policy changes discussed above were implemented in July 2013, DEL worked with regional CCA of WA offices and the Bill and Melinda Gates Foundation to devise a strategy for moving programs more quickly through rating. The Gates Foundation contracted directly with local CCA of WA offices to offer flexible bonuses to support local Early Achievers implementation if regions exceeded local targets. In approximately three months, every region had exceeded their target numbers for moving facilities to ready to rate status.

Additionally, although the HS/ECEAP Reciprocity pathway was finalized, it took some time to build the online platform changes for reciprocity in MERIT and the TQRIS database, WELS. As a result, reciprocity did not allow new HS/ECEAP participants to register in Early Achievers until October 2013. Between October 2013 and December 2013, nine new HS/ECEAP grantee-contractors registered with Early Achievers for the first time. Last year, legislation passed that mandates ECEAP participation in Early Achievers by 2015. We anticipate that all targets will be met by the end of the grant period due to legislative support, a strong reciprocity plan and systems development that uses Early Achievers as the quality framework for all programs in Washington.

Although rated Level 3 - 5 actuals were lower than the application targets for the end of 2013, policy changes mentioned above in combination with Gates Foundation support and implementation of the HS/ECEAP Reciprocity pathway boosted participation and the numbers of providers who are ready to rate. Given this movement and trend in ratings numbers, we anticipate that all targets will be met by the end of the grant period.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application)

Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)	Yes
Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs	Yes

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Monitor Training and Reliability
Data collectors at the University of Washington's Childcare Quality & Early Learning Center for Research and Professional Development (CQEL) are trained by authorized trainers on all tools. Reliability is monitored at rates that are consistent with, if not more aggressive than, the recommendation of the instrument author. For Environment Rating Scale (ERS) scales, data collectors are monitored by CQEL's ERS Assessment leads every 11th visit. We have maintained an average reliability rate higher than the required 80 percent standard by instrument developers. In 2013, CQEL contracted with Thelma Harms and Debbie Cryer to conduct interrater reliability visits with the Assessment Leads. The leads achieved reliability rates ranging from 85 to 100 percent.

For Classroom Assessment Scoring System (CLASS) assessments, data collectors first gain reliability through Teach Stone, then are required to become reliable with master codes of video vignettes of Washington child care settings, and then maintain their reliability, which is checked by our CLASS Assessment Lead once per month. In 2013, CQEL contracted with Teachstone to send their lead assessor/trainer to conduct live inter-rater reliability assessments with CQEL's two CLASS Assessment Leads.

The two leads achieved reliability rates of 98 percent and 100 percent. This effort is over and above expected Teachstone CLASS protocol and lends further credibility to the CQEL team.

In 2013, 52 Early Achievers sites received a published rating. Fifteen of the published ratings were for family home child care facilities, and the remaining 37 ratings were for child care centers. An additional 29 sites (for a total of 81) had data collected during the 2013 calendar year, but were not fully complete by the close of 2013. CQEL tracks the data collection pipeline. Therefore, due to timing issues between the data collection and the publication of ratings, there can be discrepancies in the data reported on "completed ratings." For the purposes of RTT-ELC targets, Washington uses the data reported in WELS as shown on Table (B)(4)(c)(1).

CQEL is set to rate 338 additional sites based on the current queue in 2014, and has already published 26 sites in 2014.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application)

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	
Increased compensation	

Number of tiers/levels in the State TQRIS
5

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	*	*	*	*	*	*	*
TQRIS Programs that Moved Down at Least One Level	*	*	*	*	*	*	*

*Washington's response to the questions "How many programs moved up at least one level within the TQRIS over the last fiscal year?" and "How many programs moved down at least one level within the TQRIS over the last fiscal year?" is: Not applicable. Washington began rating Early Achievers participants in 2013; therefore, no programs have moved either up or down at least one level in the past year.

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	
Early Learning and Development Standards	
A Comprehensive Assessment System	
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	
Effective data practices	
Program quality assessments	

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

HS/ECEAP Supports

The final Reciprocity Plan includes several significant supports and benefits to HS/ECEAP programs to promote access to high-quality early learning programs for children with high needs. These include:

- **Streamlined participation pathway** - The Reciprocity Plan provides "credit" for meeting Head Start and ECEAP program performance standards that are closely aligned with the Early Achievers quality standards. HS/ECEAP programs begin their Early Achievers participation at "entry Level 3."
- **Grantee assistance stipend** - Grantee/programs will receive a one-time incentive for providing support and technical assistance to their sites as they complete the Early Achievers enrollment process (Entry Level 3).
- **Rated Participation Stipend** - To encourage programs to demonstrate quality by participating in the higher levels of Early Achievers, sites that complete the full ratings process and are rated at a Level 4 or Level 5 will receive a one-time quality award.
- **Training Resource Center (TRC) Incentives** - Programs that have highly rated HS/ECEAP sites are eligible to apply to become a training resource center, sharing resources at the local, regional, and statewide levels. Beginning in 2013, we have seven HS/ECEAP programs that applied for and received TRC contracts ranging from $35,000 to $250,000.

Training Resource Centers

One of the most exciting components of HS/ECEAP participation in Early Achievers is the opportunity for highly rated programs to become TRCs. In 2013, DEL awarded seven Head Start and ECEAP programs with contracts to share training resources with child care programs participating in Early Achievers in their local communities. All seven programs participated in the Reciprocity Pilot Project and all have sites participating in the higher levels of TQRIS.

The role of TRCs is to enable Head Start and ECEAP programs to share their experience and expertise with child care programs in their community in a manner that supports participation in Early Achievers and supports all programs to increase their quality.

The TRC model entails early learning staff, parents, and caregivers who participate in; and children who benefit from; shared learning and practices across various settings and programs. This model combines shared HS/ECEAP resources, tools and practices, such as:

- Screening and assessment practices;
- Family partnership practices;
- Child care practices;
- Curriculum and individualizing; and
- Parenting resources

to serve surrounding participating TQRIS sites that contribute to learning and practice, creating local and regional "communities of practice." The TRCs are supported by and coordinated with CCA of WA.

In 2013, the TRCs all shared resources in service areas that were identified as strengths in Head Start and ECEAP during the reciprocity pilot project. These service areas are aligned with the Early Achievers (EA) standards. Around the state, the seven TRCs are sharing resources with surrounding child care programs (Early Achievers participants) in the following five content areas:

- Developmental Screenings;
- Language and Literacy;
- CLASS Supports;
- Reflective Practice/Professional Learning Groups; and
- Parenting Classes.

As more Head Start and ECEAP programs participate in the higher levels of Early Achievers, we hope that more resources and learning will be shared across child care, Head Start and ECEAP programs, creating a shared understanding of quality and quality practices across a single system.

ECEAP Expansion

As Washington continues to expand ECEAP, we continue to integrate TQRIS efforts with goals to expand and enhance the quality of our state preschool program. These efforts will help ensure that the State's lowest income children benefit from aligned quality efforts, including:

- Requiring new ECEAP programs to be participating in the higher levels of Early Achievers;
- Expanding the use of common quality assessment and curriculum tools in the TQRIS and state preschool (ECEAP);
- Integrating Early Achievers tools into the ECEAP quality assurance and monitoring systems; and
- Aligning licensing, ECEAP and Early Achievers so that low-income, high-need children can be served in highly rated licensed programs.

Performance Measure (B)(4)(c)(1)

In the table, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals	
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Total number of programs covered by the TQRIS	7,406	7,406	7,406	7,406	7,406	7,406	7,406
Number of Programs in Tier 1	7,221	6,604	5,178	3,923	3,424	6,493	5,395
Number of Programs in Tier 2	23	592	1,542	2,273	2,512	732	1,758
Number of Programs in Tier 3	47	67	214	418	542	181	198
Number of Programs in Tier 4	76	93	299	486	561		54
Number of Programs in Tier 5	39	50	172	306	368		1

Performance Measure (B)(4)(c)(1) Data Notes
Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Baseline data from the RTT-ELC application was based on the June 30, 2010 TQRIS evaluation, projected HS/ECEAP participation rates in 2012, and remaining licensed programs at Level 1. Due to rounding, the components comprising total programs for Year Four add to 7,407; however, the correct total is 7,406.

Programs in Tier 1: Data represents the available universe in WA state of active licensed child care centers and family care centers (FAMLINK), ECEAP sites (ELMS) and Head Start programs (HS). Counts are less the number of providers and programs participating in TQRIS or the HS/ECEAP pilot. In order to calculate the number of providers for 2012, we took the total of providers in the state (7,406) and subtracted the actual numbers of licensed providers that registered in TQRIS (732) and HS/ECEAP pilot sites (181).

In 2012, the total number of providers in the state changed slightly from 2011 (i.e. ECEAP providers increased from 260 to 265, causing the total number of HS/ECEAP sites to go from 675 to 680; licensed child care centers went down from 1,567 to 1,553; and family child care homes went down from 5,164 to 4,363, for a grand total in 2012 of 6,596). Therefore, the actual number of Level 1 providers in 2012 was 6,596 - 732 - 181 = 5,683.

In 2013, the total number of providers in the state also changed slightly from 2012 (i.e. ECEAP providers increased from 265 to 266, causing the total number of HS/ECEAP sites to go from 680 to 681; licensed child care centers went down from 1,553 to 1,477; and family child care homes went down 4,363 to 3,989, for a grand total in 2013 of 6,147). Therefore, the actual number of Level 1 providers in 2013 was 6,147 - 754 (Total Participating Centers) - 1,042 (Total Participating Family Homes) - 215 (Total Participating HS/ECEAP sites) = 4,136.

Programs in Tier 2: Data comes from DEL's Managed Educational Registry and Information Tool (MERIT) database, which governs the application process for TQRIS and some of the related activities. Beginning in July 2012, providers who were participating in Level 2 initiated their application for Early Achievers. "Level 2

Participation" includes online registration (for director/owner and teaching staff), completion of a professional development training series, a self-assessment, and preparation for an onsite evaluation to establish the facilities' quality rating. Once a provider has received an onsite evaluation, it can be rated on a scale of 2-5. If a provider receives a rating of 2, they are considered "Level 2 Rated." Since the distinction between "Level 2 Participant" and "Level 2 Rated" is not made in the (B)(4)(c)(1) data table above, they are all included under "Tier 2" and additional detail is provided in these data notes. Also note that programs that were rated Levels 2-5 at Baseline were involved in the Early Adopters Pilot program.

In 2012, 732 Licensed providers were Level 2 Participants (317 Centers and 415 Family Homes).

In 2013, 1,747 Licensed providers were Level 2 Participants, and 11 were Rated Level 2 (6 Family Homes and 5 Child Care Centers), for a total of 1,758 Programs in Tier 2.

Programs in Tier 3: In 2012, a sample of Head Start and ECEAP programs from various regions in the state were selected to participate in a pilot program, the results of which will inform the development of a statewide TQRIS program for all HS and ECEAP programs. All pilot sites are entering at Level 3 as assessed by quality assurance policies and curricula standards currently in place. The facility onboarding process is being adjusted for this pilot to fit the specific needs of these programs while maintaining cohesion with the TQRIS implementation for licensed facilities.

In 2013, 32 Licensed Providers (7 Family Homes and 25 Centers) had been rated at Level 3. Additionally, 166 HS/ECEAP sites were participating in the Early Achievers pipeline and awaiting ratings.

Programs in Tiers 4+: In August of 2012, DEL contracted with the University of Washington's Child Care Quality and Early Learning Research Center (UW-CQEL) through their existing academic partnership to continue management of the ratings process beyond the 2010-2011 QRIS pilot program. Development of the WELS information system completed the following October, and began testing collections of scored data in order to assign quality ratings. To bridge the gap between program and system implementations, UW-CQEL managed an offline process to collect scored data and establish baseline ratings for the HS/ECEAP pilot at the time.

As of 2013, a total of 55 Licensed providers and HS/ECEAP sites received a quality rating of Level 4-5. This total includes 6 Licensed providers (2 Family Homes rated Level 4 and 4 Centers rated Level 4) and 49 HS/ECEAP sites (48 rated Level 4 and 1 rated Level 5).

Performance Measure (B)(4)(c)(1) Target Notes
For all targets that were not reached in the reporting year, please *describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.*

Early Achievers Enrollment Targets - Washington achieved 98 percent of our 2013 enrollment target for licensed centers and family homes. However, we were well under target for the number of family homes that are participating in Early Achievers. This is due in large part to the reduction in the number of family home providers in the State. When the RTT-ELC application was written, there were 5,164 family home providers in the State. As of December 31, 2013, there are 3,989 family home providers in the State, a reduction of 23 percent. Given this large reduction in the number of family home providers, Washington will continue to focus on recruiting HS/ECEAP programs and licensed child care centers to compensate for the reduction in family homes.

Early Achievers Ratings Targets - Programs have been moving to full rating slower than initially anticipated. Reasons for this include the statutory 30-month allowable window for completion of Level 2 requirements, as well as general apprehension about receiving a public rating. As a result, Washington is currently well under target for the number of sites rated at Levels 3 - 5. However, in 2013 there were several new policies and incentives (including the Gates Challenge) that encourage providers to move through the ratings process. As of December 31, 2013, there were 390 licensed child care sites that have received Rating Readiness approval and have requested on-site evaluations and are currently in the ratings queue. We are projecting that the number of sites that are rated Levels 3 - 5 will continue to grow throughout the year and anticipate reaching our targeted numbers by the end of the grant period.

HS/ECEAP Targets - Participation in the higher levels of Early Achievers at the end of 2013 was somewhat lower than our 2013 targets:

Head Start/ECEAP Participation	Grantees	Sites	Total # of Slots/Children
2013 Year End: Total Number of HS/ECEAP grantee-contractors signed up for higher levels of EA participation	18	258	14,208
The total number of sites and funded HS/ECEAP slots that are associated with grantee-contractors that have signed up.			
2013 Year End: HS/ECEAP sites Currently in some stage of HS/ECEAP Pathway - Entry Level 3 to Level 5	18	215	11,118
The number of sites is smaller than the total number of sites associated with the grantees that have signed up because some sites may be participating in the licensed pathway or not eligible to participate at this time (home-based sites, etc.)			

Our target for 2103 was to serve 13,640 high needs children (55 percent) participating in Head Start or ECEAP programs at Early Achievers Levels 3 - 5. By the end of the year, we had 11,118 children (45 percent) participating in HS/ECEAP programs at Levels 3 - 5. Our 2013 participation was lower than expected, due to the months spent building the new HS/ECEAP online enrollment system and not opening participation until late in the year (October 2013). In addition, our counts reflect that some HS/ECEAP sites (and children) are participating in the higher levels of Early Achievers, but counted in other categories. HS/ECEAP counts only include sites eligible for the HS/ECEAP participation pathway. If a site has less than 75 percent of its slots reserved for Head Start and ECEAP children, it is counted with other licensed sites, and not included in the HS/ECEAP count. This means that when the Reciprocity plan was finalized, some of the HS/ECEAP programs and associated children moved into the licensed program category by our new definition in Washington. While participation was lower than expected in 2013, we believe that participation will increase dramatically in 2014 and we will still meet our overall targets by the end of the grant period. Strategies for meeting grant targets include:

1. **Recruitment**: We are actively recruiting HS/ECEAP programs to participate in the higher levels of Early Achievers. To date, we have doubled the number of programs already signed up for participation in the higher levels (from nine grantees in 2012 to 18 grantees in 2013). Five additional HS/ECEAP programs have signed up to complete the orientation session that will allow them to begin participation at the higher levels.

2. **New participation requirements for ECEAP**: Legislation passed in 2013 requires ECEAP programs to participate in Early Achievers by June 30, 2015. Legislative support for statewide participation in Early Achievers will greatly increase the pace of participation.
3. **Incentives**: In addition to the incentives (stipends) to support Early Achievers participation that are part of the Reciprocity Plan, DEL is also offering the following to Head Start and ECEAP programs:
   a. 2014 enrollment incentives - Thanks to the generosity of the Bill and Melinda Gates Foundation, DEL is providing bonus stipends for HS/ECEAP programs that sign up and complete enrollment in the higher levels of Early Achievers by March 1, 2014; and
   b. Tiered reimbursement and subsidy contracts - Head Start and ECEAP programs that are also licensed programs will be eligible for tiered reimbursement.

Performance Measure (B)(4)(c)(2)

In the table, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Targets Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	1,936	21.0%	1,936	21.0%	4,948	53.0%	6,024	64.0%	6,024	64.0%
Early Head Start & Head Start[1]	3,401	23.0%	3,401	23.0%	8,692	57.0%	10,960	73.0%	11,338	75.0%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	108	0.2%	5,745	9.0%	15,621	25.0%	21,616	34.0%	23,521	37.0%

[1] *Including Migrant and Tribal Head Start located in the State.*

Actuals Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	9,532	1,936	21%	9,532	4,014	42%	9,532	4,747	50%
Specify:	ECEAP								
Early Head Start & Head Start[1]	15,117	3,401	23%	15,117	7,175	47%	15,117	6,371	42%
Programs funded by IDEA, Part C	5,592			5,592			5,592		
Programs funded by IDEA, Part B, section 619	9,682			9,682			9,682		
Programs funded under Title I of ESEA	3,374			3,374			3,374		
Programs receiving from CCDF funds	63,440	108	0.2%	63,440	11,189	18%	63,440	11,118	18%

[1] *Including Migrant and Tribal Head Start located in the State.*

Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Note: ***"Top Tiers" defined as levels three through five in Washington's TQRIS.***

General Data Notes:

In Table (B)(4)(c)(2), incorrectly reported data from past years is noted and corrected in the data notes, when applicable. For example, for Early Learning and Development Programs funded by IDEA Part B (section 619) and Title I of ESEA, there are corrections to the data noted for 2011 in the data notes. Since these programs do not yet break out child counts by the number participating in the top tiers of the TQRIS, Washington does not have TQRIS targets for these line items, nor does the state report actuals in the data table. Washington does provide the total number of children with high needs served by these programs in the state (as the Baseline in the Actuals data table), and the actual number of children participating each year (in Tables (A)(1)-3a and (A)(1)-5). The correct number of children participating is reported in these "A" tables (in place of incorrectly reported numbers that are noted in Table (B)(4)(c)(2) for reference). These data corrections are also provided in the data notes to Tables (A)(1)-3a and (A)(1)-5, as applicable.

Also, please note that in the "B" tables, updates to the original Baseline #s are reported in the data notes but not in the actual data tables. This is done for comparison purposes, since all target numbers and percentages were based off of the original 2011 Baseline numbers. As such, the reader can compare actual participation numbers both to the original baseline (in the data tables) as well as to the updated baseline (in the data notes).

State-funded preschool (ECEAP): Baseline data was based on the number of children in ECEAP classrooms, provided by DEL (for Academic Year 2010-2011): 9,532 children served includes 8,024 ECEAP slots, 581 pre-school special education children, and 927 non-ECEAP children in ECEAP classrooms (all of whom benefit from the TQRIS). Targets for number of children with high needs served by ECEAP for 2012 were calculated by taking the total number of subsidized children ((8,605, or 8,024+581) and multiplying by the projected percentage of ECEAP programs in Levels 2 or higher (i.e. 8,605 x 22.5% = 1,936)). This calculation includes only children served by programs in the top tiers of TQRIS (i.e. Levels 3-5), as HS and ECEAP sites enter at a Level 3 in TQRIS, as assessed by quality assurance policies and curricula standards currently in place. For Academic Year 2011-12, the total number of ECEAP-funded slots reported by DEL is 8,391. For more on calculating the total number of high needs children served by ECEAP, see the notes below on children served by programs receiving funds from the state's CCDF program.

As of 2012, the number of high needs children served by ECEAP providers in the top tiers of TQRIS includes all ECEAP slots (4,014) in the 181 HS/ECEAP pilot sites. NOTE: a technical correction was made to the RTT-ELC application percentage target for 2014 (was incorrectly reported as 70%).

As of 2013, the number of high needs children served by ECEAP providers in the top tiers of the TQRIS is 4,747 slots. Please note that in 2013 the Head Start (HS)/ECEAP reciprocity plan was finalized and implemented, and as a result some of the original 181 HS/ECEAP sites that were counted as part of the pilot in 2012 are no longer counted as HS/ECEAP. This is because sites that are co-located at licensed providers and have fewer than 75% child slots funded by HS/ECEAP are now being counted as licensed providers, and as a result their ECEAP slots are no longer being counted toward ECEAP for reporting purposes (this total includes 23 HS/ECEAP sites that

account for 413 slots HS/ECEAP slots). In addition, several HS/ECEAP sites that were originally part of the pilot closed, so those slots are no longer being counted. Finally, many of the remaining pilot sites and the new HS/ECEAP sites that have entered Early Achievers have fewer slots per site on average than the original group of pilot sites from 2012, causing the total number of slots to be lower than expected when compared to the increase in total number of sites. These reductions in total HS/ECEAP slot counts will likely be offset in 2014 by ECEAP integration and expansion activities.

Also, please note that given the lack of available program-specific slot data for the pilot sites that remain on the HS/ECEAP pathway, the number of ECEAP slots is an estimate derived by applying the percentage of ECEAP slots in the original 181 pilot sites to the 138 remaining pilot sites. Actual program-specific slot counts were available and reported for the 77 HS/ECEAP sites that signed up for Early Achievers after the pilot program.

Early Head Start and Head Start: Targets are based on data provided from the Washington Head Start State Collaboration Office (HSSCO) for the RTT-ELC application. Actual child counts for FY2012 was provided by DEL's TQRIS program team, and is based on a pilot program of 181 HS/ECEAP programs selected for preparation of the larger state-wide offering of TQRIS to all HS/ECEAP sites and programs. This figure represents the number of EHS/HS, Migrant and Seasonal and American Indian/Alaskan Native programs in Washington State as reported by the HSSCO. Actual number of funded enrollment for program year 2011-2012 is 17,352.

As of 2012, the number of high needs children served by HS providers in the top tiers of TQRIS includes all HS slots (7,175) in the 181 HS/ECEAP pilot sites, which enter at Level 3, as assessed by quality assurance policies and curricula standards currently in place.

As of 2013, the number of high needs children served by HS providers in the top tiers of TQRIS is 6,371. This number is lower than the number of slots reported in 2012 due to a number of factors associated with the implementation of HS/ECEAP reciprocity, which was finalized in 2013. As mentioned above, as a result of reciprocity implementation, some of the original 181 HS/ECEAP sites that were counted as part of the pilot in 2012 (but were co-located at licensed providers and had fewer than 75% child slots funded by HS/ECEAP) are now being counted as licensed providers and their HS slots are no longer being counted toward HS for reporting purposes (this total includes 23 HS/ECEAP sites that account for 413 slots HS/ECEAP slots). In addition, several HS/ECEAP sites that were originally part of the pilot closed, so those slots are no longer being counted. Finally, many of the remaining pilot sites and the new HS/ECEAP sites that have entered Early Achievers have fewer slots per site on average than the original group of pilot sites from 2012, causing the total number of slots to be lower than expected when compared to the increase in total number of sites. These reductions in total HS/ECEAP slot counts will be offset in 2014 by ECEAP integration and expansion activities.

Also, please note that given the lack of available program-specific slot data for the pilot sites that remain on the HS/ECEAP pathway, the number of HS slots is an estimate derived by applying the percentage of HS slots in the original 181 pilot sites to the 138 remaining pilot sites. Actual program-specific slot counts were available and reported for the 77 HS/ECEAP sites that signed up for Early Achievers after the pilot program.

Early Learning and Development Programs funded by IDEA, Part C: DEL is working with IDEA Part C to establish an agreement to promote TQRIS. Currently the majority of IDEA Part C programs are home-based and would therefore not fit within the model outlined in the TQRIS Standards. The actual number of children served for 2011 is 5,567; 2012 is 5,814; and 2013 is 6,080 (See Table (A)(1)-3a for more information); these numbers fluctuate annually.

Early Learning and Development Programs funded by IDEA, Part B, section 619: Classes for children funded by Part B are operated by school districts not licensed by DEL and so cannot participate in TQRIS. As indicated in our MOU, OSPI and DEL have agreed to develop a work plan to integrate classes serving children under Part B into TQRIS, as appropriate. Correction to data reported in the RTT-ELC application: IDEA Part B, program year 2011 was incorrectly reported as 9,946. The actual number of children served for program year 2011 was 9,682. For 2012, the number of children is 9,808. For 2013, the number of children is 9,515. See Table (A)(1)-3a for more information.

Early Learning and Development Programs funded under Title I of ESEA: Title I expenditures are determined at the local school district level. For the 2011 school year, district end-of-year Title I - OSPI reports show that 3,374 children received preschool services in district-operated programs. (Correction to data reported in the RTT-ELC Application - Title I, program year 2011 was reported as 3,260). The actual number of children served for program year 2012 is 2,556. For 2013, the actual number of children served for program year 2013 is 742. See Table (A)(1)-3a for more information

Early Learning and Development Programs receiving funds from the State's CCDF program: As of 2012, the actual number of children served by providers in the top tiers of TQRIS that receive funds from the state's CCDF program only includes children enrolled in the 181 HS/ECEAP pilot sites (who enter at Level 3, as assessed by quality assurance policies and curricula standards currently in place). These children (4,014+7,175 = 11,189) were also reported for ECEAP and HS providers in the first two rows of this table, see notes above.

The 2012 actual number for total children with high needs served by programs in the state is 63,298; this number is an estimate derived from the 2012 number of total licensed sites and data provided by the Washington State University (WSU) Child Care Survey as of 2010 (the report is bi-annual and has yet to be released for 2012). This number is derived for licensed providers by multiplying the WSU estimate of the percentage of licensed providers that receive subsidies (77.3%) by the actual number of licensed child care centers in the state for 2012 (1,553). This total number of providers (1,200) is multiplied by the average number of subsidized children per facility (1,200 x 19.3 = 23,169) to get children counts. This same equation is applied to Family Home Child Care for 2012 (i.e. 4,363 x 67.9% (for FHC) = 2,962; 2,962 x 4.66 = 13,805). These two numbers are then added to the total number of subsidized children served by HS and ECEAP in the state for 2012 (100% of HS children served, or 17,352 (HS), and 8,979 ECEAP children served (i.e. 8,391 subsidized ECEAP slots and 588 pre-k special education children in ECEAP classrooms)), respectively, to get a grand total of 63,305 children with high needs served by programs in the state for 2012. This methodology was used to derive the baseline number of high needs children as well. The number of pre-k special education children in ECEAP classrooms served in 2012 was derived by taking the number used in the baseline calculation (581 special education children in pre-k ECEAP classrooms, from DEL, 2010) and dividing by the total number of children in pre-k for that year (581/9,681 = 6%; refer to Table 3, IDEA Part B for more detail on total number of pre-k children). This percentage was then applied to the 2012 total number of children in pre-k (9,808 x 6% = 588) to get the derived number of children in pre-k special education in ECEAP classrooms.

In 2013, the actual number of children served by providers in the top tiers of TQRIS that receive funds from the state's CCDF program only includes children enrolled in the 215 HS/ECEAP sites enrolled in the TQRIS (who enter at Level 3, as assessed by quality assurance policies and curricula standards currently in place). These children (11,118 slots) were also reported for ECEAP and HS providers in the first two rows of this table, see notes above for more context on why the number of slots went down slightly in 2013 due to the implementation of HS/ECEAP reciprocity.

The 2013 actual number for total children with high needs served by programs in the state is 56,204; this number is an estimate derived from the 2013 number of total licensed sites and data provided by the Washington State University (WSU) Child Care Survey as of 2012 (the report is bi-annual). This number is derived for licensed providers by multiplying the WSU estimate of the percentage of licensed child care centers that receive subsidies (79%) by the actual number of licensed child care centers in the state for 2013 (1,477). This total number of providers (1,167) is multiplied by the average number of subsidized children per facility (1,167 x 19.8 = 23,103) to get child counts. This same equation is applied to Family Home Child Care for 2013, (i.e. 3,989 x 63.4% = 2,529; 2,529 x 2.6 = 6,575). These two numbers are then added to the total number of subsidized children served by HS and ECEAP in the state for 2013 (100% of HS children served, or 17,761, and 8,764 ECEAP children served (i.e. 8,391 subsidized ECEAP slots and a minimum of 373 pre-k special education children in ECEAP classrooms), respectively, to get a grand total of 56,204 children with high needs served by programs in the state for 2013.

For more detail on child count targets for HS/ECEAP, please refer to explanation above for HS/ECEAP child counts (in this table), as well as Table (A)(1)(3)(a). The total for CCDF child counts in this table differs from that in the A Tables, as this derived estimate does not include children who receive subsidies and are enrolled in other types of programs that are not participating in the TQRIS (i.e. unlicensed sites or non-ECEAP/HS sites).

Performance Measure (B)(4)(c)(2) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

Refer to Performance (B)(4)(c)(1) Target Notes above.

Validating the effectiveness of the State TQRIS (Section B(5) of Application)

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

In collaboration with DEL, our partners at the University of Washington Childcare Quality and Early Learning Center for Research and Professional Development (CQEL) have developed the following statewide evaluation plan to examine the relationship between the Early Achievers standards and changes in child outcomes.

Describe progress made in validating the effectiveness of the TQRIS, or, if progress has not been made, describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

Last year, the CQEL team completed a pilot study with a convenience sample of early learning programs in the Seattle area to determine if selected assessments were feasible and yielded useful results related to child outcomes. Based upon results from that pilot, the CQEL team drafted a statewide evaluation of early achievers.

This evaluation plan includes the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and how the tiers are related to children's learning, development and school readiness.

Early Achievers Statewide Evaluation Plan

Evaluation Purpose

The overarching purpose of this evaluation is to understand the extent to which the Early Achievers standards and quality levels are related to child outcomes and school readiness. Furthermore, we investigate which of the individual Early Achievers standard components are most predictive of positive child outcomes important for school readiness.

Evaluation Overview

To ensure a comprehensive picture of the Early Achievers system, we propose a mixed methods approach. Quantitative research strategies allow us to test theory-based hypothesis (e.g., Children in higher quality level programs make meaningful gains as compared to those in lower quality programs) and understand the relationship of multiple variables with the outcome. Qualitative strategies, on the other hand, will capture the attitudes, values, experiences, knowledge and perceptions of invested parties to better understand how Early Achievers is being received by stakeholders. The effects of Early Achievers will be assessed while focusing on child outcomes, parent and family profiles, and provider and program organization within the Early Achievers system.

Child outcomes. Participants include infants, toddlers and preschoolers, who will be randomly selected to ensure appropriate representation and adequate sample size. Standardized instruments will be directly administered to recruited children during a baseline assessment as well as two follow-up measurements. Further, indirect assessments in the form of parent and provider report will be obtained for participating children. Lastly, secondary data will be collected from existing entities providing additional information to inform children's gains in knowledge and skills over time.

Parent and family profiles. Parents and families of participating children will be targeted as key sources in this evaluation. Data will be collected via home visits, paper-pencil surveys, and semi-structured interviews. These sources of information will provide measures of language use in the home, parental skills in supporting children's development, general family characteristics and behaviors, and overall knowledge and perceptions of Early Achievers.

Provider and program organization. Overall program Early Achievers ratings and the elements of quality comprising those ratings will be tracked. Both structural and process measures will be considered individually to identify relationships of program quality. Additionally, measures of curriculum implementation, the use of language in the classroom, and teacher characteristics and perceptions of the workplace environment will be incorporated into this evaluation.

Timeline of Evaluation Activities

The evaluation of Early Achievers will be conducted between August 2014 and December 2015.

Evaluation Activity	Timing
• Human Subjects Application	February
• Recruitment into study	Upon HS approval-August
• Data collection point #1	8/2014-12/2014
o Direct child assessment	
o Teacher/parent ratings of child	
o Teacher demographics/health and wellness profile	
o Parent survey of engagement	
o Parent/child interactions and language modeling	
o Teacher work experiences (SEQUAL)	
• Classroom quality assessments	1/2015-4/2015
o ECERS-E	
o CLASS infant, toddler, Pre-K	
o ECERS/ITERS/FCCRS	
o Engagement	
• Data collection point #2	3/2015-6/2015
o Direct child assessment	
o Teacher/parent ratings of child	
o Parent survey of engagement	
o Parent/child interactions and language modeling	
• Data collection point #3	8/2015-11/2015
o Direct child assessment	
o Teacher/parent ratings of child	
• Report 1: Baseline	4/2015
• Report 2: Changes in child knowledge and skills	8/2015
• Report 3: Preliminary evaluation of Early Achievers and changes in child knowledge, skills and school readiness (pre/post only)	12/2015
• Report 4: Final evaluation (contingent upon extended funding) including growth curve analysis and WaKIDS data	2/2016

Evaluation Questions

After careful consideration, the following key research questions have been identified:

1. What are the characteristics of children and families who are attending Early Achievers programs?
2. What are the characteristics of providers and programs that are participating in Early Achievers?
3. What is the degree to which Early Achievers quality levels are associated with child outcomes across developmental domains?
4. To what extent are the Early Achievers quality standards related in expected ways to children's gains in academic and social-emotional skills?
   a. Which Early Achievers standards are most predictive of positive outcomes for children and in which developmental domains?

5. Are there subgroups of children who show increased benefit across domains as related to Early Achievers quality levels/standards?
6. How does dosage impact Early Achievers quality levels/standards and child outcomes?
7. How are stakeholders (parents, providers, etc.) understanding, experiencing and perceiving the Early Achievers system?

Descriptive Outcomes

First, we describe and categorize Early Achievers participation using the first two research questions above to guide the work.

- What are the characteristics of children and families who are attending Early Achievers programs?
- What are the characteristics of providers and programs that are participating in EA?

This descriptive information will be collected and used to describe and categorize our sample. Once analyzed this descriptive child, family, provider and program level data will also be used for questions three through six listed above.

Quantitative Outcomes

Second, the goal of the quantitative phase of the research is to answer the following questions (three through six above):

- What is the degree to which Early Achievers quality levels are associated with child outcomes across developmental domains?
- To what extent are the Early Achievers quality standards related in expected ways to children's gains in academic and social-emotional skills?
    - o Which Early Achievers standards are most predictive of positive outcomes for children and in which developmental domains?
- Are there subgroups of children who show increased benefit across domains as related to Early Achievers quality levels/standards?
- How does dosage impact Early Achievers quality levels/standards and child outcomes?

We will examine the correlations between the five Early Achievers quality levels and child outcomes as measured by individual standardized assessments (listed below). Correlations will also be explored between each Early Achievers standard and child gains across domains. Hierarchical Linear Modeling (HLM) will be used to better understand the relationship between Early Achievers quality levels/standards and gains in children's skills in measured developmental domains.

Qualitative Outcomes

Third, during the qualitative inquiry we will investigate the seventh question above:

- How are stakeholders (parents, providers, etc.) understanding, experiencing and perceiving the Early Achievers system?

Through surveys, interviews and focus groups, data will be collected to explore the perceptions of families, providers and program staff. Data will be analyzed to gain further insight into how parents are choosing child care and how providers feel about participating in Early Achievers, for example.

Evaluation Design

This evaluation calls for a multi-level model in which children are nested within classrooms/providers and sites. We will refer to family home child care and child care center classrooms as "classrooms" throughout the evaluation overview. Because of the nesting of children within classrooms and classrooms within sites, it is likely that participants within each level will be more similar to each other than those across levels. Therefore, the data will be analyzed using Hierarchical Linear Modeling (HLM, Raudenbush & Bryk, 2002) in order to take the nested nature of the study design into account. This three-level model will also consider time, incorporating child assessments across multiple time points. Individual child assessments will be conducted at three data time points: fall 2014, spring 2015 and fall 2015. Data collectors will visit classrooms to assess quality and conduct home visits in the winter of 2015. Families and teachers/providers will be incentivized for their participation in the study. Finally, in the fall of 2015 an additional phase of data collection will take place for children who have aged into kindergarten classrooms. This data collection will consist of secondary WaKIDS data, as well as individual child assessments. Data will be considered in multiple ways to include:

- Descriptive - For example, to understand the characteristics of children, families, teachers, and programs in the sample.
- Correlational - For example, to better understand the measurement and relationship of quality components and individual child data.
- Longitudinal - For example, to explore change over two or more time points in an effort to better understand child gains and quality of early learning environment.

Data collected from participants as well as information about program components will make up the focus of this evaluation. The evaluation will also include descriptions of programs, comparisons across programs and over time, validity of program components, effect of dosage, and achievement of overall outcomes.

Sampling

A comprehensive evaluation incorporating the targeted areas of child development, learning environment and family experiences in Early Achievers rated programs (to include Head Start) will begin with the 2014-15 school year. The following procedures will be employed for collecting data from the above sources. The anticipated sampling plan will hinge on the number of rated sites, taking into consideration the total amount of classrooms and slots for children there-within. Participants will be randomly selected proportionately based on number of children served while ensuring sufficient representation. The ideal sampling plan calls for involvement of approximately 3,000 randomly selected participants as well as the children's families and teachers.

- Early Achievers rated programs
- Child care centers
- Family home child care
- Preschool children
- Infants and toddlers
- Up to four boys and four girls per classroom (English speaking/typically developing)

Measures

Data collection will consist of direct assessments, indirect assessments, survey research, analysis of secondary data/record review, direct observation, and interview protocols. This blend of techniques will result in a strong evidence base to inform current and future practices. Targeted areas within these data collection processes will include: child demographics, development and learning, teacher-child interactions and global classroom quality,

program component effectiveness, family demographics, experiences and engagement with their child(ren) and the child care program, and teacher demographics and experiences.

Measurement of Child Outcomes

- **Language Screening for preschoolers**: Pre-LAS 2000 (*FACES 2009*)
  Children whose home language is not English and who make five consecutive errors on Simon Says and Art Show will not be included in the direct child measures. (*App. 5-10 minutes*)
- **Infant/Toddler Development**: The Bayley Scales of Infant and Toddler Development- Third Edition (BSID-III)
  The BSID-III assesses development of infants who are between 1-42 months of age in the areas of cognitive, language, motor, social emotional and adaptive skills. The social emotional scale results from provider report (*30-60 minutes*)
- **Language**: The Preschool Language Scale- Fifth Edition (PLS-5)
  The PLS-5 is a language assessment measuring pre-verbal, interaction-based skills, emerging language, and early literacy and is appropriate for children up to 7:11. Auditory Comprehension, expressive communication, and a total language score can be obtained. (*25-50 minutes*)
- **Social-Emotional**: The Achenbach System of Empirically Based Assessment
  The preschool Child Behavior Checklist (CBCL) 1½-5 and Caregiver Teacher Report Form (C-TRF) Scales Syndrome Scales: Emotionally Reactive; Anxious/Depressed; Somatic Complaints; Withdrawn; Sleep Problems (CBCL only); Attention Problems; and Aggressive Behavior.
- **Math**: Research-based Early Mathematics Assessment (REMA)
  The REMA assesses early mathematics ability in children measuring early numeracy, geometry, and spatial skills. This is a short form (19 questions) and is based on early learning trajectories. (*App. 10 minutes*)
- **Literacy**: Woodcock-Johnson III Tests of Achievement (WJ III) Letter-Word Identification Subtest
  The WJ Letter-Word Identification subtest measures the ability to identify letters and words. For this test, the child is not required to know the meaning of any words. The participant's word decoding skills are assessed. The easiest set of items, intended primarily for preschool-aged children, requires the participant to identify letters that appear in large type and then to pronounce simple words correctly. (*App. 5 min*)
- **Early Writing**: Woodcock-Johnson III Tests of Achievement (WJ III) Spelling Subtest
  The WJ Spelling subtest asks children to write letters and words from dictation and measures early writing ability. (*App. 5 min*)
- **Executive Function**: Head Toes Knees and Shoulders (HTKS)
  The HTKS is measure of self-regulation, and effortful control specifically. This measure requires the child to perform the opposite of a dominant response to various verbal instructions given by the assessor. (*App. 5 min*)
- **Executive Function/Emotion**: Task Orientation Questionnaire (TOQ)
  The TOQ, a rating scale, is an assessor report of the child's ability to engage in activities throughout the testing session (maintain attention, effort, and regulation of behavior, among others). (Positive emotion, attention shifting, impulse control)
- **Physical**: BMI
  Height and weight.

Direct Individual Preschool and Infant Toddler Assessments

Construct *Measure*	Ages	Administration Time
Language (Screener) *Pre-LAS 2000*	4:0-6:0	App. 10 minutes
Language *Preschool Language Scale (PLS-5)*	0:1-7:11	App. 25-45 minutes
Social-Emotional *Child Behavior Checklist (CBCL) Parent & Provider*	1:6-5:0	N/A
Physical *Body Mass Index (BMI)*	N/A	App. 5 minutes
Cognitive, Language, Motor, Social-emotional & Adaptive *Bayley Scales of Infant and Toddler Development (BSID-III)*	0:1-3:6	App. 30-45 minutes
Mathematics *Research-based Early Mathematics Assessment (REMA)*	3:0-8:0	App. 10 minutes
Literacy *Woodcock-Johnson III Tests of achievement (WJ-III) Letter Word ID*	2:0-90+	App. 5 minutes
Early Writing *Woodcock-Johnson III Tests of achievement (WJ-III) Spelling*	2:0-90+	App. 5 minutes
Executive Function *Head Toes Knees and Shoulder (HTKS)*	3:0-6:5	App. 5 minutes
Executive Function & Emotion *Task Orientation Questionnaire (TOQ)*	3:0-6:0	N/A

Secondary Child Data Collection

- Teaching Strategies (TS) GOLD
- ECEAP "outcomes report" or other previously collected data
  Medical, dental, etc.
- Dosage
  Attendance in part time/full time program, hours, days, weeks (using licensing attendance via sign in/out).
- WaKIDS
  TS GOLD at fall entry to K, K transition practices info via parent teacher survey

Measurement of Parent and Family Profiles

Parent-Child Interaction:

Language Environment Analysis (LENA)

The LENA is language environment analysis device, or digital language processor (DLP) that assesses expressive and receptive language. The device is unobtrusive and is worn by an individual (e.g., placed in a pocket, worn on a lanyard) in both the home and early learning environment. A software package analyzes the data and provides estimates of language use by multiple parties within the environment.

The software calculates various language characteristics in the form of word counts, conversation initiation, and conversational turns during various blocks of time.

<u>Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)</u>

The PICCOLO is a measure of parents' skills in supporting young children's cognitive, social, and language development. This observational tool requires a home visit and is designed to assess and monitor the quality of parent-child interactions (ages 10-47 months). It measures 29 parenting behaviors in four critical domains -- Affection, Responsiveness, Encouragement, and Teaching. (10 minute home visit)

<u>Parent Survey</u>

To capture family demographics, feelings about school, child adjustment status, family activities (meal time, books in home, media use, board games, etc.), support systems, family involvement and engagement in child's education, out of home activities (use of libraries, museums, parks, etc.) parenting program participation/experiences, and miscellaneous demographic information not included on intake form.

Measurement of Provider and Program Organization

Classroom Quality:

<u>Classroom Assessment Scoring System (CLASS)</u>

The CLASS focuses on the interactions of teachers and children in the classroom and assesses the quality of teachers' social and instructional interactions with children, and the intentionality and productivity evident in the classroom setting. The three measures in CLASS are emotional support, classroom organization and instructional support.

<u>The Early Childhood Environmental Rating Scale-Revised (ECERS-R)</u>

The Early Childhood Environmental Rating Scale assesses quality of preschool programs through observation on the following scales:

- Space and Furnishings
- Personal Care Routines*
- Language-reasoning
- Activities
- Interaction*
- Program Structure
- Parents and Staff

* The ITERS-R and FCCRS-R will be used for infant/toddler and family child care programs respectively.

<u>Language Environment Analysis (LENA)</u>

The LENA is language environment analysis device, or digital language processor (DLP) that assesses expressive and receptive language. The device is unobtrusive and is worn by an individual (e.g., placed in a pocket, worn on a lanyard) in both the home and early learning environment. A software package analyzes the data and provides estimates of language use by multiple parties within the environment.

The software calculates various language characteristics in the form of word counts, conversation initiation, and conversational turns during various blocks of time.

Curriculum Implementation:

<u>ECERS-E</u>

The ECERS-E provides an in depth look at four educational aspects of the classroom environment. These four curricular subscales are an extension of the ECERS-R, providing a more comprehensive picture of program quality.

- Literacy (emergent writing, letters and sounds)
- Mathematics (numbers and reasoning)
- Science and Environment (creative and critical thinking, understanding the natural and physical world)
- Diversity (planning for individual child needs, valuing and respecting cultures, gender diversity).

Curriculum Implementation:

<u>Self-report Survey (Pence, Justice, & Wiggins 2008)</u>

This study used a Likert-style teacher questionnaire with the following item stems:

- I felt comfortable with the curriculum implemented in my classroom this year.
- My comfort with the curriculum increased as the school year progressed.
- I grew more comfortable with the language stimulation techniques as the school year progressed.
- The language stimulation techniques increased the quality and/or amount of conversation in my classroom.
- I did an effective job implementing the curriculum in my classroom.

<u>Early Achievers standards in child outcomes, curriculum, and family engagement</u>

Provider/Teacher Measures:

<u>Supportive Environmental Quality Underlying Adult Learning (SEQUAL)</u>

The SEQUAL can assist researchers in understanding the interplay between teacher education, the work environment and efforts to improve program quality and facilitate children's learning. It is a tool for examining the working environments of early childhood teaching staff and assesses how well the workplace supports teaching staff to learn and to continue to develop their knowledge and skills on the job. The instrument is administered directly to teachers and assistant teachers in centers or school-based programs. Five overarching domains of the workplace that support professional growth and high quality care and instruction are assessed. These include: 1) Teaching Supports; 2) Learning Community; 3) Job Crafting; 4) Adult Well-being; and 5) Program Leadership. Each domain examines the policies, practices, and relationships necessary for a high quality adult learning environment. Teaching staff focus groups and multi-disciplinary theory and research related to adult learning, teacher education, early childhood quality, and organizational psychology informed the development of this tool.

<u>Provider Interviews/Focus Groups</u>

Through interviews/focus groups, data will be collected to explore the perceptions of providers and to better understand how they are experiencing the various elements of the system (how they feel about participating in EA, etc.).

Focused Investment Areas: Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

☑ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

☐ (C)(2) Supporting effective uses of Comprehensive Assessment Systems.

☐ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

☑ (C)(4) Engaging and supporting families.

☑ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

☐ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

☑ (E)(1) Understanding the status of children's learning and development at kindergarten entry.

☐ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Promoting Early Learning Outcomes

Early Learning Development Standards (Section C(1) of Application)

Has the State made progress in ensuring that its Early Learning and Development Standards:

Early Learning and Development Standards	
Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers	Yes
Cover all Essential Domains of School Readiness	Yes
Are aligned with the State's K-3 academic standards	Yes
Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities	Yes

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Background

A comprehensive redesign of Washington's Early Learning and Development Guidelines (formerly Washington State Early Learning and Development Benchmarks) began in October 2010 and was completed in the first quarter of 2012. The purpose of the redesign was to ensure that the Guidelines reflect new research and information, are culturally relevant for Washington's diverse population, and extend through grade three. DEL, OSPI and Thrive led the effort. The new Guidelines span ages birth through third grade, include all areas of development, are compatible with other key standards (including Common Core and Head Start), and are structured to promote cultural inclusiveness and accessibility to a variety of audiences.

The Guidelines have been integrated into Washington's TQRIS and professional development systems through training and the Early Achievers Curricular Alignment Tool (CAT). The CAT is completed with the support of Technical Assistant Specialists and Coaches working with Early Achievers programs to evaluate whether program curriculum aligns with the Guidelines. This alignment is part of the quality standards in our TQRIS system and can result in earned points toward Levels 3 - 5 upon rating. The Guidelines are also aligned with our kindergarten assessment process. The online Early Learning Guidelines training is required for all state-approved trainers and participants in Early Achievers. By December 31, 2013, 4,885 professionals had completed this training setting a solid foundation on how the Early Learning Guidelines support sound child development and can be used as an aligning document birth through third grade.

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs:

During this reporting year, a variety of efforts took place to continue the promotion and use of the Guidelines as a foundational element of our state early learning system:

- We have continued to ensure resources are in place to support printing and distribution of the Guidelines in hard copy format in both English and Spanish for anyone who requests copies.
- We have partnered with a local school district to develop supplemental materials specific to the K-3 population. These materials support implementation of key concepts within the Guidelines, which can be shared with other school districts and partners.
- We have continued to provide information about the Guidelines at various conferences and training opportunities. This includes a session led jointly by DEL and OSPI, which provides information about the Guidelines and how they relate to the Common Core.
- An action plan created by DEL, OSPI and Thrive outlining implementation priorities for the continued local and state implementation of the Guidelines. The action plan is available to guide further efforts as additional resources become available.
- Implementation of library mini-grants in local communities that provide information to parents and families via visual displays and presentations about the Early Learning Guidelines and potential uses for families.

Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period:

Washington has made progress in several areas:

1. Broad outreach about the importance and use of the Early Learning Guidelines through training, conferences and work with parents.
2. Collaborative work with the K-12 system to ensure the Guidelines are used as a resource in district classrooms as well as part of the P-3 strategy in our state.
3. Ensuring the Guidelines are operationalized in our early learning system by embedding the use of the resource as a way to align curriculum to developmentally appropriate practice and earn points in Early Achievers.

Engaging and Supporting Families (Section C(4) of Application)

Has the State made progress in:

Family Engagement	
Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards	Yes
Including information on activities that enhance the capacity of families to support their children's education and development	Yes
Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies	Yes
Promoting family support and engagement statewide, including by leveraging other existing resources	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Early Achievers

Strengthening Families is the cornerstone of the Early Achievers (EA) Family Engagement and Partnership standard. A six-hour introductory Strengthening Families training is required for all Early Achievers facilities and points can be earned toward rating by completing the Strengthening Families Self-Assessment, developing a plan of action based on the results, and involving parents and families in long-term planning. Sixty state-approved trainers deliver this training statewide and more than 1,750 facility administrators have completed the training. According to post-training surveys, participants find this training valuable and it is consistently noted as a favorite among participants.

As facilities have started rating, DEL now has the opportunity to analyze not only the efficacy of training content, but whether the training is motivating participants to meet the voluntary state standards specific to Strengthening Families. Out of 27 rated family home child care facilities, 26 completed the Strengthening Families Self-Assessment; 19 developed a plan of action based on the results, and 10 have started involving parents in long-term planning, For the 37 rated child care centers, 35 completed the Strengthening Families Self-Assessment, 31 developed a plan of action based on the results, and 16 have started involving parents in long-term planning. As this is our first year of rating, these results are significant. If a facility chooses not to complete the self-assessment and subsequent standards specific to Strengthening Families, a coach will add these standards to the facility quality improvement plan and start working with the facility on setting clear and targeted goals to support their efforts.

The Strengthening Families training is one of the most popular trainings in the Level 2 Professional Training Series. DEL and CCA of WA have started reviewing participant feedback about not only the content of the current training, but suggestions to build upon it. Participants have asked for more hands-on opportunities and reflection time to apply the training concepts to situations that they are currently managing within their facility or classroom, and they have asked for deeper, targeted trainings on each of the protective factors. We plan on modifying content to support suggestions specific the Level 2 introductory training and are exploring opportunities to offer more specific topical content. Additional professional development opportunities are currently underway in our Training Resource Centers focusing specifically on sharing evidence-based parenting

programs with licensed child care facilities. These opportunities will help Early Achievers participants earn points in the standards and will strengthen the quality of parent and family outreach supports.

In 2013, DEL worked in partnership with the Department of Health, Washington Dental Foundation and Reach Out and Read to update the current Strengthening Families self-assessment area focusing on health. Important modifications were made to this area of the self-assessment to emphasize the importance of providers assisting parents and families to find medical and dental homes.

HS/ECEAP

In 2013, seven new Training Resource Centers are sharing parenting resources with surrounding child care programs who are participating in Early Achievers. Resource-sharing activities include extending parenting classes, parenting events and resources (such as libraries and parent rooms) to families outside of Head Start and ECEAP. In some cases, the sharing activity includes training for child care staff (for example, training to facilitate parenting classes or training/sharing about parenting resources).

In addition to family engagement being one of the focus areas of TRCs, our ECEAP program also incorporates the Strengthening Families approach in the program's family support component. As Early Achievers and ECEAP integration continues, Strengthening Families will be a common approach and resources for supporting families in all programs.

Parent Navigators

Administered by the Washington State Association of Head Start and ECEAP, Parent Navigators serve as a peer-to-peer resource for high-need families. A cadre of 20 Parent Navigators provides information sessions to parents and member of the community as "peer experts" at Community Service Offices, community meetings, industry conferences, and other regional events on the importance and value of high-quality learning for children. The Parent Navigators average nine information sessions per month. Based on post-visit surveys, we have found that a majority of parents that participated in the information sessions had a better understanding of the value of high-quality early learning and, 50 percent of parents surveyed intended to enroll their child(ren) in an Early Achievers facility if possible. Of those who currently had children enrolled in child care, most intended to ask their provider if they were participating in Early Achievers and if they weren't, to encourage them do so. In general, participating parents and families report that they are very interested in learning more about high-quality child care and are encouraged that access to high-quality programs is within reach regardless of their socio-economic status/income.

Washington State Libraries Partnership

DEL distributed 29 mini-grants to regional libraries specifically focused on parent and community outreach. Most sites report that the mini-grants provide an opportunity to connect with families in a new way and that participation in events focused specifically on early learning have been incredibly successful. Examples of events and activities included:

- Early Learning Nights for parents and families focused on providing an overview of the Early Learning and Development Guidelines and Early Achievers. Printed copies of the Early Learning and Development Guidelines were provided to all participants.
- Love. Talk. Play. (LTP) events in which 10 libraries facilitated early learning activities with parents and children based on the Early Learning and Development Guidelines and received information about Early Achievers and LTP resources.

- Many libraries built displays focused specifically on the importance of early learning, which included a variety of resources including information about WaKIDS and the value of the parent perspective.
- Play and Learn Groups were invited to activities focused specifically on the value of early literacy.

Parent Outreach and Campaign for Quality

DEL has been working with a marketing firm to plan for a larger statewide Early Achievers parent campaign. While statewide messaging is not planned until ratings are available in every county, we have begun to use various strategies to help parents become familiar with Early Achievers and to look for the Early Achievers logo when looking for early learning options. To date, we have worked with key partners including CCA of WA and the University of Washington to build common messaging about the value of Early Achievers for multiple audiences including policymakers, providers and families. DEL has also been working in partnership with advocates at MomsRising who worked directly with parent groups to test out these messages and give feedback to ensure parent voice. MomsRising is finalizing an Early Achievers toolkit, which will provide an introduction to Early Achievers specifically focusing on the value of high-quality early learning opportunities and the impact on school readiness as measured by WaKIDS. The goal of these efforts is to build a cadre of parent champions who can work in partnership with the State to sustain Early Achievers and educate others about quality early learning as ratings become available around the state.

Home Visiting

In addition to the support that families receive through the TQRIS, Washington has made several notable achievements in home visiting in 2013. The Home Visiting Services Account (HVSA) is jointly administered by DEL and Thrive by Five Washington. This account leverages private matching with public dollars, and in 2013 additional state and private funds were allocated to expand service delivery to serve an additional 217 families.

Last year, Washington made a decision to focus on building innovative strategies to home visiting with Tribal/Native American and rural communities based on the results of a comprehensive needs assessment. In 2013, the American Indian Health Commission submitted a proposal to address the current availability of home visiting, barriers to access, home visiting effectiveness with tribal families, and promising approaches to addressing high-risk factors in tribal populations. Some of the key recommendations from the report included piloting "promising practices" models and evidence-based models with cultural adaptations designed to meet specific tribal needs, as well as the development of outreach efforts and training for tribes on the benefits of home visiting, adverse childhood experiences (ACEs) and intergenerational trauma. In the coming year, Washington will work within the State's government-to-government consultation structure to make final decisions on implementation efforts.

Additionally in 2013, rural development work led to innovative strategies to address lack of capacity in underserved communities. As a result, up to three communities will develop a home visiting action plan designed to select or strengthen a Nurse Family Partnership or Parents as Teachers program and bolster the community's infrastructure for successful service delivery.

Another key focus for the HVSA is building quality with targeted professional development. Starting in 2013, DEL and Thrive partnered with the Washington State Coalition Against Domestic Violence to deliver nine regional trainings on assessing and addressing domestic violence through home visiting programs. This training is available to home visitors, supervisors and allied professionals. As of December 31, 2013, 95 professionals have been trained to address this critical need in communities.

"Love. Talk. Play." (LTP)

In 2013, the LTP campaign had several goals:

- Conduct a spring campaign push;
- Focus and engage partners and teen parents;
- Develop materials with the University of Washington Institute for Learning & Brain Sciences (I-LABS) on the science behind love, talk and play;
- Connect to Early Achievers, the Early Learning Guidelines and Advancing Racial Equity efforts; and
- Engage corporate sponsors to help with campaign sustainability.

In spring 2013, Thrive hired Edelman Seattle and its media partner Media Plus+ to generate awareness for LTP. The goals for this two-month (Week of the Young Child through Father's Day), $20,000 public awareness effort:

- Celebrate parents as their children's first and most important teachers;
- Draw more attention to the campaign and message and have more parents receiving the weekly tip email and following us on Facebook, where tips are also posted; and
- Highlight campaign work and events happening in the 10 Early Learning Regional Coalitions.

Efforts and Reach

- Thrive wrote blogs, held a Facebook contest and asked partners to promote the campaign with their members during this time. As a result, they saw a significant increase in people who want to order materials, engage with us on social media, and receive our weekly email tips.
- Thrive leveraged both paid and earned media on both sides of the State. As a result, the campaign delivered more than 1.2 million gross impressions across all markets. Stories ran on Mother's Day and Father's Day and featured Thrive partners from SOAR, I-LABS, Open Arms Perinatal Services and Spokane Library System, as well as teen parents from Yakima and Spokane. Thrive also spent $10,000 on a four-page insert in Parent Map, the State's largest parenting magazine that reaches more than 100,000 parents.

Partners and Teen Parents

Thrive counts on many partners to share our LTP message directly with parents. These partners include home visitors; child care workers; teachers of high-school teen-parent classes; Women, Infant and Children (WIC) staff; librarians; Play & Learn group leaders; social workers; child development specialists; parent educators; and many more. Parent Trust for Washington Children continues to answer calls on the toll free number promoted in LTP materials. For the second year, campaign materials were sent through the Department of Health's Child Profile mailing to every one of the 95,000+ families in Washington with a 6-month-old baby. Early Achievers utilizes the campaign as a good way to engage parents. In addition, Radio KDNA in Granger airs daily LTP messages in Spanish.

The 10 Early Learning Regional Coalitions are also critical to the campaign's success. The ELRCs are regional groups of social service agencies, child care providers, parents and educators who work collaboratively to improve early learning in their communities. The coalitions helped build the campaign and receive funds each year to implement it. Through the support from the Bezos Family Foundation, Thrive currently has about $100,000 annually to support the coalitions' work. As part of this funding, coalitions are required to choose and then focus on an audience or two - with a priority to serve and support the most vulnerable - that they want to ensure receives the campaign messages and materials. Some of the audiences that have become a priority include pregnant and parenting teens; migrant families; military families; families who use family, friend and neighbor (FFN) child care; Latino families; families with children who have special needs; tribal families; African-

American families; and rural families. We have also asked the coalitions to look for ways to integrate LTP efforts in their work, so that it is not a stand-alone effort and that resources are maximized.

Teen parents have been a particular focus for the campaign since mid-2012. In 2013, three coalitions focused their efforts on teen parents: SOAR (King County); Inland Northwest Early Learning Alliance (Spokane area); and Investing in Children (Yakima and Kittitas counties). 2013 activities included:

- Holding a gathering in Spokane of about 40 pregnant and parenting teens (girls and boys) to learn more about their needs and to talk with them about LTP.
- Engaging various programs such as the Graduation Reality and Dual Role Skills (GRADS) program, which provides guidance and support for teen parents who are learning to navigate parenthood while also completing high school.
- Working with high schools to not only engage pregnant and parenting teens but also other teens with an interest in sharing this information among their peers. Two students fulfilled their graduation project requirement by focusing on LTP.
- Working with groups for pregnant and parenting teens (e.g., YoungLives) to offer LTP tips and information through the messengers that teens trust.
- Creating multimedia resources that offer LTP information that teens said resonated with them (e.g., a how-to video for making simple toys out of found objects).
- Working with pregnant and parenting teens to participate in the springtime media push around LTP.

I-LABS

The LTP message is based on brain research, which tells us that the first three years of life are a critical time in a child's learning and development. Love, talk and play are at the core of what children need from birth to age three to be successful in school and in life. In spring 2013, Thrive and I-LABS worked together on one-pagers to provide the science behind the importance of love, talk and play. Each one-pager provides important findings from research (e.g., "Infant and Toddler Brain Development Depends on Relationships"), a few pieces of evidence to back up the finding, and then some "Try This" suggestions for parents to help them put the science into action. These one-pagers are online for download and are being distributed by the coalitions. DEL will soon be sharing them with all licensed child care providers.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Our State has made significant progress in engaging and partnering with families. We will be able to track the response to the Strengthening Families training and modify as necessary based on participant feedback. Training opportunities will be added to meet the participant needs regionally, and coaches will receive training to support facility implementation.

We have started analyzing rating data specific to family engagement and will work closely with CCA of WA to more effectively support coaches and foster connections with the Training Resources Centers that strong expertise in the engaging and partnering with families to better support this effort regionally.

In the next year of the grant, we will begin implementing modification to the training content, adding additional trainings through Early Achievers Institutes and Training Resource Centers to support more focused topics and continue to develop new partnerships at the local and regional level. In the coming year, Washington will also launch a broad parent outreach campaign as participation saturation levels have reached approximately 40 percent of eligible statewide programs and ratings increase. Washington will continue to work with MomsRising to target parent messaging to communities and through Local Regional Coalitions and CCA of WA as the messengers for finding quality early learning for parents and families.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials (Section D(1) of Application)

Has the State made progress in developing:

Workforce Knowledge and Competency Framework	
A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes	Yes
A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Yes

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Washington State has adopted the Washington State Core Competencies for Early Care and Education Professionals (Core Competencies) as the foundation to Washington's professional development system.

This past year, DEL initiated the process of developing professional competencies and standards for those who serve in a relationship-based professional development role. Relationship-based professional development is defined as adult learning that happens in the context of a relationship. These roles include coaches, mentors and consultants who are critical to Early Achievers. Coaching is a key strategy for quality improvement in Early Achievers, and defining standards that complement our Core Competencies will ensure consistency of practice across all program types. Relationship-based professional development competencies will be available in 2014. Once complete, the competencies will inform a future higher education credential and pathway for educating new coaches and mentors.

In 2012, DEL implemented a trainer-approval process using a Trainer-Approval Board to review and score individual trainer applicants. This past year, the Trainer-Approval Board expanded to a peer-review board structure, which invites previously approved trainers to score and approve new trainer applicants. This peer structure allows Washington to review each new trainer candidate and builds a solid understanding of using the Core Competencies when developing and implementing training for both reviewers and applicants. As of January 2014, 486 individuals have become state-approved trainers. This is an increase of 288 additional trainers from this time last year. Both state-approved trainers and Early Achievers participants complete an online training in the Core Competencies. At the end of December, 4,346 professionals had completed this training.

In order to extend the professional development opportunities for trainers and to evaluate if our current trainer-approval system is working as intended, DEL in partnership with Educational Service District 105, implemented a new trainer feedback process. The trainer feedback process is designed to provide a coaching opportunity for trainers in the field as well as evaluate the trainer approval process.

The trainer feedback process randomly selects trainers to go through a series of steps that include observation and goal setting. Trainers are asked to engage with a coach and the coaching relationship is grounded in self-reflection, identification of strengths and incorporation of new learning experiences. Washington is able to adjust the trainer-approval process and develop professional development opportunities for trainers based on

our learnings from the observations and trainer feedback process. Through this process we have learned that our trainers are delivering trainings at the Core Competency level aligned with their approval and that in general, the trainer-approval process is producing high- quality trainers for in-person trainings. Additionally, we have learned that early learning trainers want more information on developing measureable learning objectives and that online trainings have more variable quality.

In January 2013, early learning professionals became eligible to receive professional development incentives for participating in and completing the educating verification process in Washington's workforce registry, MERIT. Professionals receive awards for participating in the Registry, for existing educational accomplishments, and for moving up the Career Lattice. At the end of December, 3,839 participation incentives were distributed and 2,316 professionals earned education awards tied to the Career Lattice. This process is giving us a better understanding of our current workforce as well as a way to understand how scholarships tied to Early Achievers are impacting movement on the Career Lattice. As detailed in Washington's grant application, we introduced this initiative as an 18-month pilot process to verify the validity of our current Career Lattice. We are currently working with a group of stakeholders including local training organizations, licensors, coaches, higher education faculty and early learning providers to review and analyze our current Career Lattice and education verification process. Emerging themes include the need to simplify the Career Lattice and define early childhood education degrees differently to expedite the education verification process. We anticipate that policy changes to the Career Lattice and professional development incentive structure will take place by July 1, 2014.

Describe State progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework.

The state community and technical college system has adopted the Core Competencies and have revised early childhood education program curricula to ensure alignment. In 2012, DEL, in partnership with the Washington State Board for Community and Technical Colleges (SBCTC), created statewide "stackable certificates" in early childhood education. The three-stage stackable certificates include consistent course numbers, course descriptions and learning objectives that align with the Core Competencies. Colleges that adopt the statewide certificates and the Core Competencies are eligible to offer Early Achievers Opportunity Grants. Nineteen colleges are currently offering these grants to early learning professionals who are employed at Early Achievers programs. The grants cover the cost of tuition, books and other resources, such as tutoring. Along with tuition support, colleges who adopt the stackable certificates and offer Early Achievers Opportunity Grants also receive funding to support a college point-of-contact. This point-of-contact advises students using the Washington State Career Lattice and helps students navigate the college system. In addition to scholarship opportunities and degree alignment with the Core Competencies, many higher education faculty register with the state trainer-approval process. As faculty register, they are able to enter coursework completed and aligned Core Competencies for individual students.

CCA of WA administers a second early learning scholarship, Washington Scholarships for Child Care Professionals. As with the Early Achievers Opportunity Grants, scholarship recipients must be employed in an Early Achievers program. In 2013, CCA of WA removed the requirement for scholarship recipients to contribute a percentage of funding to their own education. This policy change encouraged more students to apply for and receive scholarships to pursue their early childhood education degree.

In 2013, a total of 532 scholarships were offered between both the Early Achievers Opportunity Grants and Washington Scholarships for Child Care Professionals.

The relationship-based professional development competencies will inform professional development pathways and opportunities for early learning professionals. Future implementation of relationship-based professional development competencies will provide the necessary framework to support career pathways for relationship-based professional development roles, including the development of a statewide coaching certificate. Preparing coaches through higher education institutions is one way to sustain RTT-ELC activities beyond the life of the grant.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in any or all of these workforce areas by the end of the grant period.

While Washington launched the professional development incentive initiative in January 2013, the complexity of our education verification process in combination with required technical assistance for early learning providers on MERIT has resulted in a slower drawdown in professional development funds than originally planned. Washington has seen a huge influx of education applications for review due to the incentives as well as increasing participation in Early Achievers. This has created technical bottlenecks that will be addressed with policy changes to the Career Lattice and education verification process in July 2014. During the past two years, we have learned much about the workforce and associated educational status. In spring 2014, Washington will publish our first annual workforce data report. This information will help with continued professional development planning at the state and local levels.

In addition to implementing a new Career Lattice, Washington plans to develop a "career portal" for early learning providers in 2014. This portal will complement the new Career Lattice and career guidance opportunities already available through Early Achievers technical assistance specialists, coaches and points-of-contact in higher education settings. The career portal will contain information on Washington's colleges and universities, and will be designed for professionals to use independently as well as collaboratively with an advisor or coach.

Measuring Outcomes and Progress

Understanding the Status of Children's Learning and Development at Kindergarten Entry (Section E(1) of Application)

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws	Yes
Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)	Yes

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) has three components: (1) a family connection that welcomes families into the K-12 system as partners in their child's education; (2) an early learning collaboration to align practices of early learning professionals and kindergarten teachers to support smooth transitions for students; and (3) a whole child assessment. Washington uses Teaching Strategies (TS) GOLD as the assessment tool. TS GOLD measures children's development at the start of the school year in all domains: social/emotional; physical and well-being; cognition and general knowledge; mathematics; and language, communication and literacy. The University of Washington completed an [inter-rater reliability and concurrent validity study](#) of TS GOLD in 2013 (see http://www.k12.wa.us/WaKIDS/pubdocs/WaKIDS_Report072613.pdf). Refer to the preceding section titled, "Validating the effectiveness of the State TQRIS" for information on the reliability and validity of TS GOLD.

During the 2013-14 school year, 1,800 teachers in 187 districts participated in WaKIDS. This includes 550 schools (97 of whom volunteered) with 38,443 incoming kindergartners, almost 17,000 more kindergartners than were assessed in 2012-13. This is an increase of 76 percent from the 2012-13 school year.

A total of 1,318 teachers were trained on TS GOLD and the WaKIDS process in 2013. This included two days of required training for 1,008 new teachers implementing WaKIDS for the first time and one day of optional refresher training for 310 returning teachers. Kindergarten teachers receive training on TS GOLD before the beginning of the school year. 888 teachers have earned their interrater reliability certification since July 1, 2013.

In 2013-14, all ECEAP contractors and most Head Start grantees are using TS GOLD for their whole child assessment. DEL will assign SSIDs to ECEAP children in the 2013-14 school year. This unique ID will allow the transfer of spring ECEAP checkpoint scores to WaKIDS kindergarten teachers in the form of an Individual Child Report. DEL will assign SSIDs for a sample of ECEAP children from last spring (2013), so we can test the process.

As part of our Early Learning Partnership priority strategies, DEL and OSPI in collaboration with the Education Research Data Center will continue efforts to link children who participated in state-funded early learning programs with their K-12 education experiences. The initial focus is on identifying kindergartners who had formerly participated in ECEAP.

The OSPI provides ongoing support to schools throughout the school year, including technical assistance to school leaders. OSPI also contracts with the nine Educational Service Districts (ESDs) throughout Washington to provide local WaKIDS coordinators, who support teachers to administer TS GOLD and use the resulting data in meaningful ways to inform instruction. DEL is also partnering with the ESDs to provide shared professional development on observational assessment and WaKIDS to early learning providers and kindergarten teachers.

Teachers were required to complete WaKIDS TS GOLD administration for school year 2013-14 by October 31. Results from the fall 2013 administration of TS GOLD have been available to teachers, principals, and school district administrators through the TS GOLD website since early November. TS GOLD data is used to inform instruction, share information with families during conference time and track individual child progress over time.

The 2013-14 results were released in December 2013. The State Report Card includes school-, district-, ESD- and state-level WaKIDS results (see http://reportcard.ospi.k12.wa.us/WaKidsDetailPage.aspx?year=2013-14&wakidsyr=2013-14&schoolId=1&waslCategory=1&numberOrChart=1). You can also find Fall 2013 results in the WaKIDS Data Summary (see http://www.k12.wa.us/WaKIDS/pubdocs/WaKIDSFall2013Data.pdf). The WaKIDS legislative work group was created by the Washington Legislature in 2011 to develop recommendations regarding the implementation of WaKIDS as the number of state-funded full-day kindergarten classrooms increases around the state. The WaKIDS legislative work group released recommendations in January 2013 for the coming school year. Recommendations include reducing the length of the assessment, eliminating other assessments that duplicate data in WaKIDS, and administering WaKIDS only in full-day kindergarten classrooms.

The WaKIDS legislative work group also released an update on the recommendations made in January 2013 and recommendations for 2014. The report is available on the Internet at: http://www.k12.wa.us/LegisGov/2014documents/RecommendationsWaKIDSWorkgroupJan2014.pdf.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

During the past year, significant progress was made in the implementation of WaKIDS. Several communications strategies were used to increase understanding about WaKIDS at the state, district and building level. This includes principal briefs, a dedicated WaKIDS landing page on the OSPI website, and the creation of a video and family brochure introducing WaKIDS. The Legislature increased the number of children eligible for state-funded full-day kindergarten from 22 to 44 percent. This led to an increase in the number of participating districts, schools and children, because WaKIDS is statutorily tied to implementation of state-funded full-day kindergarten. Based on recommendations from the WaKIDS legislative work group, the Legislature also passed a bill which allows school districts to use up to three days at the beginning of the school year to meet with parents as part of the family connection component of WaKIDS. WaKIDS staff worked with an ad hoc workgroup and Teaching Strategies to more closely align and focus the math objectives measured in WaKIDS with the Common Core State Standards. The new list of objectives are available on the Internet at: http://www.k12.wa.us/WaKIDS/pubdocs/GOLD_HNDT_Objectives.pdf.

WaKIDS initial and refresher trainings were also improved based on the data from teacher feedback the previous year.

The number of children demonstrating characteristics of entering kindergartners in 5-6 areas increased from 55 to 60 percent in 2013. The 2013 WaKIDS data suggests that an area of focus in all areas of the State continues to be mathematics. In response to the 2012 data, the Early Learning Collaboration framework added a core element focused on regional strategies to increase the readiness level of early math skills for children entering kindergarten. The work of the Early Learning Collaboration component will also focus on the creation of a self-assessment tool and common kindergarten transition form. The self-assessment tool will be used by regions and districts to review the strength of their early learning partnerships and will include a continuum of concrete strategies that have proven successful in linking early learning and K-12. The common transition form will allow for common collection of data on individual children transitioning from early learning to kindergarten and provide a critical link between Early Achievers and WaKIDS.

While the percentage of participating districts implementing WaKIDS rose successfully over the last year, targets continue to lag due to the slower than anticipated roll-out of state-funded full-day kindergarten. The Legislature has mandated state-funded full-day kindergarten by school year 2017-2018 and it is expected that numbers will rise throughout the grant period with expansion and volunteer schools participating in WaKIDS.

Data Tables

Commitment to early learning and development

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income families, by age

Table (A)(1)-1: Children from Low-Income[1] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1	36,662	44.5%
Toddlers ages 1 through 2	70,771	42.7%
Preschoolers ages 3 to kindergarten entry	99,549	43.9%
Total number of children, birth to kindergarten entry, from low-income families	206,982	43.6%

[1] Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Data Table (A)(1)-1 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

Data source for 2013 is 2012 American Communities Survey - Public Use Microdata Sample (ACS-PUMS). Percentages and estimates are restricted to those for whom poverty status has been determined and includes children ages zero to four and those five year olds who were not in school.

Table (A)(1)-2: Special Populations of Children with High Needs

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who…	**Number of children (from birth to kindergarten entry) in the State who…**	**Percentage of children (from birth to kindergarten entry) in the State who…**
Have disabilities or developmental delays[1]	15,595	3.2%
Are English learners[2]	165,543	34.3%
Reside on "Indian Lands"	14,060	2.9%
Are migrant[3]	3,666	0.8%
Are homeless[4]	12,725	4.6%
Are in foster care	3,816	0.8%

[1]*For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).*
[2]*For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.*
[3]*For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).*
[4]*The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).*

Data Table (A)(1)-2 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

Denominator Notes: Census 2010 actual counts of population by single year of age without any indication as to whether the 5-year-olds are enrolled in school. The approach for calculating the denominator for the disabilities or developmental delays, migrant, homeless, and foster care percentages assume that half of 5-year-olds are enrolled; whereas a denominator of 482,346 was applied for 2013. The source of the 2012 and 2013 OFM estimates is the 2013 State Population Forecast (http://www.ofm.wa.gov/pop/stfc/default.asp), updated annually in November.

Please see Supplementary Data Notes for relevant table.

Have disabilities or developmental delays: IDEA Part C Annual Reports (Dec 1, 2011-2013) and IDEA Part B Annual Report (Nov 1, 2010-2013). *Correction to IDEA Part B, program year 2011 as reported in the RTT-ELC application (9,946).

Please see Supplementary Data Notes for relevant table.

Are English Language Learners: Data Source: 2011 ACS PUMS (estimate provided for 2012 and 2013).

Reside on "Indian Lands": Data for 2010 is used as an estimate for 2011, 2012, and 2013. The ACS PUMS data for 2011-13 is not updated for populations living on tribal lands. Data for 2010 is Census Summary File 1 for children ages 0-5 (not able to exclude children enrolled in kindergarten) and using the geographical attribute "Indian reservations and trust lands."

Are migrant: Head Start Program Information Report (PIR) for program years 2010-2011, and 2011-2012 representing slots available for enrollment in Migrant/Seasonal Head Start which serves families who meet the Head Start eligibility guidelines and derive the majority of their income from agricultural work. Data for FY 2011 is used as an estimate for FY 2012 and 2013.

Please see Supplementary Data Notes for relevant table.

Are homeless: The count of children ages birth through 5 receiving DSHS economic services who are shown as "homeless" at some point during FY 2010. The "total children" is the number receiving economic services with the percent taken from that number. These data were drawn from the DSHS Integrated Client Database (ICDB). The key source behind the homeless population is the Automated Client Eligibility System (ACES) maintained by DSHS Economic Services Administration (DSHS-ESA). FY 2010 data used as an estimate for FY 2011-2013.

Please see Supplementary Data Notes for relevant table.

Are in foster care: Represents distinct children who were placed in out of home care in DCFS Custody at any point in time during the calendar year aged birth through 5. FY 2012 data was used as an estimate for FY 2013.

Please see Supplementary Data Notes for relevant table.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	**Infants under age 1**	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
State-funded preschool			8,391	8,391
Specify:	ECEAP			
Data Source and Year:	Early Learning Management System (ELMS) for SFY 2012-13.			
Early Head Start & Head Start[1]	2,009	4,219	14,252	20,480
Data Source and Year:	Head Start Program Information Report (PIR) 2012-2013			
Programs funded by IDEA, Part C and Part B, section 619	993	5,087	9,515	15,595
Data Source and Year:	IDEA Part C Annual Report (Dec 1 of the program year): Count of Children Receiving Services; and IDEA Part B Report (Nov 1 of the program year)			
Programs funded under Title I of ESEA			742	742
Data Source and Year:	Data for program year 2013 from the 2012-2013 school year, district end-of-year Title I, Part A reports.			
Programs receiving funds from the State's CCDF program	3,917	16,193	29,385	50,124
Data Source and Year:	WCCC and SCC data extracted from SPSS database (Service Fiscal Year 2012-2013			
Other 1	3,722	15,452	28,174	47,348
Specify:	Working Connections Child Care (WCCC)			
Data Source and Year:	See above			
Other 2	195	741	1,211	2,147
Specify:	Seasonal Child Care (SCC)			
Data Source and Year:	See above			
Other 3				629
Specify:	Homeless Child Care Program			
Data Source and Year:	HCCP Contractors 2012-13 Year End Report			
Other 4	911	2,029	1,850	4,790
Specify:	DSHS: Children's Administration (Child Care combined for these programs): *Child Protective Services, *Foster Parenting, and *Medicaid Treatment Child Care			
Data Source and Year:	Washington State Department of Social and Health Services, Research and Data Analysis, Client Services Database (PEGASUS) for SFY 2013.			
Other 5	2,073	3,040	699	5,812
Specify:	Home Visiting			
Data Source and Year:	Multiple sources; see below			
Other 6	11,947			11,947
Specify:	First Steps			
Data Source and Year:	2012-13 SFY Medicaid Claim database			

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other 7	70,233	99,744	101,030	271,007
Specify:	Department of Health - AppleHealth/Medicaid services for infants and children			
Data Source and Year:	Washington State Department of Social and Health Services, Research and Data Analysis, Client Services Database (PEGASUS) for SFY 2013			
Other 8	1,996	6,299		8,295
Specify:	Department of Health Neuro-developmental Centers, Children Birth to 3 Yrs			
Data Source and Year:	Department of Health Data collected on NDCs; SFY 2012-13			
[1] *Including Migrant and Tribal Head Start located in the State.*				

Data Table (A)(1)-3a Data Notes
Enter text here to clarify or explain any of these data if needed.

Early Child Education and Assistance Program (ECEAP): Number of Slots stayed constant for SFY 2013.

Early Head Start and Head Start: Cumulative enrollment from the 2012-13 Program Information Report (PIR) - this is grantee self-reported data and may include some discrepancies. Note that Head Start child counts are based on cumulative enrollment (total children served) while ECEAP is reporting funded enrollment (total funded program slots). Data for funded enrollment is limited to the age range served (shown below), which is not at the level of specificity requested in the table. Lewis-Clark and Mid-Columbia Children's Council are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Funded Enrollment is ACF funded enrollment. PIR reporting may include slots funded by other sources (which factor into the cumulative enrollment numbers) but we report ACF funded enrollment because other sources of slot funding are often things like ECEAP and therefore captured elsewhere. EHS cumulative enrollment numbers are based on children only. (EHS also serves pregnant women).

Please see Supplementary Data Notes for relevant table.

IDEA Parts C and B:

Please see Supplementary Data Notes for relevant table.

Title I of ESEA: Data for 2013 is the total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report.

Programs receiving CCDF funding: Note that this funding includes both ECEAP and Working Connections Child Care (WCCC) programs. WCCC and Seasonal Child Care (SCC) data from SSPS warrants in DEL Reporting. Data extracted by Service Fiscal Year, with the age of child calculated as of October 1, 2010 for SFY 2011, October 1, 2011 for SFY 2012, and October 1, 2012 for SFY 2013. Preschool is selected as ages 3 through 5. The child counts

represented in this program category are slightly higher than counts for the same category as stated in Table B4c2. Data for this category is based on actual number of children served and represents the full universe of children receiving services funded through CCDF programs, while Table B4c2 focuses exclusively on facilities and programs targeted for participation in TQRIS.

Data for the Homeless Child Care Program (HCCP) represents an estimate of children served by the Homeless Child Care Program (HCCP), which provides short-term child care for parents that are not served by TANF-funded programs and who are participating in an HCCP-approved activity. Data is reported by number of service days from the contractors, Year End Report. Data is currently unavailable for Skagit county and SNSP (Spokane Neighborhood Action Partners). In year 2013, there was a correction to FY 2012 data: Data was unavailable for SNAP Contractor (Spokane Neighborhood Action Partners), but was available and included for the Skagit county contractor. Also, to clarify, data reported is the number of children authorized to participate in the program (derived from contractor service day data from the Year End Report. Note that child counts may include some school-age children.

For 2013, the total number of Children with High Needs participating in programs receiving funds from the State's CCDF program is 50,124 and includes 47,348 Working Connections Child Care + 2,147 Seasonal Child Care + 629 Homeless Child Care. Please note that the detail proved by age group does not sum to the program total of 50,124 because the Homeless Child Care numbers apply across all age groups and thus are only reflected in the total value.

Combined DSHS - Children's Administration Child Care Programs: The data represent the unduplicated number of children under five years of age who were served in one or more of the child care programs during SFY 2013 (July 2012 through June 2013). The age of children was calculated as of January 1, 2013.

Home Visiting: Home Visiting represents total activity for the programs shown below:

Please see Supplementary Data Notes for relevant table.

   Data Sources by Home Visiting Program:

   Parent Child Assistance Program (PCAP): Data represents those who participated 7/1/2012 - 6/30/2013. (Ages as of date of last participation or on June 30, 2013.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2013.

   Parent-Child Home Program (PCHP): Data Source: United Way of King County, FY 2013.

   Parents as Teachers (PAT): Data Source: PAT Annual Performance Report Summary from PAT state lead from July 1, 2012-June 30, 2013.

   High Needs Child counts are provided with the percentage of high needs to all children served.

   STEEP - Parenting Partnership: FY 2013: The family graduates from the program when the child is around age 3. Data spans YTD for 2013 provided by Thrive by Five Washington from the program's ETO database and the participant's electronic medical records.

Partnering with Families for Early Learning (PFEL): Data provided by Thrive by Five Washington from the program's ETO database, FY 2013.

Nurse-Family Partnership (NFP): NFP and Thrive by Five Washington, FY 2013.

First Steps: Note that Providers may still submit claims for SFY2013.

Apple Health Medicaid Services for Infants and Children: The data represent the un-duplicated number of children under five years of age receiving Medicaid or Children's Health Insurance Program (CHIP) during the fiscal year. Medicaid (Title 19) covers children up to 200% FPL. CHIP (Title 21) currently covers children between 200% to 300% of FPL, although these families or individuals pay part of the monthly premiums. The age of children was calculated as of January 1st of the fiscal year (January 1st 2011 for SFY2011, January 1st 2012 for SFY2012, and January 1st 2013 for SFY2013).

Department of Health Neurodevelopmental Centers Serving Children Birth to 3 Years of Age: Department of Health data is collected from the NDCs on the state fiscal year cycles. For 2013, data was collected from July 2012 to June 2013. A breakdown of data is not available for the three to five age group for SFY 2011-2013.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	4,066	175	273	455	124	1,196	3,517
Specify:	ECEAP						
Early Head Start & Head Start[1]	9,688	2,256	627	1,669	186	2,001	10,991
Early Learning and Development Programs funded by IDEA, Part C	1,323	121	346	245	57	446	3,542
Early Learning and Development Programs funded by IDEA, Part B, section 619	2,406	146	478	392	51	728	5,312
Early Learning and Development Programs funded under Title I of ESEA	245	36	6	11	2	38	100
Early Learning and Development Programs receiving funds from the State's CCDF program	4,069	1,400	1,757	7,597	14,932		27,967
Other 1	901	262	29	218	*	1,199	2,147
Describe:	DSHS - Children's Administration – Child Care Combined for these programs: Child Protective Services, Foster Parenting, Medicaid Treatment Child Care						
Other 2	1,320	418	346	106	13	594	1,299
Describe:	Home Visiting						
Other 3	4,522	188	495	1,089	253	391	3,934
Describe:	First Steps						
Other 4	57,307	4,439	8,965	10,327	*	17,339	91,265
Describe:	Department of Health – AppleHealth/ Medicaid services for infants and children						
Other 5	1,779	158	783	581	*	716	4,474
Describe:	Department of Health Neuro-developmental Centers Children Birth to 3 Yrs						

[1] *Including Migrant and Tribal Head Start located in the State.*
*Included with Number of Non-Hispanic Asian Children

Data Table (A)(1)-3b Data Notes
Enter text here to clarify or explain any of these data if needed.

Early Child Education and Assistance Program (ECEAP): Cumulative enrollment from the Early Learning Management System (ELMS) for SFY 2012-13. Please note that this data includes some double-counting: total cumulative enrollment in ELMS is 9,328 for SFY 2012-13, compared to total cumulative enrollment across race/ethnicity categories of 9,806).

Early Head Start and Head Start: Cumulative enrollment from the 2012-13 Program Information Report (PIR) - this is grantee self-reported data and may include some discrepancies. Note that Head Start child counts are based on cumulative enrollment (total children served) by race/ethnicity, as funded enrollment (i.e. slots) for race/ethnicity does not exist. Note that Head Start and Early Head Start collect data on more racial categories than listed above, so certain categories were not included ("Other Race:" 1,291 clients; and "Unspecified Race:" 1,893 clients); the full data set of race/ethnicity categories is below. Also please note that Lewis-Clark and Mid-Columbia Children's Council (MCCC) are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Also, please note that EHS data may include some pregnant women.

Please see Supplementary Data Notes for relevant table.

IDEA Part C: Data from the IDEA Part C Annual Report: Count of Children Receiving Services (Dec 1 2013), from the ESIT Data Management System.

Please see Supplementary Data Notes for relevant table.

IDEA Part B: Data from the IDEA Part B Annual Report (Nov 1 of the program year).

Early Learning and Development Programs funded under Title I of ESEA: Total number of children who receive Title I services. Data for School Year 2013. Note that students are counted once even if they were enrolled at multiple schools during the school year. Students are counted once regardless of how many Title I programs they were enrolled in at the time.

Programs receiving CCDF funding: WCCC and SCC data extracted from SPSS database (Service Fiscal Year 2012-2013). Homeless childcare data not available.

Other: Combined DSHS - Children's Administration Child Care Programs: Programs under combined DSHS-CA Child Care include child care provided to foster children, child protective services (CPS) children, and Medicaid treatment (MTCC) children. The data represent the unduplicated number of children under five years of age who were served in one or more of the child care programs during SFY 2013 (July 2012 through June 2013). The age of children was calculated as of January 1, 2013.   An additional 34 children were not racially identified.

Data Source and Year: Washington State Department of Social and Health Services, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2014-01-10.

Other: Home Visiting: Home Visiting represents total activity for the following programs:

Please see Supplementary Data Notes for relevant table.

Data Sources by Home Visiting Program:

Parent Child Assistance Program (PCAP): Parent Child Assistance Program (PCAP): PCAP is a 3 year home visitation program that generates evaluation data every June. Data presented is for children participating July 1, 2012 through June 30, 2013. Information on race/ethnicity was not available for 7 children. Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database.

Parent-Child Home Program (PCHP): FY2013: PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Source: United Way of King County. Please note that 13 children were categorized as "Other" race/ethnicity.

Parents as Teachers (PAT): PAT is a universal home visiting model. PAT Affiliates are blended with Early Head Start home-based home visiting (HV). High Needs Child counts are provided with the percentage of high needs to all children served. Source: PAT Annual Performance Report Summary from PAT state lead from July 1, 2012- June 30, 2013. There is a discrepancy in numbers reported between age of children and ethnicity. This is due to pregnant mothers.

STEEP - Parenting Partnership: FY2013: The family graduates from the program when the child is around age 3. Data spans YTD for 2013, provided by Thrive by Five Washington from the program's ETO database and the participant's electronic medical records.

Partnering with Families for Early Learning (PFEL): PFEL serves women in their last trimester of pregnancy and continues up to the child's 2nd birthday. Data represents mothers that had at least one visit during FY2013: Data provided by Thrive by Five Washington from the program's ETO database.

Nurse-Family Partnership (NFP): Ethnicity data is unavailable without a cost and significant time to the national office.

Other: Department of Health Neuro-developmental Centers:

Children Birth to 3 Years of Age

The data reported is for the number of children with special health care needs for 2012 (Calendar Year), which is the last available full year data report from the Child Health Intake Form (CHIF) Automated System. Children served by the Neurodevelopmental Centers (NDC) is included in this larger data set, but race/ethnicity data was not available for just NDCs. The race/ethnicity breakdown provided is likely reflective of the children served by the NDCs. Please note that Asian and Pacific Islander children are grouped together under "Number of Non-Hispanic Asian Children), and 2,650 children were reported as "Other/None of the Above," and were not included in the chart above.

Table (A)(1)-4: Data on funding for Early Learning and Development

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start[1]	$49,632	$39,700	$29,470	$30,595	$30,835
State-funded preschool	$54,179,543	$55,626,160	$55,980,678	$60,229,000	$60,229,000
Specify:	ECEAP - State Funding; ECEAP - CCDF Match/MOE				
State contributions to IDEA, Part C	$41,668,121	$41,668,121	$41,668,121	$41,668,121	$41,668,121
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	$58,474,849	$60,700,269	$61,997,114	$66,355,698	$66,355,698
Total State contributions to CCDF[2]	$72,872,519	$74,901,005	$73,592,402	$74,928,025	$74,928,025
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met		
If exceeded, indicate amount by which match was exceeded					
TANF spending on Early Learning and Development Programs[3]	$159,104,503	$103,628,954	$77,173,635	$80,000,000	$80,000,000
Other State contributions 1	$34,608,113	$34,608,113	$34,608,113	$34,608,113	$34,608,113
Specify:	Child Care				
Other State contributions 2	$1,570,665	$3,707,847	$5,611,629	$6,342,549	$5,425,392
Specify:	DEL				
Other State contributions 3	$278,558,688	$278,558,688	$278,558,688	$278,558,688	$278,558,688
Specify:	Public programs segmented for children ages 0-5				
Other State contributions 4	$16,414,715	$16,414,715	$16,414,715	$16,414,715	$16,414,715
Specify:	Private Support for Early Learning Initiatives				
Total State contributions:	$546,305,555	$554,035,107	$556,118,291	$497,576,639	$496,659,722

[1] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.
[2] Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.
[3] Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

All amounts provided in this table are based on the State's fiscal calendar, ending June 30. For the purposes of this report, expenditures represent funds that have been expensed and reflected as expenditures in Washington's statewide accounting system. When the APR was developed, the Washington State Legislature was in session and supplemental budget allocations for SFY2014 and SFY2015 had not been finalized. Totals for SFY2014 and SFY2015 shown above reflect amounts appropriated in the 2013-15 biennial budget as of February 2014 and do not reflect budget impacts from the 2014 Supplemental Session. Regarding updates to this table:

- **Data that has been updated are indicated as such in the notes below.**
- **All other figures remain the same as reported in the RTT-ELC grant application. Figures that have not been updated in the data table are carried forward from SFY2011 to estimate funding for SFY2012 through SFY2015 (i.e. for categories "Other State contributions - Public programs segmented for children ages 0-5" and "Other State contributions - Private Support for Early Learning Initiatives" above).**

_____

Supplemental State spending on Early Head Start and Head Start

Data for SFY2011 through SFY2013 have been updated to reflect actual expenses while data for SFY2014 and SFY2015 reflect allocated state funding. Source Washington State Department of Early Learning (DEL). Represents funding by DEL in support of activities with the Head Start State Collaboration Office (HSSCO).

State-funded Preschool

Data for SFY2011 through SFY2013 have been updated to reflect actual expenses while data for SFY2014 and SFY2015 reflect allocated state funding. Source DEL. Data reported for the Early Childhood Educational Assistance Program (ECEAP). Includes all ECEAP funds, including CCDF Match/MOE that are also counted in 'State contributions to CCDF.' Based on the November distribution of CCDF Funds.

State contributions to IDEA Part C

Source: Washington State Department of Social and Health Services (DSHS) Children's Administration, Office of the Superintendent of Public Instruction (OSPI) and the Department of Health (DOH) for 2007 to 2010. Data for SFY2011 through SFY2013 provided by DEL Program Administration for the Early Support for Infants and Toddlers. Data for SFY2011 through SFY2013 does not include the Medicaid state match.

State contributions for special education and related services for children with disabilities, Ages 3 through Kindergarten entry

Source: OSPI. Data for 2011 is from the Special Education/finance-grants/funding website. Actuals for 2011 through 2013 with projected figures for 2014 and 2015 provided by OSPI.

Total State contributions to CCDF

Sources: DSHS provided Match/MOE figures for ECEAP and Working Connections Child Care (WCCC) Programs. ECEAP Match/MOE funds are also counted in 'State-funded preschool.' DSHS: projected funding for SFY2013 is based on slight decrease from SFY2012; caseloads are expected to decline in SFY2013. The 2013 ECEAP match reported by DEL and DSHS differs due to additional redistributed matching funds in the amount of $396,608 that DEL received from CCDF.

State match to CCDF (exceeded/met/not met)

For all years reported, state match is met according to Washington's federal 696 report to the Department of Health and Human Services for CCDF funds.

TANF spending on Early Learning and Development Programs

Source: DSHS, Economic Services Division and the DEL's federal report.

Other State contributions - Child Care

Source: DEL and DSHS. Figures represent related spending on child care within a number of programs, including:

1) Funds related to collective bargaining agreements with child care providers represented by SEIU 925.

2) Eligibility process and supports for homeless and seasonal child care, including child care grants and in-field staff to enable access to services.

3) Child care through the Foster Parenting program, Child Protective Services, and the Medicaid Treatment program.

Other State contributions - DEL

Data for SFY2011 through SFY2013 have been updated to reflect actual expenses, while data for SFY2014 and SFY2015 reflect allocated state funding. Source: DEL. Other programs managed by DEL are organized around the areas of service as listed.

For all "Other State contributions" - per data note above, figures that have not been updated in the data table are carried forward from SFY2011 to estimate funding for SFY2012 through SFY2015 (e.g., for categories "Other State contributions - Public programs segmented for children ages 0-5" and "Other State contributions - Private Support for Early Learning Initiatives" above).

Other State contributions - Child Abuse Prevention and Treatment programs

Source: Council for Families & Children Washington. Funding supports:

- Home visitation programs focused on healthy parenting and child development, early literacy and school readiness.
- Parent education programs that use a structure and curriculum to help parents develop parenting skills.

- Parent support activities provide social supports to improve the environment in which to build positive parenting behaviors.
- Crisis nurseries offer respite care and support to families.

Other State contributions - Statewide Longitudinal Data System (SLDS)

SFY2011 is slightly under-reported by the Educational Research and Data Center (ERDC). The final month, June 2011 was not included in SFY2011 due to federal reporting deadlines.

Other State contributions - Maternal and Child Health Programs for families and children ages 0-5

Source: DOH. Services provided to children ages 0-5, excluding expenses paid through Medicaid. Programs include Basic Food, Nutrition and Education (BFNEP) and Women Infant and Children (WIC), Child Health Profile and Immunizations, Child Behavioral Health, Oral and Hearing Health, and Maternal and Child Health programs.

Other State contributions - OSPI Programs for children ages 3-Pre-K

Source: OSPI. Programs include Assistance for English Language Learners, Kindergarten Readiness Assessment, Full-Day Kindergarten and alignment of programs and standards for children ages 3 through grade 3.

Other State contributions - AppleHealth services for children ages 0 through 5

Source: Washington Health Care Authority (HCA). SFY2011 expenditures were incomplete at the time of reporting.

_____

For all "Other State contributions" - per data note above, figures that have not been updated in the data table are carried forward from SFY2011 to estimate funding for SFY2012 through SFY2015 (e.g., for categories "Other State contributions - Public programs segmented for children ages 0-5" and "Other State contributions - Private Support for Early Learning Initiatives" above).

Other State contributions - Private support for Early Learning Initiatives

Sources: The Bill and Melinda Gates Foundation (BMGF), Thrive by Five Washington (Thrive) and Child Care Aware of Washington (CCA of WA), formerly the Washington State Child Care Resource and Referral Network.

Figures from BMGF represent a history of payments awarded by fiscal year within their Early Learning Initiative. Future payments for currently active grants are not included in this report.

Thrive's figures represent private sector investments (non-government, accrual basis). Note that grant/investments to Thrive included pledges restricted for future years - multi-year grants. Funding rolled over to subsequent years, depending on the private funder and the specificity outlined in the grant. This is most noticeable in SFY 2010, when approximately $5 million was rolled over from the prior year.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program[1]			
Type of Early Learning and Development Program	**Baseline**	**Year 1**	**Year 2**
State-funded preschool *(annual census count; e.g., October 1 count)*	8,024	8,391	8,391
Specify:	ECEAP		
Early Head Start and Head Start[2] *(funded enrollment)*	20,528	20,765	20,480
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	15,249	15,622	15,595
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*	3,374	2,556	742
Programs receiving CCDF funds *(average monthly served)*	67,969	50,507	50,124
Other 1	4,538	4,520	4,790
Describe*:*	DSHS - Children's Administration – Child Care Combined for these programs: Child Protective Services, Foster Parenting, Medicaid Treatment Child Care		
Other 2	5,093	4,340	5,812
Describe:	Home Visiting		
Other 3	15,117	11,837	11,947
Describe:	First Steps		
Other 4	103,727	275,341	271,007
Describe:	Department of Health – AppleHealth/ Medicaid services for infants and children		
Other 5	7,458	8,273	8,295
Describe:	Department of Health Neuro-developmental Centers Children Birth to 3 Yrs		

[1] Include all Children with High Needs served with both Federal dollars and State supplemental dollars.
[2] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table (A)(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

Early Child Education and Assistance Program (ECEAP): Funded enrollment from the ECEAP Management System (EMS) for SFY 2011-12 and Early Learning Management System (ELMS) for SFY 2012-13. Number of Slots stayed constant for SFY 2013. Note that the number for SFY 2011 was updated from 8,391 to 8,024; the number reported in last year's APR was incorrect.

Early Head Start and Head Start: Cumulative enrollment for 2013 from the 2012-13 Program Information Report (PIR) - this is grantee self-reported data and may include some discrepancies. Lewis-Clark and Mid-Columbia Children's Council are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Funded Enrollment is ACF funded enrollment. PIR reporting may include slots funded by other sources (which factor into the cumulative enrollment numbers) but we report ACF funded enrollment because other sources of slot funding are often things like ECEAP and therefore captured elsewhere. EHS cumulative enrollment numbers are based on children only. (EHS also serves pregnant women). *Please see Supplementary Data Notes for relevant table.*

IDEA Parts C and B: Data from the IDEA Part C Annual Reports (Dec 1 of the program year) and IDEA Part B Annual Report (Nov 1 of the program year). *Correction to IDEA Part B, program year 2011 as reported in the RTT-ELC application (9,946).

Please see Supplementary Data Notes for relevant table.

Title I of ESEA: Data for program year 2011 from the 2010-2011 school year, district end-of-year Title I, Part A reports. Data for 2012 and 2013 is the total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report. *Correction to data reported in the RTT-ELC application: Title I, program year 2011 was reported as 3,260.

Programs receiving CCDF Funds: Note that this funding includes both ECEAP and WCCC programs. WCCC and Seasonal Child Care (SCC) data from SSPS warrants in DEL Reporting. Data extracted by Service Fiscal Year, with the age of child calculated as of October 1, 2010 for SFY 2011, October 1, 2011 for SFY 2012, and October 1, 2012 for SFY 2013. Preschool is selected as ages 3 through 5. The child counts represented in this program category are slightly higher than counts for the same category as stated in Table B4c2. Data for this category is based on actual number of children served and represents the full universe of children receiving services funded through CCDF programs, while Table B4c2 focuses exclusively on facilities and programs targeted for participation in TQRIS.

Data for the Homeless Child Care Program (HCCP) represents an estimate of children served by the Homeless Child Care Program (HCCP), which provides short-term child care for parents that are not served by TANF-funded programs and who are participating in an HCCP-approved activity. Data is reported by number of service days from the contractors, Year End Report. Data is currently unavailable for Skagit county and SNSP (Spokane Neighborhood Action Partners). For year 2013, correction is provided to FY 2012 data: Data was unavailable for SNAP Contractor (Spokane Neighborhood Action Partners), but was available and included for the Skagit county contractor. Also, to clarify, data reported is the number of children authorized to participate in the program

(derived from contractor service day data from the Year End Report.) Note that child counts may include some school-age children.

Other: DSHS - Children's Administration - Child Care Combine for these programs: Child Protective Services; Foster Parenting; and Medicaid Treatment Child Care:

 Programs under combined DSHS-CA Child Care include child care provided to foster children, child protective services (CPS) children, and Medicaid treatment (MTCC) children. The data represent the unduplicated number of children under five years of age who were served in one or more of the child care programs during SFY 2013 (July 2012 through June 2013). The age of children was calculated as of January 1, 2013. Data Source: Washington State Department of Social and Health Services, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of January 10, 2014.

Other: Home Visiting:

Please see Supplementary Data Notes for relevant table.

Parent Child Assistance Program (PCAP): FY2011: Data represents those who participated 7/1/2010 - 6/30/2011. (Ages as of date of last participation or on June 30, 2011.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2011. FY2012: Data represents those who participated 7/1/2011 - 6/30/2012. (Ages as of date of last participation or on June 30, 2012.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2012.

FY2013: Data represents those who participated 7/1/2012 - 6/30/2013. (Ages as of date of last participation or on June 30, 2013.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2013. Note that the Total for SFY 2011 Infants Under age 1 was added incorrectly: it is 1,233 instead of 1,253.

Parent-Child Home Program (PCHP): FY2011: PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Data for children in Yakima County provided by the PCHP regional coordinator and confirmed by program evaluator, Organizational Research Services for 2010-2011. Source: United Way of King County. FY2012: PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Therefore, in this chart, children are included in both their first and second years of the program, as they were participating in those years. Source: Evaluation data prepared by Organizational Research Services for King County children from 2007 to 2010 and data from United Way of King County, confirmed by ORS for 2010-2011. Data source for children in Yakima County is PCHP regional coordinator. FY2013: Data Source: United Way of King County, FY 2013.

Parents as Teachers (PAT): FY2011: PAT is a universal home visiting model. PAT Affiliates are blended with Early Head Start home-based home visiting (HV). High Needs Child counts are provided with the percentage of high needs to all children served. Source: PAT Annual Performance Report Summary for State Lead, July 2010 - June 2011 for each period. Data from PAT Tribal programs not available. FY2012: This information is taken from the PAT Affiliate Performance Report Summary for State Lead. Each Affiliate must compile data and complete the Affiliate Performance Report on an annual basis. Note that the number of children served between July 2010 and June 2011 were considerably higher than this past year. New requirements from National PAT, including bi-weekly home visits for high-risk families, transitioned into enrolling/targeting only youngest child in family but still providing screening, resources and other services to all children under age 3 in the family. The top numbers reflect all children in the individual family enrolled in the program.

FY 2013: PAT Annual Performance Report Summary from PAT state lead from July 1, 2012 - June 30, 2013.

High Needs Child counts are provided with the percentage of high needs to all children served.

STEEP - Parenting Partnership: FY2011, FY2012, and FY 2013: The family graduates from the program when the child is around age 3. Data spans YTD for 2011, 2012, and 2013 provided by Thrive by Five Washington from the program's ETO database and the participant's electronic medical records.

Partnering with Families for Early Learning (PFEL): PFEL serves women in their last trimester of pregnancy and continues up to the child's 2nd birthday. Data represents mothers that had at least one visit during FY2011. If the focus child was born before June 30, 2010, they are counted in ages 1-2 and are otherwise counted in Birth - 1 year. Source: Data provided by Thrive by Five Washington from the program's ETO database, FY 2013.

Nurse-Family Partnership (NFP): Multiples are counted as individual children served. Age of child served calculated as Date of last visit - Baby DOB (months). Toddler data for FY2011 is estimated using FY2012 numbers. Source: NFP and Thrive by Five Washington, FY 2013.

Other: First Steps: Data for 2010 is shown below, but was not included in the RTT-ELC application. Data from 2007 through 2009 from First Steps Database/Medicaid claims. Data reported for state fiscal years (July 1 - June 30). The number of infants on Medicaid who received at least one home visit through Infant Case Management or whose mothers received at least one postpartum home visit through Maternity Support Services during the specified time period. All infants were live born and had family incomes of up to and including 185 percent of the FPL. One infant may receive services and be counted in more than one year. Children are eligible for Infant Case Management only during the first year of life.

Data for 2010 through 2012: In 2010, Washington Medicaid's claims processing system changed. Prior to 2010, different procedure codes identified MSS home visits as opposed to office visits. In 2010 and later, the procedure codes changed and home visits can be identified only by a "place of service" variable. Represents the number of infant/mother dyads who received at least one home visit provided by postpartum Maternity Support Services or Infant Case Management during the stated year. There is a less than one percent missing data for place of service in both 2011 and 2012, although the data may change as claims are paid. Providers may still submit claims for SFY2012.

Note that management of the First Steps program changed (subsequent to the RTT-ELC application) from DSHS to the Washington State Health Care Authority; however, DSHS provided data as presented in the 2012 APR.

2013 Data Notes: Data source unchanged. Providers may still submit claims for SFY2013.

Please see Supplementary Data Notes for relevant table.

Other: AppleHealth Medicaid Services for Infants and Children: SFY 2011-SFY 2013 Data Notes:

For consistency the numbers for SFY 2011 (July 2010 through June 2011) and SFY 2012 (July 2011 through June 2012) were recalculated using the same method that was used for the SFY 2013 (July 2012 through June 2013) data. The data represent the unduplicated number of children under five years of age receiving Medicaid or Children's Health Insurance Program (CHIP) during the fiscal year. Medicaid (Title 19) covers children up to 200% FPL. CHIP (Title 21) currently covers children between 200% to 300% of FPL, although these families or

individuals pay part of the monthly premiums. The age of children was calculated as of January 1st of the fiscal year (January 1, 2011 for SFY2011, January 1, 2012 for SFY2012, and January 1, 2013 for SFY2013). Data Source: Washington State Department of Social and Health Services, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 01/10/2014.

Other: Department of Health Neurodevelopmental Centers Serving Children Birth to 3 Years of Age: DOH data is collected from the NDCs on the state fiscal year cycles. For 2011, data was collected between July 2010 to June 2011; for 2012 from July 2011 to June 2012; and for 2013 from July 2012 to June 2013. A breakdown of data is not available for the three to five age group for SFY 2011-2013.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	**Age Groups**		
	Infants	**Toddlers**	**Preschoolers**
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes
Enter text to explain or clarify information as needed.

NOTE: Table(A)(1)-6 was unchanged from Washington's 2012 APR.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
Types of programs or systems	**Elements of a Comprehensive Assessment System**				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
State-funded preschool					
Specify:					
Early Head Start & Head Start[1]	✓	✓	✓		✓
Programs funded by IDEA, Part C	✓	✓			✓
Programs funded by IDEA, Part B, section 619		✓			✓
Programs funded under Title I of ESEA					
Programs receiving CCDF funds	✓	✓	✓	✓	
Current Quality Rating and Improvement System requirements (Specify by tier) **Tier 1**			✓	✓	
Tier 2					
Tier 3					
Tier 4					
Tier 5					
State licensing requirements					
Other 1	✓	✓			
Describe:	State-funded Home-Visiting				
[1] *Including Migrant and Tribal Head Start located in the State.*					

Data Table (A)(1)-7 Data Notes
Enter text here to clarify or explain any of the data, if necessary.

NOTE: Table(A)(1)-7 was unchanged from Washington's 2012 APR.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Summary Table			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$0	$0	$0
2. Fringe Benefits	$0	$0	$0
3. Travel	$0	$0	$0
4. Equipment	$0	$0	$0
5. Supplies	$0	$0	$0
6. Contractual	$273,278	$1,591,275	$1,864,553
7. Training Stipends	$0	$0	$0
8. Other	$0	$1,093,031	$1,093,031
9. Total Direct Costs (add lines 1-8)	$273,278	$2,684,306	$2,957,584
10. Indirect Costs	$0	$0	$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$4,412,198	$8,924,871	$13,337,069
12. Funds set aside for participation in grantee technical assistance	$298,801	$519,958	$818,759
13. **Total Grant Funds Requested** (add lines 9-12)	$4,984,277	$12,129,135	$17,113,412
14. Funds from other sources used to support the State Plan	$17,992,855	$22,317,765	$40,310,620
15. **Total Statewide Budget** (add lines 13-14)	$22,977,132	$34,446,900	$57,424,032

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Washington State expended $34.4M in 2013. When compared to a $38.1M total budget for the year, Washington's RTT-ELC grant remains $3.7M underspent overall grant to date.

DEL managed to decrease the size of the overall positive variance year over year. Last year's positive variance (adjusted for revisions in actual expenses) was $3.1M and was carried forward into this year's budget. This year's variance in isolation was $608K. DEL anticipates that next year the agency and its partners will eliminate this positive variance entirely and draw down this surplus as it moves into full-scale implementation across all programs statewide.

Grant funds remain underspent by $6.6M grant to date through the end of 2013; this variance is somewhat offset by overspending from other funding sources of ($2.9M). We describe the reasons why this imbalance is occurring specifically on a project-by-project basis in the following narrative sections. From the perspective of the RTT-ELC grant overall, DEL considers this imbalance to be a healthy short-term trend, in that it demonstrates Washington State's ability to mobilize funds to support an effort of this size and scope. While DEL will certainly spend down the balance of RTT-ELC federal funds by grant end, it must also be diligent in mobilizing other funds at an increasing pace to prepare for the completion of the grant and to ensure sustainability of grant-related programs.

To this end, there have been several promising recent developments in the fourth quarter of 2013 related to the grant. Key members of the Legislature have started to analyze what it will take to sustain the gains projected to be achieved by the end of 2015, and then extend and expand them through 2019. To support this effort, DEL built a financial model that analyzed what would it cost the State if providers that accepted Working Connections Child Care (WCCC) subsidies were required to:

- Achieve Level 2 participation by a certain date; and
- Achieve at minimum a Level 3 by a certain number of months after the Level 2 deadline (to be eligible for subsidies).

The financial model provided legislators and their staff the ability to model different Early Achievers scenarios based on major volume and price drivers. The goal was to project how many children could be reached and what outcomes could be achieved at different funding levels post-grant.

While these are preliminary discussions, the fact that the Legislature is getting involved at this level of detail at this phase of the grant is both heartening and timely. In the original RTT-ELC application, DEL highlighted the need to begin preparing key stakeholders at this juncture for what will need to be a multiple-year engagement strategy to mobilize the necessary financial resources to sustain Early Achievers post-grant. DEL has successfully initiated this process and will continue its efforts for the remainder of the grant.

NOTE: For the purposes of this report, expenditures represent funds that have been expensed and reflected as expenditures in Washington's statewide accounting system.

Budget Summary Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

As a result of the events described in the prior section, the Legislature has recently introduced companion bills in the House and Senate. DEL has prepared and submitted fiscal notes to cost out the proposed legislation, much of which is tied to and based on the financial modeling performed in late 2013. This legislative activity is in process and it is still too early to gauge if and how these bills will be passed and in what form. Even if this legislation does not pass this year, DEL considers the increasing political awareness and momentum for state legislative action and fiscal support to be a positive development.

DEL will be responsible for implementing any fiscal or policy mandates that result from the 2014 legislative session. Depending on the nature of these mandates, substantive change could be required for the State RTT-ELC budget. DEL is thoroughly engaged in the legislative process and will be closely analyzing the financial and operational impact of the evolving legislation. In the meantime, DEL will continue grant implementation using its current programmatic, operational, and financial plans.

Budget Table: Project 1 – Grant Management

Budget Table: Project 1			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$0	$0	$0
2. Fringe Benefits	$0	$0	$0
3. Travel	$0	$0	$0
4. Equipment	$0	$0	$0
5. Supplies	$0	$0	$0
6. Contractual	$0	$0	$0
7. Training Stipends	$0	$0	$0
8. Other	$0	$0	$0
9. Total Direct Costs (add lines 1-8)	$0	$0	$0
10. Indirect Costs	$0	$0	$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0	$0	$0
12. Funds set aside for participation in grantee technical assistance	$298,801	$519,958	$818,759
13. **Total Grant Funds Requested** (add lines 9-12)	$298,801	$519,958	$818,759
14. Funds from other sources used to support the State Plan	$0	$124,783	$124,783
15. **Total Statewide Budget** (add lines 13-14)	$298,801	$644,741	$943,542

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for the grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 1 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Total project expenditures for this category were $645K in 2013, which represented a $595K positive variance against a total budget of $1.2M. Continuing a trend started last year, DEL has decided to draw down these funds over a longer time horizon than originally planned to help monitor and manage implementation over the grant period.

Project 1 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

DEL projects that it will largely expend its current budget for implementation preparation and technical assistance in 2014, and it will likely need to reallocate more funds to this sub-category to help execute the grant. Any proposed changes will be submitted for review and approval according to grant requirements.

DEL will likely accelerate its draw down of funds for IT technical assistance in 2014, thereby eliminating the positive variance by calendar year end.

The RTT-ELC Technical Assistance category remains somewhat unallocated, and DEL would prefer to allocate much of the remainder of these funds in 2014 (subject to federal guidance and discussion).

Budget Table: Project 2 – TQRIS Expansion

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 2			
1. Personnel	$0	$0	$0
2. Fringe Benefits	$0	$0	$0
3. Travel	$0	$0	$0
4. Equipment	$0	$0	$0
5. Supplies	$0	$0	$0
6. Contractual	$0	$0	$0
7. Training Stipends	$0	$0	$0
8. Other	$0	$0	$0
9. Total Direct Costs (add lines 1-8)	$0	$0	$0
10. Indirect Costs	$0	$0	$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$4,412,198	$8,389,832	$12,802,030
12. Funds set aside for participation in grantee technical assistance	$0	$0	$0
13. **Total Grant Funds Requested** (add lines 9-12)	$4,412,198	$8,389,832	$12,802,030
14. Funds from other sources used to support the State Plan	$13,821,362	$18,580,028	$32,401,390
15. **Total Statewide Budget** (add lines 13-14)	$18,233,560	$26,969,860	$45,203,420

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 2 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The 2013 TQRIS Expansion budget of $26.4M represents 69 percent of the overall RTT-ELC budget. In 2013, DEL and its partners expended $27.0M, which amounted to a negative ($598K) variance against the overall budget (or 2 percent of total planned expenditures for the project).

This overall trend consisted of both positive and negative variances in project subcategories. The biggest negative variance and most significant activity was incurred by CCA of WA in (a) technical assistance, which represented ($1.1M) in total inclusive of both RTT-ELC and non-RTT-ELC funds; and (b) other areas of the organization (training and operations). This overspending was a strategic response by both DEL and CCA of WA to correct a bottleneck in the provider participation rating process in early 2013. While Early Achievers participation levels were on track relative to targets, Washington State was lagging against ratings targets as previously discussed.

DEL and CCA of WA worked intensively together over a four-month period starting in May 2013 to correct this issue in four major areas:

- Rating Readiness: DEL and CCA of WA bolstered provider rating readiness technical assistance to help achieve higher ratings.
- Incentives: The Bill and Melinda Gates Foundation offered incentives to CCA of WA regions to motivate providers to become rated quickly.
- Conversion Rate: DEL and CCA of WA assuaged provider fears of low rating by allowing remedial opportunity to rerate.
- Fiscal Stewardship: CCA of WA continued to streamline its operations and reoriented the organization to focus on driving participation and ratings volume.

The result of these efforts was a successful operational push to eliminate the ratings bottleneck and move providers toward rating in the second half of 2013. Washington State had 390 licensed providers approved to be rated as of December 31, 2013, which is 131 percent of the RTT-ELC year-end 2013 Level 3 - 5 ratings target of 297.

Other positive expense variances against the budget included quality improvement awards and the TRC stipends. The $1.1M positive variance in quality improvement awards is solely a function of volume and timing. Since Washington lagged in ratings volume in 2013, it did not distribute as many quality improvement awards as anticipated. Based on the correction of the bottleneck as described above, DEL anticipates this trend to be self-correcting in 2014.

DEL achieved significant progress in 2013 in its work to formulate and launch a plan to incorporate Head Start and ECEAP providers into a parallel Early Achievers participation and ratings process. Completion of the HS/ECEAP Pilot and subsequent publication and implementation of the Head Start, ECEAP and Early Achievers Reciprocity Plan were key results for this work.

An internal reorganization within DEL that began in late 2013 will serve to improve the agency's ability to integrate its programs targeting low-income and at-risk children with Early Achievers. Additionally, data system

readiness contributed to delays in Head Start and ECEAP participation and rating in Early Achievers. DEL is working to align its policies and operations prior to accelerating implementation for Head Start and ECEAP. These delays also contributed to the overall $2.2M positive variance in this grant spending category.

Project 2 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

As Washington State continues to evolve its implementation of RTT-ELC grant activities, DEL anticipates further changes will occur in 2014 impacting TQRIS Expansion. As a result, DEL will submit budget revisions to our federal program officers as necessary. The timing of these submissions will be largely dependent on the pace and progression of Early Achievers. Calendar year 2014 continues to represent another large step forward in scaling Early Achievers, and as we learn more from program delivery we will adjust our budget forecasts accordingly.

Within this overall framework, project finances will be affected by numerous factors, but the most immediate one is how rapidly facilities can be rated, at what volume, and what rating level providers will achieve (Level 2 - 5). This segment of the process will be critical in 2014 and DEL and its partners will be working intensively to move the large number of providers that are ready to rate through the ratings pipeline as expeditiously as possible.

From a financial perspective, this project is currently well-positioned relative to the total budget. Substantive changes, while anticipated due to the reasons cited above, are still somewhat unknown and might take some time to develop. DEL and its partners will continue to work through the opportunities and challenges that are inherent in an effort of this scale and magnitude in 2014.

Budget Table: Project 3 – TQRIS Infrastructure

Budget Table: Project 3			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$0	$0	$0
2. Fringe Benefits	$0	$0	$0
3. Travel	$0	$0	$0
4. Equipment	$0	$0	$0
5. Supplies	$0	$0	$0
6. Contractual	$273,278	$1,591,275	$1,864,553
7. Training Stipends	$0	$0	$0
8. Other	$0	$0	$0
9. Total Direct Costs (add lines 1-8)	$273,278	$1,591,275	$1,864,553
10. Indirect Costs	$0	$0	$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0	$0	$0
12. Funds set aside for participation in grantee technical assistance	$0	$0	$0
13. **Total Grant Funds Requested** (add lines 9-12)	$273,278	$1,591,275	$1,864,553
14. Funds from other sources used to support the State Plan	$2,791,880	$1,682,057	$4,473,937
15. **Total Statewide Budget** (add lines 13-14)	$3,065,158	$3,273,332	$6,338,490

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for the grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 3 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

DEL has realized actual expenditures of $3.3M in this category for 2013. When compared to a $4.0M budget, the TQRIS Infrastructure project is currently underspent by $728K.

This $728K total project variance is comprised of a larger $2.0M positive variance in RTT-ELC funds, which is offset by ($1.3M) negative variance in expenditures from other funding sources. The biggest single driver of this discrepancy is the subcategory of IT Capital, where DEL showed a $1.4M positive variance for RTT-ELC funds that is offset by a ($1.3M) negative variance in fund draw-downs from other sources. DEL continued to increase its non-RTT-ELC funds dedicated to IT systems infrastructure in 2013, much of which can be attributed to continuing development work on the MERIT system, which is the primary system to manage operations and track progress for RTT-ELC grant activities. DEL pays for a portion of these capital investments from other sources because these IT systems also support other agency needs in addition to Early Achievers, Professional Development, etc.

However, DEL is planning on accelerating expenditures of its grant-funded budget for IT Capital in 2014. One major challenge that has slowed IT development thus far is that DEL does not have an enterprise IT system, and must instead work with multiple IT systems for different programs (many of which were inherited from other Washington State agencies). DEL's IT staff must stitch together and scale these systems to support efforts of the magnitude of the RTT-ELC grant. These efforts make IT capital investments and their ensuing integration and development complex. In addition, the speed at which DEL is trying to implement Early Achievers also encourages more real-time, incremental upgrades rather than holistic system-wide structural improvements. For all of these reasons, DEL has spent more from other (non-RTT-ELC grant) funds to achieve short gains, reserving RTT-ELC funds for more far-reaching and significant system enhancements in 2014 and 2015.

The remaining variance in this project is almost solely attributable to timing and DEL anticipates it will eliminate any variations against budget by late 2014.

Project 3 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Even though underspent in RTT-ELC IT Capital funds to date, DEL is attempting to mobilize additional resources in 2014 to support more comprehensive IT improvements. DEL's objective with this effort will be to create a clear road map of what it needs to prioritize in what areas to shift from reactive, incremental fixes to proactive, system-wide upgrades. DEL will then in parallel leverage RTT-ELC funds to strategically invest in specific high-impact, high-return areas of IT development and integration. Again, the goal is to stretch our funds as much as possible, since IT systems represent a critical lynchpin supporting the RTT-ELC project as a whole. From a financial standpoint, the agency plans to course correct in this fiscal category in 2014 and eliminate the positive variance incurred in IT Capital and other project subcategories.

Budget Table: Project 4 – Washington Kindergarten Inventory of Developmental Skills (WaKIDS)

Budget Table: Project 4			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$0	$0	$0
2. Fringe Benefits	$0	$0	$0
3. Travel	$0	$0	$0
4. Equipment	$0	$0	$0
5. Supplies	$0	$0	$0
6. Contractual	$0	$0	$0
7. Training Stipends	$0	$0	$0
8. Other	$0	$0	$0
9. Total Direct Costs (add lines 1-8)	$0	$0	$0
10. Indirect Costs	$0	$0	$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0	$535,039	$535,039
12. Funds set aside for participation in grantee technical assistance	$0	$0	$0
13**. Total Grant Funds Requested** (add lines 9-12)	$0	$535,039	$535,039
14. Funds from other sources used to support the State Plan	$1,379,613	$1,735,910	$3,115,523
15. **Total Statewide Budget** (add lines 13-14)	$1,379,613	$2,270,949	$3,650,562

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 4 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

WaKIDS total expenditures for 2013 were $2.3M, which represents a $0.4M positive variance against a total budget of $2.7M.

This underspending is primarily attributable to two lags. The first is the continued delay in collection and reporting of actual payments, which is in turn caused by the decentralized management structure of the project. A regional network of nine Educational Service Districts (ESDs) execute the work and then are each responsible for submitting claims to the Office of the Superintendent of Public Instruction (OSPI). Last year, requests for payment for services rendered in 2012 were permitted until September 2013. This year, OSPI has been working to improve the timeliness of payment requests. Although it has made some gains, a material lag still persists.

The second lag is the delayed rollout of the kindergarten assessment itself. Washington State has successfully completed 38,037 assessments this past year, which represents 47 percent of 81,530 kindergartners. While this volume is a significant accomplishment, it is less than OSPI originally anticipated to administer in 2013. OSPI is working to correct this lag in 2014, but will likely remain under target due to the slower than anticipated roll-out of full day kindergarten. Despite this, OSPI rolled out its initial assessments to a disproportionately higher number of low-income children in the initial phases of this project, which adheres to the overall emphasis of focusing on children and families most at risk.

Project 4 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Planned substantive change will address the need to eliminate both of the lags cited above. OSPI continues to work on improving in both areas, and DEL will be tracking the progress of these efforts relative to the overall goals of the project. One risk is that, if not corrected, the grant will end before Washington State can collect and report expenditures for the last budget cycle. DEL and OSPI will therefore be monitoring this situation and will periodically update the federal government with status updates and planned mitigations.

DEL and OSPI will also continue to monitor the overall volume of assessments and how it relates to the budget of this project. DEL and OSPI (with assistance from the Bill and Melinda Gates Foundation) have analyzed results from the 2012-2013 school year and are currently working on a similar assessment for the 2013-2014 school year. Once a comprehensive data analysis has been completed, DEL and OSPI will analyze how lessons learned from the data might impact upcoming work in the fall of 2014 - and how the project can accelerate volumes accordingly.

Budget Table: Project 5 – Professional Development Incentives

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 5			
1. Personnel	$0	$0	$0
2. Fringe Benefits	$0	$0	$0
3. Travel	$0	$0	$0
4. Equipment	$0	$0	$0
5. Supplies	$0	$0	$0
6. Contractual	$0	$0	$0
7. Training Stipends	$0	$0	$0
8. Other	$0	$1,093,031	$1,093,031
9. Total Direct Costs (add lines 1-8)	$0	$1,093,031	$1,093,031
10. Indirect Costs	$0	$0	$0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0	$0	$0
12. Funds set aside for participation in grantee technical assistance	$0	$0	$0
13. **Total Grant Funds Requested** (add lines 9-12)	$0	$1,093,031	$1,093,031
14. Funds from other sources used to support the State Plan	$0	$194,987	$194,987
15. **Total Statewide Budget** (add lines 13-14)	$0	$1,288,018	$1,288,018

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for the grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 5 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Washington continues to underspend in the Professional Development Incentives project due to several factors. At the end of 2013, the State had expended $1.3M compared to a budget of $3.8M in total, thereby posting a positive variance of $2.5M. Due to this continuing lag, DEL performed a material investigation of its policies, operations, and IT systems in August of 2013.

DEL's proposed professional development framework and goals were extremely ambitious and therefore, these grant activities were structured as an 18-month pilot. This approach aligns with the RTT-ELC grant encouragement of risk-taking and enabling course corrections in pursuit of positive outcomes.

A key aspirational goal for this grant project was building in verification of individual Early Childhood Education (ECE) course credits. While this would provide an unprecedented level of understanding and support to assess and reward educators, it also unfortunately resulted in overly complex verification requirements that have been confusing to the field and difficult to operationalize. These issues in turn have led to a lag in the number of professional development awards in this grant category.

In line with Washington's commitment to learn and conduct course corrections throughout the grant, DEL decided to course correct in two key ways. The first focuses on streamlining requirements by focusing on validating ECE degrees and standard certificates rather than course credits. The second is to simplify career lattice steps and how these steps are operationalized. DEL initiated this process in August 2013 and is currently working through a transition plan to modify IT systems and communicate changes to the field.

Project 5 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

DEL is now targeting mid-2014 to complete the transition plan described in the previous section and re-launch a simplified career lattice and validation requirements. After this milestone, it is anticipated that redemptions of professional development awards will drastically accelerate due to streamlined policies, operations and systems.

DEL remains committed to this grant focus area and does not intend to adjust the overall amount of funds dedicated to this project. DEL will be challenged to erase the cumulative positive variance in this category in calendar year 2014, even with the implementation modifications. As demand patterns for incentives emerge and stabilize in the fall, we will then be in a better position to reforecast this project budget as necessary to reflect this course correction for the remainder of the grant.

APPENDIX

Attachment A

Supplementary Data Notes (Tables) for Annual Performance Report 2013

Table (B)(2)(c) Data Notes

Programs receiving from CCDF funds:

The total subsidized facilities based on active licensed facilities as of 12/31/2012 is 4,163. Calculations are shown below:

Licensed Facility Type	Total 12/31/2012	Subsidized Program %	Subsidized Facilities
Child Care Centers	1,553	77%	1,200
Family Child Care Homes	4,363	68%	2,962
Total Facilities		**5,916**	**4,163**

The total subsidized facilities based on active licensed facilities as of 12/31/2013 is 3,696. Calculations are shown below:

Licensed Facility Type	Total 12/31/2012	Subsidized Program %	Subsidized Facilities
Child Care Centers	1,477	79%	1,167
Family Child Care Homes	3,989	63.4%	2,529
Total Facilities		**5,466**	**3,696**

Table (A)(1)-2 Data Notes

Denominator Notes: Census 2010 actual counts of population by single year of age without any indication as to whether the 5-year-olds are enrolled in school. The approach for calculating the denominator for the disabilities or developmental delays, migrant, homeless, and foster care percentages assume that half of 5-year-olds are enrolled; whereas a denominator of 482,346 was applied for 2013. The source of the 2012 and 2013 OFM estimates is the 2013 State Population Forecast (http://www.ofm.wa.gov/pop/stfc/default.asp), updated annually in November:

Census 2010	Total	Allocation	2010 Allocation	2011 OFM Estimate	2011 Allocation	2012 OFM Estimate	2012 Allocation	2013 OFM Estimate	2013 Allocation
Under 1 year of age	87,016	100%	87,016	85,957	85,957	86,414	86,414	87,095	87,095
1 year	87,607	100%	87,607	87,026	87,026	86,063	86,063	87,026	87,026
2 years	89,399	100%	89,399	87,715	87,715	87,292	87,292	86,653	86,653
3 years	89,097	100%	89,097	89,513	89,513	87,982	87,982	87,873	87,873
4 years	86,538	100%	86,538	89,210	89,210	89,778	89,778	88,547	88,547
5 years	86,550	50%	43,275	86,637	43,319	89,451	44,726	90,304	45,152
Children ages 0-5	526,207		482,932	526,058	482,740	526,980	482,255	527,498	**482,346**
Children ages 3-4			175,635		178,723		177,760		176,420

Have disabilities or developmental delays: IDEA Part C Annual Reports (Dec 1, 2011-2013) and IDEA Part B Annual Report (Nov 1, 2010-2013). *Correction to IDEA Part B, program year 2011 as reported in the RTT-ELC application 9,946).

IDEA Parts B and C	2010	2011	2012	2013
IDEA Part C: Birth to age 3	5,592	5,567	5,814	**6,080**
IDEA Part B: Age 3 to Pre-K	9,681	9,682*	9,808	**9,515**
Children ages 0-5	15,273	15,249	15,622	**15,595**

Are migrant: Head Start Program Information Report (PIR) for program years 2010-2011, and 2011-2012 representing slots available for enrollment in Migrant/Seasonal Head Start which serves families who meet the Head Start eligibility guidelines and derive the majority of their income from agricultural work. Data for FY 2011 is used as an estimate for FY 2012 and 2013.

Fiscal Year	FY2010	FY2011	FY2011	FY 2012	FY 2013
MSHS Enrolled	3,667	3,570	3,666	3,666	**3,666**

Are homeless: The count of children ages birth through 5 receiving DSHS economic services who are shown as "homeless" at some point during FY 2010. The "total children" is the number receiving economic services with the percent taken from that number. These data were drawn from the DSHS Integrated Client Database (ICDB). The key source behind the homeless population is the Automated Client Eligibility System (ACES) maintained by DSHS Economic Services Administration (DSHS-ESA). FY 2010 data used as an estimate for FY 2011-2013.

Fiscal Year	FY2008	FY2009	FY2010	FY2011	FY2012	FY 2013
Total Children to age 5	228,315	243,930	276,718	276,718	276,718	276,718
Homeless Families	11,440	12,127	12,725	12,725	12,725	**12,725**
% Homeless	5.01%	4.97%	4.60%	4.60%	4.60%	**4.60%**

Are in foster care: Represents distinct children who were placed in out of home care in DCFS Custody at any point in time during the calendar year aged birth through 5. FY 2012 data was used as an estimate for FY 2013.

Fiscal Year	2010	2011	2012	2013
Foster Care	2,827	3,912	3,816	**3,816**

Table (A)(1)-3a and Table (A)(1)-5a Data Notes

Head Start and Early Head Start: Cumulative enrollment from the 2012-13 Program Information Report (PIR) - this is grantee self-reported data and may include some discrepancies. Note that Head Start child counts are based on cumulative enrollment (total children served) while ECEAP is reporting funded enrollment (total funded program slots). Data for funded enrollment is limited to the age range served (shown below), which is not at the level of specificity requested in the table. Lewis-Clark and Mid-Columbia Children's Council are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Funded Enrollment is ACF funded enrollment. PIR reporting may include slots funded by other sources (which factor into the cumulative enrollment numbers) but we report ACF funded enrollment because

other sources of slot funding are often things like ECEAP and therefore captured elsewhere. EHS cumulative enrollment numbers are based on children only. (EHS also serves pregnant women).

Program Type	2010-2011 Funded Enrollment		2011-2012 Funded Enrollment		2012-2013 Funded Enrollment	
	EHS Ages 0-3	HS Ages 3-5	EHS Ages 0-3	HS Ages 3-5	EHS Ages 0-3	HS Ages 3-5
Region 10	569	9,699	2,511	9,834	2518	10871
AIAN	204	1,075	267	1,074	341	1074
MSHS	3,570		3,666		2957	
Totals	15,117		17,352		17,761	

IDEA Parts C and B: Data from the IDEA Part C Annual Reports (Dec 1 of the program year) and IDEA Part B Annual Report (Nov 1 of the program year). *Correction to IDEA Part B, program year 2011 as reported in the RTT-ELC application (9,946).

IDEA Part C Age Segments	2010	2011	2012	2013
Children < 1 yr	503	549	653	993
Children age >= 1 yr and < 2 yr	1,691	1,687	1,751	2,120
Children 2 – 3 yrs	3,398	3,331	3,410	2,967
Totals	5,592	5,567	5,814	6,080
IDEA Part B	**2010**	**2011**	**2012**	**2013**
Children ages 3-kindergarten entry	9,681	9,682*	9,808	9,515
TOTALS	**15,273**	**15,249**	**15,622**	**15,595**

Home Visiting. Home Visiting represents total activity for the programs shown below:

Home Visiting Programs	State FY 2011				State FY 2012				State FY 2013			
	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total
Parent Child Assistance Program	256	441	241	938	260	512	145	917	294	583	129	1,006
Parent Child Home Program (PCHP)	-	476	125	601	-	435	103	538	-	636	265	901
Parents as Teachers (PAT)	498	915	522	2,287	445	1,017	218	1,680	633	998	297	1,928
STEEP; Parenting Partnership	9	13	33	82	13	62		75	41	49	0	90
Nurse-Family Partnership (NFP)	409	599	-	1,028	429	599		1,028	1,096	763		1,859
Partnering with Families for Early Learning (PFEL)	61	145	-	157	35	67	-	102	9	11	8	28
Total	**1,233**	**2,589**	**921**	**5,093**	**1,182**	**2,692**	**466**	**4,340**	**2,073**	**3,040**	**699**	**5,812**

First Steps: Data for 2010 is shown below, but was not included in the RTT-ELC application. Data from 2007 through 2009 from First Steps Database/Medicaid claims. Data reported for state fiscal years (July 1 – June 30). The number of infants on Medicaid who received at least one home visit through Infant Case Management or whose mothers received at least one postpartum home visit through Maternity Support Services during the specified time period. All infants were live born and had family incomes of up to and including 185% of the FPL. One infant may receive services and be counted in more than one year. Children are eligible for Infant Case Management only during the first year of life.

Data for 2010 through 2013: In 2010 Washington Medicaid's claims processing system changed. Prior to 2010, different procedure codes identified MSS home visits as opposed to office visits. In 2010 and later, the procedure codes changed and home visits can be identified only by a "place of service" variable. Represents the number of infant/mother dads who received at least one home visit provided by postpartum Maternity Support Services or Infant Case Management during the stated year. There is a less than 1% missing data for place of service in both 2011 and 2012, although the data may change as claims are paid. Providers may still submit claims for SFY2013. Note that management of the First Steps program changed (subsequent to the RTT-ELC application) from DSHS to the Washington State Health Care Authority; however, DSHS provided data as presented in the 2013 APR. Providers may still submit Medicaid claims for SFY2013.

First Steps	2007	2008	2009	2010	2011	2012	2013
Infants Under Age 1	22,838	22,913	21,617	15,916	15,117	11,837	11,947

Table (A)(1)-3b Data Notes

Head Start and Early Head Start: Cumulative enrollment from the 2012-13 Program Information Report (PIR) - this is grantee self-reported data and may include some discrepancies. Note that Head Start child counts are based on cumulative enrollment (total children served) by race/ethnicity, as funded enrollment (i.e. slots) for race/ethnicity does not exist. Note that Head Start and Early Head Start collect data on more racial categories than listed above, so certain categories were not included ("Other Race:" 1,291 clients; and "Unspecified Race:" 1,893 clients); the full data set of race/ethnicity categories is below. Also please note that Lewis-Clark and Mid-Columbia Children's Council (MCCC) are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Also please note that EHS data may include some pregnant women.

Cumulative Enrollment by Race/Ethnicity									
Head Start and Early Head Start in WA State	Hispanic Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	Bi/Mulit-Racial	White	Other Race	Unspecified Race
HS	4,623	654	500	1,335	159	1,406	5,749	964	959
EHS	1,802	196	122	324	17	467	2,203	304	451
AIAN HS	109	995	1	3	4	70	111	24	6
AIAN EHS	21	388	2	5	1	10	43	-	-
MSHS	3,015	4	-	-	-	18	2,554	-	477
Lewis-Clark HS	2	1	-	-	-	2	18	-	-
Lewis-Clark EHS	11	8	2	1	-	7	85	-	-
MCCC HS	65	6	-	1	3	12	144	-	-
MCCC EHS	40	4	-	-	2	9	84	-	-
TOTAL	9,688	2,256	627	1,669	186	2,001	10,991	1,292	1,893

IDEA Part C: Data from the IDEA Part C Annual Report: Count of Children Receiving Services (Dec 1 2013), from the ESIT Data Management System.

Cumulative Enrollment by Race/Ethnicity							
IDEA Part C Age Segments	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Totals	1,323	121	346	245	57	446	3,542
Children < 1 yr	196	24	52	47	15	65	594
Children age >= 1 yr and < 2 yr	466	39	110	87	16	139	1,263
Children 2 – 3 yrs	661	58	184	111	26	242	1,685

Home Visiting: Home Visiting represents total activity for the programs shown below:

Cumulative Enrollment by Race/Ethnicity							
Home Visiting Programs	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Parent Child Assistance Program	199	35	0	35	1	284	376
Parent Child Home Program (PCHP)	328	124	325	4	3	45	59
Parents as Teachers (PAT)	756	259	16	52	6	247	833
STEEP; Parenting Partnership	26	0	5	14	3	12	30
Nurse-Family Partnership (NFP)	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Partnering with Families for Early Learning (PFEL)	11	0	0	1	0	6	1
Total	1,320	418	346	106	13	594	1,299