



Washington State Department of
Early Learning

State Board of Education Statewide Indicators of Educational System Health Report



November 13, 2014
Bette Hyde, Director
Department of Early Learning

Do we agree with four major reform areas?

1. Expand access to high-quality early childhood education
2. Expand and fully fund high-quality professional learning
3. Increase access to high-quality expanded learning opportunities
4. Expand high-quality supports and services that prepare students for post-secondary education and training

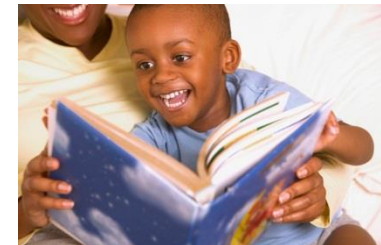
Yes! If done well, each and all four will increase student success



How DEL is working to advance these reforms?

1. Expand access to high-quality early childhood education

- ✓ Early Achievers (Washington's quality rating and improvement system) is our consistent metric for high quality:
 - 2,188 licensed child care providers participating as of Sept. 2014
 - A nationally acclaimed model designed to improve children's school readiness
 - A system of supports for child care and preschool teachers to improve quality ratings of early learning programs for families. We offer technical assistance, incentives, scholarships, tiered reimbursement, coaching.
 - Quality really matters!



How DEL is working to advance these reforms? (cont'd)

- ✓ By 2018-19, state-funded pre-k (ECEAP) is a statutory entitlement for 3- and 4-year-olds at 110% poverty (\$23,550 for a family of four)
 - Added 1,700 enrollment slots in 2013-15, for a total of 10,091 slots
 - Focus on quality preschool instruction and comprehensive services for children (medical/dental exams) and for families (parenting skills, family plan).
 - Great child and family outcomes

www.del.wa.gov/publications/eceap/docs/ECEAP_outcomes_2012-13.pdf

- Benefit-to-cost ratio of \$4.20

(Early Childhood Education for Low-Income Students: A Review of the Evidence and Benefit-Cost Analysis, WSIPP, 2014)

How DEL is working to advance these reforms? (cont'd)

- ✓ In partnership with OSPI and Thrive WA, we implement the Washington Inventory of Developing Skills (WAKIDS) to establish a baseline of “whole child” readiness for kindergarten
 - Disaggregated by race/ethnicity, grades, SES, ELL, special education.



How DEL is working to advance these reforms? (cont'd)

2. Expand and fully fund high-quality professional learning



- ✓ DEL partners with OSPI and ESD's to provide PD to early learning providers and primary K-3 teachers
- ✓ Early Achievers includes training modules, professional development, treatment assistance, scholarships, coaching for child care providers and pre-school teachers.
- ✓ Partner with Community Colleges and University of Washington to provide meaningful early learning credentials and college credits

How DEL is working to advance these reforms? (cont'd)

3. Increase access to high-quality expanded learning opportunities

- ✓ Expanded ECEAP to increase from 2 ½ hours a day to full day/full school year programs
- ✓ In ECEAP expansion, had 1,350 new slots and received requests for 3,000+ slots
- ✓ Increase access by applying for federal funding to serve more ECEAP eligible children (110% FPL) and include children of families up to 200% FPL



How DEL is working to advance these reforms? (cont'd)

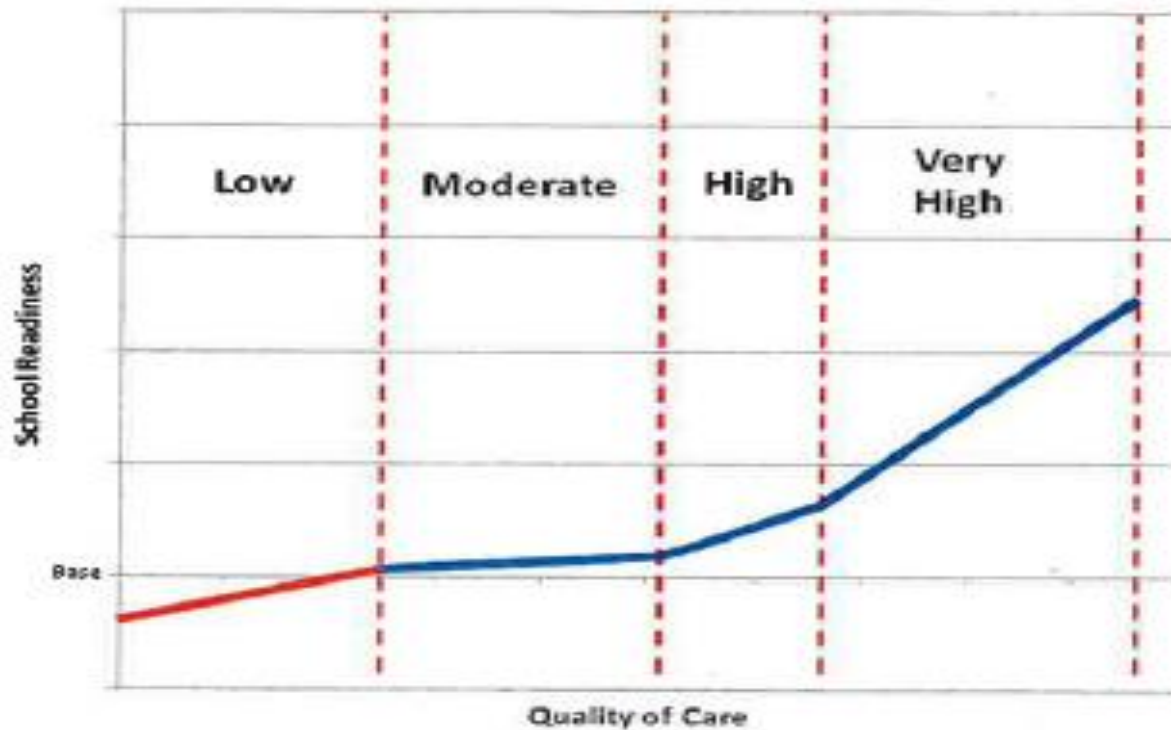
4. Expand high-quality supports and services that prepare students for post-secondary education and training

- ✓ Use Early Achievers Opportunity grants and Washington Scholars grants to enable early learning providers to access higher education
- ✓ Community Colleges offer stackable certificates statewide
- ✓ University of Washington offers an on-line early learning BA program



The Importance of Quality in Early Learning Programs

Quality of Care and School Readiness



Jim Minervino and the Bill & Melinda Gates Foundation, February 2014 presentation to House Early Learning & Human Services Committee and House Appropriations Committee

State/city programs with outcomes that stick

- Early learning programs that work, stick and are (or could be made) cost-sustainable
 - ✓ *New Jersey (Abbott)*
 - ✓ *Boston pre-k*
 - ✓ *Maryland (Extended Elementary Education Program)*
 - ✓ *North Carolina (More at Four)*
 - ✓ *Pennsylvania (Keystone STARS and Pre-K Counts)*



Impact at a Glance

	Achievement Effect Sizes (<i>d</i>)	Measurable Persistence Through...	Children in Poverty Larger Gains	Year Started	Primary Impacts
New Jersey	0.40 ^{23*}	5th Grade	Yes	1999	See text
Boston	0.44 - 0.62	3rd Grade	Yes	1998	See text
Maryland ²⁴	*	4th Grade	Yes	2001 (Judy Centers)	See text
North Carolina	Moderate- to-Large	3rd Grade	Yes	2001	See text

How can collective agencies work together?

- ✓ Insist on investment in pre-k through higher education/work force
- ✓ Insist on “both/and”



Q & A

