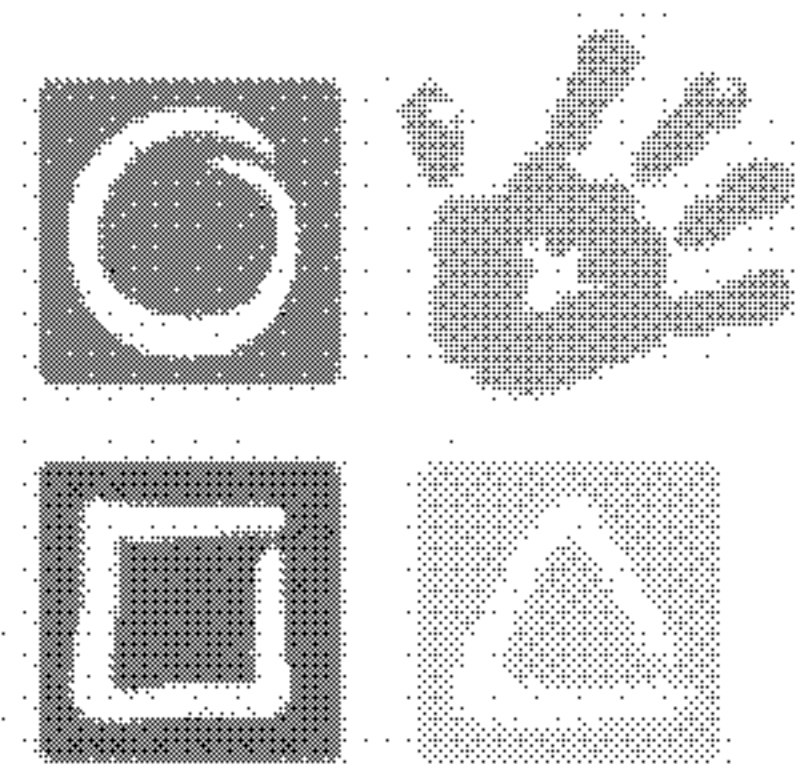


Race to the Top – Early Learning Challenge Grant Application

State of Washington

The Washington State Department of Early Learning

October 19, 2011



Washington State Department of
Early Learning

Washington State Race to the Top-Early Learning Challenge
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RTT-ELC Section A: Successful State Systems

“We must prepare Washington children to succeed in a global economy and we are making it clear that education in Washington begins long before kindergarten. We now know that children are born learning, and early learning helps Washington’s youngest learners be successful in school and in life. Education is the single most important investment we can make for the future of our children and our state.” Washington State Governor Chris Gregoire, 2006

Introduction

Washington is committed to building a strong early learning system that ensures the success of the state’s youngest learners. Beginning in 2005, with strong support from both the public and private sectors, Washington set out on a mission to change outcomes for the state’s young children and has made great strides toward achieving that goal. Today, the state has a comprehensive Early Learning Plan (ELP) and has put the infrastructure in place for a successful, integrated early learning system.

Washington’s Race to the Top-Early Learning Challenge application is bold. This application process has pushed early learning leaders in our state to think even bigger about how to support school readiness for all children in our state. As a result, our proposal is ambitious but achievable and sustainable. Our proposal will lead to successful and sustainable implementation because:

1. We will build upon our statewide **Early Learning Plan**, which contains goals, strategies and measures for an early learning system that supports ready children, ready families, ready professionals, ready schools and ready systems and communities.
2. Washington’s **early learning standards** are integrated throughout the system and embrace the latest research on brain science and evidence-based practices; support positive whole child outcomes from birth through grade three; and embrace the rich diversity of families in Washington.
3. We are committed to expanding our innovative **kindergarten transition process**, Washington Kindergarten Inventory of Developing Skills (WaKIDS). WaKIDS is an assessment of the whole child; a measure of both the impact of early learning interventions and a baseline for growth in K-12; created to inform kindergarten instruction; supports an equal partnership among the child’s family, kindergarten teacher,

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and early learning provider; and is based on Washington Early Learning and Development standards.

4. Washington has developed a **high-quality Tiered Quality Rating and Improvement System (TQRIS)** to operate at scale across the state. In Washington, TQRIS was developed empirically through independent evaluations by Mathematica and the University of Washington (UW); incorporates research on how adults learn, including coaching; is focused on improving outcomes for children; and provides tiered incentives and high-quality professional development.
5. Washington has the **infrastructure** in place to drive plans and policy into local communities. We do so through:
 - An active 23-person Early Learning Advisory Council (ELAC) supported through the recent SAC grant.
 - A solid working partnership between all participating agencies/organizations through a coordinated State Leadership Team.
 - Partnership with higher education to evaluate our impacts and provide professional development/coaching, including: UW, Washington State University, State Board of Community and Technical Colleges (SBCTC), and Harvard University.
 - Strong state-local partnerships that inform implementation at all levels.
6. We will continue “**the Washington way**” of doing early learning business, which is to deliberately: 1) review/research best practices and evidence-based advances in the field; 2) develop committees/task forces to “dig in” and create work plans including garnering feedback and suggestions from the public; 3) pilot the proposed program and evaluate impact; and 4) take the effort to scale.

Washington is making bold efforts to eliminate the preparation and achievement gaps that exist for our most vulnerable children. The need for high-quality early learning opportunities continues to grow: Many children arrive at kindergarten without the knowledge, skills and good health they need to succeed in school, producing a “preparation gap.” More than a third of Washington children enter kindergarten below expected skill level across *all* domain areas, and only half of children entering kindergarten in Washington have age-appropriate language, literacy and communication skills. Among low-income children, only *one out of 10* has the

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cognitive and general knowledge skills to succeed on the first day of kindergarten (see Appendix 33). This profound gap impacts a large segment of Washington's population, with 40 percent of children birth to age 5 living in low-income homes and 50 percent of Washington's children born eligible for Medicaid.¹ Upon entering elementary grades, the "achievement gap" becomes evident: Children of color and from low-income homes have lower scores on on math, reading and writing standardized tests, as well as lower graduation rates and higher rates of dropping out of high-school.

Washington's political and community leaders in the public and private sectors have committed to significant reform to close the preparation and achievement gaps in our state. High-quality early learning experiences have the proven potential to provide all children with a solid foundation for success and to change the course of the cycle of inequity. During the past five years, we have worked diligently and methodically to build the foundation of Washington's early learning system to ensure that all children in our state are ready to succeed in school and life. Washington enthusiastically submits this application for Race to the Top - Early Learning Challenge (RTT-ELC), knowing that we are ready to take this work to scale for all kids in the state.

¹ Department of Social and Health Services, First Steps Database, Quarterly Medicaid Numbers for Women with Washington State Deliveries, 2008 through the First Quarter of 2011 (preliminary Data for 2010-2011).

RTT-ELC Selection Criteria

(A)(1) Demonstrating past commitment to early learning and development. (20 points) The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

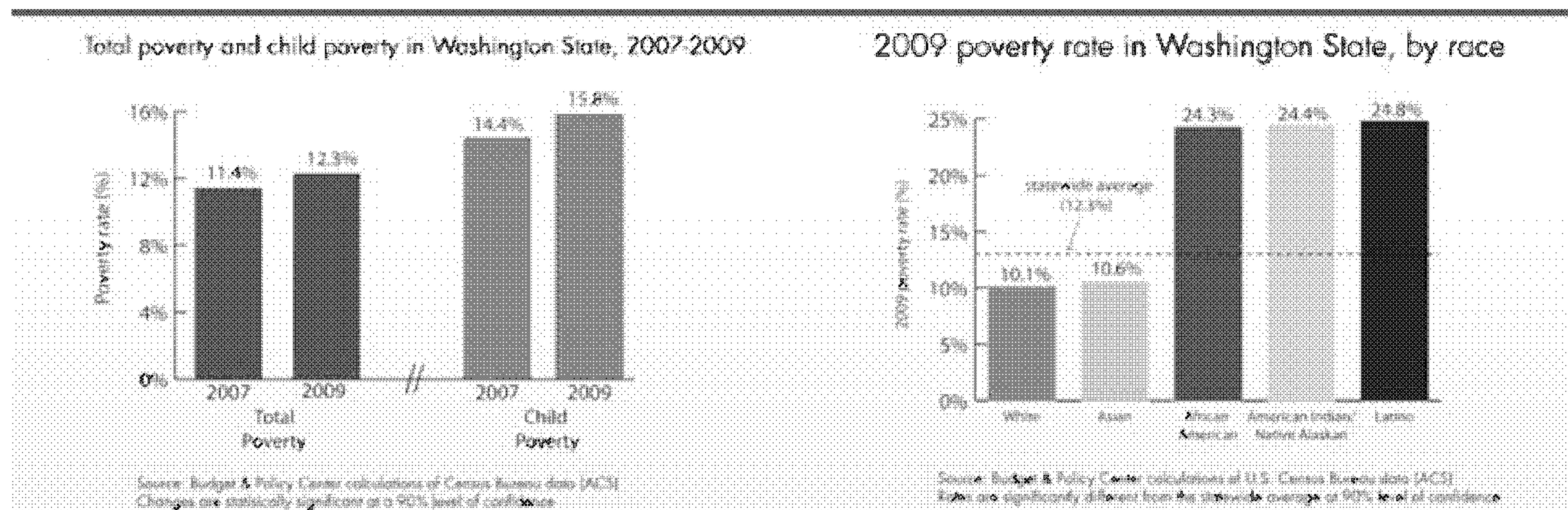
(c) Existing early learning and development legislation, policies, or practices;

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

Washington's Deep Commitment and Financial Investment in Early Learning

Washington has steadily increased its investments in early learning and development programs since 2007. During this time, state contributions to early learning efforts have increased more than 30 percent, from \$395 million in 2007 to more than \$517 million in 2011. Most notably, during a period of severe state budget cutbacks, investments in early learning increased nearly \$20 million between 2009 and 2011 (see table (A)(1)-4).

These investments are increasingly important as the number of children at risk for school failure is climbing. According to the latest U.S. Census, poverty in Washington has grown significantly during the recession, especially for children. In 2007, the poverty rate (household income level of less than 100 percent of federal poverty level) among Washington's children was approximately 14 percent. By 2009, the rate had grown to nearly 16 percent. Poverty has increased even more dramatically for communities of color. In 2009, poverty among Latinos (24.8 percent), Native Americans (24.4 percent), and African Americans (24.3 percent) was considerably higher than the statewide average rate (12.3 percent) (see Figure A1 below).

Figure A1

In addition, approximately one-third of children birth to age five in Washington are English learners who may need additional support in attaining school readiness skills (see table (A)(1)-2).

Washington is ready to transform the early learning system to close the preparation and achievement gaps. Our reform efforts in recent years have focused on three strategies that need to be completed before taking the system and services to scale: 1) system planning, alignment and governance; 2) increasing access to services for high-need children; and, in the past two years, 3) completing phase one implementation of key components of the system that are critical to ensuring the system is making an impact and improving outcomes for children. This first phase has included evaluation, validation, refinement, and initial implementation of Washington's Tiered Quality Rating and Improvement System (TQRIS), Kindergarten Entry Assessment, and a Professional Development System. The following summarizes Washington's major early learning reform accomplishments to date:

Major accomplishment #1: System Planning, Alignment, Policies and Governance of Early Learning Services -

Washington has built and developed the infrastructure for an early learning system including the governance, programmatic, legislative, and policy elements needed for a strong system (addressing criteria A(1)(c)). Highlights include:

- 2005: Early Learning and Development Benchmarks – Washington's common early learning standards were developed and released.

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- 2006: Washington Learns, created and led by Governor Chris Gregoire, conducted a top-to-bottom, 18-month review of Washington's entire education system to develop recommendations for a statewide educational reform agenda, including goals, and outcomes for children from birth through college.
- 2006: Creation of the Department of Early Learning (DEL) – DEL is the first cabinet-level agency of its kind in the nation. DEL oversees all the key statewide early learning programs, services and funding under one roof. This was a key recommendation from Washington Learns.
- 2006: Creation of Thrive by Five Washington: a partnership to ensure that public and private sector resources within the state are aligned, leveraged and driving toward common goals. Thrive is part of our Early Learning Leadership Partnership (see below).
- 2007: Creation of state Early Learning Advisory Council (ELAC). ELAC carries out required state council functions in Head Start law, including membership from key constituents that represent statewide and community-based interests and perspectives.
- 2009: Early Learning Partnership – In August 2009, leaders from DEL, Office of Superintendent of Public Instruction, and Thrive signed a joint resolution establishing the Early Learning Partnership. The three organizations have specific roles in working together to create a statewide early learning system that supports school readiness for all children.
- 2010: State Early Learning Plan – Washington completed a 10-year plan to ensure that all children in our state start life with a solid foundation for success in school and in life. Using a systemic approach to ensuring strong outcomes for children across multiple sectors, the Early Learning Plan solidified our state's commitment to working together to reach common school readiness goals.

These foundational planning and governance achievements have unified our state's key leaders and stakeholders around building a state early learning system with common early learning goals and clear roles and responsibilities.

Major Accomplishment #2: Increasing Access to Services Even When Resources are Scarce

Despite the significant economic downturn in the past several years, Washington has increased the number of Children with High Needs participating in Early Learning and Development Programs (criteria A(1)(b)) with increased investments (A(1)(a)). These include:

State Pre-K Expansion & Universal Pre-K plans – the Early Childhood Education and Assistance Program (ECEAP) is our state’s comprehensive Pre-K program for low-income children, and the state has increased its support of this program over time. Its program standards and funding level are modeled after Head Start. In the 2005-07 biennium, the Washington Legislature increased ECEAP slots for children by 3 percent, and increased funding per slot by 9.6 percent, increasing total funding by \$4.9 million for the biennium. In the 2007-09 biennium, the state increased funding by \$34 million in order to increase the funding per slot by 19 percent and the number of slots by 38 percent. In 2010, the Legislature mandated that our state Pre-K program, currently based on ECEAP eligibility standards, would serve all eligible children by 2018 as an entitlement, which will require the program to increase by more than 300 percent. In this same session, the Legislature diversified funding to build ECEAP by dedicating \$40 million of state lottery proceeds. At the same time, the Legislature is currently looking at options for implementing a universal Pre-K program in the state to serve all children. In the past two years, ECEAP already has expanded by 367 slots, and now includes a total state investment of \$54 million each year (see table (A)(1)-4).

Apple Health for Kids - Washington’s health insurance program for kids is recognized as a national model. The 2007 Cover All Kids Law affirmed our commitment to ensure access to care for all children. Apple Health for Kids consolidates several programs, offering a single streamlined enrollment process and the same comprehensive benefits to all eligible applicants. Eligibility is based on residence and income only. Coverage includes medical, dental, vision and mental health services. Children up to 300 percent FPL now qualify for free or affordable coverage. Families earning below 200 percent FPL pay no premiums. Washington’s progress in connecting kids to health care held steady through the recession. Between 2006 and 2010, nearly 165,000 children lost health coverage via their families’ employers, but Apple Health for Kids

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ensured their health care was secure. Apple Health for Kids has enrolled more than 208,000 more children (57,000 of whom were birth to age 5) since the outset of the recession. Nearly 700,000 kids are enrolled in the program, or about 39 percent of all Washington kids. State contributions toward the Apple Health program have grown from \$178 million in 2007 to more than \$207 million in 2011 (see table (A)(1)-4).

Home Visiting – Washington expanded home-visiting services by 55 percent during the past five years, from serving approximately 2,700 children in 2007 to more than 4,500 children in 2011. In 2010, the Legislature created the Home Visiting Services Account (HVSA), which supports, coordinates and evaluates evidence-based, research-based and promising home-visiting programs. In addition to state and federal resources, private funders have contributed nearly \$7 million to home-visiting services between 2007 and 2011. For more about home visiting, please see section C4.

Reach Out and Read Washington (ROR) is an evidence-based early literacy program established in our state in 2007 to support low-income families and improve child development outcomes. At every well-child check up from ages 6 months through 5 years, doctors give each child a developmentally appropriate book to keep. During those visits, the doctor encourages parents to read aloud at home, and offers individualized, age-appropriate advice on ways to support language development at home. Research shows that parents served by ROR are up to four times more likely to read aloud to their children, and children show significant developmental gains in language and a six-month developmental edge over their peers in the Pre-K years. The program is funded with state and private dollars and in three years has more than doubled in size, reaching 64,000 low-income children in the current year.

Early Learning Demonstration Communities – Since 2006, Thrive by Five Washington (Thrive) has invested in expanding early learning resources, efforts and services in two early learning demonstration communities: White Center (near Seattle) and East Yakima. The communities are models for coordination of local early learning services including home-visiting, TQRIS, and community outreach activities such as play and learn groups. The project serves approximately 3,000 children in White Center and 1,000 in East Yakima. White Center includes Washington's first Educare program as part of the community demonstration. Educare is a national research-

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based model of high-quality care for children with high needs. Housed in a state-of-the-art facility that opened in 2010, Educare provides Head Start and Early Head Start services to 134 children, and also serves as a hub for disseminating quality practices and professional development activities to the surrounding child care community, region and state. Lessons learned through these community initiatives have informed planning as statewide systems for home visiting, TQRIS, professional development and other services expand. The community demonstration initiatives are now beginning to integrate their services into the larger statewide framework. Washington's early learning demonstration communities have been supported by a mix of public and private funds, including more than \$48 million in private contributions from the Bill & Melinda Gates Foundation and Thrive.

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is the state's new Kindergarten Entry Assessment. During the past two school years, 15,000 kindergarten children and their parents participated in the new assessment. During the past five years, more than \$1 million in public and private funding have been invested in WaKIDS planning, evaluation and initial implementation. Recent legislation requires WaKIDS to be implemented in all schools with state-funded *full-day* kindergarten by the 2012-13 school year. Despite the \$5 billion budget deficit, the operating budget included new funding to implement this work. In 2011, in the midst of the worst economy since the Great Depression, early learning was the only department to receive new state funding support. See more about WaKIDS below.

Full Day Kindergarten – Beginning in the 2007-08 school year, Washington began phasing in state-funded full-day kindergarten, beginning with the highest poverty schools. The 2009 Legislature affirmed its commitment to state-funded full-day kindergarten by including it as part of an expanded definition of *basic education* (see Appendix 1). Programs considered *basic education* are protected by Article IX, section I of the Washington State Constitution: “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”

Funding for state-funded full-day kindergarten has increased dramatically, despite the state revenue shortfall (see Figure A2). Washington currently is serving 22 percent of children with

Figure A2

Calendar Year	Programs Available	Children Served (Total)	Percentage of Total Available	State Funds Projected
2007-08	105 / 59	7,515	10%	\$19.5 million
2008-09	222 / 90	15,327	20.7%	\$41.8 million
2009-10	218 / 88	15,990	21.6%	\$43.6 million
2010-11	216 / 89	15,791	21.6%	\$42.8 million
2011-12	220 / 89	Anticipated 16,758	Approx. 22%	\$44.5 million

state-funded full-day kindergarten. The expanded definition of *basic education* will be fully implemented in the 2017-18 school year, when all children will be served with state-funded full-day kindergarten as part of *basic education*.

The programs above provide an overview of Washington’s key investments in expanding early learning services since 2006-2007. Please see table Tables (A)(1)-4 and (A)(1)-5 for information on additional state investments and children served in early learning programs since 2007.

Major Accomplishment #3: Phase One Implementation of Key System Components

Complete

Washington has completed critical testing, evaluation and implementation of key components of our early learning system. With this phase one implementation complete, the state is poised to take the following system elements to scale:

Kindergarten Entry Assessment –The first two years of implementing the Washington Kindergarten Inventory of Developing Skills (WaKIDS) is complete. WaKIDS is the first kindergarten readiness assessment process in the nation designed to inform “up” into the K-12 system and “down” into the early learning system so that both systems use data to guide their investments and improve outcomes. It is also distinguished because, in addition to a using a valid tool that provides data on all the Essential Domains of School Readiness, our assessment model also includes two additional critical components: a family engagement component; and a learning collaboration component in which early learning and kindergarten teachers share information to support each child’s successful transition into school.

With a focus implementing in high-poverty schools across the state, 3,000 children participated in WaKIDS in 2010-11 school year, expanding to 15,000 children in 2011-12. An evaluation of

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WaKIDS was completed in 2011, resulting in recommendations to ensure the process can be implemented statewide across school districts diverse in size and population.

Next Steps: Washington is on track to serve *all* children by the 2014-15 school year.

Tiered Quality Rating and Improvement System (TQRIS) – Washington’s first phase of implementation and evaluation of our TQRIS model is complete. This initial phase occurred over two years. Ninety-three programs serving more than 4,500 children in five communities participated. Quality program standards, tiered levels for quality ratings, and incentives have been tested, evaluated and adopted. Washington was mindful of testing, validating, and refining our TQRIS before moving thousands of providers into the system. Currently, the TQRIS database is being built and elements of our model, including seamless participation of our Head Start and ECEAP programs, is being refined by continuing TQRIS participants (“Early Adopters”). Our TQRIS model integrates all the aligned components of our system, including common learning standards, statewide core professional development competencies, Comprehensive Assessment Systems, and family engagement strategies.

Next steps: Washington proposes an ambitious yet achievable plan for continuing our statewide expansion of TQRIS, bringing this important component of the system to scale by June 2015. We will build upon the experience and expertise of our Head Start/ECEAP programs, encouraging these programs to open their professional development training to child care programs so they can improve quality. Policy changes to the state Working Connections Child Care subsidy program will be implemented to ensure high-need children are served in high-quality settings. These policy changes include tiered reimbursement and mandatory subsidy participation for attaining higher TQRIS ratings.

Development of Early Childhood Educators – The 2009 Legislature directed DEL to submit recommendations on building an integrated professional development system in Washington. DEL convened the Professional Development Consortium (PDC) to create a strategic plan for the professional development system and define core competencies for the early care and education workforce. The state’s core competencies and career lattice are in place. In addition, the state’s professional development registry has been updated. The Managed Education and Registry Information Tool (MERIT) is our statewide early learning workforce database that

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helps professionals find training opportunities, access information on career pathways, and track individual career progress/educational achievements. MERIT is now integrated with the TQRIS and provides more functions for individual early learning staff, as well as for the state. Since 2007, public and private sources have invested nearly \$6.4 million in planning and implementing the professional development system.

Next Steps – All components of the professional development system are developed and currently work is being done to implement the system more widely as participation in TQRIS expands. In addition, work with the state’s community and technical colleges continues to finalize and implement two statewide early learning certificates and credentials aligned with the core competencies.

In addition to completing the initial-phase implementation of newer system components described above (WaKIDS, TQRIS, professional development system), Washington has made substantial progress in forming other building blocks for a high-quality, comprehensive early learning system. Following is a status update for each area (criteria A(1)(d)).

Early Learning and Development Standards - Washington created its first set of early learning standards in 2005 in partnership with national experts, including consultants from the National Center for Children and Families, Teachers College, Columbia University. The Early Learning and Development Benchmarks (Benchmarks) address learning standards in all the Essential Domains of School Readiness. Our learning standards are intentionally structured to address and acknowledge children’s individual development, including the impacts of cultural differences and special needs on learning and development. The Benchmarks provide a foundation for many parts of our evolving early learning system. They are integrated in the design of our TQRIS, the professional development competency framework, statewide training activities, and our Kindergarten Entry Assessment (WaKIDS).

Next Steps: In 2010, experts and stakeholders convened to review the standards to ensure cultural diversity, links to the K-12 system and incorporation of emerging child development research. Renamed the Early Learning Guidelines, Washington’s early learning standards will be fully revised by the end of 2011. While Washington has had early learning standards since 2005,

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widespread use of the standards has been slowed while other critical parts of our early learning system were developed. For example, longstanding programs such as Head Start and ECEAP have aligned with the learning standards for some time, but our state's licensed child care programs are just beginning to understand and integrate the standards in their programs through their participation in our TQRIS. Expansion and full implementation of our early learning system will provide systematic opportunities for the Early Learning Guidelines to be fully integrated into early learning services and programs statewide.

Comprehensive Assessment Systems – All of the major publicly funded early learning programs that target high-need children in our state use Comprehensive Assessment Systems (CAS). (See Table (A)(1)-7 for detail about CAS employed in Washington.) These include the evidence-based home visiting programs, and Head Start, Early Head Start and ECEAP. Using CAS in these programs is a requirement for funding and as a result, all these programs have focused a significant portion of their training and support to staff on using CAS as part of their everyday practice and interactions with young children. In addition, our TQRIS Program Standards requires programs to use CAS at the higher quality levels (see next steps below).

Next steps: Expanding ECEAP/Pre-K and home-visiting programs in our state to serve more high-need children is a high priority in our state. As our expansion plans are implemented, more children will benefit from instruction and support services that are informed and supported by CAS. In addition, implementing CAS is part of our TQRIS and is required in the higher-tier rating levels (CLASS, ERS, developmental screening tools, and ongoing assessments to measure strengths and monitor progress). As participation in TQRIS accelerates (as we propose in the application), many more early learning programs will employ CAS. In addition, since our accelerated implementation of TQRIS includes participation of all Head Start/ECEAP programs, we propose to create and provide incentives for these long standing comprehensive programs to share their training and expertise around CAS with child care programs and create CAS communities of practice to benefit all children.

Health Promotion Practices are integrated in a variety of existing early learning services, especially those for high-need children:

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- Head Start/Early Head Start, ECEAP and home visiting – these comprehensive programs for high-need children all have strong health components and program standards so that children have regular well-child care in an established medical home. These programs also ensure eligible children are screened as recommended by the Medicaid Early Periodic Screening, Diagnostic and Treatment (EPSDT) benefit. Head Start/Early Head Start, ECEAP and home-visiting programs also integrate health promotion strategies in their curriculum and parenting education efforts.
- Apple Health – as described earlier, Washington strives to ensure adequate health coverage for all children through our nationally recognized health insurance program. Over the past two years, Apple Health for Kids’ successful enrollment practices have earned the state \$25 million in federal bonus funding. Over the next two years, the program stands to earn \$80 million, according to at least one analysis by the state nonprofit Children’s Alliance. Since the passage of the Cover All Kids law in 2007, enrollment in the program has steadily grown to 39 percent of children in the state, and the number of kids without health coverage has dropped.
- Child Profile- Washington's Health Promotion and Immunization Registry system—is designed to get children the preventive health care they need. Child Profile sends health promotion materials to all parents of kids birth to age 6. The materials contain age-specific information about immunizations, growth, development, safety, nutrition and other parenting issues. The 17 mailings are timed to correspond with the American Academy of Pediatrics’ recommended schedule of well-child visits, and include reminders for well-child checkups and immunizations. A 2007 survey showed that between 96 and 98 percent of recipients said the materials were easy to understand. Low-income families said the information in the mailings was useful and they had used the information to answer parenting concerns.

Family Engagement strategies – Washington has integrated family engagement into the early learning system:

- Head Start/Early Head Start, ECEAP and home visiting – These programs focus on serving high-need children and are comprehensive with substantial components, services and professional development focused on family engagement.

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- TQRIS - Family Engagement and Partnership is a Washington's TQRIS program standards, and uses the research-based Strengthening Families Framework (more about this in Sections B1 and C4).
- Kindergarten Entry Assessment – A Family Connections component in the state's Kindergarten Entry Assessment process, WaKIDS, ensures that parents are engaged in their child's education and share information on their child's abilities, strengths and challenges as they enter kindergarten. (See Section E).
- “Love. Talk. Play.” is a statewide public awareness campaign designed to increase parents'/caregivers' knowledge about the importance of their role as first teachers. Developed by Thrive by Five Washington through focus groups with both families and child development experts, this campaign provides simple, engaging recommendations for parent to interact with their children (See Section C4).
- Reach Out and Read (ROR) – Doctors and nurses provide new books and early literacy parenting guidance to more than 64,000 low-income children in the state. A nationwide program, ROR's books and reading “prescriptions” are rapidly becoming a standard part of well-child care within the pediatric medical home around the country and in Washington.
- The DEL Parent Advisory Group (PAG) serves as a sounding board for the agency. Parental involvement in decision-making is the key to having policies and programs that support families' strengths and needs. Representatives of the PAG serve on our statewide Early Learning Advisory Council (ELAC).

Next steps: Washington will work to expand health insurance coverage to all children through the Apple Health program and continue health promotion and education through CHILD Profile. As TQRIS expands, we are building on the family engagement/health promotion expertise of our most comprehensive programs (Head Start/ECEAP) and extending those practices and expertise to the broader child care community. (See more about Head Start/ECEAP as leaders in Section B - TQRIS). Through expanded home visiting, the Reach Out and Read program, and public awareness campaigns such as “Love. Talk. Play.,” families around the state will better understand the importance of early learning and their role as first teachers. Expanding the use of family engagement strategies throughout the system will also be key to helping families understand and navigate the system and its services as expansion occurs.

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Effective Data Practices – It is a top priority for DEL to maximize program effectiveness and demonstrate results using valid and consistent data. To that end, DEL has a variety of efforts in place to effectively use data to inform early learning practices and the P-20 education system. These include:

- *TQRIS data system*: DEL is currently building a TQRIS database that will track statewide TQRIS information including participating program profiles and ratings. This database will knit together key data from MERIT (Professional Development Registry) and licensing database (FAMLINK) to produce evidenced-based, quality outcome measurements based on TQRIS Program Standards. The system will be ready by July 2012 (see more in section B).
- *Licensing data system*: DEL is implementing several new policies and procedures to ensure the licensing database (FAMLINK) has accurate, timely data. Over the past year, licensors began using tablets for all data collection and reporting. Other new policies include portable background check and non-expiring licenses (see Priority 2 for more information).
- *Professional Registry (MERIT)*: The Managed Education and Registry Information Tool (MERIT) is the new online statewide professional development registry administered by DEL for early learning professionals, trainers and DEL staff. MERIT will use an adopted Career Lattice and Core Competencies to help individual early childhood educators and staff track their progress in attaining educational credits, credentials, degrees and required training. See Section D for more information.
- *Statewide Longitudinal Data System*: The U.S. Department of Education Institute of Education Sciences awarded \$17.3 million grant to Washington (\$3 million earmarked for early learning) for continued work on the design and implementation of the state's P-20 longitudinal data system. Led by the Education Research and Data Center, the system will provide a wider array of data, improved analytic capability, and greater access while continuing to include protections for individual privacy and confidentiality in compliance with state and federal regulations. Currently, DEL is migrating data from ECEAP and ESIT into an updated data system that will flow into the P-20 longitudinal data system. This system will launch in July 2012 (see Appendix 16).

Summary - Washington has made substantial progress in the areas of system planning, alignment, policies and governance for all early learning programs and services; expansion of

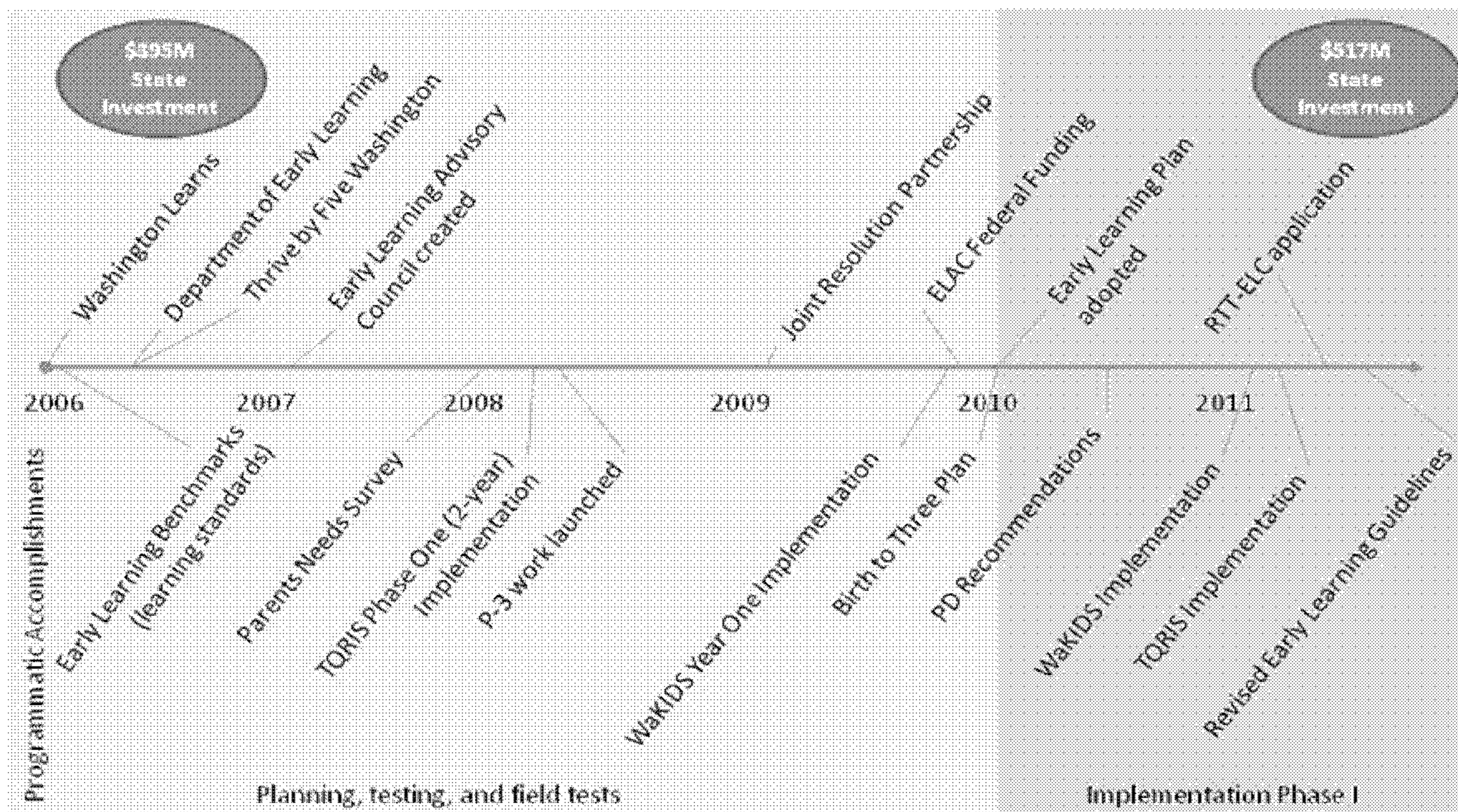
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services for high-need children; and has completed phase one/initial implementation of key system components. These achievements reflect Washington’s deep commitment to early learning, one that has been supported by steady, significant and *increasing* state investments over recent years. The timeline below provides an overview of Washington’s early learning history (see Figure A3).

Washington’s significant accomplishments, investments, commitment, and momentum set an ideal stage for the Race to the Top-Early Learning Challenge (RTT-ELC) to profoundly impact the course of early learning reform in our state. In this application, we propose scaling our work through innovative strategies to rapidly accelerate the full implementation of reform. We are prepared as a state to move forward on all of the elements of this application, whether Washington receives an RTT-ELC award or not. However, if Washington is awarded a RTT-ELC grant, it will serve as a catalyst to fully implement our system faster, changing the lives and trajectory for our most vulnerable children within a matter of years.

Washington State Early Learning Timeline
2006-2011

Figure A3



Section A

Table (A)(1)-1: Children from Low-Income[1] families, by age		
State baselines: The number and percentage of children from Low-Income families in the State, 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	36,250	41%
Toddlers ages 1 through 2	69,254	39%
Preschoolers ages 3 to kindergarten entry	87,988	41%
Total number of children, birth to kindergarten entry, from low-income families	193,492	40%

Source: 2009 ACS PUMS; Percents and estimates are restricted to those for whom poverty status has been determined.

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

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
State baselines: The number and percentage of Children with High Needs from special populations in the State: 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]	15,538	3.20%
Are English learners[2]	158,942	32.90%
Reside on "Indian Lands"	14,060	2.90%
Are migrant[3]	3,667	0.80%
Are homeless[4]	12,725	4.60%
<i>Note: Percentage is based on a separate population count</i>		
Are in foster care	2,827	0.60%
Other as identified by the State (describe):	None	

[1] For purposes of this application, 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 application, children who are English learners are children birth through kindergarten entry who have home languages other than English.
 [3] For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in Public Law 107-110 Part C section 1309(2).
 [4] The term "homeless children" has the meaning given the term "homeless children and youths" contained in the McKinney-Vento Homeless Assistant Act 42 USC 11434a(2).

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Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
State baselines: The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age.	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry
State-funded Pre-K	-	-	8,024	8,024
Early Head Start and Head Start[1]	2,434	3,670	14,424	20,528
Programs and services funded by IDEA Part C and Part B, section 619	503	5,089	9,946	15,538
Programs funded under Title I of ESEA	-	-	3,260	3,260
Programs receiving funds from the State's CCDF program				
Working Connections Child Care	4,342	23,270	37,813	65,425
Seasonal Child Care	60	726	1,145	1,931
Homeless Child Care	not available			
Other: DSHS - Children's Administration – Child Care				
Combined for these programs: Child Protective Services Foster Parenting Medicaid Treatment Child Care	752	1,959	1,755	4,466
Other: DSHS - Home Visiting	1,253	2,589	921	4,763
Other: Apple Health Medicaid services for infants and children	not available			265,319
<i>Descriptions and data sources: see Appendix 3 for complete description and data sources.</i>				

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Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start[1]	-	3,510	44,327	64,631	48,732
State-funded Pre-K	29,336,17	47,331,204	55,641,871	54,526,707	54,175,288
<i>Details:</i>					
<i>ECEAP - State Funding</i>	18,122,260	35,989,214	40,512,652	42,438,418	42,083,998
<i>ECEAP - CCDF Match/Moe</i>	11,213,910	11,341,990	15,129,219	12,088,289	12,091,290
State contributions to IDEA Part C	25,302,127	30,206,323	35,972,760	38,982,775	41,668,121
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	48,796,882	51,116,305	55,456,211	57,321,784	58,452,056
Total State contributions to CCDF[2]	78,634,597	64,580,461	73,986,780	68,439,980	72,709,680
<i>Details:</i>					
<i>ECEAP - CCDF Match/Moe</i>	11,213,910	11,341,990	15,129,219	12,088,289	12,091,290
<i>WCCC - CCDF Match/Moe</i>	67,420,687	53,238,471	58,857,561	56,351,691	60,618,390
State match to CCDF					
<i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	met	met	met	met	met
TANF spending on Early Learning and Development Programs[3]	128,428,922	175,659,146	162,451,280	169,972,037	159,460,569
Other State contributions - Child Care	20,574,544	38,838,721	25,631,093	25,198,187	34,608,113
Other State contributions – DEL	1,582,016	5,095,285	6,078,993	1,654,979	1,014,053
<i>Details:</i>					
<i>Childrens Programs</i>	550,876	1,458,818	848,789	50,000	-
<i>Family Partnership</i>	1,000,000	3,013,294	4,236,651	1,143,640	549,929
<i>Licensing Service Areas</i>	-	-	323,940	-	41,320
<i>Provider Partnerships</i>	31,140	623,172	669,613	461,339	422,804
Other State contributions - Public programs segmented for children ages 0-5	178,646,095	231,271,844	230,857,644	227,932,136	250,128,471
<i>Details:</i>					
<i>Child Abuse Prevention</i>	111,707	109,272	1,722,203	1,224,063	936,688
<i>Statewide Longitudinal Data System</i>	228,084	349,719	360,228	353,964	321,948
<i>All-Day Kindergarten and Early Learning Programs</i>	86,104	16,107,259	38,846,295	44,500,682	41,820,402
<i>Apple Health - Medicaid for infants and</i>	178,220,200	214,705,593	189,928,918	181,853,427	207,049,432

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Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
<i>children</i>					
<i>Maternal and Child Health Programs</i>	17,076,796	29,708,580	33,557,476	15,583,188	28,430,218
Other State contributions - Private Support for Early Learning Initiatives	24,019,404	20,246,571	27,419,601	15,696,951	16,414,715
<i>Details:</i>					
<i>Bill & Melinda Gates Foundation</i>	10,350,110	14,678,770	16,628,913	14,291,083	5,200,193
<i>Thrive by Five Washington</i>	13,327,587	5,295,923	10,494,253	961,630	10,598,614
<i>Washington State Resource & Referral Network (WSRRN)</i>	341,707	271,878	296,435	444,238	615,908
Total State contributions:	395,677,925	477,348,233	495,960,062	477,729,841	517,127,938
<i>All figures provided in Table A1-4 are based on the State's fiscal calendar, ending June 30th. Please see Appendix 3 for full descriptions and sources</i>					

[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.

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Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State.					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years[1]				
	2007	2008	2009[1]	2010[2]	2011[3]
State-funded Pre-K	5,976	7,081	8,226	8,053	8,024
Early Head Start and Head Start[3]	19,328	19,250	19,464	20,528	20,528
Programs and services funded by IDEA Part C and Part B, section 619					
IDEA Part B	9,002	9,318	9,660	9,681	9,946
IDEA Part C	4,412	4,573	4,906	5,006	5,592
Total (annual December 1 count)	13,414	13,891	14,566	14,687	15,538
Programs funded under Title I of ESEA	3,020	3,404	3,619	2,893	3,260
Programs receiving CCDF funds					
Working Connections Child Care	8,384	15,321	23,723	33,090	37,464
Seasonal Child Care	175	330	486	663	1,140
Other: DSHS Home Visiting	2,791	3,496	4,239	4,453	4,541
Other: Department of Health Apple Health - Medicaid Services for Infants and Children	208,548	215,803	234,197	255,560	265,319
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs. Data for one of the home visiting programs is not available for FY2011, affecting agreement with the Home Visiting total in Table A(1)-3. Please see Appendix 3 for table with all data source explanations</i>					
<i>[1] Include all children with high needs served with both federal dollars and state supplemental dollars.</i>					
<i>[2] Note to reviewers: The number of children served reflects a mix of federal, state, and local spending. Head Start, IDEA, and CCDF all received additional federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.</i>					
<i>[3] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.</i>					

Table (A)(1)-6 : Current status of the State's Early Learning and Development Standards			
<i>Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

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Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State <i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
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 Pre-K <i>Specify: ECEAP</i>	X Contractor choice of developmental screening tool.	X DECA and Contractor choice of multi-domain tool. Current RFP to determine statewide tool	X Environmental requirements embedded in performance standards	X Embedded in program performance standards	X Child Outcomes
Early Head Start and Head Start²	X Grantee must perform or obtain developmental screening.	X Grantee choice of comprehensive assessment measures aligned with Head Start Child Development and Early Learning Framework	X In performance standards - Many programs also use ERS	CLASS In performance standards	X Child outcomes
Programs funded under IDEA Part C	X	X	N/A (Part C practitioners are expected to provide services primarily in the home, child care and other community settings.)	N/A (Part C practitioners are required to support families and caregivers so they can help their child develop and learn using a variety of social/emotional or communication tools and resources.)	
Programs funded under IDEA Part B, section 619		X			X Child Outcome Data
Programs funded under Title I of ESEA	Determined at the individual school district level.				
Programs receiving CCDF funds	X If child is served in TQRIS	X If child is served in TQRIS	X If child is served in TQRIS	X If child is served in TQRIS	
Current Quality Rating and Improvement System requirements	X III-V	X III-V	X ERS: III-V ERS Self Assessment: II Level I: See State Licensing Requirements below	X CLASS: III-V	X Focal Child Assessment

² Including Migrant and Tribal Head Start located in the State.

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Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State <i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
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 Licensing Requirements (see Appendix 18 and 20)	X		X		
Other State-funded Home-Visiting	X Health & developmental screenings	x	N/A Observations in the home	N/A Observations in the home	

Section A

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded Pre-K <i>Specify: ECEAP</i>	X ECEAP Performance Standards,	X Developmental screening. Vision and hearing screening. Height/weight/BMI screening. Follow up as indicated for all of these.	X Nutritious meals and snacks daily. Nutrition curriculum. Physical activity curriculum daily. Parent education.	X All increase knowledge and resources re: accessing medical home; many provide broader health literacy activities	X
ECEAP Notes - Health outcomes data: Establishing medical and dental homes and coverage. Up-to-date with medical exam, dental screening, immunizations and any indicated follow-up treatment. Local health advisory committees for each program, to coordinate with community health professionals and advise the program.					
Early Head Start and Head Start	X Head Start Performance Standards 45 CFR 1304.22	X Developmental screening Visual and auditory screening Height/weight/BMI screening. Follow up as indicated for all of these.	X Nutritious meals and snacks daily. Nutrition curriculum. Physical activity curriculum daily. Parent education.	X Esp. accessing medical home	
Programs funded under IDEA Part C:	X	X Family Resources Coordinators assist families in accessing a primary care provider/medical home.	X	X	X
Programs funded under IDEA Part B, section 619	X	X	X This is done in most school districts, but is not required		
Programs funded under Title I of ESEA	Determined at the individual school district level.				
Programs receiving CCDF funds	X Environment (licensing regulations). All must have background checks.		X Promotion and train the trainer in I'm am Moving, I am Learning as part of the Let's Move Child Care Initiative		

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Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Current Quality Rating and Improvement System requirements <i>Specify by tier</i>	X Licensing is Level I	X Levels III-V	X Level III-V through Family Engagement Std	X Level III-V through Family Engagement Std	
State licensing requirements	X Providers must be in compliance with licensing standards in order to maintain a child care license.		X require child care providers to have elements of physical activity and healthy eating habits in their program.		

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Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded pre-K <i>Specify: ECEAP</i>	<p>Parent-teacher conferences three times a year. One-on-one strength-based family support services a minimum of three hours per year per family to assess family strengths and needs, set family goals and assist families in accessing community resources.</p> <p>Coordination of transitions between ECEAP and home, childcare, and kindergarten.</p> <p>Contractors must ensure that parents are invited to participate in ECEAP activities, such as classroom volunteering, site or classroom committees, Parent Policy Council, participation in program self-assessment and reviews. Parent input into curriculum menus and parent/family events. Parent education opportunities. Parent leadership development.</p>
Early Head Start and Head Start	<p>For center based programs, two home visits per year and a minimum of two parent-teacher conferences per year.</p> <p>Development of individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving goals.</p> <p>Referral to community resources and follow up.</p> <p>Coordination of transitions between Head Start and home, childcare, and kindergarten.</p> <p>Grantees must ensure that parents are invited to participate in Head Start activities, such as classroom volunteering, site or classroom committees, Parent Policy Council, participation in program self-assessment and reviews. Parent input into curriculum menus and parent/family events. Parent education opportunities. Parent leadership development.</p>
Programs funded under IDEA Part C	<p>The service planning document is an Individualized Family Service Plan. Families are an integral part of the early intervention team and contribute to the evaluation and assessment of their child. The family drives the focus for intervention and service planning through the identification of their priorities, resources and concerns for their child and family as it pertains to early intervention. Based upon the family's priorities, resources and concerns, the family identifies the outcomes they want to achieve for their child and family while in early intervention. Services must be provided in the child's natural environment (primarily home) and support the child's successful participation in the families daily routines. It is assumed fathers and other family members are included in the planning and delivery of services. Early intervention planning must occur using the family's native language unless it is not feasible to do so. The family must be engaged in early intervention from first contacts, direct service provision and through transition planning and program exit at age three.</p>
Programs funded under IDEA Part B, section 619	<p>Parent Involvement is one of the 20 Indicators required under the IDEA State Performance Plan. Each year, OSPI sends surveys to parents of children who receive special education services. Over a six year period, all 295 school districts are surveyed. The survey measures parents' perceptions of how the school district facilitated their involvement in their child's special education program.</p>
Programs funded under Title I of ESEA	<p>Determined at the individual school district level.</p>
Programs receiving CCDF funds	<p>See TQRIS and state licensing requirements below.</p>

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<p>Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i></p>	<p>Level 1: See State Licensing Requirements below.</p> <p>Level 2: Strengthening Families training required as standard training.</p> <p>Level 3 – 5: Family Support and Partnership – Total 10 points</p> <ul style="list-style-type: none"> • Complete modified Strengthening Families Self Assessment • Develop Plan of Action based on Strengthening Families Self Assessment • Provide evidence of continuous feedback and improvement • Provide information about community based programs available for parents in languages represented in the facility (community mental health, food banks, medical and dental resources) • Evidence of transition plans/policies in place for changes in settings and providers • Share individualized child data with parents • Evidence of parenting education program <p>*Strengthening Families training is available to all participating providers</p>
<p>State Licensing Requirements</p>	<p>Parent’s access to the child care. Proposed family child care WAC on track to implement by end of 2011 includes communication to parents about theory of care, as well as regular communication with the parents about the child’s development.</p>

<p>Table (A)(1)-10: Status of all early learning and development workforce credentials currently available in the State</p>				
<p>List the early learning and development workforce credentials in the State</p>	<p>If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i></p>	<p>Number and percentage of Early Childhood Educators who have the credential</p>		<p>Notes (if needed)</p>
		#	%	
<p>Master of Arts Early Childhood Education and related programs</p>	<p>No</p>	<p>11</p>	<p>.06</p>	<p>Information from years 2002-2009. General Definition for Compiled Data: program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations.</p>
<p>Bachelor of Arts Early Childhood Education and related programs</p>	<p>Yes</p>	<p>391</p>	<p>1.96</p>	<p>Information from years 2002-2009. General Definition for Compiled Data: program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations.</p>
<p>Associate of Applied Science – Transfer (AAS-T) Early Childhood Education</p>	<p>No</p>	<p>22</p>	<p>.11</p>	<p>Information from years 2000-2010</p>
<p>Associate in Arts Degree – Early Childhood Education and related programs</p>	<p>Yes</p>	<p>1476</p>	<p>7.4</p>	<p>Information from years 2000-2010</p>

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Table (A)(1)-10: Status of all early learning and development workforce credentials currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Certificate – Various Early Childhood Education Specializations	Yes	2580	12.9	Information from years 2000-2010

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Bellevue College	2	Yes
Bellingham Technical College	15	Yes
Big Bend Community College	4	Yes
Centralia College	3	Yes
Clark College	4	Yes
Clover Park Technical College	6	Yes
Columbia Basin	7	Yes
Edmonds Community College	12	Yes
Everett Community College	4	Yes
Grays Harbor College	2	Yes
Green River Comm. College	6	Yes
Highline Community College	3	Yes
Lake Wash. Inst. of Tech.	2	Yes
Lower Columbia Comm. Coll.	13	Yes
Olympic College	4	Yes
Peninsula College	7	Yes
Pierce Fort Steilacoom Coll.	12	Yes
Renton Tech. Coll.	5	Yes
Seattle Central Comm. Coll.	8	Yes
North Seattle Comm. Coll.	6	Yes

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Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Shoreline Comm. Coll.	9	Yes
Skagit Valley Comm. Coll.	9	Yes
South Puget Sound Comm. Coll.	6	Yes
Spokane Falls Comm. Coll.	21	Yes
Walla Walla Comm. Coll.	2	Yes
Wenatchee Valley Comm. Coll.	1	Yes
Whatcom Community College	7	Yes
Yakima Valley Comm. Coll.	12	Yes

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Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? <i>(Y/N)</i>	Y	Y (science is embedded into cognition and general knowledge)	Y	Y	Y
Domain aligned to Early Learning and Development Standards? <i>(Y/N)</i>	Y	Y	Y	Y	Y
Instrument(s) used? <i>(Specify)</i>	Teaching Strategies GOLD	Teaching Strategies GOLD	Teaching Strategies GOLD	Teaching Strategies GOLD	Teaching Strategies GOLD
Evidence of validity and reliability? <i>(Y/N)</i>	Y	Y	Y	Y	Y
Evidence of validity for English learners? <i>(Y/N)</i>	Y	Y	Y	Y	Y
Evidence of validity for children with disabilities? <i>(Y/N)</i>	Y	Y	Y	Y	Y
How broadly administered? <i>(If not administered statewide, include date for reaching statewide administration)</i>	2014-2015	2014-2015	2014-2015	2014-2015	2014-2015
Results included in Statewide Longitudinal Data System? <i>(Y/N)</i>	Y	Y	Y	Y	Y

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Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State								
Order	List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
		<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
		Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
1	ECEAP Management System (EMS)	X	X	X	X	*	X	X
2	ESIT Data Management System (DMS)	X	X	X	X		X	X
3	Head Start Program Information Report (PIR)				X	X	X	
4	Working Connections Application (WCAP)			X	X	X		X
5	Managed Registry and Information Tool (MERIT)		X	X		X	X	
6	Quality Rating and Improvement System (QRIS)		X	X		X	X	
7	Background Check					X		
8	FAMLINK – Licensed Child Care Providers			X		X	X	
9	Electronic Licensing Forms (ELF)			X			X	
10	Social Services Payment System (SSPS)			X	X			X
11	Comprehensive Education Data and Research System (CEDARS) – K-12	X		X	X	X		X
12	Evergreen State P-20 Program Statewide Longitudinal Data System (P-20)	X	X	X	X	X		
13	Automated Client Eligibility System (ACES)				X			

RTT-ELC Selection Criteria

A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes—

- (a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;*
- (b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals;*

Statewide Early Learning Plan

In 2007, DEL and the Early Learning Advisory Council (ELAC) were statutorily charged with developing a statewide early learning plan to ensure school readiness for all children in Washington. A broad range of parents, caregivers, early learning professionals, teachers, advocates, state departmental staff and early learning funders engaged in developing the Early Learning Plan, which was adopted in 2010 and represents the unified vision and goals for an early learning system in our state across public and private sectors and settings.

Washington recognized the need for a comprehensive reform and a statewide plan, due to some fundamental and significant barriers to reform:

- *More capacity needed to reach children with high needs* – Our high-quality early learning programs serve only a percentage of the eligible low-income and otherwise at-risk children. While numbers served have been increasing, so has the need for these services.
- *Need for clear standards* – Our programs and services were not tied together by common standards, supports, professional development and accountability to ensure that all services were working toward and achieving the same school readiness outcomes.
- *Need for greater accountability* – Our accountability system was not strong enough to ensure that programs were having the intended outcomes and maximize their impact.
- *Need for data-driven decisions* – Woefully little data existed about early learning statewide to monitor child progress or measure program quality.

Our Early Learning Plan (State Plan) was created to help solve these problems and push Washington’s system forward in a deliberate and clear way. The State Plan is guided by several key principles and is focused on:

Section A

- *Aligning all early learning services* across settings, funding sources, ages of children, and authorities to a common set of goals, strategies and research-based principles to create a system of quality early learning services throughout Washington.
 - Creating a system to ensure *that key quality components are available, accessible and used across early learning programs and services*, from maternal support and home-visiting programs, to Pre-K and early elementary programs. These system-wide components include professional development and training; data collection and monitoring for continuous improvement; common learning standards, research-based programs, assessment and teaching practices; and parenting education and outreach.
 - *Creating a continuum of services from pregnancy through third grade*. Washington recognizes the research demonstrating the importance of strengthening and maintaining early learning gains into elementary schools. Alignment of standards, curriculum and assessment from Pre-K through third grade can reduce fade-out and improve academic achievement (source: New America Foundation).
 - *Prioritizing services and practices to address the needs of children who are at the highest risk* for poor school achievement (high-need children).
 - Using a *comprehensive “whole child” approach*, recognizing that supporting children’s developmental and educational success means supporting and educating parents and caregivers, health care services and providers, teachers, schools and communities.
 - *Accountability* – The system is developed empirically by using evidence-based best practices as available, designing clear outcomes and goals into our initiatives, piloting and evaluating impact of initiatives through partnerships with higher education, and using a continuous feedback loop to ensure that programs and services are both effective and efficient.
- Washington’s early learning system is built and implemented through partnerships with the K-12 system, Thrive by Five Washington, the business community, and early learning constituents. The state is committed to promoting transparency and accountability in all our early learning policies, services and programs



Figure A4

To implement this comprehensive and cross-sector approach, our State Plan is organized around five areas in what we call the Ready Framework (see Figure A4). Each “Ready” area includes outcomes, including 35 strategies detailed in the plan. Many of the State Plan strategies were already underway or

under development while our State Plan was being planned and finalized. Soon after the State Plan was adopted, DEL and Washington’s Early Learning Partnership took steps to define achievable 2011 *priority* strategies from the plan. Not surprisingly, our State Plan 2011 priority strategies align closely with the RTT-ELC priorities. The following highlights the alignment between our State Plan and RTT-ELC, and the rationale for designating each strategy as a high priority (see Figure A5) (please see entire State Plan in Appendix 9 for all 35 strategies).

Figure A5

WA State Plan Priority Strategies	RTT-ELC Priorities/Criteria	Rationale for High Priority
Ready and Successful Children • Make Home Visiting available to all at-risk Families • Expand on the Home Visiting Program • Increase Use of Early Literacy Tools and Programs	• Promoting Access to high quality Early Learning and Development Programs for Children with High Needs (B)(4)	• Increases access to high quality programs serving high need children both in home and center settings • Creates universal access to high quality preK programs • Increases statewide use of research-based early literacy practices
Ready and Successful Parents, Families and Caregivers • Provide More Parenting Learning Opportunities	• Engaging and Supporting Families (C)(4)	• Increased awareness about the importance of early learning, how to access and navigate services, is critical to success of system
Ready and Successful Early Learning Professionals • Implement Quality Rating and Improvement Systems (QRIS) • Implement Comprehensive Professional Development and Compensation System	• Developing & adopting a common, statewide TQRIS (B1-5) • Developing a Workforce Knowledge and Competency Framework and a progression of credentials (D1)	• Creates one system for quality and improvement of all center-based services • Creates one system for all early learning educators to track progress toward professional advancement
Ready and Successful Schools • Implement Kindergarten Readiness Assessment (WAKIDS) • Implement Phased In Full-Day Kindergarten • Align Pre-K and K-3 Instructional & Programmatic Practices	• Understanding the status of children's learning and development at Kindergarten entry (E1) • Sustaining Program Effects in the Early Elementary Grades (Priority 4)	• Increases understanding of statewide school readiness rate • Ensures that high quality early learning supports continue into the early elementary grades leading to sustained progress and success in school
Ready and Successful Systems and Communities • Build Statewide Infrastructure for Partnerships and Mobilization • Expand P-20 Longitudinal Data System • Create and Promote Use of Early Learning and Development Guidelines	• Developing and using statewide Early Learning and Development Standards (C1) • Aligning and coordinating early learning and development across the state (A3)	• Unifies all early learning efforts toward common learning standards and expectations • Effective governance and communication and engagement are critical to system success • Creates one system to collect and track data and outcomes across the state

= A Ready and Successful State

RTT-ELC Goals and High Quality Plans

Washington proposes ambitious RTT-ELC plans to accelerate and further implement our State Plan strategies through with an increased focus on improving child outcomes and closing the readiness gap for children with high needs.

Washington's RTT-ELC Theory of Change:

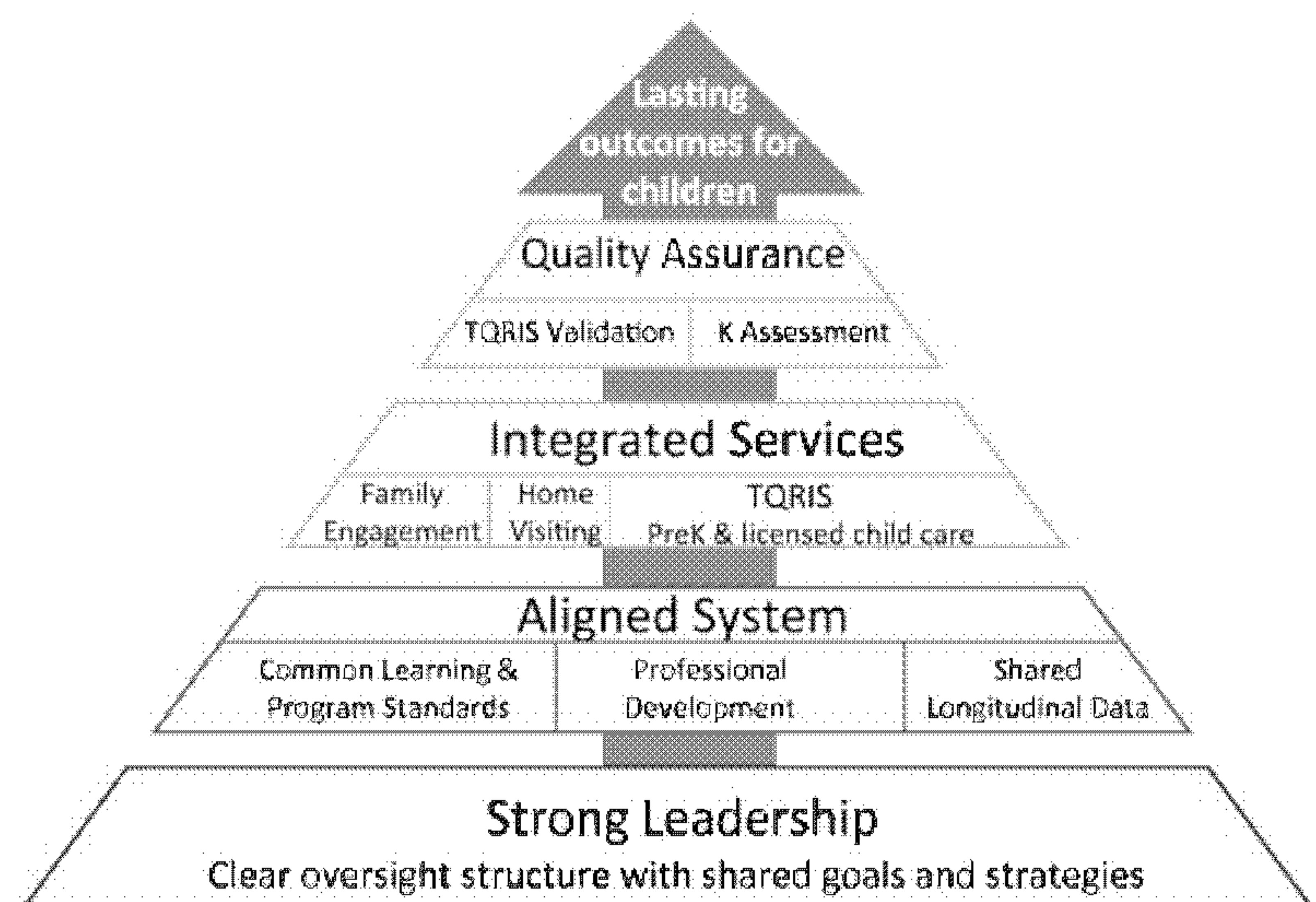
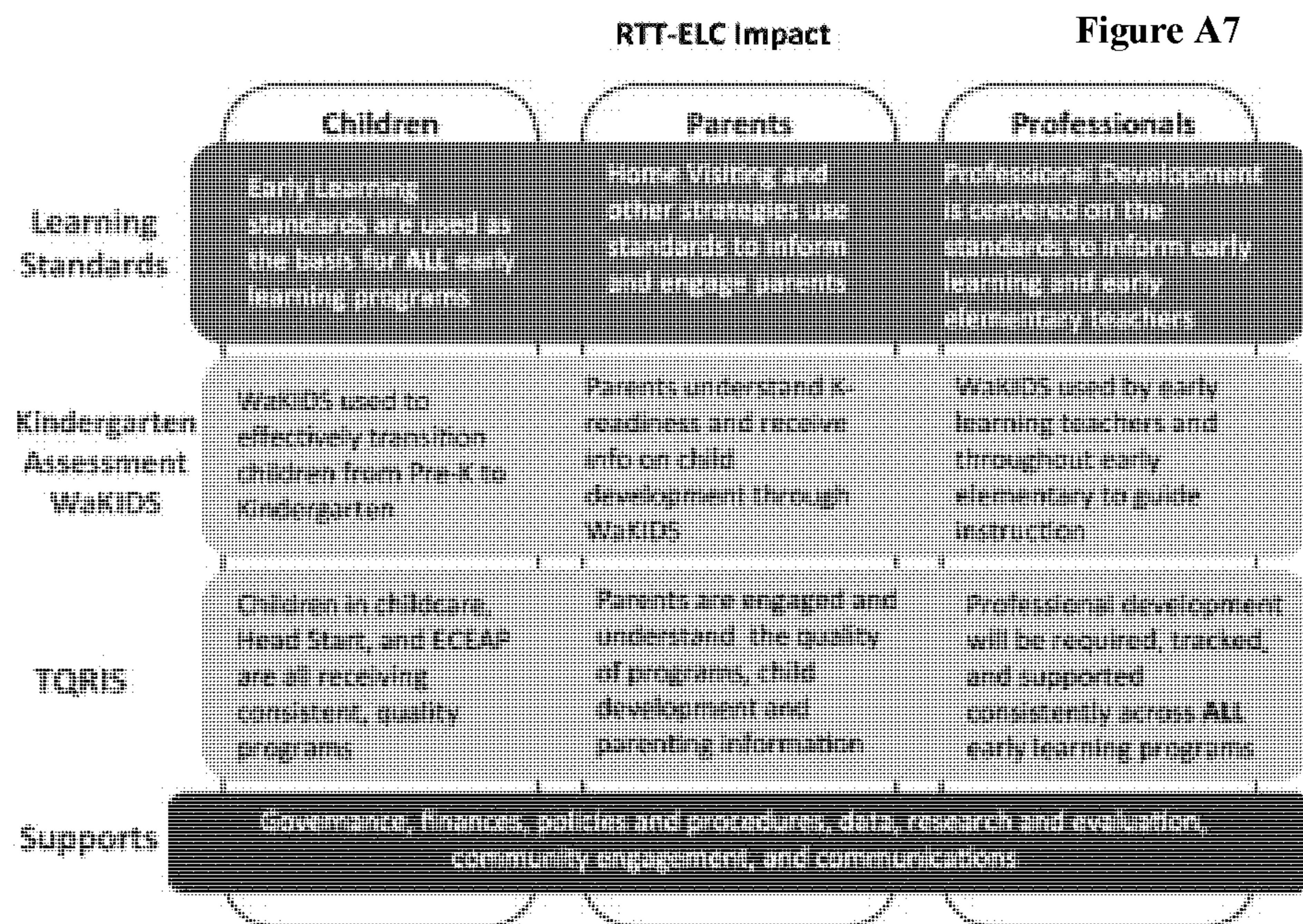


Figure A6

Section A

Our theory of change is that if we establish *strong leadership and governance, align critical system components across integrated services, and employ common statewide quality assurance measures*, the result will be lasting outcomes for children (see Figure A6).

While improving child outcomes is the focus of our plans, Washington recognizes that to be successful, the transformed system must impact children, parents and professionals (see Figure A7).



The following table summarizes Washington’s RTT-ELC Goals and Outcomes and provides an outline for the remaining parts of this application:

RTT-ELC Goals, Outcomes and Measures

<p>System Goal: <i>Strengthen, accelerate implementation and sustain the statewide early learning system in Washington; improving the quality, consistency, and scale of high-quality early learning programs and leading to improved child outcomes that close the readiness gap.</i></p>	
<p>TQRIS Goal: <i>Expand a TQRIS system at scale that promotes quality improvements and improves access to quality for high-needs children. (Section B)</i></p>	
<p><i>Outcomes:</i></p> <ol style="list-style-type: none"> Promote Excellence in TQRIS Program Standards and Quality Levels Maximize TQRIS Participation Assess Quality with TQRIS Rating and Monitoring Promote Continuous Quality Improvement in TQRIS Ensure Impact TQRIS Validation and Evaluation 	<p><i>By End of Grant:</i></p> <ul style="list-style-type: none"> 54% of all programs in TQRIS Level II-V 73% of Head Start/ECEAP programs in TQRIS Levels III-V 60% of children served in TQRIS II-V 62% of high need children served in TQRIS II-V
<p>Learning Standards Goal: <i>Expand use of consistent early learning standards that are aligned with K-3 standards and serve as the basis for all early learning programs in Washington. (Section C1)</i></p>	
<p><i>Outcomes:</i></p> <ol style="list-style-type: none"> Build strong alignment between new Guidelines and System elements Create public awareness of the Guidelines and encourage their use Support community level use through outreach and engagement efforts Use evaluation to test and refine guidelines over time 	<p><i>By End of Grant:</i></p> <ul style="list-style-type: none"> 90% of QRIS participants have received training on the Guidelines Guidelines are being used by 70% of QRIS participants Materials are reaching 60% of Medicaid eligible families 75% of ECEAP and HS are using Guidelines to work with children and parents 60% of QRIS Level III-V are using Guidelines to work with children and parents
<p>Family Engagement Strategies Goal: <i>Integrate family engagement and parenting support throughout the early learning system. (Section C4)</i></p>	
<p><i>Outcomes:</i></p> <ol style="list-style-type: none"> Implement robust family engagement standards throughout TQRIS Increase access to consistent, high-quality training on family engagement Promote family support and engagement statewide 	<p><i>By End of Grant:</i></p> <ul style="list-style-type: none"> 54% of TQRIS participants trained in family engagement 80% of families are reached with high quality parenting materials 73% of ECEAP/HS are offering training to TQRIS participants Community coalitions expand reach to additional local partnerships
<p>Professional Development Goal: <i>Promote consistent and high-quality professional development opportunities to improve instruction in early learning programs. (Section D1)</i></p>	
<p><i>Outcomes:</i></p> <ol style="list-style-type: none"> Implement Core Competencies to ensure all professional development activities are fully aligned. Integrate Career Lattice into MERIT to collect up-to-date workforce data and support early learning professionals as they progress. Partner with Higher Education to implement statewide credentials and certificates Make necessary changes to MERIT data system to ensure database is user friendly and collects data necessary for workforce data analysis. Expand coaching and high quality training. 	<p><i>By End of Grant:</i></p> <ul style="list-style-type: none"> TQRIS participants in MERIT: 87.2% Participants in MERIT: 100% of total 20% of total workforce have completed CDA or achieved step 5 on Career Lattice 15% of total workforce move from step 5 to steps 6-7 toward completion of state credential 30% of total workforce have completed AA degree or achieved step 9 on Career Lattice 15% of total workforce have BA degree

Section A

6. Promote Washington Professional Development system through increased outreach and engagement.	
Kindergarten Entry Assessment Goal: <i>Scale a high-quality kindergarten assessment that informs early elementary teachers, early learning programs, parents, and policy-makers. (Section E1)</i>	
<p><i>Outcomes:</i></p> <ol style="list-style-type: none"> 1. Train kindergarten teachers to effectively implement the WaKIDS inventory. 2. Refine and expand the Early Learning Collaboration Component of WaKIDS. 3. Educate parents and the public in general about WaKIDS 4. Ensure Teaching Strategies GOLD results are accurate. 5. Integrate WaKIDS data into State Longitudinal Data System 	<p><i>By End of Grant:</i></p> <ul style="list-style-type: none"> • 100% of all children • 100% of kindergarten teacher trained • 75% of these children are “ready” in 3 out of 4 domains • 90% of trained teachers find the training helpful for instruction • 95% of families participate • 70% of early learning professionals participate
Note: Goals/activities for Sustaining Impact and Private-Public Partnerships are included in our State Plan and RTT-ELC narratives.	

Ambitious yet achievable – Washington has set the bar high for transforming and implementing multiple components of the early learning system in the state. These goals can be realistically achieved due to:

- Thorough planning, testing, and completing first phase implementation of key components with small representative groups of participants that provided invaluable feedback to shape expansion plans.
- Rigorous evaluation of first phase implementation that has informed the state about taking systems to scale.
- Strong early learning leadership with engaged partners and programs who share a unified vision and determination for implementing Washington’s Early Learning Plan (State Plan).
- Past success in maintaining and increasing state investments in early learning, completing policy changes necessary for successful reform, and aligning components across sectors and funding sources.
- Strong public-private partnerships and support that is sustained by recent success in building many of the foundational components of the system.

RTT-ELC Selection Criteria

A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals. (20 points)

*The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes—
(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.*

Focus Investment Area Choice	Rationale
<i>C1 - Developing and using statewide high-quality Early Learning and Development Standards,</i>	<ol style="list-style-type: none"> 1. WA’s Early Learning and Development Benchmarks are a longstanding foundational component for many other parts of the system. 2. The Benchmarks are currently being revised and with other system components coming into full implementation (Kindergarten Assessment, TQRIS and Professional Development), the timing is right to fully integrate common learning standards across all services and systems.
<i>C4 – Engaging and Supporting Families</i>	<ol style="list-style-type: none"> 1. Family engagement is a common thread and priority across the system 2. WA has recently adopted family engagement TQRIS Program Standards that integrate the Strengthening Families Framework 3. As TQRIS and other system components are fully implemented, the timing is right to integrate and strengthen family engagement across programs and services 4. As TQRIS participants, WA’s Head Start/ECEAP programs are ideally positioned to be leaders in family engagement, sharing training and resources with other TQRIS child care programs
<i>D1 – Developing a Workforce Knowledge and Competency Framework and a progression of credentials</i>	<ol style="list-style-type: none"> 1. WA has completed statewide core competencies, career lattice and professional registry 2. Fully implementing and integrating these professional development components with TQRIS is critical to support successful expansion of TQRIS and quality improvement goals
<i>E1-Understanding the status of children’s learning and development at kindergarten entry</i>	<ol style="list-style-type: none"> 1. WA has recently completed first phase implementation, testing and evaluation of an innovative K assessment process: WaKIDS 2. WaKIDS is ready to be scaled and is critically needed to inform parents, teacher and state leaders about school readiness rates

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (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.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (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.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- (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.

RTT-ELC Selection Criteria

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

- (a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing—*
 - (1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children’s cabinets, councils, and commissions, if any already exist and are effective;*

Introduction: In 2005, Governor Christine Gregoire launched an education reform initiative called Washington Learns. To ensure a broad cross-section of ideas and expertise, Governor Gregoire assembled a diverse group of business, community, education, government and minority leaders from around Washington to create a roadmap for building a world-class education system from birth through college that prepares all Washington students to succeed in today’s global economy.

Washington Learns conducted a top-to-bottom review of Washington’s entire education system, its structure and funding. Advisory committees in early learning, K-12, and higher education created reform recommendations, and a steering committee considered how to connect these three areas of our education system.

Two Washington Learns recommendations yielded fundamental changes in Washington’s early learning governance structure: 1) create a cabinet-level Department of Early Learning that would coordinate, align, and lead our early learning system, and 2) create a public-private partnership that would enable coordination across sectors, co-funded initiatives, and support the adoption of an Early Learning Plan across all sectors in Washington. Both recommendations were implemented in 2006 with the creation of the state Department of Early Learning and Thrive by Five Washington, the state’s non-profit public- private partnership for early learning.

Organizational Structure

Department of Early Learning (Lead Agency): Previously scattered across multiple state agencies, early childhood programs and services came together in DEL in 2006, including:

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TQRIS, the state-funded Pre-K program called Early Childhood Education and Assistance Program (ECEAP), the Head Start State Collaboration Office, child care licensing regulation, policy for the Working Connections Child Care subsidy program, early literacy efforts, and professional development efforts for early care and education professionals. The state's Individuals with Disabilities Education Act Part C program (Early Support for Infants and Toddlers or ESIT) moved to DEL in 2010.

Bringing multiple early learning programs into one cabinet-level agency has greatly simplified Washington's early learning governance structure (see agency strategic plan in Appendix 11).

Early Learning Advisory Committee (ELAC): The 2007 Legislature created ELAC to advise DEL on building a “comprehensive system of quality early learning programs and services for Washington's children and families by assessing needs and the availability of services, aligning resources, developing plans for data collection and professional development...and establishing key performance measures.” ELAC worked in conjunction with DEL to develop Washington's Early Learning Plan. With the Early Learning Plan completed and implementation under way at both the state and local levels, ELAC serves as the central mechanism at the state level for providing oversight and direction to the field regarding execution and progress of the plan. ELAC meets regularly to receive ELP progress updates and advise on the early learning system. In 2010, Washington received a federal State Advisory Council grant, which was assigned by the Governor to ELAC. This one-time funding is being used to enhance the state-local coordinating structure at ELAC and to provide consistent opportunities for local and state voice to inform and align action to implement Washington's Early Learning Plan.

Thrive by Five Washington (Thrive): Thrive is the state's nonprofit public-private partnership for early learning. Thrive combines private and public dollars support the long-term development of a state early learning system, and to ensure alignment between sectors. Thrive also administers components of the early learning plan, including the Home Visiting Services Account, and parenting engagement and awareness activities. Thrive is a member of the Early Learning Partnership and ELAC.

Washington State Early Learning Plan: After several years of planning that involved more than 400 people representing state agencies, nonprofits, parents, early learning providers, foundations, higher education, K-12, and Tribal Nations, Washington adopted the state's Early Learning Plan (State Plan). The State Plan is Washington's roadmap for building an early learning system with federal, state, and private resources. ELAC helps ensure the State Plan implementation is done with the knowledge, participation, and expertise of a wide variety of constituents.

State Early Learning Leadership Team (Early Learning Partnership): Leaders from the Department of Early Learning, Office of Superintendent of Public Instruction, and Thrive by Five Washington signed a joint resolution in 2009 establishing the Early Learning Partnership (see Appendix 12). These three organizations lead Washington's early learning system building.

A Joint Resolution lays out a specific vision for how the three organizations work collaboratively to create a statewide early learning system that supports school readiness for all children. An Early Learning Partnership accountability structure clarifies the roles and responsibilities of each agency (see Appendix 13).

The Early Learning Partnership selected key Early Learning Plan strategies on which to focus in 2011 (see Appendix 14). These initial priorities include expanding the TQRIS system from pilot to full implementation, expanding WaKIDS, reviewing and redesigning the Early Learning Guidelines, and enhancing research-based home visiting programs. Leaders from these agencies meet every six weeks, at a minimum, along with leaders from the Department of Health and the Department of Social and Health Services as a State Early Learning Leadership Team to ensure full participation from all agencies and to share information and decisions.

DEL-DSHS Partnership Joint Resolution: In April 2011 the Department of Early Learning and the Department of Social and Health Services signed a Joint Resolution outlining their broad agreement to coordinate, align, and develop shared outcome goals and activities. This includes examining how better to serve the children and families of Washington with information and resources (see Appendix 15).

Section A

RTT-ELC Selection Criteria

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing—

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

DEL is the Lead Agency for the RTT-ELC grant application, and will be responsible for tracking, managing, and reporting on the entire scope of work outlined in this grant. DEL is the agency responsible for implementing the key elements of the early learning system in Washington, in collaboration with partner agencies and ELAC.

DEL's role in implementing the scope of work of the grant will be governed primarily by existing MOUs between DEL, other state agencies and organizations. DEL will build upon an existing interagency agreement with OSPI regarding the administration of WaKIDS. DEL will be accountable for the program's interconnection with other elements of the early learning system, while OSPI will oversee WaKIDS implementation in school districts and ensure data is reported to the State Longitudinal Data System (SLDS).

- **WaKIDS:** WaKIDS is administered by OSPI, in partnership with DEL. DEL will use the contractual relationship to clarify the responsibilities of OSPI.
- **TQRIS:** DEL is responsible for TQRIS oversight, policy, data collection and implementation. Training and technical assistance to individual providers is contracted to the Washington State Child Care Resource and Referral Network (WSRRN). The contract outlines the scope of work and agreements between DEL and WSRRN. DEL oversees the state ECEAP program, which is included in the TQRIS system. DEL also houses the Head Start State Collaboration Office, which is working to encourage Head Start participation in the TQRIS. The University of Washington is the TQRIS evaluation and research partner, and it provides expertise and training throughout the TQRIS model.

Section A

- **Early Learning Guidelines:** Currently under a collaborative review and redesign process to ensure cultural competency, alignment with the K-12 system and inclusion of emerging child development research. The current 2005 Benchmarks ended with entry to kindergarten, and then “crosswalked” to the K-12 standards. This change intentionally underscores our commitment to a birth-grade 3 continuum. Primary Guidelines includes focus on physical and interpersonal development in addition to the typical emphases on literacy, numeracy and subject-matter content. DEL is responsible for embedding the guidelines into all publicly funded early learning programs in the state, and DEL also is accountable for periodically reviewing and revising the guidelines.
- **Professional Development:** DEL manages professional development for early care and education professionals, much through a contract with WSRRN. DEL oversees the professional development registry database MERIT.
- **Data:** The U.S. Department of Education Institute of Education Sciences awarded \$17.3 million grant to Washington (\$3 million earmarked for DEL) for continued work on the design and implementation of the state’s P-20 longitudinal data system. Led by the Education Research Data Center in Washington (ERDC), the system will provide a wider array of data, improved analytic capability, and greater access while continuing to include protections for individual privacy and confidentiality in compliance with state and federal regulations. The effort is a collaborative undertaking with several ERDC partner agencies, including DEL and OSPI.
- **Family Engagement:** Family engagement and parenting is embedded into TQRIS and WaKIDS. “Love.Talk.Play.” is Washington’s parenting engagement campaign to provide broad awareness of the importance of early learning. It is managed by Thrive by Five Washington, and grant funds may be subcontracted to Thrive to expand this effort.

RTT-ELC Selection Criteria

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by—

Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing—

(3) The method and process for making different types of decisions (e.g., policy, operational) and resolving disputes;

The Early Learning Partnership established in 2009 by a joint resolution includes DEL, the Office of Superintendent of Public Instruction, and Thrive by Five Washington. The partnership agencies meet at least every six weeks to engage in a facilitated discussion of progress and needed decision points. The team often develops recommendations to present to ELAC. The Early Learning Partnership is a very effective way to come to agreement and solve disputes among the state's early learning leaders.

At times, representatives from the Department of Social and Health Services (DSHS) and the Department of Health (DOH) are invited to join Early Learning Partnership discussions. Both agencies also sit on ELAC.

Within government agencies, DEL, DSHS and DOH are all cabinet-level agencies reporting to the Governor. Dispute resolution between these agencies rests with the Governor.

RTT-ELC Selection Criteria

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing—

(4) The plan for when and how the State will involve 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 planning and implementation of the activities carried out under the grant;

Washington relies on our Early Learning Advisory Council (ELAC) to represent a wide number of interests and perspectives (see Appendix 10). ELAC makes recommendations for implementing the state's Early Learning Plan. By statute, ELAC includes representatives from:

- State agencies: representatives appointed by the governor are required from the Department of Early Learning, the Office of Financial Management, the Department of Social and Health Services, the Department of Health, the Higher Education Coordinating Board, and the State Board for Community and Technical Colleges.
- One representative from the Office of Superintendent of Public Instruction appointed by the Superintendent of Public Instruction.
- Additional governor appointees: Two parents and representatives with experience or expertise in K-12 system, family home child care, and center-based child care. Four of the seven governor's appointees must include (1) Head Start Collaboration Office Director or designee; (2) A representative of a Head Start, Early Head Start, Migrant Seasonal Head Start, or Tribal Head Start program; (3) A representative of a Local Education Agency; and (4) A representative of the state agency responsible for programs under 619 of Part C of the Federal Individuals with Disabilities Education Act.
- Legislative: one legislative member representing each caucus, to be appointed by the Speaker of the House and the President of the Senate.
- Public-Private Partnership: one member of Thrive by Five Washington appointed by the board.
- One representative designated by sovereign tribal governments.
- One representative from the Washington's federation of independent schools.

Section A

In addition to ELAC, DEL has other ways to solicit and use parent input in shaping programs and policies:

- Regular Parent Advisory Group (PAG) meetings with DEL leadership
- Parent focus group advice in designing TQRIS
- Parent Ambassadors program to educate/support other parents
- Parent Advisory Council at local ECEAP and Head Start programs
- Parent Advisory Council for statewide IDEA, Part C services.

RTT-ELC Selection Criteria

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by—

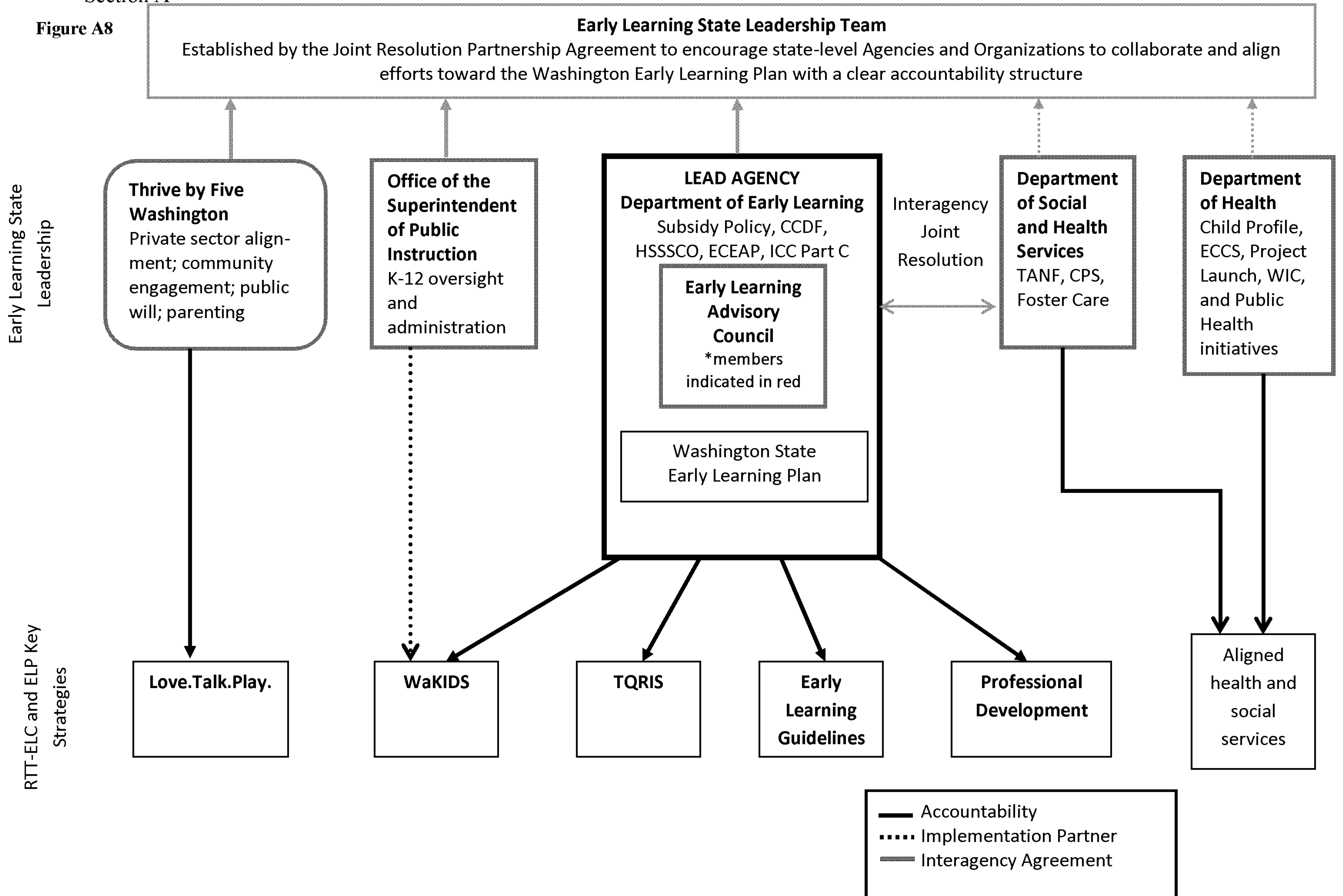
(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

Washington's Early Learning Plan is a comprehensive 10-year roadmap for building a statewide early learning system that improves outcomes for children in school and in life. The Department of Early Learning (DEL), the Office of Superintendent of Public Instruction (OSPI), and Thrive by Five Washington (Thrive) led the creation of the plan, which was developed with input from other state agencies (DOH and DSHS), Tribal nations, parents, early care and education professionals, and other stakeholders. The primary responsibility for implementing the plan rests with DEL, in partnership with Thrive and OSPI (see Figure A8). MOUs have been developed between key agencies, including:

- DEL, OSPI, Thrive (see Appendix 6)
- DEL, DOH (see Appendix 5)
- DEL, DSHS (see Appendix 4)

Figure A8



RTT-ELC Selection Criteria

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by—

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(2) “Scope-of-work” descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs;

Our MOU states that one of the Lead Agency (DEL)’s responsibilities is to “facilitate coordination across Participating State Agencies/Organizations necessary to implement the State Plan.” The MOU’s Exhibit I describes in detail how the Lead Agency and Participating State Agencies/Organizations will maximize the number of their and other agency’s Early Learning and Development programs that become Participating Programs. By involving such groups as the state Early Learning Advisory Council, the Home Visiting Advisory Committee, staff and advisory groups representing IDEA Part C, Part B and Title I (see Exhibit I of the MOU for the complete list) the signers of the MOU have committed to efforts to maximize the number of Early Learning and Development Programs that become Participating Programs.

RTT-ELC Selection Criteria

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by—

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency—

(3) A signature from an authorized representative of each Participating State Agency;

See enclosed Application Assurance and Certifications in Appendix 7.

RTT-ELC Selection Criteria

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by—

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

We have included as attachments 68 letters of intent or support from a wide array of organizations (see Appendix 8). These letters demonstrate the unprecedented scope of support for our Washington ELP and the RTT-ELC initiative, including their ambitious but achievable goals. These letters include references to the many additional stakeholders who have indicated that they are ready to assist in reaching these goals. In addition, advocacy organizations in Washington had a signature drive to show broad based support for Washington's application and received more than 2,500 signatures from the public. Letters of intent were received from:

- Washington State Agencies and Officials
- Implementing Partner Agencies
- Philanthropies and Businesses
- Higher Education Institutions
- K-12 Districts and Educational Service Districts
- Advocacy Organizations
- Community Partners
- Early Learning Programs

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Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency/Organization	Governance-related roles and responsibilities
Department of Early Learning (Lead Agency)	<ul style="list-style-type: none"> • Child Care Licensing Agency • Oversight of and participation in State Advisory Council (ELAC) • Child Care and Development Fund (CCDF) • Working Connection Child Care (WCCC) subsidy policy oversight and management • Title V Maternal and Child Health Services Block Grant • State Pre-K program ECEAP policy, program, oversight and management • Early Learning & Development Standards • TQRIS policy, program, oversight and management • State Interagency Coordinating Council for Part C of IDEA • Head Start State Collaborative Office • Statewide Longitudinal Data System grant participant • Home Visiting Cross Agency Governance Structure participant • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and TB5)
Office of the Superintendent of Public Instruction	<ul style="list-style-type: none"> • State Education Agency • Oversight of Title I of the ESEA • Administration of Section 619 of part B of the Individuals with Disabilities Education Act (IDEA) • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and TB5) • ELAC participation • Statewide Longitudinal Data System grant participant
Thrive by Five Washington	<ul style="list-style-type: none"> • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and TB5) • ELAC participation • Home Visiting Services Account (HVSA) administration • Community coalitions administration
Department of Social and Health Services	<ul style="list-style-type: none"> • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI, and Thrive by Five WA) • ELAC participation • WCCC administration • TANF administration • Foster care oversight and administration • Home Visiting Cross Agency Governance Structure participant
Department of Health	<ul style="list-style-type: none"> • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and TB5) • ELAC participation • Child Profile administration • WIC oversight and administration • ECCS oversight and administration

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	<ul style="list-style-type: none"> • Home Visiting Cross Agency Governance Structure participant
Other Entities	
State advisory council on early childhood education and care	<ul style="list-style-type: none"> • Advise DEL on policy matters • Review early learning plans for alignment with ELP
State Interagency Coordinating Council for Part C of IDEA	See DEL (above)

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Early Learning Advisory Council	Yes
State Board of Community and Technical Colleges	Yes
Washington State Childcare Resource and Referral Network	Yes
Regional Infant/Toddler Coalitions	Yes
Council of Presidents (Public Baccalaureate Institutions)	Yes
Early Learning Coalitions	Yes
Educational Service Districts (9)	Yes
Washington Head Start and ECEAP Association	Yes
Family Child Care Association	Yes
Washington Association for the Education of Young Children	Yes
Foundation for Early Learning	Yes
Home Visiting Advisory Council	Yes
Home Visiting Cross Agency Governance Structure	Yes
SEIU Local 925	Yes

RTT-ELC Selection Criteria

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan—

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (e.g., CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

Budget to Implement and Sustain the Work of this Grant

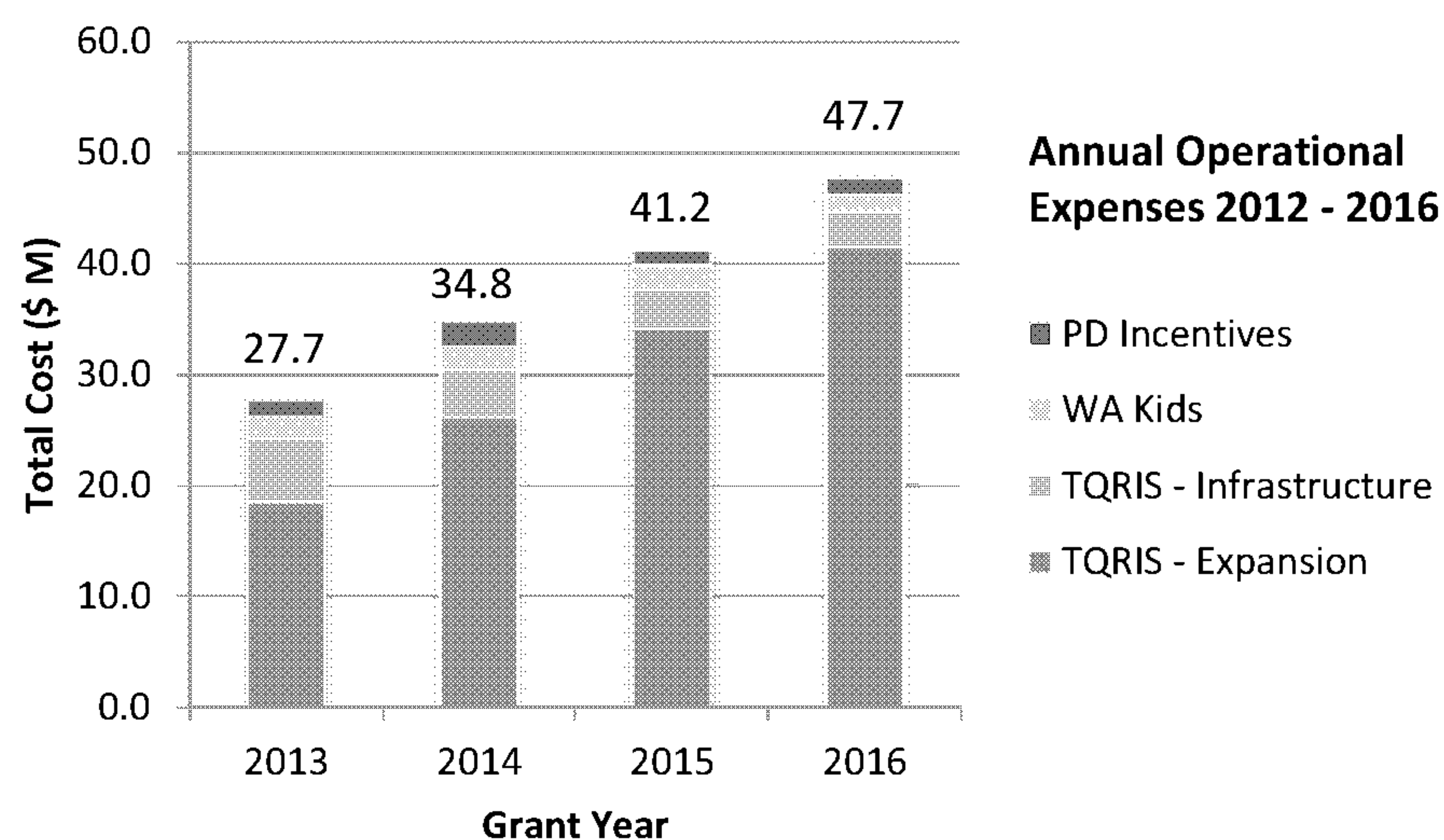
Sound RTT Operational Budget – Washington will effectively and efficiently use funding from this grant to achieve and sustain the outcomes in the state plan. DEL has done significant work to ensure best and most efficient use of funds. To this end, Washington has developed an operational budget that allows DEL to directly oversee and control all core aspects of the plan, which is categorized into four projects as follows:

Figure A9: Fund Uses for the Operational State Budget

Fund Uses for the Operational State Budget						
Expenses	Operational Expenses: Grant Period					
Project	2013	2014	2015	2016	Total	
TQRIS - Expansion	18,476,277	26,128,441	34,090,891	41,438,757	120,134,366	
TQRIS - Infrastructure	5,677,861	4,320,271	3,489,148	3,254,385	16,741,664	
WA Kids	2,046,723	2,044,616	2,213,168	1,501,849	7,806,356	
PD Incentives	1,543,463	2,271,151	1,378,876	1,506,095	6,699,585	
Total Operational Expenses	27,744,324	34,764,479	41,172,084	47,701,086	151,381,972	

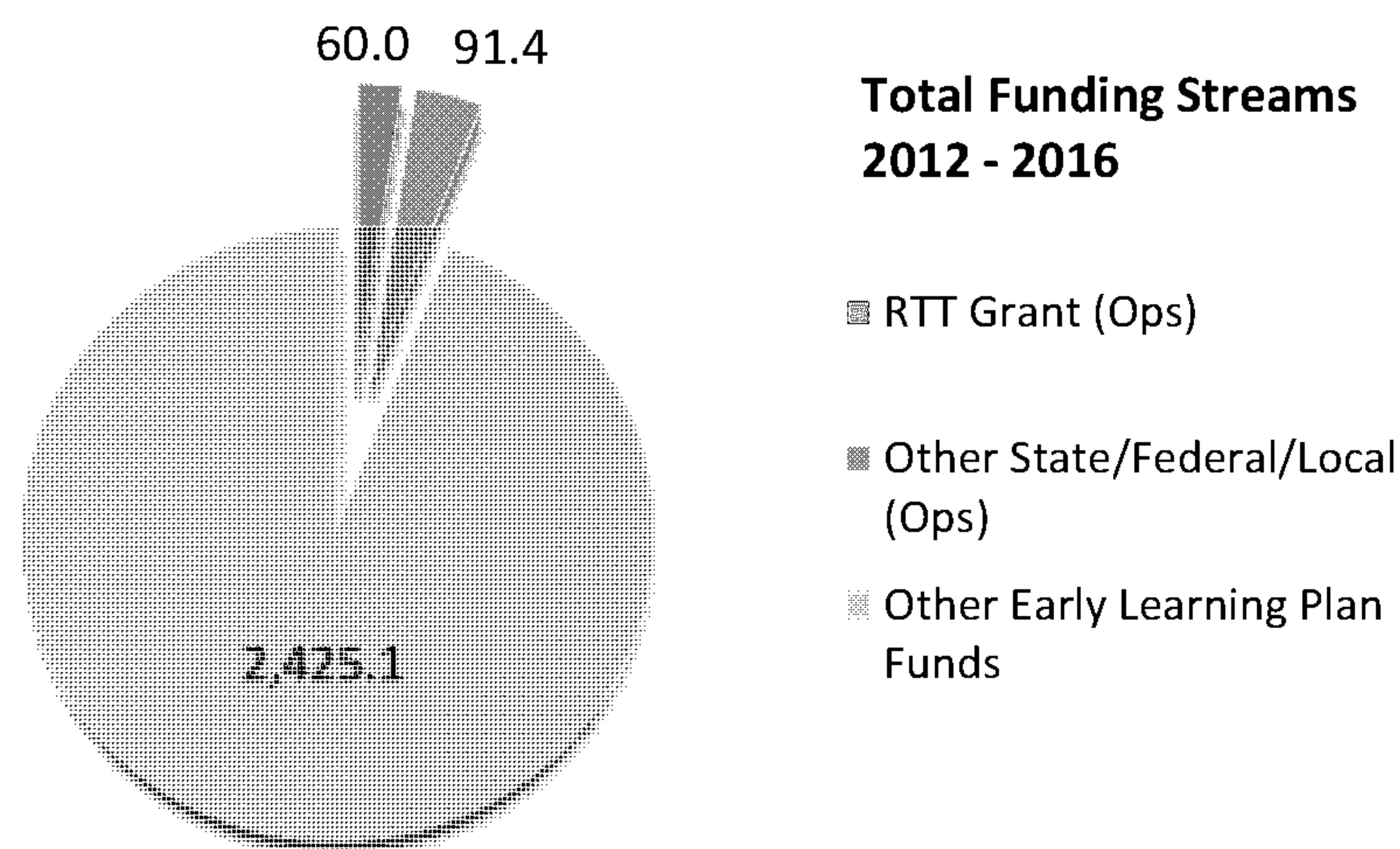
The RTT-ELC grant of \$60 million makes up 40 percent of the total \$151.4 million above; other funding sources (state, federal, local, private) make up the other 60 percent. The largest project of these is TQRIS Expansion, followed by infrastructure, kindergarten readiness (Wa KIDS), and professional development incentives. (See budget section for more detail on the operational budget)

Figure A10: Annual Operational Expenses 2012 - 2016



Use of Existing Funds to Support State Early Learning Plan - While the \$151 million is a significant investment from 2012 to 2016, this amount is dwarfed by the approximate total \$2.4 billion necessary to achieve Washington Early Learning Plan objectives overall during the same time period.

Figure A11: Total Early Learning Investments 2012 - 2016



For purposes of tightly managing and executing a high-quality implementation plan and budget with a high degree of authority and accountability, it is critical to delineate what funds are necessary to directly oversee with full operational control, versus what funds are important to the success of the plan but do not need to be managed in the same way. For example, funding flows to support ECEAP as a strategic element of the Washington’s plan to reach high-need children; Washington must demonstrate funding for ECEAP will remain stable to ensure the state will reach its plan targets. However, it is clearly not necessary to present a detailed budget for all of ECEAP if it does directly relate to RTT-ELC operational plans and budget. (In addition to ECEAP, other programs and funding sources that support the overall state plan, but do not directly relate to the RTT-ELC operational budget are included in table (A)(4)-1.)

With this framework as context, Washington forecasts largely flat funding streams associated with the State Early Learning Plan overall (refer to Table (A)(4)-1 for reference). This is a significant commitment given the challenging budget environment the state faces in light of continuing downward pressure on revenue. Also, note that the state has often little to no control over federal funding forecasts, though we include federal projections per the requirements of the application.

Sustainability

Because Washington is focused on rapidly expanding and accelerating TQRIS, the question that naturally follows is one of sustainability, given many project activities associated with expansion must be maintained after the grant period ends. The three goals that arise as a result of this exercise are therefore:

1. Controlling and minimizing costs *during* the grant period so there is less to sustain once RTT-ELC federal funds are drawn down.
2. Allocating and sharing costs in a strategic manner that allows DEL to gradually pay more for ongoing costs in a politically and administratively feasible manner.
3. Making a commitment to fund any cost differences remaining beginning in 2017 with state, local or private dollars.

1. Controlling and minimizing costs during the grant period

DEL TQRIS is designed to tightly control costs. One major lesson learned from the TQRIS phase one implementation was that the initial programmatic framework was too expensive.

Many of the ensuing modifications were made in part to control costs, including:

- a. Leveraging licensing and its existing funding streams as Level I.
- b. Developing Level II as a relatively low-cost “entry point” to incent facilities to join and learn about TQRIS at minimal cost.
- c. Streamlining ratings so that there is only one evaluation for Levels III through V, which also allows DEL to also streamline costs with a uniform rating approach (rather than variations).

DEL has also analyzed and modeled wage supplements and determined this approach is too expensive to implement and sustain over time. Instead, DEL is implementing awards that recognize professional development credentials, which represent a fraction of the cost of wage supplements. While there are risks to the latter approach (it may not be sufficient to materially reduce turnover or raise professional standards), DEL believes these types of awards will move the field in a positive direction, during which DEL can refine its policies with improved sources of information. In addition, indirectly, other planned incentives such as tiered subsidy reimbursement and quality improvement awards may improve wages over time.

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DEL is already in the process of building TQRIS infrastructure, both with people and systems. DEL's Outcomes and Accountability department has been increasing its capacity for the last year to prepare for the TQRIS expansion launch on July 1, 2012, which was planned well before the release of the Race to the Top application. In addition, DEL started plans to build/refine a TQRIS software system in November 2011 based on lessons learned from phase one implementation. Because of these efforts, DEL is not requesting to use any grants funds for internal personnel, benefits, or related expenses in the belief that DEL must leverage, pay for and sustain these ongoing resources after the grant period ends. As a result, much of the infrastructure costs DEL is requesting are one-time in nature, either for systems, technical assistance, or other front-loaded expenses.

DEL is allocating RTT-ELC funds to pay for the acceleration and expansion of TQRIS to reach more children faster, with a focus on children with high-need. These costs are inevitably variable in nature, in that they are impacted by the volume of facilities that participate in higher levels of TQRIS. This type of variable expense is challenging to forecast, so DEL is using RTT-ELC funds to help buffer its implementation plans against this uncertainty. Once the initial push to drive participation and increase volumes of high-need children has been accomplished, DEL will have more information to refine its policy toolkit to maximize impact at minimal cost. DEL is prepared to implement annual limits to the number of facilities that can be rated at higher tiers to control costs if necessary, with priority given to those facilities with significant numbers of children with high needs.

DEL is also leveraging and directing RTT-ELC funds to intermediaries to help drive TQRIS expansion and infrastructure. DEL can move faster and be more flexible in allocating resources to intermediaries for several reasons:

- a. All intermediaries mentioned have previously managed initial implementation for the ongoing work related to each designated project activity.
- b. In many cases, intermediaries have begun to increase their capacity to prepare for the TQRIS launch that was scheduled prior to the release of the RTT-ELC application.
- c. In some cases, intermediaries can mobilize or adjust funding streams and/or human resources faster because of less regulatory and political oversight.

2. *Allocating and sharing costs in a strategic manner that allows DEL to gradually pay for more ongoing costs in a politically and administratively feasible manner.*

DEL is pursuing a cost sharing strategy that will allow the agency to repurpose funds to support the operational budget. In addition to this approach, as well as the policies and legislative changes cited earlier, our RTT-ELC application is proposing diversified resources to continue these important initiatives both during and after the grant period. These additional funding efforts include the following:

- **DEL Resources:** DEL already intends to dedicate significant human capital, infrastructure, and other resources, as evidenced by its overall cost-sharing responsibilities and that it will assume all personnel and related expenses associated with the operational budget.
- **Repurposing CCDF Quality Funds:** These funds represent the resources DEL will repurpose to support this plan. DEL has recently contractually committed much of this funding stream for the next two fiscal years as part of its regular biannual budget process in June 2011. DEL must wait until late 2013 before it has the contractual ability to redirect these funding streams. DEL's commitment to ensuring the sustainability of projects outlined in this grant is demonstrated in the amount of funding repurposed in 2014 and beyond (see Figure A12).
- **Administrative savings:** DEL is committed to reducing its administrative costs by 20 percent by 2015 and repurposing these funds to support the operational budget. DEL will identify potential opportunities by mid-2013, implement a 10 percent cost savings by mid-2014, and identify an additional 10 percent by mid-2015. DEL is confident that it can implement these efficiencies in part by using TQRIS as a catalytic lever to integrate the agency more cohesively among its various programmatic components. For reference, DEL began this effort before the release of the RTT-ELC application; it has already secured funds and hired third-party experts to perform quantitative cost-benefit analysis (the engagement is for two years and commenced June 1, 2011).
- **Washington Kindergarten Inventory of Developing Skills (WaKIDS)** is administered by OSPI, in partnership with DEL. The Superintendent has indicated that he will set

aside sufficient funds in his statewide assessment budget for this important kindergarten process in 2016 and beyond.

- **Local and private support:** Washington has received generous support for early learning from numerous organizations, including the Bill and Melinda Gates Foundation, Thrive by Five Washington, as well as other businesses and philanthropies in our state. DEL has projected continued support at levels commensurate with historical giving patterns (inclusive of trends associated with the recent recession).

Refer to Figure A12: Fund Sources for the Operational State Budget for specific numbers supporting these assumptions:

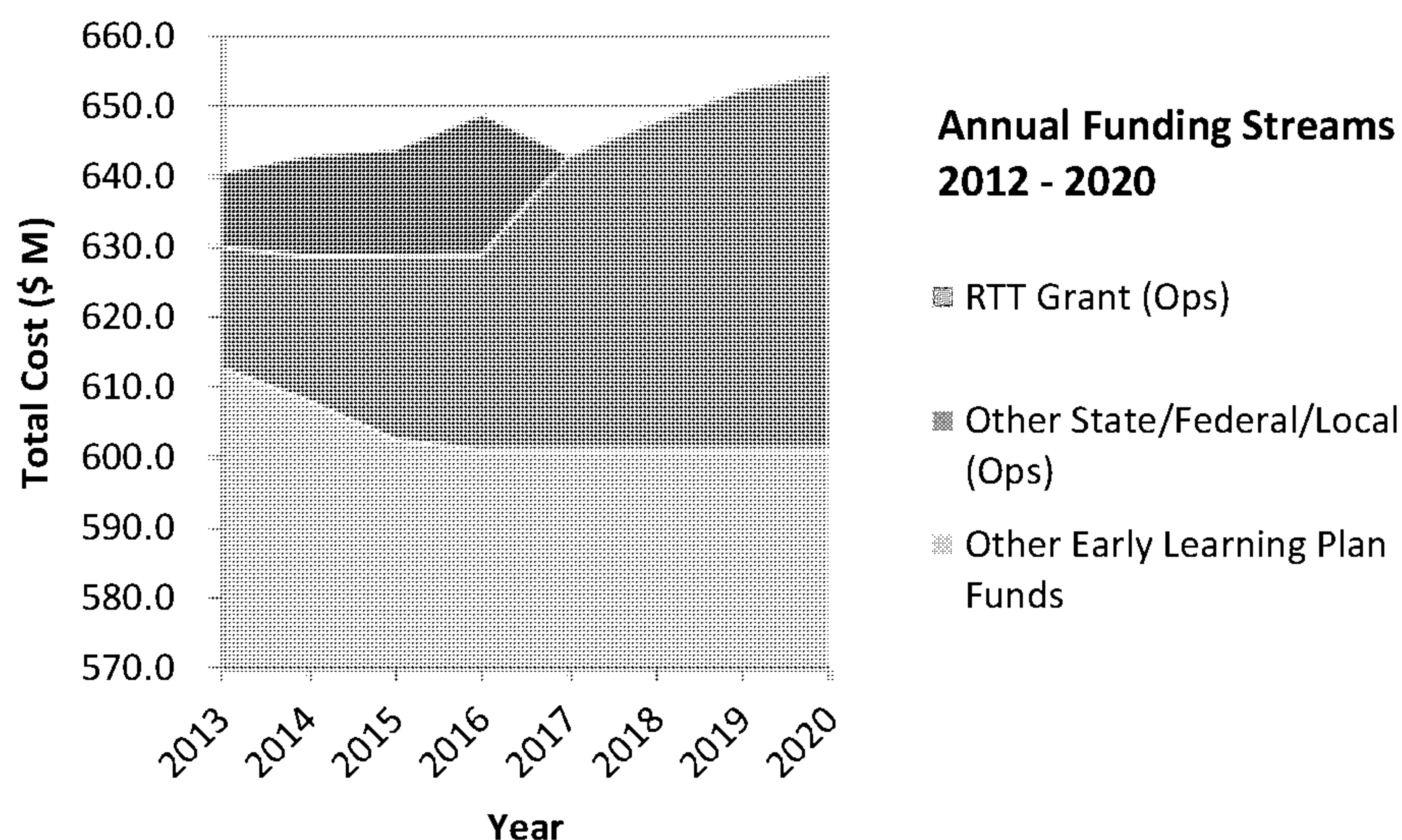
Figure A12: Fund Sources for the Operational State Budget

Fund Sources for the Operational State Budget						
Revenues	Operational Revenues: Grant Period					
Source	2013	2014	2015	2016	Total	
Federal (RTT Grant)	10,617,211	14,338,212	15,121,899	19,922,679	60,000,000	
DEL Resources	14,744,635	14,444,299	13,985,802	13,518,135	56,692,871	
Repurposed CCDF Quality Funds	-	2,837,883	6,631,434	7,587,103	17,056,420	
DEL Administrative Efficiencies	-	718,361	2,183,818	2,960,223	5,862,402	
Other State/Federal/Private	2,382,479	2,425,724	3,249,131	3,712,947	11,770,279	
Total Operational Revenues	27,744,324	34,764,479	41,172,084	47,701,086	151,381,972	

Please also refer to Budget Narratives Part I and II in the Budget Section for more specifics regarding cost sharing assumptions for each project activity.

3. *Making a commitment to make up any cost differences remaining beginning in 2017 with state, local or private funds.*

DEL is structuring this plan as a catalytic opportunity to mobilize and accelerate the positive impact on additional high need children within early learning. Its long-term budget and forecast reflects this reality in that DEL and its partners are leveraging RTT-ELC grant dollars to this effect, as illustrated in Figure A13 below:

Figure A13: Annual Funding Streams 2012 - 2020

Other Early Learning Plan funding streams are so large relative to the operational budget (and, by extension, RTT-ELC grant funds) that the former is not entirely reflected within Figure A13. Nevertheless, DEL is using the proportionately small RTT-ELC investment of \$60 million to redirect these larger investment flows toward the targets and goals outlined in this plan. This repurposing represents both commitments during the grant period (as outlined in the preceding section) and afterwards, including:

- **The State Lottery:** Currently our state-funded Pre-K (ECEAP) is supported with state general funds and also lottery revenue. We are exploring the possibility of using lottery revenue for additional early learning programs and initiatives.
- Recent legislative actions have made **state-funded full-day kindergarten** part of basic education in our state's constitutionally declared paramount duty. We have a current legislative assignment to recommend whether state-funded pre-K should be basic education or an entitlement.
- We are in discussion to create a **tiered reimbursement structure** within the quality rating and improvement system so that child care subsidies are tied to quality early learning programs. Conversations are already under way with SEIU 925 to complete the negotiations on this proposal. Subsidy rates would then be tiered differentially as providers progress up the TQRIS ladder.
- Our state's unique partnership with **Harvard and its Frontiers of Innovation** initiative

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provide both expertise and financial support for developing and implementing qualitatively different and more engaging education and coaching to both providers and parents receiving child care subsidies.

DEL does not underestimate the challenges in sustaining these investments given the current national, state and local economic and political realities surrounding budgets. However, because DEL has a centralized authority, mandate and accountability for this plan, it can more effectively make the difficult decisions that have been and will continue to be necessary to ensure the plan is managed and maintained in a sustainable manner. DEL is convinced that a “rule by committee” structure will not work in the present environment; the risk is too high that these difficult decisions will be put off or watered down by virtue of a decentralized organizational and/or decision-making structure (including the challenges resulting from the current economy). Rather, DEL has structured this grant and corresponding budget in a manner that DEL has clear oversight overall, and each intermediary and partner has clear responsibilities to deliver certain concrete outputs and outcomes related to the plan. Within this governance structure an overarching strong ecosystem of partners exists to provide ballast to support these efforts. When combined together, this structure positions Washington well to sustain the investment because:

- Clear lines of authority, budgets, and responsibilities exist to maximize the resources available and deliver concrete child outcomes.
- DEL and its partners have the authority and political mandate to manage uncertainty inherent in forecasts, mitigate this uncertainty where necessary, and ensure any changes can be absorbed by the existing budget without becoming bogged down in political turf wars due to an environment of increasingly scarce resources.

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Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
Department of Early Learning	37,534,37	36,925,887	36,925,887	36,925,887	148,312,039
State GF	7,013,655	6,987,283	6,987,283	6,987,283	27,975,504
Federal	30,520,723	29,938,604	29,938,604	29,938,604	120,336,535
IDEA Part B - Federal Section 619 funding for 3-5 year olds	5,930,087	5,930,087	5,930,087	5,930,087	23,720,348
IDEA Part C - Federal	12,948,340	8,548,340	8,548,340	8,548,340	38,593,360
ESIT - GF-S Special Education for Children ages 0-2	35,518,243	35,518,243	35,518,243	35,518,243	142,072,973
Head Start & Early Head Start & HSSCO	126,624,824	126,461,859	126,461,859	126,461,859	506,010,401
HS, EHS, MSHS, AI/AN - Federal	125,869,000	125,869,000	125,869,000	125,869,000	503,476,000
HeadStart State Collaboration Office - Federal	712,074	549,109	549,109	549,109	2,359,401
HeadStart State Collaboration Office - State	43,750	43,750	43,750	43,750	175,000
ECEAP - State and Federal	56,833,695	56,821,067	56,821,067	56,821,067	227,296,896
State GF*	3,516,185	3,503,557	3,503,557	3,503,557	14,026,856
State Oppty Pathways	40,000,000	40,000,000	40,000,000	40,000,000	160,000,000
CCDF Match	12,189,510	12,189,510	12,189,510	12,189,510	48,758,040
Federal	1,128,000	1,128,000	1,128,000	1,128,000	4,512,000
WCCC - DSHS ESA	327,297,612	327,297,612	327,297,612	327,297,612	1,309,190,447
Admin & Eligibility - GF-S	7,772,780	7,772,780	7,772,780	7,772,780	31,091,121
Admin & Eligibility - CCDF Match/Moe	17,534,519	17,534,519	17,534,519	17,534,519	70,138,078
Admin & Eligibility - Federal	814,194	814,194	814,194	814,194	3,256,777
Subsidies - GF-S	18,023	18,023	18,023	18,023	72,091
Subsidies - CCDF Match/Moe	60,857,347	60,857,347	60,857,347	60,857,347	243,429,388
Subsidies - Federal	235,624,760	235,624,760	235,624,760	235,624,760	942,499,041
SEIU - GF-S	4,675,988	4,675,988	4,675,988	4,675,988	18,703,952

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Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
Child Care Subsidies - DEL	15,066,334	15,071,144	15,071,144	15,071,144	60,279,766
Child Care Administration - Federal	1,104,000	1,104,000	1,104,000	1,104,000	4,416,000
Homeless & Seasonal Child Care - GF-S	1,552,900	1,552,900	1,552,900	1,552,900	6,211,600
Homeless & Seasonal Child Care - Federal	6,782,000	6,783,000	6,783,000	6,783,000	27,131,000
Medicaid Treatment Child Care - Federal	2,152,000	2,152,000	2,152,000	2,152,000	8,608,000
Medicaid Treatment Child Care - State Match	2,522,000	2,522,000	2,522,000	2,522,000	10,088,000
WCCC Policy - Federal	953,434	957,244	957,244	957,244	3,825,166
Home Visiting Services Account - DEL	3,079,291	4,688,709	4,688,709	4,688,709	17,145,418
HVSA - Federal	645,291	1,754,709	1,754,709	1,754,709	5,334,498
HVSA - GF-S	934,000	934,000	934,000	934,000	4,310,920
HVSA - Private (BMGF)	1,500,000	2,000,000	2,000,000	2,000,000	7,500,000
Council for Children and Families - FY 13		1,051,000	1,051,000	1,051,000	
Community Based Child Abuse Prevention (CBCAP)	-				3,153,000
Kindergarten Readiness (WA Kids)	500,000	408,000	338,130	636,725	1,882,855
State GF-S/OSPI	500,000	408,000	338,130	636,725	1,882,855
Private Sector – Other Sources	10,000,000	10,000,000	10,000,000	10,000,000	40,000,000
<i>Please see Appendix 3 for full descriptions and sources</i>					

B. High-Quality, Accountable Programs

Introduction to Washington’s Tiered Quality Rating and Improvement System

Washington has made substantial progress toward building a system that supports high-quality, accountable programs for all young children. A cornerstone of this work is the implementation of a statewide Tiered Quality Rating and Improvement System (TQRIS) that embodies a common set of high expectations and quality standards that apply to all programs, across various sectors and funding sources.

As directed by the 2009-2011 Legislature, the Department of Early Learning (DEL), in partnership with Thrive by Five Washington (Thrive) and the University of Washington (UW), completed the first two years of TQRIS implementation in June 2011. This first phase of statewide implementation focused on field testing, evaluating, validating and refining our TQRIS model. With this implementation phase now complete, Washington is ready to take the system to scale and proposes bold steps to accelerate the rate of participation in TQRIS, raising the quality of care and the daily learning experiences for young children across the state.

Progress To Date - Results of Phase One Implementation – The first two years of TQRIS implementation—called Seeds to Success—provided Washington with valuable information and data that will be used to expand the program. The two-year, phase one included 93 participating licensed child care programs across the state that represent a diverse group of child care programs, including monolingual Spanish-speaking providers, Somali providers, and those who serve children with special needs (see Figure B1).

Participants operated both center-

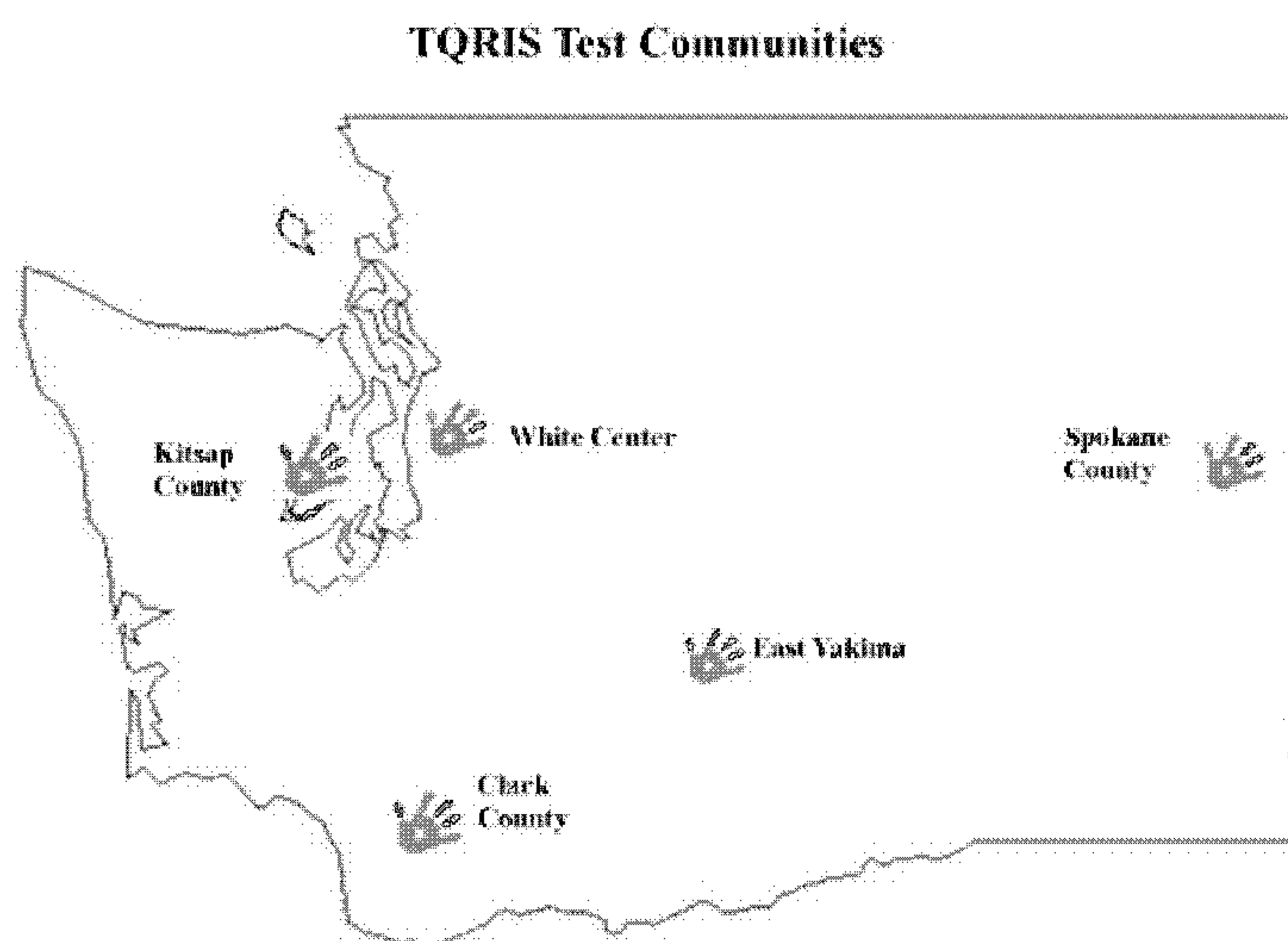


Figure B1

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based and family child care programs with 90 percent serving children who receive subsidies, are offered scholarships or a sliding fee scale. More than 4,500 children were enrolled in the pilot program.

Independent evaluators verified and reviewed the TQRIS pilot program quality standards in order to inform the TQRIS statewide expansion. UW's Childcare Quality and Early Learning Center for Research and Training in the College of Education leads Washington's TQRIS evaluation efforts. UW collected and analyzed all field data from the two-year pilot. Two widely respected and valid instruments are used to measure quality improvement in TQRIS: the Environment Rating Scale (ERS) and the Classroom Assessment Scoring System (CLASS). As part of phase one, Washington tested the Toddler CLASS and was the first state in the nation to test the efficacy of the CLASS in family child care settings.

Results of phase one were significant. All five communities' Environment Rating Scale (ERS) scores improved significantly. There were also increases in the Emotional Support domain of the CLASS. *Overall, 64 percent of participating facilities increased their TQRIS ratings during this phase.* (See Appendices 23 and 24 data on the results).

Key Learning from Phase One – The knowledge garnered from phase one led us to revise the TQRIS program standards and refine implementation plans. The end result is a thoughtfully designed model that is ready to be taken to scale with several distinguishing features:

- *Quality teaching practices:* Washington's TQRIS uses a research-based coaching model for improving quality of care and interactions with children. Evaluations of the Washington model demonstrated a significant increase in the quality of learning environments and teacher-child interactions. While the TQRIS rewards early childhood educators for attaining higher levels of education, the model invests highly in promoting day-to-day, *concrete* changes and actions that lead to high-quality learning experiences, nurturing relationships and rich learning environments for young children.
- *Alignment:* Washington's model promotes the use of common strategies, assessments, and curricula that are based on the statewide Early Learning and Development Benchmarks (learning standards), the Kindergarten Entry Assessment (WaKIDS), and promotes use of

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evidenced-based family engagement strategies that align with those used in other programs that serve high-need children (Head Start/ECEAP and home visiting).

- *Maximizing Participation and Inclusion:* Washington TQRIS is designed to seamlessly support programs that serve high-need children (Head Start, ECEAP etc). Program standards and tiered quality levels align with Head Start/ECEAP program standards and TQRIS promotes sharing of practices, training and other resources across program sectors. Our expansion plans focus on increasing participation of all programs, with targeted strategies for increasing participation and quality of programs that serve high-need children.
- *Child outcomes-driven:* In addition to promoting the use of Comprehensive Assessment Systems, high-quality teacher-child interactions and rich learning environments, Washington TQRIS ensures these quality practices are having direct impact on individual children's progress. In order to attain the higher levels in the tiered system, the revised TQRIS Program Standards now include the Focal Child quality assurance measures to ensure that quality improvements impact individual children and families and promote use of formative assessments aligned with Washington's kindergarten assessment.
- *Strong supports and incentives:* The program standards and TQRIS model now include revised incentives and support for providers to achieve higher TQRIS ratings and to maintain that progress.
- *Integrated Systems:* We are currently completing work to further align TQRIS system elements with broader statewide cross-sector systems, including further integration with the state professional development system, kindergarten assessment process, home visiting, universal developmental screening and integrated data systems

In 2011, Washington is continuing to work with 60 phase-one child care programs that are addressing goals identified in their Quality Improvement Plans, focusing specifically on the ERS and CLASS. These "early adopters" are assisting with expansion efforts by testing core training and the data system. In addition, a significant piece of the proposed accelerated expansion of TQRIS includes integrating all Head Start/ECEAP programs in the system. One of our early adopters is the largest Head Start/ECEAP program in our state, which will help inform the work

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to include Head Start, Early Head Start, ECEAP and other state-funded child care and Pre-K programs.

As we expand o TQRIS statewide, Washington has a well-developed model and infrastructure with clearly defined roles and responsibilities:

T (Tiered): Levels of quality are clearly measurable and differentiated, incentives are tiered to support higher-quality levels. DEL is the lead administrative agency for policy implementation.

Q (Quality): Program standards lead to progressive levels of high-quality care. All agencies and programs in Washington promote child care quality.

R (Rating): Ratings are determined by external evaluators. UW is the lead agency for evaluation, assessment and rating assignment.

I (Improvement): The Washington State Child Care Resource & Referral Network (WSRRN) is the lead agency for coordinating improvement activities including coaching, technical assistance, professional development and training.

S (System): DEL is the lead administrative agency for systems development and integration. TQRIS is integrated with other key components of the system, including common learning standards, professional development system, kindergarten assessment, and assessing child outcomes.

B1 – TQRIS Program Standards and Quality Levels

RTT-ELC Selection Criteria:

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;*
- (2) A Comprehensive Assessment System;*
- (3) Early Childhood Educator qualifications;*
- (4) Family engagement strategies;*
- (5) Health promotion practices;*
- (6) Effective data practices;*

Overview of Program Standards - Washington finalized TQRIS quality standards in August 2011, based on the results of phase one, and participant and community input. One of the Washington's strengths is that we have learned many valuable lessons during our first two years that give us an advantage in terms of our ability to create and maintain a system that keeps the needs of our young children the focus of policy efforts. We are particularly well positioned to do this because we were an early leader in adapting the CLASS to examine quality across early learning environments. Our use of the CLASS during year two led to the identification of several process improvements in our standards ratings and coaching that will enable us to make better returns on our efforts in subsequent years. The Tiered Program Standards are organized into four categories: 1) Child Outcome Standards; 2) Curriculum, Learning, Environment and Interactions Standards; 3) Professional Development, Training Standard and Coaching; and 4) Family Engagement Standards. Each of these standards is discussed at length in Section B(1)(b) (see Appendix 17).

1. Child Outcomes Standard:

- Washington's innovative Focal Child component ensures that children's everyday experiences are prominently featured and better represented in the TQRIS program standards. The approach was designed to ensure that changes and improvements inspired

by the TQRIS initiative always consider the experience of individual children. UW will use a random sampling strategy to ensure this component prompts teachers to think about each child's unique experiences and safeguards against any proclivity to guess or predict which child will be considered the focal child. Part of this strategy will entail sampling so that children with special needs are represented.

- *Ongoing Assessment and Individualizing*: Washington's TQRIS Program Standards use different approaches to scoring for quality (e.g., ERS, CLASS, developmental screening, as well as formative assessments related to the curricular quality). This lead to the identification of an ecological model for quality improvements links different dimensions of quality to student outcomes (see Figure B2). This model is another way to help ensure that we keep the child at the center of our policy efforts throughout TQRIS processes.

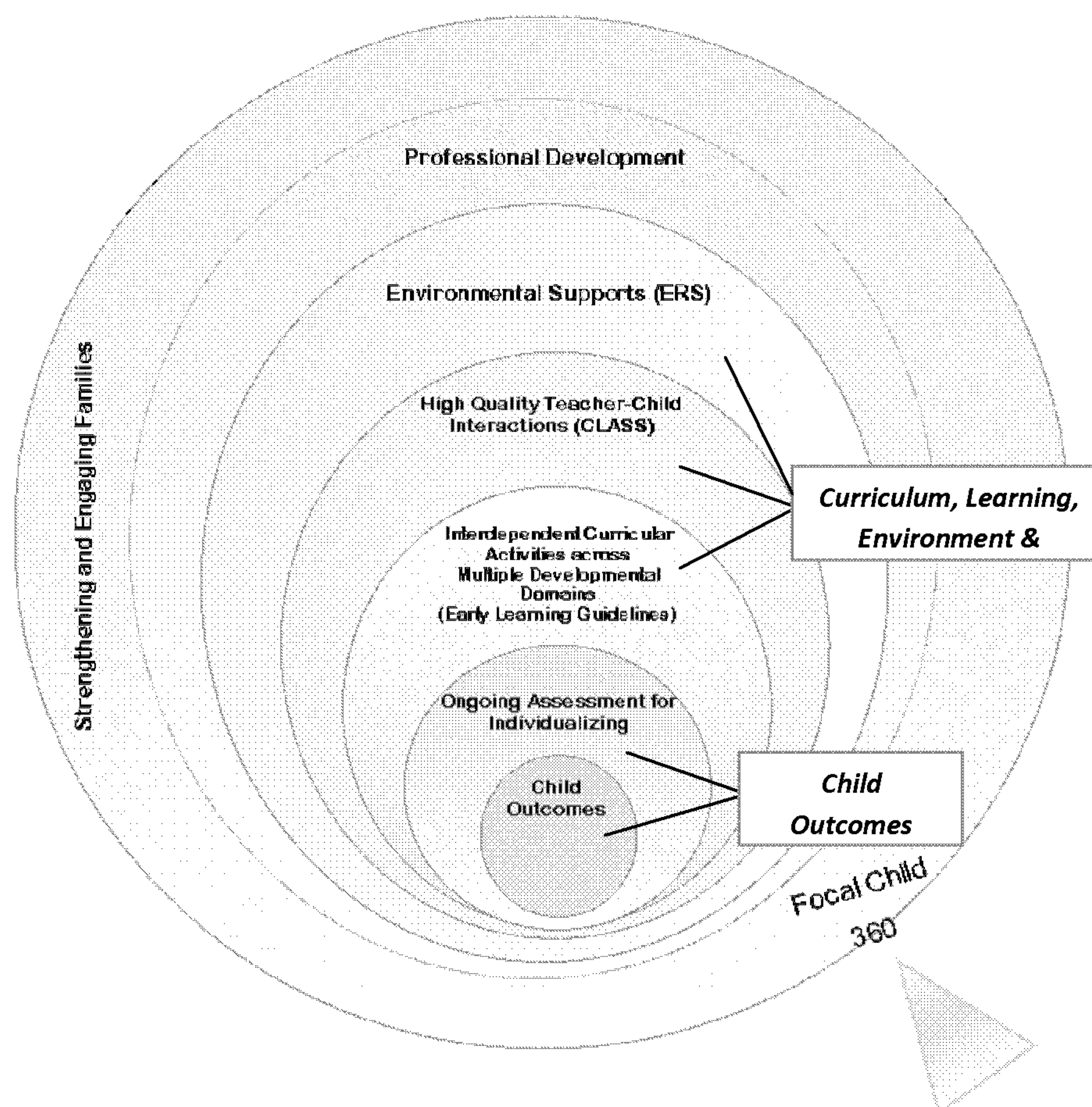
2. Curriculum, Learning, Environment and Interactions Standard

- **Interdependent Curricular Activities across Multiple Developmental Domains**: Implementing curricular practices that are aligned with the state's Early Learning and Development Benchmarks (learning standards).
- **High-Quality Teacher-Child Interactions**: Demonstrating the relationships and interactions teachers have with children are high-quality and promote learning and development (measured by CLASS data collected statewide).
- **Environmental Supports**: Providing a learning environment for children that is high-quality and promotes learning and development (measured by ERS data collected statewide).

3. Professional Development, Training Standard and Coaching: Increasing professional development, training and competency among early learning staff, and increasing their qualifications to work effectively with young children (professional development data is collected statewide in MERIT). TQRIS program standards also include recalibrated coaching intervention to ensure it is better geared to support changes in instructional support. Coaches will now be trained to reliably identify examples of high-quality instructional support and will be given specific training regarding how to improve it. These efforts will be augmented by training materials that are available through the National Center on Quality Teaching and Learning (described below).

4. Family Engagement and Partnership Standard: Increasing use of practices that strengthen and engage families in early learning, including providing resources and referrals for comprehensive services to support families (health, mental health, social service needs), and implementing practices that support parents/caregivers as primary educators/first teachers.

Figure B2



Statewide Alignment - The Program standards are designed to integrate and align with the statewide Early Learning and Development Benchmarks (learning standards) and WaKIDS, the kindergarten entry assessment, and statewide data systems. These connections and alignments are further described in the narrative that follows.

Effective Data Practices – Washington’s TQRIS standards focus on use of data (from child and program assessments) to inform teaching and program practices with children, and to contribute to an objective statewide picture of school readiness. DEL is in the process of developing a TQRIS database that will be

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completed by July 2012. Centralizing data will allow DEL to better utilize data across programs and activities and will allow DEL to:

- Create program profiles that include licensing information, staff credentials, program and classroom assessments, state-specific information, and curriculum.
- Generate ratings based on valid assessment data.
- Develop and monitor Quality Improvement Plans.
- Track resources.
- Inform systemic investments by aggregating site data to help the state prioritize where to invest resources based on documented needs.
- Track the reliability of raters and processes related to data entry.
- Provide quality control (by correlating ratings to readiness scores, for example).
- Analyze ratings data to identify trends, report results and impacts and target investments.
- Align system with MERIT (the state’s early learning professional registry), licensing data system and longitudinal data system (P-20).

Summary - Washington’s TQRIS Program Standards include all the requirements in Section B(1)(a).

Standards that should be included from B(1)(a):	Washington TQRIS Program Standard component that addresses requirement
Early Learning and Development Standards	Interdependent Curricular Activities
A Comprehensive Assessment System	Ongoing Assessment for Individualizing Child Outcomes High Quality Teacher-Child Interactions (CLASS) Environmental Supports (ERS)
Early Childhood Educator qualifications	Professional Development
Family engagement strategies	Strengthening and Engaging Families
Health promotion practices	Developmental screenings
Effective data practices	Environmental Supports (ERS) High Quality Teacher-Child Interactions Ongoing Assessment for Individualizing Child Outcomes Professional Development

RTT-ELC Selection Criteria:

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards¹ that lead to improved learning outcomes for children;

Alignment with nationally recognized standards - Our Program Standards have been evaluated and revised by UW, our evaluation partner. The research team, led by Dr. Gail Joseph, updated the quality standards based on results and feedback during phase one. Dr. Joseph played a lead role in evaluating and shaping Washington's TQRIS standards to align with other program standards. In addition to supporting the design of TQRIS, Dr. Joseph simultaneously participated in other state and national work including:

- Evaluation of the WaKIDS kindergarten entry assessment process.
- Development of evidence-based training materials for the Head Start Center for Inclusion (HSCI).
- Leads the work of the National Center on Quality Teaching and Learning (NCQTL) in Head Start, housed at UW.

NCQTL uses a HOUSE to represent four integral elements of quality teaching and learning: everyday interactions with children, choosing and implementing a strong curriculum, regular assessment of children's skills, and individualized teaching (see Figure B3). Free training modules are available on each of these elements and we will use these to augment the coaching trainings previously used.

Framework for Effective Practice
Supporting School Readiness for All Children

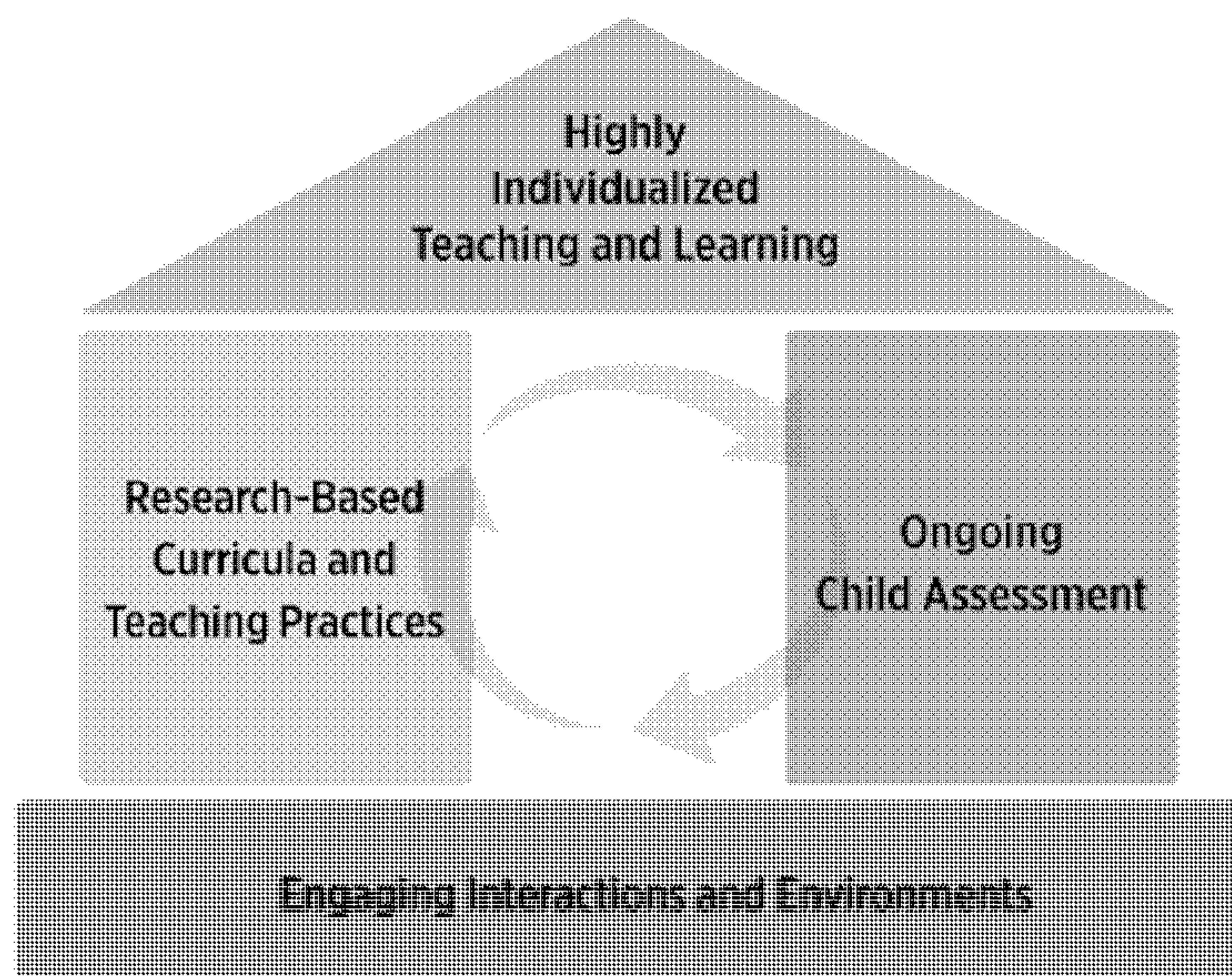


Figure B3: The NCQTL House

The National Center on Quality Teaching and Learning House

The Foundation: Effective, engaging interactions and environments are the foundation for all learning in early childhood classrooms.

Well-organized classrooms feature consistent schedules, well designed learning centers, established routines, and sensitive and appropriate guidance and behavior management strategies, staff work together as a team.

Social and emotional support means that teachers establish and promote a positive climate in their classrooms through their interactions every day.

Instructional interactions and materials in preschool must encourage and stimulate children’s thinking, problem-solving, and conversational skills and vocabulary.

The First Pillar: Curriculum

The Second Pillar: Ongoing Assessment of Child Progress

The Roof: Highly Individualized Teaching and Learning

UW focused on aligning TQRIS and WaKIDS, as well as ensuring that our TQRIS standards are aligned with Head Start standards. Dr. Joseph’s expertise has strengthened both the association with Head Start and consideration of the inclusion of children with special needs. Specifically, the role of the Focal Child in the TQRIS standards highlights how assessment information is being utilized to strengthen individual instruction and affecting child outcomes with particular emphasis on working with children with special needs.

As a result of this integrated work, Washington’s TQRIS program standards share these elements in common with nationally recognized standards:

- Standards include use of Comprehensive Assessment Systems (screening, formative assessments, measures of environmental quality and adult-child interactions), individualizing, and child outcomes.
- Standards include interdependent curricular planning across the multiple domains of learning and align with Washington’s Early Learning and Development Benchmarks (learning standards) and the Essential Domains of School Readiness.
- Standards include comprehensive services – family engagement, health services and other services to support families and children.
- Standards include professional development and training of early childhood educators.

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Design of Quality and Rating Levels - One of the lessons learned from evaluation of phase one is that building manageable steps toward the goal of high-quality care for children and families is essential. The evaluation showed that some changes such as improved quality in learning environment may occur more easily than longer-term changes such as intentional teaching practices. Based on these findings, we are implementing a hybrid model rating/quality level system. The model uses a “must-meet-all-elements” approach to attain the first two quality levels, and a point-based systems to attain the quality levels three through five. In the hybrid model, levels one and two are more easily achieved steps, such as licensing, orientation to TQRIS, and completing a self-assessment. In Levels one and two, all elements must be met prior to achieving a higher rating. The levels three through five are based on continuous and cumulative point attainment for demonstrating different levels of accomplishment in the TQRIS standard areas. The hybrid model encourages achievable entry to the TQRIS system, but also challenges and rewards programs for achieving high-quality in specialized areas.

Overview of Quality Levels:

Washington’s model has five quality levels

Level One of the quality standards is **Licensing or Certification** that includes military, tribal, Head Start and ECEAP, and other state-funded programs. Beginning in 2012, all licensed and certified programs are automatically enrolled in our TQRIS system and assigned a level one rating. Programs voluntarily decide whether they want to participate further and attain higher ratings. (See more about level

Level One: Licensing or Certification Facility must be currently licensed or have recognized, approved certification (Military, Head Start, ECEAP, Tribal)
Level Two: Professional Growth and Facility Management Facility must meet all Level One requirements in order to apply for Level Two
Level Two Application Process (must complete prior to beginning Level Two Activities)
<input type="checkbox"/> Complete and submit QRIS Level Two Application
<input type="checkbox"/> Attend QRIS Orientation
<input type="checkbox"/> Ensure all facility staff caring for children have an active "Professional Record" in MERIT
Level Two Activities
Documentation
<input type="checkbox"/> Complete Facility Profile in QRIS Data Base
<input type="checkbox"/> Complete and submit Environment Rating Scale (ERS) Self Assessment
Professional Training Series (director/owner/program supervisor)
<input type="checkbox"/> Complete QRIS Professional Training Series: <ul style="list-style-type: none">◦ Washington State Early Learning Guidelines◦ Washington State Core Competencies for Early Care and Education Professionals◦ Introduction to Cultural Competence◦ Strengthening Families◦ ERS/GLASS Overview◦ School Readiness
Requirements to Achieve Level 2 Rating
<input type="checkbox"/> Completion of all training and documentation requirements within one year
<input type="checkbox"/> Must be fully licensed (no initial licenses)
<input type="checkbox"/> Cannot be on suspension, revocation, or probation
* Professional Training can be completed in any order, although the QRIS Orientation must be completed prior to beginning the Professional Training Series.
*Facility must meet all of the above requirements and have been awarded a Level 2 rating prior to applying for a Level 3 – 5 rating.

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one and licensing standards under B(1)(c) below.)

Level Two, Professional Development and Program Management is focused on ensuring that program leaders (specifically child care administrators, directors and owners) understand TQRIS, the Program Standards and requirements, and the child outcome and school readiness goals of the system. To attain Level Two, programs have to complete a self-assessment (the ERS) and attend no-cost trainings that support program improvements and policy development. Finally, programs must contribute to DEL’s statewide professional development registry (MERIT), entering program profiles and ensuring that all staff has an active record of their educational achievements. **Levels Three through Five** are points-based programs for four Program Standards: Child Outcomes; Curriculum, Learning, Environments and Interactions; Professional Development and Training; Family Engagement and Partnership. The points available in each standard area are described the charts and narrative that follows.

The Child Outcomes Standard awards up to 10 points for implementing screening and assessment as part of a Comprehensive Assessment System. Providers earn points for conducting a developmental screening within 90 days of enrollment and are required to share results with families. Participants must choose a screening from an approved list allowing for flexibility and the unique needs of each program. Further, providers must assess children on an ongoing basis, using formative assessments to develop individualized learning plans and classroom instruction. Programs that demonstrate alignment by using the WaKIDS kindergarten assessment tool (Teaching Strategies GOLD) will be awarded

Child Outcomes 10 points			
Component	Sub-Component One	Sub-Component Two	Total Points
Developmental screening is conducted within 90 days of enrollment and results are shared with parents	Records Review (1 point)		1 point
Daily Individual Child Experience of Quality (as measured by Focal Child)	CLASS (1 point)	ERS (1 point)	2 points
Ongoing assessment of children’s strengths and needs to monitor progress (e.g., child portfolio/work sampling assessments) and inform instruction	Records Review (1 point)	Focal Child Analysis (1 point)	2 points
Share individualized child data with parents			1 point
Evidence of family engagement, data sharing, and transition supports for individual children (as measured by Focal Child)			1 point
Use of WA Kids Assessment Tool or demonstration/documentation of alignment to WA Kids Assessment process			1 point
Individualized instruction for all children			1 point
Periodic review and use of child assessment data for continuous program improvement(e.g. analyze group patterns and behaviors)			1 point

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points to increase their rating. Assessments must be shared with families.

In order to ensure that children, as well as classrooms, are directly impacted by quality improvements, Washington has developed a unique approach called the Focal Child measure. One child per assessed classroom is selected during each rating/evaluation. For this measure, evaluators:

- Review individual child records to ensure the child’s progress is monitored through an initial developmental screening and ongoing assessments.
- Talk to families to ensure they are receiving information about the child’s progress/transition support.

Facility Curriculum and Learning Environment 70 Points

Classroom/FCC Home Environment - 55 Points

Scoring Guide	Level 3	Level 4	Level 5
Instructional Support*	2-3.4 (10 pts)	3.5-4.4 (15 pts)	4.5 & higher (20 pt)
Emotional Support & Classroom Organization (CLASS)**	3.5-4.9 (10 pts)	5.0-5.9 (15 pts)	6.0 & higher (20 pts)
ERS***	4 (5 pts)	5 (10 pts)	6 (15 pts)

*No one classroom or focal child can score below a 2 to receive a rating of 3 or above
 ** No one classroom or focal child can score below a 3.5 to receive a rating of 3 or above
 ***No one classroom or focal child can score below a 4 to receive a rating of 3 or above

Curriculum and Staff Supports – 15 Points

Components	Sub-Component One	Sub-Component Two	Total Points
Curriculum Profile	Show evidence of Program Curriculum Philosophy (1 point)	Demonstrate alignment with WA Early Learning Guidelines (2 point)	3 Points
Training	*Lead Teaching Staff or FCC Owner trained on Program Curriculum Philosophy (2 points)	*Lead Teaching Staff or FCC Owner trained on WA Early Learning Guidelines (3 points)	5 Points
Ongoing mentoring of **teaching staff to support improvement in curriculum and teacher child interactions			3 Points
Dedicated time for **teaching staff planning time on a weekly basis			2 points
Dedicated time for **teaching staff to engage in reflective practice with peer group on a monthly basis			2 points

*Includes family child care assistants
 **includes FCC primary educator/care provider

- Review daily experience of quality and compare it to overall.

ERS/CLASS results

Families are also be invited to share input and feedback about program practices as part of the Focal Child evaluation thus ensuring that program ratings are reflective of ongoing, embedded practice. Using sampling in the Focal Child approach is a quality assurance measure within the entire TQRIS system, providing the state with an overall assessment of how TQRIS impacts child outcomes.

The Curriculum and Learning

Environment Standard accounts for 70

points. Programs can earn up to 15 points based on the strength of their curriculum and teacher supports. Comprehensive Assessment Systems are an integral part of this standard. Programs must demonstrate they are effectively addressing the developmental needs of all children at both the group and individual levels through administration of assessments and by using a curriculum

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that aligns with the Washington State Early Learning Benchmarks (learning standards).

Programs also receive points for demonstrating that staff receive training and support around implementing curriculum, such as dedicated lesson/classroom planning and reflection time.

Programs receive up to 55 points in the Child Curriculum, Learning and Interactions Standards though assessments conducted by the UW evaluation team, which uses two comprehensive assessment tools, the Environmental Rating Scale (ERS) and the Classroom Assessment Scoring System (CLASS). (A discussion about ERS and CLASS validity and reliability is in the Rating and Monitoring section – B-3).

The *Professional Development and Training Standard* is worth 10 points. It is designed to align with the education levels identified in the *Washington State Core Competencies for Early Care and Education Professionals*, which was

Professional Development and Training Standard Area 10 Points		
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completed in December 2010.

Center Director or Program Supervisor

AA in ECE or *related field	Level 3 of the Core Competencies for Early Care and Education Professionals	1 point
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	2 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care	4 points

*DEL is currently defining 'related field'

Beginning with the Child Development Associate, providers can earn points for having staff who achieve high levels of education continuing through the Master's degree level. To help programs advance in this standard, TQRIS provides incentives such as tuition reimbursement, scholarships, and other incentive awards to encourage early childhood educators to attain higher levels of education.

Center Designated Lead Teaching Staff (one staff person per classroom must be designated lead)

25% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	2 points
25% have BA or higher in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	3 points

Center - All Other Teaching Staff (assistants and aides)

25% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
50% have CDA or One Year Certificate of Proficiency (45 credits) or higher	Level 2 of the Core Competencies for Early Care and Education Professionals	2 points
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	3 points

Family Engagement and Partnership Standard is worth 10 points. Washington has embedded the research-based

Strengthening Families Framework into the Family Engagement and Partnership Standard (see Appendix 25). The Strengthening Families Framework promote five “protective factors”:
parental resilience, social connections, concrete support in times of need, knowledge of parenting

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and child development, and social and emotional competence of children. Research studies show these factors create a strong family environment that promotes optimal child development.

Programs complete the Strengthening Families Assessment and develop a plan of action based on specific areas of need. Programs

also earn points for implementing a parent support and education program, and providing family resources and supports such as health, nutrition and medical and dental resources in the languages spoken by families in care.

The modified self-assessment survey covers not only the seven Strengthening Families strategies, but also aligns with the Head Start National Center on Parent, Family, and Community Engagement Framework as well as with the goals of the ULCA Anderson School of Management and Johnson & Johnson Health Care Institute. The survey requires that program directors consider the program foundations set forth by Head Start including program leadership, continuous program improvement and professional development. The Head Start program impact areas and family engagement outcomes are reflected in survey items. Further, an additional strategic area has been added to the survey that highlights health and health literacy.

In alignment with the Health Care Institute program, plans of action will enable, empower, and enhance parents' skills in oral health, common child illnesses, nutrition and the prevention of diabetes, prenatal health, reading and understanding medicine labels, and the risks of secondhand smoke.

Total Scores and Minimum Quality Thresholds: TQRIS participants can receive up to 100 points in Level Five. The total score/rating programs receive is based upon participants' external assessments (ERS and CLASS) as well as the other requirements in each standard area, described above. The ERS and CLASS scores make up 55 percent of a facility rating, with 40 percent determined by CLASS scores, and 15 percent from ERS.

Family Engagement and Partnership 10 Points	
Component	Total Points
Complete modified Strengthening Families Self Assessment (Director/Owner)	1 point
Develop a <u>Plan of Action</u> based on Strengthening Families Self Assessment	1 point
Provide evidence of continuous feedback and improvement (<u>Plan of Action</u>)	1 point
Have a parenting support and education program in place (e.g. Incredible Years, Triple P Parenting, CSEFEL Parenting Modules, Parents as Teachers etc.)	1 point
Provide information about community based programs available for parents in languages represented in the facility (e.g. community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources etc.)	1 point
Evidence of transition plans/policies in place for changes in settings and providers	3 points
Partner with parents to determine perception of child strengths and needs	2 points

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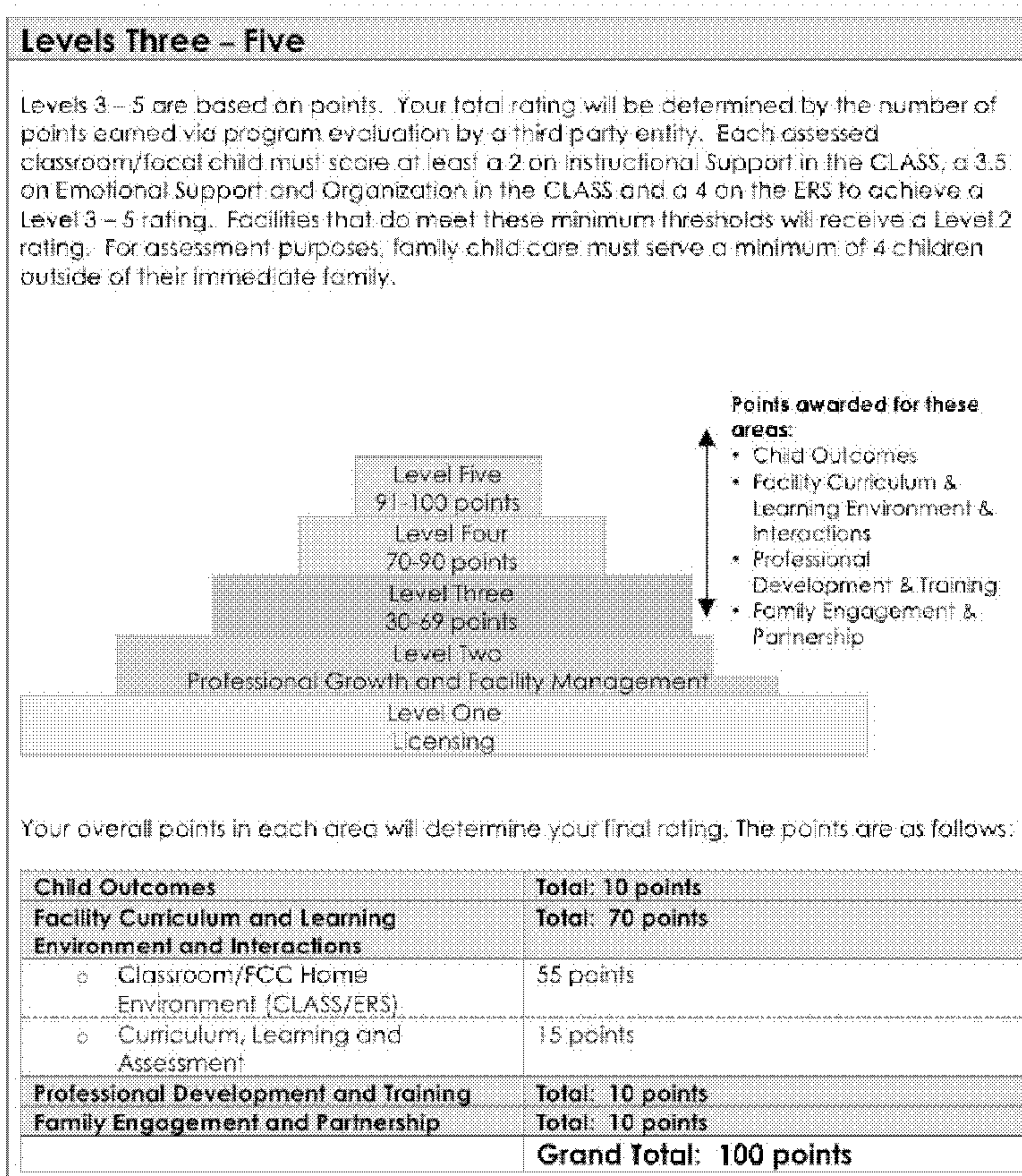
To ensure consistent quality for levels three through five, programs must meet *minimum threshold* scores on the ERS and CLASS. Each assessed classroom/focal child must score at least a 2 on Instructional Support in the CLASS, a 3.5 on Emotional Support and Organization in the CLASS and a 4 on the ERS to achieve a level three through five rating. Facilities that do meet minimum thresholds will receive a level two rating.

The remaining 35 percent will be based on points awarded for screening and ongoing individual child assessment to inform practice; curriculum implementation and alignment with the state early learning guidelines; professional development/staff qualifications; and effective engagement of families and child outcomes.

Differentiation of Quality Levels –

Washington’s hybrid rating model supports and recognizes programs for improving the quality of care along a continuum. To promote participation and demonstrated quality, the system is designed to require varying degrees of effort to attain different levels. Levels one and two are intentionally designed to be easier to attain—they require programs to demonstrate their interest and motivation to improve quality. Levels three to five, however, require increasing levels of

demonstrable, measurable improvements in quality. Level three requires that programs meet minimum thresholds on ERS and CLASS scores as well as demonstrate some progress in other standard areas—professional development, family engagement, curriculum and staff supports or child outcomes. *Thus, while only one level above, level three represents a significantly higher-quality program expectation than levels one and two.* Level three requires a minimum threshold



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of observable quality that is much higher than basic licensing in process quality as well as positive teacher child interactions.

Moving along a quality continuum, level four facilities will have achieved significantly higher scores on the ERS and CLASS as well as have met multiple other standards within the framework. These programs will have a more targeted focus on effective family engagement, have a comprehensive curriculum and staff supports in place; have a focused screening and assessment process for children in care; and have higher levels of staff education. Level four facilities will more effectively use their assessment data to positively benefit children at both the classroom and individual level. They will also more than likely have linked and aligned their curriculum and assessment tools with the state early learning guidelines and WaKIDS. Level five programs are programs of excellence. These facilities are exemplary and will have met most of the standards including scoring well above the national average on both ERS and CLASS assessment tools. Level five staff may serve as instructors/mentors for other childcare providers.

RTT-ELC Selection Criteria:

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(c) Is linked to the State licensing system for Early Learning and Development Programs.

Licensing is the first step toward quality – Washington’s licensing system and standards provide a solid foundation of quality for the TQRIS model. TQRIS links to the state licensing system by including *all* licensed programs in TQRIS at level one (see Appendices 18 and 20).

Washington’s licensing requirements receive sixth place national ranking for regulation and oversight by the National Association of Child Care Referral Agencies (NACCRA). The licensing standards include the following requirements related to quality:

- Child-staff ratios re comply with NAEYC accreditation standards.

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- Programs are required to address essential learning/developmental domains.
- Programs must adhere to health and safety standards.
- Programs are required to encourage parent involvement and communicate with parents.
- Lead teachers must complete initial training, including on health and safety.

For more on licensing standards and requirements, please see Priority 2.

TQRIS, Licensing, Child Care Subsidies and Children with High Needs – Since all programs that participate in Washington’s Working Connections Child Care (WCCC) state child care subsidy program must be licensed, our TQRIS includes all WCCC programs that serve low-income working families. Including licensing in TQRIS ensures that quality improvement efforts are targeted toward children with high needs. In addition, the 2011 Legislature enacted non-expiring licensing legislation that allows providers who are in good standing and meet certain requirements to have a full monitoring visit every three years, rather than every 12 months. Implementation will streamline monitoring visits and free up capacity in child care programs and in DEL for building and supporting quality.

As outlined in the outcome chart below, DEL will implement tiered reimbursement for licensed centers and family homes in 2013. Implementation of tiered reimbursement policy change for both licensed centers and licensed family homes in 2013 will provide an incentive for child care providers to create high-quality programs to serve high-needs children. DEL and SEIU are in negotiations for integrating WCCC subsidies into TQRIS. After tiered reimbursement has been implemented and TQRIS has reached sufficient saturation, DEL will consider implementing policy to require Level Two as a basic eligibility requirement for programs to receive subsidy. The purpose is to build enhanced quality for our most needy children.

Next Steps for TQRIS Program Standards and Quality Levels

During the remaining part of 2011 and the early part of 2012, the following next steps are being taken:

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- *Statewide data systems* - DEL is currently building a comprehensive data system to track TQRIS ratings and quality improvement activities. The TQRIS database will be online by July 2012. In addition, an integrated professional development system to support TQRIS is now complete. Beginning in July 2012 all TQRIS program staff information will be processed through the state registry (MERIT), and all TQRIS participants will be required to complete a professional record in MERIT with verified data on educational and training accomplishments. See more about the professional development system and database in section D1.
- *Quality Improvement System* - The Washington State Child Care Resource and Referral Network (WSRRN) takes primary responsibility for quality improvement efforts including technical assistance at lower levels of the QRIS standards (Levels one and two) and all coaching efforts at levels three through five of the TQRIS standards. Within the WSRRN organizational structure, local QRIS lead staff are hired and assigned to coordinate field implementation. WSRRN and its members have provided technical assistance, child care referral and information to local communities for many years. In 2011 and early 2012, WSRRN is increasing its capacity to provide the more intensive quality improvement activities that are part of the state's accelerated expansion of TQRIS. (See section B-4 for more on TQRIS Quality Improvement component).
- *TQRIS Monitoring and Validation* – The University of Washington continues as the evaluation partner and is responsible for rating and monitoring. During 2011 and early 2012 the UW is ensuring that third party objectivity for ratings and consistent processes for determining reliability for standardized assessments are firmly in place. Additionally, the University of Washington is focusing on strengthening the TQRIS Coaching Framework and strengthening P-3 connections to ensure that child outcomes linked to TQRIS standards are maintained in the K-12 system.
- *TQRIS Training Preparation* – During this phase, several TQRIS training activities are being completed. TQRIS materials and trainings being developed now to help programs understand the revised Program Standards will be tested with the current cadre of TQRIS participants – the Early Adopters. In addition, online training modules are being developed to meet some

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TQRIS training requirements such as those required for Level two.

- *TQRIS Information and Awareness* - All TQRIS partners take part in raising public awareness of TQRIS including implementation of a strategic communications plan for publicizing ratings and informing the general public about the importance of quality early learning care and education. DEL, in cooperation with partners is developing and implementing a final communication and brand strategy to be launched in spring 2012 through the support of the Bill & Melinda Gates Foundation.

High Quality Plans - QRIS Program Standards and Quality Levels

Section B1 –Promote Excellence in TQRIS Program Standards and Quality Levels				
Outcomes: <ul style="list-style-type: none"> ➤ Ensure that participating programs are oriented to TQRIS and Program Standards ➤ Build and implement TQRIS data system that is integrated with professional development registry and licensing data system to facilitate data-driven decision making throughout implementation ➤ Promote critical role of child outcomes within TQRIS standards. ➤ Integrate State licensing system with TQRIS. 				
OUTCOME 1: Ensure that participating programs are oriented to TQRIS and Program Standards.				
	2012	2013	2014	2015
Milestone 1: Increase access to training associated with TQRIS standards.	Training provided to 11% of early learning professionals participating in TQRIS. Lead: DEL	Training provided to 30% of early learning professionals participating in TQRIS. Lead: DEL	Training provided to 47% of early learning professionals participating in TQRIS. Lead: DEL	Training provided to 54% of early learning professionals participating in TQRIS. Lead: DEL
Milestone 2: Build infrastructure to support increased training and technical assistance.	Support capacity to implement improvement activities and coaching in six regions at WSRRN. Finalize TQRIS reciprocity agreement with Head Start and ECEAP programs to incentivize expansion of training and support. Support WSRRN to focus all training and technical assistance on TQRIS Level Two as of July 1, 2012. Lead: DEL, WSRRN	Support capacity to implement improvement activities and coaching in eight regions at WSRRN. Lead: DEL	Support capacity to implement improvement activities and coaching in nine regions at WSRRN. Lead: DEL	Support capacity to implement improvement activities and coaching in 10 regions at WSRRN. Lead: DEL
OUTCOME 2: Build and implement TQRIS data system that is integrated with professional development registry and licensing data system to facilitate data-driven decision making throughout implementation				

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	2012	2013	2014	2015
<p>Milestone 1: Complete software platform implementation and testing. This effort includes customizing data feeds from other systems (e.g. MERIT)</p>	<p>Complete TQRIS business requirements and functional specifications and select software provider (2011)</p> <p>Conduct user testing and incorporate feedback into final build</p> <p>Complete build and launch TQRIS software platform in July, 2012</p> <p>Lead: DEL</p>	NA	NA	NA
<p>Milestone 2: Communicate and train QRIS coordinators, raters, coaches, early adopter center and family care providers, etc. regarding the use and usefulness of the software platform</p>	<p>Develop and implement training</p> <p>Conduct user testing and incorporate feedback into training</p> <p>Lead: DEL</p>	<p>Conduct two webinars and upload training on DEL's TQRIS website to ensure universal access</p> <p>Lead: DEL</p>	NA	NA
<p>Milestone 3: Perform formal review of user interface, system operability and usefulness.</p>	<p>Rate software provider user interface, system operability and usefulness from the perspective of different system users during RFQ selection</p> <p>Lead: DEL</p>	<p>Perform satisfaction survey of sample users for interface, system operability and usefulness after software launch</p> <p>Lead: DEL</p>	<p>Perform satisfaction survey of sample users for interface, system operability and usefulness</p> <p>Lead: DEL</p>	<p>Perform satisfaction survey of sample users for interface, system operability and usefulness</p> <p>Lead: DEL</p>
OUTCOME 3: Promote critical role of child outcomes within TQRIS standards.				
	2012	2013	2014	2015
<p>Milestone 1: DEL works with partners to conduct outreach and engagement of programs & families statewide</p>	<p>Develop strategy for reaching out to target populations</p> <p>Material development for target populations</p> <p>Outreach to target audiences through trusted messengers (WSRRN, Head Start/ECEAP, IDEA Part B/C, child care association, parent groups)</p> <p>Lead: DEL</p>	<p>Outreach to target audiences through trusted messengers (WSRRN, Head Start/ECEAP, IDEA Part B/C, child care association, parent groups)</p> <p>Lead: DEL</p>	<p>Outreach to target audiences through trusted messengers (WSRRN, Head Start/ECEAP, IDEA Part B/C, child care association, parent groups)</p> <p>Lead: DEL</p>	<p>Outreach to target audiences through trusted messengers (WSRRN, Head Start/ECEAP, IDEA Part B/C, child care association, parent groups)</p> <p>Lead: DEL</p>
<p>Milestone 2: Early learning professionals training conducted on school readiness</p>	<p>Training provided to 11% early learning professionals as part of TQRIS.</p>	<p>Training provided to 30% early learning professionals as part of TQRIS.</p>	<p>Training provided to 47% early learning professionals as part of TQRIS.</p>	<p>Training provided to 54% early learning professionals as part of TQRIS.</p>

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training series (school transitions, effective family engagement, child assessment, teacher-child interaction)	Lead: DEL	Lead: DEL	Lead: DEL	Lead: DEL
Milestone 3: Community engagement efforts; connect TQRIS with WaKIDS and Benchmarks through community coalitions	Conduct seven Early Learning Collaboration meetings. Post webinar on DEL's website to ensure material is universally accessible Lead: DEL and Thrive	Conduct eight Early Learning Collaboration meetings. Post webinar on DEL's website to ensure material is universally accessible Lead: DEL and Thrive	Conduct nine Early Learning Collaboration meetings. Post webinar on DEL's website to ensure material is universally accessible Lead: DEL and Thrive	Conduct 10 Early Learning Collaboration meetings. Post webinar on DEL's website to ensure material is universally accessible Lead: DEL and Thrive
OUTCOME 4: Integrate State licensing system with TQRIS.				
	2012	2013	2014	2015
Milestone 1: Implement non-expiring licenses legislation (SB 5625) so that programs can increase focus on TQRIS standards. Effective July 22, 2011.	Facilities submit annual declarations indicating compliance Background checks submitted every 3 years and when a new staff person is hired. For family homes, when a new person moves into the home or turns 16. DEL conducts yearly monitoring visits for centers and 18 months for family homes using abbreviated checklist Lead: DEL	Facilities submit annual declarations indicating compliance Background checks submitted every 3 years and when a new staff person is hired. For family homes, when a new person moves into the home or turns 16. DEL conducts yearly monitoring visits for centers and 18 months for family homes using abbreviated checklist Lead: DEL	Facilities submit annual declarations indicating compliance Background checks submitted every 3 years and when a new staff person is hired. For family homes, when a new person moves into the home or turns 16. DEL conducts yearly monitoring visits for centers and 18 months for family homes using abbreviated checklist Lead: DEL	Facilities submit annual declarations indicating compliance Background checks submitted every 3 years and when a new staff person is hired. For family homes, when a new person moves into the home or turns 16. DEL conducts yearly monitoring visits for centers and 18 months for family homes using abbreviated checklist Lead: DEL
Milestone 2: Train all licensors on TQRIS standards and policies	Develop communications plan including talking points and presentation Implement training in person to all DEL licensing offices Lead: DEL (Outcomes and Accountability Division)	Implement training in person to all DEL licensing offices Implement webinar to all staff three times per year. Lead: DEL (Outcomes and Accountability Division)	Implement training in person to all DEL licensing offices Implement webinar to all staff three times per year. Lead: DEL (Outcomes and Accountability Division)	Implement training in person to all DEL licensing offices Implement webinar to all staff three times per year. Lead: DEL (Outcomes and Accountability Division)

Summary for Section B1 – TQRIS Program Standards and Quality Levels

Selection Criteria	Level of Implementation	Rationale/Evidence
Program Standards (B1)	Substantially Implemented	Implemented in Phase One, tested, evaluated and revised, includes all required elements
Measurable,	Substantially	Implemented in Phase One, tested, evaluated and revised, quality

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differentiated quality levels (B1)	Implemented	levels embed high expectations common to nationally recognized standards (e.g. Head Start Performance Standards)
Linkages to Licensing (B1)	Substantially Implemented	TQRIS Program Standards automatically include all licensed and subsidized programs. Licensing standards provide strong foundation for quality and are among top-rated in the nation

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements¹						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other – Child Outcomes
TQRIS • Licensed Child Care • Head Start • ECEAP • All other certified programs*	X	X	X	X	X	X	X
Head Start	X	X	X	X	X	X	X
ECEAP	X	X	X	X	X	X	X
<i>[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]</i>							

¹ Please refer to the definition of Program Standards for more information on the elements.

B2 - Maximizing Participation in TQRIS

RTT-ELC Selection Criteria

(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;*
- (2) Early Head Start and Head Start programs;*
- (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;*
- (4) Early Learning and Development Programs funded under Title I of the ESEA; and*
- (5) Early Learning and Development Programs receiving funds from the State's CCDF program;*

Inclusion and Alignment by Design - Washington has defined quality in TQRIS with consistent, measurable program standards that apply to all participants regardless of the funding or program type (program standards are described in detail in section B1 above). TQRIS program standards align with other program standards, including Head Start/ECEAP, so participation in TQRIS does not require duplication of effort, but reinforces and encourages quality teaching and program practices and acknowledges programs with high-quality care. A common set of research-based quality practices and program components are shared and aligned between the TQRIS program standards, Head Start and ECEAP performance standards (see Appendix 21). These include:

- High-quality interactions between adult caregivers and children.
- The use of screening assessment and observation when designing and modifying individual and group curriculum.
- Professional development for educators and caregivers.
- The primary role of family engagement and partnership.
- Teaching and program practices that align with the Benchmarks (early learning standards) and WaKIDS (kindergarten entry assessment).

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Program structure, policies and incentives that promote TQRIS participation – The following policies and incentives are in place to ensure an inclusive TQRIS system:

- *Presumed participation:* Washington has met the goal of having all publicly funded programs included in TQRIS. All licensed child care programs and all programs that have “state-approved certification” are automatically TQRIS Level One. State-approved certification includes Head Start, Early Head Start, ECEAP (state funded Head Start-like Pre-K), and publicly funded military and tribal programs. Programs choose to participate in the process to attain higher TQRIS quality rating levels two through five. Automatic inclusion encourages programs to participate in TQRIS to demonstrate their higher level of quality to parents and families seeking care for children. Programs are not required to move beyond a level one rating level, but we anticipate that many will want to participate to attract parents, participate in key TQRIS professional development incentive offerings and stay competitive in the marketplace. TQRIS ratings will be public beginning in mid-2012 (See section B3b).
- *Alignment of standards:* TQRIS standards align across programs so that programs do not have to duplicate effort to participate. Quality practices in Head Start or ECEAP “count” for TQRIS.
- *Alignment of program measures, and accountability* – When possible, the TQRIS monitoring and rating system allows programs to use suitable proxies to meet requirements in the Program Standards. For example, as Head Start programs nationally move toward implementation of CLASS assessments, TQRIS will use these CLASS results for determining a rating, rather than requiring Head Start to complete additional assessments. Another example is that all Head Start and ECEAP programs are required to complete an annual program self-assessment that includes many of the same or very similar items as the Strengthening Families self-assessment required for Level two. The Head Start and ECEAP self-assessment will “count” toward the Level two requirement, eliminating the need for duplication. Many of these types of proxies have been identified for Head Start and ECEAP program, and there is an ongoing process to ensure that there is sufficient reciprocity between TQRIS and other participating programs (see more below on programs funded by Public Law 108-446 Title I, Part B & C- IDEA) (see Appendix 22).

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- *Special Incentives for Head Start/ECEAP programs:*
 - *Accelerated rating into higher levels* – As the details around reciprocal accountability are defined, we anticipate that some programs such as Head Start and ECEAP may be eligible for an accelerated rating to higher levels such as level three. This reciprocity will encourage Head Start and ECEAP programs to participate by acknowledging their quality and expediting higher ratings and the incentives that come with higher quality levels.
 - *Training hub incentives* – Head Start and ECEAP programs rated at level four and above can participate as a TQRIS training hub. Hubs share training and quality practices with surrounding TQRIS child care programs, creating communities of practice focused on quality. TQRIS offers programs an annual incentive award for being a training hub. The opportunity also recognizes Head Start/ECEAP programs as leaders in high quality comprehensive care and extends their program resources to the surrounding child care community.
- *Financial incentives for participating in TQRIS and reaching higher quality levels* are discussed briefly here and in more detail in later sections:
 - *Quality improvement awards* – Programs receive increasing awards for attaining higher rating levels. Awards are used to carry out their Quality Improvement Plans designed in collaboration with a TQRIS coach.
 - *Tiered subsidy reimbursement* – Programs that attain higher ratings in the state’s TQRIS system may receive higher reimbursements.
 - *Professional development incentives and awards* – Early learning staff will receive individual incentives for achieving training and education. Child care programs can increase their ratings by having more highly qualified staff.
- *Cooperation with center-based special services programs* – There are 15,538 children with special needs who receive services through the Early Support for Infants and Toddlers, funded primarily by IDEA Part C and IDEA Part B. In Washington, the majority of these children receive services at home or at licensed child care centers, which are automatically enrolled in TQRIS. In addition, there are a small number of self-contained center based programs that

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serve children with special needs exclusively. While TQRIS does not apply to home-based services, TQRIS will be available to ESIT and Part B programs.

RTT-ELC Selection Criteria

*(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System.
(15 points)*

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by—

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program);

Washington has made significant policy changes to help more families access and pay for high-quality care. In addition we are proposing expansion of these changes in the 2012 session.

These changes include:

- *Tiered subsidy reimbursement* –DEL has authority over subsidy policy and will initiate the rule-making process to establish policies that benefit both children with high needs and high-rated TQRIS facilities that participate in the subsidy program. First, DEL will work with the TQRIS Steering Committee, ELAC and other stakeholders through the rule-making process to ensure a new tiered reimbursement policy for center-based programs is implemented beginning January 2013. DEL will propose that the highest rate will be in line with federal recommendations at the 75th percentile. Family child care homes bargain with DEL over tiered reimbursement rates and the final collective bargaining agreement must be approved by the state legislature. Discussions with the family child care union, SEIU 925, regarding policy changes to tiered reimbursement are underway, with the goal of changing the tiered reimbursement structure to provide higher reimbursement rates for highly rated TQRIS facilities.
- *Extending subsidy eligibility period* – During 2011, DEL piloted 12-month subsidies for ECEAP, Head Start, and Early Head Start families with favorable results. Consequently,

DEL will propose legislation during the 2012 Legislative Session to extend family eligibility redetermination period to one year for Working Connections Child Care state child care subsidy program) to align with recommendations in Washington State House Bill 3141. Extended eligibility greatly increases the likelihood that high-need children are able to access and remain in high-quality care. Often, children are moved between child care situations and settings when families lose subsidies or find it challenging to complete the process of re-eligibility on a frequent basis. If approved, this legislation would be implemented in July 2012.

- ECEAP expansion and universal Pre-K – Washington is committed to increasing access to high-quality early learning programs, especially those that serve high-need children. Washington’s pre-K program, ECEAP, is modeled after Head Start and has a proven positive impact on child outcomes for at-risk children (see appendix 19). In 2010, the Washington State Legislature passed and Governor Chris Gregoire signed legislation that mandated that the state serve all educationally at-risk children eligible for ECEAP by 2018. Another law passed that mandated planning for a voluntary pre-K program available to all 3- and 4-year-old children in the state. These efforts will:
 - Protect ECEAP in the short term – Current legislation requires the state to maintain the number of children currently served by ECEAP through 2013, even if Washington’s budget, which currently faces a shortfall of \$1.4 billion, is cut in other areas.
 - Expand ECEAP in the long term – Beginning in 2013, the state is required to expand the program incrementally each year until all eligible children are served. The expansion will begin in areas of the state with the highest concentrations of poverty and the lowest percent of children being served by Head Start and ECEAP. Since these are also the areas of the state slated to receive full-day kindergarten for all children, the most at-risk children will receive high-quality and robust services from pre-K through at least kindergarten. The law requires that services offered under this legislation continue to include comprehensive child development and family support services at a level comparable to Head Start. Since ECEAP standards are substantially the same as Head Start’s, and the legislation makes the services an

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entitlement for all eligible children, our state would continue to serve all eligible children even if Head Start funding faces reductions in the future. The Washington Legislature and Governor have established a Pre-K Working Group to make design recommendations for this expansion. Legislation will be introduced in the legislative session beginning in January 2012 to fund and launch this program in 2013.

RTT-ELC Selection Criteria
(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by—

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

Targets for TQRIS Participation

Washington State has established ambitious targets for the next stages of statewide expansion of TQRIS:

	2012	2013	2014	2015
TQRIS Participation Targets	<ul style="list-style-type: none"> • 100% of all programs in TQRIS Level One • 11% of all programs in TQRIS two-five • 14% of licensed child care centers in TQRIS two-five • 9% of licensed family child care homes in TQRIS two-five • 23% of Head Start/ECEAP programs in TQRIS III-V 	<ul style="list-style-type: none"> • 30% of all programs in TQRIS two-five • 35% of licensed child care centers in TQRIS two-five • 25% of licensed family child care homes in TQRIS two-five • 58% of Head Start/ECEAP programs in TQRIS three-five 	<ul style="list-style-type: none"> • 47% of all programs in TQRIS two-five • 52% of licensed child care centers in TQRIS two-five • 42% of licensed family child care homes in TQRIS two-five • 72% of Head Start/ECEAP programs in TQRIS three-five 	<ul style="list-style-type: none"> • 54% of all programs in TQRIS two-five • 60% of licensed child care centers in TQRIS two-five • 50% of licensed family child care homes in TQRIS two-five • 73% of Head Start/ECEAP programs in TQRIS three-five

To achieve the targets above, Washington has planned future implementation phases described below. Overviews of Phase Two (2012), Phases Three (2013), and Phase Four (2014 and 2015) are described here with more details outlined for all years in the High Quality Plans for this section, B2 and that are at the end of Sections B3, B4 and B5.

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Phase Two Implementation - The Accelerated Expansion Phase (2012) –

In 2012, TQRIS implementation (FY12) will focus on the following activities to ensure an integrated TQRIS is ready for accelerated expansion in the latter half of the year :

- *Seamless TQRIS Participation for Head Start/ECEAP programs* - An important leader among the TQRIS Early Adopters is Puget Sound Educational Service District (PSESD), the largest Head Start/ECEAP program in the state. PSESD has agreed to partner with DEL to develop tools and recommendations to ensure that TQRIS participation is a positive and seamless experience for Washington’s Head Start/ECEAP programs. PSESD serves approximately 4000 or 20% of the Head Start/ECEAP children in 60 early learning programs in King and Pierce counties (the state’s most populated counties). One of their Head Start programs is also the state’s only Educare program. PSESD’s Educare Center already serves as a hub for sharing quality practices with the surrounding community and is part of a national model demonstrating research-based high quality care for the most high risk children. Educare earned the highest rating in the first two years of TQRIS implementation and continues as an “Early Adopter”. In its partnership with DEL, PSESD will:
 - Help develop and test reciprocity/MOU agreement between DEL and Head Start/ECEAP programs to inform DEL about which program practices, assessments, and requirements can be reciprocal between TQRIS and Head Start/ECEAP, avoiding duplication of efforts
 - Serve as TQRIS’ first “training hub” – offer TQRIS training to surrounding child care programs and recommend guidelines to be used for TQRIS Training Hubs
 - Develop TQRIS “starter kit” for HS/ECEAP programs
 - Make other recommendations as needed
- *TQRIS Open to All* – Broad statewide expansion will begin with the launch of the TQRIS data system by July 2012. The data system will serve as the central point for all QRIS information and will link with both MERIT (the professional development registry) and the licensing

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database. A provider portal into the QRIS data system will allow for ease of usability for QRIS participants.

- *Technical Assistance and Quality Improvement Activities* - WSRRN will expand efforts to support TQRIS programs statewide with an emphasis on technical assistance to move all programs to level two in order to ensure readiness for ratings and coaching support. State expansion will include integration of the new coach framework and policy changes to tiered reimbursement. During this phase, all early adopters will be rated in addition to any participating Head Start and ECEAP programs that demonstrate readiness according to the guidelines in reciprocity agreements.
- By the end of 2012, *all* programs (licensed care, HS/ECEAP and other certified programs) will be participating in TQRIS at Level one with at least 11 percent of all programs at Levels two-five.

Phase three - (2013) – Quality Improvement Phase

- *System-wide rating* - During this phase, all programs in the TQRIS will be rated. DEL will provide rating information on all participating programs via the DEL website by Fall 2013.
- *Policy Changes Implemented* – Tiered Subsidy Reimbursement and Extension of Eligibility are all on track to be implemented in 2013
- *Quality Improvement* - By the end of 2013, 30% of TQRIS participants will be at levels two-five

Phase IV (2014 and 2015) – Quality Transformation Phase

- *Quality Transformation* – By the end of 2015, 54% of all programs will be at TQRIS Levels two-five.
- *ECEAP Expansion* – More programs serving children with High Needs are at higher TQRIS quality levels, including new ECEAP programs

(Please see the end of Section B5 for all Targets and Performance Measures – only participation targets are included above)

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The plans for statewide QRIS implementation are ambitious and achievable. Washington has set the foundation for successful statewide expansion with strategic planning and support throughout the state and QRIS standards that have been tested, aligned with national and state standards and evaluated for effectiveness. DEL is positioned to move forward on this implementation plan by leveraging existing resources and expertise in our state ECEAP and Head Start programs, sharing and aligning resources to influence quality practice, building on strong partnerships with local organizations to build infrastructure and designing incentives to drive quality and participation of programs that serve high need children. Additionally, policy changes that underlie the phased strategy are attainable with legislative support and clear data to inform both the expectations and anticipated effects of supporting higher numbers of high need children and families.

High Quality Plans for Maximizing TQRIS Participation

Section B2 – Maximizing TQRIS Participation				
Outcomes:				
<ul style="list-style-type: none"> ➤ Promote Head Start and ECEAP programs at leaders in Washington’s TQRIS. ➤ Implement administrative policy changes related to Working Connections Child Care to ensure high need children are served in high-quality programs ➤ Finalize agreement between TQRIS and IDEA Part B and IDEA Part C to ensure children who have disabilities or developmental delays are part of Washington TQRIS quality framework. ➤ Implement pre-K Entitlement Program to expand access of high-quality pre-K for high-need children. 				
OUTCOME 1: Promote Head Start and ECEAP programs at leaders in Washington’s TQRIS.				
	2012	2013	2014	2015
Milestone 1: Develop streamlined TQRIS entry for Head Start and ECEAP programs	Finalize reciprocity agreement between DEL and Washington State Head Start & ECEAP programs Promote and implement participation (see Milestone 2) Lead: DEL	Promote and implement participation (see Milestone 2) Lead: DEL	Promote and implement participation (see Milestone 2) Lead: DEL	Promote and implement participation (see Milestone 2) Lead: DEL
Milestone 2: Implement outreach and engagement strategy to increase participation	Washington’s Educare program to lead development of outreach and engagement strategy	Implement outreach and engagement strategy to ensure 58% of Head Start and ECEAP programs join TQRIS	Implement outreach and engagement strategy to ensure 72% of Head Start and ECEAP programs join	Implement outreach and engagement strategy to ensure 73% of Head Start and ECEAP programs join

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	<p>for Head Start and ECEAP programs</p> <p>Implement outreach and engagement strategy to ensure 23% of Head Start and ECEAP programs join TQRIS</p> <p>Lead: DEL, Educare</p>	<p>Lead: DEL</p>	<p>TQRIS</p> <p>Lead: DEL</p>	<p>TQRIS</p> <p>Lead: DEL</p>
<p>OUTCOME 2: Implement administrative policy changes related to Working Connections Child Care to ensure high need children are served in high-quality programs.</p>				
	2012	2013	2014	2015
<p>Milestone 1: Implement tiered reimbursement for centers by January, 2013.</p>	<p>DEL works with partners and stakeholders to develop tiered reimbursement rate structure.</p> <p>DEL begins rule making process to add necessary Washington Administrative Code (WAC).</p> <p>DEL complete rule making process to make necessary changes to WAC.</p> <p>Lead: DEL</p>	<p>DEL launches tiered reimbursement for centers in the first quarter of 2013.</p> <p>Lead: DEL</p>	<p>DEL reports date on effectiveness of policy change in annual update to State Legislature.</p> <p>Lead: DEL</p>	<p>DEL reports date on effectiveness of policy change in annual update to State Legislature.</p> <p>Lead: DEL</p>
<p>Milestone 2: Implement tiered reimbursement for Family Child Care Homes by July, 2013.</p>	<p>DEL and SEIU finalize Collective Bargaining Agreement proposal and sends to State Legislature for approval</p> <p>Lead: DEL, SEIU</p>	<p>State Legislature approves Collective Bargaining Agreement.</p> <p>DEL completes rule making process to make necessary changes to WAC</p> <p>DEL launches tiered reimbursement for centers in the third quarter of 2013</p> <p>Lead: DEL, SEIU, State Legislature</p>	<p>DEL reports date on effectiveness of policy change in annual update to State Legislature</p> <p>Lead: DEL</p>	<p>DEL reports date on effectiveness of policy change in annual update to State Legislature</p> <p>Lead: DEL</p>
<p>Milestone 3: Implement 12 month subsidy eligibility for all children served with Working Connections Child Care (WCCC) – the state child care subsidy program</p>	<p>DEL submits Agency Request Legislation to implement 12 month eligibility for all children served with WCCC</p> <p>State Legislature passes legislation</p> <p>DEL completes rule making process to</p>	<p>DEL submits updated data to State Legislature on effectiveness of 12 month subsidy eligibility</p> <p>Lead: DEL</p>	<p>DEL submits updated data to State Legislature on effectiveness of 12 month subsidy eligibility</p> <p>Lead: DEL</p>	<p>NA</p>

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	<p>make necessary changes to WAC</p> <p>DEL implements 12 months subsidy eligibility for all children in third quarter of 2012</p> <p>Lead: DEL</p>			
<p>Milestone 4: Research costs and benefits associated with administrative changes to require Level two in TQRIS as minimum to accept WCCC</p>	<p>NA</p>	<p>DEL works with partners and stakeholders to develop implementation plan outlining costs and benefits of policy change</p> <p>Lead: DEL</p>	<p>If benefits outweigh costs, DEL begins rule making process to add necessary Washington Administrative Code (WAC).</p> <p>Lead: DEL</p>	<p>If benefits outweigh costs, DEL implements 12 months subsidy eligibility for all children in third quarter of 2015</p> <p>Lead: DEL</p>
<p>OUTCOME 3: Integrate IDEA Part B and Part C programs into Washington's TQRIS.</p>				
	2012	2013	2014	2015
<p>Milestone 1: Finalize agreement between TQRIS and IDEA Part B and IDEA Part C to ensure children who have disabilities or developmental delays are part of Washington TQRIS quality framework.</p>	<p>DEL to convene experts to develop recommendations</p> <p>Lead: DEL</p>	<p>DEL to propose recommendations to ELAC for feedback</p> <p>Finalize agreement and begin implementation</p> <p>Lead: DEL</p>	<p>NA</p>	<p>NA</p>
<p>OUTCOME 4: Implement Pre-K Entitlement Program to expand access of high-quality Pre-K for high-need children.</p>				
	2012	2013	2014	2015
<p>Milestone 1: Maintain ECEAP in short-term and expand ECEAP to serve all eligible children by 2018 through a statutory entitlement (ESSHB 2731).</p>	<p>Maintain the number of children currently served by ECEAP through 2013, regardless of budget shortfall</p> <p>Lead: DEL</p>	<p>Maintain the number of children currently served by ECEAP through 2013, regardless of budget shortfall</p> <p>Lead: DEL</p>	<p>Begin program expansion in areas of the state with the highest concentrations of poverty and the lowest percent of children currently being served by Head Start and ECEAP. Expansion to align with TQRIS, full-day kindergarten and WaKIDS implementation.</p> <p>Lead: DEL</p>	<p>Begin program expansion in areas of the state with the highest concentrations of poverty and the lowest percent of children currently being served by Head Start and ECEAP. Expansion to align with TQRIS, full-day kindergarten and WaKIDS implementation.</p> <p>Lead: DEL</p>
<p>Milestone 2: Develop implementation strategy for UPK (SB 6759)</p>	<p>Pre-K Work Group proposes concrete recommendations for a voluntary Pre-K program available to all of Washington's three and four year old children on Nov. 1, 2011.</p> <p>Lead: DEL, OPSI</p>	<p>Pre-K Work Group recommendations submitted to State Legislature for implementation.</p> <p>DEL and OSPI begin work based on Legislative action</p> <p>Lead: State Legislature, Governor</p>	<p>Stipulated by legislative action.</p> <p>Lead: DEL, OSPI</p>	<p>Stipulated by legislative action.</p> <p>Lead: DEL, OSPI</p>

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Section B2 Summary – Maximizing TQRIS Participation

Implementation Element	Level of Implementation	Rationale/Evidence
Participation of All Programs	Substantially Implemented	Embedded in adopted Program Standards- presumed participation of all licensed and certified programs (e.g. Head Start/ECEAP, other publicly funded programs)
Ambitious Targets for Participation	Substantially Implemented	100% participation in TQRIS at Level One in 2012. Presumed participation is embedded in Program Standards
Statewide Alignment	Substantially Implemented	TQRIS Standards and model fully align with Early Learning Benchmarks, WaKIDS, Head Start/ECEAP
Policies:		
Tiered Subsidy Reimbursement	High Quality Plan	Negotiation between DEL and SEIU in progress
Extended Subsidy Eligibility	Substantially Implemented	Successful 2010-11 pilot. DEL request legislation 2012.
ECEAP Expansion	High Quality Plan	State Legislation in place and currently being monitored by legislature and public.
Incentives:		
Quality Improvement Awards	Substantially Implemented	Implemented, tested and evaluated in Phase One
Professional Development Awards	Substantially Implemented	Implemented, tested and evaluated in Phase One
Training Hub Incentives	High Quality Plan	Reciprocity agreement currently being drafted with relevant stakeholders

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool ² <i>Specify: ECEAP</i>	260	260	100	260	100	260	100	260	100	260	100
Early Head Start and Head Start ^{3,4}	415	415	100	415	100	415	100	415	100	415	100

² Based on TQRIS Standards, all ECEAP programs qualify as a level one.

³ Data includes Migrant and Tribal Head Start.

⁴ Based on TQRIS Standards, all Head Start programs qualify as a level one.

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Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Programs funded by IDEA, Part C ⁵	See below										
Programs funded by IDEA, Part B, section 619 ⁶	See below										
Programs funded under Title I of ESEA ⁷	See below										
Programs receiving from CCDF funds ⁸	4718	4718	100	4718	100	4718	100	4718	100	4718	100
Licensed Child Care Centers	1567	1567	100	1567	100	1567	100	1567	100	1567	100
Licensed Family Child Care Homes	5164	5164	100	5164	100	5164	100	5164	100	5164	100

⁵ DEL is working with IDEA Part C to establish an agreement to promote TQRIS. Currently the majority of IDE A Part C programs are home-based and would therefore not fit within the model outlined in the TQRIS Standards.

⁶ Currently 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.

⁷ 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 on preschool would be captured in data for ECEAP, Head Start and licensed child care centers. DEL and OSPI will work to breakout this data in future years.

⁸ WCCC data based on current figures and do not include forecasts on possible changes based on policy changes and/or budget.

Section B3 – TQRIS Rating and Monitoring Programs

RTT-ELC Selection Criteria

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency;

Monitoring tools – Washington uses two assessment tools, the Environmental Rating Scale (ERS) and the Classroom Assessment Scoring System (CLASS), as the foundational components for monitoring and rating programs in TQRIS. These tools collectively provide the objective information needed to understand the quality of classroom environments and the teaching practices within those classrooms. The ERS and CLASS constitute 55 percent of overall facility rating for levels three and above. Washington’s TQRIS currently focuses on children birth through age 5 so the following measures are used depending on setting and age of children served:

- Early Childhood Environment Rating Scale – Revised (ECERS-R)
- Infant/Toddler Environment Rating Scale – Revised (ITERS-R)
- Family Child Care Environment Rating Scale – Revised (FCCERS-R)
- Classroom Assessment Scoring System (CLASS)
- Toddler Classroom Assessment Scoring System (Toddler CLASS)

Rating Process - One classroom is selected to represent each age group, regardless of program size, for the purpose of evaluating the impact of targeted coaching and use of quality resources and supports. One-third of all classrooms are evaluated every three years, which is the frequency recommended by the UW evaluation team. Programs will be re-rated if certain events occur, such as a change in director, licensing finding or if there has been significant staff turnover. Facilities may apply for a re-rating after one year if they have maintained all participation requirements and expectations and if they receive approval from their coach stating they have made significant progress on their Quality Improvement Plans/Goals.

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Since TQRIS has only been in operation for two years and re-ratings have not yet occurred, DEL and the evaluation team at the UW are currently defining these policies, which will be finalized by Winter 2012.

DEL will re-evaluate all current participants (early adopters) in July 2012 as well as start accepting new programs. For new participants, facilities must meet all level two requirements prior to receiving a formal assessment and rating. It will be up to the program and their coach to determine readiness and programs must have coach approval before applying for a rating assessment.

In order to ensure validity, programs are assessed and ratings are assigned by the third-party external evaluation team from the UW College of Education/ The Childcare Quality and Early Learning Center for Research and Training led by Dr. Gail Joseph. Based on the phase one implementation results, the evaluation team is currently reliable on all measures. The evaluation team is developing assessment and rating policies and procedures and will work with DEL to embed these processes within the TQRIS data system. This work will be finalized in Winter 2012. During year two of phase one, the UW/CQEL team established a rigorous approach to examining and maintaining reliable information during data collection as well as teams of local coders who can assist with data collection. Information related to reliability is presented for the CLASS and ERS measures separately before information about the coding teams is presented.

CLASS Reliability

According to established protocols, CLASS coders had to score above an 80 percent during training across five videos; they could not have more than two disagreements on the same dimension. The UW/CQEL added the requirement that coders also had to be at least 80 percent reliable on a video from the field with a gold-standard coder, who had experience scoring in the field. There were six preschool CLASS video coders who met these criteria. Across the six coders, the mean agreement was 87 percent, the standard deviation was 0.08, and the range was from 80 percent to 100 percent agreement. There were five Toddler CLASS coders who met these criteria. Across the five coders, the mean agreement was 90 percent, the standard deviation was 0.06, and the range was from 88 percent to 100 percent agreement. One coder was at 75 percent agreement on the first video but was at 100 percent agreement on a second video. The

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average of the two videos, 88 percent, was used in the reported numbers. When coding family child care that serves preschool and toddler children, coders used the Combined CLASS described above. Both of the Combined CLASS coders met these criteria and were in 90 percent agreement with each other.

Another additional level of information about reliability was assessed before spring data collection. Intra-rater reliability was assessed in the spring by having each coder rescore the fall reliability videos before the start of CLASS video scoring. There were six returning Preschool CLASS coders. Across the six coders, the mean agreement was 85 percent, the standard deviation was 0.14, and the range was 70 percent to 100 percent agreement. There were two coders at 70 percent agreement with their fall scores. Both of these coders were at 80 percent agreement with the gold standard coder. The practice of assessing intra-rater reliability is not part of CLASS protocol but was added by the UW team in order to ensure the consistency between fall and spring scores.

ERS Reliability

Training and reliability checks for the ERS measures were completed between November 17, 2009 and November 1, 2010 and again between February 1 and April 25, 2011.. Consistent with the ERS protocol from year one, reliability checks were completed on at least one of the ERS measures for each coder. The authors of the ERS measures completed some of the reliability trainings while UW trainers completed others. Across these trainings and reliability checks, the mean ERS agreement was 92 percent, the standard deviation was 0.025, and the range was between 87 percent and 99 percent. These rates were well above the 86 percent agreement that is required for observation using the ERS instruments. Perhaps more importantly, the processes used to track training and reliability are being used to inform the creation of QRIS data system to assure that this rigor is continued as the project is implemented on a larger scale.

Locally Centralized Data Collection System

The UW team established a locally centralized system for training reliability and data collection. There were five local leads representing different areas across Washington. We were able to build capacity so that we had 28 ERS and 12 CLASS observers. Four of these observers were bilingual. We are working to increase the number and diversity of local coding teams.

RTT-ELC Selection Criteria

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(b) Providing 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) and making 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.

TQRIS public information – Washington is building on the existing licensing information system, implementing the following statewide strategies to ensure families have access to the information they need to inform their child care choices. These strategies include:

Licensing information: Washington families currently have easily accessible information about safety and health in licensed child care facilities. DEL manages an online tool called Child Care Check that offers information about the history of licensed child care facilities, including health and safety violations. Families can call or email DEL for more information on valid licensing complaints, and trained DEL staff members respond within 48 hours in English or Spanish.

In addition, DEL contracts with the Washington State Resource & Referral Network (WSRRN) to provide information and customized referrals to families searching for high-quality licensed child care.

TQRIS rating information: As the Washington TQRIS expands around the state, program quality rating data will be made publicly available. Ratings will be online in mid-2012. (Rating data were not online during the 2009-2011 phase one implementation although participants were encouraged to share their ratings with the families enrolled in their program.) Washington is expanding the Child Care Check tool to include TQRIS program quality rating data. By using this resource, families will be able to find both basic licensing history and quality information for TQRIS participants in one place. DEL will continue to contract with the WSRRN to provide families with information and resources as they search for high-quality licensed child care that

best fits their needs. As TQRIS is implemented in other early learning programs, such as Head Start and ECEAP, ratings and information about these programs will be available online and in program communications to parents.

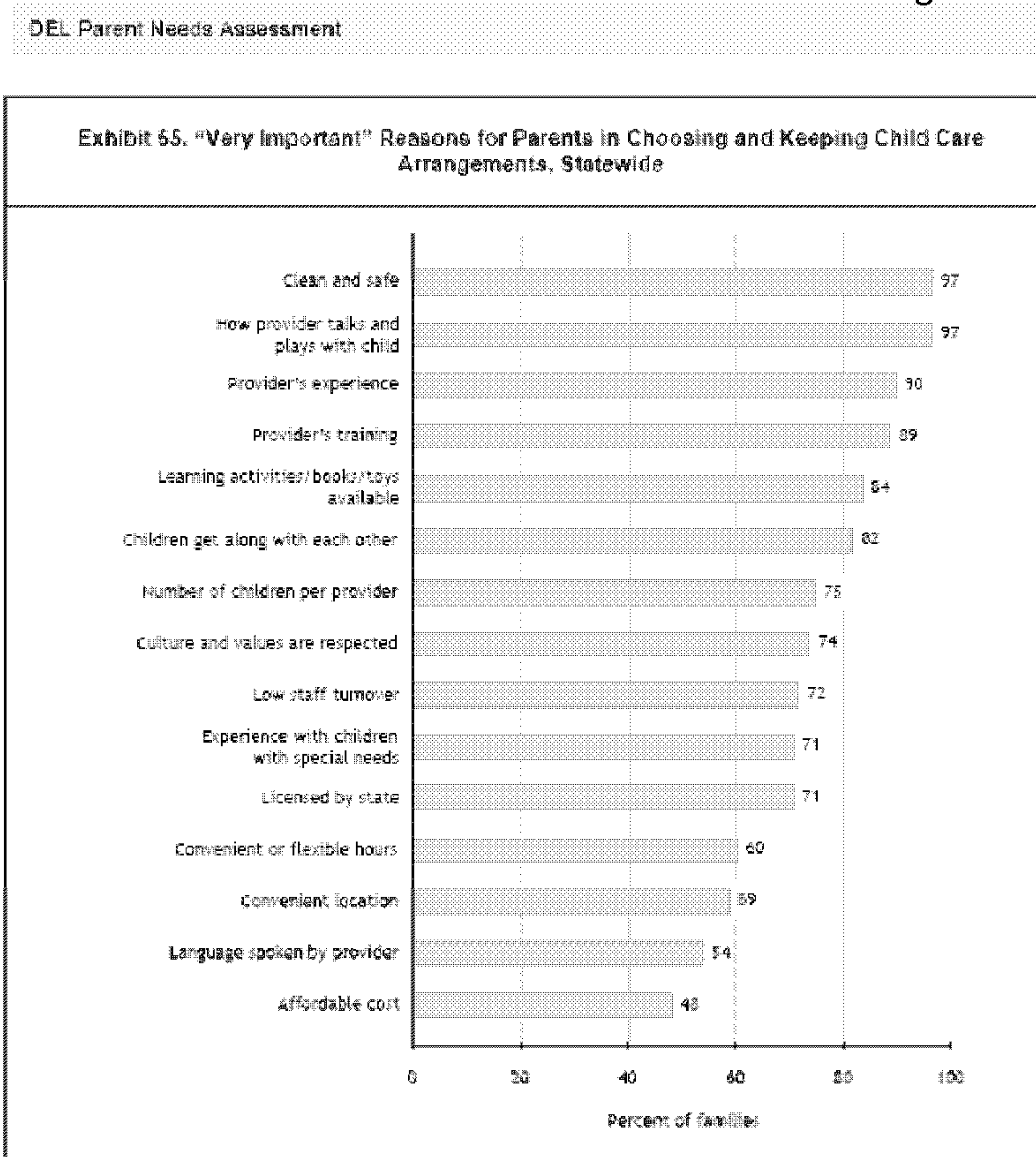
Parent-informed public information strategies: DEL works to deliver the information about quality that parents tell us they want. The DEL 2008 Parent Needs Assessment showed that parents in Washington who

have a child attending child care or pre-K consider early learning program quality very important, as well as other important considerations when choosing and keeping child care arrangements (see figure B4).

With support from the Bill & Melinda Gates Foundation, DEL is creating branding and communications materials for Washington’s TQRIS, including a name, logo and messaging for target audiences. This work will inform how we make program quality rating data available and the messaging we use in describing quality and how it supports school readiness. Branding and messaging is being done in collaboration with many partners around the state, including child care resource and referral agencies, state policymakers, families, child care providers and advocates.

The name, logo and messaging will be rolled out in late 2011. This will help ensure that “quality” is being defined and talked about in the same way at the local, regional and state level,

Figure B4



Note: Only parents with a child attending child care or preschool were asked these questions.

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so parents have a clear idea of what to look for when choosing child care or other early learning programs.

Reaching families with high-need children: DEL will coordinate with Head Start, ECEAP, and other programs that serve high-need children to provide TQRIS program and rating information to parents. Information about TQRIS will be shared with parents via family support staff and home visitors who develop strong partnerships with parents and caregivers. These programs will be instrumental in helping families understand the elements of quality care, how to interpret TQRIS ratings, and how to navigate the child care subsidy system.

High Quality Plans – TQRIS Rating and Monitoring

Section B3 - Assessing Quality with TQRIS Rating and Monitoring				
Outcomes:				
<ul style="list-style-type: none"> ➤ Build a cadre of reliable raters on both ERS and CLASS assessment tools. ➤ Publish and disseminate TQRIS rating information. ➤ Finalize and implement communications and branding strategy for Washington’s TQRIS. 				
OUTCOME 1: Build a cadre of reliable raters on both ERS and CLASS assessment tools.				
	2012	2013	2014	2015
Milestone 1: Ensure TQRIS evaluation partner (UW) builds capacity to meet volume targets.	UW achieve train the trainer status Lead: UW	Ensure 10 raters are trained to reliability Lead: UW	Ensure 15 raters are trained to reliability Lead: UW	Ensure 15 raters are trained to reliability Lead: UW
OUTCOME 2: Publish and disseminate TQRIS rating information.				
	2012	2013	2014	2015
Milestone 1: Ensure ratings are available on DEL’s Child Care Check and WSRRN referral database	7,406 ratings are posted on Child Care Check and via the WSRRN database Lead: DEL	1,425 updated ratings posted on Child Care Check and via the WSRRN database Lead: DEL, WSRRN	2,058 updated ratings posted on Child Care Check and via the WSRRN database Lead: DEL, WSRRN	1,925 updated ratings posted on Child Care Check and via the WSRRN database Lead: DEL, WSRRN
Milestone 2: Media and public awareness efforts to promote TQRIS, including Love Talk Play	Align with Love.Talk.Play. Develop media strategy Lead: DEL and Thrive	Explore expanding Love.Talk.Play to other age groups. Integrate into work with Community Coalitions Lead: DEL and Thrive	Love.Talk.Play expansion Integrate into work with Community Coalitions Lead: DEL and Thrive	Love.Talk.Play expansion Integrate into work with Community Coalitions Lead: DEL and Thrive
Milestone 3: Translate TQRIS materials into Russian, Somali, Spanish, and Vietnamese	Translations complete Develop outreach plan to target providers serving ELL children Lead: DEL, WSRRN	Research completed to translate into additional languages Outreach to providers serving ELL children (100% TQRIS programs) Lead: DEL, WSRRN	Outreach to providers serving ELL children (100% TQRIS programs) Lead: DEL, WSRRN	Outreach to providers serving ELL children (100% TQRIS programs) Lead: DEL, WSRRN

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		Lead: DEL, WSRRN		
Milestone 4: TQRIS data reported annually to Early Learning Advisory Council and State Legislature	Reported annually to Legislature in January, 2013. Lead: DEL	Reported annually to Legislature in January, 2014. Lead: DEL	Reported annually to Legislature in January, 2014. Lead: DEL	Reported annually to Legislature in January, 2015. Lead: DEL
OUTCOME 3: Finalize and implement communications and branding strategy for Washington's TQRIS				
	2012	2013	2014	2015
Milestone 1: Finalize communications and branding campaign	Complete communications and branding campaign for Washington's TQRIS Develop and distribute communication templates to WSRRN for local communication and recruitment efforts Lead: DEL	Ensure TQRIS brand and logo are used in all state, regional and local communication materials Integrate and promote TQRIS messaging in all relevant contracts. Lead: DEL	Ensure TQRIS brand and logo are used in all state, regional and local communication materials Integrate and promote TQRIS messaging in all relevant contracts. Lead: DEL	Ensure TQRIS brand and logo are used in all state, regional and local communication materials Integrate and promote TQRIS messaging in all relevant contracts. Lead: DEL
Milestone 2: Develop ad campaign.	Develop marketing and outreach strategy Lead: DEL	Marketing in seven regions across the state Lead: DEL	Marketing in nine regions across the state Lead: DEL	Marketing in ten regions across the state Lead: DEL

Summary Section B3 – TQRIS Rating and Monitoring Programs

Selection Criteria	Level of Implementation	Rationale/Evidence
Valid and Reliable Rating and Monitoring Tools (B3)	Substantially Implemented	Completed in Phase One implementation and evaluation
TQRIS Public Information (B3)	Substantially Implemented	Using and expanding on existing longstanding Child Care Check system, reach families with high need children via existing programs, implement public information plans well underway

Section B-4 – TQRIS Quality Improvement Efforts

RTT-ELC Selection Criteria

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

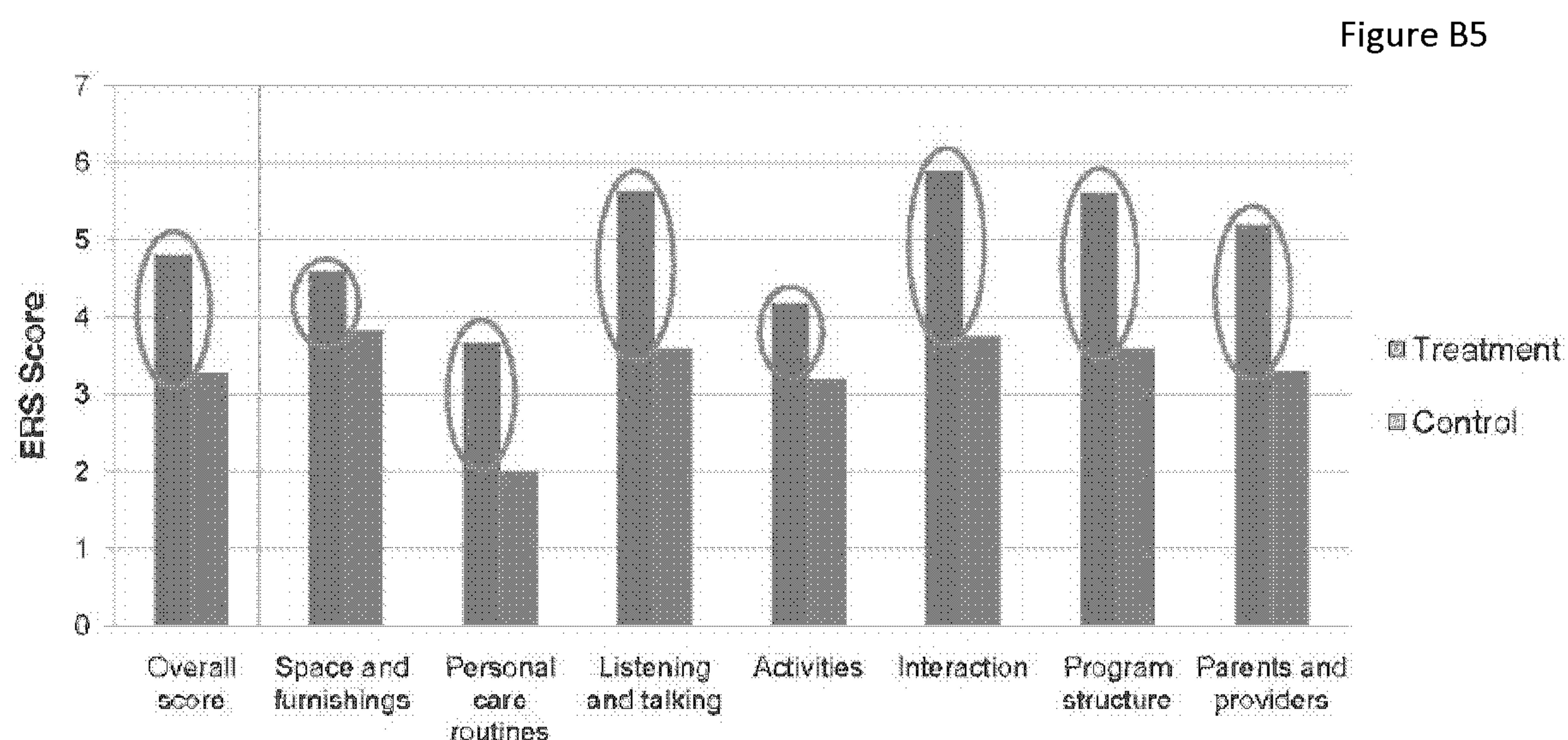
(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

Proven quality improvement model – The quality improvement component of Washington state’s TQRIS is built on a tested model that provides targeted support and incentives to promote high-quality interactions with children, and continuous improvement and competency among early learning providers across the state. The evaluation of the first two years of implementation provided useful data on the type and level of incentives and supports that maximize progress toward quality and lead to increased scores on standardized measurements embedded in the TQRIS standards.

Components of the Washington model for quality improvements include 1) coaching, 2) quality improvement awards, and 3) professional development opportunities, funds, and supports. These incentives and supports were chosen because they have been proven effective. In several other states that employ similar incentives, TQRIS has resulted in a majority of children receiving subsidies now being served in the states’ top-rated programs (after several years of implementation). The results of our phase one evaluation confirm that these supports and incentives also work in Washington. During the first year of implementation, Mathematica Policy Research conducted an impact evaluation and an implementation study of the quality improvement model (the model was originally called the Seeds to Success Field Test, Boller et al. 2010). The impact evaluation was designed to determine whether the coaching model and financial incentives implemented as part of TQRIS affect the quality of services provided by

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participating child care programs in both family home and center settings as compared to programs that did not receive TQRIS interventions (the control group). Results showed that the model significantly improved the quality of care (as measured by the Environmental Rating Scale – ERS) (see Figure B5). DEL contracts with The Washington Child Care Resource and Referral Network (WSRRN) to coordinate the TQRIS quality improvement efforts.



Source: Follow-Up Child Care Observation completed in winter 2010.
Sample Size: 14

1) Coaching

The Mathematica impact evaluation provided important results for our emerging TRQIS system after year one. One of the most important was this conclusion, validating the components of the model: *“The coaching and incentives that were provided under (the model) significantly improved the observed quality of child care. Most of the differences in observed quality were larger than those reported in other recent studies of child care or preschool quality improvement interventions (Landry et al. 2009; Jackson et al. 2007; Neuman et al. 2009; Powell et al. 2010)”*.

Washington’s investment in coaching is the single most important element of the model. (Both the Mathematica impact evaluation in year one and the continued evaluation by UW in year two also confirmed that coaching led to quality improvements.) Washington’s TQRIS uses the

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Consultative Coaching Program for Early Learning Professionals. This coaching program adapts the Coach Training Institute's Co-Active Coaching model and incorporates Gary Bloom's Blended Coaching techniques and principles of process consultation, all within the early learning context. Using active inquiry, observation and documentation skills, the coach uses data to help providers put research-based teaching practices into daily use. Research and evaluation partner, the Childcare Quality and Early Learning Center for Research and Training in the College of Education at UW, has helped ensure the coaching model is based on research-based practices for improving school readiness. Coaches focus on improving the quality of teacher-child interactions and the learning environment; ongoing child assessment; implementing research-based curriculum and teaching strategies; and individualizing teaching and learning, especially for children with special needs or who are having difficulty progressing in certain developmental domains.

Coaching is foundational to Washington's TQRIS. Coaches are highly trained early learning professionals with experience and education in early childhood education. **WSRRN** coordinates coaching efforts and coaches are hired locally, ensuring they know the community of providers they are working with and have knowledge of local resources and supports. Coaches serve as the point person between individual facilities and the broader system within local communities. Each rated facility will receive an average of eight hours of coaching per month based on facility size and need. U W is creating a "train the trainer" model for expanding coaching and ensuring that there both sufficient capacity and fidelity in implementation.

- 2. Quality Improvement Awards:** Washington encourages programs to increase their quality and make a positive impact on child outcomes by investing in quality improvement grants for facilities that reach higher TQRIS quality rating levels. The quality improvement awards specifically address an individual facility's needs measured by data on the standardized assessments embedded in the TQRIS model: ERS and CLASS. In combination, these assessments measure high quality practice as defined by Washington's TQRIS. After a facility is rated and scores are obtained on these assessments, coaches use the data is used to develop individualized quality improvement plan (QIP) to address gaps and areas of growth identified by assessment scores. Coaches serve a critical role in assisting programs to use quality improvement awards strategically and flexibly to make progress on quality improvement plans , increase

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assessment scores and overall TQRIS rating. Award levels increase as TQRIS ratings increase and range from \$1,500 to \$9,000 (see levels of awards in table below). Quality improvement grants are flexible, but coaches help programs prioritize areas of need such as classroom educational materials, teacher training, wage supplements, release time, curriculum materials, or parent trainings/supports.

3. Professional Development Opportunities, Funds, and Supports: Our quality improvement model provides a variety of supports and incentives to support programs that employ staff with a CDA/certificate or higher degree, which help them earn points toward the TQRIS Professional Development standard.

Scholarships and Opportunity Grants are provided to support participants' ongoing professional development goals once they reach levels three through five. Funding is evenly split between two results-based programs, Washington Scholarships (implemented by **WSRRN**) and Opportunity Grants (implemented by SBCTC).

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
Washington Scholarships (# students)	86	429	1032	1360
Opportunity Grants (# students)	28	142	353	482
Total Professionals Supported	113	571	1385	1842

- *Washington Scholarships* support participants working towards their CDA (Child Development Associate), ECE Certificate, AA/AAS degree in Early Childhood Education and BA degree. Washington Scholarships also offer CDA Assessment scholarships once students have completed the CDA course work. Awards equal \$1,800 per person, per year.
- *The Opportunity Grant* was created to help low-income adults complete at least 45 credits, earn a workforce credential and increase job skills and knowledge. Research conducted by Columbia University and the State Board for Community and Technical Colleges supports the theory that a credential in addition to 45 college credits is a tipping point for students to continue education. TQRIS participants will have access to scholarship support that will cover the cost of tuition, books and miscellaneous student expenses such as mentoring and career guidance. In addition to the opportunity to complete new statewide

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certificates and credentials in early childhood education, scholarship funding will support the attainment of Associate level degrees. Awards equal \$6,000 per person, per year.

- The *Professional Training Series* includes six trainings: Introduction to ERS and Class, Washington Early Learning Standards Overview, Introduction to the Core Competencies, Introduction to Cultural Competency, Promoting School Readiness, TQRIS Orientation. All training will be tracked in MERIT.
- *Head Start/ECEAP Training Hub Incentives*. Head Start and ECEAP will receive an annual incentive for becoming local training hubs for their community, providing leadership and support to local licensed child care facilities participating in the program. Head Start/ECEAP programs may provide training on ERS and CLASS assessment, family engagement, and other quality practices. The training hubs will create TQRIS communities of practice, sharing resources and improvement efforts on a community basis.
- *Other supports*. As described in earlier sections, tiered child care subsidy reimbursement is an additional financial incentive and will be embedded in TQRIS by July 2013. At the highest level, it is expected that reimbursement rates will be at the 75 percentile, in line with federal goals. Washington will also extend the family eligibility re-determination period to one year, providing families' continuity of care and also streamlining programs' participation in the subsidy program.

The following chart details a breakdown of TQRIS incentives including assumptions for participating facilities and average costs per facility.

QRIS Incentive	Assumptions			Cost Per Facility Annually
Coaching	LCC	12 hours/month		\$6890 per facility
	FCC	6 hours/month		
	Average	8 hours/month		
Quality Improvement Awards		<u>LCC</u>	<u>FCC</u>	<u>Weighted Averages</u>
	Level III	\$5,000	\$1500	Level III
	Level IV	\$7,500	\$2000	\$2,451
	Level V	\$9,000	\$3000	Level IV \$3,495
				Level V \$4,631

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Professional Development Incentives		
Washington Scholarships & Opportunity Grants	LCC average 4 staff/year FCC average 1 staff/year WA Scholarships: \$1,800 per student Opportunity Grant: \$6,000 per student	\$5526 per facility
Training - Director/Owner Professional Series	7 trainer-the-trainings \$218.80 per individual	\$218.80 per facility
Technical Assistance (Level II)	Technical Assistance \$121/hour Average 24 hours/year/facility	\$2904 per facility
Head Start/ECEAP Incentive	Participation in Training Hub	\$5000 per facility
Tiered Reimbursement	Final reimbursement rates to be developed in first quarter of 2012 with guidance of ELAC, QRIS Steering Committee and other stakeholders. To be implemented beginning January, 2013.	Final rates TBA

Summary – Washington’s TQRIS includes a thoughtfully chosen package of incentives and supports that have been proven to increase quality of care on a statewide level, especially for high-need children. While the TQRIS model invests highly in demonstrable quality improvements with direct impact on children and their learning environments, the incentives and supports may indirectly also promote additional quality measurements such as increased wages and increased staffing. Programs may choose to use their Quality Improvement Awards and increased subsidy reimbursement to support higher wages, increased levels of staffing and other quality efforts. Washington’s investment strategy also results in an affordable TQRIS model, compared to models that invest in higher wages and staffing more directly. After Washington’s TQRIS has reached sufficient saturation and achieved a sustainable budget, DEL will consider adding additional incentives to support compensation increases based on facility rating.

RTT-ELC Selection Criteria

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services);

Family Support is embedded in Washington's TORIS model and Program Standards -

Washington's TQRIS ensures that all programs are progressing toward providing supports for working families, especially those who have children with high needs. To attain higher quality levels and ratings, programs must demonstrate they are providing increasing levels of family support and engagement. Key components include:

- **Strengthening Families Framework.** The Family Engagement and Partnership standard integrates the research based Strengthening Families framework and encourages programs to implement strategies to meet the specific needs of enrolled families. (The Strengthening Families framework is discussed in more detail in section C4.) The Strengthening Families Self-Assessment is required for all programs to achieve a level two rating and provides facilities with a roadmap for setting goals that are meaningful for the unique needs and profile of their enrolled families and helps them target their coaching efforts specifically on gaps that they themselves identify. The Strengthening Families model emphasizes protective factors to promote resiliency in families. This approach intentionally supports families and children with high needs who often experience stressors at a higher rate than their counterparts. Further, the framework provides a bridge between parents and providers that enables them to partner effectively for the benefit of children in care. All programs must demonstrate effective family engagement and support to attain higher TQRIS ratings.

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- TQRIS applies Family Engagement and Partnership Standard to Full Day, Full Year Programs. Since the majority of programs that participate in TQRIS are full-day, full-year licensed programs, the Family Engagement and Partnership standard ensures that more full-day, full-year programs are providing working families with high-quality child care and family supports. In addition, all programs that serve low-income working families on child care subsidies must meet TQRIS family support standards to receive higher quality ratings. The inclusive structure of Washington's TQRIS ensures that low-income working families will have increasing access to high-quality programs that offer the supports they need to be successful.
- Coaching, Quality Improvement Plans and Awards provide family supports. Washington designed a model that offers flexible choices for spending quality improvement awards linked to facility needs and populations served. TQRIS coaches assist programs to develop Quality Improvement Plans that will help programs meet all TQRIS standards including the Family Engagement and Partnership standard. As part of their QIP, programs can spend improvement dollars on items to support children and families with high needs such as transportation, full-year care, meal assistance and other family supports.
- Head Start/ECEAP as Leaders in Family Support. Head Start and ECEAP programs have been providing comprehensive family support services for decades and as part of TQRIS, they will provide leadership to other programs in their communities. By becoming a training hub as described above, they can open their family support training to other child care staff, open their parent trainings and events to others, and create communities of practices around family engagement strategies. Washington's TQRIS model is designed to promote sharing of quality practices and resources, including family support practices, across program sectors.

In addition, Washington's planned program and policy changes will increase the number of programs who offer family supports to high-need children. These include:

ECEAP Expansion and UPK Plans – As Washington implements its mandate to serve all eligible children in the ECEAP program and develops a comprehensive pre-K program for all children,

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many more high-need children will be able to enroll in these programs and have access to the family support services and supports embedded in them.

Family support policy changes – To ensure continuity of care, policy changes will result in 12-month eligibility periods for Working Connections Child Care (WCCC), the state’s child care subsidy program. Additionally, more children in WCCC will be placed in high-quality care that include family support services, due to a tiered reimbursement structure that rewards high quality facilities that accept children and families receiving subsidies.

Tiered Reimbursement for WCCC – DEL will implement tiered reimbursement for licensed homes and family child care programs in 2013. All TQRIS programs will be eligible. While rates are not finalized, DEL is committed to promoting quality by ensuring higher-rated programs receive the most support. We believe this policy, along with the many other TQRIS supports, will help programs increase and maintain quality education. In addition, this policy change will allow Head Start and ECEAP programs the flexibility to braid funding to create full-day, full-year programs for high-need children.

For more detail on Washington’s statewide family engagement strategy, please see section C4.

RTT-ELC Selection Criteria

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) 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 Tiered Quality Rating and Improvement System.

The following table summarizes Washington’s TQRIS Targets and Performance Goals:

Performance Goals, Targets, & Timeline				
<p>Section B: Expand a TQRIS system at scale that promotes quality improvements and improves access to quality for high-needs children. B1 – Promote Excellence in TQRIS Program Standards and Quality Levels B2 – Maximize TQRIS Participation B3 – Assess Quality with TQRIS Rating and Monitoring B4 – Promote Continuous Quality Improvement in TQRIS B5 – Ensure Impact with TQRIS Validation and Evaluation</p>				
	2012	2013	2014	2015
TQRIS Targets	<ul style="list-style-type: none"> 100% of all programs in TQRIS Level one 11% of all programs in TQRIS two-five 14% of licensed child care centers in TQRIS two-five 9% of licensed family child care homes in TQRIS two-five 23% of Head Start/ECEAP programs in TQRIS three-five 	<ul style="list-style-type: none"> 30% of all programs in TQRIS two-five 35% of licensed child care centers in TQRIS two-five 25% of licensed family child care homes in TQRIS two-five 58% of Head Start/ECEAP programs in TQRIS three-five 	<ul style="list-style-type: none"> 47% of all programs in TQRIS two-five 52% of licensed child care centers in TQRIS two-five 42% of licensed family child care homes in TQRIS two-five 72% of Head Start/ECEAP programs in TQRIS three-five 	<ul style="list-style-type: none"> 54% of all programs in TQRIS two-five 60% of licensed child care centers in TQRIS two-five 50% of licensed family child care homes in TQRIS two-five 73% of Head Start/ECEAP programs in TQRIS three-five
Children served	<ul style="list-style-type: none"> 14% of children served in TQRIS two-five 16% of high need children served in TQRIS two-five 	<ul style="list-style-type: none"> 38% of children served in TQRIS two-five 41% of high need children served in TQRIS two-five 	<ul style="list-style-type: none"> 55% of children served in TQRIS two-five 57% of high need children served in TQRIS two-five 	<ul style="list-style-type: none"> 60% of children served in TQRIS two-five 62% of high need children served in TQRIS two-five
Performance Goals:	<ul style="list-style-type: none"> 113 of Early learning professionals working on credential or degree program as part of TQRIS. 10% training available due to Head Start/ECEAP 3% of TQRIS programs trained on formative assessment tools 	<ul style="list-style-type: none"> 571 of Early learning professionals working on credential or degree program as part of TQRIS. 15% training available due to Head Start/ECEAP 9% of TQRIS programs trained on formative assessment tools 	<ul style="list-style-type: none"> 1,385 of Early learning professionals working on credential or degree program as part of TQRIS. Component 20% training available due to Head Start/ECEAP 17% of TQRIS programs trained on formative assessment tools 	<ul style="list-style-type: none"> 1,842 of Early learning professionals working on credential or degree program as part of TQRIS. 25% training available due to Head Start/ECEAP 20% of TQRIS programs trained on formative assessment tools
Timeline	Ongoing			

Ambitious yet achievable targets— By the end of 2015, the majority of Washington’s early learning and development programs will be providing care rated in the higher levels of the

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TQRIS. Three quarter of the Head Start/ECEAP programs will be in the top-quality tiers. The plans for achieving targets for the number of early learning and development programs in the top tiers of TQRIS are ambitious and achievable. Washington has invested in evaluating the TQRIS standards, and with this information can make data-driven decisions on incentive structures that have been shown to drive quality. Washington is investing heavily in top-tier facilities that are able to demonstrate and maintain high levels of quality by offering coaching at higher levels of the TQRIS standards, increasing quality improvement awards with higher level attainment and rewarding high-rated facilities with increased subsidy payments. This model ensures that children with high needs have increased opportunities to access high-quality facilities, an important link to best practice that has been demonstrated through empirical research.

High Quality Plan for TQRIS Quality Improvement

Section B4 - Promoting Continuous Quality Improvement in TQRIS				
Outcomes:				
<ul style="list-style-type: none"> ➤ Build a cadre of trained, professional coaches statewide. ➤ Implement professional development supports and incentive awards for participating TQRIS programs. ➤ Increase family engagement in TQRIS participating programs. ➤ Implement administrative policy changes related to Working Connections Child Care to ensure high need children are served in high-quality programs ➤ Implement Pre-K Entitlement Program to expand access of high-quality Pre-K for high-need children. 				
OUTCOME 1: Build a cadre of trained, professional coaches statewide.				
	2012	2013	2014	2015
Milestone 1: Refine comprehensive coach model	Recommendations for comprehensive coach model complete, including evaluation expectations Current coaches begin implementation Use current coaches as peer trainers & mentors Lead: UW, DEL	New coaches hired and trained Lead: WSRRN	New coaches hired and trained Coach mentors are identified coach evaluation begins Lead: UW, WSRRN	New coaches hired and trained Coach model is evaluation is complete Lead: WSRRN, UW
Milestone 2: Develop comprehensive coach core training series	Coach core training series finalized and implemented Current coaches are trained to reliability on the ERS and CLASS Lead: UW	100% of new coaches are trained Lead: UW	100% of new coaches are trained Lead: DEL	Training series is evaluated Lead: DEL

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OUTCOME 2: Implement professional development supports and incentive awards for participating TQRIS programs.				
	2012	2013	2014	2015
Milestone 1: Implement Quality Improvement Awards based on Quality Improvement Plans.	58 programs receive Quality Improvement Awards. Lead: DEL	297 programs receive Quality Improvement Awards. Lead: DEL	727 programs receive Quality Improvement Awards. Lead: DEL	977 programs receive Quality Improvement Awards. Lead: DEL
Milestone 2: Implement HS/ECEAP Training Hub Incentive Awards.	152 Head Start and ECEAP programs receive Training Hub Incentive Awards Lead: DEL	388 Head Start and ECEAP programs receive Training Hub Incentive Awards Lead: DEL	483 Head Start and ECEAP programs receive Training Hub Incentive Awards Lead: DEL	493 Head Start and ECEAP programs receive Training Hub Incentive Awards Lead: DEL
Milestone 3: Promote WA Scholarships and Opportunity Grants for early learning professionals in participating TQRIS programs.	113 early learning professionals receive support to complete degree or credential Lead: DEL	571 early learning professionals receive support to complete degree or credential Lead: DEL	1,385 early learning professionals receive support to complete degree or credential Lead: DEL	1,842 early learning professionals receive support to complete degree or credential Lead: DEL
OUTCOME 3: Increase family engagement in TQRIS participating programs.				
	2012	2013	2014	2015
Milestone 1: Implement TQRIS family engagement standards – Strengthening Families Protective Factors	Develop sources of evidence to verify if programs are meeting TQRIS standards. 3% Trainings for participating TQRIS programs Lead: DEL	9% Trainings for participating TQRIS programs Lead: DEL	17% Trainings for participating TQRIS programs Lead: DEL	20% Trainings for participating TQRIS programs Lead: DEL
Milestone 2: Promote alignment between TQRIS and Head Start (ECEAP) family engagement activities	Complete Reciprocity agreement between DEL and Head Start/ECEAP with incentives to support expansion of family engagement training Develop statewide training calendar. 152 Head Start and ECEAP programs in TQRIS and expanding training opportunities Lead: DEL	Develop statewide training calendar. 388 Head Start and ECEAP programs in TQRIS and expanding training opportunities Lead: DEL	Update statewide training calendar. 483 Head Start and ECEAP programs in TQRIS and expanding training opportunities Lead: DEL	Update statewide training calendar. 493 Head Start and ECEAP programs in TQRIS and expanding training opportunities Lead: DEL
OUTCOME 4: Implement administrative policy changes related to Working Connections Child Care to ensure high need children are served in high-quality programs (Note: See same information as outlined in Section B2/Outcome 2)				
OUTCOME 5: Implement Pre-K Entitlement Program to expand access of high-quality Pre-K for high-need children (Note: See same information is the same as Section B 2/Outcome 2)				

Summary Section B4 – TQRIS Quality Improvement Efforts

Selection Criteria	Level of Implementation	Rationale/Evidence
Quality Improvement Model – Coaching and Incentives	Substantially Implemented	Tested and evaluated in Phase One.
Providing Family Supports	Substantially Implemented	Implemented in Phase One, Part of Standards
Ambitious Targets for Participation in Higher Levels of TQRIS	High Quality Plan	

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)⁹	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	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
Number of programs in Tier 2	23	592	1,542	2,273	2,512
Number of programs in Tier 3	47	67	214	418	542
Number of programs in Tier 4	76	93	299	486	561
Number of programs in Tier 5	39	50	172	306	368
<i>Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier. [Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]</i>					

⁹ Baseline data based on June 30, 2010 evaluation, projected Head Start/ECEAP participation rates in 2012, and remaining licensed programs at level I.

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Performance Measures for (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 Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: ECEAP</i> ¹⁰	9,532	1,936	21 %	1,936	21 %	4,948	53 %	6,024	70 %	6,024	64 %
Early Head Start and Head Start ¹¹	15,117	3,401	23 %	3,401	23 %	8,692	57 %	10,960	73 %	11,338	75 %
Early Learning and Development Programs funded by IDEA, Part C ¹²	5,592										
Early Learning and Development Programs funded by IDEA, Part B, section 619 ¹³	9,946										
Early Learning and Development Programs funded under Title I of ESEA ¹⁴	3,260 ¹⁵										
Early Learning and Development Programs receiving funds from the State's CCDF program ¹⁶	63,440	108	.2%	5,745	9%	15,621	25 %	21,616	34 %	23,521	37 %
NOTE: "Top Tiers" defined as levels three-five in Washington's TORIS.											

¹⁰ Within the ECEAP program total: 8,024 children are funded with State GF, 581 children are funded through IDEA Part B, 723 children are funded through Title-I or local district funding and 204 children are private pay.

¹¹ Data includes Migrant and Tribal Head Start.

¹² 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 TQRIS Program Standards.

¹³ Currently classes for children funded by Part B are operated by school districts not licensed by DEL and therefore cannot participate in TQRIS. As indicated in the MOU, OSPI and DEL have agreed to develop a work plan to integrate classes serving children under Part B into TQRIS as appropriate.

¹⁴ Title I expenditures are determined at the local school district level. DEL is working with OSPI (Title I) to establish an agreement to understand and promote connections between Title I and TQRIS. Currently some Title I expenditures on preschool are captured in data for ECEAP, Head Start and licensed child care centers. DEL and OSPI will work to breakout this data in future years.

¹⁵ Title I expenditures are determined at the local school district level. For the 2010-2011 school year, district end-of-year Title I – OSPI reports show that 3,260 children received preschool services in district operated programs.

¹⁶ WCCC data based on current figures and do not include forecasts on possible changes based on policy changes and/or budget. Baseline figures based on June 30, 2011 evaluation.

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.
(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

TQRIS validation - Washington has completed an evaluation of its Phase One TQRIS statewide implementation. Based on results of the two separate studies over the two-year phase one), Washington now has a TQRIS model that is informed and supported by research.

In 2009, Mathematica Policy Research conducted an impact and implementation evaluation of the first year of implementation, called Seeds to Success (Seeds). The impact evaluation was designed to determine whether the coaching model and financial incentives implemented as part of Seeds affected the quality of services provided by participating child care programs in both family home and center settings, compared with programs that did not receive Seeds. Across the two communities, Mathematica randomly assigned the 52 family child care providers and 14 centers that volunteered to participate into treatment and control groups. The treatment group received coaching, quality improvement grants, and funds for professional development opportunities and supports; the control group received funds only for professional development opportunities and supports. The goals of the implementation study were to determine whether Seeds met its goals of providing intensive, high-quality coaching and other supports to participating providers and to capture the lessons learned about implementation during the first year.

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The Seeds impact and implementation evaluation provides important lessons for Washington and future QRIS activities. The five key lessons were:

1. Implementing the Seeds/TQRIS model is feasible. Coaching and incentives are sufficient to motivate participation and, overall, providers said they found coaching very helpful.
2. The TQRIS model significantly improved observed quality of child care.
3. The short timeframe of the implementation prohibited substantial gains in educational attainment, but the TQRIS intervention did increase center-based teacher enrollment in training and educational activities.
4. Due to the building blocks scoring system that requires all standards at a given level to be met before a higher rating can be given, *large* improvements in observed quality did not translate into higher TQRIS scores.
5. Rating a small number of areas, coupled with intensive coaching and quality improvement grants, can yield substantial child care quality improvements.

The first-year Mathematica randomized control study focused specifically on two communities and specific standards of the TQRIS framework. In contrast, the second-year UW evaluation focused on the entire standards framework in all five communities that participated in phase one implementation. Also in the year-two evaluation, all participating providers received training and coaching, and improvements and impacts were measured by comparing pre- and post-scores. After the preliminary rating for each program was assigned, members of the UW team provided participating programs and coaches training on the different measures that are embedded within the Seeds to Success Quality Standards; specifically, the Environmental Rating Scales (ERS) and the Classroom Assessment Scoring Scale (CLASS). In late Spring 2011, data was collected to examine the impact of program services provided during TQRIS implementation.

The final sample included 86 early learning and care providers from five Washington communities, comprised of 49 child care centers (CCC) and 37 family child care providers (FCC). More specifically, there were 18 providers in East Yakima (eight FCC and 10 CCC); 18 providers in White Center (eight FCC and 10 CCC); 19 providers in Spokane County (nine FCC and 10 CCC); 19 providers in Clark County (nine FCC and 10 CCC); and 12 providers in Kitsap County (three FCC and nine CCC). According to self-reported

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information from participating providers that was not independently verified, there were 4,532 children enrolled across these participating programs.

Four types of measures informed the Seeds Quality Standard Ratings. The first two were established quantitative measures of classroom quality, namely the Environmental Rating Scales (ERS) and the Classroom Assessment Scoring Scale (CLASS). The second two measures were self-report surveys that providers filled out with coach assistance, namely the Self-Assessment Questionnaire and Documentation Guide and the Professional Development and Training Survey. Data for each of these measures were collected between August 16 and November 10, 2010 and again between March 1 and May 5, 2011.

Across all communities, TQRIS Ratings and ERS scores improved significantly from fall to spring. There were also gains in the emotional support domain of the CLASS for pre-K and toddler CCC classrooms as well as an increase in the classroom organization domain for the pre-K CCC classrooms. Improvement in programs was also demonstrated by a decrease in the number of providers between fall and spring who were considered to be at provisional status. In the fall, 54 percent of the providers did not meet TQRIS level one criteria and were therefore assigned a provisional status. In the spring, the number had decreased to 13 percent of the providers were at provisional status.

Based on these evaluation results, UW made several recommendations to further refine the quality standards and systems framework and infrastructure. The recommendations are reflected in the quality program standards TQRIS model that are currently adopted and in place. The recommendations were as follows:

- Keep the focal point on improving outcomes for children – ensure that individual children’s experiences are included. Include a Focal Child Measure to achieve this.
- Include multiple measures of quality.
- Develop more explicit alignment between quality measures and professional development.
- Create a locally centralized model wherein systems roles are clearly defined .
- Assure that coaches are reliable on the CLASS and ERS.
- Use a hybrid model rather than a building block approach to quality levels.

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- Conduct further longitudinal research to validate that the TQRIS is improving school readiness outcomes statewide.

Correlating TQRIS Ratings and Children's Progress and School Readiness. DEL and UW are developing a long-term evaluation plan, which includes ongoing assessment of the quality standards and system design. Longitudinal research is planned to study the extent to which the measures of program quality predict positive outcomes and school readiness for children. Integrating ongoing assessment of young children's development, aligned with the WaKIDS Kindergarten Entry Assessment tool, will create a comprehensive quality improvement and outcomes system for early learning in Washington. Child outcomes data will be used for continuous improvements in all key components of the early childhood system including the quality rating standards, the professional development approach and coach competencies and the measures of quality. For example, it might be determined that the global quality measures are not specific enough to determine the necessary supports for language and literacy, math and science or self regulation.

Meeting Individual Children's Needs. A majority of participating programs serve children with disabilities and other specialized needs. Because of the need these children have for individualization, an important question is whether, as measured in standard quality measures, every child in attendance experiences the overall quality of the program. Global quality measures such as the CLASS and ERS may capture the experiences of most, but not all, of the children in care (Wolery, 2004). An overall quality score can provide a ceiling indicator of quality, but an individual child's experiences may differ from the overall score, especially if the child has a disability.

One approach that will be incorporated into quality measures to investigate the extent to which children with special needs receive high-quality care and education, includes randomly selecting a focal child or children with special needs whose experiences are closely observed and rated. In short, the observer uses the CLASS and ERS to look specifically at the focal child's experience.

Washington will conduct a formal evaluation of its quality standards framework within five years, including annual reviews of statewide implementation. The current quality standards will

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not be modified until we have appropriate time to evaluate their effectiveness and impact on a large scale in multiple early learning settings.

High Quality Plans – TQRIS Validation

Section B5 – Ensuring Impact with TQRIS Validation and Evaluation				
Outcomes:				
<ul style="list-style-type: none"> ➤ Evaluate TQRIS Standards to ensure program effectiveness and system wide impact. ➤ Ensure TQRIS model promotes school readiness by increasing child outcomes. ➤ Ensure children with disabilities and developmental delays are receiving high quality early education. 				
OUTCOME 1: Evaluate TQRIS Standards to ensure program effectiveness and system wide impact.				
	2012	2013	2014	2015
Milestone 1: Develop long term evaluation plan which includes ongoing assessment of the quality standards and system design.	NA	Research design is developed to assess quality standards and system supports including coaching Lead: UW	TQRIS evaluation using individual facility assessment data. Lead: UW	Evaluation complete, modifications made to quality standards and TQRIS training series as necessary Lead: UW
OUTCOME 2: Ensure TQRIS model promotes school readiness by increasing child outcomes.				
	2012	2013	2014	2015
Milestone 1: Implement longitudinal research to study the extent to which the measures of program quality predict positive outcomes and school readiness for children.	NA	Research design developed in partnership with DEL and OSPI Lead: UW	Impact study and evaluation begins in randomly selected facilities Lead: UW	Study complete and recommendations submitted. System modifications made. Lead: UW
Milestone 2: Integrate ongoing assessment of young children’s development, aligned with WaKIDS assessment tool.	Develop training series focused on formative assessment Lead: UW, DEL	Implement training series to participating TQRIS programs Lead: UW, DEL	Implement training series to participating TQRIS programs Lead: UW, DEL	Make changes based on evaluation outlined above in Milestone 1 Lead: UW, DEL
OUTCOME 3: Ensure children with disabilities and developmental delays are receiving high quality early education.				
	2012	2013	2014	2015
Milestone 1: Oversample data from children with disabilities and developmental delays to ensure these children receive high quality care and education	NA	Focal child assessments begin in participating TQRIS facilities. Lead: UW	Focal child data is compared and evaluated Lead: DEL	System supports are implemented in each TQRIS region Lead: DEL

Summary – Section B5 – TQRIS Validation

Selection Criteria	Level of Implementation	Rationale/Evidence
Initial Evaluation of Standards and Model	Fully Implemented/Complete	Completed June 2011 – Standards and model revised based on results
Children’s School Readiness Rates	High Quality Plan	Plans to collect statewide data on Focal Child Measure, as well as correlate TQRIS ratings with WaKIDS data

C. Promoting Early Learning and Development Outcomes for Children

C1: Developing and using statewide, high-quality Early Learning and Development Standards

Introduction: A common set of statewide early learning and development standards have served as a key foundation in Washington’s effort to implement a comprehensive early learning system. Released in 2005, all of the system components launched since then, including TQRIS, statewide professional development, kindergarten entry assessment, are built upon these early learning standards. They have served to ensure an integrated system based on common set of expectations, guidelines, and developmental milestones for young children.

Washington’s Early Learning and Development Benchmarks (Benchmarks) were developed in partnership with a team of national experts and with broad input from Washington stakeholders in order to ensure they are developmentally relevant for all Washington children from birth to age five. The effort to develop the Benchmarks was led by a core interagency team that included members representing Head Start, child care, ECEAP (state pre-k), health, K-12, and the Governor’s Office. A team of consultants from the National Center for Children and Families at Teachers College within Columbia University was engaged to author the document. Broad input was obtained via an advisory panel including individuals from across the Washington early learning field as well as public comment. The resulting Benchmarks are grounded in current research and best practices, reflect a whole-child understanding of development, are aligned with the K-12 standards, and include intentional recognition of the role of cultural context in children’s growth and learning.

Recognizing that the work of developing high-quality standards that reflect the changing needs of the Washington families is a process that is never complete, Washington is in the process of revising the Benchmarks to be more user-friendly, culturally competent, and include specific standards to align from birth to grade 3. The revised Benchmarks—renamed the “Guidelines”—are out for review and input from constituents with a completion date scheduled for December 2011.

RTT-ELC Selection Criteria

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

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;*

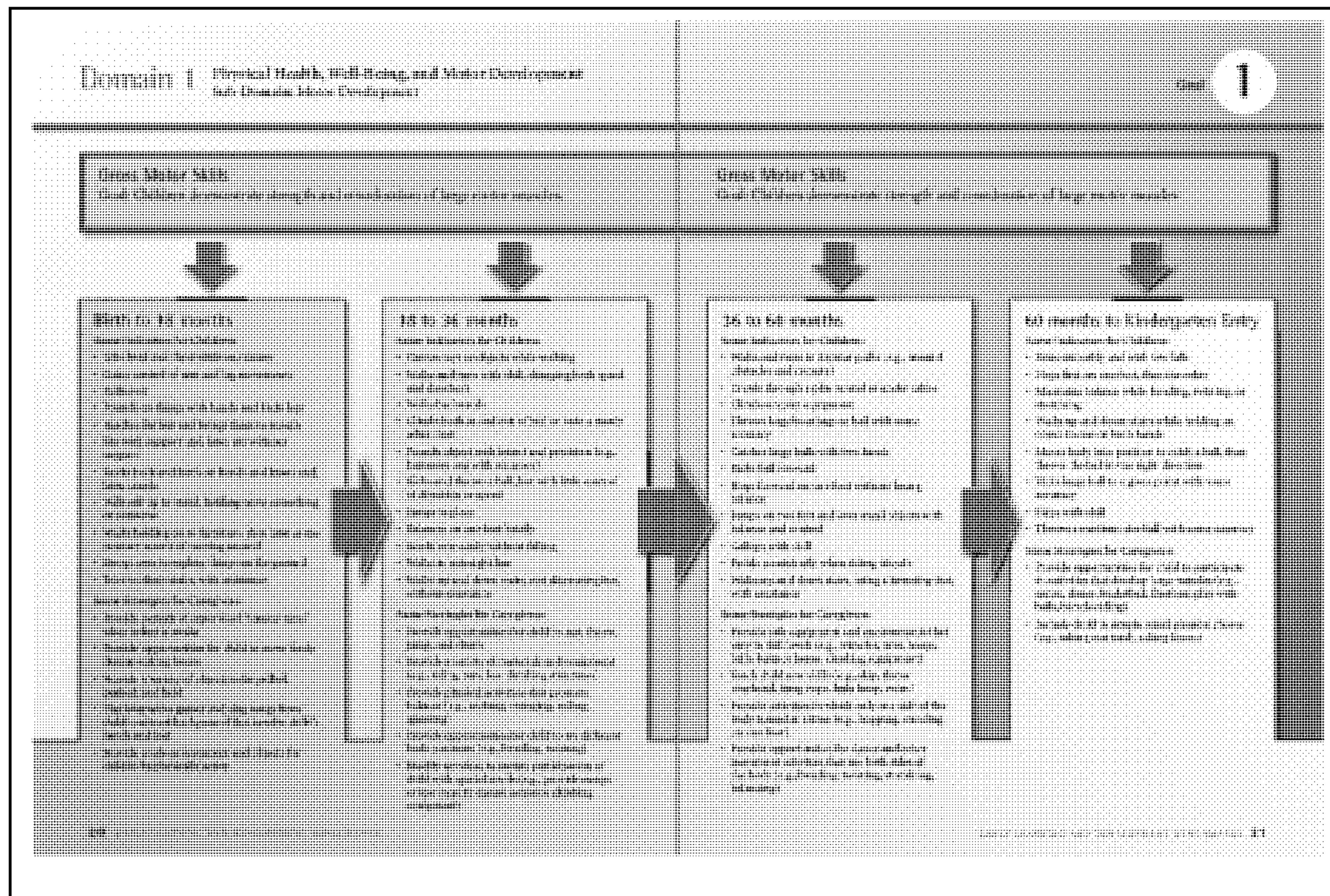
The Benchmarks serve as a source document, informing parents and caregivers in these settings about expectations for children’s development and learning. Specifically, the Benchmarks provide a set of early learning standards that spell out what young children should know and be able to do by the time they reach the end of each of four critical stages of development: 18 months, 36 months, 60 months, and entry to kindergarten.

The Benchmarks are structured based upon the following domains: physical well-being; health and motor development; social and emotional development; approaches toward learning; cognition and general knowledge; and language, literacy and communication. Each domain is broken into multiple sub-domains with indicators provided across the four age ranges.

The Benchmarks are structured to promote individualization based on the needs of children. Each domain introduction includes emphasis on the variability of children’s development based on culture, special needs, and basic differences between individual children. Within the Benchmarks, there is information and indicators specific to dual-language learners. The current document is available in English and Spanish. The current revision process includes making the benchmarks available in a wider variety of languages. A sample of one of the Benchmarks is included below (see Figure C1).

In developing the Benchmarks, efforts were made to include the unique learning needs of children with disabilities and children whose home language is not English. To this end, the goal statements are intended for all children, but the indicators and strategies attempt to incorporate modifications to reflect children’s diversity.

Figure C1



A full set of the Washington Early Learning and Developmental Benchmarks are included in Appendix 26.

RTT-ELC Selection Criteria

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

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that—

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State’s K-3 academic standards in, at a minimum, early literacy and mathematics;

Washington recognizes that children are successful when the knowledge and experience they gain at one age builds upon the learning and experiences that came before. Based upon this understanding, intentional alignment between the Benchmarks and K-3 standards was a priority

in their development. The Benchmarks include an alignment chart that crosswalks the content of the Benchmarks with corresponding K-3 standards so users can clearly see how they fit together. The alignment between the Benchmarks and K-12 standards is for all domains, including mathematics and literacy.

The K-12 alignment will be expanded in the updated version, which will extend the standards through third grade and is being developed in close partnership with K-12 staff to ensure the content is aligned with existing academic standards. This new alignment also addresses areas of development such as social-emotional, which are not fully included in existing K-3 standards. A sample of the current crosswalk between the early learning standards and the K-12 standards is below (see Figure C2).

Once the public input process for the Guidelines is completed in October 2011, the review team will incorporate feedback and recommendations to the Governor and the Legislature for the upcoming 2012 Legislative Session. The adopted Guidelines will be rolled out March through August 2012 by DEL, OSPI and Thrive by Five through publication online, published resources, and professional development for all early learning professionals. This roll-out is supported by CCDF and private funding.

Figure C2

Domain IV: Cognition and General Knowledge	
Logic and Reasoning	
Causation	
32 Children demonstrate awareness of cause and effect.	<ul style="list-style-type: none"> • Early Head Start: Children demonstrate improved general cognition skills. • Head Start: Science – Scientific Knowledge, Scientific Skills and Methods • OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry.
Critical and Analytic Thinking	
33 Children compare, contrast, examine, and evaluate experiences, tasks, and events.	<ul style="list-style-type: none"> • Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Approaches to Learning – Reasoning & Problem Solving • OSPI Reading: 2.3, Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. 2.4, Think critically and analyze authors' use of language, style, purpose, and perspective in informational and literary text. • OSPI Writing: 4.1, Analyzes effectiveness of written work. 4.2, Seeks and offers feedback. 4.3, Sets goals for improvement. • OSPI Mathematics: 3.1, Analyze information. 3.3, Verify results. • OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

RTT-ELC Selection Criteria

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

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that—

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities;

The Benchmarks provide a common understanding across programs and settings about what we as a state want for our young children. They have been integrated as a foundational resource in key Washington early learning programs and efforts. This is reflected in a variety of ways:

- TQRIS: The Benchmarks informed the development of the TQRIS. The Program Standards include the requirement that participating sites at levels/ratings two through five have curricula in place that is aligned with the Benchmarks and have early learning staff who have completed training on the Benchmarks (see section B1).
- Professional Development System: The Washington State Core Competencies for Early Care and Education Professionals were developed to align with the Benchmarks.
- Comprehensive Assessment Systems: Our state pre-K program, ECEAP, requires that programs select curricula and assessments that are aligned with the Benchmarks, and the Benchmarks were developed in alignment with the Head Start Child Outcomes Framework and include a crosswalk with the Outcomes Framework and the Head Start Performance Standards.

The Benchmarks have been made available both electronically and in hard copy to pre-K and child care providers across the state. Eighty-five percent of respondents to a broadly distributed 2009 user survey indicated they use the Benchmarks a lot or some of the time. Finally, our statewide kindergarten entry assessment WaKIDS measures the progress of children's learning and development in areas aligned the learning domains of the Benchmarks, which include all Essential Domains of School Readiness.

RTT-ELC Selection Criteria

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

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that—

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

The Benchmarks have been incorporated into programs across multiple sectors of the state. Recognized as an integral backbone to Washington’s early learning system in the Early Learning Plan, they are being used and incorporated into programs across multiple state agencies and nonprofits.

The Benchmark revision process has included restructuring the Benchmarks to be more user-friendly and incorporating common terms and concepts that will be more familiar to parents and caregivers. The goal has been to preserve the academic rigor of the Benchmarks, but to change their framing so they feel more approachable and usable by multiple audiences. Updating the Benchmarks and increasing their promotion and use across early learning settings and efforts has been identified as first-year priority by the Joint Resolution Partnership.

There is nothing more fundamental than an early learning system that agrees upon outcomes for children. Consequently, Washington is committed to aligning our current and future work to our early learning standards and promoting their use. Key examples include:

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- **TQRIS/Professional Development:** The Department of Early Learning has distributed the Benchmarks to child care providers across the state and provides training and professional development opportunities on how to use the Benchmarks. Training on the revised

Benchmarks will be required in the TQRIS to progress beyond level one beginning in 2012. A portion of the training and technical assistance provided by WSRRN will be devoted to this requirement.

- **Child Profile:** The Department of Health supports a parent outreach program called Child Profile. Child Profile sends health promotion materials to all parents of children birth to 6 years old in Washington. The materials contain age-specific information about immunizations, growth, development, safety, nutrition, choosing quality child care, and other parenting issues. These mailings incorporate developmental milestones from the Benchmarks.

Figure C3

Watch and help me grow!			
How I learn and grow depends on both who I am and what I experience.			
	1½ to 2 Years	2 to 2½ Years	2½ to 3 Years
PHYSICAL HEALTH I grow and learn best when my body is healthy. Make sure that I have a safe place to play, both indoors and outside.	I like to hold and touch things. Please to hold things up and touch them again.	I am trying to get to be outside. Let me hold things, to touch and play.	I think things are fun to play. Play outside with me. We can have fun together.
SOCIAL EMOTIONAL I need people to love me and understand my feelings. Help me learn about emotions by naming the feelings and helping to me about them.	I like sharing feelings. Please play close when I'm sad. It helps me when you are calm.	I am becoming independent. Let me try things on my own. I'm ready to help when I want you to.	I enjoy other children. Share. You can share with us. We are learning to share.
I WANT TO LEARN I am curious and want to learn about everything. Talk and play with me every day. Help me explore the world around me.	I enjoy going outside. Take me please when I'm happy and think.	I look at things. Answer questions. "What's that?" Please answer me like with me.	I enjoy making friends. I want to explore. Give me things I can use to explore with.
THINGS I KNOW I learn from the people and the world around me by touching, feeling, smelling, and hearing. Give me plenty of "hands on" experiences.	I recognize pictures. Help me explore and learn from your pictures. Show me.	I learn from experiences. Tell me about what you are doing. "What's that?" Let me see it.	I am learning to match. Let me help you sort the laundry by color.
LANGUAGE I want to communicate when you talk, read and play with me. Talk with me about all the things we do throughout the day.	I enjoy learning new words. Tell me the words for what we see and do.	I can put words together. Tell me words that go together. Let me hear you say them.	I can follow directions. Give me simple steps. "Please get the book and bring it to me."
Everything I learn, do and feel is connected.			

Parents receive a total of 17 mailings, timed to correspond with the American Academy of Pediatrics' recommended schedule of well-child visits. Each mailing contains an age-appropriate letter and, depending on the age, may contain other useful materials on everything from oral health to information on the early learning standards (see Figure C3). For the first 18 months, mailings are sent every three months. From 18 months to 6 years, mailings are sent every six months.

According to a 2007 phone survey of parents in Washington, 76 percent of parents found the mailings useful or very useful. Respondents with younger children, those with lower income or

education levels, and those who identified themselves as Hispanic were significantly more likely to find the mailings useful (see Appendix 28).

- Early Support for Infants and Toddler (ESIT): ESIT is Washington’s IDEA Part C program for supporting children and families with special needs. As a part of ESIT’s outreach effort to help parents identify potential delays, materials that highlight the Benchmarks are used to guide parents who may have a child with delays or disabilities (see Figure C4).



Figure C4

Section C Goal: Use consistent child standards that are aligned with K-3 standards as the basis for all early learning programs in Washington; integrate family engagement and parenting support throughout the early learning system.

➤ **Section C1: An early learning system that is guided by strong and consistent child development standards that are aligned with K-3 standards**

1. Build strong alignment between new Guidelines and System elements
2. Create public awareness of the Guidelines and encourage their use
3. Support community level use through outreach and engagement efforts
4. Use evaluation to test and refine guidelines over time

Performance Goals and Targets

	2012	2013	2014	2015
Targets	<ul style="list-style-type: none"> • Parenting materials developed and translated into multiple languages • 60% of QRIS participants have received training on the new Guidelines • Materials are reaching 25% of Medicaid eligible families 	<ul style="list-style-type: none"> • 70% of QRIS participants have received training on the Guidelines • Guidelines are being used by 50% of QRIS participants • Materials are reaching 40% of Medicaid eligible families 	<ul style="list-style-type: none"> • 80% of QRIS participants have received training on the Guidelines • Guidelines are being used by 60% of QRIS participants • Materials are reaching 50% of Medicaid eligible families 	<ul style="list-style-type: none"> • 90% of QRIS participants have received training on the Guidelines • Guidelines are being used by 70% of QRIS participants • Materials are reaching 60% of Medicaid eligible families
Performance Goals	<ul style="list-style-type: none"> • 35% of ECEAP and HS are using Guidelines to work with children and parents • 10% of QRIS Level III-V are using Guidelines to work with parents 	<ul style="list-style-type: none"> • 50% of ECEAP and HS are using Guidelines to work with children and parents • 25% of QRIS Level III-V are using Guidelines to work with children and parents 	<ul style="list-style-type: none"> • 65% of ECEAP and HS are using Guidelines to work with children and parents • 50% of QRIS Level III-V are using Guidelines to work with children and parents 	<ul style="list-style-type: none"> • 75% of ECEAP and HS are using Guidelines to work with children and parents • 60% of QRIS Level III-V are using Guidelines to work with children and parents
Children Reached	<ul style="list-style-type: none"> • 14% of children served in TQRIS II-V • 16% of high need children served in TQRIS II-V 	<ul style="list-style-type: none"> • 38% of children served in TQRIS II-V • 41% of high need children served in TQRIS II-V 	<ul style="list-style-type: none"> • 55% of children served in TQRIS II-V • 57% of high need children served in TQRIS II-V 	<ul style="list-style-type: none"> • 60% of children served in TQRIS II-V • 62% of high need children served in TQRIS II-V

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OUTCOME 1: Build strong alignment between new Guidelines and System elements				
	2012	2013	2014	2015
Milestone 1: Complete Benchmarks Revisions and approve new “Guidelines”	Guidelines finalized and cultural competency review complete; adopted by state agencies Lead: DEL	Ongoing review/revisions of Guidelines to ensure cultural competency and accuracy with new research Lead: DEL	Ongoing review/revisions of Guidelines to ensure cultural competency and accuracy with new research Lead: DEL	Review of the Guidelines to determine whether revision is needed based on 1) use 2) relevance and 3) research Lead: DEL
Milestone 2: Development of training/orientation of early learning programs	WSRRN conduct outreach to 11% TQRIS participants on Guidelines Development of online training module Lead: DEL	WSRRN conduct outreach to 30% TQRIS participants on Guidelines Evaluation of how guidelines are being used by TQRIS participants Evaluation of online training module Lead: DEL	Evaluation of how guidelines are being used by TQRIS participants WSRRN conduct outreach to 47% TQRIS participants on Guidelines Lead: DEL	Evaluation of how guidelines are being used by TQRIS participants WSRRN conduct outreach to 54% TQRIS participants on Guidelines Lead: DEL
Milestone 3: Integration of new Guidelines into Professional Development framework	Guidelines training integrated into PD competency framework Lead: DEL	Review trainings to ensure strongest alignment with Guidelines Lead: DEL	Review trainings to ensure strongest alignment with Guidelines Lead: DEL	Review trainings to ensure strongest alignment with Guidelines Lead: DEL
OUTCOME 2: Create public awareness of the Guidelines and encourage their use				
	2012	2013	2014	2015
Milestone 1: Community engagement efforts; connect Guidelines, WaKIDS, and QRIS through community coalitions	Convene 3 statewide Early Learning Collaboration meetings; provide consultation, public and private grants, and TA to 10 regional coalitions/Hubs that incentivizes support for QRIS and WaKids; disseminate Guidelines within coalitions by including with LTP materials; develop and disseminate communication materials in regions that provide information on QRIS Lead: Thrive and DEL	Convene 3 statewide Early Learning Collaboration meetings; provide consultation, public and private grants, and TA to 10 regional coalitions/Hubs that incentivizes increased engagement between early learning providers and school districts; continue to support QRIS with communication materials; provide information about WaKids, Guidelines and QRIS by including with LTP materials Lead: Thrive and DEL	Convene 3 statewide Early Learning Collaboration meetings; provide consultation, public and private grants and TA to 10 regional coalitions/Hubs that incentivizes increased engagement between early learning providers and school districts; continue to support QRIS with communications materials; continue to disseminate Guidelines and information about QRIS and WaKids in coalitions Lead: Thrive and DEL	Con Convene 3 Early Learning Collaboration meetings.; provide consultation, public and private grants and TA to 10 regional coalitions/Hubs that incentivizes increased engagement between early learning providers and schools; continue to support QRIS through communications with coalitions; involve coalitions in reviewing and revising Guidelines Lead: Thrive and DEL

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<p>Milestone 2: Media and public awareness efforts to promote Guidelines and their use</p>	<p>Align Love. Talk. Play. Materials with Guidelines. Develop media strategy Lead: Thrive and DEL</p>	<p>Explore expanding Love.Talk.Play.to other age groups. Provide private grants and TA to coalitions/Hubs to encourage expanded use of Love.Talk.Play materials; promote use of Guidelines through weekly blog on Thrive website; provide TA and support to coalitions to develop local media strategies that support use of Guidelines. Lead: Thrive and DEL</p>	<p>Develop expanded Love.Talk.Play. materials that address specific at risk populations. Provide private grants and TA that supports wide spread dissemination of Love.Talk.Play materials to parents and caregivers; continue to utilize weekly blog on Thrive web site to promote use of Guidelines; continue to incentivize coalitions to outreach to communities through local media Lead: Thrive and DEL</p>	<p>Continue expansion of Love.Talk.Play, materials. Provide private grants and TA that support wide spread dissemination of Love.Talk.Play. materials to parents and caregivers; continue to incentivize coalitions to outreach to communities through local media. Lead: Thrive and DEL</p>
<p>OUTCOME 4: Support community level use through outreach and engagement efforts</p>				
	<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>
<p>Milestone 1: Translate revised Early Learning Guidelines into Russian, Somali, Spanish, and Vietnamese</p>	<p>Translations complete Develop outreach plan to target providers serving ELL children Lead: DEL and WSRRN</p>	<p>Research need to translate into additional languages Outreach to providers serving ELL children; reach 30% providers Lead: DEL and WSCRRN</p>	<p>Outreach to providers serving ELL children; reach 47% providers Lead: DEL and WSRRN</p>	<p>Outreach to providers serving ELL children; reach 54% providers Lead: DEL and WSRRN</p>
<p>Milestone 2: Joint PD opportunities between K-12 and Early learning programs connecting the Guidelines with K-3 learning standards</p>	<p>Work with WaKIDS advisory team to leverage opportunities to align messages Lead: DEL and OSPI</p>	<p>Support school districts and schools to incorporate the Guidelines Lead: DEL and OSPI</p>	<p>Support school districts and schools to incorporate the Guidelines Lead: DEL and OSPI</p>	<p>Support school districts and schools to incorporate the Guidelines Lead: DEL and OSPI</p>
<p>Milestone 3: Development of materials for parents, providers, elementary schools</p>	<p>Develop strategy for reaching out to target populations Material development for target populations Lead: DEL and Thrive</p>	<p>Outreach to target audiences through trusted messengers (child care, K-12, WIC clinics, etc.) Lead: DEL and Thrive</p>	<p>Outreach to target audiences through trusted messengers (child care, K-12, WIC clinics, etc.) Lead: DEL and Thrive</p>	<p>Outreach to target audiences through trusted messengers (child care, K-12, WIC clinics, etc.) Lead: DEL and Thrive</p>
<p>OUTCOME 5: Use evaluation to test and refine guidelines over time</p>				
	<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>
<p>Milestone 1: Develop 5-year evaluation plan</p>	<p>Work with UW to determine measures for testing the use of the Guidelines (both</p>	<p>Determine how the Guidelines are being used with QRIS.</p>	<p>Developing modifications to training modules if</p>	<p>Developing modifications to training modules if</p>

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	messaging and training) Lead: DEL and UW	Developing modifications to training modules if needed. Lead: DEL and UW	needed. Lead: DEL and UW	needed. Lead: DEL and UW
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RTT-ELC Selection Criteria

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

- (a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;*

Introduction

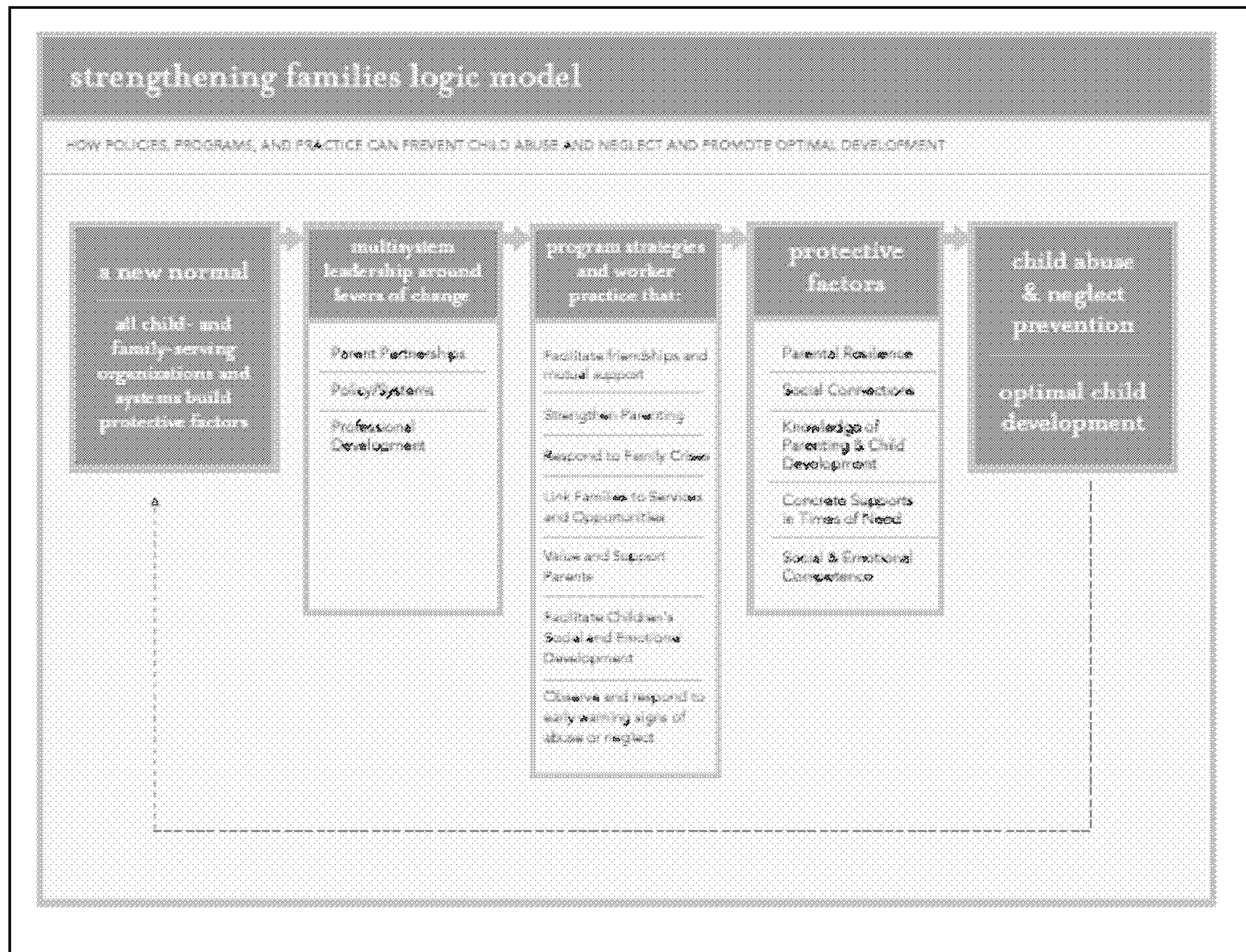
Washington has incorporated family engagement as a clear and important component throughout our early learning system. Recognizing the importance of parents'/caregivers' role as first teachers, supporting families is a key strategy across all of Washington's early learning efforts. During the RTT-ELC grant years, we propose to build upon these current efforts as our early learning system expands.

Our TQRIS program standards include a Family Engagement and Partnership standard that uses the national, evidence-based Strengthening Families model as the basis for the required elements in this standard. Five "protective factors" are the foundation of the Strengthening Families framework: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. Research studies illustrate a causal relationship between the protective factors and abuse and neglect, in that when these protective factors are well established in a family, the likelihood of child abuse and neglect diminishes (see Figure C5).

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Research also shows that in addition to being protective, these factors are also “promotive” to build family strengths and a family environment that promotes optimal child development (see Appendix 25).

Figure C5



Building on this framework, the Family Engagement and Partnership standards are embedded into the TQRIS model, and 10 points (10 percent) may be earned by participants in their level three through five ratings based on their Family Engagement and Partnership practices. In addition, other family engagement components are included in the Child Outcome Standard, and participants can receive an additional three points for their family engagement efforts in this standard.

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Component		Total Points
Family Engagement and Partnership		
1	Complete modified Strengthening Families Self Assessment (Director/Owner)	1 point
2	Develop a <u>Plan of Action</u> based on Strengthening Families Self Assessment	1 point
3	Provide evidence of continuous feedback and improvement (<u>Plan of Action</u>)	1 point
4	Have a parenting support and education program in place (e.g. Incredible Years, Triple P Parenting, CSEFEL Parenting Modules, Parents as Teachers etc.)	1 point
5	Provide information about community based programs available for parents in languages represented in the facility (e.g. community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources etc.)	1 point
6	Evidence of transition plans/policies in place for changes in settings and providers	3 points
7	Partner with parents to determine perception of child strengths and needs	2 points
CHILD OUTCOMES		
8	Share individualized child data with parents	1 point
9	Evidence of family engagement, data sharing, and transition supports for individual children (as measured by Focal Child)	1 point
10	Developmental screening is conducted within 90 days of enrollment and results are shared with parents	1 point

These 10 areas align with the criteria of the RTT-ELC grant application as follows:

RTT-ELC Family Engagement Strategies	Alignment with Standards
Parent access to the program	Standards 1, 2, 3, 9
Ongoing two-way communication with families	Standards 1, 2, 3, 6, 7, 8, 10
Parent education in child development	Standard 4
Outreach to fathers and other family members	Standard 4, 9,
Training and support for families as children move to preschool and kindergarten	Standards 6, 7,9
Social networks of support	Standard 5
Intergenerational activities	Standards 4, 5
Linkages with community supports and family literacy programs	Standard 5
Parent involvement in decision making	Standards 2, 3, 7, 9
Parent leadership development	Standards 2, 4,7

Standards alignment – The Family Engagement and Partnership standard is aligned with the family partnership program standards of Head Start, ECEAP and Early Support for Infants and Toddlers (IDEA Part C). The TQRIS standards were developed in a manner such that program activities designed to meet other specific program standards (e.g. HS/ECEAP) will “count” to meet the TQRIS standards.

RTT-ELC Selection Criteria

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by—

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards;

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.*

TQRIS Training - At level two of the TQRIS standards, a participating child care center director and/or program supervisor or family home licensee must attend a six-hour introductory training to the Strengthening Families model. This training provides an overview of the protective factors and an introduction to the model which is based on national research and evidence that recognizes the important role child care providers play in building protective factors in families with young children. These protective factors help parents connect to and use resources as well as support families in parenting more effectively, particularly in times of high need or stress. In 2010-11, there will be 22 initial trainings across the state; subsequent these trainings will be provided by WSRRN and other approved trainers. The Strengthening Families training

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requirement in the TQRIS Program Standards will ensure that 60 percent of all eligible programs will have completed this training by 2015.

Work is underway to adapt the six-hour introductory Strengthening Families training to an online format that provides interactive elements, an opportunity for reflection and an embedded training assessment to ensure that learning objectives are met by course completion. This online training will be available to additional staff at participating TQRIS facilities and will assist in implementing the expansion of TQRIS and ensure that all staff has an opportunity to complete the training. This will be available in the second quarter of 2012.

Beginning immediately, all training will be captured in the Managed Education Registry and Information Tool (MERIT). Completed and verified training is recorded in each individual's professional record through MERIT. Completion of a professional record and registration in MERIT is a requirement of all staff at participating TQRIS facilities. Reports will be generated easily through MERIT to capture numbers and percentages of Early Childhood Educators who complete the Strengthening Families training.

Strengthening Family Support Expertise across programs - The TQRIS program provides incentives to programs to share training and resources around family engagement. Our Head Start and ECEAP programs have been providing family support services as a cornerstone of their comprehensive services for many decades. Head Start/ECEAP programs have family support staff at the direct service and trainer/coach levels. They provide regular professional development in the area of family support and programs implement daily strategies to engage parents and families in children's learning and development. Head Start/ECEAP programs also have longstanding parent leadership, male involvement and family literacy opportunities embedded in their services. In many ways, these programs are leaders in family engagement and represent a tremendous resource in their communities for other child care programs that are trying to increase skills, knowledge and resources in family engagement. Our TQRIS model provides "training hub" incentive awards for Head Start/ECEAP to share their training and resources, including in family engagement.

RTT-ELC Selection Criteria

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

Evidence for (C)(4)(c):

- *Documentation of the State’s existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.*

In addition to our TQRIS engagement of families, Washington has three primary parenting engagement approaches that have statewide reach and are coordinated to reach families in different ways: 1) Outreach, Awareness and High-Reach Strategies, 2) Focused Family Engagement Strategies, and 3) Intensive Intervention-Based Strategies (see Figure C6). Each of these elements is aligned with the Early Learning Benchmarks.

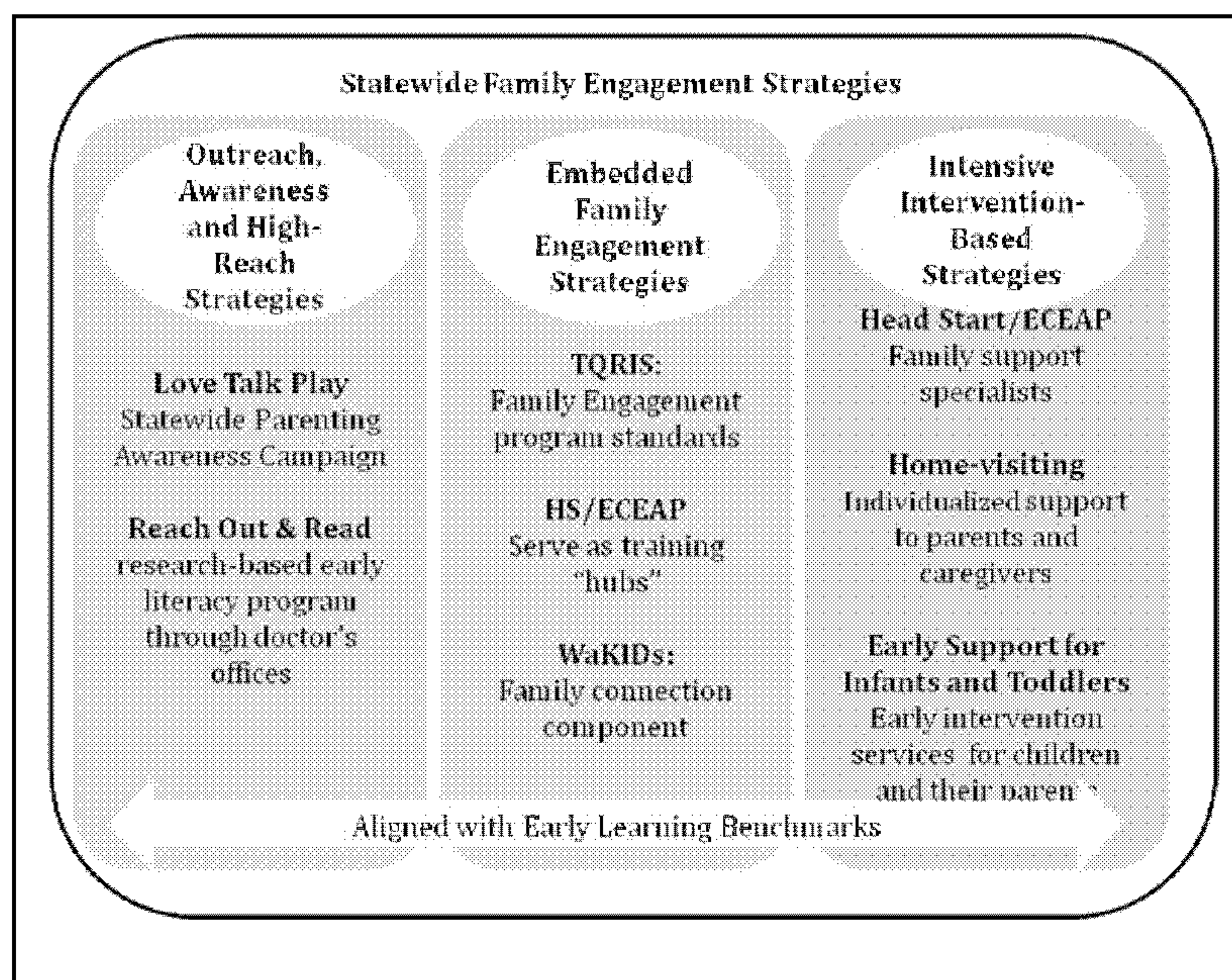


Figure C6

Washington relies on partnerships with the private sector to leverage resources to scale parenting strategies in the state. Thrive by Five Washington has a key focus on expanding and scaling high-quality parenting activities in Washington. In addition to state resources, significant private

resources have supported this work. (See Priority 5 for more information on Thrive by Five Washington.)

- 1. Outreach, Awareness and High-Reach Strategies:** This approach is focused on reaching a large number of families through broad campaigns or programs. While these programs are available to everyone, they all specifically target the most at-risk populations.

“Love.Talk.Play.” Parent Campaign: In 2011, Thrive by Five Washington (Thrive), DEL, Office of Superintendent of Public Instruction (OSPI) and statewide and local partners launched the “Love. Talk. Play.” campaign. Using the people parents trust and places they go, this grassroots effort aims to surround parents of children birth to age 3 with simple yet powerful messages about the three things all parents can and need to do with their children: love, talk and play. While any parent will benefit from this campaign, special focus is being given to reaching vulnerable families with children birth to age 3 (see Appendix 27).

Shaped by conversations with parents, information from national early learning experts, and input from the state’s regional early learning coalitions and state partners, the campaign reaches out to parents – with an emphasis on vulnerable families – with these messages and provides ways they can take advantage of everyday moments. This campaign taps existing resources and relationships (e.g., home visiting, play and learn groups, child care, pediatricians, libraries, etc.) to better inform the message parents receive from trusted messengers.

The development of Love.Talk.Play. has been financed by Thrive through private contributions. Thrive has invested \$650,000 annually to support this effort. Thrive hopes to grow this investment significantly over the next few years.

Reach Out and Read: Reach Out and Read (ROR) prepares America’s youngest children to succeed in school by partnering with medical providers to “prescribe” books and encourage families to read together. It is an evidence-based early literacy program provided by doctors that supports parents and children and improves child development outcomes. ROR prioritizes services to medical practices that serve a high percentage of low-income children. At every checkup from ages 6 months through 5 years, doctors give each child a brand new, developmentally appropriate book to take home and keep. During those visits, the doctor encourages parents to read aloud at home, and offers individualized, age-appropriate advice on

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ways to support language development at home. Included in Bright Futures National Health Supervision Guidelines, ROR is rapidly becoming a standard part of well-child care within the pediatric medical home.

ROR Washington was established in 2007 to bring this proven program to more children and families; to enhance the quality of programs through professional development and technical assistance, and to integrate ROR into an early learning system that improves outcomes for children and families. ROR is now an important strategy in the Washington State Early Learning and Birth to Three Plans. Because ROR is integrated by volunteer medical providers into the existing preventive health care system, it is accessible to families, cost-effective and highly scalable.

ROR is the largest early literacy and parent support program in Washington, directly serving more than 68,000 children and their parents each year. ROR Washington was launched in partnership with Thrive/DEL in 2007 through legislative general funding via the Reading Achievement Account. ROR has been supported via a state budget line item to DEL in supplemental 2010-2011 budget; and \$300,000 in the 2011-2013 biennial budget. It also receives federal CCDF funding, support from National Reach Out and Read and substantial private sector support.

2. Focused Family Engagement Strategies: as previously outlined in this application, Washington has included family engagement strategies into our TQRIS Standards. Family engagement is a component of Washington's professional development system, and one that we expect to leverage from the expertise of ECEAP and Head Start programs. In addition, the state directly works collaboratively with parents in the following ways:

- **WaKIDS:** Washington's kindergarten assessment process (WaKIDS) is designed to have parents be an equal in their child's formal education. As children enter kindergarten, parents, kindergarten teachers and early learning providers partner to plan for the child's needs and strengths. Parents provide not only immunization and health data, but also input about the family's culture/values and their aspirations for their child. By setting a standard process by which parents begin as important partners, children's

needs are better identified and the K-12 system is strengthened as it better welcomes parents as educational partners.

- **Early Learning Fellowship:** The Foundation of Early Learning (FEL), the Washington State Association of Head Start and ECEAP (WSA) and DEL have initiated an Early Learning Fellowship program. Based on the successful Community Action Project emerging leaders grant program (FEL) and Parent Ambassadors program (WSA), these Early Learning Fellows will both assist families with early learning needs/issues and advocate with the public on the importance of early learning investments. This program will begin in November 2011 with 13 fellows representing Washington's cultural and geographic diversity.
- **Parent Engagement:** DEL's founding legislation states that DEL "shall include parents and legal guardians in the development of policies and program decisions affecting their children" (RCW 43.215.020). To that end, DEL makes it a priority to seek parent input and advice in all our initiatives. We are supported by the Panel Advisory Group (PAG), a diverse group of parents who meet monthly to serve as a sounding board for decisions, ideas and questions that shape the future of DEL. Additionally, parents are Governor-appointed member so ELAC and parents advise on current policy implementation like the early learning standards, WaKIDS and the creation of the Early Learning Plan.

For more information on the focused family engagement strategies, please refer to the following sections:

- TQRIS Family Engagement: Section B(1)(b)
- WaKIDS Family Connection Component: Section E(1)

3. Intensive Intervention-Based Strategies

Head Start/ECEAP: Both ECEAP and Head Start have strong family engagement components. (See Table (A)(1)-9 for family engagement requirements.) Washington is planning to leverage this expertise in the TQRIS by incentivizing Head Start and ECEAP to open their training to child care providers. Their work in family engagement will be used to supplement the state's

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training and technical assistance in family engagement. For more information on the ECEAP and Head Start family engagement work, please see Section B(2).

Early Support for Infants and Toddlers (ESIT) is Washington's IDEA Part C's early intervention program. It is designed to assist parents to:

- Find the services they need.
- Understand their child's developmental growth.
- Support their child's learning and development and successful participation in home and community activities.

ESIT includes screenings, full evaluations, ongoing assessments, and intervention services. (See Table (A)(1)-9 for ESIT Family Engagement requirements.) Through ESIT, families work with a Family Resources Coordinator to determine appropriate services and supports for their children. The Family Resources Coordinator works directly with families to develop an Individualized Family Service Plan (IFSP) to ensure the plan reflects each family's concerns, interests and values. The IFSP is an ongoing process that meets the changing needs of children and families. ESIT currently serves 4,412 children birth through age 3 annually, with an annual state investment of \$41.6 million.

Home Visiting: Washington communities have a long history of providing home-visiting services to families with children prenatal to age 5. The state has increased its investment in home visiting services and expanded the number of children and families served. The number of families served by state-funded home-visiting programs has increased by 55 percent, from 2,791 families in 2007 to 4,335 families in 2011. In 2007, Washington began to build a more coordinated approach to home-based services, strengthened the emphasis on quality implementation and program effectiveness, and explored opportunities for funding and sustainability to bring more services to communities. In the 2007-09 biennium, the state Legislature allocated \$3.5 million general fund dollars to develop and support a portfolio of evidence-based home-visiting services in Washington.

The Home Visiting Services Account (HVSA) was established in the 2010 Washington state legislative session. The HVSA is a way to leverage increased public dollars for home visiting by providing private dollars as match for home visiting in Washington. As of July 1, 2011, all state-

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allocated investment in evidence-based home visiting goes to the HVSA. DEL monitors the HVSA and contracts with Thrive to administer programs funded through the HVSA. The HVSA also supports the infrastructure necessary for the training, quality improvement, and evaluation of the home-visiting programs funded. State, federal and private funds are deposited in the HVSA to support a portfolio of evidence-based, research-based and promising home-visiting programs in local communities. Thrive matches government investments and conservatively projects maintaining an annual public-private level of support at \$4.5 million, but is pursuing opportunities from both public sector and private sector sources to significantly build the HVSA over the next three years.

The recent federal funding opportunity through the Affordable Health Care Act of the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program has further enabled Washington enhance the home-visiting services offered in the state.

Section C4 Goal: Integrate family engagement strategies and parenting support throughout the early learning system				
<p>➤ Section C4: Outcomes</p> <ol style="list-style-type: none"> 1. Implement robust family engagement standards throughout TQRIS 2. Increase access to consistent, high-quality training on family engagement 3. Promote family support and engagement statewide 				
Performance Goals and Targets				
	2012	2013	2014	2015
Targets	<ul style="list-style-type: none"> • 11% of TQRIS participants trained in family engagement (14% of child care centers and 9% of family child care homes) • 25% of families are reached with high quality parenting materials 	<ul style="list-style-type: none"> • 30% of TQRIS participants trained in family engagement (35% of child care centers and 25% of family child care homes) • 45% of families are reached with high quality parenting materials 	<ul style="list-style-type: none"> • 47% of TQRIS participants trained in family engagement (52% of child care centers and 42% of family child care homes) • 60% of families are reached with high quality parenting materials 	<ul style="list-style-type: none"> • 54% of TQRIS participants trained in family engagement (60% of child care centers and 50% of family child care homes) • 80% of families are reached with high quality parenting materials
Performance Goals	<ul style="list-style-type: none"> • 23% of ECEAP/HS are offering family engagement training to TQRIS participants ▪ State, regional, and local partners adopt common 	<ul style="list-style-type: none"> • 58% of ECEAP/HS are offering training to TQRIS participants • Community coalitions expand reach to additional 	<ul style="list-style-type: none"> • 72% of ECEAP/HS are offering training to TQRIS participants • Community coalitions expand reach to additional 	<ul style="list-style-type: none"> • 73% of ECEAP/HS are offering training to TQRIS participants • Community coalitions expand reach to additional

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	parenting messages	local partnerships	local partnerships	local partnerships
Families Reached	<ul style="list-style-type: none"> 14% of children & families served in TQRIS II-V 16% of high need children & families served in TQRIS II-V 	<ul style="list-style-type: none"> 38% of children & families served in TQRIS II-V 41% of high need children & families served in TQRIS II-V 	<ul style="list-style-type: none"> 55% of children & families served in TQRIS II-V 57% of high need children & families served in TQRIS II-V 	<ul style="list-style-type: none"> 60% of children & families served in TQRIS II-V 62% of high need children & families served in TQRIS II-V
OUTCOME 1: Implement robust family engagement standards throughout TQRIS				
	2012	2013	2014	2015
Milestone 1: Expand Family engagement training through ECEAP/HS providers	<p>MOU signed between DEL and HS/ECEAP Association</p> <p>23% of HS/ECEAP providers offer training to regional child care</p> <p>Lead: DEL</p>	<p>58% of HS/ECEAP providers offer family engagement training to regional child care</p> <p>Lead: DEL</p>	<p>72% of HS/ECEAP providers offer family engagement training to regional child care</p> <p>Lead: DEL</p>	<p>73% of HS/ECEAP providers offer family engagement training to regional child care</p> <p>Lead: DEL</p>
OUTCOME 2: Increase access to consistent, high-quality training on family engagement				
	2012	2013	2014	2015
Milestone 1: Increase the number of TQRIS participants that score high in family engagement	<p>Baseline data collected on family engagement training needs</p> <p>11 % of child care providers receive family engagement training as part of TQRIS</p> <p>Family engagement online training module developed and implemented in second quarterLead: DEL</p>	<p>30% of child care providers receive family engagement training</p> <p>Lead: DEL</p>	<p>47 % of child care providers receive family engagement training</p> <p>Lead: DEL</p>	<p>54% of child care providers receive family engagement training</p> <p>Lead: DEL</p>
OUTCOME 3: Promote family support and engagement statewide				
	2012	2013	2014	2015
Milestone 1: Reach parents with high-quality parenting messages	<p>Launch Love.Talk.Play. in 10 community coalitions</p> <p>Reach 25% of families in poverty</p> <p>Lead: Thrive</p>	<p>Reach 45% of families in poverty</p> <p>Evaluate strategies for reaching parents</p> <p>Test impact of messages on parent behavior</p> <p>Lead: Thrive</p>	<p>Reach 60% of families in poverty</p> <p>Lead: Thrive</p>	<p>Reach 80% of families in poverty</p> <p>Lead: Thrive</p>

D. A Great Early Childhood Education Workforce

Introduction: In 2009, the legislature requested the Department of Early Learning (DEL) to submit recommendations for building an integrated professional development system in Washington. DEL convened the Professional Development Consortium (PDC) to create a strategic plan for the professional development system, including defining core competencies for the early care and education workforce. This unique collaboration included more than 40 agencies with expertise in early learning policy, training and teaching. DEL submitted the PDC recommendations to the legislature in December 2010. The final report is attached in Appendix 32. The recommendations led to statewide implementation of four priorities:

- Adoption of The Washington State Core Competencies for Early Care and Education Professionals (Core Competencies).
- Statewide expansion of the Tiered Quality Rating and Improvement System (TQRIS).
- Development of an integrated professional development registry.
- Implementation of a comprehensive quality assurance process for approving state trainers.

RTT-ELC Selection Criteria

*(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
The extent to which the State has a High-Quality Plan to--*

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

The Washington State Core Competencies for Early Care and Education Professionals (Core Competencies) are foundational to Washington's professional development system. They define what professionals need to know and be able to do to provide quality care and education for children birth through age 8. A key goal for implementation of the Core Competencies is to ensure that all early learning professionals are familiar with and use the Core Competencies to plan professional development opportunities, which lead to increased knowledge and competency. Prepared and knowledgeable professionals are better able to provide high-quality care and instruction to children, which results in increased school readiness for children. The Core Competencies are the Workforce Knowledge and Competency Framework that guides the

Section D

professional development system in Washington. (The entire competencies document can be found in Appendix 31.)

Washington State's Core Competencies are based on current child development research and principles:

- Children need a supportive and nurturing environment in which to grow, learn, and develop.
- Caregivers and teachers recognize that children are first educated by the family. In doing so, caregivers and teachers develop strong relationships with families and support their strengths.
- Cultural diversity including all ethnic, linguistic and socio-economic backgrounds impacts areas of practice in early care and education. Professionals recognize that each family is unique in its structure, values, beliefs, traditions and interactions. Professionals respect each family's worth and appreciate the richness of diversity that each family brings to the early care and education setting.
- Professionals in early care and education assume many roles (e.g., family child care, child care centers, and Head Start/Early Head Start and state pre-K programs.)
- Professional development requires self-reflection on practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences. Reflective practice heightens awareness of one's own performance and leads to personal change and growth.

Research-based: The development of the Core Competencies was guided by research in the field and supported by content experts from institutions of higher education and technical assistance organizations in the state. Several higher education representatives, including councils from community and technical colleges, as well as representatives of four-year universities, reviewed the document and provided valuable feedback. These 40-plus participants represented child care providers, community colleges, local child care resource and referral networks(CCR&R), unions, administrators and the Joint Resolution partners. Specific attention was given to the alignment between the Core Competencies and the National Association for the Education of Young Children (NAEYC) Professional Standards used by early childhood education associate degree programs to build course curriculum.

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During development, the Core Competencies were vetted through the PDC, including members of higher education, Head Start, state pre-k, the K-12 system, local early care and education providers, public-private partners and state agencies and organizations that deliver technical assistance and training to professionals. Additionally, the Core Competencies were reviewed by national experts at ZERO TO THREE, National Center for Infants, Toddlers and Families.

Alignment:- The Core Competencies were created using current information and research in the areas of brain development, child development, working with children with disabilities and developmentally appropriate practice. The main body of the Core Competencies was based on the Kansas-Missouri Core Competencies document with additional research and support from ZERO TO THREE, Head Start, and the Classroom Assessment Scoring System (CLASS). The CLASS was included in the Core Competency design to provide a strong research base and intentionally connect the Core Competencies with the state TQRIS. The Core Competencies align with the Washington State Early Learning Benchmarks (see Section C(1)), state licensing standards, assessment tools embedded in QRIS and NAEYC's recommendations for preparing early childhood professionals. Crosswalks for the Core Competencies with the NAEYC Professional Standards and the Washington State Early Learning Guidelines can be found in Appendix 29.

Core Competencies and Learning Domains: The areas of competency in the Core Competencies document correspond with standard curricular areas and learning domains in early care and education, and address the development and learning across multiple domains of professionals. Each of the eight content areas describes the knowledge and skills professionals need to acquire to work with children birth through age 8 and their families. When appropriate, content areas specify ways in which professionals fully include children from many cultural, ethnic, linguistic and socio-economic backgrounds. The content areas also address children with special needs in early care and education settings and specific competencies for professionals working with infants and toddlers, which are noted within the content areas. The eight core competency content areas include: child growth and development; curriculum and learning environment; ongoing measurement of child progress; families and community partnerships; health, safety and nutrition; interactions; program planning and development; and professional development and

leadership. Content areas are further structured into five levels that reflect mastery of concepts from the novice professional to master professional.

Specific areas detail the role of professionals in supporting early mathematics and literacy development. These sub-topics include “promoting cognitive development” and “promoting language/communication development,” which detail standards on effective practice to promote exploration, create literacy-rich environments,

encourage meaningful verbal and non-verbal interactions and prepare the environment to provide opportunities to problem solve and explore numerical and spatial concepts. The Core Competency area “interactions” provides standards on how to establish supportive relationships with children and guide children to form meaningful and pro-social relationships with peers. These standards include evidence-based information on attachment and emotional regulation to prevent and/or address challenging behaviors. An entire content area is devoted to the ongoing measurement of child progress and emphasizes the role of using observation and data to monitor children’s progress, use results to shape practice and share information with families in culturally appropriate ways. One of the guiding principles of the Core Competencies is the development of strong relationships with families with the understanding that children are first educated by the family. In the future, Washington will use data from an evaluation of the quality assurance

Figure D1

Content Area III:

Ongoing Measurement of Child Progress

Level 1

- Views children as individuals and acknowledges that children develop at their own rate.
- Assists with collection of information about each child’s development.
- Identifies the screening and assessment tools used by the program.
- Maintains confidentiality between the program and the child’s family regarding each child’s observation and assessment.

Level 2

- Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families and life situation.
- Meets federal, state and program documentation requirements by collecting and organizing accurate, objective, and complete information about each child, such as collecting samples of the child’s work, recording anecdotal notes, and keeping accurate records.
- Communicates observation in written and oral form.
- Verbally states why the collection of observations and documentation is important.
- Understands range of developmental milestones as identified in the *Washington Early Learning and Development Benchmarks*.
- Understands that children’s developmental milestones should be observed and monitored.

Level 3

- Appreciates and accommodates the range of development and skills among children.
- Observes children continually, analyzes and evaluates findings, and applies this knowledge to practice.
- Applies basic elements of child development theory to observation.
- Selects appropriate assessment methods.
- Explains the importance of ongoing assessment to families and other staff.
- Administers and interprets formal and informal assessments in a non-biased manner.
- Recognizes environmental factors that may place children at risk.

- Recognizes when development is not progressing at a typical rate in one or more developmental area and seeks guidance.
- Identifies children who need referrals by reviewing child observation, screening and assessment data.
- Understands the pre-referral and referral process.
- Develops and implements individual plans.

Level 4

- Plans culturally appropriate assessments.
- Communicates observation and assessment results to families, both informal and standardized, in a clear and supportive manner.
- Develops and implements individual child goals based on observation, assessment and parent input.
- Refers children for further evaluation, when appropriate.
- Works cooperatively with assessment and health care teams for children with special needs.
- Uses and considers assessment and screening information when making curriculum and program decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Monitors children’s progress of goals developed by self and other staff and specialists, including those with Individualized Education Plans (IEP) or Individualized Family Service Plans (IFSP), through observation and documentation.

Level 5

- Articulates, applies, analyzes, and evaluates current theory, research, and policy on assessment.
- Communicates major theories, research, and issues relevant to observation and assessment.
- Establishes criteria, procedures and documentation methods for assessment.
- Educates and informs the field about the importance of child self-reflection and how to support children’s self-reflection.

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process for early learning trainers to review how the Core Competencies are being implemented in state-approved training and whether professionals are using the Core Competencies as a resource document that influences practice. This information will guide future updates to the Core Competencies in 2014.

Evaluation: The main intent of the Core Competency resource is to promote the accessibility of high-quality educational opportunities that meet the diverse professional development needs of those who work with children and families. A future evaluation is under development to measure the effectiveness and quality of trainings delivered under the new trainer approval process and will provide information on training quality and alignment with the Core Competencies. DEL will also survey professionals through training evaluations to analyze and understand how professionals are using the Core Competencies to influence practice and professional growth. Evaluation data will be used to update the Core Competencies in 2014.

Professional Development Data and Registry:— In the 1990s, Washington developed one of the nation's first professional registries for tracking the education and training qualifications of early care and education professionals. Over the past year, DEL has worked with the PDC to develop a new online version of the registry that offers significantly more features for users and links directly to the state Core Competencies. The Managed Education and Registry Information Tool (MERIT) helps professionals find training opportunities, access information on career pathways, and track individual career progress. MERIT also identifies approved trainers who provide education to professionals according to a new quality assurance process. This trainer approval process ensures the workforce receives high-quality training that is linked to the state Core Competencies and Early Learning Guidelines. Legislation that goes into effect in 2013 will require all employees in licensed child care facilities to complete new background checks through MERIT. This is a tremendous accomplishment for Washington to ensure 100 percent participation in the state registry. While still in development, other goals for MERIT include placement of individuals on the career lattice based on verified training and education accomplishments, assisting DEL child care licensing staff to ensure that state requirements for individuals and facilities are met, connecting directly to the TQRIS data system, and data collection on the early care and education and school-age workforce in order to identify trends and inform decision-making related to policy and investments. This data will also inform how

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resources are targeted through scholarships and opportunity grants to move professionals along a continuum of career development in addition to the creation of a statewide salary structure. This plan is explained in more detail below.

RTT-ELC Selection Criteria

*(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
The extent to which the State has a High-Quality Plan to—*

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework;

Career lattice: Following the adoption of the Core Competencies, DEL worked with a steering committee of the PDC to finalize a career lattice that was submitted with the final PDC report in draft form in 2010. The career lattice is attached in Appendix 30. The lattice uses the Core Competencies as the base of an education and training matrix that identifies a career development pathway for beginning professionals who meet minimum licensing standards to professionals who have obtained advanced degrees in the field and serve as administrators, mentors and professors of higher education. A key goal in developing the career lattice was to be inclusive of all early learning programs and widely represent the field of early learning. The career lattice reflects opportunities available in licensed child care, ECEAP and Head Start programs in addition to other roles that support family engagement, higher education and community-based training. The career lattice includes 15 levels that are further divided into five education benchmarks that align with the levels in the Core Competencies (see Figure D2).

These levels are:

1. Entry-level professional, for professionals who meet the basic standards to enter the field.
2. Statewide credential, for professionals who acquire additional state training and complete college coursework leading to the obtainment of a certificate, Child Development Associate (CDA) or credential in early childhood education.
3. Associate Degree, for professionals who complete approved college credits in early childhood education or related fields resulting in the obtainment of an associate degree.
4. Bachelor's Degree, for professionals who acquire a bachelor's degree with a specified number of college credits in early childhood education or a related field.

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- Graduate Degree, for professionals who earn college credits toward a Master's or other advanced degree.

Washington State Career Lattice
Early Care and Education Professionals and School-Age Professionals




Figure D2

Care Competency Level	Step	Education/Mastery	Requirements	Career Opportunities
1	1.1	Elemental Professional	Subjects and/or course equivalent to training standards or registered early center in high school	ECE Assistant ECE Assistant School-Age Care Assistant
	1.2		High school or equivalent and 30 Hour Basic CEAPs training or 2 college credits in Basics of Child Care course or each 2 hours of training in each of the Care Competency areas (Level 1 training)	Head Start Primary Provider ECE Lead Teacher School-Age Lead Teacher
2	2.1	Intermediate Professional	30 hours of approved training toward the Child Development Associate (CDA) or 6 approved ECE or school-age credits	Head Start Teacher Assistant ECE Lead Teacher ECE Director ECE Program Supervisor
	2.2		CDA Training – Completion of 1 module training for Infant/Toddler or Preschool and Infant State Certificate (3.0 credits) or Child Development Associate (CDA) – Apprentice (course-level Associate 1)	
	2.3		CDA Training – Completion of 1 module training for Infant/Toddler or Preschool and Infant State Certificate (3.0 credits)	
3	3.1	Bachelor's Degree	60 college credits with 30 approved ECE or school-age credits	ECE Director/Assistant Program Coordinator ECE Program Supervisor School-Age Program Director School-Age Care Coordinator
	3.2		ECE or related Associate degree with 30 or more approved ECE or school-age college credits or 2 semesters above entry-level state test	
4	4.1	Bachelor's Degree	120 credits towards Bachelor's degree with 30 or more approved ECE or school-age credits	Head Start Teacher Head Start ECE/Child Educator/Coordinator ECE Director Intermediate Trainer
	4.2		140 credits towards Bachelor's degree with 30 or more approved ECE or school-age credits	
	4.3		ECE or related Bachelor's degree with 30 or more approved ECE or school-age credits	
5	5.1	Graduate Degree	30 credits towards Master's degree in any field with 30 or more approved ECE or school-age credits at the level of coursework	ECE Director/Assistant
	5.2		60 credits towards Master's degree in any field with 30 or more approved ECE or school-age credits at the level of coursework	
	5.3		Master's or higher degree in any field with 30 or more approved ECE or school-age credits at the level of coursework	
<p>(1) Minimum requirements for the degree path. (2) Degree in any non-education field may qualify for early care and education licensure if the degree includes credits in child care or early childhood education, completion of early care and education training. (3) Mastery of competencies demonstrated with level appropriate formal education.</p>			<p>Notes: 1. Care requirements reflect the Washington State Council on Professional Practice and Education and the Washington State Child Development for Child Care Professionals Institute. 2. Additional and alternative credentials include both ECE and school-age credits and are subject to the requirements of the Washington State Department of Early Learning.</p>	

Supporting both training and degree attainment: The career lattice supports quality training and degree attainment in professional practice. Professionals progress from one level to the next through a combination of training and education accomplishments. At lower levels of the lattice, state-required training is reflected with options for state-approved training and training written by the Center for the Social and Emotional Foundations for Early Learning (CSEFL), which is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country. Professionals also have the option of obtaining level advancement by joining the early care and education state apprenticeship program through Washington State Department of Labor & Industries. This program provides on the job training in selected child care sites while completing community college-level coursework in early childhood education at a reduced tuition.

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Degree attainment is acknowledged at higher levels of the career lattice with specific emphasis on completed college coursework in early childhood education and related fields. In addition to specific education pathway information, the career lattice provides guidance on the various roles and positions available at each level of the lattice. Positions are inclusive of licensed child care facilities, state pre-K programs, Head Start programs and institutions that provide instruction and support to the early care and education field. The career lattice also includes licensing requirements for continuing education that specify that lead child care providers and administrators in licensed facilities are required to complete 10 hours of annual continuing education from state-approved trainers. Professionals can search for these trainings online through MERIT by Core Competency area and level of mastery to assist with progression on the career lattice. To support both training and degree achievement, DEL has increased the amount of support for scholarships by 221 percent this year.

Next Steps: The career lattice will become embedded in the state registry in early 2012.

Professionals have the current ability to have education accomplishments verified and added to individual professional records in MERIT. When the career lattice is integrated into MERIT, professionals will get a level assigned on the career lattice through a process that verifies both education and training.

The integration of the career lattice into MERIT allows for the strategic implementation of practitioners' professional development plans and encourages their participation in the state system. Participants receive a one-time \$100 reward for registering in MERIT and creating a professional record. This record will include verified education and training accomplishments. In addition to participation awards, providers can achieve monetary awards for achieving and advancing levels on the career lattice. The level awards will be granted over a three-year period in order to reduce turnover in the field and fulfill budgetary requirements. The following is a breakdown of level awards:

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Career Lattice Level	Level Requirement	Level Award
2	High School or Equivalent and 20 Hour Basic STARS training	\$150
4	Initial State Certificate (9-13 credits) or CDA or Apprentice Journey Level Associate I	\$150
5	Short Term Certificate (19 credits)	\$150
6	State Credential in ECE (45 credits)	\$200
9	Associate Degree with 30 ECE or related credits or Apprentice Journey Level Associate II	\$300
12	Bachelor's Degree with 30 ECE or related credits	\$400
15	Master's Degree with 30 ECE or related credits	\$500

There are several assumptions for the statewide costs associated with career lattice participation and level awards. Washington is currently using estimates of the size of the workforce and the current numbers of providers who have already attained specific degrees or who have no educational attainment. Estimates are based on the average numbers of providers in the state's licensed family homes and child care centers. Estimates for degree and certificate holders are based on the national averages for bachelor's degree completion rates and current data in Washington's market rate survey. DEL assumes that by 2013, 80 percent of the total workforce will have registered with MERIT and be eligible for the one-time participation award. Participation percentages are based on current legislation that will go into effect in 2013, requiring mandatory participation in MERIT for all employees in licensed facilities due to background check changes that will be processed through MERIT. This legislation ensures 100 percent participation in MERIT from all licensed facilities. By 2015, it is estimated that MERIT participation will reach 100 percent for all early learning programs including ECEAP and Head Start, and by 2020, participation awards will be limited to those newly entering the field. The model also assumes that a percentage of all providers will continue to move toward the higher lattice levels that require degrees and the rate of degree completion will be lower than average because most providers are completing degrees on a part-time basis while working full-time. DEL estimates that 70 percent of the current workforce will be eligible for a level award by 2014. By 2020, projections show that 70 percent of providers will receive a level award and acknowledgement of training and education accomplishments, but the level of award will continue to increase over time due to movement on the career lattice. Finally, the model assumes a 20 percent turnover rate with the highest turnover occurring at lower levels of the career lattice.

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The primary goals of the Career Lattice and associated awards are to acknowledge training and education accomplishments, professionalize the field of early learning, reduce turnover in the field and attract teachers and caregivers with higher levels of education. To initiate the career lattice participation and level awards, the structure is being implemented in an 18-month trial period. As more providers enter MERIT, Washington will have increasingly accurate workforce data, enabling the state to modify the structure of award amounts as appropriate.

Frontiers of Innovation - Another development in Washington that is linked to the career lattice and progression of professional development opportunities is a new partnership with top researchers at The Center on the Developing Child at Harvard University. Washington has been selected as a collaboration state with The Center on the Developing Child at Harvard University under a new partnership called the Frontiers of Innovation (FOI). FOI connects policy-makers, researchers, practitioners and philanthropists in an effort to collaboratively build cross-disciplinary strategies for innovation in early childhood policy and practice. The work of FOI includes bringing information on brain research and executive functioning to the forefront of the professional development system. The goals are to teach and impact professionals and parents who work with and care for children. These professional development opportunities will result in improved executive functioning in adults including parents, teachers, health practitioners and others that will aid in the healthy development of children. Although still in development, potential strategies include embedding FOI training and concepts in the redesign of the basic introductory training required of licensed child care providers and offering statewide trainings targeted toward the varied skill levels of professionals that align with the Core Competencies and career lattice. Additionally, coaching that is embedded in the state TQRIS will facilitate the application of FOI training concepts in applied settings including licensed facilities, ECEAP and Head Start programs.

RTT-ELC Selection Criteria

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials. The extent to which the State has a High-Quality Plan to—

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

Partnership with Community College System - DEL has an interagency agreement with the State Board of Community and Technical Colleges (SBCTC) to support the work of the implementation of Washington's professional development system. The agreement includes the development of statewide certificates and credentials that are aligned with the Core Competencies by every community/technical college with an early childhood education program, to be available by Fall 2012. This is a great advancement; currently, many early childhood education certificates are available through the community colleges, however content varies based on the individual needs of each community. In addition, current articulation agreements exist solely to award college credit for completing the basic training required of licensed providers and training that leads toward the CDA, both of which are reflected on the career lattice. Additional elements of the interagency agreement include the development of common course numbering throughout certificate and credential programs in early childhood education and the designation of SBCTC as the official education verifiers for the state to review educational qualifications of both professionals that work with children and trainers throughout Washington through MERIT.

Trainers: The Core Competencies serve as the basis for the professional development system in Washington, guiding those who provide training as much as those who participate in professional training. The quality of professional practice is dependent upon the quality of pre-service and continuing training in the field. This training and preparation ultimately leads to a well prepared workforce that impacts both child outcomes and school readiness. To ensure the Core Competencies are being used to guide program instruction in all early learning settings, all state-approved trainers who deliver ongoing professional development are required to complete online training in the Core Competencies and must document how the Core Competencies are addressed in the learning objectives for each state approved training. All trainers are approved through MERIT and all training is linked to and can be searched by Core Competency area.

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Through a new trainer approval process, DEL asks all trainer applicants to complete online modules on a variety of topics to ground professionals in the Core Competencies and align trainings with the state Early Learning Plan. Professionals who work with children must complete training in all of the Core Competency areas every four years to ensure a broad base of knowledge. Annually, most licensed child care providers must complete 10 STARS credits and STARS offerings focus on the Core Competencies. Head Start and ECEAP providers also must complete 15 hours of continuing education in the areas that align to the Core Competencies. Increasingly, STARS credits are aligned with clock hour credits in K-12, so that early learning professionals birth through third grade are learning together.

Core Competencies Training: All community and technical college programs in early childhood education have adopted the Core Competencies and are revising degree program curriculum to ensure alignment with the Core Competencies. To ensure that all professionals have access to and understanding of the Core Competencies, DEL has contracted with the Washington State Resource and Referral Network (WSRRN) to develop and provide training for professionals in the field. The training will initially be available in person through local child care resource and referral networks (CCR&Rs) throughout Washington with future plans to expand to an equivalent online training. The training will be an introductory course in how to use the Core Competencies as a resource document for program planning and individual professional growth and development.

Next Steps: Planning for professional development includes the use of verified data available in MERIT to identify gaps and strengths across the state. The following chart details data that are currently collected in MERIT and will assist with future professional development planning.

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Workforce Data Variable	Data Use	Near-Term Focus
Total workforce numbers by position type	Verify percentages of caregivers of various age groups throughout Washington Identify gaps in programming and professionals for targeted age groups	Incentivize the creation of licensed facilities to meet the needs of under-represented age groups Ensure that adequate community training and college coursework is available to meet program needs based on age groups
% workforce who have completed levels of education	Professional development planning for targeted resources such as scholarships, grants, career advising and technical assistance	Help to determine allocation of resources for scholarships and grants Help to create structures for career guidance and targeted technical assistance
% turnover by facility, region and position	Determining relationships between turnover and educational level, turnover and position title, turnover and location, turnover and wages, and turnover and career lattice awards. Specific comparison of turnover between TQRIS and non-TQRIS facilities.	Develop new incentive structures and strategies to reduce turnover through coaching, targeted technical assistance and development of communities of learning.
Average time employed in the field	Relationships between education levels, wages and time employed in the field	Creation of a statewide salary structure
Career lattice level attainment	Identifying trends in movement on the career lattice. Comparing rates of movement on the career lattice of TQRIS and non-TQRIS facilities	Adjustment of education awards. Encourage participation in TQRIS
Salary and benefit information	Professional development planning for wage enhancements. Comparing salary rates and benefits between TQRIS and non-TQRIS facilities	Creation of a statewide salary structure

Workforce data will assist with the statewide expansion of QRIS and the effective targeting of resources to meet diverse professional development needs and encourage movement on the career lattice. Additionally, workforce data collected through MERIT will help the state plan for the expansion of scholarship dollars awarded through the state’s Opportunity Grants program and Washington Scholarships program, for state-approved training and degrees that align with

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the career lattice. Finally, the MERIT data will assist in the development of a recommended statewide salary scale to ensure adequate compensation for the workforce.

Professional Development High-Quality Plans

Performance goals for professional development are:

- Increase participation in MERIT to 100 percent by 2013.
- Increase the quality of training and alignment with the Core Competencies.
- Increase the availability of coaching based on the TQRIS coaching model.
- Increase the base level of training for entry-level professionals from step 1 to step 3 on the career lattice.
- Attract new professionals with two-year and four-year degrees.
- Increase the number of professionals who have earned a certificate, credential or degree in early childhood education, including doubling the number of professionals with associate's degrees by 2015 and attracting and/or maintaining 30 percent of professionals with a bachelor's degree.

To accomplish this, our key outcomes include:

1. Implement Core Competencies
2. Integrate career lattice into MERIT
3. Partnership with Higher Education
4. Enhance Data and Registry
5. Expand Coaching and High Quality Training
6. Conduct Outreach and Engagement

Please see performance targets, milestones and activities below:

Performance Goals, Targets, & Timeline				
	2012	2013	2014	2015
Targets	<ul style="list-style-type: none"> • TQRIS participants in MERIT: 1685/8.4% of total • Participants in MERIT: 10,000/50% of total • 	<ul style="list-style-type: none"> • TQRIS participants in MERIT: 5830/29% of total • Participants in MERIT: 20,000/100% of total 	<ul style="list-style-type: none"> • TQRIS participants in MERIT: 12,565/62.8% of total • Participants in MERIT: 20,000/100% of total 	<ul style="list-style-type: none"> • TQRIS participants in MERIT: 17,445/87.2% • Participants in MERIT: 20,000/100% of total
Performance Goals	<ul style="list-style-type: none"> • 10% of total workforce move from steps 1-2 to step 3 on career lattice. • 2.5% of total 	<ul style="list-style-type: none"> • 10% of total workforce move from steps 1-2 to step 3 on career lattice • 2.5% of total 	<ul style="list-style-type: none"> • 5% of total workforce moves from steps 1-2 to step 3 on career lattice • 2.5% of total 	<ul style="list-style-type: none"> • 2.5% of total workforce moves from steps 1-2 to step 3 on career lattice • 2.5% of total

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	<p>workforce move from step 3 to step 4 on career lattice</p> <ul style="list-style-type: none"> • 15% of total workforce have completed CDA or achieved step 5 on career lattice • 15% of total workforce have completed AA degree or achieved step 9 on career lattice 	<p>workforce move from step 3 to step 4 on career lattice</p> <ul style="list-style-type: none"> • 25% of total workforce have completed CDA or achieved step 5 on career lattice • 5% of total workforce move from step 5 to steps 6-7 toward completion of state credential • 20% of total workforce have completed AA degree or achieved step 9 on career lattice 	<p>workforce move from step 3 to step 4 on career lattice</p> <ul style="list-style-type: none"> • 25% of total workforce have completed CDA or achieved step 5 on career lattice • 10% of total workforce move from step 5 to steps 6-7 toward completion of state credential • 25% of total workforce have completed AA degree or achieved step 9 on career lattice 	<p>workforce move from step 3 to step 4 on career lattice</p> <ul style="list-style-type: none"> • 20% of total workforce have completed CDA or achieved step 5 on career lattice • 15% of total workforce move from step 5 to steps 6-7 toward completion of state credential • 30% of total workforce have completed AA degree or achieved step 9 on career lattice • Attracting and/or maintaining 15% of professionals with a B.A. degree
Timeline	Ongoing participation in professional development activities			
Outcomes, Milestones, Activities & Responsible Party				
OUTCOME 1: Implement Core Competencies				
	2012	2013	2014	2015
Milestone 1: All state trainings aligned to the Core Competencies	<p>Training provided to all state approved trainers on Core Competencies All state approved trainings align with Core Competencies</p> <p>Lead: DEL</p>	<p>Online training in Core Competencies expanded to TQRIS participants and administrators</p> <p>All TQRIS participants complete training on Core Competencies to achieve level II</p> <p>Lead: DEL</p>	<p>Evaluation of trainer and training quality including alignment with the Core Competencies Update Core Competencies using evaluation data</p> <p>Lead: DEL</p>	<p>Ongoing monitoring of training quality and alignment with the Core Competencies</p> <p>Lead: DEL</p>
Milestone 2: All institutions of higher education use Core Competencies to design program requirements	<p>Higher education institutions adopt Core Competencies</p> <p>Lead: SBCTC</p>	<p>All higher education institutions require Core Competencies embedded in coursework that fulfills degree requirements</p> <p>Lead: SBCTC</p>	<p>All BA programs that offer ECE related degrees adopt and embed Core Competencies in degree coursework</p> <p>Lead: Higher education</p>	<p>All graduate ECE related degrees adopt and embed Core Competencies in degree coursework</p> <p>Lead: Higher education</p>
Milestone 3: All professionals use Core Competencies to design program curriculum	<p>Trainings available for all professionals on how to use Core Competencies for designing program curriculum</p> <p>Lead: DEL</p>	<p>On-going training available in Core Competencies for professionals</p> <p>Lead: DEL</p>	<p>All professionals have access to online training in Core Competencies</p> <p>Lead: DEL</p>	<p>On-going online and community based training for professionals in Core Competencies</p> <p>Lead: DEL</p>

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OUTCOME 2: Integrate Career Lattice into MERIT				
	2012	2013	2014	2015
Milestone 1: Statewide education and training verification through career lattice step attainment	Education verification process for trainers and professionals established and moved to State Board for Community and Technical Colleges Career lattice embedded in MERIT. Professionals and trainers can have education and training verified for career lattice Step assignment Lead: SBCTC, DEL	Participation awards available for MERIT registration and verification of career lattice step Lead: DEL	Education awards available for education and training accomplishments recognized on the career lattice Lead: DEL	Addition of new school-age, infant/toddler and director statewide certificates and credentials to career lattice Lead: DEL
Milestone 2: Career Lattice Guidance	Career lattice tutorial available on DEL website Lead: DEL	Technical assistance on career lattice from DEL, partners and higher education Lead: DEL, SBCTC, WSRRN	Continued technical assistance on career lattice from DEL, partners and higher education Lead: DEL, SBCTC, WSRRN	Continued technical assistance on career lattice from DEL, partners and higher education Lead: DEL, SBCTC, WSRRN
OUTCOME 3: Partnership with Higher Education				
	2012	2013	2014	2015
Milestone 1: Creation of statewide credentials and certificates	Strategic plan written to offer statewide certificates and credential at all colleges with an ECE program Lead: SBCTC	All colleges with an ECE program offer three early learning related certificates and credentials Lead: SBCTC	Career guidance available at higher education institutions for individual professional development planning Lead: SBCTC	Specialized school-age, infant/toddler, and director statewide certificates and credentials available Lead: SBCTC
Milestone 2: Articulation agreements	Articulation agreements in place for CDA and STARS 20 Hour Basic Training Lead: DEL	Common certificate and credential ECE course numbering adopted throughout community and technical college system. Lead: SBCTC	Articulation agreement planning between SBCTC system and BA and MA level programs throughout the state Lead: SBCTC	Articulation agreements in place between all ECE AA degree programs and 4-year universities that offer ECE related BA degrees Lead: SBCTC
OUTCOME 4: Data and Registry				
	2012	2013	2014	2015
Milestone 1: Translate MERIT applications and information available in additional languages	Spanish MERIT applications and information available Lead: DEL	Russian MERIT applications and materials available Somali MERIT applications and materials available Lead: DEL	Use workforce data information to plan for additional language translation in MERIT Lead: DEL	Provide MERIT technical assistance in multiple languages Lead: DEL

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<p>Milestone 2: Workforce Data Collection</p>	<p>Workforce surveys available in MERIT for all professionals Lead: DEL</p>	<p>Analysis of workforce data to determine gaps, identify trends and compare information between TQRIS and non-TQRIS facilities Lead: DEL</p>	<p>Analysis of workforce data to determine gaps, identify trends and compare information between TQRIS and non-TQRIS facilities Lead: DEL</p>	<p>Wage and benefit data analyzed for statewide salary scale development Lead: DEL</p>
<p>Milestone 3: MERIT development</p>	<p>Workforce data collection available TQRIS applications processed in MERIT Insertion of career lattice into MERIT Licensor view screen available Facility registration allowing facilities to create rosters with attached staff available New trainer approval process applications available Lead: DEL</p>	<p>Online access to training evaluation forms Lead: DEL</p>	<p>Ongoing development to support professional development system Lead: DEL</p>	<p>Career guidance tool available Lead: DEL</p>
<p>OUTCOME 5: Expand Coaching and High Quality Training</p>				
	<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>
<p>Milestone 1: Expand high quality training access and coaching using the TQRIS coach framework</p>	<p>Increase CCR&R's role in providing coaching support and technical assistance to match training needs with training opportunities Implement national quality professional development modules for STARS credit hours in on-line formats and through local organizations Lead: DEL</p>	<p>Expand access to coaching and application of training concepts and material in TQRIS communities Develop and implement new Basic 20 Hour STARS curriculum for family home providers, child care centers and school-age providers with embedded information on brain science and work products from Frontiers of Innovation partnership between DEL and Harvard University Lead: DEL</p>	<p>Implement peer review process for state-approved trainer applications using advanced trainer pool to replace trainer approval board. Create communities of learning with coaches and advanced trainers Create communities of learning with coaches and advanced trainers to target community training needs and follow-up application of training concepts Lead: DEL</p>	<p>Continue to implement coach framework and communities of learning groups throughout Washington Lead: DEL</p>
<p>OUTCOME 6: Outreach and Engagement</p>				
	<p>2012</p>	<p>2013</p>	<p>2014</p>	<p>2015</p>

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<p>Milestone 1: : Media and public awareness efforts to promote professional development system (MERIT and career lattice)</p>	<p>DEL presentations and training on MERIT and Trainer Approval Process</p> <p>On-going DEL participation in local and statewide conferences to promote professional development system</p> <p>MERIT training available for prospective state-approved trainers</p> <p>Lead: DEL</p>	<p>Early Learning Update module available for all professionals and partners to learn more about professional development system</p> <p>Lead: DEL</p>	<p>Share results and inform public about workforce data and professional development</p> <p>Lead: DEL</p>	<p>Continue targeted public awareness campaigns using messages from TQRIS and professional development data</p> <p>Lead: DEL</p>
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E. Measuring Outcomes and Progress Introduction – Kindergarten Entry Assessment

Introduction

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is Washington's kindergarten assessment. WaKIDS provides information about where children are in their development—cognitively, linguistically, physically and socially/emotionally. WaKIDS supports school readiness by:

1. Informing K-12 instruction.
2. Aligning programs and practices of early learning professionals and kindergarten teachers.
3. Involving families as partners in their children's education.
4. Providing data to inform state and local policy.

WaKIDS was piloted and evaluated during the 2010-2011 school year with about 3,000 incoming kindergarteners. The Department of Early Learning (DEL) and Office of Superintendent of Public Instruction (OSPI) partnered to administer the pilot, with support from the Bill & Melinda Gates Foundation and Thrive by Five Washington.

The 2011 Legislature made WaKIDS voluntary for state-funded full-day kindergarten classrooms in the 2011-2012 school, and mandatory for those schools beginning in the 2012-2013 school year. Other schools may choose to participate with private or other funding. This school year (2011-2012), 11,000 incoming kindergarteners in 165 schools participate in WaKIDS. OSPI and DEL partner to administer WaKIDS.

WaKIDS is unique among kindergarten entry assessments around the nation. Rather than just an assessment, WaKIDS is a process that involves the people who know the child best: parents, early learning providers and kindergarten teachers. In addition, WaKIDS has been reviewed and evaluated to ensure it is culturally responsive and focuses on child development across several domains. WaKIDS includes three parts:

1. *Whole child assessment.* The assessment is comprehensive of the whole child. WaKIDS gathers information on a child's skills, abilities and areas for growth. When compiled, it provides data on all the Essential Domains of School Readiness of entering kindergartners. Teaching Strategies GOLD (GOLD) is the assessment tool used in

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WaKIDS to gather data on the essential domains of school readiness of incoming kindergarteners. OSPI is compiling this school readiness data and will be reported to Washington's P-20 Longitudinal Data System.

2. Family connection. Kindergarten teachers meet with families at or before the beginning of the school year. This meeting goes beyond a back-to-school open-house format. It is a one-on-one or small group conversation where families share information with teachers about a child's individual strengths and challenges and to set expectations for the school year. This component ensures that family engagement strategies used throughout the early learning system—in TQRIS, Head Start/ECEAP, home visiting and other programs—continue to be used in the early elementary years.
3. Early learning collaboration. Collaboration between early learning providers and kindergarten teachers improves information-sharing and smooth the transition of students from early learning environments to kindergarten. Early learning providers have valuable information to share with kindergarten teachers about children's learning and how entering kindergartners function in peer group settings.

The state is moving forward with a rolling implementation of WaKIDS and will reach all incoming kindergarteners by the 2014-15 school year.

RTT-ELC Selection Criteria

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

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State’s Early Learning and Development Standards and covers all Essential Domains of School Readiness;

WaKIDS aligns with the state early learning standards. The WaKIDS research team chose 15 performance measures from the Washington State Early Learning and Development Benchmarks, based on an analysis of current research aligning early standards with end-of-year kindergarten learning standards.

WaKIDS Intersection with Early Learning & Development Benchmarks.

Washington Early Learning and Development Benchmarks Domain	WaKIDS measures goals from the Washington Early Learning and Development Benchmarks
Physical Well-Being, Health and Motor	#1 – Sub-domain: Motor Development Domain component: Gross Motor Skills Goal: Children demonstrate strength and coordination of large motor muscle
	#2 – Sub-Domain: Motor Development Domain component: Fine Motor Skills Goal: Children demonstrate strength and coordination of small motor muscles
	#6 – Sub-Domain: Health and Personal Care Domain component: Daily Living Skills Goal: Children practice basic personal care routines.
Social and Emotional (Note: this domain includes approaches to learning)	#13 – Sub-Domain: Social Development Domain component: Interactions with peers Goal: Children develop friendships with peers
	#24 – Sub-Domain: Emotional Development Domain component: Self-Control Goal: Children understand and follow rules and routines
Cognition and General Knowledge (Note: this domain includes early scientific development)	#33 – Sub-Domain: Logic and Reasoning Domain component: Critical and Analytic Thinking Goal: Children compare, contrast, examine, and evaluate experiences, tasks, and events.
	#38 – Sub-Domain: Mathematics and Numeracy Domain component: Number Sense and Operations Goal: Children demonstrate knowledge of numbers and counting.
	#39 – Sub-Domain: Mathematics and Numeracy Domain component: Measurement Goal: Children demonstrate knowledge of size, volume, height, weight, and length.

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Washington Early Learning and Development Benchmarks Domain	WaKIDS measures goals from the Washington Early Learning and Development Benchmarks
	#41 – Sub-Domain: Mathematics and Numeracy Domain component: Properties of Ordering Goal: Children sort, classify, and organize objects.
Language, Communication, and Literacy	#62 – Sub-Domain: Language Domain component: Expressive/Oral Language Goal: Children use language for a variety of purposes.
	#66 – Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate phonological awareness.
	#67 – Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate awareness of the alphabetic principal.
	#68 – Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate awareness of print concepts.
	#69 – Sub-Domain: Literacy Domain Component: Reading Goal: Children demonstrate comprehension of printed material.
	#74 – Sub-Domain: Literacy Domain Component: Writing Goal: Children use writing for a variety of purposes

The WaKIDS assessment tool, Teaching Strategies GOLD, is aligned with Washington’s early learning guidelines as well as the Essential Domains of School Readiness. The guidelines currently being updated to be written in simple language, be more culturally inclusive, include emerging child development research, and span through grade 3. The updated guidelines will be aligned with WaKIDS. (See section E1(b) for more information.)

RTT-ELC Selection Criteria

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

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(b) 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;

The child assessment tool used in WaKIDS (GOLD) is an observational assessment system for children from birth through kindergarten. The GOLD assessment system blends ongoing,

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observational assessment for all areas of development and learning with performance - assessment tasks for selected predictors of school success in the areas of literacy and numeracy. GOLD is designed for use as part of meaningful everyday experiences in the classroom or program setting. It is inclusive of children with disabilities, children who are English-language or dual-language learners, and children who demonstrate competencies beyond typical developmental expectations. The assessment system may be used with any developmentally appropriate curriculum; it is not linked exclusively to a particular curriculum.

GOLD is a reliable, valid tool, according to an August 2011 technical report by The Center for Educational Measurement and Evaluation (CEME). CEME Director Dr. Richard Lambert stated, “Our research strongly demonstrates that educators can use GOLD to make valid and reliable ratings of the developmental progress of children across the intended age range from birth through kindergarten.”¹

From Pilot to Statewide Implementation: Washington piloted WaKIDS during the 2010-2011 school year to learn more about:

- Which assessment tool to select: Three assessment tools were piloted and teachers were surveyed to determine which tool would be most useful to understanding school readiness for high-needs children and to inform instruction in the early grades.
- Scalability: WaKIDS was tested statewide to ensure it was scalable in diverse communities, in urban and rural areas, and in large and small schools and districts.
- Family and communities: Learn what families and communities needed and wanted information from WaKIDS.
- Early learning partnerships: Identify ways to meaningfully engage early learning providers in a child’s transition to kindergarten .

The 2010-2011 pilot included about 3,000 children in 115 classrooms in 63 schools. Participating classrooms were selected from applications and through a rigorous sampling procedure to ensure representation across race, ethnicity, income and region (see Figure E1). For a full review of the 2010 WaKIDS pilot, please see (Appendices 33 and 34.)

¹ <http://www.teachingstrategies.com/content/pageDocs/GOLD-Tech-Summary-8-18-2011.pdf>

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The University of Washington (UW) used a mixed-methods approach to inform and evaluate the WaKIDS pilot, using both quantitative and qualitative information from seven data collection tools:

1. Initial teacher questionnaire (collected in August 2010)
2. Three whole child assessments (Teaching Strategies GOLD, Work Sampling System, and Developing Skills Checklist)
3. Parent questionnaire (collected in Fall 2010)
4. Teacher questionnaires (collected in October 2010 and May 2011)
5. Ten Early Learning collaboration focus groups facilitated by the UW team
6. Early Learning Provider questionnaire (collected in April & May 2011)
7. Parent interviews conducted both in focus groups and phone interviews

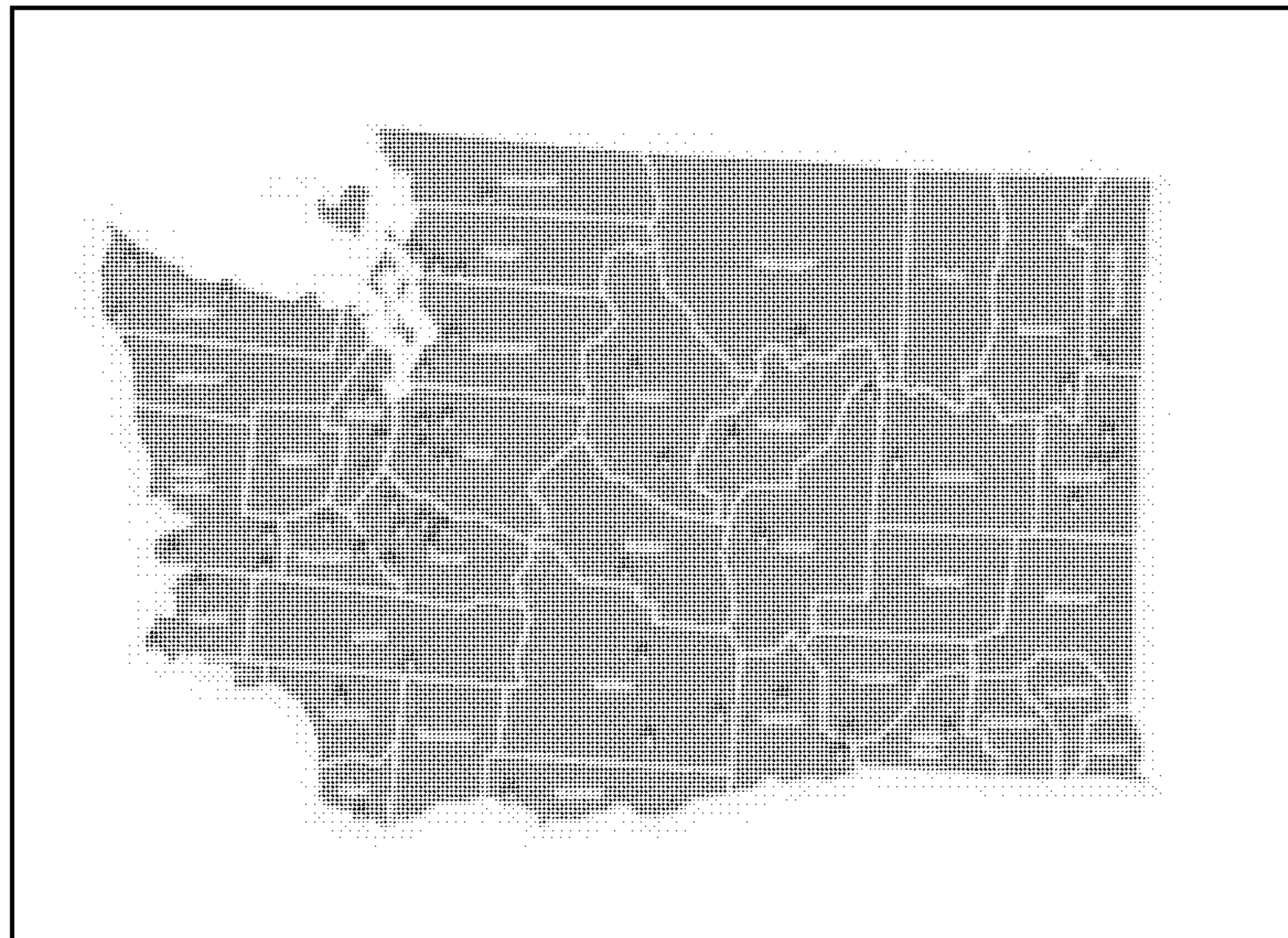


Figure E1: Map of school districts with schools that participated in the WaKIDS pilot.

Informing Statewide Implementation: The research and implementation data that was garnered from the 2010 WaKIDS pilot has informed the decisions for scaling WaKIDS statewide. Key decisions include:

- 1) **GOLD:** Based on qualitative and quantitative data collected, UW recommended, and the WaKIDS Advisory Team approved, using GOLD as the assessment tool for statewide implementation. Washington is working toward building longitudinal student outcome data across the pre-K through third grade continuum. Washington's state-funded pre-K program, the Early Childhood Education and Assistance Program (ECEAP), will require GOLD beginning in the 2012-2013 school year, and many Head Start programs already use it. In a survey of early learning providers, nearly 40 percent of child care programs who use assessments already use GOLD or the Creative Curriculum Continuum, the predecessor to GOLD. Washington's TQRIS Program Standards encourages the use of GOLD as well. Continued use of GOLD in early learning settings will facilitate the creation of standardized

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achievement expectations and allow for increased opportunities for joint professional development.

- 2) **Continue Family Connection:** The Family Connections component of WaKIDS includes one-on-one meetings or home visits between families and kindergarten teachers. Most participating schools have repurposed teachers' time at the beginning of the school year to complete these visits, because they are so valuable in engaging families about each child's strengths and needs. Districts are encouraged to provide translators as needed to help ensure this part of the process occurs in the family's dominant language.
- 3) **Support Early Learning Collaboration:** This component brings together early learning providers and kindergarten teachers to build collaborative efforts that bridge early learning with K-12 through shared training, common curriculum and aligned assessments.
- 4) **Bias and Sensitivity Review:** Prior to statewide implementation, OSPI led the completion of a bias and sensitivity evaluation of the WaKIDS model to help ensure WaKIDS is bias-free and culturally sensitive. The resulting recommendations were implemented in the final WaKIDS model. All community, teacher, parent and student materials were screened by a Cultural Bias and Sensitivity Committee. Many of the materials were revised and reviewed again to ensure awareness and accommodation of a multiplicity of experiences, backgrounds and cultures. A report will be provided to the Legislature in February 2012 that summarizes efforts and actions to ensure accurate, fair and replicable results for all children entering kindergarten.

Summary: The WaKIDS model was tested in 2010 through a pilot implemented by a cohort of schools, teachers, parents and early learning staff that represent the state. Nearly half the participating schools serve a high percentage of high-need children, demonstrating that the WaKIDS process can be effectively implemented and results in increased understanding about the status of our most vulnerable children's learning and development. The evaluation resulted in a refinement of the model that now includes a single common research-based, valid and reliable whole child assessment, as well as valuable components that promote family engagement, increase collaboration between early learning and school teachers, and provide smooth transitions for children as they enter school. WaKIDS will reach all children by the beginning of the 2014-15 school year.

RTT-ELC Selection Criteria

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

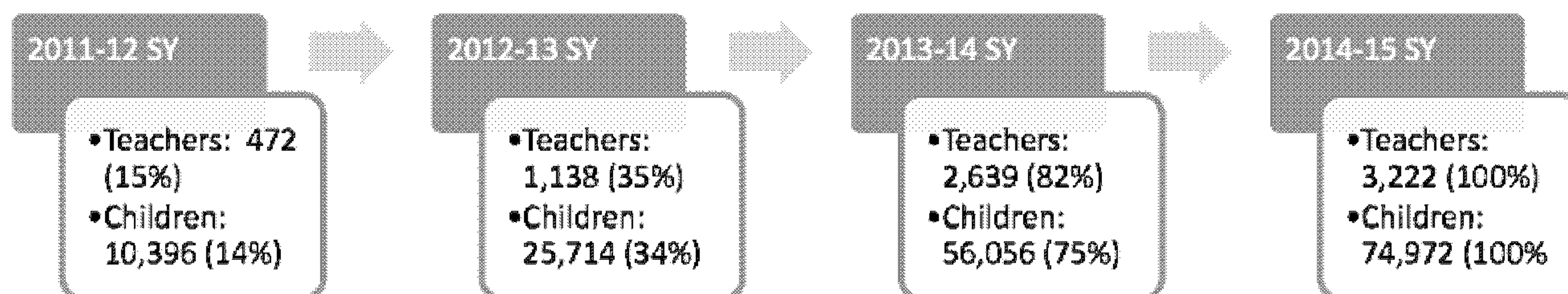
The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that—

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

After piloting WaKIDS during the 2010-2011 school year, Washington has begun implementing this kindergarten entry assessment around the state. During this current school year, about 11,000 incoming kindergarteners (14 percent of all kindergarteners) are participating in WaKIDS.

Washington is committed to serving all children with WaKIDS by the 2014-15 school year, well ahead of the RTT-ELC target to *begin* implementation.

There is a strong state commitment to implementing WaKIDS at scale, even during difficult economic times. The 2011 Special Session Legislature made WaKIDS mandatory for all state-funded full-day kindergarten classrooms beginning in the 2012-13 school year (see Appendix 1). The Bill & Melinda Gates Foundation has offered to pay for districts receiving their P-3 Early Learning Leadership grants to participate in WaKIDS. This includes approximately 15 districts including Seattle Public Schools. Because WaKIDS provides data useful both as a measure of early learning programs and as a baseline of a child’s development upon kindergarten entry, OSPI and DEL are committed to making WaKIDS mandatory for all kindergarten classrooms by the 2014-15 school year. The chart below illustrates our plan to serve **100 percent** of children and schools by the 2014-15 school year (SY).



Key Implementation Outcomes:

The implementation goal is for WaKIDS to be used in every school and kindergarten classroom by 2014-15 school year. To accomplish this, key outcomes include:

1. Ensure participating kindergarten teachers are able to effectively implement WaKIDS.
 - Provide all kindergarten teachers with training in the whole child assessment using GOLD.
 - Create a cadre of WaKIDS trainers throughout the state. Provide all school districts and educational service districts (ESDs) with an orientation to WaKIDS and all of its components. Create and conduct a “training of trainers” so districts and ESDs will have ongoing local and regional capacity to provide WaKIDS training and orientation after 2015. This also provides opportunity for WaKIDS to be integrated into the K-12 system as part of a continuum of assessments that are completed beginning in kindergarten. Provide parallel orientation and “training of trainers” for early learning providers, through the Washington State Child Care Resource and Referral Network – the same organization responsible for supporting quality improvement in the TQRIS system under contract with DEL.
2. Support regional Early Learning coalitions to refine and expand WaKIDS early learning collaboration activities across the state.
 - Support regional Early Learning HUBS and regional coalitions to provide training, resources and support to districts, ESDs and early learning providers to complete the WaKIDS Early Learning Collaboration component.
 - Host Transition Summit with all participating districts, schools, teachers and early learning professionals to complete School Transition Plan based on WaKIDS data.
 - Increase public awareness activities by integrating Love. Talk. Play. materials and media campaign activities into regional Early Learning Collaboration outreach.
 - Train early learning professionals on WaKIDS transition process as part of TQRIS (level two).

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3. Partner with Thrive by Five Washington and OSPI to educate parents and the public about WaKIDS. This partnership will include media events, flyers home to parent, school open-house discussions.
4. The University of Washington will conduct two validity and reliability evaluation to ensure GOLD results are accurate.
 - The first evaluation will examine inter-rater reliability guided by the considerations set forth by assessment developers. This evaluation will establish a baseline for measuring teacher consistency in initiating and documenting observed student behaviors/activities that serve as indicators for the assessment process. This evaluation is required to ensure accuracy and uniformity among the kindergarten teachers so that results are both consistent and interpreted reliably. Additionally, this evaluation will establish reliability coefficients that will quantitatively assist in defining group performance.
 - The second evaluation-will be conducted simultaneously with other district kindergarten assessments to evaluate concurrent validity by establishing the correlational relationship between GOLD and other standardized measures across these same four domains.
5. WaKIDS data is integrated into the State Longitudinal Data System (SLDS) and reported to public on an annual basis.

Table 2. High Quality Implementation Plan for WaKIDS

Performance Goals, Targets, & Timeline				
	2011- 12 SY	2012-13 SY	2013-14 SY	2014-15 SY
Targets	<ul style="list-style-type: none"> • 14% of children in the highest need schools served • 15% of kindergarten teachers trained 	<ul style="list-style-type: none"> • 34% of children in the highest need schools served • 35% of kindergarten teachers trained 	<ul style="list-style-type: none"> • 75% of children in the highest need schools served • 82% of kindergarten teachers trained 	<ul style="list-style-type: none"> • 100% of children in the highest need schools served • 100% of kindergarten teachers trained
Performance Goals	<ul style="list-style-type: none"> • 50% of these children are “ready” in 3 out of 4 domains • 75% of trained teachers find the 	<ul style="list-style-type: none"> • 60% of these children are “ready” in 3 out of 4 domains • 80% of trained teachers find the 	<ul style="list-style-type: none"> • 70% of these children are “ready” in 3 out of 4 domains • 85% of trained teachers find the 	<ul style="list-style-type: none"> • 75% of these children are “ready” in 3 out of 4 domains • 90% of trained teachers find the

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	<p>training helpful for instruction</p> <ul style="list-style-type: none"> • 80% of families participate • 50% of early learning professionals participate 	<p>training helpful for instruction</p> <ul style="list-style-type: none"> • 85% of families participate • 60% of early learning professionals participate 	<p>training helpful for instruction</p> <ul style="list-style-type: none"> • 90% of families participate • 65% of early learning professionals participate 	<p>training helpful for instruction</p> <ul style="list-style-type: none"> • 95% of families participate • 70% of early learning professionals participate
Timeline	Completed no later than the 1 st two months of kindergarten			
Children Served	<ul style="list-style-type: none"> • 14% (highest poverty) 	<ul style="list-style-type: none"> • 34% (moderate poverty) 	<ul style="list-style-type: none"> • 75% (mixed income) 	<ul style="list-style-type: none"> • 100% all
NOTE: All public school children included, private schools may request participate at their own cost of material and training.				
Outcomes, Milestones, Activities & Responsible Party				
OUTCOME 1: Participating kindergarten teachers are able to effectively implement the WaKIDS inventory.				
	2011- 12 SY	2012-13 SY	2013-14 SY	2014-15 SY
Milestone 1: Teacher training conducted on Teaching Strategies GOLD	<p>Training provided to 452 additional teachers in August</p> <p>Lead: OSPI</p>	<p>Training provided to 666 additional teachers in August</p> <p>Lead: OSPI</p>	<p>Training provided to 1501 additional teachers in August</p> <p>Lead: OSPI</p>	<p>Training provided to 583 additional teachers in August</p> <p>Lead: OSPI</p>
Milestone 2: Teachers conduct administration of observational assessment using Teaching Strategies GOLD & Family Connection.	<p>Child inventory completed for 10,396 students.</p> <p>Lead: OSPI</p>	<p>Child inventory completed for 25,714 students.</p> <p>Lead: OSPI</p>	<p>Child inventory completed for 59,056 students.</p> <p>Lead: OSPI</p>	<p>Child inventory completed for 74,972 students.</p> <p>Lead: OSPI</p>
Milestone 3: Professional development is provided on GOLD data analysis and instructional strategies via webinars, online training format, and video recordings	<p>Webinars and online trainings delivered in August and December to all interested parties.</p> <p>Lead: OSPI & DEL</p>	<p>Webinars and online trainings delivered in August and December to all interested parties.</p> <p>Lead: OSPI & DEL</p>	<p>Webinars and online trainings delivered in August and December to all interested parties.</p> <p>Lead: OSPI & DEL</p>	<p>Webinars and online trainings delivered in August and December to all interested parties.</p> <p>Lead: OSPI & DEL</p>
OUTCOME 2: The Early Learning Collaboration Component of WaKIDS is refined and expanded.				

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	2011- 12 SY	2012-13 SY	2013-14 SY	2014-15
<p>Milestone 1: Support regional Early Learning Coalition (ELC) hubs to convene regional Early Learning Collaboration component.</p>	<p>Release RFP outlining criteria for regional hubs participation and funding available.</p> <p>Secure 10 grants statewide.</p> <p>Conduct 3 Statewide Early Learning Collaboration meetings.</p> <p>Lead: Thrive, DEL</p>	<p>Release RFP outlining criteria for regional hubs participation and funding available.</p> <p>Secure 10 grants statewide.</p> <p>Conduct 3 Statewide Early Learning Collaboration meetings.</p> <p>Lead: Thrive, DEL</p>	<p>Release RFP outlining criteria for regional hubs participation and funding available.</p> <p>Secure 10 grants statewide.</p> <p>Conduct 3 Statewide Early Learning Collaboration meetings.</p> <p>Lead: Thrive, DEL</p>	<p>Release RFP outlining criteria for regional hubs participation and funding available.</p> <p>Secure 10 grants statewide.</p> <p>Conduct 3 Statewide Early Learning Collaboration meetings.</p> <p>Lead: Thrive, DEL</p>
<p>Milestone 2: Host Transition Summits with all participating districts, schools, teachers and early learning professionals to complete School Transition Plan based on WaKIDS data.</p>	<p>Conduct Transition Summits with all participating WaKIDS educators.</p> <ul style="list-style-type: none"> - New participants craft transition plan based on WaKIDS data. - Previous participants review progress and update transition plan. <p>Lead: OSPI Responsible: Thrive, DEL, UW</p> <p>Release competitive P-3 mini-grants to schools to support implementation of transition plan. Lead: OSPI</p>	<p>Conduct Transition Summits with all participating WaKIDS educators.</p> <ul style="list-style-type: none"> - New participants craft transition plan based on WaKIDS data. - Previous participants review progress and update transition plan. <p>Lead: OSPI Responsible: Thrive, DEL, UW</p> <p>Release competitive P-3 mini-grants to schools to support implementation of transition plan. Lead: OSPI</p>	<p>Conduct Transition Summits with all participating WaKIDS educators.</p> <ul style="list-style-type: none"> - New participants craft transition plan based on WaKIDS data. - Previous participants review progress and update transition plan. <p>Lead: OSPI Responsible: Thrive, DEL, UW</p> <p>Release competitive P-3 mini-grants to schools to support implementation of transition plan. Lead: OSPI</p>	<p>Conduct Transition Summits with all participating WaKIDS educators.</p> <ul style="list-style-type: none"> - New participants craft transition plan based on WaKIDS data. - Previous participants review progress and update transition plan. <p>Lead: OSPI Responsible: Thrive, DEL, UW</p> <p>Release competitive P-3 mini-grants to schools to support implementation of transition plan. Lead: OSPI</p>
<p>Milestone 3: Train early learning professionals on WaKIDS transition process as part of TQRIS (level 2).</p>	<p>Train 337 additional early learning programs on facilitating kindergarten transition.</p>	<p>Train 713 additional early learning programs on facilitating kindergarten transition.</p>	<p>Train 985 additional early learning programs on facilitating kindergarten transition.</p>	<p>Train 477 additional early learning programs on facilitating kindergarten transition.</p>

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	Lead: DEL, WSRRN	Lead: DEL, WSRRN	Lead: DEL, WSRRN	Lead: DEL, WSRRN
OUTCOME 3: Partner with Thrive by Five Washington and OSPI to educate parents and the public in general about WaKIDS. This partnership will include media events, flyers home to parent, school open house discussion.				
	2011- 12 SY	2012-13 SY	2013-14 SY	2014-15 SY
Milestone 1: Media and public awareness efforts to promote TQRIS, including Love Talk Play	Align with Love.Talk.Play. Develop media strategy Lead: DEL, Thrive, OSPI	Explore expanding Love.Talk.Play.to other age groups. Integrate into work with Community Coalitions Lead: DEL, Thrive, OSPI	Love.Talk.Play expansion Integrate into work with Community Coalitions Lead: DEL, Thrive, OSPI	Love.Talk.Play expansion Integrate into work with Community Coalitions Lead: DEL, Thrive, OSPI
OUTCOME 4: Conduct validity and reliability evaluation to ensure Teaching Strategies GOLD results are accurate.				
	2011- 12 SY	2012-13 SY	2013-14 SY	2014-15 SY
Milestone 1: Complete validity and reliability evaluation.	University of Washington conducts inter-rater reliability evaluation and a concurrent validity study. Lead: UW	University of Washington completes evaluation, publishes results, and makes recommendations. Lead: UW	Based on evaluation, make modifications to address gaps or deficiencies in the training process. Lead: OPSI, DEL	Based on evaluation, make modifications to address gaps or deficiencies in the training process. Lead: OPSI, DEL
OUTCOME 5: WaKIDS data is integrated into State P-20 Longitudinal Data System and reported to public on an annual basis.				
	2011- 12 SY	2012-13 SY	2013-14 SY	2014-15 SY
Milestone 1: WaKIDS data is included in Statewide Longitudinal Data System	WaKIDS data reported to SLDS. Lead: OSPI	WaKIDS data reported to SLDS. Lead: OSPI	WaKIDS data reported to SLDS. Lead: OSPI	WaKIDS data reported to SLDS. Lead: OSPI Longitudinal data analysis: WaKIDS children entering 3 rd grade. Lead: OSPI
Milestone 2: ECEAP program data (Teaching Strategies GOLD) is included in Statewide Longitudinal Data	DEL requires all ECEAP programs to use Teaching Strategies GOLD assessment tool. Lead: DEL	ECEAP data report to SLDS.	ECEAP data report to SLDS. Lead: DEL Longitudinal data	ECEAP data report to SLDS.

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System	ECEAP data report to SLDS. Lead: DEL	Lead: DEL	analysis: ECEAP children entering kindergarten LEAD: DEL	Lead: DEL
Milestone 3: WaKIDS data reported annually to Legislature (including Early Learning Advisory Council and Quality Education Council overseeing Basic Education)	Reported annually to Legislature in January, 2012. Lead: OSPI, DEL	Reported annually to Legislature in January, 2013. Lead: OSPI, DEL	Reported annually to Legislature in January, 2014. Lead: OSPI, DEL	Reported annually to Legislature in January, 2015 Lead: OSPI, DEL

RTT-ELC Selection Criteria

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

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that—

(d) 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;

Currently, WaKIDS is part of the Comprehensive Education Data and Research System (CEDARS), a longitudinal data warehouse of educational data in Washington. OSPI annually submits student-level assessment results of the WaKIDS GOLD assessment to the Education Research and Data Center (ERDC), which is a division of the Office of Financial Management in the Governor’s Office. The center conducts longitudinal P-20 education research and analysis and is considered an “Education Agency” as defined by FERPA. As a result, it is authorized to analyze identifiable student-level data.

The U.S. Department of Education Institute of Education Sciences awarded \$17.3 million grant to Washington (\$3 million earmarked for early learning) for continued work on the design and implementation of the state’s P-20 longitudinal data system. Led by the ERDC, the system will provide a wider array of data, improved analytic capability, and greater access while continuing to include protections for individual privacy and confidentiality in compliance with state and federal regulations. The effort is a collaborative undertaking with several ERDC partner agencies, including DEL and OSPI. WaKIDS will be part of the P-20 State’s Longitudinal Data System when it launches in 2012.

RTT-ELC Selection Criteria

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

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(e) 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).

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The WaKIDS pilot and subsequent implementation have been funded with a combination of public and private dollars. The 2009-2011 state operating budget included \$100,000 in state general funds to pilot WaKIDS, and required a private match (see Appendix 1). The Bill & Melinda Gates Foundation contributed \$623,000 to the WaKIDS pilot and Thrive by Five Washington contributed \$25,000.

Despite the \$5 billion state budget deficit during the 2011 legislative session, DEL and OSPI partnered with stakeholders to successfully support the passage of legislation that began implementation of WaKIDS in the 2011-12 school year. The 2011-2013 state operating budget includes \$900,000 in state general funds to fund WaKIDS expansion in the highest-poverty schools statewide with full-day kindergarten, which will serve approximately 16,000 children over the next two years. Private dollars from the Bill & Melinda Gates Foundation supported WaKIDS expansion in 2011 to serve an additional 3,500 children in school districts participating in Foundation P-3 grants, and they have indicated they are interested in helping to support the expansion to more schools in the upcoming years.

Table 3 identifies the state, federal and private funding streams to support the scale-up of WaKIDS. Due to the ongoing economic downturn, we have used conservative estimates related to additional state dollars in the 2013-14 and 2014-15 school years. The Bill & Melinda Gates Foundation and Thrive by Five Washington have expressed strong interest in supporting WaKIDS at the level indicated in Table 3. Beyond the period of the grant, OSPI is committed to funding ongoing costs of sustaining WaKIDS implementation using their state and federal assessment budget, as they have indicated in their support letter and associated MOU. Race to the Top funding will be used to expedite the WaKIDS expansion timeline by supporting *one-time* teacher training costs on the GOLD assessment tool.

Table 2. WaKIDS Implementation Costs WaKIDS 2014-15 Statewide Implementation Costs				
	2011-12 SY	2012-13 SY	2013-14 SY	2014-15 SY
Additional Teachers	452	666	1501	583
Total Teachers	452	1118	2619	3202
Total Students	10396	25714	59056	74972
Training Costs (\$800 per teacher)	\$361,600	\$532,800	\$1,200,800	\$466,400
Online Student Registration (\$9.10 per student)	\$94,604	\$233,997	\$537,410	\$682,245
Early Learning Collaboration Costs	\$87,500	\$87,500	\$60,000	\$60,000
System Supports	\$333,896	\$327,808	\$230,658	\$230,658
TOTAL	\$877,600	\$1,182,105	\$2,028,868	\$1,439,303

Table 3. WaKIDS Budget

WaKIDS Implementation Funding Sources				
	2011-12 SY	2012-13 SY	2013-14 SY	2014-15 SY
State Funding	\$500,000	\$400,000	\$325,000	\$600,000
BMGF - Expansion districts	\$137,794	\$179,440	\$150,000	\$150,000
BMGF - P-3	\$60,000	\$60,000	\$50,000	\$50,000
BMGF – Other	\$200,000	\$200,000		
TB5	\$25,000	\$25,000	\$25,000	\$50,000
Federal: DEL	\$50,000	\$50,000	\$20,000	\$20,000
RTT-ELC (Teacher Training)		\$532,800	\$1,200,800	\$466,400
Carry forward		\$95,194	\$360,329	\$102,261
TOTAL	\$972,794	\$1,542,434	\$2,131,129	\$1,438,661

Competitive Priority 2 – Including all Early Learning and Development Programs in the Tiered Quality and Rating Improvement System

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015—

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

Introduction

Washington’s Early Learning Plan (State Plan) and system are designed to ensure that all children who participate in programs governed by the state are progressing to meet a common set of high expectations and that providers meet quality standards to care for children. Washington designed its Tiered Quality Rating & Improvement System (TQRIS) to include all licensed programs and all programs that have recognized or approved certification. Certified programs include Head Start, ECEAP (state funded pre-K), Military and Tribal programs. Beginning in 2012, 100 percent of all licensed and certified programs will be participating in the TQRIS, well ahead of the RTT-ELC criteria to meet this requirement by June 30, 2015.

Presumed TQRIS Participation of All Programs

As outlined in Section B (particularly Section B2), Washington’s TQRIS is designed so that all licensed and certified programs automatically participate in TQRIS level one. This automatic participation is embedded in the TQRIS Program Standards that were adopted in August 2011 (See Appendix 17 for TQRIS Standards). Automatic participation of all programs at level one means that while programs choose whether or not to progress to higher TQRIS quality levels, TQRIS program standards and expectations for high quality apply to all programs. This automatic inclusion encourages programs to improve quality and attain higher levels because ratings for all programs are public in 2013, and parents are able to use ratings to help them evaluate and choose care for their children.

Licensing and TQRIS Level One are the Foundation for Quality of All Programs

DEL licenses more than 7,400 child care centers including school-age programs and family child care homes across Washington. These licensees care for up to 175,000 children from 1 month to 12 years old. The rules governing these facilities set a strong foundation to ensure safe, healthy and nurturing learning environments for children in licensed facilities.

Licensing Requirements. In Washington, child care centers and family child care homes that care for one or more unrelated children are required to be licensed. Programs that operate fewer than four hours per day and provide a preschool program are exempt from licensure, as are programs located on a federal military bases and those located within the boundaries of a federally recognized Native American area. Programs operated by any unit of local, state or federal government are also exempt but can only receive child care subsidies if they become certified by the state, a process that is identical to the licensing process for non-exempt programs.

Exempt programs and TORIS – Washington’s TQRIS includes all licensed programs and also strategically includes some programs that are exempt from licensing. The state applied program-specific rationale in its decision to include or not include exempt programs in TQRIS. These include:

1. **Head Start/ECEAP** :While many part-time (fewer than four hours per day) Head Start and ECEAP programs are exempt from licensing, they are included and are presumed to be participating in TQRIS, as defined by the program standards. Washington’s TQRIS intentionally includes Head Start and ECEAP to ensure that programs that serve the state’s most vulnerable children and lowest-income families are able to demonstrate and receive recognition for providing high-quality care that is measured under common statewide Program Standards. In addition, automatic TQRIS participation may result in more Head Start/ECEAP programs providing full-day, full-year programs due to their ability to receive higher tiered child care subsidies that are a benefit of TQRIS higher quality levels/ratings. Finally, as described in Section B, the state’s comprehensive pre-K programs are leaders in many quality practices such as comprehensive assessment systems and family engagement and will serve as training hubs for other TQRIS child care programs in their communities and regions.

2. Special education pre-K programs: Some of the children who participate in our state's special services programs (IDEA Part B) receive services in special education pre-K programs. These programs are exempt from licensing as they are operated by school districts, operate fewer than four hours per day, and do not participate in a child care subsidy program. Currently, these programs are governed by the rules and regulations of special education funding and are not included in the TQRIS. Given the individualized interventions used in these programs, the state wants to explore how special education pre-K programs might be integrated with TQRIS. Plans for cooperation between TQRIS and special education pre-K programs have been developed and are described in Section B(2).

Licensing Standards: The National Association of Child Care Resource and Referral Agencies (NACCRRA) ranks Washington's child care licensing rules as among the top 10 in the nation, for both centers and family home child care (Specifically third in the nation for family homes and sixth in the nation for centers). The NACCRA report cites many strengths of Washington's licensing standards, which are also the basis for TQRIS level one. These include:

- Child care centers and family child care homes caring for one or more unrelated children are required to be licensed.
- Routine monitoring inspections are unannounced, complaint inspections are unannounced.
- Center staff is required to have initial orientation, fire safety, other health and safety training.
- Centers are required to have one first-aid and CPR-certified staff member on premises at all times.
- Program activities must address all six developmental domains: social, physical, language/literacy, cognitive/ intellectual, emotional and cultural.
- Health and safety standards address 10 of 10 basic standards: immunizations, guidance/discipline, diapering/ handwashing, fire drills, medicine administration, following safe sleeping practices to prevent Sudden Infant Death Syndrome (SIDS), emergency preparedness, playground surfaces, hazardous material, and incident reporting.

Competitive Priority 2

- Has requirements regarding parent involvement, addresses daily/frequent communication with parents and allows unannounced parent access.
- Inspection and complaint reports are available online.
- Child care licensing staff is required to have a bachelor's degree in early childhood education or related field.

As Washington integrates licensing and TQRIS, the state has taken steps to strengthen the quality of licensing/level one standards, including:

1. Family Child Care rule revisions – From January 2007 through December 2009, Washington engaged in a unique negotiated rule-making process to update licensing regulation for family child providers. The proposed revised rules make the following changes:
 - Increase licensee and staff education, and training standards.
 - Enhance standards for playground safety, food service, cribs, emergency preparedness, nurture and guidance, and “screen-time.”
 - Reduces licensee paperwork to renew licenses.
 - Are less prescriptive regarding how the licensee meets standards.
 - Clarify confusing fire escape provisions in the current rules.
 - Require a higher level of licensee-parent communication regarding the child's development and the licensee's child care philosophy.
 - Provide more clarity for consistency in interpretation and application than the current family home child care rules.
2. Strengthening Illegal Care Penalties – In 2011, the Washington State Legislature strengthened the law governing illegal child care by increasing the civil penalty for illegal child care homes from \$75 per day to \$150 per day and required that DEL post on its website the names of individuals who provide illegal, unlicensed child care. This law went into effect on July 22, 2011.

Integration of Licensing, TQRIS & Child Care Subsidy Systems

Competitive Priority 2

Washington is fortunate to have a strong licensing platform to build upon, and by making key shifts in policy as well as programmatic changes, we are well positioned to target and combine our licensing and TQRIS efforts toward quality improvement efforts above and beyond licensing regulations.

Level two coordination – TQRIS level two is focused on facility leadership and professional growth and is designed to promote readiness prior to receiving a rating assessment for higher TQRIS quality levels three through five. All licensed facilities are to apply for level two status, and facility directors/owners are responsible for ensuring their facility is in good standing with licensing prior to achieving a level two rating. Level two requires that program owners/directors complete a series of free trainings focused on cultural competency, school readiness, and core assessments as well as complete a self assessment using the Environment Rating Scale.

Common areas have been identified between the Environment Rating Scale and current licensing standards so that potential areas that need improvement can be addressed prior to a formal rating evaluation. At this stage, programs are supported by both licensors and technical assistance specialists. This partnership integrates the two systems and ensures that participants receive cross sector support and technical assistance specific to their needs.

Programmatic and Policy Changes: In order to ensure that communication and coordination between licensing and TQRIS entities is efficient and effective, several programmatic and policy changes have been implemented:

1. Non-expiring licenses – On July 22, 2011, DEL moved to a non-expiring license for child care providers. The purpose for this change is to reduce the paperwork burden on both licensors and child providers during the renewal phase. It allows providers who are “in good standing” and meet certain requirements to have a full monitoring visit every three years, rather than every 12 months). Implementation will streamline monitoring visits and ensure data is valid and up-to-date. The non-expiring license has significant implications for ensuring that all licensed facilities participate in TQRIS. By making this shift, licensors will be able to focus more time on technical assistance for all facilities but particularly those at the lower end of the TQRIS standards who may be struggling with meeting licensing requirements. By partnering with the local technical assistance specialists, licensors can

Competitive Priority 2

effectively support all licensed child care facilities by promoting readiness and create a seamless system from level one to level five.

2. Core Training – Washington has developed a training framework for licensors and coaches. All licensors are trained on the TQRIS quality standards and will receive ongoing opportunities to participate in ongoing training such as training on the TQRIS assessment tools. Although licensors are not responsible for assessing facilities, it is crucial that they have working knowledge of the program assessment tools and how those tools build off of the current licensing requirements. In turn, TQRIS coaches are trained on licensing standards. Since licensing, TQRIS and quality improvement are now part of a progression of activities for all licensed programs, it is important for licensors and TQRIS Coaches to be cross-trained.
3. Technological Advancements – Washington has made several changes to ensure the various data systems in our early learning system are integrated and work together. By investing in technology, we will enhance the state’s ability to integrate TQRIS, licensing and the child care subsidy programs, all programs that TQRIS participants are involved in. These include:
 - *Electronic licensing forms* – In April 2011, DEL licensors began using tablet computers and electronic licensing forms during licensing visits, including monitoring visits and unannounced complaint inspections. Through the electronic licensing forms, DEL licensors are able to electronically submit licensing data including compliance issues from the field. This automated data process provides immediate feedback to the licensee, eliminates handwritten inspection reports, and allows DEL to analyze licensing inspections data. TQRIS administrators now have access to real-time data regarding a facility’s licensing status, ensuring that programs are maintaining their licensing status.
 - *Professional Development Registry (MERIT), TQRIS and Licensing Databases* – As discussed in Sections B and D, DEL has just launched a new Managed Education and Registry Information Tool (MERIT), an online tool that tracks and manages the training and educational accomplishments of the early childhood workers in Washington. In addition, DEL is developing and testing a TQRIS database that will collect and track all TQRIS program and rating information. Both the TQRIS and MERIT databases are designed to work seamlessly

with the existing licensing database so that programs, TQRIS Coaches and administrators can all use these electronic tools to track quality improvement progress on a program and statewide basis. One example is a new system for Portable Background Checks. Effective July 2012, MERIT will be able to give licensed child care employees a three-year portable clearance card. The card will allow employees to work in more than one facility during those three years. The new process will be phased in over the next few years and will ensure the MERIT database is up-to-date and accurate.

- *Proposed Electronic Benefit Transfer (EBT) System for Working Connections Child Care Subsidy Program (WCCC)* – In response to the federal The Improper Payments Elimination and Recovery Act (2010), Washington State Senate Bill 5527 was introduced in 2011 to address the need for stronger payment monitoring and reporting of subsidies paid through the Working Connections Child Care program. Currently, time and attendance records for the state's child care subsidy program (WCCC) are a paper system that is maintained only by the provider. The state recognizes that the system is antiquated and limits the state's ability to efficiently and accurately implement the subsidy payment system. To improve the system, the state is currently exploring options for an Electronic Benefit System (EBT). Depending on the most current technology available, the EBT could take many forms, including the use of a magnetic swipe card, issued to child care subsidy recipients, and devices to read the cards for the providers. An EBT system will enable electronic collection of time and attendance data and may also allow data to be centrally collected and managed by DEL. Updating the WCCC subsidy payment system may encourage more programs to participate in WCCC and serve more low-income children. Currently, one barrier to participation in WCCC is that many providers view the current paper system as burdensome and payments are sometimes delayed. An electronic system also has the potential to realize cost-savings that then could be repurposed toward other quality improvements. The state is currently proposing to invest approximately \$664,761 toward this effort and Washington's RTT-ELC proposal includes \$3.8 million funds for this effort over four years (see budget for detail).

Summary: Washington has made the policy and programmatic changes necessary to fully integrate licensing and TQRIS into a comprehensive quality improvement system for all programs.

Competitive Priority 3

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

Specify which option the State is taking:

(a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.

(b) Applicant has written to selection criterion (E)(1).

Introduction

Driven by a determination to sustain and enhance student achievement from high quality pre-K programs into high-quality early elementary school, Washington has made significant progress creating, leading and implementing P-3 initiatives. This achievement is illustrated at all levels: the state policy-level, in leadership provided by our nine regional educational service districts (ESDs), and in local school districts and early learning centers across the state.

At the state level, leadership on P-3 initiatives is spearheaded by a partnership between OSPI, DEL, and Thrive. This collaboration has led to the development of Washington’s early learning reform agenda which prioritizes strong alignment and coordination across systems to strengthen and sustain child outcomes.

In regions across the state, early learning providers—including Head Start, ECEAP, subsidized child care, private pay and school-district funded pre-K programs—are working to align with K-3 to provide a continuum of developmentally appropriate instruction and supports, ensuring that learning builds from one year to the next. In Washington, the goal of P-3 is to integrate pre-K and early elementary so that children receive high-quality early learning experiences that enable them to be proficient in reading and math and socially and emotionally prepared to achieve at grade level at the end of third grade. This will enable them to succeed in rigorous and content-based instruction in fourth grade and beyond.

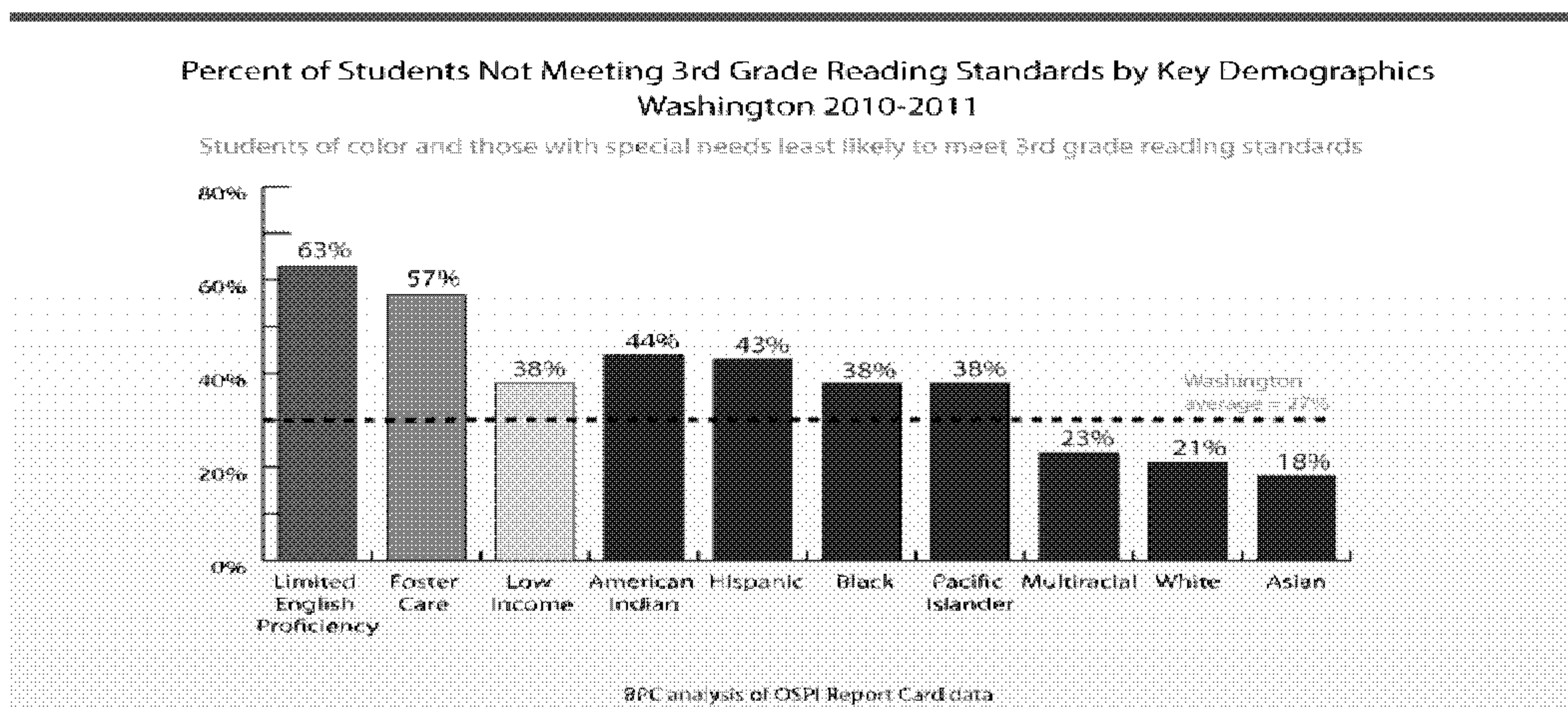
Washington’s Legislature also has demonstrated leadership by implementing and funding critical policies and programs to address the P-3 continuum and prioritize high need children, including:

- **Full-Day Kindergarten:** Beginning in the 2007-08 school year, Washington began phasing in state-funded full-day kindergarten, beginning with the highest-poverty schools. The 2009 Legislature affirmed its commitment to state-funded full-day kindergarten by including it as part of an expanded definition of *basic education* (see appendix 1). Programs considered *basic education* are protected by Article IX, section I of the Washington State Constitution: “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”

Funding for state-funded full-day kindergarten has increased dramatically, despite the state revenue shortfall. Washington currently is serving 22 percent of children with state-funded full-day kindergarten. The expanded definition of *basic education* will be fully implemented in the 2017-18 school year, when all children will be served with state-funded full-day kindergarten as part of *basic education*.

- **Pre-K Entitlement Program:** In 2010, the Washington State Legislature passed legislation (SSHB 2731) to create a Pre-K entitlement program. The program will begin in 2011 with current ECEAP program participants and expand alongside state-funded full-day kindergarten. The program will be fully implemented by the 2018-19 school year. Companion legislation (SSB 6759) created an early learning technical work group to recommend an early learning program implemented as part of basic education or as an entitlement.
- **WaKIDS:** In 2011, the Washington State Legislature passed legislation (SSSB 5427) to implement WaKIDS into schools with state-funded full-day kindergarten by the 2012-13 school year. The 2011-13 operating budget included new general fund dollars to support this work.

Washington is committed to ensuring that children have high-quality early learning opportunities, and that the gains are sustained into elementary school. While much work has been done, we know from our third-grade standardized test scores that much more needs to be done, particularly for low-income children and children of color.



Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

In 2005, the Washington adopted the Washington State Early Learning and Development Benchmarks, which were created in partnership with OSPI. It was a goal of the Benchmarks that they be aligned with K-12 learning standards, and a crosswalk was developed within the Benchmarks to ensure alignment between the early learning standards and the K-12 standards. (See Section C1.)

The Benchmarks are currently in a revision process, and one of the explicit goals of this process is to expand the standards through third grade. A revised set of standards are currently being reviewed by the public, and the final revised standards will be adopted by the Director of the DEL and Superintendent of Public Instruction in December, 2011. Once finalized, DEL, OSPI, and Thrive by Five Washington will distribute the guidelines to all of the elementary schools, pre-Ks, and child care centers in the state, provide informational webinars, and develop supplemental resources and tools that will help teachers and child care providers incorporate the guidelines into their instruction.

In addition, OSPI will update the state's K-12 learning standards (if necessary) and include resources for interpersonal social behaviors into professional development and technical assistance related to the state's learning standards.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

The state education agencies OSPI and DEL, in collaboration with the Bill & Melinda Gates Foundation, Thrive by Five Washington, ESDs, and school districts, have prioritized P-3 efforts as a part of the Washington's Early Learning Plan. This initiative has taken two forms: 1) integrating P-3 into key elements of the early learning system, and 2) supporting P-3 alignment within communities.

1. **Integrating P-3 into key elements of the early learning system:** Washington has deliberately incorporated alignment with early elementary into the critical elements of our early learning system, including our early learning standards, WaKIDS, and data. Each of these elements was built to seamlessly connect early learning and K-12, and to support children as they transition from early learning into the K-12 system.
 - **WaKIDS Assessment:** A major goal of the WaKIDS assessment is to build stronger connections between early learning providers, families, and kindergarten teachers. Please refer to Section (E)(1) for additional information regarding the WaKIDS assessment and how it will assist with the transitions between pre-K and elementary schools.
 - **P-20 Longitudinal Data System:** Washington is building a longitudinal data system that will include student-level information regarding a child's pre-K experience and outcomes. This information will then be available for elementary school teachers and staff, researchers, and policy-makers. This information will also enable constructive feedback to early learning child care and pre-K providers. See Section (E)(1)(d) for more information.
 - **Early Learning Benchmarks:** Our early learning standards have always been aligned with the K-12 standards, and the current revision process will strengthen this alignment. For more information, see Section (C)(1).
2. **Supporting P-3 alignment within communities:** Supported by the Bill & Melinda Gates Foundation, Washington is focused on supporting effective P-3 practices within communities. To date, the Bill & Melinda Gates Foundation has invested \$10 million in supporting P-3 efforts in Washington. Major investments include:
 - a. **P-3 State System:** In addition, to their support of WaKIDS and data, since 2008 the foundation has contracted with OSPI to support technical assistance to school districts/communities across the state, including funding for the annual Starting

Strong conference that brings together hundreds of early learning teachers, school principals, early learning center directors, and policymakers.

- b. Regional Support:** A collaborative effort with the ESDs and OSPI, Thrive by Five Washington and the DEL, the foundation has awarded \$3 million in grants to six of the nine regional ESDs beginning in 2009 to further regional P-3 leadership and to support P-3 implementation in local school districts. The purpose of the grants is to engage ESDs in supporting districts to align high quality work across early learning and into elementary school. With funds from these grants, ESDs have selected partner districts, are providing technical assistance and data and evaluation support, and serve as an intermediary for regional P-3 work. The districts are directly engaging their early learning partners—both publicly and privately funded—to work together on specific instructional strategies to improve children’s learning across the continuum of pre-K through third grade. Leaders within the early learning and K-12 systems are also improving their skills in supporting teachers to provide developmentally appropriate instruction and are working to support P-3 efficiencies through better management of data and resources.
- c. District Support:** Since 2008, the Foundation has awarded nearly \$7 million to 11 school districts to help integrate programs for young children from pre-K into K-12 education. These grants help the school districts more effectively connect with local early learning providers and better align educational supports for children from birth through grade three with an increasing focus on improving the quality of classroom instruction and supporting the development of early learning and K-12 educational leaders to implement P-3 structures locally.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State’s High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

- (c) Promoting health and family engagement, including in the early grades;

The Coordinated School Health Program: Washington's Coordinated School Health Program (CSHP) is a partnership between the Department of Health, OSPI, and school districts that seek to ensure healthy schools and healthy, successful students by coordinating policies and programs and encouraging school, community and family involvement through shared information and communication. Washington's CSHP is supported by the Centers for Disease Control and Prevention (CDC).

This program brings together school administrators, teachers, other staff, students, families, and community members to assess health needs; set priorities; and plan, implement, and evaluate school health program activities. It focuses on integrating efforts across eight interrelated components: nutrition services, physical education, health education, health services, mental health and social services, healthy and safe school environments, health promotion for school staff, and family and community involvement.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

Comprehensive Literacy Plan and Mathematics Framework: Washington's Comprehensive Literacy Plan and Mathematics Improvement Framework are the pillars of Washington's K-12 support system in literacy and mathematics. These initiatives ensure common languages and system structures for school and districts to design effective instructional systems for literacy and mathematics.

In February 2011, the state released a draft Birth through Grade Twelve Comprehensive Literacy Plan that builds upon the widely used Washington K-12 Reading Model that was adopted in 2002. The plan includes guidelines pertaining to standards, assessments, instruction, leadership and systems change. It also provides early learning providers and elementary schools a guide in setting up a systemic comprehensive literacy model. The plan will be finalized in early 2012 and

OSPI will work closely with the our state’s Literacy Team to design and implement a support system that is responsive to the unique needs of early learning providers in supporting literacy.

The Mathematics Improvement Framework provides Washington’s school districts actionable steps and guidance around which a comprehensive K-12 mathematics system can be built. Anchored in current mathematics education research, implementation of the framework is designed to provide clarity and vision for school districts to improve mathematics teaching and learning as well as a statewide alignment of focused mathematics improvement efforts. Since it is based on system improvement, it encompasses leadership, instructional material, instruction, assessment, and interventions that could be used to enhance achievement at all levels of instruction, including in kindergarten through third grade.

Regional Literacy and Mathematics Support: Each of our nine ESDs has a Regional Literacy Coordinator who supports Pre-K-12 literacy across the state through professional development and technical assistance. In addition, the state Legislature funds Regional Mathematics Coordinators in each of our ESDs to support P-12 implementation of mathematics standards, strategies, and district structures. A major focus of the coordinators is to support early learning providers and elementary teachers in the building of strong mathematics skills in the early years.

Response to Intervention (RTI): Professional development and technical assistance is provided statewide through OSPI and ESDs on using RTI frameworks that are focused on literacy and numeracy. The resources that have been developed and associated professional development support school districts in building upon existing instructional structures and support systems—or to create new ones—to identify individual student strengths and challenges and to provide an appropriate support system through targeted instructional interventions. These efforts are taken prior to identification for any special education services.

Additional Mathematics and STEM Efforts: OSPI and ESDs have developed a package of early numeracy support materials that align with the early learning guidelines and build on key pre-K mathematics skills. The package includes specific strategies for caregivers, parents, and teachers, and includes “Abridged Trajectories of Early Math Concepts,” pre-K learning standards aligned to the Common Core State Standards, and early numeracy informational materials that were developed in collaboration with pediatricians, community groups, and Rotary clubs.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

The state is using and leveraging a large numbers of state, federal, private, and school district funding for the purposes of increasing the readiness and later success of our pre-K – third-grade children.

Federal funding dedicated to early learning, literacy, and/or mathematics includes:

- Title II A funds pay for a major portion of the ESD Regional Literacy Coordinators (see description above).
- Title I and ARRA funds have been used to provide information, resources, and technical assistance to districts during the past two years regarding how Title I funds can be used to support early learning and early elementary transitional activities.
- Title III funds are being used to support pre-K, limited-English proficiency in students and their parents to build instructional foundations for academic success.
- State-level funds from IDEA are used to promote professional development and capacity building materials that focus on early literacy and numeracy for early childhood and early elementary teachers. These materials include training modules for early literacy and numeracy and a series of statewide webinars.
- P-20 Longitudinal Data System \$17.3 million federal State Longitudinal Data System grant is currently supporting an early learning data system that will be connected to the comprehensive P-20 data system. This will be launched in July 2012. See Section (E)(1)(d) for more information.

State funding dedicated specifically to P-3 early learning efforts, as discussed in prior sections of the application, includes funding for ECEAP, WaKIDS, the ESD Mathematics Coordinators, state-funded special education, and the Transitional Bilingual Education program.

RTT-ELC Selection Criteria

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support to the State and its Participating State Agencies of Participating Program in the implementation of the State Plan.

Early learning in Washington has received significant support from the private sector for well over a decade. Beginning in 1999 with the creation of the Foundation for Early Learning, the private sector has been actively engaged in support and funding statewide early learning efforts. With nearly \$10 million in private investments, the Foundation for Early Learning has worked to support local communities developing early learning systems.

In 2005, the Bill & Melinda Gates Foundation launched an early learning strategy in Washington to build a strong, statewide system of early learning that improved outcomes for the most at-risk children in Washington. Since 2005, the Bill & Melinda Gates Foundation has invested nearly \$95.7 million in early learning in Washington to support the development of key early learning systems including Tiered Quality Rating Improvement System (TQRIS); the Washington Kindergarten Inventory of Developing Skills (WaKIDS); an early learning data system; P-3 efforts; building leadership capacity at the state and local levels; and numerous innovative approaches to improving child outcomes. The Bill & Melinda Gates Foundation continues to be a strong champion for early learning in Washington, providing resources, technical support, and expertise to the work in the state.

In 2006, the Bill & Melinda Gates Foundation partnered with dozens of other local businesses and philanthropies to launch a public-private partnership for early learning in Washington—Thrive by Five Washington (Thrive). Thrive was founded in 2006 to capitalize on the state's growing investments in creating a world-class educational system for Washington's children by focusing on its youngest learners. Bringing together leaders doing innovative work on education, Thrive's founding partners sought to illuminate the significance of early childhood development on lifelong outcomes, develop innovative strategies for improving the early learning opportunities in the state, and connect early learning to the K-12 system. With an initial \$9 million investment, Thrive began work in two core areas: parent education and high-quality

Invitational Priority 5

demonstration projects. Since 2006, Thrive has raised more than \$40 million in private resources and has successfully completed a number of important projects, including:

- Overseeing the development, testing, and evaluation of Washington’s QRIS system, completing on the country’s first randomized control studies to identify quality improvements of child care.
- Worked with DEL and the Office of the Superintendent of Public Instruction (OSPI) to lead the development of the Washington Early Learning Plan, the state’s first roadmap for building a comprehensive early learning system to ensure every child starts life with a foundation for success.
- Successfully advocated for the creation of the Home Visiting Services Account, which allows Thrive to leverage public dollars with private dollars raised to increase services across the state.
- Implemented and evaluated two high-quality demonstration projects in the state to pilot and test key areas for statewide expansion, including home-visiting services, QRIS, kindergarten transition programs, and quality improvement efforts.
- Supported a state-local partnership to open the country’s 10th Educare Early Learning Center, a model for high-quality care for low-income children.

Today, Thrive continues to work with DEL and OSPI through its participation in the Statewide Leadership Team that was formed between these three agencies through the Joint Resolution Partnership. The Statewide Leadership Team ensures that the three organizations are coordinated and aligned in their efforts to implement the state’s Early Learning Plan. Thrive’s role in this work includes:

- **Build a home-visiting system to serve at-risk families:** Thrive leads the administration of the state-mandated Home Visiting Services Account, raising private matching funds to leverage state dollars toward evidence-based home visiting programs. Thrive oversees evaluation, continuous quality improvement, and replication of quality evidence-based programs.
- **Deepen parent, caregiver, and professional knowledge and learning opportunities:** Thrive is implementing “Love.Talk.Play.,” an innovative parent awareness campaign that

employs simple but powerful concepts to promote positive child development for hard-to-reach families, using community-based, culturally appropriate strategies.

- **Cultivate partnerships and drive mobilization:** Thrive serves as a bridge between the state-level partners and the local Early Learning Coalition partners to create a coordinated system of early learning in Washington. The local Early Learning Coalitions have an important role in implementing the Early Learning Plan, and Thrive works to provide consistent support and consultation to local communities.

Thrive is committed to supporting the goal of Washington's Race to the Top-Early Learning Challenge application. Thrive will leverage private resources to support:

- **Fundraising and Advocacy:** Thrive will continue to engage the private sector in Washington, including businesses and philanthropy, to build a strong base of private sector support for early learning. Using their advocacy voice, Thrive will mobilize efforts for continued and increased public and private sector investments in quality early learning.
- **Community Connection to Statewide System:** Thrive will work through the Early Learning Coalitions to inform local partners, parents, and caregivers about key statewide reform efforts including TQRIS, WaKIDS, and the Early Learning Standards. Thrive will serve as an important bridge between the statewide Early Learning Plan, and the implementation of the plan at the local level.
- **Family Engagement:** The Love.Talk.Play. Campaign is a powerful strategy to inform parents on supporting their child's healthy development. Thrive is working through the Early Learning Coalitions to get this important information into the hands of parents and caregivers throughout Washington, including family, friends, and neighbor caregivers.
- **Home Visiting:** As the administrator of the Home Visiting Services Account, Thrive will continue to raise public and private sector funding to support expanded home-visiting services in Washington. Thrive will continue to partner with the state to ensure that home visiting is integrated into Washington's early learning system, including the use of common early learning standards across programs, and will work to build shared data opportunities.

- **Governance:** Thrives serves on the Early Learning Advisory Council and is a member of the Joint Resolution Partnership along with DEL and OSPI. Thrive will continue to work in a coordinated and collaborative role with our public sector parents. This includes joint prioritization within our Early Learning Plan, shared funding opportunities between the public and private sectors, and proactively looking for ways to build public and political will to support quality improvement efforts.

**Washington State RTT-ELC
Budget Part I**

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category					
(Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	2,894,740	1,704,405	1,207,074	1,237,966	7,044,186
7. Training Stipends	0	0	0	0	0
8. Other	1,543,463	2,089,229	1,034,157	1,058,329	5,725,178
9. Total Direct Costs (add lines 1-8)	4,438,203	3,793,634	2,241,231	2,296,295	12,769,364
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	5,001,923	9,837,353	12,545,667	17,462,569	44,847,512
12. Funds set aside for participation in grantee technical assistance	1,177,084	707,225	335,000	163,815	2,383,123
13. Total Grant Funds Requested (add lines 9-12)	10,617,210	14,338,212	15,121,899	19,922,679	60,000,000
14. Funds from other sources used to support the State Plan	630,027,377	628,687,013	628,801,376	628,950,673	2,516,466,439
15. Total Statewide Budget (add lines 13-14)	640,644,587	643,025,225	643,923,274	648,873,352	2,576,466,438

Columns (a) through (d): 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 all 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 contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Department of Early Learning	640,644,587	643,025,225	643,923,274	648,873,352	2,576,466,438
<Agency 2>	0	0	0	0	0
<Agency 3>	0	0	0	0	0
<Agency 4>	0	0	0	0	0
<Agency 5>	0	0	0	0	0
<Agency 6>	0	0	0	0	0
<Agency 7>	0	0	0	0	0
<Agency 8>	0	0	0	0	0
<Agency 9>	0	0	0	0	0
<Agency 10>	0	0	0	0	0
Total Statewide Budget	640,644,587	643,025,225	643,923,274	648,873,352	2,576,466,438

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS - Expansion	18,476,277	26,128,441	34,090,891	41,438,757	120,134,366
TQRIS - Infrastructure	5,677,861	4,320,271	3,489,148	3,254,385	16,741,664
WA Scholars	2,046,723	2,044,616	2,213,168	1,501,849	7,806,356
PD Incentives	1,543,463	2,271,151	1,378,876	1,506,095	6,699,585
EL Plan	612,900,263	608,260,747	602,751,191	601,172,266	2,425,084,466
<Project 6>	0	0	0	0	0
<Project 7>	0	0	0	0	0
<Project 8>	0	0	0	0	0
<Project 9>	0	0	0	0	0
<Project 10>	0	0	0	0	0
<Project 11>	0	0	0	0	0
<Project 12>	0	0	0	0	0
<Project 13>	0	0	0	0	0
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
Total Statewide Budget	640,644,587	643,025,225	643,923,274	648,873,352	2,576,466,438

Budget Part I: Narrative

A list of each Participating State Agency, together with a description of its budgetary and project responsibilities:

The Department of Early Learning (DEL) is the lead participating state agency and sole agency responsible for executing the Race to the Top Early Learning Challenge (RTT-ELC). All other organizations will be intermediaries or subcontractors under the direct authority and supervision of DEL.

A list of projects: description of projects taken together will result in full implementation of state plan:

Washington’s projects are categorized into two main budget sections. The first is designated the “Operational” budget component of the RTT-ELC application, and consists of a detailed operational and implementation plan and corresponding budget that supports specific activities associated with the grant. The second budget component is designated the “Early Learning Plan,” and consists of all ongoing early learning programs and activities that relate to the application and its outcomes but do not need to be budgeted in detail. For example, funding flows to support the Early Childhood Education and Assistance Program (ECEAP) are a critical element of the state’s plan to reach high-need children; Washington must demonstrate funding for ECEAP will remain stable to ensure the state will reach its plan targets. However, it is clearly not necessary to present a detailed budget for all of ECEAP if activities associated with this budget are not directly related to operational plans for the grant. Please refer to Budget Figure 1 for more detail.

Budget Figure 1: WA State RTT Budget Components

WA State Race to the Top (RTT) Budget Components						
Project	Federal (RTT)	%	Other Sources	%	Total	
TQRIS - Expansion	42,559,797	35%	77,574,569	65%	120,134,366	
TQRIS - Infrastructure	9,427,309	56%	7,314,355	44%	16,741,664	
Kindergarten Readiness (WA Kids)	2,287,716	29%	5,518,640	71%	7,806,356	
Professional Development Incentives	5,725,178	85%	974,407	15%	6,699,585	
Total RTT Operational Budget	60,000,000	40%	91,381,972	60%	151,381,972	
Early Learning Plan Funds	0	0%	2,425,084,466	100%	2,425,084,466	
Total RTT Budget	60,000,000	2%	2,516,466,438	98%	2,576,466,438	

Budget Narrative

There is significant cost sharing built into the operational budget for most line items. This approach is designed to leverage the commitment of the state, local and private contributions in order to maximize resources and sustainability. For example, DEL will ask for grant funds for one-time infrastructure costs such as IT capital equipment and other activities for tiered quality rating and improvement system (TQRIS), because DEL would rather focus its resources on paying for ongoing long-term system activities. DEL is also asking for RTT-ELC grants funds to initially expand projects, and then will share costs with state, local and private funding streams in the later years of the grant. This type of cost sharing gives DEL enough time to exit current funding commitments and repurpose funds for TQRIS to achieve more rapid implementation than previously planned. Overall, 60% of DEL's operational budget and implementation plan is financed by state, local, private sources and non RTT-ELC federal funds, as noted in Figure 1. Please refer to Budget Figure 12 for RTT-ELC grant funds by project activity and year.

The operational budget consists of four major operational projects: TQRIS Expansion and Infrastructure, Kindergarten Readiness, and Professional Development Incentives.

Project #1: TQRIS – Expansion: [Selection Criteria in Section B1 – B5] This set of activities supports TQRIS expansion as highlighted in Budget Figure 2:

Budget Figure 2: TQRIS – Expansion: Project Activities

Project Activity	Org	TQRIS - Expansion: Project Activities					Cost Sharing	
		2012	2013	2014	2015	Total	Grant %	Local %
Licensing	DEL	13,202,911	12,775,278	12,283,401	11,781,686	50,043,276	0%	100%
Quality Improvement Awards	DEL	190,359	1,036,989	2,573,317	4,984,944	8,785,608	88%	12%
Training Hub Incentives	DEL	774,563	2,003,535	2,537,575	3,777,934	9,093,606	98%	2%
Program Evaluation	UW	349,293	715,342	1,119,519	1,507,576	3,691,730	39%	61%
Ratings & Monitoring	UW	1,176,581	1,794,836	2,211,299	2,750,807	7,933,523	79%	21%
Opportunity Awards	WSBCTC	164,354	850,505	2,118,186	2,892,712	6,025,756	0%	100%
Coaching	WSRRN	409,837	2,120,840	5,281,963	9,034,529	16,847,169	58%	42%
S&T reimbursement	WSRRN	164,354	850,505	2,118,186	2,892,712	6,025,756	0%	100%
Tech. Assist. (Lvl II)	WSRRN	1,823,190	3,661,374	3,537,537	1,636,124	10,658,225	73%	27%
Training (Lvl II)	WSRRN	220,836	319,237	309,909	179,734	1,029,716	66%	34%
TQRIS - Expansion		18,476,277	26,128,441	34,090,891	41,438,757	120,134,366	35%	65%

TQRIS expansion activities will be divided and managed among DEL and three early learning intermediary organizations. DEL will continue to manage and fund the licensing requirements for child care facilities around the state. In addition, DEL will provide annual awards for quality

Budget Narrative

improvement for those facilities that achieve a quality rating of three or higher, and give annual awards to selected ECEAP and Head Start facilities that operate as training hubs for TQRIS.

The University of Washington (UW) will manage ratings and monitoring as well as program evaluation for TQRIS. UW was responsible for performing both of these functions for the TQRIS field test in 2009-2011, and UW has been engaged by DEL to perform these responsibilities for a statewide TQRIS, which is scheduled to launch on July 1, 2012.

The Washington State Board for Community and Technical Colleges (WSBCTC) will continue to manage opportunity awards for the TQRIS – Expansion project. Opportunity awards were established in 2006 with funding from the Legislature to help low-income adults complete at least 45 credits, earn a workforce credential, and increase job skills and knowledge. This program will be expanded and incorporated into TQRIS.

The Washington State Child Care Resource & Referral Network (WSRRN) will be responsible for managing all improvement activities associated with TQRIS expansion, including technical assistance and training for facilities that attain a quality level two, and coaching for facilities that attain a quality level of three or higher. In addition, WSRRN will continue to manage the provision of scholarship and tuition reimbursements. WSRRN is currently performing these functions for Washington and has commenced capacity expansion plans in anticipation of TQRIS statewide expansion in 2012.

Because all TQRIS – Expansion activities are ongoing and all organizational participants have already begun to build capacity for a statewide TQRIS, the budget is based on existing expenses, unit costs, and other relevant budget information as supplied by each partner and/or program.

TQRIS - Infrastructure: [Selection Criteria in Sections B1-5, C1, C4, D1, E1, and Priority 2]

This set of activities support TQRIS – Infrastructure as highlighted in Budget Figure 3:

Budget Figure 3: TQRIS – Infrastructure: Project Activities

Project Activity	Org	TQRIS - Infrastructure: Project Activities				Total	Cost Sharing	
		2012	2013	2014	2015		Grant%	Local %
Community Engagement	DEL	302,000	206,040	104,040	-	612,080	100%	0%
Data Analysis	DEL	504,192	514,276	524,561	264,878	1,807,907	100%	0%
Implementation Prep	DEL	627,500	127,500	-	-	755,000	100%	0%
Info Materials & Dissem.	DEL	122,559	345,386	549,837	963,417	1,981,199	100%	0%
IT: Capital Purchases	DEL	1,965,989	638,703	38,307	39,073	2,682,073	99%	1%
IT: Technical Assistance	DEL	463,897	719,345	470,001	200,568	1,853,810	66%	34%
Outcomes & Accountability	DEL	1,541,723	1,669,021	1,702,401	1,736,449	6,649,595	0%	100%
RTTTA (required)	DEL	150,000	100,000	100,000	50,000	400,000	100%	0%
TQRIS - Infrastructure		5,677,861	4,320,271	3,489,148	3,254,385	16,741,664	56%	44%

As the lead agency with responsibility to oversee Washington’s implementation plans, DEL will directly oversee the TQRIS infrastructure project (via the DEL Outcomes and Accountability department). Activities associated with this project consist of:

- **Community Engagement:** DEL will work with Thrive by Five Washington and the early learning community coalitions to support the community level implementation of TQRIS, WaKIDS, and the revised early learning standards. This includes outreach, engagement, and communications efforts.
- **Data Analysis:** DEL needs to augment its capacity and expertise to analyze and report data and performance for its implementation plans overall, and with a particular focus on tiered subsidy reimbursement, the expansion of a professional development incentives, and data analysis related to achieving more internal administrative efficiencies.
- **Implementation Prep:** DEL will need short-term management and technical support to help accelerate and launch these plans in a manner that is timely but achievable.
- **Information Materials and Dissemination:** This activity represents all material costs associated with communicating and marketing TQRIS, Kindergarten Readiness, and Professional Development Incentives. This includes the design, production, and dissemination of all communication and marketing materials.
- **Information Technology Capital Purchases:** This category is primarily to implement an Electronic Benefit Transfer (EBT) system software and hardware to automate child care time and attendance for all licensed child care centers and family child care homes accepting

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subsidized children. By doing so, DEL will be positioned to more efficiently implement and monitor tiered subsidy reimbursements.

- **Information Technology Technical Assistance:** This includes project management, software development, and other resources necessary to implement the EBT system.
- **Outcomes and Accountability:** This is the existing department within DEL accountable for managing all aspects of TQRIS, professional development, kindergarten readiness, and all other operational aspects of the state implementation plan. Please refer to Budget Part II Narrative for an organizational chart, position descriptions and responsibilities, as well as how these positions relate to the implementation of the state plan.
- **RTT-ELC Technical Assistance:** This budgeted activity is required as outlined in the application.

Because TQRIS - Infrastructure are largely one-time costs, almost all are included in the grant budget (with the obvious exception of DEL's Outcomes and Accountability department).

Kindergarten Readiness (WaKIDS): [Selection Criteria in Section E1]: This set of activities supports WaKIDS as highlighted in Budget Figure 4:

Budget Figure 4: Kindergarten Readiness: WaKIDS

Project Activity	Kindergarten Readiness (WaKIDS)					Total	Cost Sharing	
	Org	2012	2013	2014	2015		Grant%	Local %
Registration & P-3 Support	OSPI	1,774,995	1,148,232	1,341,039	1,254,375	5,518,640	0%	100%
Teacher Training	OSPI	271,728	896,384	872,130	247,474	2,287,716	100%	0%
WaKIDS		2,046,723	2,044,616	2,213,168	1,501,849	7,806,356	29%	71%

This set of activities will be managed by the Office of Superintendent of Public Instruction (OSPI). RTT-ELC grants funds will pay for one-time teacher training costs. A mix of state, local, private and non-RTT-ELC federal funds will cover all other one-time and ongoing expenses, including online student registration, early learning collaboration, teacher time, administration, and other expenses.

Professional Development (PD) Incentives [Selection Criteria Section D1] This set of activities supports PD as highlighted in Budget Figure 5:

Budget Figure 5: Professional Development Incentives

Project Activity	Professional Development Incentives					Cost Sharing		
	Org	2012	2013	2014	2015	Total	Grant%	Local %
Attainment Incentives	DEL	-	101,543	218,064	297,768	617,375	73%	27%
Entry Incentives	DEL	816,000	836,808	39,910	32,253	1,724,971	99%	1%
Pre-Existing Degree Incentives	DEL	627,123	1,069,559	757,972	647,491	3,102,145	84%	16%
Retention Costs	DEL	100,340	263,241	362,931	528,583	1,255,095	77%	23%
PD Incentives		1,543,463	2,271,151	1,378,876	1,506,095	6,699,585	85%	15%

DEL will directly manage these incentives, which are categorized into four activities:

- **Attainment incentives:** Awards for early learning staff who attain a minimum high school equivalency + 20 hours credit (\$150), up to a maximum of a master's degree (\$500).
- **Entry incentives:** A one-time \$100 award for individuals who register and record their professional development credentials with Washington State.
- **Pre-Existing Degree Incentives:** The amount of these awards is equivalent to attainment incentives and are designed to attract and retain early learning professional staff that already have degrees. These awards also create equity with those staff that attains degrees while working, and will be given out over a three-year time frame (annually) to encourage professional staff to remain in the field.
- **Retention Costs:** Due to the high degree of turnover in the field, it is assumed that 20% of professional staff will exit/enter the field on an annual basis. This line item represents a mix of attainment, entry and pre-existing degree incentives to new entrants to the professional development field on an annual basis.

This project is heavily weighted with grant funds because the expenses of pre-existing degree and entry incentives are forecasted to be front-loaded during the grant period. The start-up costs associating the registration and awards of many professional development staff for the first time will initially be more expensive; however, once the majority of the field is in the system, DEL anticipates that ongoing costs to maintain these registration levels and awards will be less expensive to maintain.

DEL has already invested in and built the Managed Education and Registry Information Tool (MERIT), which is online software that documents and recognizes the professional achievements of early care and education and school-age professionals in Washington. In addition, DEL has

Budget Narrative

staff already in-house to manage the growth of this project. All expenses for both are budgeted within DEL's Outcomes and Accountability or Administrative departments.

Other Early Learning Plan Funds [Selection Criteria in Section A, Priorities 2, 4 and 5] Other Early Learning Plan funding streams highlighted in Budget Figure 6:

Budget Figure 6: Other Early Learning Plan Funds

Funding Stream	Early Learning Plan Funding Streams					Cost Sharing	
	2012	2013	2014	2015	Total	Grant %	Other %
Department of Early Learning	37,230,133	36,925,887	36,925,887	36,925,887	148,007,794	0%	100%
IDEA Part B	5,930,087	5,930,087	5,930,087	5,930,087	23,720,348	0%	100%
IDEA Part C	10,748,340	8,548,340	8,548,340	8,548,340	36,393,360	0%	100%
ESIT	35,518,243	35,518,243	35,518,243	35,518,243	142,072,973	0%	100%
Head Start/Early Head Start	126,543,342	126,461,859	126,461,859	126,461,859	505,928,919	0%	100%
ECEAP	56,827,381	56,821,067	56,821,067	56,821,067	227,290,582	0%	100%
WCCC - DSHS ESA	327,297,612	327,297,612	327,297,612	327,297,612	1,309,190,447	0%	100%
Child Care Subsidies: DEL	15,068,739	15,071,144	15,071,144	15,071,144	60,282,171	0%	100%
Home Visiting Services Account	3,884,000	4,688,709	4,688,709	4,688,709	17,950,127	0%	100%
Com. Based Child Abuse Prevention	525,500	1,051,000	1,051,000	1,051,000	3,678,500	0%	100%
Other State/Private	10,454,000	10,373,065	10,487,427	10,636,725	41,951,217	0%	100%
Subtotal EL Plan Funds	630,027,376	628,687,013	628,801,376	628,950,673	2,516,466,438	0%	100%
Less: RTT Operational Budget*	(17,127,113)	(20,426,267)	(26,050,185)	(27,778,407)	(91,381,972)	N/A	N/A
Grand Total	612,900,263	608,260,747	602,751,191	601,172,266	2,425,084,466	0%	100%

*Includes only state, local, and private funds; does not include RTT grant of \$60m

All other Early Learning Plan funding streams are included here for reference, even though they have a “net-zero” impact on the operational RTT-ELC budget. In other words, these funding streams represent the overall early learning ecosystem that must be maintained in order for DEL and its partners to accomplish overall plan objectives and targets. For example, tiered subsidy reimbursement policies will be reviewed and potentially adjusted in the next 18-24 months, but any adjustments would be made within the constraints of current forecasted budget (i.e., Washington will operate within the parameters of the funding it already has).

Funding for the operational budget will be taken out of existing funding streams; thus it is deducted from Early Learning Plan funds overall. This approach means that DEL and its partners have specific plans to repurpose or raise monies in order to launch and maintain aforementioned projects and their activities.

Budget Part II

Department of Early Learning

**Participating State Agency-Level Budget Table II-1
(Evidence for selection criterion (A)(4)(b))**

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	2,894,740	1,704,405	1,207,074	1,237,966	7,044,186
7. Training Stipends	0	0	0	0	0
8. Other	1,543,463	2,089,229	1,034,157	1,058,329	5,725,178
9. Total Direct Costs (add lines 1-8)	4,438,203	3,793,634	2,241,231	2,296,295	12,769,364
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	5,001,923	9,837,353	12,545,667	17,462,569	44,847,512
12. Funds set aside for participation in grantee technical assistance	1,177,084	707,225	335,000	163,815	2,383,123
13. Total Grant Funds Requested (add lines 9-12)	10,617,210	14,338,212	15,121,899	19,922,679	60,000,000
14. Funds from other sources used to support the State Plan	630,027,377	628,687,013	628,801,376	628,950,673	2,516,466,439
15. Total Statewide Budget (add lines 13-14)	640,644,587	643,025,225	643,923,274	648,873,352	2,576,466,438

Columns (a) through (d): 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 all 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 contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. 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.

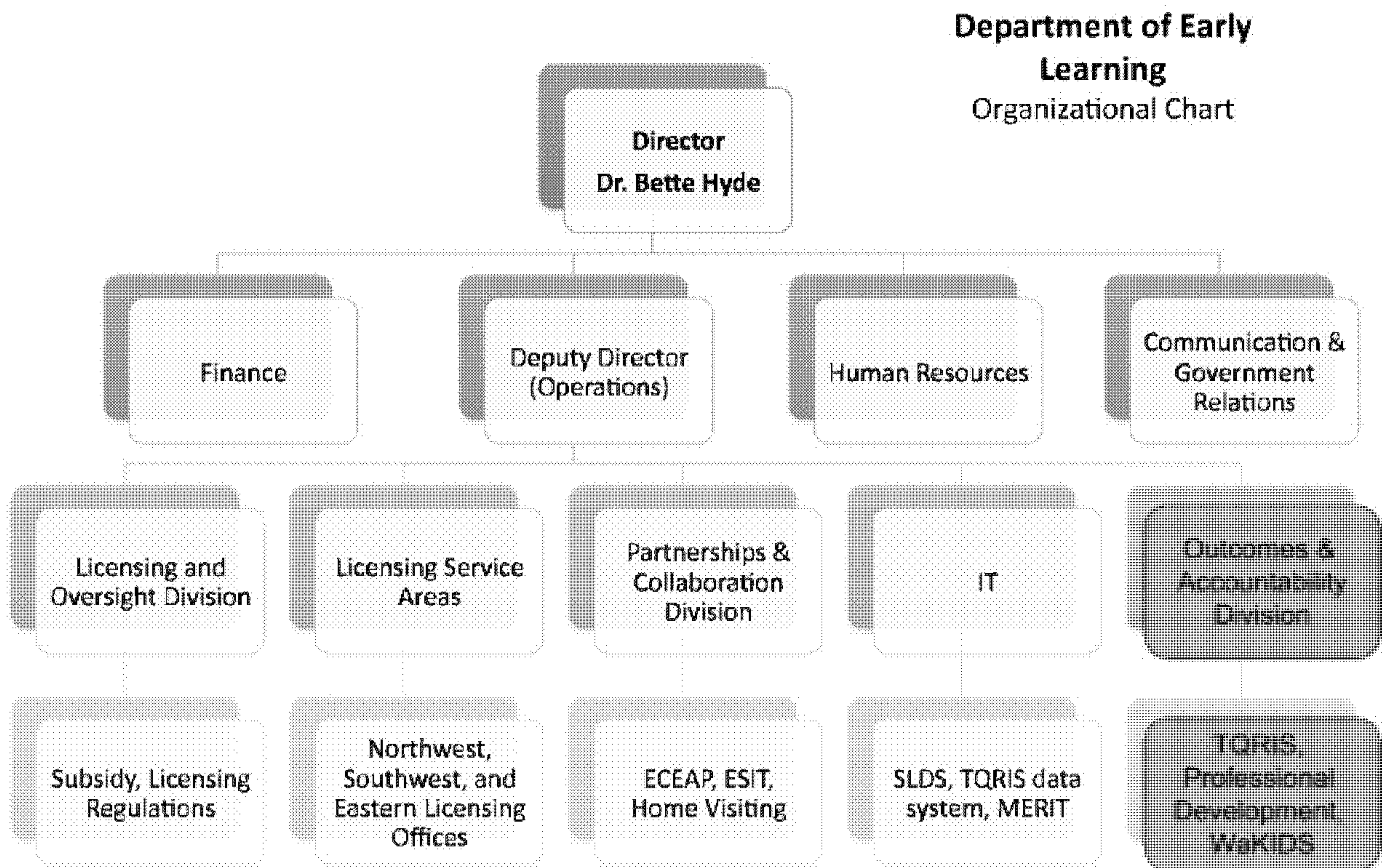
Line 13: This is the total funding requested under this grant.

Department of Early Learning					
Participating State Agency-Level Budget Table II-2					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS - Expansion	18,476,277	26,128,441	34,090,891	41,438,757	120,134,366
TQRIS - Infrastructure	5,677,861	4,320,271	3,489,148	3,254,385	16,741,664
WA Scholars	2,046,723	2,044,616	2,213,168	1,501,849	7,806,356
PD Incentives	1,543,463	2,271,151	1,378,876	1,506,095	6,699,585
EL Plan	612,900,263	608,260,747	602,751,191	601,172,266	2,425,084,466
<Project 6>	0	0	0	0	0
<Project 7>	0	0	0	0	0
<Project 8>	0	0	0	0	0
<Project 9>	0	0	0	0	0
<Project 10>	0	0	0	0	0
Total Statewide Budget	640,644,587	643,025,225	643,923,274	648,873,352	2,576,466,438
<p><u>Columns (a) through (d)</u>: For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</p> <p><u>Column (e)</u>: Show the total expenditure, across all grant years, for the Project.</p> <p>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</p>					

Budget Part II Narrative

Describe how the Participating State Agency plan to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreements.

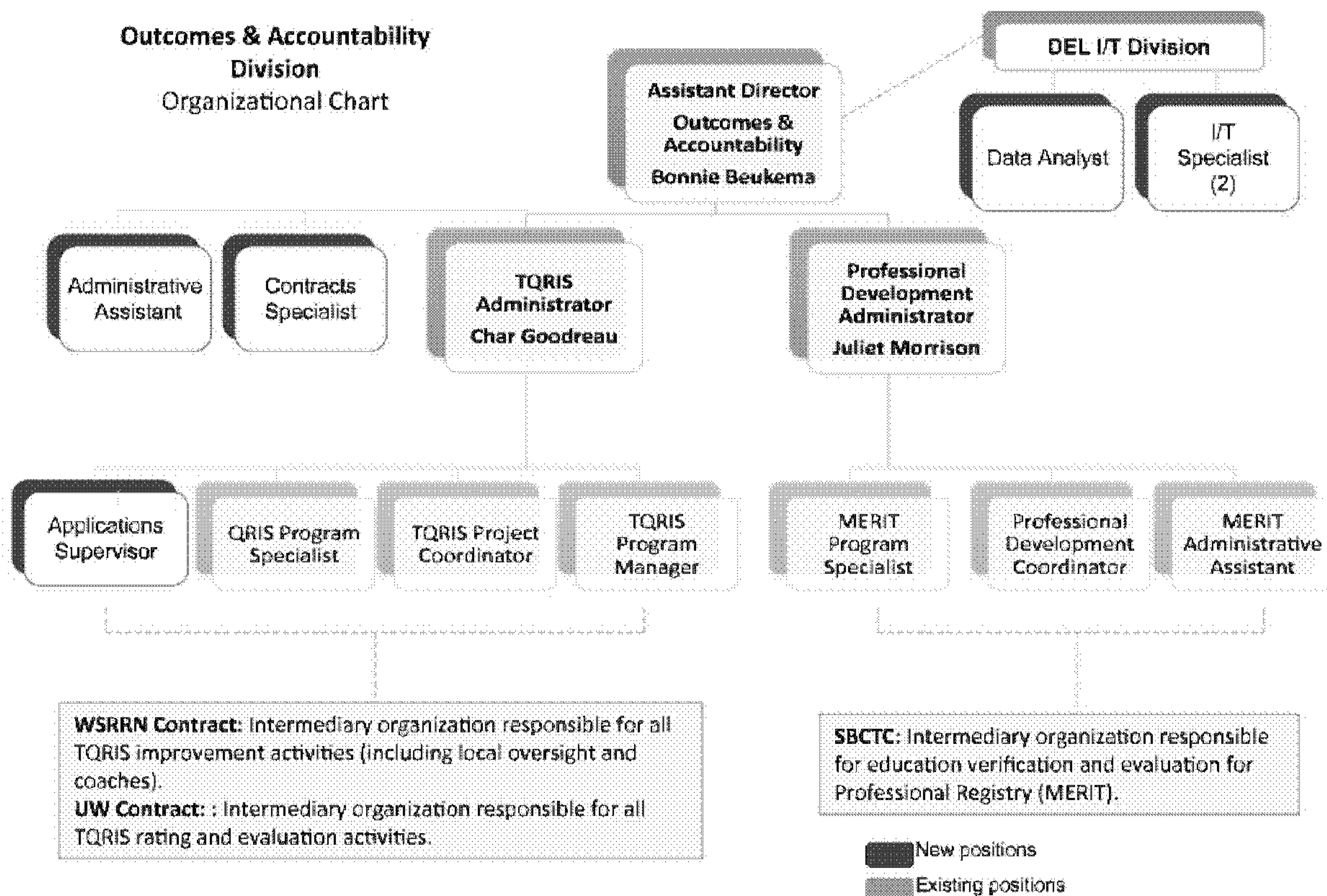
Operational Budget Oversight - DEL will be responsible for managing all RTT-ELC and partner funds for managing each RTT-ELC project. Currently, responsibility for TQRIS, WaKIDS, and Professional Development reside in the department’s Outcomes and Accountability (O&A) Division. The O&A Division also serves as the DEL liaison to the Office of Superintendent of Public Instruction (OSPI) for the WaKIDS project (see organizational chart below highlighted in orange). The O&A Division is well positioned to coordinate with other DEL divisions that are responsible for other key parts of the Early Learning Plan (ECEAP, licensing, etc), and manage the RTT-ELC grant, if funded.



DEL Positions and Responsibilities- The O&A Division is currently staffed with nine positions. DEL is planning to add three positions during the RTT-ELC grant period to take on the additional management activities associated with TQRIS expansion, increased participation in MERIT and the professional development system, and the WaKIDS expansion. Current and new positions are/will be funded by DEL and are not included in Washington's RTT-ELC grant request. O&A Division current and proposed positions include:

- *Assistant Director* – oversees all O&A activities and will be responsible for overall management of RTT-ELC grant and infrastructure activities (items outlined in the “TQRIS Infrastructure” budget project”). This position supervises the TQRIS and Professional Development Administrators, *Administrative Assistant* (proposed) and *Contracts Specialist* (proposed) needed to support expansion activities and associated new contracts. In addition, the Assistant Director will be responsible for the WaKIDS project in cooperation with OSPI, and will serve as DEL's primary overseer and liaison with OSPI to manage that work stream.
- The *TQRIS Administrator* oversees all TQRIS expansion project and related management activities, including work of partners: Washington State Child Care Resource & Referral Network (WSRRN) for coordination of Quality Improvement activities and University of Washington (UW) for monitoring and rating activities. This position supervises a *Program Specialist*, *Project Coordinator* and *Program Manager*, and *Applications Supervisor* (proposed). The TQRIS team manages the WSRRN and UW contracts, supports TQRIS improvement activities, policy implementation and ensures that TQRIS is integrated with other system activities such as professional development and child care licensing.
- The *Professional Development (PD) Administrator* oversees all professional development activities including the MERIT database and the work of our partner, the State Board for Community and Technical Colleges (SBCTC). This position supervises a *MERIT Program Specialist*, *Professional Development Coordinator* and *MERIT Administrative Assistant*. This position will be responsible for managing the Professional Development Incentives project. The PD team manages MERIT, communications and promotion of MERIT and PD activities, and coordination with SBCTC. The team also ensures works closely with the TQRIS team and DEL's Information Technology (IT) division.

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In addition to the positions in the O&A Division, DEL is planning to add three positions to its IT division: a data analyst and two IT specialists. These new positions will help ensure that the new TQRIS database, MERIT, child care licensing, and subsidy data systems are fully functional and integrated as participation in TQRIS and MERIT rapidly expand. Please also note that all existing positions are filled; the organizational chart only highlights names associated with executive functions for purposes of this application.

DEL's current personnel budget for the O&A Division is \$1,033,810 in 2013 (includes salaries, benefits, supplies/equipment, and travel, not including inflation). All the proposed new positions in the O&A and IT divisions represent an additional personnel cost of \$586,000 per year when all positions are filled. These personnel costs are included DEL's contribution to the overall RTT-ELC operational budget. DEL is committed to funding these positions to sustain the

Budget Narrative

essential management needed to execute expansion of the early learning system after the RTT-ELC grant ends.

DEL also has significant personnel and related resources in the Licensing Oversight Division and Licensing Service Areas. The Assistant Director of Licensing Oversight will serve as the primary person responsible for executing the responsibilities of licensing and policy within the TQRIS framework, as overseen by Outcomes and Accountability. Both areas combined represent approximately \$12,500,000 in salaries, benefits, supplies, equipment and travel for 2013, all of which will apply to TQRIS Level I work efforts.

In addition, DEL anticipates that it will be able to realize administrative efficiencies of up to \$2,800,000 by 2015 across all of DEL by achieving deeper integration between TQRIS and other administrative areas within the agency. Some of these efficiencies will enable DEL to deploy additional human resources (either FTEs or contractors) as the project evolves.

Partner Staffing – In addition to staffing at DEL, the budget also takes into account the additional new staffing that partner/contractors will need to take on as systems are taken to scale. For example, DEL has projected that over the period of the grant, UW will need to add approximately 11 FTEs for rating and monitoring. This projected estimate of new UW FTEs is based upon the state's RTT-ELC targets for TQRIS expansion over each year, and is built into the proposed contract amount for UW. Similar projections are made for coaches and other required human resources in the WSRRN contract.

Overall, the most critical aspect of the project's management plan resides in the central oversight, control and accountability assigned to the Assistant Director within the Outcomes and Accountability Division. The authority and responsibility for the formation and execution of the RTT-ELC plan is clear, direct, and streamlined. In addition, the Assistant Director will have wide latitude and discretion to make the appropriate ongoing management and budget decisions to ensure DEL and its partners achieve the RTT-ELC's targets and child outcomes.

Budget Narrative

A Detailed Explanation of Each Budget Category Line Item: All expenses described below are have been adjusted for inflation at 2% per year over the grant period. Please refer to Budget Figure 7: Total Budget and Grant Request by Budget Category and Year below:

Budget Figure 7: Total Budget and Grant Request by Budget Category and Year

Budget Line Item / Managing Org	Grant Request by Operational Budget Category				Total	% Share
	2012	2013	2014	2015		
6. Contractual	2,894,740	1,704,405	1,207,074	1,237,966	7,044,186	99%
DEL	2,894,740	1,704,405	1,207,074	1,237,966	7,044,186	99%
Community Engagement	302,000	206,040	104,040	0	612,080	100%
Data Analysis	504,192	514,276	524,561	264,878	1,807,907	100%
Info Materials & Dissem.	122,559	345,386	549,837	963,417	1,981,199	100%
IT: Capital Purchases	1,965,989	638,703	28,636	9,672	2,643,000	99%
8. Other	1,543,463	2,089,229	1,034,157	1,058,329	5,725,178	85%
DEL	1,543,463	2,089,229	1,034,157	1,058,329	5,725,178	85%
Attainment Incentives	0	76,157	163,548	208,222	447,927	73%
Entry Incentives	816,000	831,606	29,932	23,094	1,700,632	99%
Pre-Existing Degree Incentives	627,123	958,950	568,479	457,955	2,612,507	84%
Retention Costs	100,340	222,516	272,198	369,058	964,111	77%
11. Funds to Partners	5,001,923	9,837,353	12,545,667	17,462,569	44,847,513	58%
CCR&R	2,453,863	4,379,540	4,924,527	6,427,013	18,184,944	53%
Coaching	409,837	1,265,339	2,640,982	5,427,859	9,744,016	58%
S&T reimbursement	0	0	0	0	0	0%
Tech. Assist. (Lvl II)	1,823,190	2,893,277	2,128,591	915,932	7,760,991	73%
Training (Lvl II)	220,836	220,925	154,955	83,222	679,937	66%
Local	964,921	2,913,530	4,724,894	8,039,476	16,642,821	93%
Quality Improvement Awards	190,359	909,995	2,187,319	4,461,758	7,749,430	88%
Training Hub Incentives	774,563	2,003,535	2,537,575	3,577,718	8,893,390	98%
OSPI	271,728	896,384	872,130	247,474	2,287,716	29%
All Other Expenses	0	0	0	0	0	0%
Teacher Training	271,728	896,384	872,130	247,474	2,287,716	100%
UW	1,311,411	1,647,900	2,024,116	2,748,606	7,732,033	67%
Program Evaluation	134,830	113,916	365,642	817,411	1,431,799	39%
Ratings & Monitoring	1,176,581	1,533,984	1,658,474	1,931,195	6,300,234	79%
WSBCTC	0	0	0	0	0	0%
Opportunity Awards	0	0	0	0	0	0%
12. Technical Assistance	1,177,084	707,225	335,000	163,815	2,383,123	79%
DEL	1,177,084	707,225	335,000	163,815	2,383,123	79%
Implementation Prep	627,500	127,500	0	0	755,000	100%
IT: Technical Assistance	399,584	479,725	235,000	113,815	1,228,123	66%
RTT TA (required)	150,000	100,000	100,000	50,000	400,000	100%
RTT Grant Total	10,617,211	14,338,212	15,121,899	19,922,679	60,000,000	40%
13. Other Funds Allocated	17,127,113	20,426,267	26,050,185	27,778,407	91,381,972	60%
Total RTT Operational Budget	27,744,324	34,764,479	41,172,084	47,701,086	151,381,972	100%
Other Early Learning Plan Funds	612,900,263	608,260,747	602,751,191	601,172,266	2,425,084,466	N/A
Total RTT Budget	640,644,587	643,025,225	643,923,274	648,873,352	2,576,466,438	N/A

1-5: Personnel, Fringe Benefits, Travel, Equipment, & Supplies: DEL is not requesting any grant funds for these five categories. Because FTEs and other personnel positions must be sustained after the grant period is completed, DEL is committed to either hiring or repurposing all FTEs required for this plan with local funds.

6: Contractual: DEL follows all state guidelines for procurement that align with the regulations set forth in 34 CFR Parts 74.40 – 74.48. DEL operates in compliance with federal requirements in CFR Part 80.36. Please refer to Budget Figure 7 for the amount DEL is requesting in grant funds. In Washington, funds transferred between public agencies are handled by Memorandums of Understanding and Interlocal Agreements. Public agencies handle these instruments as contracts. For this reason, we had listed funds going to agencies including the OSPI, SBCTC, and UW as funds to be distributed to early learning intermediary organizations.

- **Community Engagement:** \$50 per licensed center or family child care home, inclusive of all 6,731 currently in the system = \$623,990, less 2% for non-participating facilities = \$612,080. Costs are front-loaded 50%, 33% and 17% in the first three years to perform outreach to prepare communities for the state-wide expansion of TQRIS. Professional services will be acquired to perform public engagement and outreach. Scope will be further defined based on a competitive request for proposals (RFP) process.
- **Data Analysis:** Professional services will be acquired to perform data analysis and reporting for the grant overall; tiered subsidy reimbursement adjustments; professional development incentive monitoring; and administrative cost/benefit analysis. Estimated to be a consulting team comprised of a project manager at \$150/hour 50% full-time; senior associate at \$120/hour 90% full-time; and principal-in-charge at \$190/hour 30% full-time from 2013-2015. First year is estimated at half these estimates to allow time to issue a RFP and create the team.
- **Information Materials and Dissemination:** \$150/per licensed facility which achieves a TQRIS quality rating of level II or higher per year; overall costs are linked to volume estimates for the overall Early Learning Plan. \$50/per facility is an estimated amount based on per the QRIS National Learning Network Cost Estimation Model; we have grossed this estimate up to account for proportionately accelerated implementation timeframes. This line

Budget Narrative

item includes the design, production, and dissemination of all communication and marketing materials.

- **Information Technology Capital Purchases:** \$325 per EBT machine for 1,650 licensed centers (expensed in 2012) and 3,729 family child care homes (expensed in 2013) who accept subsidies for children x175 or below of the federal poverty line. This also includes \$800,000 plus 10% sales tax for EBT software, based on other states' experience for purchasing/programming costs to interface payments with electronic attendance data files.

7: Training: Training costs are embedded within budget category #11: funds distributed to localities, early learning intermediary organizations, etc. Please refer to #11 for more detail.

8: Other (Professional Development Incentives)

- **Overarching Assumptions:** 20,000 early learning staff are in the system: 30% have no professional credentials; 40% have credentials between a CDA and an AA; and 30% have a BA or higher. All administrative, system and personnel costs are borne by DEL.
- **Entry Incentives:** 80%, or 16,000, individuals will register with MERIT in 2013 and receive a \$100/person award; 10% of those remaining will register annually thereafter.
- **Pre-Existing Degree Incentives:** Awards are one-time based on a sliding scale, but distributed over three years to encourage retention and reduce turnover. 88% of participants are assumed to have already attained a pre-existing degree. Please refer to Budget Figure 8: Professional Development Award Tiers below for more detail.

Budget Figure 8: Professional Development Award Tiers

PD Level	Award	Total Staff
Not entered		6%
Entered but no attainment	\$ 100	6%
HS Equiv. + 20 hours	\$ 150	6%
Credential #1: 9-13 Credits	\$ 150	6%
Credential 2: 19 Credits	\$ 150	6%
Credential #3: 45 Credits or CDA	\$ 200	20%
AA: 90 Credits	\$ 300	20%
BA	\$ 400	15%
MA or higher	\$ 500	15%
Pre-existing PD Level Weighted Avg. Award		100%

- **Attainment Incentives:** 10% of those who register in MERIT every year are assumed to attain one new professional credential every year, and 30% of those who attain one new

professional credential continue to attain more credentials. These volumes are proportionately small relative to incentives overall due to time it takes working professionals to achieve a credential (usually several years minimum).

- **Retention Costs:** 20% of early learning professional staff will exit and enter the field every year; these costs represent a blend of entry and pre-existing degree awards to account for turnover costs associated with early learning.

10. Indirect Costs: DEL will assume responsibility for paying all indirect costs as part of its cost sharing responsibilities (that are not already incorporated into estimated daily or hourly rates, or that are budgeted as modified direct costs).

11: Funds distributed to localities, Early Learning Intermediary Organizations, and other partners through MOUs, interagency agreements; contracts, or other mechanisms.

Washington State Resource & Referral Network (WSRRN):

- **Coaching:** 8 hours per month per facility; 19 facilities per month for 12 months in total. The average salary for coaches is \$65,000 per year, plus benefits, supplies, travel and training. The number of coaches is linked to the anticipated volume of facilities that attain at minimum quality rating of three. Supervisor salaries are \$70,000 plus benefits, supplies, travel and training; supervisors are estimated at a 1:5 ratio to coaches. All budget estimates are based on the QRIS pilot and ongoing QRIS early adoption.
- **Technical Assistance (Level II only):** \$121 per hour rate blended rate of on-site and phone/web consultation; 24 hours per level II facility per year; \$2,904 per facility per year. The number of hours of technical assistance is linked to the anticipated volume of facilities that attain a quality rating of two per year. All budget estimates are based on existing WSRRN costs for this service.
- **Training (Level II only):** Includes \$5,000 to develop training per module for 9 modules every other year, plus 7 train-the-trainer events every other year at \$5,500 per event. Training covers ERS, CLASS, Strengthening Families, Early Learning guidelines, core and cultural competencies, and school readiness. The annual cost per participant is \$219, based on a class size of 15 for 15 hours of cumulative training. The director of each facility is the participant; the cost per facility is linked to the anticipated volume of facilities that attain a quality rating of two per year.

Localities:

- **Quality Improvement Awards:** DEL will provide Quality Improvement Awards on an annual basis to all facilities that attain a quality rating of three or higher. The award structure will be aligned in the following manner:

Budget Figure 9: Quality Improvement Award Tiers

	Licensed Centers	Family CC
Level III	5,000	1,500
Level IV	7,500	2,000
Level V	9,000	3,000

The award per facility is linked to the anticipated volume of facilities that attain a quality rating of at least three per year. The amount tiers were informed by award thresholds used in the QRIS pilot program.

- **Training Hub Incentives:** An annual stipend of \$5,000 per facility will be provided to all ECEAP and Head Start programs who participate in TQRIS. The stipend is intended to reimburse ECEAP and Head Start programs for their work as training hubs for other licensed centers and family child care homes in their communities.

Office of Superintendent of Public Instruction:

- **Teacher Training:** \$800 per teacher to train 2,705 teachers over the grant period. The number of teachers is linked to the anticipated volume of teachers who can be trained per year in order for Washington to achieve its plan targets. The cost is informed by lessons learned in the WaKIDS pilot. State and private sources also significantly contribute to kindergarten readiness as a general project category.

University of Washington (UW)

- **Program Evaluation:** Costs are based on 5% of overall expenses for the TQRIS – Expansion project per year. The majority of expenses in this category will be paid for by local sources.
- **Ratings and Monitoring:** Application rater/reviewers with an average salary of \$42,500 per year, in addition to benefits and administrative costs. Raters can process on average 10 applications per week for level II, 6 applications per week for levels III through V. Supervisors are paid an average salary of \$55,000 per week, in addition to benefits and administrative costs. The ratio of supervisors to reviewers is 1:5. Ratings and monitoring also

includes ERS and CLASS Observers, each of whom can assess 1 licensed center and 2 family child care homes per week, or 156 assessments per year. The average salary of Observers is \$45,000, in addition to benefits, administrative, and travel costs. ERS and CLSS supervisors are remunerated at \$55,000 per year in addition to benefits, administrative and travel costs; supervisors are expected to oversee 15 applications per week. Overall costs for this category also include licensing fee for software, reliability, and other training. The overall cost for ratings and monitoring is variable and linked to the anticipated volume of facilities that attain a quality rating of at least two per year. The budget was informed by the QRIS pilot managed by UW, as well as cost estimates taken from the QRIS National Learning Network Cost Estimation Model.

12: Funds set aside for participation in grantee technical assistance:

- **Implementation Preparation:** A team of consultants who can perform technical assistance and help DEL build the proper implementation logistics and project management functions to make the accelerated timeline of this plan achievable. Scope of work includes the project management of all workstreams, budgets, and project targets; the coordination of both internal (DEL) and external (partner) resources; and the development of dashboards and other tools to report progress to executives, stakeholders, and the federal government. The scope of work also includes the successful transition of all of these functions to internal DEL staff by mid-2013. Costs were built to include a principal at \$200/hour at 30% full-time; a project manager at \$150/hour at 100% full-time; and an analyst at \$90/hour at 33% full-time. This team is dedicated full-time to the project for the first 18 months.
- **Information Technology Technical Assistance:** This line item represents costs to implement the EBT system to more effectively support tiered subsidy reimbursement. Expenses include a program manager at \$125,000 per year at 50% full-time in 2012 and 100% full-time from 2013-2015. The position's primary responsibility will be to manage the project and coordinate the work. In addition, one IT architect and one programmer at \$143 per hour at 100% full-time in mid-2012 through mid-2015 will work under the project manager to ensure the development of the EBT system is integrated with all other related systems (such as Barcode and the Social Services Payment System [SPSS]).
- **Race to the Top Technical Assistance:** \$400,000 has been budgeted for technical assistance, as required in the application.

13: Total Funds Requested: Please refer to Budget Figure 7: Total Budget and Grant Request by Budget Category and Year.

14: Other Funds Allocated to the State Plan: Other funds for the operational plan consist of four main sources for the grant period:

- **DEL Resources:** These revenues represent ongoing annual funding flows to support the activities detailed in this application. Much of these revenues pay for personnel, benefits, travel, equipment and supplies for staff in the Licensing and Outcomes and Accountability Departments.
- **Repurposed CCDF Quality Funds:** These funds represent the funding DEL will repurpose to support this plan. DEL has just contractually committed most of this funding stream for the next two fiscal years as part of its regular bi-annual budget process in June 2011, so DEL must wait until late 2013 before it has the contractual ability to redirect these funds. Beginning in 2014, this line item is repurposed in stages because WSRRN relies heavily on this funding stream, so the ensuing changes must be tightly managed to avoid operational disruptions.
- **DEL Administrative Efficiencies:** DEL is committed to achieving a 20% reduction in its administrative costs across the agency and repurposing these funds to this project. These efficiencies will be implemented gradually; DEL will identify savings by June 30, 2013. It will then implement a 10% administrative savings by June 30, 2014, followed by an additional 10% in administrative savings by June 30, 2015.
- **State/Federal/Other:** DEL, in partnership with OSPI, will dedicate more than \$3 million of state and federal funds to support the kindergarten readiness portion of the plan. DEL also estimates it can reliably forecast more than \$8 million in total private contributions to support elements of the plan.

Please refer to Budget Figure 10 below for fund uses and sources, and in Budget Figure 11: Local Contributions for all activities being funded by local sources as well as their relationship to specific projects.

Budget Figure 10: Fund Uses and Sources for the Operational State Plan

Fund Uses for the Operational State Budget					
Expenses	Operational Expenses: Grant Period				
Project	2013	2014	2015	2016	Total
TQRIS - Expansion	18,476,277	26,128,441	34,090,891	41,438,757	120,134,366
TQRIS - Infrastructure	5,677,861	4,320,271	3,489,148	3,254,385	16,741,664
WA Kids	2,046,723	2,044,616	2,213,168	1,501,849	7,806,356
PD Incentives	1,543,463	2,271,151	1,378,876	1,506,095	6,699,585
Total Operational Expenses	27,744,324	34,764,479	41,172,084	47,701,086	151,381,972
Fund Sources for the Operational State Budget					
Revenues	Operational Revenues: Grant Period				
Source	2013	2014	2015	2016	Total
Federal (RTT Grant)	10,617,211	14,338,212	15,121,899	19,922,679	60,000,000
DEL Resources	14,744,635	14,444,299	13,985,802	13,518,135	56,692,871
Repurposed CCDF Quality Funds	-	2,837,883	6,631,434	7,587,103	17,056,420
DEL Administrative Efficiencies	-	718,361	2,183,818	2,960,223	5,862,402
Other State/Federal/Private	2,382,479	2,425,724	3,249,131	3,712,947	11,770,279
Total Operational Revenues	27,744,324	34,764,479	41,172,084	47,701,086	151,381,972

15: Total Budget: Please refer to Budget Figure 7: Total Budget and Grant Request by Budget Category and Year.

Budget Figure 11: Local Contribution by Operational Budget Category

Local Contribution by Operational Budget Category						
Budget Line Item / Managing Org	2012	2013	2014	2015	Total	% Share
6. Contractual	0	0	9,672	29,402	39,073	1%
DEL	0	0	9,672	29,402	39,073	1%
Community Engagement	0	0	0	0	0	0%
Data Analysis	0	0	0	0	0	0%
Info Materials & Dissem.	0	0	0	0	0	0%
IT: Capital Purchases	0	0	9,672	29,402	39,073	1%
8. Other	0	181,922	344,719	447,766	974,407	15%
DEL	0	181,922	344,719	447,766	974,407	15%
Attainment Incentives	0	25,386	54,516	89,546	169,448	27%
Entry Incentives	0	5,202	9,977	9,159	24,339	1%
Pre-Existing Degree Incentives	0	110,609	189,493	189,536	489,637	16%
Retention Costs	0	40,725	90,733	159,525	290,983	23%
11. Funds to Partners	2,318,166	5,560,425	11,474,992	13,696,350	33,049,934	42%
CCR&R	164,354	2,572,416	6,323,068	7,316,085	16,375,923	47%
Coaching	0	855,502	2,640,982	3,606,670	7,103,153	42%
S&T reimbursement	164,354	850,505	2,118,186	2,892,712	6,025,756	100%
Tech. Assist. (Lvl II)	0	768,097	1,408,946	720,192	2,897,234	27%
Training (Lvl II)	0	98,313	154,955	96,512	349,780	34%
Local	0	126,995	385,998	723,402	1,236,394	7%
Quality Improvement Awards	0	126,995	385,998	523,186	1,036,178	12%
Training Hub Incentives	0	0	0	200,216	200,216	2%
OSPI	1,774,995	1,148,232	1,341,039	1,254,375	5,518,640	71%
All Other Expenses	1,774,995	1,148,232	1,341,039	1,254,375	5,518,640	100%
Teacher Training	0	0	0	0	0	0%
UW	214,463	862,279	1,306,702	1,509,777	3,893,220	33%
Program Evaluation	214,463	601,426	753,877	690,165	2,259,931	61%
Ratings & Monitoring	0	260,853	552,825	819,612	1,633,289	21%
WSBCTC	164,354	850,505	2,118,186	2,892,712	6,025,756	100%
Opportunity Awards	164,354	850,505	2,118,186	2,892,712	6,025,756	100%
12. Technical Assistance	64,313	239,620	235,000	86,754	625,687	21%
DEL	64,313	239,620	235,000	86,754	625,687	21%
Implementation Prep	0	0	0	0	0	0%
IT: Technical Assistance	64,313	239,620	235,000	86,754	625,687	34%
RTTTA (required)	0	0	0	0	0	0%
13. Funds: Other Sources	14,744,635	14,444,299	13,985,802	13,518,135	56,692,871	49%
DEL	14,744,635	14,444,299	13,985,802	13,518,135	56,692,871	38%
Licensing	13,202,911	12,775,278	12,283,401	11,781,686	50,043,276	25%
Outcomes & Accountability	1,541,723	1,669,021	1,702,401	1,736,449	6,649,595	0%
Total Other Funds Allocated	17,127,113	20,426,267	26,050,185	27,778,407	91,381,972	60%

Budget Figure 12: RTT Grant Funds by Project Activity and Year

RTT Grant Funds by Project Activity					
Project Activity	2012	2013	2014	2015	Total
TQRIS	4,730,195	8,940,969	11,673,537	17,215,095	42,559,797
Coaching	409,837	1,265,339	2,640,982	5,427,859	9,744,016
Licensing	0	0	0	0	0
Opportunity Awards	0	0	0	0	0
Program Evaluation	134,830	113,916	365,642	817,411	1,431,799
Quality Improvement Awards	190,359	909,995	2,187,319	4,461,758	7,749,430
Ratings & Monitoring	1,176,581	1,533,984	1,658,474	1,931,195	6,300,234
S&T reimbursement	0	0	0	0	0
Tech. Assist. (Lvl II)	1,823,190	2,893,277	2,128,591	915,932	7,760,991
Training (Lvl II)	220,836	220,925	154,955	83,222	679,937
Training Hub Incentives	774,563	2,003,535	2,537,575	3,577,718	8,893,390
System Supports	4,071,824	2,411,630	1,542,074	1,401,781	9,427,309
Community Engagement	302,000	206,040	104,040	0	612,080
Data Analysis	504,192	514,276	524,561	264,878	1,807,907
Implementation Prep	627,500	127,500	0	0	755,000
Info Materials & Dissem.	122,559	345,386	549,837	963,417	1,981,199
IT: Capital Purchases	1,965,989	638,703	28,636	9,672	2,643,000
IT: Technical Assistance	399,584	479,725	235,000	113,815	1,228,123
Outcomes & Accountability	0	0	0	0	0
RTT TA (required)	150,000	100,000	100,000	50,000	400,000
WA Kids	271,728	896,384	872,130	247,474	2,287,716
All Other Expenses	0	0	0	0	0
Teacher Training	271,728	896,384	872,130	247,474	2,287,716
PD Incentives	1,543,463	2,089,229	1,034,157	1,058,329	5,725,178
Attainment Incentives	0	76,157	163,548	208,222	447,927
Entry Incentives	816,000	831,606	29,932	23,094	1,700,632
Pre-Existing Degree Incentives	627,123	958,950	568,479	457,955	2,612,507
Retention Costs	100,340	222,516	272,198	369,058	964,111
Grand Total	10,617,211	14,338,212	15,121,899	19,922,679	60,000,000

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input type="radio"/></p> <p>NO <input checked="" type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: ___ / ___ / _____ To: ___ / ___ / _____</p> <p>Approving Federal agency: ___ ED ___ HHS ___ Other</p> <p><i>(Please specify agency):</i> _____</p>
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