

Race to the Top – Early Learning Challenge 2014 ANNUAL PERFORMANCE REPORT

Washington



JUNE 2015



Race to the Top
Early Learning Challenge

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



APR Cover Sheet

General Information

1. **PR/Award #:** S412A120035
2. **Grantee Name:** Office of the Governor, State of Washington
3. **Grantee Address:** P.O. Box 40002, Olympia, WA 98504
4. **Project Director Name:** Elizabeth M. Hyde, PhD
Title: Director of the Washington State Department of Early Learning
Phone #: (360) 725-4584 **Fax #:** (360) 725-4395
Email Address: Bette.Hyde@del.wa.gov

Reporting Period Information

5. **Reporting Period:** 1/1/2014 to 12/31/2014

Indirect Cost Information

6. Indirect Costs

The Grantee is not claiming indirect costs under this grant.



Certification

The Grantee certifies that the State is currently participating in:

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

Yes No

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

Yes No

The Child Care and Development Fund (CCDF) program

Yes No

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

Signed by Authorized Representative

Name: Elizabeth M. Hyde

Title: Director of the Department of Early Learning

Executive Summary

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

Year 3 of Washington's Race to the Top - Early Learning Challenge (RTT-ELC) was one of refinement and tailoring to ensure the strongest outcomes possible. Washington made significant progress amongst all of the reform areas outlined in the RTT-ELC application. The 5 projects of Washington's RTT-ELC reform effort are highlighted below.

Project 1: Grant Management

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

Accomplishments:

- Internal program integration at DEL enables stronger alignment and resource sharing and creates efficiencies between DEL's programs.
- Modifications to the Early Learning Management System (ELMS) and the Web-Enabled Early Learning System (WELS) data systems that facilitate participation of Early Childhood Education and Assistance Program (ECEAP) and Head Start in Early Achievers.
- Increased quality focus in state subsidy system by aligning with the Tiered Quality Rating and Improvement System (TQRIS).
- Better role clarity and information sharing between the primary implementation partners of Early Achievers - DEL, Child Care Aware of Washington (CCA of WA), and the University of Washington (UW).

Challenges and Lessons Learned:

- Build out of data systems continues to be challenging, particularly as programs have increasingly complex data requirements.
- Integration of data across state agencies continues to be challenging.
- Ensuring quality standards alignment between TQRIS, preschool, and licensing system is complex, and is not yet complete.
- Data base improvements delayed full participation in Early Achievers of state preschool providers.

Project 2: TQRIS Expansion

Early Achievers has expanded participation rate and the number of sites rated Levels 3-5 in 2014.

Accomplishments:

- Total participation in Early Achievers was 2,448 at the end of 2014, reaching 43% of licensed providers.
- 262 licensed providers have rated at a Quality Level of Excellence (or Level 3-5), which is 57% of all licensed providers that have completed the ratings process.
- Early Achievers is reaching 66,413 children, or 85% of the RTT-ELC target.

- Washington has implemented several policies that provide incentives for continued high participation rates that are coupled with advancement through the quality levels.
- There are currently 182 ECEAP/Head Start sites participating in Early Achievers, which is 36% of the HS/ ECEAP sites eligible for participation on the Early Achievers HS/ ECEAP pathway.

Challenges and Lessons Learned:

- Some of the participants in Early Achievers have struggled to meet the minimum threshold of 3.5 overall program average on the Environment Rating Scales (ERS). As a result, new training and supports have been developed to strengthen Early Achievers and to ensure that as many providers as possible that go through the ratings process meet the minimum threshold.

Project 3: TQRIS Infrastructure

Development of the support structure for Early Achievers has been enhanced in Year 3 of the RTT-ELC grant.

Accomplishments:

- Infant/Toddler Coaching is integrated with Early Achievers and available to Early Achievers participants to improve the quality of infant/toddler classrooms.
- Early Achievers Institutes are offered by UW to provide additional support on the Early Achievers Standards to participants, with sessions ranging from improving instructional support to incorporating developmental screenings. Begun in 2013, the Institutes have been held 6 times across the state (in English and Spanish) and have been attended by ~1,500 participants. Four additional institutes are planned for 2015.
- Technical assistance specialists and coaches reflect community diversity in staff composition and culturally competent practices. Of the 78 coaches and technical assistance specialists, 35 (34%) speak a second language in addition to English including Spanish, Somali, Russian, Vietnamese, Swahili, Tagalog, Hindi, and Arabic.
- CCA of WA has continued to increase their capacity to provide training, technical assistance, and coaching to Early Achievers participants.
- ERS average reliability (across all measures and team members) is currently at 92.78%. Classroom Assessment Scoring System (CLASS) reliability (across all measures and team members) is currently at 91.15%.

Challenges and Lessons Learned

- There was a lack of knowledge around the ERS tool, exacerbated by a shortage of qualified ERS trainers, across the state. UW worked closely with CCA of WA to develop a cadre of reliable trainers to support the state.
- Additional supports for children with special needs were identified by participants as a gap. As a result, the Haring Center at UW is providing training to 50 Early Achievers coaches on supporting children with special needs.

Project 4: WaKIDS - Kindergarten Readiness

The Washington Kindergarten Inventory of Developing Skills (WaKIDS), a key reform area, reached over half of Kindergarteners in the state, implementing the three elements of the Kindergarten transition: 1) a whole child assessment using Teaching Strategies GOLD, 2) a family connection between teachers and parents, and 3) an Early Learning Collaboration between schools, districts, and regional levels between early learning providers and kindergarten teachers and school principals.

Accomplishments

- Washington uses Teaching Strategies GOLD[®] as its Kindergarten Entry Assessment (KEA), and in 2014 assessed 43,298 kindergarten students, reaching for the first time over half (52%) of the state's kindergartners, more than doubling participation in two years.
- Although the state requires teachers to collect data in the fall only (by October 31), the state's contract with the assessment vendor allows teachers to elect to collect data in the winter and spring, as well. In 2013-14, 6,505 kindergarteners were assessed at multiple checkpoints.
- The number of schools participating in WaKIDS grew from 550 to 623 in 2014, and the number of districts increased from 187 to 193. Two-thirds (65%) of the state's districts now have one or more schools involved in WaKIDS. Teacher participation in WaKIDS increased from 1,800 to 2,110. Among those 2,110 teachers, 729 teachers were new to WaKIDS and were trained in 2014. In addition, 554 teachers returning to WaKIDS attended a second training opportunity to deepen their understanding, bringing the total number of teachers trained in 2014 to 1,283.

Challenges

- No additional reliability and validity studies have been conducted in Washington since the University of Washington completed its inter-rater reliability and concurrent validity study of Teaching Strategies GOLD in 2013. However, in the last two years, the Office of Superintendent of Public Instruction (OSPI) has made inter-rater reliability (IRR) certification part of WaKIDS 101 teacher training, and reached out to teachers trained in previous years with financial incentives to complete their IRR. Among the 1,741 teachers trained in 2013 and 2014, 1,437 (83%) earned their IRR certification. In 2014 alone, 84% of new teachers trained earned their IRR certification.

Project 5: Professional Development

Accomplishments

- DEL's professional development registry, the Managed Education Registry and Information Tool (MERIT), has been streamlined with a new Education Verification process allowing early learning professionals to have their credentials verified more quickly and consistently.
- During the 2014 fiscal year, over 900 scholarships were awarded through over 22 state colleges.
- Retention of early childhood education students in higher education is higher than other fields of study in community and technical college system.
-]The first professional development report was released in 2014 using data from MERIT.

- Washington is beginning the development of an Early Childhood Education Career Planning Portal. This portal is a way for professionals to learn about early learning career pathways and the colleges and universities that offer degrees and certifications towards their chosen career.

Challenges

- MERIT has struggled with technical issues. As a result, in 2014, an advisory group with members from higher education institutes, community organizations, and other state partners came together to examine ways the data within the registry could be strengthened.

Looking Ahead: Moving into the final year of RTT-ELC, the reform effort will turn toward sustaining the efforts and processes put in place over the past three years, and look for ways to continue maximizing efficiencies. For example:

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

Successful State Systems

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

Governance Structure

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

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

Washington State's Key RTT-ELC Governance Stakeholders

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

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

Stakeholder Involvement

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

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

ELAC carries out required state council functions in Head Start law and provides strategic guidance and feedback to DEL on the RTT-ELC grant. It includes membership from key constituents that represent statewide and community-based interests and perspectives including: state agencies, early learning leaders, Thrive, parents, Head Start representatives and a representative for programs under 619 of Part C of the Federal Individuals with Disabilities Education Act.

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

- **Survey and Focus Groups on Preschool Expansion:** The Bill & Melinda Gates Foundation, in association with Thrive and the ten Regional Early Learning Coalitions, held ten focus groups and conducted a survey to 80 preschool providers across the state with ECEAP, Head Start, preschool, and other early learning providers to discuss the expansion of high-quality preschool services. The purpose of these focus groups is to help assess the current capacity and resources needed to expand publicly funded preschool in Washington.
- **Parent Advisory Group (PAG):** The PAG serves as a sounding board for decisions, ideas and questions that shape the future of DEL. Regionally represented parent advisors meet with DEL leadership, Parent Advisory Councils at local ECEAP and Head Start programs and a Parent Advisory Council for statewide IDEA, Part C services.
- **Parent Navigators:** DEL contracts with the Washington State Association for Head Start and ECEAP (WSA) to bring together a group of parents who train other parents on quality care and education, Early Achievers, and the Washington State Early Learning and Development Guidelines in peer-to-peer networks. What we learn from this work with Parent Navigators about effective outreach will inform future outreach and communication with parents and families.
- **Early Learning Regional Coalitions:** DEL and Thrive support 10 early learning coalitions around the state that recruit early learning providers, parents and community stakeholders to build local capacity, and assist with implementation of community-based components of RTT-ELC. For example, DEL provides funding to the local coalitions to support the bridge between early learning and the K-12 system that is part of WaKIDS. DEL has recently expanded membership of ELAC to include members of the 10 early learning regional coalitions.

In addition to increasing its outreach and feedback mechanisms with community and stakeholder groups, DEL is working to make more data available on the progress of RTT-ELC work. Full data presentations have been shared with advocacy organizations and other stakeholders, and a data dashboard is being published monthly on the DEL website.

Proposed Legislation, Policies, or Executive Orders

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

The 2015 Legislative session is dominated by discussions of Education funding. In 2012, the Washington Supreme Court ruled that the state legislature has failed to fulfill its paramount duty under the constitution to “make ample provision for the education of all children residing within its borders...” In 2014, The Washington Supreme Court held the state Legislature in contempt for failing to obey the court order -- specifically a requirement to come up with a detailed plan to provide more funding for public education. While the state currently defines basic education as beginning in Kindergarten, there is much discussion about the critical role that early learning has in ensuring strong educational outcomes for children in Washington. It is with this frame in mind that the Legislature is approaching early learning funding in the current session.

Last year, the Legislature signaled its interest in providing support to early learning programs in Washington. However, the primary bills during that legislative session did not pass and the 2015 legislative session will determine the course Washington will take with early learning beyond the RTT-ELC grant. Currently, both houses of the legislature are reviewing legislation known as The Early Start Act (ESA) which focuses on expanding and improving early learning opportunities in Washington. While the legislation will certainly be amended during the legislative session, the bill explores several important reform items:

- **Quality Improvements:** ESA enhancements to the quality of early learning in Washington may include:
 - Requiring that all licensed child care facilities (centers and homes) that accept children on Working Connections Child Care subsidy join Early Achievers, complete required training, and rate at a Quality Level of Excellence within a specific timeframe.
 - Requiring State-funded preschool programs (ECEAP) to join Early Achievers and attain a Quality Level of Excellence within a specific timeframe. This helps ensure one quality framework for both child care and public preschool.
 - Providing funding for training, technical assistance, coaching, and other supports to allow Early Achievers participants to continue to join and make quality improvements.
- **System Enhancements:** ESA would improve the existing early learning in the state by:
 - Provide funding to convert part day programs into full day programs.
 - Provide automatic 12 months of authorization for families that qualify for subsidy to ensure continuity of care for children.
 - Increase the number of contracted subsidy slots.

- **Incentives:** ESA would provide incentives for quality improvements at the facility level and increased professional development for individual early learning professionals by:
 - Providing Tiered Subsidy Reimbursement for child care facilities that attain Levels of Excellence in Early Achievers.
 - Quality improvement awards are available to providers attaining different quality levels.
 - Increasing the state's investments in scholarships.

In the beginning weeks of the 2015 legislative session, the early learning discussion has been squarely focused on using public resources (Working Connections Child Care subsidies and ECEAP funding) to fund only high-quality early learning as defined by Early Achievers. This aligns with the RTT - ELC grant objectives of raising quality, especially for vulnerable children. The 2015 Legislature is scheduled to adjourn on April 26, but all indications are that there will be several special sessions that move beyond this date.

Participating State Agencies

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

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

High-Quality, Accountable Programs

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

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

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

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

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

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

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

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

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

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

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

June 30, 2014 marked the first anniversary of full, statewide implementation of Early Achievers, and the second anniversary of the program's launch. As Early Achievers program matures, statewide priorities shifted from the initial push for participation to more nuanced policies that use data and lessons learned to promote quality improvements at all levels. Total participation in Early Achievers was 2,448 at the end of 2014. This represents 42% of the active provider base. Specific changes to the program this year include:

Increased Focus on Achieving Quality: in the early years of Early Achievers there was a hesitation among many providers to move through the full rating process for fear of an unknown system, and ratings that felt "high-stakes." Washington implemented several policies that would encourage providers to go through the ratings process, including the option of getting re-rated, and of changing the public rating levels to:

- **Participating in Quality Improvements:** facilities that have enrolled in Early Achievers or have received a rating of a Level 2
- **Quality Level of Excellence:** facilities that rate at a Level 3-5

These changes encouraged far more providers to move forward through the ratings process. However, 44% of providers that completed the rating process have received a rating of Level 2, below the Quality Level of Excellence, indicating that additional supports are necessary prior to rating for many participants. After two years of implementation, enough data and information was available to make some revisions to the program, thus allowing more support for providers prior to rating with the goal of having more rated providers achieve a "Quality Level of Excellence" at initial rating. Referred to as the "conversion rate," Washington is now intentionally focused on ensuring that as many providers as possible transition from participating at a Level 2 in Early Achievers to being rated at a "Quality Level of Excellence".

To support this, contracts have been amended with performance measures focused on providers being adequately prepared for the ratings process and able to achieve a Quality Level of Excellence. This is critical to both increasing the number of high-quality providers in the state, as well as ensuring the sustainability of the program through reduced ratings costs. To this end, enhancements have been made to Level 2 supports including:

- **Development of Child Care Quality Baseline (CCQB):** CCQB is a pre-Rating assessment offered to providers prior to rating to ensure that providers are ready to rate before moving through the process.
- **Implementation of Rating Readiness Consultants:** provide support to programs to prepare for the ERS and CLASS observational assessments to build confidence in providers, encourage providers to move forward toward rating, and ensure each provider receives the highest possible rating.
- **Needs based grants:** up to \$500 was made available to family home child care providers to make changes to their environment in order to improve scores on ERS.
- **Quality improvement awards:** \$750 is available to family home providers that rate a Level 2, in addition to existing awards for providers that rate at Levels 3-5 (from the launch of Early Achievers all providers that rate at Levels 3-5 are provided with a monetary "Quality Improvement Award", which shall be used to support their continuous quality improvement).
- **Coaching for Rated Level 2:** coaching is available to all rated providers, including those rated a Level 2.

Tailoring Supports Based on Data and Feedback: Washington is committed to using data and feedback from the field to continually improve and refine Early Achievers. Over the last year, several systems enhancements have been implemented based on what has been learned to date, including:

- Based on feedback from the field, the Haring Center at UW, which specializes in individualizing instruction via the model High-Quality Inclusive Classrooms, is providing training to 50 Early Achievers coaches on providing support to childcare providers who work with children with special needs.
- Infant/Toddler Coaching is integrated with Early Achievers and available to Early Achievers participants to improve the quality of infant/toddler classrooms.
- Increased training and capacity is provided for coaches on ERS.
- Scholarships have been expanded to more Early Achievers participants.
- Early Achievers Institutes are offered by the University of Washington to provide additional support on the Early Achievers Standards to participants, with sessions ranging from improving instructional support to incorporating developmental screenings. Begun in 2013, the Institutes have been held 6 times across the state (in English and Spanish) and have been attended by ~1,500 participants. Four additional institutes, with bilingual course offerings, are planned for 2015.

Improved Cultural Competency: Early Achievers is focused on supporting all early learning providers to improve their quality, while recognizing that providers need multiple pathways to accomplish this goal. During 2014, refinements to Early Achievers focusing on cultural competency improvements were made, ensuring that all providers, particularly providers that speak languages other than English, have the supports they need to improve. Improvements to the cultural competency in Early Achievers include:

- Technical assistance specialists and coaches reflect community diversity in staff composition and culturally competent practices. Of the 78 coaches and technical assistance specialists, 35 (34%) speak other languages in addition to English including Spanish, Somali, Russian, Vietnamese, Swahili, Tagalog, Hindi, and Arabic.
- Regional flexibility has been increased to allow for tailored services for unique populations, such as specific communities or language groups. Regions with high language diversity have the highest

percentage of bilingual staff, including Central (10 out of 12 staff are bilingual in Spanish) and King (9 out of 26 staff are bilingual in one or more of the above languages).

- 12 bilingual Data Collectors that speak Somali, Spanish, Korean, Cantonese, as well as English.

Increased Regional Training Capacity: CCA of WA has significantly built up regional capacity to support training for ERS and CLASS. They found that there was regional capacity to train and assess in the CLASS but there was a need to build regional ERS capacity. As a result, CCA of WA has focused on building ERS training capacity to support a train-the-trainer model in every region of the state. With support from UW, CCA of WA expects to have 2-3 trainers in every region of the state that are reliable on the Early Childhood Environment Rating Scale (ECERS), Family Child Care Environment Rating Scale (FCCERS), and/or Infant/ Toddler Environment Rating Scale (ITERS).

This capacity is specifically used to support the CCQB, a pre-rating assessment tool that will help ensure that as many providers as possible achieve a Quality Level of Excellence upon rating. The CCQB was field tested by one CCA of WA region (Eastern Region) with very strong results. This region has the highest conversion rate in the state, with 83% of rated providers achieving a Quality Level of Excellence.

By increasing the number of reliable staff, CCA of WA will be able to increase the ability of regions to conduct CCQB's. In addition, more Coaches and TA staff will have improved skills and knowledge to support ERS improvements.

Implementation Efficiencies: Sustainability is a key focus area for Washington. In 2014 the State continued to focus on making sure that Early Achievers was well run and efficiently managed.

- UW has established rating cohorts to give more information and predictability to providers about when their rating will occur, and allow for efficiencies in scheduling ratings.
- MERIT has been streamlined with a new Education Verification process that allows early learning professionals to have their credentials verified more quickly and consistently.
- New data is available to inform policy decisions, including:
 - State, regional, and local data on participation
 - Workforce, professional development and training data
 - Performance data demonstrating where providers are strong and need additional supports

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

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

Total participation in Early Achievers was 2,448 at the end of 2014. The original RTT-ELC target was 3,483 providers. However, the number of providers in Washington has decreased significantly since the beginning of the grant, and Early Achievers is currently reaching 43% of licensed providers against a target of 56%. Participation rates continue to be higher for Child Care Centers (108% of RTT-ELC targets) and lower for Family Child Care Homes (63% of RTT-ELC target.) Because of the higher rate of participation by Child Care Centers Early Achievers is reaching 66,413 children, or 85% of the RTT-ELC target.

Washington has shifted its policies from promoting only enrollment, to promoting enrollment AND advancement in the program. As a result, Washington has implemented several policies that provide incentives for continued high participation rates that are coupled with advancement through the quality levels, including:

- One **Rerate** has been made available free to most providers that do not reach a Level 3; all providers can pay for a rerating at any time.
- **Data** is available to support technical assistance and coaching and to assess ongoing progress.
- Programs that rate highly on specific areas of Early Achievers will be awarded **Areas of Specialization**, recognizing their strengths on the DEL website and in the CCA family referral materials. Areas include Child Outcomes, Interactions and Environment, Curriculum and Staff Supports (ERS/CLASS), Professionalism (Professional Development), and Family Engagement and Partnership.
- All providers enrolled in Early Achievers receive a 2% subsidy increase, and **tiered reimbursement** subsidy payments are available for programs achieving levels 3, 4, & 5 at 4%, 10%, and 15%.
- More specific data provided on ERS is being used by coaches to partner with child care participants to develop quality improvement plans.

CCA of WA is the key implementation partner in Early Achievers. During 2014, they increased their capacity to provide training, technical assistance and coaching to Early Achievers participants. In 2014, CCA of WA increased their direct service staff to include:

- 2014 Staff Statewide:
 - 92 relationship based professional development staff
 - 42 coaches
 - 50 technical assistance specialists

These early learning professionals provided the following services in all seven regions across the state:

- Coaching Hours:
 - Nearly 7,800 coaching hours performed
 - Nearly 8,560 coaching hours performed through life of program

- Technical Assistance and Regional Coordinator Hours:
 - Regional coordinator hours: Nearly 8,280 in 2014, over 11,300 through life of program
 - Technical assistance hours: Over 22,870 in 2014, over 46,600 through life of program
- Level 2 Training Data:
 - Number of training hours delivered to early learning professionals in 2014: 27,286
 - Number of in-person training sessions delivered to early learning professionals in 2014: 277
 - Number of completed online trainings delivered to early learning professionals: 8,480
 - Facilities that completed Level 2 training series through life of program: 1,530

In 2013, the state Legislature required all ECEAP providers to participate in Early Achievers by June 30, 2015. This has required the creation of several new policies/pathways for ECEAP providers as well as the build out of state data systems. There are currently 182 ECEAP/Head Start sites participating in Early Achiever, but expectations are that the number will rise significantly in the months leading up to the June 30 deadline. Participation among sites eligible for the HS/ECEAP pathway is currently 37% (182 of 489). In addition, participation at the grantee/contractor level is high, indicating that ECEAP/Head Start “parent” organizations are highly engaged in Early Achievers, with their individual sites participating at varying levels and degrees. Preschool grantee/contractors lead and oversee quality assurance for all their sites.

Implementation partners are preparing for some potentially large shifts in Early Achievers participation based on proposed legislation under review in the current legislative session. The ESA moves toward requiring participation for all providers that serve children using Working Connection, Washington's Child Care Subsidy program. In addition, the proposed bill requires these providers to achieve a Quality Level of Excellence within a set time frame if they are going to continue to serve children on Working Connections. If this legislation passes it will significantly change the number of providers that are enrolling in Early Achiever, as well as supports that will need to be available to support providers to advance to a successful rating.

Performance Measure (B)(2)(c)

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

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

Targets										
Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	260	100.00%	260	100.00%	260	100.00%	260	100.00%	260	100.00%
Early Head Start & Head Start ¹	415	100.00%	415	100.00%	415	100.00%	415	100.00%	415	100.00%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	4,718	100.00%	4,718	100.00%	4,718	100.00%	4,718	100.00%	4,718	100.00%
Other 1	1,567	100.00%	1,567	100.00%	1,567	100.00%	1,567	100.00%	1,567	100.00%
Describe:	Licensed Child Care Centers									
Other 2	5,164	100.00%	5,164	100.00%	5,164	100.00%	5,164	100.00%	5,164	100.00%
Describe:	Licensed Family Child Care Homes									

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

Actuals									
Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	260	260	100.00%	260	260	100.00%	260	260	100.00%
Specify:	ECEAP								
Early Head Start & Head Start ¹	415	415	100.00%	415	415	100.00%	415	415	100.00%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded under Title I of ESEA	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs receiving from CCDF funds	4,718	4,718	100.00%	4,718	4,718	100.00%	4,718	4,718	100.00%
Other 1	1,567	1,567	100.00%	1,567	1,567	100.00%	1,567	1,567	100.00%
Describe:	Licensed Child Care Centers								
Other 2	5,164	5,164	100.00%	5,164	5,164	100.00%	5,164	5,164	100.00%
Describe:	Licensed Family Child Care Homes								

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

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	260	260	100.00%			
Specify:	ECEAP					
Early Head Start & Head Start ¹	415	415	100.00%			
Programs funded by IDEA, Part C	-	-	0.00%			
Programs funded by IDEA, Part B, section 619	-	-	0.00%			
Programs funded under Title I of ESEA	-	-	0.00%			
Programs receiving from CCDF funds	4,718	4,718	100.00%			
Other 1	1,567	1,567	100.00%			
Describe:	Licensed Child Care Centers					
Other 2	5,164	5,164	100.00%			
Describe:	Licensed Family Child Care Homes					

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

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

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

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

State-funded preschool (ECEAP): Data provided from DEL's Early Learning Management System. This figure represents the number of ECEAP sites as contracted by DEL. The actual number of ECEAP sites in SFY 2011-2012 was 265. The actual number of ECEAP sites in SFY 2012-2013 is 266. The actual number of ECEAP sites in SFY 2013-2014 is 279.

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

Program funded by IDEA, Part C: Currently, the majority of IDEA Part C programs are home-based and would therefore not fit within the model outlined in the TQRIS Standards, however DEL is working with IDEA Part C to establish an agreement to promote TQRIS. This work includes additional integration with programs that touch families with children birth to five to ensure that there are seamless transitions into a quality early learning program when necessary. Referral to a high quality Early Achievers facility is one way to ensure continuity of high quality services for programs such as early intervention and home visiting. For children who are accessing early intervention within childcare settings, we are working to ensure that programs that provide direct services to these children are aware of Early Achievers and are helping families understand the importance of quality early learning settings to support their children. Finally, we are working on joining professional development between the two program types and have been training Early Achievers coaches at the University of Washington Haring Center to focus on strategies for supporting children with special needs in the classroom.

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

Programs funded under Title I of ESEA: DEL is working with OSPI (Title I) to establish an agreement to understand and promote connections between Title I and TQRIS. Currently Title I expenditures 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.

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

In 2013, approximately 79% of licensed child care centers and 63% of licensed family child care homes receive subsidies for child care. This data comes from the Washington State Child Care Survey, published by Washington State University's Social and Economic Sciences Research Center biannually. 2012 survey data were used for 2013 #s. These percentages are applied to the total number of licensed centers and family homes to determine the number of subsidized facilities. The total subsidized facilities based on active licensed facilities as of 12/31/2013 is 3,696. *Calculations are shown below: Please See Supplementary Data Notes for relevant table.*

In 2014, approximately 79% of licensed child care centers and 63% of licensed family child care homes receive subsidies for child care. This data comes from the Washington State Child Care Survey, published by Washington State University's Social and Economic Sciences Research Center biannually. 2012 survey data were used for 2014 #s. These percentages are applied to the total number of licensed centers and family homes to determine the number of subsidized facilities. The total subsidized facilities based on active licensed facilities as of 12/31/2014 is 3,609. *Calculations are shown below: Please See Supplementary Data Notes for relevant table.*

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

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

The actual number of licensed child care centers as of December 31, 2014 was 1,486. This number includes all active licensed child care providers (except for school-age program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.

Licensed Family Homes: Target and actual data provided by DEL from the FamLink database, the State Child Welfare Information System. The actual number of licensed family child care homes as of December 31, 2012 was 4,363. This number includes all active licensed child care providers (except for school-age program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, tribal, and DEL licensing authorities.

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

The actual data provided by DEL from the FamLink database, the State Child Welfare Information System. The actual number of licensed family child care homes as of December 31, 2014 was 3,840. This number includes all active licensed child care providers (except for school-age program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.

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

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

As of December 31, 2014, there were 2,448 providers participating in Early Achievers. Of these providers, 444 were at Level 3 - 5. Enrollment in Early Achievers slowed in 2014, which was expected as many of the most motivated providers had enrolled prior. In addition, because the state legislature is discussing proposals to make Early Achievers participation mandatory for providers that accept children on subsidy, many providers have been in a "wait and see" phase. Depending on the final outcome of the 2015 legislative session, the participation rates in Early Achievers could jump dramatically, and Washington is in the process of analyzing the needed capacity to serve a surge of new participants.

Should Early Achievers not be made mandatory for providers that accept children on subsidy as a result 2015 legislative session, Washington could create stricter participation policies to maximize funding to continue the voluntary program that would be available (this could mean that programs who were not utilizing the resources could be suspended to allow resources to be provided to programs that were actively engaging in quality improvement).

While the initial years of Early Achievers were focused on getting more providers through the rating process, in 2014 we were able to use the data from the existing ratings to change the focus from trying to encourage providers to rate, to trying to ensure that providers were well supported to be successful in achieving a Level 3-5 during the rating process. Data showed that only 56% of rated providers were achieving a Level 3-5, and that many providers were falling short of meeting threshold on the ERS. As a result, several changes were made:

- Creation of "**Rating Readiness Consultants**" to support programs to prepare for the ERS and CLASS observational assessments to build confidence in providers, encourage providers to move forward toward rating, and ensure each provider receives the highest possible rating.
- **Needs based grants** of up to \$500 to family home child care providers to make changes to their environment in order to improve scores on the Environment Rating Scales (ERS).
- A **Pre-Assessment (Child Care Quality Baseline)** is offered to providers before rating to ensure that providers are ready to rate before moving through the process.

In addition, CCA of WA has significantly built its capacity to provider ERS support to providers in the initial Level 2 training. In the fall of 2014, CCA of WA quadrupled the number of technical assistance staffs that were reliable in the ERS (ECERS, ITERS, and FCCERS). CCA of WA expects to have 2-3 trainers that are ERS reliable in every region of the state this year.

DEL expects that these changes will significantly improve the number of providers that participate in Early Achievers due to the increased support provided to participants. DEL wants providers to know that participating in Early Achievers is an ongoing process and relationship and that they will have access to support along the way. The feedback from both CCA of WA and providers on the increased supports has been positive. By the end of 2015, DEL expects that Washington will be on target for the number of Early Achievers participants, and expects a significant increase in the number of programs rated Level 3-5 in the state.

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

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

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

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

Data collectors at the University of Washington's Childcare Quality and Early Learning Center (CQEL), are a diverse group of professionals that represent the communities they serve. Each CQEL data collector must be trained to reliability by a certified trainer on each assessment tool they use. After establishing reliability on a tool, data collectors are monitored in live coding environments every 11th assessment, or once per month, depending on the volume of assessments being conducted. The CQEL team includes an assessment lead (supervisor) to manage data collection and reliability for ERS; and, an assessment lead (supervisor) for CLASS. The assessment lead is responsible for managing the reliability of the team as well as quality checking the assessment data. Assessment leads must maintain high levels of reliability in live coding environments during a yearly reliability check with the instrument developer or authorized representative. CQEL is committed to and continues to maintain reliability levels that are higher than the levels recommended by the assessment developers as a result of the stringent monitoring and feedback practices in place for the data collection team. ERS average reliability (across all measures and team members) is currently at 92.78%. CLASS reliability (across all measures and team members) is currently at 91.15%. Washington's inter-rater reliability is higher than the national average and this is important given the high stakes nature of embedding standardized assessments in the QRIS.

CQEL's data collection team consists of 14 full-time and 3 part-time data collectors. In 2013, the team rated 52 programs. In 2014, the ratings grew to 417 initial ratings and 21 re-ratings (re-ratings are granted under certain circumstances and allow a program that has demonstrated significant improvement an additional opportunity to pass the thresholds on the CLASS and/or ERS measures).

Based on feedback from the field around timing challenges and long waiting periods with the practice of assessing program quality on a rolling basis, CQEL implemented a cohort model at the end of 2013. This model

has allows providers to select the window in which their data collection will occur as well as the date that their rating will be released. CQEL is rating all providers that have met the readiness requirements within the timelines designated in the cohort model.

Parents can view a provider's rating status through DEL's website. Currently, since TQRIS is new to the state, providers that are participating or have rated at a level 2 are identified as "Participating in Quality Improvement." Those providers that have rated at a level 3-5 are identified as "Quality Level of Excellence." Detailed information about licensing history can also be found here.

Challenges: Some of the participants in Early Achievers struggled to meet the minimum threshold of 3.5 overall program average on the ERS assessment. While there are many barriers in place for childcare providers attempting to improve quality and meet thresholds, CQEL identified several areas that the team could address. The first issue was a lack of a statewide ERS reliability system/pathway. In partnership with CCA of WA, CQEL developed an ERS reliability tracking system that honors the needs of its partners and the communities that they serve. The system has been implemented and the CQEL ERS assessment lead is currently monitoring reliability for the state.

The second challenge was a general lack of knowledge around the ERS tool, exacerbated by a severe shortage of qualified ERS trainers, across the state. CQEL worked closely with its partners at CCA of WA to develop a cadre of reliable trainers to support the state. In 2014, CQEL trained a total of 265 people on the ERS tool directly at the CQEL office. In addition, UW offered ERS training to providers at yearly regional institutes. In 2013, UW provided ERS training to 114 individuals through its Early Achievers institutes. In 2014, UW provided ERS training to 675 individuals. Additionally, data collectors have added more detailed ERS information on feedback reports that coaches use to review ratings with programs. CQEL projects an overall increase in quality as measured by ERS scores over the next year as a result of these efforts.

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

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

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

Number of tiers/levels in the State TQRIS
5

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

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

Optional Notes - State TQRIS Tiers/Levels

Explain missing data. If program movement up or down is not tracked by program type in the TQRIS you can provide the Total Programs that Moved Up and Total Programs that Moved Down in this optional notes box.

The format provided above does not fit with our current reporting capabilities. Available reported data is provided below.

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

Washington State's Fiscal Year 2014 (FY2014) period is defined as July 2013 - June 2014.

Data as of December 31, 2014 shows that a 101 Centers, 45 Homes, and 48 HS/ECEAP sites moved up at least one level during FY2014 for a total of 194 sites.

For licensed providers, Centers and Homes, rated on the Early Achievers Licensed Pathway we included sites that were rated at a Level 3 or higher in their initial rating process or re-rate process during the fiscal year period.

The count of Head Start and ECEAP providers rated on the Early Achievers HS/ECEAP Pathway includes sites that were rated at a Level 4 or higher in their initial rating process or re-rate process during the fiscal year period. Please note, under current Early Achievers operating guidelines it is not possible for a site on the HS/ECEAP Pathway to be rated at Quality Level 3. If the site does not meet thresholds for CLASS and ERS then it will receive a "Level 2". If a site meets CLASS/ERS thresholds then reciprocity points awarded based on quality standards required for Head Start/ECEAP funding ensure that the site will receive a rating of Level 4 or higher.

Providers no longer participating in Early Achievers as of December 31, 2014 are not included in these counts.

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

Washington State's Fiscal Year 2014 (FY2014) period is defined as July 2013 - June 2014.

Data as of December 31, 2014 shows that a 0 Centers, 0 Homes, and 0 HS/ECEAP sites moved down at least one level during FY2014 for a total of 0 sites.

Please note, since licensed providers participate in Early Achievers at a Level 2 they are not considered to have "moved down" if they are rated at Level 2. If a site is rated at a lower level during their renewal rating compared to their initial rating then they would be considered to have "moved down". No licensed providers have undergone their renewal rating process to date.

For Head Start and ECEAP providers rated on the Early Achievers HS/ECEAP Pathway we would include sites that were rated at a Level 2 in their initial rating process during the fiscal year period. No HS/ECEAP providers were rated Level 2 in this period.

Providers no longer participating in Early Achievers as of December 31, 2014 are not included in these counts.

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

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

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

HS/ECEAP Supports: The Reciprocity Plan developed in 2013, includes several significant supports and benefits to HS/ECEAP programs to promote access to high-quality early learning programs for children with high needs. These include:

- **Streamlined participation pathway** - The Reciprocity Plan provides “credit” for meeting Head Start and ECEAP program performance standards that are closely aligned with the Early Achievers quality standards. HS/ECEAP programs begin their Early Achievers participation at “entry Level 3.”
- **Grantee assistance stipend** - Grantee/programs will receive a one-time incentive for providing support and technical assistance to their sites as they complete the Early Achievers enrollment process (Entry Level 3).
- **Rated Participation Stipend** - To encourage programs to demonstrate quality by participating in the higher levels of Early Achievers, sites that complete the full ratings process and are rated at a Level 4 or Level 5 will receive a one-time quality award (\$3,500).
- **Training Resource Center (TRC) Incentives** - Programs that have highly rated HS/ECEAP sites are eligible to apply to become a training resource center, sharing resources at the local, regional, and statewide levels. Beginning in 2013, there were seven HS/ECEAP programs that applied for and received TRC contracts ranging from \$35,000 to \$250,000. During the initial implementation of TRCs in 2013-2014, TRCs shared services in the following areas:
 - Developmental Screenings;
 - Language and Literacy;

- CLASS Supports;
- Reflective Practice/Professional Learning Groups;
- Parenting Classes; and
- Family Support services.

In late 2014, DEL began working to refine this resource-sharing strategy to better meet the needs of Early Achievers participants as identified in ratings data, and to help increase capacity of providers to implement quality practices and services. In the future, the intent is for Training Resource Centers to evolve into Shared Resource Alliances that offer providers community-level access to family support and health services/expertise, shared professional development, and other services needed to support the highest levels of our TQRIS; and increase sharing of practices, services, and capacity among all providers, (child care and state preschool/Head Start).

Data Systems Integration: In 2014, DEL completed integration and alignment of ECEAP and Early Achievers data systems including: (1) Modifications in WELS to accommodate ECEAP/HS grantee level participation in Early Achievers. This was a critical step to ensure and incorporate the ECEAP/HS contractor/grantee role in quality assurance and enables ECEAP/HS grantee/contractor to integrate Early Achievers quality tools into their existing quality assurance services and systems and (2) updates in the ECEAP data system (WELS) to include participation in Early Achievers.

ECEAP: In 2014, Washington continued to expand ECEAP. All ECEAP programs and sites are required to participate in the highest levels of TQRIS, and new/expansion ECEAP programs have a time line in place to meet both ECEAP and EA standards, which are aligned to Levels 3-5. In addition, all ECEAP programs are in the process of adopting the EA assessment tools (CLASS and ERS), integrating Early Achievers ratings data and processes into their overall quality assurance systems.

Licensing and ECEAP integration: In 2014, ECEAP expansion included new full and extended day ECEAP models. An expedited licensing process was developed for these new models. This process relies on integrated and aligned standards between licensing and state preschool.

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

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

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

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	7,406	7,406	7,406	7,406	7,406	7,406	7,406	7,406	
Number of Programs in Tier 1	7,221	6,604	5,178	3,923	3,424	6,493	5,395	4,958	
Number of Programs in Tier 2	23	592	1,542	2,273	2,512	732	1,758	2,004	
Number of Programs in Tier 3	47	67	214	418	542	181	198	351	
Number of Programs in Tier 4	76	93	299	486	561		54	92	
Number of Programs in Tier 5	39	50	172	306	368		1	1	

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

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Baseline data from the RTT-ELC application was based on the June 30, 2010 TQRIS evaluation, projected HS/ECEAP participation rates in 2012, and remaining licensed programs at Level 1. Table (B)(4)(c)(1) shows the increase in providers in tiers 2-5 compared to prior years. The base line is held constant in all reporting years. To maintain preparation methodologies, the "Number of programs in Tier 1" shown in the actuals table (B)(4)(c)(1) represent the difference between the baseline (7,406) and the total number of participating sites at the end of each calendar year.

Programs in Tier 1: Data represents the available universe in WA state of active licensed child care centers and family care centers (FamLink), ECEAP sites (ELMS) and Head Start programs (HSSCO). Counts are less the number of providers and programs participating in TQRIS or the HS/ECEAP pilot. In order to calculate the number of providers for 2012, we took the total of providers in the state (7406) and subtracted the actual numbers of licensed providers that registered in TQRIS (732) and HS/ECEAP pilot sites (181).

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

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

In 2014 the total number of providers in the state also changed from 2013 (i.e. ECEAP providers increased from 266 to 279. However, the total number of HS/ECEAP programs went down from 681 to 649. With the integration of data across licensed and HS/ECEAP pathway sites, 489 HS/ECEAP sites have been identified for participation in Washington's TQRIS on the HS/ECEAP pathway; licensed child care centers went up from 1,477 to 1,486; and family child care homes went down 3,989 to 3,840, for a grand total in 2014 of 5,815). Therefore, the actual number of Level 1 providers in 2014 was 5,815 - 885 (Total Participating Centers) - 1,381 (Total Participating Family Homes) - 182 (Total Participating HS/ECEAP sites) =3,367.

Programs in Tier 2: Data comes from DEL's MERIT database, which governs the application process for TQRIS and some of the related activities. Beginning in July 2012, facilities in this tier initiated their application for participation, which includes online registration (for director/owner and teaching staff), completion of a professional development training series, a self-assessment, and preparation for an onsite evaluation to establish the facilities' quality rating. Programs that were rated Levels 2-5 at Baseline were involved in the Early Adopters Pilot program.

In 2012, no ratings had been finalized. Reported numbers in 2012 represent providers participating in Early Achievers.

In 2013, there were 1,758 licensed providers participating in the Early Achievers pipeline and had not yet received a quality rating, or had been rated at a Level 2. In 2013, 6 Family Homes and 5 Child Care Centers were rated a Level 2, these are included in the 1,758.

In 2014, there were 2,004 licensed providers participating in the Early Achievers pipeline and had not yet received a quality rating, or had been rated at a Level 2. In 2014, 125 Family Homes and 77 Child Care Centers were rated a Level 2, these are included in the 2,004.

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

In 2012, no ratings had been finalized. Reported numbers in 2012 represent HS/ ECEAP sites participating in Early Achievers.

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

In 2014, a total of 238 Licensed Providers (97 Family Homes and 141 Centers) had been rated at Level 3. Additionally, 113 HS/ECEAP sites were participating in the Early Achievers pipeline and awaiting ratings.

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

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

As of 2014, a total of 93 Licensed providers and HS/ECEAP sites received a quality rating of Level 4-5. This includes 5 Family Homes, 19 Centers, and 69 HS/ECEAP sites (68 rated Level 4; 1 rated Level 5).

At this time, programs that have been participating in Early Achievers have not yet had enough time after rating to have benefited from coaching to move to a Level 5 (the rating cycle is three years). Level 5 is very difficult in Washington State, however there is confidence that many programs will demonstrate this progress in their next rating cycle.

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

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

Early Achievers Enrollment Targets: Washington achieved 108% of our 2014 enrollment target for licensed centers; however, the state is under target for the number of family homes that are participating in Early Achievers. This is due in large part to the continuing reduction in the number of family home providers in the state. When the RTT-ELC application was written, there were 5,164 family home providers in the state. As of December 31, 2014, there are 3,840 family home providers in the state, a reduction of 26%. Given that Washington is over its target of participating centers, which typically have far more children enrolled, the actual number of children served is 66,413, or 85% of the RTT-ELC target.

Early Achievers Ratings Targets: Washington has faced two primary challenges in achieving the RTT-ELC ratings targets. First, programs moved to full rating slower than initially anticipated in the early years of implementation. As a result, Washington implemented several policy changes that encouraged providers to go through the ratings process (See Section B1). Second, many of the rated providers have rated at a Level 2 and are not meeting the desired Quality Level of Excellence (3-5). In 2014, Washington implemented several new policies to provide greater supports to providers to be successful in the ratings process (See Section B1). As a result, Washington is currently well under target for the number of sites rated at Levels 3 - 5. As of December 31, 2014, 464 licensed child care sites have completed a full rating. Of these, 262 programs have achieved a Quality Level of Excellence (Level 3-5), while 202 programs rated a Level 2. It is projected that the number of sites rated Levels 3 - 5 will continue to grow throughout the year as the policy changes encourage more providers to enter the ratings process with greater supports to achieve a Level 3-5.

HS/ECEAP Targets: Participation in the higher levels of Early Achievers at the end of 2014 was lower than 2014 targets. The target for 2014 was to serve 16,984 high needs children (68%) participating in Head Start or ECEAP programs at Early Achievers Levels 3-5. By the end of the year, there were 9,272 children (38%) participating in HS/ECEAP programs at Levels 3-5. This represents a decrease compared to 2013 due to the fact that some participating ECEAP/Head Start sites that are licensed are counted in the licensed Early Achievers pathway. (If a site has less than 75% of its slots reserved for Head Start and ECEAP children it is counted with other licensed sites, and not included in the HS/ECEAP count.) 2014 numbers continued to be lower than expected, due to taking time to modify/tailor the online enrollment system with alternate pathway options specifically for ECEAP/Head Start (this was necessary due to ECEAP/Head Start having a specific route through Early Achievers known as the Reciprocity Plan, which provides earned points demonstrated in the alignment of the ECEAP/Head Start performance standards and the Early Achievers quality standards. Additionally, Head Start and ECEAP have structural differences in their programs resulting in the data system needing modifications to be able to route programs appropriately at a Grantee/Contractor level rather than the single, licensed program), delaying

opening participation until October 2013. Despite this delay, enrollment did begin to increase in 2014, with the addition of 20 sites at Early Achievers Level 4. In addition, there was an increase in 33 ECEAP/HS grantee/contractors, representing 237 sites. While participation was lower than expected in 2014, DEL believes that participation will increase dramatically in 2015 as the legislative deadline for participation (for ECEAP) is June 30, 2015. Further, DEL expects to meet the overall targets in the grant application by the close of the grant period. Strategies for meeting grant targets include:

1. **Recruitment:** DEL is actively recruiting HS/ECEAP programs to participate in Early Achievers. To date, there are 119 sites rated and 143 waiting for rating.
2. **New participation requirements for ECEAP:** In addition to legislation passed in 2013 that requires ECEAP programs to participate in Early Achievers by June 30, 2015, new/expansion ECEAP sites also have timelines for EA participation.
3. **Incentives:** In addition to the incentives (stipends) to support Early Achievers participation that are part of the Reciprocity Plan, DEL is also offering tiered reimbursement and subsidy contracts to ECEAP programs. The first of these, which braid ECEAP and subsidy funding into a single contract, began on July 1, 2014. Currently, there are 24 contracts in place.

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

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

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

Targets										
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	1,936	21.00%	1,936	21.00%	4,948	53.00%	6,024	64.00%	6,024	64.00%
Early Head Start & Head Start ¹	3,401	23.00%	3,401	23.00%	8,692	57.00%	10,960	73.00%	11,338	75.00%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	108	0.20%	5,745	9.00%	15,621	25.00%	21,616	34.00%	23,521	37.00%

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

Actuals									
Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	9,532	1,936	21.00%	9,532	4,014	42.00%	9,532	4,747	50.00%
Specify:	ECEAP								
Early Head Start & Head Start ¹	15,117	3,401	23.00%	15,117	7,175	47.00%	15,117	6,371	42.00%
Programs funded by IDEA, Part C	5,592	-	0.00%	5,592	-	0.00%	5,592	-	0.00%
Programs funded by IDEA, Part B, section 619	9,682	-	0.00%	9,682	-	0.00%	9,682	-	0.00%
Programs funded under Title I of ESEA	3,374	-	0.00%	3,374	-	0.00%	3,374	-	0.00%
Programs receiving from CCDF funds	63,440	108	0.20%	63,440	11,189	18.00%	63,440	11,118	18.00%

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

Actuals						
Number and percentage of Early Learning and Development Programs						
Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	9,532	4,604	48.00%			
Specify:	ECEAP					
Early Head Start & Head Start ¹	15,117	4,668	31.00%			
Programs funded by IDEA, Part C	5,592	-	0.00%			
Programs funded by IDEA, Part B, section 619	9,682	-	0.00%			
Programs funded under Title I of ESEA	3,374	-	0.00%			
Programs receiving from CCDF funds	63,440	9,272	15.00%			

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

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

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

State-funded preschool (ECEAP): Baseline data was based on the number of children in ECEAP classrooms, provided by DEL (for Academic Year 2010-2011): 9,532 children served includes 8,024 ECEAP slots, 581 children in preschool special education, and 927 non ECEAP children in ECEAP classrooms (all of whom benefit from the TQRIS). Targets for number of children with high needs served by ECEAP for 2012 were calculated by taking the total number of subsidized children [(8,605, or 8,024+581) and multiplying by the projected percentage of ECEAP programs in Levels 2 or higher (i.e. 8,605 x 23% = 1,936)]. This calculation includes only children served by programs in the top tiers of TQRIS, i.e. Levels 3-5 HS and ECEAP sites enter at a Level 3 in TQRIS, as assessed by quality assurance policies and curricula standards currently in place. For Academic Year 2011-12, the total number of ECEAP funded slots reported by DEL is 8,391. For more on calculating the total number of high needs children served by ECEAP, see the notes below on children served by programs receiving funds from the state's Child Care and Development Fund (CCDF) program.

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

As of 2013, the number of high needs children served by ECEAP providers in the top tiers of the TQRIS is 4,747 slots. Please note that in 2013 the Head Start (HS)/ECEAP reciprocity plan was finalized and implemented, and as a result some of the original 181 HS/ECEAP sites that were counted as part of the pilot in 2012 are no longer counted as HS/ECEAP. This is because sites that are co-located at licensed providers and have fewer than 75% child slots funded by HS/ECEAP are now being counted as licensed providers, and as a result their ECEAP slots are no longer being counted toward ECEAP for reporting purposes (this total includes 23 HS/ECEAP sites that account for 413 slots HS/ECEAP slots). In addition, several HS/ECEAP sites that were originally part of the pilot closed, so those slots are no longer being counted. Finally, many of the remaining pilot sites and the new HS/ECEAP sites that have entered Early Achievers have fewer slots per site on average than the original group of pilot sites from 2012, causing the total number of slots to be lower than expected when compared to the increase in total number of sites. These reductions in total HS/ECEAP slot counts will likely be offset in 2014 by ECEAP integration and expansion activities.

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

As of 2014, the number of children with high needs served by ECEAP providers in the top tiers of TQRIS is 4,604. Please note that in 2014 sites identified for participation in TQRIS by an ECEAP contractor were initially counted toward ECEAP participation until their eligibility for the Head Start (HS)/ECEAP reciprocity plan could be determined. Some of these sites are no longer counted as HS/ECEAP providers because they are sites that are co-located at licensed providers and are now being counted as licensed providers. The resulting drop in child counts for HS/ECEAP in 2014 mirrors the drop in program counts for levels three through five in Washington's TQRIS. Also, please note that slot counts were derived for the 9 sites for which actual slot counts were unavailable by applying the percent of ECEAP slots across all HS/ECEAP sites.

Early Head Start and Head Start: Baseline data was based on the number of children in ECEAP classrooms provided by DEL (for Academic Year 2010-2011): 9,532 children served includes 8,024 ECEAP slots, 581 preschool special education children, and 927 non ECEAP children in ECEAP classrooms (all of whom benefit from the TQRIS). Targets for number of children with high needs served by ECEAP for 2012 were calculated by taking the total number of subsidized children [(8,605, or 8,024+581) and multiplying by the projected percentage of ECEAP programs in Levels 2 or higher (i.e. $8,605 \times 23\% = 1,936$)]. This calculation includes only children served by programs in the top tiers of TQRIS, i.e. Levels 3-5 HS and ECEAP sites enter at a Level 3 in TQRIS, as assessed by quality assurance policies and curricula standards currently in place. For Academic Year 2011-12, the total number of ECEAP funded slots reported by DEL is 8,391. For more on calculating the total number of high needs children served by ECEAP, see the notes below on children served by programs receiving funds from the state's CCDF program.

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

As of 2013, the number of high needs children served by ECEAP providers in the top tiers of the TQRIS is 4,747 slots. Please note that in 2013 the Head Start (HS)/ECEAP reciprocity plan was finalized and implemented, and as a result some of the original 181 HS/ECEAP sites that were counted as part of the pilot in 2012 are no longer counted as HS/ECEAP. This is because sites that are co-located at licensed providers and have fewer than 75% child slots funded by HS/ECEAP are now being counted as licensed providers, and as a result their ECEAP slots are no longer being counted toward ECEAP for reporting purposes (this total includes 23 HS/ECEAP sites that account for 413 slots HS/ECEAP slots). In addition, several HS/ECEAP sites that were originally part of the pilot closed, so those slots are no longer being counted. Finally, many of the remaining pilot sites and the new HS/ECEAP sites that have entered Early Achievers have fewer slots per site on average than the original group of pilot sites from 2012, causing the total number of slots to be lower than expected when compared to the increase in total number of sites. These reductions in total HS/ECEAP slot counts will likely be offset in 2014 by ECEAP integration and expansion activities

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

As of 2014, the number of high needs children served by Head Start providers in the top tiers of TQRIS is 4,668. In 2014 sites identified for participation in TQRIS by a Head Start grantee were initially counted toward Head Start participation until their eligibility for the HS/ECEAP reciprocity plan could be determined. Some of these sites are no longer counted as HS/ECEAP providers because they are sites that are co-located at licensed providers and are now being counted as licensed providers. The resulting drop in child counts for HS/ECEAP in 2014 mirrors the drop in program counts for Levels 3-5 in Washington's TQRIS. Further note that slot counts were derived for the 9 sites for which actual slot counts were unavailable by applying the percentage of Head Start slots across all HS/ECEAP sites.

Programs funded by IDEA, Part C: DEL is working with IDEA Part C to establish an agreement to promote TQRIS. Currently the majority of IDEA Part C programs are home-based and would therefore not fit within the model outlined in the TQRIS Standards. The actual number of children served for 2011 is 5,567; 2012 is 5,814; 2013 is 5,814; and 2014 is 6,529 (See Table (A)(1)(3)(a) for more information); these numbers fluctuate annually.

Programs funded by IDEA, PART B, Section 619: Classes for children funded by Part B are operated by school districts not licensed by DEL and so cannot participate in TQRIS. As indicated in our MOU, OSPI and DEL have agreed to develop a work plan to integrate classes serving children under Part B into TQRIS, as appropriate. (Correction to data reported in the RTT-ELC application: IDEA Part B, program year 2011 was incorrectly reported as 9,946.) The actual number of children served for program year 2011 was 9,682. For 2012, the number of children is 9,808. For 2013, the number of children is 9,515. For 2014, the number of children is 9,701. See Table (A)(1)(3)(a) for more information.

Programs funded under Title I of ESEA: Title I expenditures are determined at the local school district level. For the 2011 school year, district end-of-year Title I - OSPI reports show that 3,374 children received preschool services in district-operated programs. (Correction to data reported in the RTT-ELC Application - Title I, program year 2011 was reported as 3,260). The actual number of children served for program year 2012 is 2,556. For 2013, the actual number of children served for program year 2013 is 742. For 2014, the actual number of children served is 13,591. See Table (A)(1)(3)(a) for more information.

Programs receiving CCDF funding: As of 2012, the actual number of children served by providers in the top tiers of TQRIS that receive funds from the state's CCDF program only includes children enrolled in the 181 HS/ECEAP pilot sites (who enter at Level 3, as assessed by quality assurance policies and curricula standards currently in place). These children (4,014+7175 = 11,189) were also reported for ECEAP and HS providers in the first two rows of this table, see notes above.

The 2012 actual number for total children with high needs served by programs in the state is 63,298; this number is an estimate derived from the 2012 number of total licensed sites and data provided by the Washington State University (WSU) Child Care Survey as of 2010 (the report is bi-annual and has yet to be released for 2012). This number is derived for licensed providers by multiplying the WSU estimate of the percentage of licensed providers that receive subsidies (77.3%) by the actual number of licensed child care centers in the state for 2012 (1,553). This total number of providers (1,200) is multiplied by the average number of subsidized kids per facility ($1,200 \times 19.3 = 23,169$) to get children counts. This same equation is applied to Family Home Child Care for 2012, i.e. ($4,363 \times 67.9\%$ (for FHC) = 2,962; $2,962 \times 4.66 = 13,805$). These two numbers are then added to the total number of subsidized children served by HS and ECEAP in the state for 2012 (100% of HS children served, or 17,352 HS, and 8,979 ECEAP children served (i.e. 8,391 subsidized ECEAP slots and 588 pre-k children receiving special education in ECEAP classrooms), respectively, to get a grand total of 63,305 children with high needs served by programs in the state for 2012. This methodology was used to derive the baseline number of children with high needs as well. The number of children in pre-k special education in ECEAP classrooms served in 2012 was derived by taking the number used in the baseline calculation (581 children in special education in pre-k ECEAP classrooms, from DEL, 2010) and dividing by the total number of children in pre-k for that year ($581/9681 = 6\%$; refer to Table 3, IDEA Part B for more detail on total number of pre-k children). This percentage was then applied to the 2012 total number of children in pre-k ($9808 \times 6\% = 588$) to get the derived number of children in pre-k special education in ECEAP classrooms.

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

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

In 2014, the actual number of children served by providers in the top tiers of TQRIS that receive funds from the state's CCDF program only includes children enrolled in the 182 HS/ECEAP sites enrolled in the TQRIS (who enter at Level 3, as assessed by quality assurance policies and curricula standards currently in place). These children (9,272 slots) were also reported for ECEAP and HS providers in the first two rows of this table, (see notes above for more context on why the number of slots went down in 2014 due to some providers no longer being classified as HS/ECEAP providers because they are co-located at licensed providers and are now being counted as licensed providers).

The 2014 actual number for total children with high needs served by programs in the state is 55,058; this number is an estimate derived from the 2014 number of total licensed sites and data provided by the Washington State University (WSU) Child Care Survey as of 2012 (the report is bi-annual but a new report has not been published in time for updating 2014 actual numbers). This number is derived for licensed providers by multiplying the WSU estimate of the percentage of licensed child care centers that receive subsidies (79%) by the actual number of licensed child care centers in the state for 2013 (1,486). This total number of providers (1,174) is multiplied by the average number of subsidized slots per facility ($1,174 \times 19.8 = 23,244$) to get child counts. This same equation is applied to Family Home Child Care for 2013, i.e. ($3,840 \times 63.4\% = 2,435$; $2,435 \times 2.6 = 6,330$). These two numbers are then added to the total number of children subsidized and served by HS and ECEAP in the state for 2014 (100% of HS children served, or 16,172, and 9,312 ECEAP children served (i.e. 8,741 subsidized ECEAP slots and a minimum of 571 children in pre-k special education in ECEAP classrooms), respectively, to get a grand total of 55,058 children with high needs served by programs in the state for 2014.

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

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

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

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

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

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

In collaboration with DEL, UW's CQEL has developed the following statewide evaluation plan to examine the relationship between the Early Achievers standards and changes in child outcomes.

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

The CQEL team completed a pilot study with a sample of early learning programs in the Seattle area to determine if selected assessments were feasible and yielded useful results related to child outcomes (programs selected as samples were considered "convenience samples" and were selected primarily based on their easily accessible location). Based upon results from that pilot, the CQEL team drafted a statewide evaluation of Early Achievers.

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

Early Achievers Statewide Evaluation Plan

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

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

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

Parent and family profiles: Parents and families of participating children will be targeted as key sources in this evaluation. Data will be collected via home visits, paper-pencil surveys, and semi-structured interviews. These

sources of information will provide measures of language use in the home, parental skills in supporting children's development, general family characteristics and behaviors, and overall knowledge and perceptions of Early Achievers.

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

Timeline of Evaluation Activities: The evaluation of Early Achievers will be conducted between August 2014 and December 2015.

Evaluation Activity and Timing:

Human Subjects Application - February 2014

Recruitment into study - Upon HS approval-August

Data collection point #1 - (8/2014-12/2014)

- Direct child assessment
- Teacher/parent ratings of child
- Teacher demographics/health and wellness profile
- Parent survey of engagement
- Parent/child interactions and language modeling
- Teacher work experiences

Classroom quality assessments - (1/2015-4/2015)

- ECERS-E
- CLASS infant, toddler, Pre-K
- ECERS/ITERS/FCCRS
- Engagement

Data collection point #2 - (3/2015-6/2015)

- Direct child assessment
- Teacher/parent ratings of child
- Parent survey of engagement
- Parent/child interactions and language modeling

Data collection point #3 - (8 /2015-11/2015)

- Direct child assessment
- Teacher/parent ratings of child

Report 1: Baseline - 4/2015

Report 2: Changes in child knowledge and skills - 8/2015

Report 3: Preliminary evaluation of Early Achievers and changes in child knowledge, skills, and school readiness (pre/post only) - 12/2015

Report 4: Final evaluation (contingent upon extended funding) including growth curve analysis and WaKIDS data - 2/2016

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

- 1) What are the characteristics of children and families who are attending Early Achievers programs?
- 2) What are the characteristics of providers and programs that are participating in Early Achievers?
- 3) What is the degree to which Early Achievers quality levels are associated with child outcomes across developmental domains?
- 4) To what extent are the Early Achievers quality standards related in expected ways to children's gains in academic and social-emotional skills?
 - a. Which Early Achievers standards are most predictive of positive outcomes for children and in which developmental domains?
- 5) Are there subgroups of children who show increased benefit across domains as related to Early Achievers quality levels/standards?
- 6) How does dosage impact Early Achievers quality levels/standards and child outcomes?
- 7) How are stakeholders (parents, providers, etc.) understanding, experiencing, and perceiving the Early Achievers system?

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

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

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

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

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

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

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

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

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

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

- Descriptive - For example, to understand the characteristics of children, families, teachers, and programs in the sample.

- Correlation - For example, to better understand the measurement and relationship of quality components and individual child data.
- Longitudinal - For example, to explore change over two or more time points in an effort to better understand child gains and quality of early learning environment.

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

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

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

Measures: Data collection will consist of direct assessments, indirect assessments, survey research, analysis of secondary data/record review, direct observation, and interview protocols. This blend of techniques will result in a strong evidence base to inform current and future practices. Targeted areas within these data collection processes will include: child demographics, development and learning, teacher-child interactions and global classroom quality, program component effectiveness, family demographics, experiences and engagement with their child(ren) and the child care program, and teacher demographics and experiences.

Measurement of Child Outcomes:

- **Language Screening for preschoolers:** Pre-LAS 2000 (FACES 2009)

Children whose home language is not English and who make five consecutive errors on Simon Says and Art Show will not be included in the direct child measures. (Approx. 5-10 minutes)

- **Infant/Toddler Development:** The Bayley Scales of Infant and Toddler Development- Third Edition (BSID-III)

The BSID-III assesses development of infants who are between 1-42 months of age in the areas of cognitive, language, motor, social emotional and adaptive skills. The social emotional scale results from provider report (Approx. 30-60 minutes)

- **Language:** The Preschool Language Scale- Fifth Edition (PLS-5)

The PLS-5 is a language assessment measuring pre-verbal, interaction-based skills, emerging language, and early literacy and is appropriate for children up to 7. Auditory Comprehension, expressive communication, and a total language score can be obtained. *(Approx. 25-50 minutes)*

- **Social-Emotional:** The Achenbach System of Empirically Based Assessment

The preschool Child Behavior Checklist (CBCL) 1½-5 and Caregiver Teacher Report Form (C-TRF) Scales Syndrome Scales: Emotionally Reactive; Anxious/Depressed; Somatic Complaints; Withdrawn; Sleep Problems (CBCL only); Attention Problems; and Aggressive Behavior.

- **Math:** Research-based Early Mathematics Assessment (REMA)

The REMA assesses early mathematics ability in children measuring early numeracy, geometry, and spatial skills. This is a short form (19 questions) and is based on early learning trajectories. *(Approx. 10 minutes)*

- **Literacy:** Woodcock-Johnson III Tests of Achievement (WJ III) Letter-Word Identification Subtest

The WJ Letter-Word Identification subtest measures the ability to identify letters and words. For this test, the child is not required to know the meaning of any words. The participant's word decoding skills are assessed. The easiest set of items, intended primarily for preschool-aged children, requires the participant to identify letters that appear in large type and then to pronounce simple words correctly. *(Approx. 5 min)*

- **Early Writing:** Woodcock-Johnson III Tests of Achievement (WJ III) Spelling Subtest

The WJ Spelling subtest asks children to write letters and words from dictation and measures early writing ability. *(Approx. 5 min)*

- **Executive Function:** Head Toes Knees and Shoulders (HTKS)

The HTKS is a measure of self-regulation, and effortful control, specifically. This measure requires the child to perform the opposite of a dominant response to various verbal instructions given by the assessor. *(Approx. 5 min)*

- **Executive Function/Emotion:** Task Orientation Questionnaire (TOQ)

The TOQ, a rating scale, is an assessor report of the child's ability to engage in activities throughout the testing session (maintain attention, effort, and regulation of behavior, among others). *(Positive emotion, attention shifting, impulse control)*

- **Physical:** BMI

Height and weight.

Direct Individual Preschool and Infant Toddler Assessments

Construct	Ages	Administration
<u>Measure</u>		<u>Time</u>
Language (Screenener) <i>Pre-LAS 2000</i>	4:0-6:0	Approx. 10 minutes
Language <i>Preschool Language Scale (PLS-5)</i>	0:1-7:11	Approx. 25-45 minutes
Social-Emotional <i>Child Behavior Checklist (CBCL) Parent & Provider</i>	1:6-5:0	N/A
Physical <i>Body Mass Index (BMI)</i>	N/A	Approx. 5 minutes
Cognitive, Language, Motor, Social-emotional & Adaptive <i>Bayley Scales of Infant and Toddler Development (BSID-III)</i>	0:1-3:6	Approx. 30-45 minutes
Mathematics <i>Research-based Early Mathematics Assessment (REMA)</i>	3:0-8:0	Approx. 10 minutes
Literacy <i>Woodcock-Johnson III Tests of achievement (WJ-III) Letter Word ID</i>	2:0-90+	Approx. 5 minutes
Early Writing <i>Woodcock-Johnson III Tests of achievement (WJ-III) Spelling</i>	2:0-90+	Approx. 5 minutes
Executive Function <i>Head Toes Knees and Shoulder (HTKS)</i>	3:0-6:5	Approx. 5 minutes
Executive Function & Emotion <i>Task Orientation Questionnaire (TOQ)</i>	3:0-6:0	N/A
<i>Secondary Child Data Collection</i>		
<ul style="list-style-type: none"> • <u>Teaching Strategies (TS) GOLD</u> • <u>ECEAP “outcomes report” or other previously collected data</u> Medical, dental, etc. • <u>Dosage</u> Attendance in part time/full time program, hours, days, weeks (using licensing attendance via sign in/out). • <u>WaKIDS</u> TS GOLD at fall entry to kindergarten. Kindergarten transition practices information via parent teacher survey. 		

Measurement of Parent and Family Profiles

Parent-Child Interaction:

Language Environment Analysis (LENA)

The LENA is a language environment analysis device, or Digital Language Processor (DLP) that assesses expressive and receptive language. The device is unobtrusive and is worn by an individual (e.g., placed in a pocket, worn on a lanyard) in both the home and early learning environment. A software package analyzes the data and provides estimates of language use by multiple parties within the environment. The software calculates various language characteristics in the form of word counts, conversation initiation, and conversational turns during various blocks of time.

Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

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

Parent Survey

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

Measurement of Provider and Program Organization

Classroom Quality:

Classroom Assessment Scoring System (CLASS)

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

The Early Childhood Environmental Rating Scale-Revised (ECERS-R)

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

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

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

Language Environment Analysis (LENA)

The LENA is language environment analysis device, or DLP that assesses expressive and receptive language. The device is unobtrusive and is worn by an individual (e.g., placed in a pocket, worn on a lanyard) in both the home and early learning environment. A software package analyzes the data and provides estimates of language use by multiple parties within the environment. The software calculates various language characteristics in the form of word counts, conversation initiation, and conversational turns during various blocks of time.

Curriculum Implementation:

The Early Childhood Environmental Rating Scale Curricular Extension (ECERS-E)

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

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

Curriculum Implementation:

Self-report Survey (Pence, Justice, & Wiggins 2008)

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

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

Early Achievers standards in child outcomes, curriculum, and family engagement

Provider/Teacher Measures:Supportive Environmental Quality Underlying Adult Learning (SEQUAL)

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

Provider Interviews/Focus Groups

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

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

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

Focused Investment Areas

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Promoting Early Learning Outcomes

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

Has the State made progress in ensuring that it's Early Learning and Development Standards:

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

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

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

The Guidelines have been integrated into Washington's TQRIS and professional development systems through training and the Early Achievers Curricular Alignment Tool (CAT). The CAT is completed with the support of technical assistance specialists and coaches working with Early Achievers programs to evaluate whether program curriculum aligns with the Guidelines. This alignment is part of the quality standards in the TQRIS system and can result in earned points toward Levels 3 - 5 upon rating. The Guidelines are also aligned with our kindergarten assessment process. The online Early Learning Guidelines training is required for all state-approved trainers and participants in Early Achievers. As of December 31, 2014, 8,221 professionals had completed this training setting a solid foundation on how the Early Learning Guidelines support sound child development and can be used as an aligning document birth through third grade.

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

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

- We continue to ensure resources are in place to support printing and distribution of the Guidelines in hard copy format in both English and Spanish for anyone who requests copies.

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

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

Washington has made progress in several areas:

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

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

Has the State made progress in:

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

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

Early Achievers: Strengthening Families is the cornerstone of the Early Achievers Family Engagement and Partnership standard. A six-hour introductory Strengthening Families training is required for all Early Achievers facilities and points can be earned toward rating by completing the Strengthening Families Self-Assessment, developing a plan of action based on the results, and involving parents and families in long-term planning. 48 state-approved trainers deliver this training statewide and more than 2,457 facility administrators have completed the training. According to post-training surveys, participants find this training valuable and it is consistently noted as a favorite among participants.

The Strengthening Families training is one of the most popular trainings in the Level 2 Professional Training Series. In effort to strengthen the training, DEL and CCA of WA began reviewing participant feedback concerning not only the content of the current training, but also suggestions to enhance it. Participants requested more hands-on opportunities and reflection time to apply the training concepts to situations that they are currently managing within their facility or classroom, and they have asked for deeper, targeted trainings on each of the protective factors. There is a plan to modify content to support suggestions specific to the Level 2 introductory training and opportunities to offer more specific, topical content is being explored. Additional professional development opportunities are underway in the Shared Service Alliances. The opportunities focus on specifically on supporting licensed child care facilities to offer parenting classes, parent engagement, and leadership activities, sharing evidence-based parenting programs. These opportunities will help Early Achievers participants earn points in the standards and will strengthen the quality of parent and family outreach supports.

Through the Early Achievers Institutes, high quality training on an evidence-based parent engagement and education curriculum is available. Participants are trained during the Institutes and take home a free curriculum package to implement and earn points in the Early Achievers standards. Additionally, at each Early Achievers Institute session, a Vroom tip on connecting with parents and families is shared. Vroom is a national parent campaign supported by the Bezos Family Foundation in Washington. Vroom offers brain building activity tips for parents via tools and a mobile application. Washington is also adding Vroom links for programs to share with parents and families through the TQRIS data system.

HS/ECEAP: In 2014, the seven existing Training Resource Centers shared parenting resources with surrounding child care programs participating in Early Achievers. Resource-sharing activities include extending parenting classes, parenting events, and resources (such as libraries and parent rooms) to families outside of Head Start and ECEAP. In some cases, the sharing activity includes training for child care staff (for example, training to facilitate parenting classes or training/sharing about parenting resources).

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

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

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

- Early Learning Nights for parents and families focused on providing an overview of the Early Learning and Development Guidelines and Early Achievers. Printed copies of the Early Learning and Development Guidelines were provided to all participants.
- Love. Talk. Play. (LTP) events in which 10 libraries facilitated early learning activities with parents and children based on the Early Learning and Development Guidelines and received information about Early Achievers and LTP resources.
- Many libraries built displays focused specifically on the importance of early learning, which included a variety of resources including information about WaKIDS and the value of the parent perspective.
- Play and Learn Groups were invited to activities focused specifically on the value of early literacy.

Parent Outreach and Campaign for Quality: In 2014, DEL worked with a marketing firm to plan for a larger statewide Early Achievers parent campaign. While statewide messaging is not planned until more ratings are available across the state, we have begun to use various strategies to help parents become familiar with Early Achievers and to look for the Early Achievers logo when looking for early learning options. To date, key partners including CCA of WA and UW, built common, shared messaging about the value of Early Achievers for multiple audiences including policymakers, providers, and families. MomsRising, a prominent Washington advocacy organization, finalized an Early Achievers toolkit, providing an introduction to Early Achievers specifically

focusing on the value of high-quality early learning opportunities and the impact on school readiness as measured by WaKIDS. The goal of these efforts is to build a cadre of parent champions who can work in partnership with the State to sustain Early Achievers and educate others about quality early learning as ratings become available around the state.

Home Visiting: In addition to the support that families receive through TQRIS, Washington has made several notable achievements in home visiting in 2014. The Home Visiting Services Account (HVSA) is jointly administered by DEL and Thrive. This account leverages private matching with public dollars and serves four key functions: Maintaining and improving quality through investments in evaluation and data initiatives, centralized support which provides training and technical assistance to home visitors, ensuring community-specific needs are met by expanding services to rural areas, and serving families by helping them to be better equipped to offer their child(ren) a great start in life.

Systems Building and Partnerships: Washington State is building on our work to support effective implementation of evidence-based home visiting through the Implementation Hub's focus on replication and expansion. This core structure takes what we know from Implementation Science and propels us to action. We have been building a structure for training, TA, and program support that is aligned with what science tells us works in the research settings and translating it into each unique community's setting. This translation process, of what we believe are the critical elements to support effective implementation, will help us support organizational leadership and ensure a strong workforce and, ultimately, achieve positive child and family outcomes.

An innovative rural home visiting approach for engagement resulted in three rural communities implementing an evidence-based home visiting program. Rural and frontier Washington counties often have high rates of poverty, fewer social and health resources, longer distances to travel, and less local infrastructure, making it difficult to create and sustain evidence-based home visiting programs. By focusing on rural community priorities and developing a community-driven process through understanding the individual needs of rural communities, Washington is cultivating preparedness for new evidence-based services in highly isolated, remote areas of the state. Each step of the rural planning process provides an opportunity for communities to reflect on their needs and capacity.

TANF Planning: The home visiting governance structure was fully activated in the past year. In January 2014 the newly formed Home Visiting Leadership Forum met to engage with leaders from DEL, the Department of Social and Health Services (DSHS), Department of Health (DOH), Thrive, and the Bill and Melinda Gates Foundation. This meeting opened doors and opportunities including work with DSHS, as they recognized home visiting to be a strong engagement strategy for Temporary Assistance for Needy Families (TANF) families. Since March 2014, leadership at all levels (DEL, DSHS, and Thrive) have met to gain common understanding and develop a shared vision for how to successfully partner on new approaches to home visiting. When \$2.4 million dollars from DSHS was deposited into the HVSA in June 2014 weekly work groups emerged with staff from the three offices. In July a "TANF and Home Visiting 101" dialog between agency leadership and engaged partners took place in order to learn more about each agency's interests, needs, and contribution potential.

Thrive, DEL, and DSHS are supporting a community engagement process with local experts and community partners to inform how to support communities in developing strong local family engagement and home visiting referral pathways between DSHS and local home visiting programs. In the fall of 2014, Thrive, in partnership with DEL and DSHS, announced an RFP to expand voluntary home visiting services for TANF families. Approximately \$900,000 dollars will be available through the RFP process, allowing Thrive to support services for

150-250 new families for a two-year period in early 2015. This partnership and approach will strengthen our capacity to learn more about serving TANF families, will allow us to strengthen our current data collection on families being served by TANF and focuses on increasing coordination of existing services.

Data collected through our Maternal, Infant, and Early Childhood Home Visiting (MIECHV) work, and through focus groups exploring barriers to serving the most vulnerable families, indicated that home visiting programs needed more technical assistance support to help them serve vulnerable families, especially those faced with domestic violence. To address this need, Thrive, the Washington State Office of Crime Victims Advocacy, and DEL worked in close partnership with the Washington State Coalition Against Domestic Violence (WSCADV), which led to a specialized domestic violence training using the *Healthy Moms, Happy Babies* curriculum developed by Futures Without Violence (FWV). Nine regional trainings offered between December 2013 and March 2014 brought new skills and connections to over 500 Washington early learning practitioners, indicating that demand is high for additional training and resources in this area. Next steps include providing follow-up training and consultation on safety planning and on the impact of domestic violence on parenting. Training team debriefings and analysis of the pre- and post- survey results will drive decisions to add other types of training opportunities.

Early Learning Regional Coalitions:

In 2014, the coalitions worked toward four goals:

- **Goal 1** - Early Learning Regional Coalitions have the capacity and infrastructure necessary to coordinate the early learning system in their region
- **Goal 2** - Early Learning Regional Coalitions function effectively and consistently across regions as key partners in the implementation of the *Washington Early Learning Plan and State and Local Coordination Project Recommendations*
- **Goal 3** - Early Learning Regional Coalitions are effective platforms for implementing prioritized strategies of the *Early Learning Plan*
- **Goal 4** - Early Learning Regional Coalitions are building public awareness of the importance of and increased investment in early learning programs and services

The three priorities of the 2014 Community Momentum work were to continue to build regional infrastructure, to build coalition muscle around advocacy, and to advance racial equity. Through regular capacity-building conventions, peer sharing, and technical assistance, the coalitions developed stronger decision-making tools and expanded their participant rosters. They created and leveraged public awareness opportunities in their regions and in Olympia to state the case for early learning among policymakers and other stakeholders. In particular, they demonstrated increased capacity to hold conversations about racial equity and to espouse the building blocks of the state's Racial Equity Theory of Change for early learning.

Home visiting: For the first time, in 2014 the coalitions focused intentionally on making connections to home visiting services in their region. They used different approaches to learn more about what services are available to the families in their region, as well as draw connections and identify gaps. The following are among the projects that coalitions launched in 2014:

- Asset mapping to identify significant barriers and challenges that will need to be addressed in order to expand existing home visiting programs or develop new ones

- Connect to home visitors through existing networks and offer training and professional development opportunities
- Host regular interactions and build a list of existing services
- Develop an advocacy platform to support the expansion of home visiting services
- Focus on family engagement to recruit and retain families in home visiting services
- Enhance the role of existing home visiting collaboratives
- Create referral networks and decision trees to promote the most effective outcomes for families and work toward centralized supports

“Love. Talk. Play.” (LTP)

In 2014, the campaign was integrated more thoughtfully and strategically into family engagement efforts happening throughout the state as part of the work of the Early Learning Regional Coalitions. Coalitions used “Love. Talk. Play.” to:

- Connect with prioritized families, especially those furthest from opportunity (for example: rural and remote families, English language learners and tribes);
- Facilitate conversations with parents about developmental screening;
- Enhance caregivers' understanding about their important role and develop leadership pipelines for parents;
- Building momentum and awareness about early learning and the work of the early learning system; and
- Talking with lawmakers and other potential early learning champions, such as business owners.

The campaign strategy was focused on high-quality, repeat interactions that are found to be more impactful in increasing parents' understanding about early learning and their role as their children's first and most important teachers. In 2014, there was a clear shift in the number of such interactions with parents, as well as a focus on families furthest from opportunity. Through the work of the coalitions, the campaign reached more than 4,000 caregivers with repeat events, and more than 79% were identified as furthest from opportunity, based on risk factors used by state agencies. Another 10,000 caregivers were reached with one-time events or distribution of “Love. Talk. Play.” materials. Among the audiences reached are family, friend, and neighbor (FFN) caregivers, ECEAP and Head Start families, families involved in the child welfare system, pregnant and parenting teens, and second-language learners.

In addition, “Love. Talk. Play.” materials were distributed to child care providers, libraries, clinics, and others. Weekly tips and fun facts about child development were distributed through social media and to email subscribers and were met with enthusiasm.

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

Washington State has made significant progress in engaging and partnering with families. We will be able to track the response to the Strengthening Families training and modify as necessary based on participant

feedback. Training opportunities will be added to meet the participant needs regionally, and coaches will receive training to support facility implementation.

DEL has started analyzing rating data specific to family engagement and will work closely with CCA of WA to more effectively support coaches and foster connections with the Shared Service Alliances to better support access to strong expertise in engaging and partnering with families regionally.

In the final year of the grant, greater focus will be on outreach to families and on the ratings as more and more sites will have ratings data available. This outreach will focus on utilizing the existing channels of communication including CCA of WA, Early Learning Coalitions, and advocacy organizations.

Early Childhood Education Workforce

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

Has the State made progress in developing:

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

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

The Washington State Core Competencies for Early Care and Education Professionals serve as the foundation for Washington's professional development system. In addition to the Core Competencies, the state's Quality Framework and Early Learning and Development Guidelines also serve as guiding resources for the professional development system within Washington.

Another essential part of our state's professional development system is the relationship and partnership with higher education institutions (both 4-year and 2-year institutions). The relationship supports career pathways for early learning professionals and embraces opportunities to be innovative and meet the needs of Washington's diverse population. Having a shared understanding of the state's workforce as well as community needs has been a significant part of the shared development of the system.

The first Early Learning Workforce Report was released in 2014 using data from DEL's professional development registry, MERIT. This was an exciting milestone for our state. We are now preparing for future reports and looking at ways to improve data collection. One new addition will be a partnership with the Educational Research Data Center (ERDC), another state office, to gather verified employment and benefits data that can be matched to data available in MERIT. This will allow DEL to include early learning salary information from a reliable, verified source. The ERDC gathers their salary data directly from Washington's Employment Security Department.

While compiling the data for the 2013 Workforce Report, DEL identified ways the registry could be enhanced to allow for more concise data reporting. In 2014, an advisory group with members from higher education, community organizations, and other state partners helped to examine ways the data within the registry could be strengthened. One significant recommendation was to retire the career lattice and implement a new approach that allows professionals to select their accomplishments using a non-linear approach. Over the past few years, it has been observed that early learning professionals complete certificates, credentials, and degrees in a way that isn't always progressive. Retiring the career lattice was a significant adjustment to the professional development system, the new system went live in the fall of 2014. This adjustment has been seamless and well received by communities and higher education institutes. It has provided needed clarity to the education

verification process and allows professionals to see themselves more clearly within the state's professional development system.

Higher Education partners have worked collaboratively with DEL in expanding the accessibility of Washington's Stackable Certificates in Early Childhood Education (ECE) and maximizing the distribution of scholarships. The Department of Early Learning contracts with partners, including higher education institutions, to provide Early Achievers scholarships to professionals pursuing post-secondary education. During the 2014 fiscal year, over 900 scholarships were awarded through over 22 state colleges. In the first year of RTT-ELC implementation, a handful of two-year colleges offered the stackable ECE certificates. The three stackable certificates offer aligned coursework, course numbering and course descriptions. As an early learning professional progresses through the three stackable certificates, they complete a certificate at 12, 22, and 47 credits. Throughout the course of the grant, the Washington State Board for Community and Technical Colleges has run a yearly competitive bid process and aligned scholarship opportunities with adoption of the stackable certificates. As a result, most of the community and technical colleges have now adopted the stackable certificates, which align seamlessly with ECE Associate degrees.

Washington is a culturally diverse state that benefits most from regionally customized approaches to professional development. Community colleges across the state have gone above and beyond to assess community needs and provide a personalized approach to education while maintaining high quality program standards. Some examples include:

- Hybrid and cohort approach to course design, emphasizing the learning community within each course
- Demonstrated commitment to the cultural and linguistic needs of adult students; offering complete programs in languages other than English (Spanish and Somali are two examples)
- Community partnerships to leverage resources such as scholarships and advising
- On-site and evening recruitment and advising

Washington is beginning the development of an Early Childhood Education Career Planning Portal. This portal is a way for professionals to learn about early learning career pathways and the colleges and universities that offer degrees and certifications towards their chosen career. The portal will be developed and maintained in partnership with the Center of Excellence and the Early Childhood Teacher Preparation Council (ECTPC). The Center of Excellence serves Washington as a statewide liaison to the state's educational system to support the creation of a highly skilled and available workforce. The ECTPC is a council with representation from higher education institutions around the state.

Additional professional development opportunities for early learning professionals are offered by state-approved trainers. Last year DEL implemented a Trainer Feedback Process to observe trainers and provide coaching to state-approved trainers. The Trainer Feedback Process identified some specific areas in which additional policy clarification and supports for training delivery are needed. Some areas of focus include additional guidelines for online training, connecting trainers to more professional development opportunities focused on adult learning, and expanding our training quality assurance. While there are over 500 state-approved trainers, there is still a need to increase the number of active trainers, especially within rural and bilingual communities. DEL is developing an opportunity to build trainer capacity within communities using a peer-mentor approach. Community based trainers with strong training skills and an interest in mentoring will mentor and guide others who are interested in becoming a state-approved trainer. DEL has increased its capacity to offer online trainings as another way to reach busy providers in our expansive state.

Measuring Outcomes and Progress

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

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

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

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

Washington's kindergarten transition process is the Washington Kindergarten Inventory of Developing Skills. WaKIDS is a way to:

- Welcome families to school by having teachers meet with families one-on-one before or just after the school year begins.
- Learn about students' strengths through an observational assessment in the first seven weeks of school.
- Share information with pre-kindergarten communities that will help improve the transition for students and families into kindergarten.

RTT-ELC funding was used to support teacher training for WaKIDS. A significant portion of the training introduced teachers to observational assessments and Washington's KEA, Teaching Strategies GOLD[®]. In 2014, 1,249 teachers new and returning to WaKIDS were trained. To improve data and support teachers, Washington has implemented refresher trainings for kindergarten teachers who have already completed the initial training and implementation of the KEA.

Washington has been phasing in its kindergarten transition process for three years in concert with its scale-up of state-funded, full-day kindergarten. 2014 was Washington's third year of collecting baseline entry assessment data in six domains: social-emotional, cognitive, physical, language, literacy, and mathematics. Washington

uses Teaching Strategies GOLD[®] as its KEA, and in 2014 assessed 43,298 kindergartners, reaching for the first time over half (52%) of the state's kindergartners. This milestone is a significant accomplishment, more than doubling participation in two years.

Although the state requires teachers to collect data in the fall only (by October 31), the state's contract with the assessment vendor allows teachers to elect to collect data in the winter and spring as well. In 2013-14, 6,505 kindergartners were assessed at multiple checkpoints.

No additional reliability and validity studies have been conducted in Washington since the UW completed its [inter-rater reliability and concurrent validity study](#) of Teaching Strategies GOLD in 2013. However, in the last two years, OSPI has made IRR certification part of WaKIDS 101 teacher training, and reached out to teachers trained in previous years with financial incentives to complete their IRR. Among the 1,741 teachers trained in 2013 and 2014, 1,437 (83%) earned their IRR certification. In 2014 alone, 84% of new teachers trained earned their IRR certification.

OSPI publishes WaKIDS data at the state, Educational Service District (ESD), district, and school levels on the [State Report Card](#). The [fall 2014 WaKIDS Data Summary](#) provides a guide to the State Report Card data. In 2014, OSPI developed new ways of analyzing the data that provides evidence of the quality and consistency of the data. For instance, a trend line chart by birth month shows that older students demonstrate more characteristics of entering kindergartners than younger students, and the curves of distributions on domain charts illustrate the span of developmental levels, peaking where predicted. Given concerns that observation data is “subjective,” the emerging patterns suggest that one important outcome of an investment in high quality training is that teachers understand how to make judgments in valid and reliable ways.

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

2014 was a year of growth for WaKIDS, despite no increase in the percentage of state-funded, full-day kindergarten. Five districts formerly with waivers from participation came on board, and several more districts went “all-in”, expanding WaKIDS from their state-funded, full day kindergartens to those that were locally funded. The number of schools participating in WaKIDS grew from 550 to 623 in 2014, and the number of districts increased from 187 to 193. Two-thirds (65%) of the state's districts now have one or more schools involved in WaKIDS. Teacher participation in WaKIDS increased from 1,800 to 2,110. Among those 2,110 teachers were 729 teachers new to WaKIDS who were trained in 2014. In addition, 554 teachers returning to WaKIDS attended a second training opportunity to deepen their understanding, bringing the total number of teachers trained in 2014 to 1,283.

One strength of Washington's approach has been its use of a common assessment tool, Teaching Strategies GOLD[®], in its early learning and K-12 sectors. Although the two sectors use slightly different versions of the tool, the shared language and data increase opportunities for cross-sector learning. In 2014, OSPI and DEL collaborated to create a systemic way for kindergarten teachers to see Teaching Strategies GOLD[®] data collected in the state's preschool program, ECEAP. When DEL assigned State Student IDs (SSIDs) to students in ECEAP, the assessment vendor was able to create a report of students' spring checkpoint scores for kindergarten teachers to view when students entered school in the fall. The ECEAP Report went live for the first time in the fall of 2014. Ultimately, OSPI and DEL would like to make it possible for kindergarten teachers to view GOLD[™] assessment scores of any child previously in a licensed child care facility. Additionally, through the Shared Service Alliance strategy, DEL hopes to share regional aggregate WaKIDS scores with early learning programs to provide feedback on the strength of the early learning system.

Data Tables

Commitment to early learning and development

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

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

Table (A)(1)-1: Children from Low-Income ¹ families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	36,397	44.2%
Toddlers ages 1 through 2	71,490	43.2%
Preschoolers ages 3 to kindergarten entry	85,124	42.9%
Total number of children, birth to kindergarten entry, from low-income families	193,011	43.2%

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

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

Indicate the data source and clarify or explain any of these data if needed.

Data source for 2014 is the 2013 American Communities Survey - Public Use Microdata Sample (ACS-PUMS). Percentages and estimates are restricted to those for whom poverty status has been determined and includes children ages zero to four and those five year olds who were not in school.

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

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	16,230	3.4%
Are English learners ²	156,721	32.4%
Reside on "Indian Lands"	14,060	2.9%
Are migrant ³	2,798	0.6%
Are homeless ⁴	16,191	6.7%
Are in foster care	4,180	0.9%
Other as identified by the State		
Describe:		
<p>¹For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).</p> <p>²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.</p> <p>³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).</p> <p>⁴The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).</p>		

Data Table (A)(1)-2 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

Denominator Notes: Census 2010 actual counts of population by single year of age without any indication as to whether the 5-year-olds are enrolled in school. The approach for calculating the denominator for the disabilities or developmental delays, migrant, homeless, and foster care percentages assume that half of 5-year-olds are enrolled; whereas a denominator of 482,932 was applied for 2013. The source of the 2012, 2013, and 2014 OFM estimates is the 2013 State Population Forecast (<http://www.ofm.wa.gov/pop/stfc/default.asp>), updated annually in November. *Please see Supplementary Data Notes for the relevant table.*

Have disabilities or developmental delays: IDEA Part C Annual Reports (Dec 1, 2011-2014) and IDEA Part B Annual Report (Nov 1, 2010-2014). *Please see Supplementary Data Notes for the relevant table.*

Are English Language Learners: Data Source: 2011 ACS PUMS (estimate provided for 2012 and 2013); 2013 ACS PUMS (estimate for 2014)

Reside on "Indian Lands": Data for 2010 is used as an estimate for 2011, 2012, 2013, and 2014. The ACS PUMS data is not updated for populations living on tribal lands. Data for 2010 is Census Summary File 1 for children ages 0-5 (not able to exclude children enrolled in kindergarten) and using the geographical attribute "Indian reservations and trust lands."

Are migrant: Head Start Program Information Report (PIR) for program years 2010-2011, 2011-2012, 2012-2013, and 2013-2014 representing slots available for enrollment in Migrant/Seasonal Head Start which serves

families who meet the Head Start eligibility guidelines and derive the majority of their income from agricultural work. *Please see Supplementary Data Notes for the relevant table.*

Are homeless: The count of children ages birth through 5 (as of June of the State Fiscal Year) receiving DSHS economic services who are shown as “homeless” at some point during the state fiscal year, which runs July through June. The “total” is the number of children receiving economic services with the percent homeless taken from that number. These data were drawn from the DSHS Integrated Client Database (ICDB). Data on homelessness was obtained from the DSHS Automated Client Eligibility System (ACES) maintained by the DSHS Economic Services Administration (DSHS-ESA). *Please see Supplementary Data Notes for the relevant table.*

Are in foster care: Represents distinct children who were placed in out of home care in the custody of the Department of Children and Family Services (DCFS) at any point in time during the calendar year aged birth through 5. Source: DSHS. InfoFamLink Monthly Metrics run for the end of the fiscal year.

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

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

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	-	-	8,741	8,741
Specify:	ECEAP			
Data Source and Year:	Early Learning Management System (ELMS) for SFY 2013-2014			
Early Head Start & Head Start¹	1,233	2,340	10,114	13,687
Data Source and Year:	Head Start Program Information Report (PIR) 2013-2014			
Programs funded by IDEA, Part C and Part B, section 619	1,126	2,284	12,820	16,230
Data Source and Year:	IDEA Part C Annual Report (Dec 1 of the program year): Count of Children Receiving Services; and IDEA Part B Report (Nov 1 of the program year)			
Programs funded under Title I of ESEA	-	-	13,591	13,591
Data Source and Year:	Data for program year 2014 from the Comprehensive Education Data and Research System (CEDARS) and is certified through the Title I, Part A end-of-year report.			
Programs receiving funds from the State's CCDF program	2,687	7,888	20,731	31,906
Data Source and Year:	WCCC and SCC data extracted from SPSS database (Service Fiscal Year 2013-2014)			
Other 1	2,627	7,538	20,199	30,364
Specify:	Working Connections Child Care (WCCC)			
Data Source and Year:	See above			
Other 2	60	350	532	942
Specify:	Seasonal Child Care (SCC)			
Data Source and Year:	See above			
Other 3	-	-	-	600
Specify:	Homeless Child Care Program			
Data Source and Year:	2014 HCCP Year End Report			
Other 4	955	2,188	1,836	4,979
Specify:	DSHS: Children's Administration (Child Care combined for these programs): *Child Protective Services, *Foster Parenting, and *Medicaid Treatment Child Care			
Data Source and Year:	Washington State Department of Social and Health Services, Research and Data Analysis, Client Services Database (PEGASUS) for SFY 2013.			
Other 5	2,255	2,997	1,098	6,324
Specify:	Home Visiting			
Data Source and Year:	Multiple sources; see below			

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other 6	10,303	-	-	10,303
Specify:	First Steps			
Data Source and Year:	DSHS; 2013-14 SFY Medicaid Claim database			
Other 7	70,262	98,547	98,500	267,309
Specify:	Department of Health - AppleHealth/Medicaid services for infants and children			
Data Source and Year:	Washington State Department of Social and Health Services, Research and Data Analysis, Client Services Database (PEGASUS) for SFY 2014			
Other 8	3,620	7,099	-	10,179
Specify:	Department of Health Neuro-developmental Centers, Children Birth to 3 Yrs			
Data Source and Year:	Department of Health Data collected on NDCs; SFY 2013-2014			
¹ Including Migrant and Tribal Head Start located in the State.				

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

Enter text here to clarify or explain any of these data if needed.

Early Child Education and Assistance Program (ECEAP): Funded enrollment from the ECEAP Management System (EMS) for 2011-12 and Early Learning Management System (ELMS) for 2012-13. # of Slots stayed constant for SFY 2013. Funded enrollment from the Early Learning Management System (ELMS) for 2013-14.

Head Start: Cumulative enrollment from the Head Start Enterprise System for the 2010-11 and 2011-12 program years. Note that Head Start child counts are based on cumulative enrollment (total children served) while ECEAP is reporting funded enrollment (total funded program slots). Data for funded enrollment is limited to the age range served (shown below), which is not at the level of specificity requested in the table. The Region 10 Office of Head Start provided data for HS and EHS, while data for AIAN and MSHS is the self-reported slot count from the Head Start Enterprise System Program Information Reporting.

Cumulative enrollment from the 2012-13 and 2013-14 Program Information Reports (PIR) - this is grantee self-reported data and may include some discrepancies. Note that Head Start child counts are based on cumulative enrollment (total children served) while ECEAP is reporting funded enrollment (total funded program slots). Data for funded enrollment is limited to the age range served (shown below), which is not at the level of specificity requested in the table. Lewis-Clark and Mid-Columbia Children's Council are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Funded Enrollment is ACF funded enrollment. PIR reporting may include slots funded by other sources (which factor into the cumulative enrollment numbers) but we report ACF funded enrollment because other sources of slot funding are often things like ECEAP and therefore captured elsewhere. EHS cumulative enrollment numbers are based on children only. (EHS also serves pregnant women).

The decrease in 2014 enrollment of Head Start and Early Head Start children served is due to the fiscal impacts of the 2013 Sequester.

Please see Supplementary Data Notes for the relevant table.

IDEA Parts C and B: Data from the IDEA Part C Annual Reports (December 1 of the program year) and IDEA Part B Annual Report (November 1 of the program year). *Correction to data reported in the RTT-ELC application: IDEA Part B, program year 2011 was reported as 9,946. *Please see Supplementary Data Notes for the relevant table.*

Title I of ESEA: Data for program year 2011 from the 2010-2011 school year, district end-of-year Title I, Part A reports. Data for 2012 is the total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report. *Correction to data reported in the RTT-ELC application: Title I, program year 2011 was reported as 3,260. Data for program year 2014 was from Comprehensive Education Data and Research System (CEDARS) and certified through the Title I, Part A end-of-year report. For this data year a new system was put into place, pre-populating data with the district's CEDARS submission. The district's data has been verified.

Programs receiving CCDF funding: Note that this funding includes both ECEAP and WCCC programs. WCCC and Seasonal Child Care data from SSPS warrants in DEL Reporting. Data extracted by Service Fiscal Year, with the age of child calculated as of October 1, 2010 for SFY 2011, and October 1, 2011 for SFY 2012, etc. Preschool is selected as ages 3 through 5. The child counts represented in this program category are slightly higher than counts for the same category as stated in Table B4c2. Data for this category is based on actual number of children served and represents the full universe of children receiving services funded through CCDF programs, while Table B4c2 focuses exclusively on facilities and programs targeted for participation in TQRIS. Data for the Homeless Child Care Program (HCCP) represents an estimate of children served by the Homeless Child Care Program (HCCP), which provides short-term child care for parents that are not served by TANF-funded programs and who are participating in an HCCP-approved activity. Data is reported by number of service days from the contractors, Year End Report. Data is currently unavailable for Skagit county and SNSP (Spokane Neighborhood Action Partners).

Combined DSHS - Children's Administration Child Care Programs: Programs under combined DSHS-CA Child Care include child care provided to foster children, children in child protective services (CPS), and children receiving Medicaid treatment (MTCC). The age of children was calculated as of January 1st of the fiscal year (January 1, 2011 for SFY2011, January 1, 2012 for SFY2012, etc.). Data from DSHS, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2/5/2015, representing the unduplicated number of children under five years olds served in one or more of those programs for at least one month during the fiscal year. Totals by year are shown below: *Please see Supplementary Data Notes for the relevant table.*

Home Visiting. Home Visiting represents total activity for the programs shown below: *Please see Supplementary Data Notes for the relevant table.*

Data Sources by Home Visiting Program:

Parent Child Assistance Program (PCAP): FY2011: Data represents those who participated 7/1/2010 - 6/30/2011. (Ages as of date of last participation or on June 30, 2011.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2011. FY2012: Data represents those who participated 7/1/2011 - 6/30/2012. (Ages as of date of last participation or on June 30, 2012.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2012. PCAP is a 3 year home visitation program that generates evaluation data every June. For FY2014, data represents those who participated 7/1/2013 - 6/30/2014. (Ages as

of date of last participation or on June 30, 2014.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2013.

Parent-Child Home Program (PCHP): FY2011: PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Data for children in Yakima County provided by the PCHP regional coordinator and confirmed by program evaluator, Organizational Research Services for 2010-2011. Source: United Way of King County. FY2012: PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Therefore, in this chart, children are included in both their first and second years of the program, as they were participating in those years. Source: Evaluation data prepared by Organizational Research Services for King County children from 2007 to 2010 and data from United Way of King County, confirmed by ORS for 2010-2011. Data source for children in Yakima County is PCHP regional coordinator. For FY2014, data source is the PCHP State Lead at PCHP National office.

Parents as Teachers (PAT): FY2011: PAT is a universal home visiting model. PAT Affiliates are blended with Early Head Start home-based home visiting. Counts of children with high needs are provided with the percentage of high needs to all children served. Source: PAT Annual Performance Report Summary for State Lead, July 2010 - June 2011 for each period. Data from PAT Tribal programs not available. FY2012: This information is taken from the PAT Affiliate Performance Report (APR) Summary for State Lead. Each Affiliate must compile data and complete the APR on an annual basis. Note the number of children served between July 2010 and June 2011 were considerably higher than this past year. New requirements from National PAT, including bi-weekly home visits for high risk families, transitioned into enrolling/targeting only youngest child in a family but still providing screening, resources, and other services to all children under age 3 in the family. The top numbers reflect all children in the individual family enrolled in the program. For FY2014, data source of PAT State Lead at PAT National office.

STEEP - Parenting Partnership: FY2011 and FY2012: The family graduates from the program when the child is around age 3. Data spans YTD for 2011-2014, provided by Thrive by Five Washington from the program's ETO database and the participant's electronic medical records.

Partnering with Families for Early Learning (PFEL): PFEL serves women in their last trimester of pregnancy and continues up to the child's 2nd birthday. Data represents mothers that had at least one visit during FY2011. If the focus child was born before June 30, 2010, they are counted in ages 1-2 and are otherwise counted in Birth - 1 year. Source: Data provided by Thrive by Five Washington from the program's ETO database. For FY2014, data provided by program's ETO database.

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

Child Parent Psychotherapy (CPP): CPP was funded in the Home Visiting Services Account (HVSA) in FY14. Data Source: CPP program client service records and Thrive by Washington.

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

FPL. One infant may receive services and be counted in more than one year. Children are eligible for Infant Case Management only during the first year of life.

Data for 2010 through 2014: In 2010 Washington Medicaid's claims processing system changed. Prior to 2010, different procedure codes identified Maternity Support Services (MSS) home visits as opposed to office visits. In 2010 and later, the procedure codes changed and home visits can be identified only by a "place of service" variable. Represents the number of infant/mother dyads who received at least one home visit provided by postpartum MSS or Infant Case Management during the stated year. There is a less than 1% missing data for place of service in both 2011 and 2012, although the data may change as claims are paid. Providers may still submit claims for SFY2012. Note that management of the First Steps program changed (subsequent to the RTT-ELC application) from DSHS to the Washington State Health Care Authority; however, DSHS provided data as presented in the 2013 and 2014 APR.

AppleHealth Medicaid Services for Infants and Children: Represents an average for FY2011 of children ages 0-5 receiving Medicaid or Children's Health Insurance Program (CHIP). Medicaid (Title 19) covers children up to 200% FPL. CHIP (Title 21) currently covers children between 200% to 300% of FPL, although these families or individuals pay part of the monthly premiums. Source: Washington Health Care Authority.

For 2014, Children ages 0-4 receiving Medicaid or Children's Health Insurance Program (CHIP). The age of children was calculated as of January 1st of the fiscal year (including January 1, 2013 for SFY2013 and January 1, 2014 for SFY2014). Data from DSHS, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2015-02-10, representing the unduplicated number of children under five served in one or more of those programs for at least one month during the fiscal year.

Department of Health Neuro-Developmental Centers Serving Children Birth to 3 Years of Age: DOH data is collected from the Neuro-Developmental Centers (NDCs) on the state fiscal year cycles. For 2011, data was collected between July 2010 to June 2011 and for 2012 from July 2011 to June 2012. For 2014, data was collected between July 1, 2013 and June 30, 2014. Data is reflective of children birth to their third birthday. A breakdown of data is not available for the three to five age group.

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

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

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	4,156	148	266	608	137	678	3,694
Specify:	ECEAP						
Early Head Start & Head Start ¹	9,051	5,228	716	1,959	275	2,263	12,462
Early Learning and Development Programs funded by IDEA, Part C	1,432	137	402	301	67	469	3,721
Early Learning and Development Programs funded by IDEA, Part B, section 619	2,415	134	485	370	58	812	5,427
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	5,234	1,592	2,060	8,580	15,484		89,013
Other 1	905	242	31	252		1,214	2,298
Describe:	DSHS - Children's Administration – Child Care Combined for these programs: Child Protective Services, Foster Parenting, Medicaid Treatment Child Care						
Other 2	1,568	367	202	667	21	737	1,459
Describe:	Home Visiting						
Other 3	4,476	169	437	1,068	306	464	3,247
Describe:	First Steps						
Other 4	2,103	198	758	538		824	5,070
Describe:	Department of Health – AppleHealth/ Medicaid services for infants and children						
¹ Including Migrant and Tribal Head Start located in the State.							

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

Enter text here to clarify or explain any of these data if needed.

Early Child Education and Assistance Program (ECEAP): Funded enrollment from the ECEAP Management System (EMS) for 2011-12, and Early Learning Management System (ELMS) for 2012-13 and 2013-14.

Head Start and Early Head Start: Cumulative enrollment from the 2013-14 Program Information Report (PIR), which is grantee self-reported data and may include some discrepancies. Note that Head Start child counts are based on cumulative enrollment (total children served) by race/ethnicity, as funded enrollment (i.e. slots) for

race/ethnicity does not exist. Note that Head Start and Early Head Start collect data on more racial categories than listed above, so certain categories were not included (“Other Race:” 1,271 clients; and “Unspecified Race:” 750 clients); the full data set of race/ethnicity categories is below. Also please note that Lewis-Clark and Mid-Columbia Children's Council (MCCC) are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Also please note that EHS data may include some pregnant women. Numbers for Lewis/Clark and MCCC were calculated by taking percentages of the total: MCCC HS (34%); MCCC EHS (45%); LC HS (6%); LC EHS (83%). *Please see Supplementary Data Notes for the relevant table.*

IDEA Part C: Data from the IDEA Part C Annual Reports (Dec. 1 of the program year). *Please see Supplementary Data Notes for the relevant table.*

IDEA Part B: Data from the IDEA Part B Annual Report (Nov. 1 of the program year). Source of IDEA, part B, Section 619 is the November Federal Special Education Child Count.

Early Learning and Development Programs receiving funds from the State's CCDF program. The reported number for 2014 includes both Working Connections Child Care (WCCC) and Seasonal Child Care (SCC). Homeless Child Care did not keep race/ethnicity data for 2014.

Combined DSHS - Children's Administration Child Care Programs: Programs under combined DSHS-CA Child Care include child care provided to foster children, child protective services (CPS) children, and Medicaid treatment (MTCC) children. The age of children was calculated as of January 1st of the fiscal year (January 1, 2011 for SFY2011, January 1, 2012 for SFY2012, etc.). Data from DSHS, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2/5/2015, representing the unduplicated number of children under five years olds served in one or more of those programs for at least one month during the fiscal year. Totals by year are shown below: *Please see Supplementary Data Notes for the relevant table.*

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

Please see Supplementary Data Notes for the relevant table.

Data Sources by Home Visiting Program:

Parent Child Assistance Program (PCAP): Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database. PCAP is a 3 year home visitation program that generates evaluation data every June. Data presented is for children participating July 1, 2013 through June 30, 2014. Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database.

Parent-Child Home Program (PCHP): PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Therefore, in this chart, children are included in both their first and second years of the program, as they were participating in those years. Source: Evaluation data prepared by Organizational Research Services for King County children from 2007 to 2010 and data from United Way of King County, confirmed by ORS for 2010-2011. Data source for children in Yakima County is PCHP regional coordinator. For FY2014, data source is PCHP state model lead through the PCHP National office.

Parents as Teachers (PAT): PAT is a universal home visiting model. PAT Affiliates are blended with Early Head Start home-based home visiting. Counts of children with high needs are provided with the percentage of high needs to all children served. Source: PAT Annual Performance Report Summary for State Lead. Data from PAT Tribal programs not available. Each Affiliate must compile data and complete the APR on an annual basis. Note

the number of children served between July 2010 and June 2011 were considerably higher than this past year. New requirements from National PAT, including bi-weekly home visits for high risk families, transitioned into enrolling/targeting only youngest child in a family but still providing screening, resources, and other services to all children under age 3 in the family. The top numbers reflect all children in the individual family enrolled in program. For FY2014, data source is PAT state model lead through the PAT National office.

STEEP - Parenting Partnership: The family graduates from the program when the child is around age 3. Data provided by Thrive by Five Washington from the program's ETO database and the participant's electronic medical records, FY2011 -FY2014.

Partnering with Families for Early Learning (PFEL): PFEL serves women in their last trimester of pregnancy and continues up to the child's 2nd birthday. Data represents mothers that had at least one visit during FY2011. If the focus child was born before June 30, 2010, they are counted in ages 1-2 and are otherwise counted in Birth - 1 year. Source: Data provided by Thrive by Five Washington from the program's ETO database. For FY2014, data provided from the program's ETO database.

Nurse-Family Partnership (NFP): Multiples are counted as individual children served. Age of child served calculated as Date of last visit - Baby DOB (months). Source: NFP State lead and the NFP National Service Office and Thrive by Five Washington.

Child Parent Psychotherapy (CPP): CPP was funded in the Home Visiting Services Account (HVSA) in FY14. Data Source: CPP program client service records and Thrive by Washington.

First Steps. Source: DSHS. 2014 Race/ethnicity numbers do not include 136 infants for whom race/ethnicity could not be determined. Included in the race/ethnicity numbers are 3,820 children with poorly specified race/ethnicity claims, but who had Medicaid ID matches to the First Steps database where Mother's race/ethnicity was noted. For these children, mother's race/ethnicity was substituted for the unknown child race/ethnicity.

AppleHealth/Medicaid Services for Infants and Children: Children ages 0-4 receiving Medicaid or Children's Health Insurance Program (CHIP). The age of children was calculated as of January 1st of the fiscal year (including January 1, 2013 for SFY2013 and January 1, 2014 for SFY2014). Data from DSHS, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2015-02-10, representing the unduplicated number of children under five served in one or more of those programs for at least one month during the fiscal year.

Department of Health Neuro-Developmental Centers Serving Children Birth to 3 Years of Age: DOH data is collected from the Neuro-Developmental Centers (NDCs) on the state fiscal year cycles. For 2011, data was collected between July 2010 to June 2011, for 2012 between July 2011 to June 2012, and for 2013 between July 2012 to June 2013.

For 2014, the Department of Health does not require NDCs to break out children served by race/ethnicity. However, the NDC data is included in the larger data set collected by DOH Children with Special Health Care Needs Coordinators in the local health jurisdictions through its CHIF (Child Health Intake Form) Automated System. This data is collected by calendar year; the last available full-year data report is for December 2013, which will be used as an estimate for FY2014. Please note that the race/ethnicity breakdown in this report does differ in some cases from the ethnicity categories in the table: Hawaiian or Other Pacific Islander counts are included with Non-Hispanic Asian Children; in addition, there are an additional 1,917 children served by NDCs who fell in an "Other-None of the Above" category.

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

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

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start¹	\$49,632	\$39,700	\$29,470	\$53,652	\$41,395
State-funded preschool	\$54,179,543	\$55,626,160	\$55,980,678	\$60,228,281	
Specify:	ECEAP - State Funding; ECEAP - CCDF Match/MOE				
State contributions to IDEA, Part C	\$41,668,121	\$41,668,121	\$41,668,121	\$41,668,121	\$41,668,121
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$58,474,849	\$60,700,269	\$62,003,520	\$71,949,326	\$60,235,203
Total State contributions to CCDF²	\$72,872,519	\$74,901,005	\$72,650,137	\$84,272,754	\$84,342,639
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met	Met	
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	\$159,104,503	\$103,628,954	\$86,430,358	\$109,830,378	\$110,000,000
Other State contributions 1	\$34,608,113	\$34,608,113	\$5,835,065	\$8,672,084	\$9,000,000
Specify:	Child Care				
Other State contributions 2	\$1,570,665	\$3,707,847	\$5,611,629	\$7,914,313	\$11,505,627
Specify:	DEL				
Other State contributions 3	\$278,558,688	\$278,558,688	\$278,558,688	\$278,558,688	\$278,558,688
Specify:	Public programs segmented for children ages 0-5				
Other State contributions 4	\$16,414,715	\$16,414,715	\$16,414,715	\$16,414,715	\$16,414,715
Specify:	Private Support for Early Learning Initiatives				
Total State contributions:	\$546,305,555	\$554,035,107	\$550,993,946	\$679,562,312	\$688,240,388

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.

Data Table (A)(1)-4 Data Notes

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

All figures provided in Table A1-4 are based on the State's fiscal calendar, ending June 30th. The Washington State Legislature is currently in session and budget allocations for fiscal year 2015 have not been finalized.

Regarding updates to this table:

- Data that has been updated are indicated as such in the notes below.
- All other figures remain the same as reported in the RTT-ELC grant application.
- Figures that have not been updated are carried forward from SFY2011 to estimate funding for SFY2012 and SFY2013, and SFY2014 and SFY2015 (e.g., for categories "Other State contributions - Public programs segmented for children ages 0-5" and "Other State contributions - Private Support for Early Learning Initiatives" above). In 2015, DEL will explore the opportunity to obtain this information in advance of the next APR window, thus giving the relevant large state agencies sufficient lead time to prepare a response, and retroactively update the report with all available years of data.

Supplemental State spending on Early Head Start and Head Start data for SFY2011 and SFY2012 have been updated to reflect actual expenses while data for SFY2013 reflects allocated state funding.

Source DEL. Represents funding by the Department of Early Learning in support of activities with the Head Start State Collaboration Office (HSSCO).

State-funded preschool

Source: DEL. Data reported for the Early Childhood Educational Assistance Program (ECEAP). Includes all ECEAP funds, including CCDF Match/MOE that are also counted in 'State contributions to CCDF.'

State contributions to IDEA Part C

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

State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry

Source: Office of the Superintendent of Public Instruction (OSPI). Data for 2006-09 Special Education Allocation Records; Data for 2009-11 Special Education/finance-grants/funding website. Note that in SFY2006, Washington State categorized funding for Special Education for children in two segments: children ages 0-2 and ages 3-31. In SFY2007, funding for children ages 0 to Pre-K was identified and is able to be reported in two segments: children ages 0-2 and ages 3 to pre-K.

Total State contributions to CCDF

Sources: Department of Social and Health Services provided Match/MOE figures for ECEAP and Working Connections Child Care Programs. Note that ECEAP Match/MOE funds are also counted in 'State-funded preschool.'

The data for SFY13 and SFY14 includes disbursement and liquidation through December 2014. The data includes ESA state funding provided for CCDF Match/MOE for Working Connections Child Care Program, and state funding for both WCCC subsidy and administrative cost.

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

TANF spending on Early Learning and Development Programs

Source: Department of Social and Health Services, Economic Services Division.

The data for SFY13 and SFY14 includes disbursement and liquidation through December 2014, and includes TANF transfer to CCDF and direct TANF spending on Early Learning and Development Programs.

Other State contributions - Child Care

Source: DEL and DSHS

Figures represent related spending on child care within a number of programs, including:

- 1) Funds related to collective bargaining agreements with child care providers represented by SEIU 925.
- 2) Eligibility process and supports for homeless and seasonal child care, including child care grants and in-field staff to enable access to services. Note that services for Homeless and Seasonal Child Care are not included in child care subsidies from DSHS in 2007.
- 3) Child care through the Foster Parenting program, Child Protective Services, and the Medicaid Treatment program.

The data for SFY13 and SFY14 includes disbursement and liquidation through December 2014, and includes DSHS provided state funding for CCDF Match/MOE for DSHS other programs. The data includes ESA state funding provided for collective bargaining agreements with child care providers represented by SEIU925 and Tier reimbursement. Child care for Medicaid Treatment program was eliminated, thus this figure does not include this cost. The data does not include child care through the Foster Parenting program and Child Protective Services.

Note: The restated SFY13 and reported actual SFY14 figures are significantly different than SFY11 and SFY12. The new data pull, which downwardly revised the previous 2013 estimate, suggested that original number might double efforts for eligibility staff (double counted in state contribution to CCDF and other state contributions). This report removed the double account.

Other State contributions - DEL

Source: DEL.

Other programs managed by the Department of Early Learning are organized around the areas of service as listed.

Other State contributions - Child Abuse Prevention and Treatment programs

Source: Council for Families & Children Washington.

Funding supports include the following: home visitation programs focused on healthy parenting and child development, early literacy and school readiness, parent education programs that use a structure and curriculum to help parents develop parenting skills, parent support activities that provide social supports to improve the environment in which to build positive parenting behaviors, and crisis nurseries offer respite care and support to families.

Figures that have not been updated are carried forward from SFY2011 to estimate funding for SFY2012 and SFY2013, and SFY2014 and SFY2015. In 2015, DEL will explore the opportunity to obtain this information in advance of the next APR window, thus giving the relevant large state agencies sufficient lead time to prepare a response and retroactively update the report with all available years of data.

Other State contributions - Educational Research and Data Center (ERDC)

SFY2011 is slightly under-reported. The final month, June 2011, is not included in SFY2011 due to federal reporting deadlines.

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

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

Figures that have not been updated are carried forward from SFY2011 to estimate funding for SFY2012 and SFY2013, and SFY2014 and SFY2015. In 2015, DEL will explore the opportunity to obtain this information in advance of the next APR window, thus giving the relevant large state agencies sufficient lead time to prepare a response and retroactively update the report with all available years of data.

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

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

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

Source: Washington Health Care Authority (WHCA). SFY2011 expenditures are incomplete at this time.

Figures that have not been updated are carried forward from SFY2011 to estimate funding for SFY2012 and SFY2013, and SFY2014 and SFY2015. In 2015, DEL will explore the opportunity to obtain this information in advance of the next APR window, thus giving the relevant large state agencies sufficient lead time to prepare a response, and retroactively update the report with all available years of data.

Other State contributions - Private support for Early Learning Initiatives

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

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

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

Figures that have not been updated are carried forward from SFY2011 to estimate funding for SFY2012 and SFY2013, and SFY2014 and SFY2015. In 2015, DEL will explore the opportunity to obtain this information in advance of the next APR window, thus giving the relevant large state agencies sufficient lead time to prepare a response and retroactively update the report with all available years of data.

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

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

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program¹					
Type of Early Learning and Development Program	Baseline	Year 1	Year 2	Year 3	Year 4
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	8,024	8,391	8,391	8,741	
Specify:	ECEAP				
Early Head Start and Head Start² <i>(funded enrollment)</i>	20,528	20,765	20,480	13,687	
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	15,249	15,622	15,595	16,230	
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	3,374	2,556	742	13,591	
Programs receiving CCDF funds <i>(average monthly served)</i>	67,969	50,507	50,124	31,906	
Other 1	4,538	4,520	4,790	4,979	
Describe:	DSHS - Children's Administration – Child Care Combined for these programs: Child Protective Services, Foster Parenting, Medicaid Treatment Child Care				
Other 2	5,093	4,340	5,812	6,324	
Describe:	Home visiting				
Other 3	15,117	11,837	11,947	10,303	
Describe:	First Steps				
Other 4	103,727	275,341	271,007	267,309	
Describe:	Department of Health – AppleHealth/ Medicaid services for infants and children				
Other 5	7,458	8,273	8,295	10,179	
Describe:	Department of Health Neuro-developmental Centers Children Birth to 3 Yrs				
¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.					
² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.					

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

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

Early Child Education and Assistance Program (ECEAP): Funded enrollment from the ECEAP Management System (EMS) for 2011-12 and Early Learning Management System (ELMS) for 2012-13. # of Slots stayed constant for SFY 2013. Funded enrollment from the Early Learning Management System (ELMS) for 2013-14.

Head Start: Cumulative enrollment from the Head Start Enterprise System for the 2010-11 and 2011-12 program years. Note that Head Start child counts are based on cumulative enrollment (total children served) while ECEAP is reporting funded enrollment (total funded program slots). Data for funded enrollment is limited to the age range served (shown below), which is not at the level of specificity requested in the table. The Region 10 Office of Head Start provided data for HS and EHS, while data for AIAN and MSHS is the self-reported slot count from the Head Start Enterprise System Program Information Reporting. The decrease in 2014 enrollment of Head Start and Early Head Start children served is due to the fiscal impacts of the 2013 Sequester. *Please see Supplementary Data Notes for Table (A)(1)-3a for the relevant table.*

IDEA Parts C and B: Data from the IDEA Part C Annual Reports (December 1 of the program year) and IDEA Part B Annual Report (November 1 of the program year). * Correction to IDEA Part B, program year 2011 as reported in the RTT-ELC application (9,946). Data Source: ESIT's Data Management System Report: Count of Children Receiving Services. December 1, 2013. *Please see Supplementary Data Notes for the relevant table.*

Title I of ESEA: Data for program year 2011 from the 2010-2011 school year, district end-of-year Title I, Part A reports. Data for 2012 and 2013 is the total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report. *Correction to data reported in the RTT-ELC application: Title I, program year 2011 was reported as 3,260. Data for program year 2014 was from CEDARS and certified through the Title I, Part A end-of-year report. For this data year a new system was put into place, prepopulating data with the district's CEDARS submission. The district's data has been verified.

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

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

Combined DSHS - Children's Administration Child Care Programs: Programs under combined DSHS-CA Child Care include child care provided to foster children, child protective services (CPS) children, and Medicaid treatment (MTCC) children. The age of children was calculated as of January 1st of the fiscal year (January 1, 2011 for SFY2011, January 1, 2012 for SFY2012, etc.). Data from DSHS, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2/5/2015, representing the unduplicated number of children under five years olds served in one or more of those programs for at least one month during the fiscal year. Totals by year are shown below: *Please see Supplementary Data Notes for Table (A)(1)-3a for the relevant table.*

Data Sources by Home Visiting Program:

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

2013 Data Source and Year: Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2013.

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

PCAP is a 3 year home visitation program that generates evaluation data every June. For FY2014, data represents those who participated 7/1/2013 - 6/30/2014. (Ages as of date of last participation or on June 30, 2014.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2013.

Parent-Child Home Program (PCHP): FY2011: PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Data for children in Yakima County provided by the PCHP regional coordinator and confirmed by program evaluator, Organizational Research Services for 2010-2011. Source: United Way of King County. FY2012: PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Therefore, in this chart, children are included in both their first and second years of the program, as they were participating in those years. Source: Evaluation data prepared by Organizational Research Services for King County children from 2007 to 2010 and data from United Way of King County, confirmed by ORS for 2010-2011. Data source for children in Yakima County is PCHP regional coordinator. FY2013: Data Source: United Way of King County, FY 2013. For FY2014, data source is the PCHP State Lead at PCHP National office.

Parents as Teachers (PAT): FY2011: PAT is a universal home visiting model. PAT Affiliates are blended with Early Head Start home-based home visiting. Counts of children in high needs Child counts are provided with the percentage of high needs to all children served. Source: PAT Annual Performance Report Summary for State Lead, July 2010 - June 2011 for each period. Data from PAT Tribal programs not available. FY2012: This information is taken from the PAT Affiliate Performance Report (APR) Summary for State Lead. Each Affiliate must compile data and complete the APR on an annual basis. Note the number of children served between July 2010 and June 2011 were considerably higher than this past year. New requirements from National PAT, including bi-weekly home visits for high risk families, transitioned into enrolling/targeting only youngest child in family but still providing screening, resources and other services to all children under age 3 in the family. The top numbers reflect all children in the individual family enrolled in program. FY 2013: PAT Annual Performance Report Summary from PAT state lead from July 1, 2012-June 30, 2013. High Needs Child counts are provided

with the percentage of high needs to all children served. For FY2014, data source of PAT State Lead at PAT National office.

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

Partnering with Families for Early Learning (PFEL): PFEL serves women in their last trimester of pregnancy and continues up to the child's 2nd birthday. Data represents mothers that had at least one visit during FY2011 and FY 2012. If the focus child was born before June 30, 2010, they are counted in ages 1-2 and are otherwise counted in Birth - 1 year. Source: Data provided by Thrive by Five Washington from the program's ETO database. For FY2014, data provided by program's ETO database.

Nurse-Family Partnership (NFP): Multiples are counted as individual children served. Age of child served calculated as Date of last visit - Baby DOB (months). Toddler data for FY2011 is estimated using FY2012 numbers. Source: NFP and Thrive by Five Washington (FY2013 and FY2014).

Child Parent Psychotherapy (CPP): CPP data was included for FY 2014 and funded in the Home Visiting Services Account (HVSA) in FY14. Data Source: CPP program client service records and Thrive by Washington.

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

Data for 2010 through 2012: In 2010 Washington Medicaid's claims processing system changed. Prior to 2010, different procedure codes identified MSS home visits as opposed to office visits. In 2010 and later, the procedure codes changed and home visits can be identified only by a "place of service" variable. Represents the number of infant/mother dyads who received at least one home visit provided by postpartum MSS or Infant Case Management during the stated year. There is a less than 1 percent missing data for place of service in both 2011 and 2012, although the data may change as claims are paid. *Please see Supplementary Data Notes for the relevant table.*

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

2013 Data Notes: Data source unchanged.

2014 Data Notes: Data source unchanged.

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

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

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

For 2014, Children ages 0-4 receiving Medicaid or Children's Health Insurance Program (CHIP). The age of children was calculated as of January 1st of the fiscal year (including January 1, 2013 for SFY2013 and January 1, 2014 for SFY2014). Data from DSHS, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2015-02-10, representing the unduplicated number of children under five served in one or more of those programs for at least one month during the fiscal year.

Department of Health Neuro-Developmental Centers Serving Children Birth to 3 Years of Age: DOH data is collected from the Neuro-Developmental Centers (NDCs) on the state fiscal year cycles. For 2011, data was collected between July 2010 to June 2011; for 2012 from July 2011 to June 2012; and for 2013 from July 2012 to June 2013. For 2014, data was collected between July 1, 2013 and June 30, 2014. Data is reflective of children birth to their third birthday. A breakdown of data is not available for the three to five age group.

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

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

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

Data Table (A)(1)-6 Data Notes

Enter text to explain or clarify information as needed.

Note: Table (A)(1)-6 was unchanged from Washington's 2013 APR, which in turn was unchanged from Washington's 2012 APR.

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

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

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

Data Table (A)(1)-7 Data Notes

Enter text here to clarify or explain any of the data, if necessary.

Note: Table (A)(1)-7 was unchanged from Washington's 2013 APR, which in turn was unchanged from Washington's 2012 APR.

Budget and Expenditure Tables

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

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

Budget Summary Table

Budget Summary Table					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$273,278.00	\$1,591,275.00	\$2,175,232.19	\$0.00	\$4,039,785.19
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$1,093,031.00	\$1,428,318.47	\$0.00	\$2,521,349.47
9. Total Direct Costs (add lines 1-8)	\$273,278.00	\$2,684,306.00	\$3,603,550.66	\$0.00	\$6,561,134.66
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$4,412,198.00	\$8,924,871.00	\$10,508,422.71	\$0.00	\$23,845,491.71
12. Funds set aside for participation in grantee technical assistance	\$298,801.00	\$519,958.00	\$484,995.33	\$0.00	\$1,303,754.33
13. Total Grant Funds Requested (add lines 9-12)	\$4,984,277.00	\$12,129,135.00	\$14,596,968.70	\$0.00	\$31,710,380.70
14. Funds from other sources used to support the State Plan	\$17,992,855.00	\$22,317,765.00	\$29,832,605.16	\$0.00	\$70,143,225.16
15. Total Statewide Budget (add lines 13-14)	\$22,977,132.00	\$34,446,900.00	\$44,429,573.86	\$0.00	\$101,853,605.86

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

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

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

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

Budget Summary Table Narrative

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

Washington State expended \$44.4m in 2014. When compared to a \$45.3m total budget, the project underspent its 2014 projection by \$850k, DEL increased the size of its overall expenditures from the \$34.4m in 2013 to \$44.4m in 2014. Actual grant funds remain underspent by \$7.7m through the end of 2014; DEL incurred actual expenses of \$14.6m versus an annual budget of \$22.3m for the period. This variance was significantly offset, however, by expenditures from other funding sources. DEL incurred actual expenditures of \$29.8m versus a projected budget of \$23.0m, which resulted in a negative variance of (\$6.8m) for non-grant funds.

The reasons behind this imbalance on a project-by-project basis are explained in the ensuing financial narrative. From the perspective of the RTT-ELC overall, DEL considers this imbalance to be a healthy continuing trend, demonstrating Washington State's ability to mobilize funds to support an effort of this size and scope. Further, the imbalance will to a large extent correct itself in 2015 as the program scales.

This correction will occur because:

- Much of the project's non-RTT funds have been dedicated to government infrastructure throughout the course of the project (such as DEL internal staff) to ensure a consistent and sustainable funding source. This element of the project is less variable year-to-year.
- Conversely, RTT funds have been dedicated to direct programmatic investments, which are more variable in nature and increase as participation in the State's TQRIS and ratings volumes increase. This volatility has resulted in lower-than-expected spending for the first three years. It is anticipated, however, that this imbalance will largely reverse itself in 2015. This trend is discussed specifically in Project 2: TQRIS Expansion.

Related to the RTT programmatic investments mentioned in the last bullet, several promising developments are underway in 2015 involving the Washington State Legislature. Both the House and the Senate have drafted legislation known as the Early Start Act (ESA) to sustain the projected programmatic gains expected to be achieved by the close of the RTT-ELC grant. To support this effort DEL has submitted analysis projecting what it would cost the state if providers that accepted Working Child Care Connections subsidies were required to:

- Achieve Level 2 participation (achieved by registering for Early Achievers and completing the Level 2 training series in preparation for a quality rating) by a certain date
- Achieve at minimum a quality rating of a Level 3 within a certain number of months after the Level 2 participation deadline (to maintain eligibility for child care subsidies)

Currently the Legislature is examining the possibility of expanding RTT-ELC efforts to cover all children who accept subsidies across the entire state. While these talks are still preliminary, legislative engagement is critical and represents years of preparation by DEL and key stakeholders to mobilize the necessary support to sustain EA post the RTT-ELC grant. The agency is making demonstrable progress and will continue these efforts for the remainder of the grant-making period.

Budget Summary Table Explanation of Changes

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

As described in the prior section, the Washington State Legislature has recently dropped companion bills in the House and Senate, respectively. DEL has prepared and submitted fiscal notes to support the proposed legislation. This legislative activity is in process and it is still too early to gauge if and how these bills will be passed and in what form.

Nevertheless, Washington State is on a biennial cycle and in this current session the State must pass the next two-year budget (Fiscal Year 2016-2017, July 2015 - June 2017). Therefore it is critical that some form of the bill related to RTT-ELC activities pass this year. If this occurs DEL must begin implementing the requirements of the bill in 2015, and legislative requirements could represent a substantive change to the State RTT-ELC budget. DEL is monitoring the situation closely and will assess, report, and manage any substantive changes (if the bill passes) as appropriate later in 2015. In the meantime DEL will continue proceeding with its current programmatic, operational, and financial plan.

Budget Table: Project 1 – Grants Management

Budget Table: Project 1					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$298,801.00	\$519,958.00	\$484,995.33	\$0.00	\$1,303,754.33
13. Total Grant Funds Requested (add lines 9-12)	\$298,801.00	\$519,958.00	\$484,995.33	\$0.00	\$1,303,754.33
14. Funds from other sources used to support the State Plan	\$0.00	\$124,783.00	\$92,583.00	\$0.00	\$217,366.00
15. Total Statewide Budget (add lines 13-14)	\$298,801.00	\$644,741.00	\$577,578.33	\$0.00	\$1,521,120.33

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

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

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

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

Project 1 Budget Narrative

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

Total project expenditures for this category were \$578k in 2014, which represented a \$292k positive variance against a total budget of \$870k. The primary reason for this discrepancy is due to required RTT technical assistance funds that DEL continues to hold in reserve. At the end of 2014 \$236k remains unspent in this category. DEL will continue to work with the federal government to identify the most appropriate method to draw down these resources in 2015.

Project 1 Budget Explanation of Changes

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

DEL forecasts \$519k in 2015 for this category, which compares to actual expenditures of \$578k in 2014. Since nearly half its 2015 budget consists of RTT technical assistance funds, DEL hopes to fully draw down and take advantage of these resources with the help and support of its federal partners.

Budget Table: Project 2 – TQRIS Expansion

Budget Table: Project 2					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$4,412,198.00	\$8,389,832.00	\$9,688,045.68	\$0.00	\$22,490,075.68
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$4,412,198.00	\$8,389,832.00	\$9,688,045.68	\$0.00	\$22,490,075.68
14. Funds from other sources used to support the State Plan	\$13,821,362.00	\$18,580,028.00	\$22,628,757.75	\$0.00	\$55,030,147.75
15. Total Statewide Budget (add lines 13-14)	\$18,233,560.00	\$26,969,860.00	\$32,316,803.43	\$0.00	\$77,520,223.43

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 MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 2 Budget Narrative

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

In 2014 DEL and its partners expended \$32.3m, which represents 75.2% of overall RTT-ELC annual expenditures from federal and non-federal sources. This is compared to a budget of \$33.5m, and therefore was \$1.2m under the annual budget for this project. DEL recorded \$9.7m in RTT expenditures versus a grant budget of \$12.5m, or a \$2.8m positive variance against plan. Conversely, DEL and its partners expended \$22.6m versus a budget of \$21.0m, or \$(1.6m) over plan. The resulting variance nets to a \$1.2m positive variance in total.

As expected this overall trend consisted of positive and negative variances related to the funds distributed to localities, Early Learning Intermediary Organizations, and Other Participating Programs (line 11). The two largest intermediaries are CCA of WA, which delivers technical assistance, coaching, and other services to improve provider ratings and quality, and UW, which performs the ratings themselves as well as myriad other supports (such as training for coaches and program evaluation).

Most of this variance can be attributed to the timing of expenditures between 2014 and 2015. Last year's Project 2 budget projected a year-over-year percentage change of 24% for the last two years of the grant: DEL forecasted \$41.4m in total project spending. This year, however, DEL projects a 32% percentage change for the project overall to \$42.6m. DEL projects that 100% of this growth will occur with RTT funds.

What is different between last year and this year is that, unlike last year, DEL has \$16.9m already under contract in RTT funds through the remainder of the 2015 calendar year. This means that 84% of RTT funds are already contractually obligated, which is quite unlike past years (i.e. in prior years this number represented only a forecast, not a contractual obligation). Therefore DEL is confident that much of the variance can be attributed to timing and will be eliminated in 2015.

The major reason why DEL and its partners will be able to accelerate RTT federal dollar spending is due to system success in accelerating Early Achievers ratings. Discussed in last year's APR, while Early Achievers participation levels were on track relative to targets, Washington State was lagging against ratings targets. This issue occurred primarily because of ambitious targets and misaligned provider incentives to rate quickly. DEL and CCA of WA have since corrected this issue by implementing rating readiness consultations, more technical assistance prior to ratings, and more incentives to rate quickly. As a result, there has been a successful operational push in this area: 533 providers were rated by the end of 2014 (of which the vast majority of these ratings occurred in the last 12 months). This acceleration is expected to continue in 2015, as evidenced by the aforementioned contractual obligations.

Budget Table: Project 3 – TQRIS Infrastructure

Budget Table: Project 3					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$273,278.00	\$1,591,275.00	\$2,175,232.19	\$0.00	\$4,039,785.19
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$273,278.00	\$1,591,275.00	\$2,175,232.19	\$0.00	\$4,039,785.19
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$273,278.00	\$1,591,275.00	\$2,175,232.19	\$0.00	\$4,039,785.19
14. Funds from other sources used to support the State Plan	\$2,791,880.00	\$1,682,057.00	\$5,288,565.46	\$0.00	\$9,762,502.46
15. Total Statewide Budget (add lines 13-14)	\$3,065,158.00	\$3,273,332.00	\$7,463,797.65	\$0.00	\$13,802,287.65

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 MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 3 Budget Narrative

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

DEL has realized actual expenditures of \$7.5m in this category for 2015. When compared to a \$4.4m budget, this project is currently overspent by \$(3.1m).

The 2014 budget explanation is similar to 2013. This \$(3.1m) total project variance is comprised of a larger \$1.7m positive variance in RTT funds, which is offset by \$(4.8m) negative variance in expenditures from other funding sources. The biggest single driver of this discrepancy continues to be the subcategory IT capital. DEL continued to spend non-RTT funds dedicated to IT systems infrastructure in 2014, much of which can be attributed to continuing development work on MERIT, which is the primary system to manage operations and track progress for the RTT project. DEL is paying for these capital investments from other sources because these aforementioned IT systems also support other agency needs in addition to Early Achievers, Professional Development, etc.

DEL's ongoing non-RTT IT capital infrastructure spending results in an increasing cumulative negative variance for this line item and for this project overall. As explained in previous performance reports, DEL does not have an enterprise IT system and must instead work with multiple IT systems for different programs (many of which were inherited from other Washington State agencies). DEL's IT staff must stitch together these systems to execute its work, which makes IT capital investments and their ensuing integration and development complex and expensive. For all of these reasons, DEL has spent and will continue to spend more non-RTT resources on its IT capital infrastructure. This trend will continue until DEL achieves a more sustainable solution (which will not occur until after the RTT-ELC grant is finished).

While this abridged discussion explains the budget math, from a programmatic standpoint increased non-RTT IT funding simply enables DEL to support the RTT project in a manner necessary to achieve program success. Up until this year DEL has been purposely conservative in expending RTT funds to ensure the agency a) is a good steward with the money and b) manages the natural volatility and rapid pace associated with this type of project. However, with only one year remaining in the grant DEL has been more aggressive in budgeting the upcoming year's activities and is therefore projecting to exhaust RTT funds for this project by the end of 2015.

Project 2 Budget Explanation of Changes

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

Like last year DEL anticipates changes will occur in 2015, and as a result DEL will submit budget revisions to its federal program officers as necessary (when changes of a material nature are determined to warrant a budget update). The timing of these submissions will be largely dependent on the pace and progression of Early Achievers. Calendar year 2015 continues to represent another large step forward in scaling Early Achievers. Budget forecasts will adjusted accordingly as learning occurs from program delivery.

Project 3 Budget Explanation of Changes

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

DEL has successfully mobilized resources from the Bill and Melinda Gates Foundation in 2014 to support more comprehensive IT improvements. The Foundation is funding outside experts to help DEL create a clear road map prioritizing greatest areas of need in order to shift from reactive, incremental fixes to proactive, system-wide upgrades. This work is ongoing. DEL will then in parallel leverage RTT funds in 2015 to strategically invest in specific high-impact, high-return areas of IT development and integration. Again, the goal is to leverage RTT funds as much as possible, since IT systems represent a critical linchpin to support the RTT project as a whole.

Budget Table: Project 4 – WaKids

Budget Table: Project 4					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$535,039.00	\$820,377.03	\$0.00	\$1,355,416.03
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$535,039.00	\$820,377.03	\$0.00	\$1,355,416.03
14. Funds from other sources used to support the State Plan	\$1,379,613.00	\$1,735,910.00	\$1,507,592.03	\$0.00	\$4,623,115.03
15. Total Statewide Budget (add lines 13-14)	\$1,379,613.00	\$2,270,949.00	\$2,327,969.06	\$0.00	\$5,978,531.06

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 MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
 Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
 Line 13: This is the total funding requested under this grant.
 Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 4 Budget Narrative

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

DEL and its WaKids partner, the Office of Superintendents of Public Instruction (OSPI), realized actual expenditures of \$2.3m against a budget of \$2.6M. This represents a positive \$325k variance. This variance is a combination of a \$684k positive variance in RTT federal dollars expenditures against a budget of \$1.5m and a \$358k negative variance in funds reported by OSPI to DEL against a budget of \$1.1m. Other funds reported to DEL by OPSI are a combination of state proviso, private grants, and a grant from the Bill and Melinda Gates Foundation.

In 2014, OSPI trained a total of 1,249 teachers and 43,298 kindergartners were assessed. For the first time OSPI is reaching over half (52%) of the state's kindergarteners. This milestone is a significant accomplishment, in that WA has doubled participation in WaKids in two years. Additionally, two thirds of the state's school districts now have one or more schools participating in WaKids. While this volume is a significant accomplishment, it is less than OSPI originally hoped to administer in 2014. OSPI is working to correct this lag in 2015. The good news is that OSPI rolled out its initial assessments to a disproportionately higher number of low-income children in the initial phases of this project, which adheres to the overall emphasis of focusing on those students most at risk. Federal RTT funds are directly tied to teacher training targets; thus the slight underspending was expected because fewer teachers were trained than originally anticipated.

Project 4 Budget Explanation of Changes

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

At this time there are no substantive changes to this project budget. In calendar year 2015 DEL has already contracted \$435k in federal funds for teacher training. In the coming months, DEL will amend OSPI's contract to add an additional \$215k in RTT dollars for a total of \$650k committed in calendar year 2015. This commitment represents 70% of the projected 2015 budget of \$932k, and DEL will work with OSPI as the year progresses to amend OSPI's contract as training targets increase throughout the state. DEL recognizes, however, that this project may still have RTT funds remaining by the end of the Grant's timeframe. DEL will continue to engage with OSPI and the legislature and will provide updated budget numbers to its federal partners as they become available.

In addition, DEL and OSPI have requested additional state support in each Fiscal Year for the next biennium to help sustain the program after the completion of the grant. DEL and OSPI are committed to continued support of this crucial link between quality early learning and continued success in kindergarten. As with all other RTT related project areas, DEL remains engaged with the legislative process with respect to the activities of this project and continues to include this project in its Early Achievers sustainability plan.

Budget Table: Project 5 – Professional Development

Budget Table: Project 5					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits				\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$1,093,031.00	\$1,428,318.47	\$0.00	\$2,521,349.47
9. Total Direct Costs (add lines 1-8)	\$0.00	\$1,093,031.00	\$1,428,318.47	\$0.00	\$2,521,349.47
10. Indirect Costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$1,093,031.00	\$1,428,318.47	\$0.00	\$2,521,349.47
14. Funds from other sources used to support the State Plan	\$0.00	\$194,987.00	\$315,106.92	\$0.00	\$510,093.92
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$1,288,018.00	\$1,743,425.39	\$0.00	\$3,031,443.39

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

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

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

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

Project 5 Budget Narrative

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

Washington continues to underspend in Professional Development. In 2014 the state had expended \$1.7m against a budget of \$3.9m in total, thereby posting a positive variance of \$2.1m.

This budget lag is a holdover from 2013, but DEL has made material progress in 2014 to resolve the underlying issues associated with this project. As explained in the 2013 APR, DEL's proposed professional development framework and goals were extremely ambitious, and therefore was structured as an 18 month pilot because the RTT-ELC grant encourages risk-taking and enables course corrections in pursuit of positive outcomes. One of the most aspirational goals was building in verification of individual Early Childhood Education (ECE) course credits. While this direction would have provided an unprecedented level of understanding and support to assess and reward educators, it also produced overly complex verification requirements, which have been confusing to the field and difficult to operationalize. These issues in turn led to a lag in the redemption of professional development awards in this budget category.

DEL decided to course correct these issues in two major ways. The first stage was to streamline requirements by focusing on validating ECE degrees and standard certificates rather than course credits. The second stage was to simplify the career lattice award amount steps and how these steps are operationalized.

The (very) good news is that DEL successfully corrected these issues in 2014 by a) simplifying the career lattice and validation requirements and b) streamlining policies, operations, and systems. Revised professional development policies, upgraded components of MERIT, and an adjusted operational process were all launched in the fall of 2014. By all accounts these efforts have been successful and we look forward to positive momentum in the upcoming calendar year as a result.

Project 5 Budget Explanation of Changes

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

DEL remains committed to this area of focus and we are hopeful that we can erase some if not most of the cumulative positive variance in this category in 2015. As demand patterns for incentives emerge and stabilize we will be in a better position to reforecast this project budget as necessary to better reflect the remainder of the grant.

RTT-ELC Supplementary Data Notes (Tables) for Annual Performance Report 2014:

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

Programs receiving from CCDF funds:

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

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

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

Licensed Facility Type	Total 12/31/2013	Subsidized Program %	Subsidized Facilities
Child Care Centers	1,477	79%	1,167
Family Child Care Homes	3,989	63.4%	2,529
Total Facilities	5,466		3,696

The total subsidized facilities based on active licensed facilities as of 12/31/2014 is 3,609. Calculations are shown below:

Licensed Facility Type	Total 12/31/2014	Subsidized Program %	Subsidized Facilities
Child Care Centers	1,486	79%	1,174
Family Child Care Homes	3,840	63.4%	2,435
Total Facilities	5,326		3,609

RTT-ELC Supplementary Data Notes (Tables) for Annual Performance Report 2014:

Table (A)(1)-2 Data Notes:

Denominator Notes:

Census 2010 actual counts of population by single year of age without any indication as to whether the 5-year-olds are enrolled in school. The approach for calculating the denominator for the disabilities or developmental delays, migrant, homeless, and foster care percentages assume that half of 5-year-olds are enrolled; whereas a denominator of 482,932 was applied for 2013. The source of the 2012, 2013, and 2014 OFM estimates is the State Population Forecast (<http://www.ofm.wa.gov/pop/stfc/default.asp>), updated annually in November.

	Census 2010	2010 Allocation	2011 OFM Estimate	2011 Allocation	2012 OFM Estimate	2012 Allocation	2013 OFM Estimate	2013 Allocation	2014 OFM Estimate	2014 Allocation
Under 1 year of age	87,016	87,016	85,957	85,957	86,414	86,414	87,095	87,095	87,292	87,292
1 year	87,607	87,607	87,026	87,026	86,063	86,063	87,026	87,026	87,446	87,446
2 years	89,399	89,399	87,715	87,715	87,292	87,292	86,653	86,653	88,150	88,150
3 years	89,097	89,097	89,513	89,513	87,982	87,982	87,873	87,873	87,754	87,754
4 years	86,538	86,538	89,210	89,210	89,778	89,778	88,547	88,547	88,951	88,951
5 years	86,550	43,275	86,637	43,319	89,451	44,726	90,304	45,152	89,535	44,768
Children ages 0-5	526,207	482,932	526,058	482,740	526,980	482,255	527,498	482,346	529,128	484,361
Children ages 3-4		175,635		178,723		177,760		176,420		176,705

Have disabilities or developmental delays:

IDEA Part C Annual Reports (Dec 1, 2011-2014) and IDEA Part B Annual Report (Nov 1, 2010-2014).

*Correction to IDEA Part B, program year 2011 as reported in the RTT-ELC application (9,946).

IDEA Parts B and C	2010	2011	2012	2013	2014
IDEA Part C: Birth to age 3	5,592	5,567	5,814	6,080	6,529
IDEA Part B: Age 3 to Pre-K	9,681	9,682*	9,808	9,515	9,701
Children ages 0-5	15,273	15,249	15,622	15,595	16,230

Are migrant:

Head Start Program Information Report (PIR) for program years 2010-2011, 2011-2012, 2012-2013, and 2013-2014 representing slots available for enrollment in Migrant/Seasonal Head Start which serves families who meet the Head Start eligibility guidelines and derive the majority of their income from agricultural work.

Fiscal Year	FY2010	FY2011	FY2011	FY 2012	FY 2013	2014
MSSH Enrolled	3,667	3,570	3,666	3,666	3,634	2,798

Are homeless:

The count of children ages birth through 5 (as of June of the SFY) receiving DSHS economic services who are shown as "homeless" at some point during the state fiscal year, which runs July-June. The "total" is the number of children receiving economic services with the percent homeless taken from that number. These data were drawn from the DSHS Integrated Client Database (ICDB). Data on homelessness was obtained from the DSHS Automated Client Eligibility System (ACES) maintained by the DSHS Economic Services Administration (DSHS-ESA).

Fiscal Year	FY2008	FY2009	FY2010	FY2011	FY2012	2013	2014
Total Children to age 5	187,932	213,825	241,391	253,404	255,005	250,609	241,539
Homeless Families	12,326	13,014	13,855	15,542	16,177	17,125	16,191
% Homeless	6.56%	6.09%	5.74%	6.13%	6.34%	6.83%	6.70%

RTT-ELC Supplementary Data Notes (Tables) for Annual Performance Report 2014:

Table (A)(1)-3a Data Notes:

Head Start:

Cumulative enrollment from the Head Start Enterprise System for the 2010-11 and 2011-12 program years. Note that Head Start child counts are based on cumulative enrollment (total children served) while ECEAP is reporting funded enrollment (total funded program slots). Data for funded enrollment is limited to the age range served (shown below), which is not at the level of specificity requested in the table. The Region 10 Office of Head Start provided data for HS and EHS, while data for AIAN and MSHS is the self-reported slot count from the Head Start Enterprise System Program Information Reporting.

Cumulative enrollment from the 2012-13 and 2013-14 Program Information Reports (PIR) - this is grantee self-reported data and may include some discrepancies. Note that Head Start child counts are based on cumulative enrollment (total children served) while ECEAP is reporting funded enrollment (total funded program slots). Data for funded enrollment is limited to the age range served (shown below), which is not at the level of specificity requested in the table. Lewis-Clark and Mid-Columbia Children's Council are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Funded Enrollment is ACF funded enrollment. PIR reporting may include slots funded by other sources (which factor into the cumulative enrollment numbers) but we report ACF funded enrollment because other sources of slot funding are often things like ECEAP and therefore captured elsewhere. EHS cumulative enrollment numbers are based on children only. (EHS also serves pregnant women).

The decrease in 2014 enrollment of Head Start and Early Head Start children served is due to the fiscal impacts of the 2013 Sequester.

Program Type	2010-2011 Funded Enrollment		2011-2012 Funded Enrollment		2012-2013 Funded Enrollment		2013-2014 Funded Enrollment	
	EHS Ages 0-3	HS Ages 3-5	EHS Ages 0-3	HS Ages 3-5	EHS Ages 0-3	HS Ages 3-5	EHS Ages 0-3	HS Ages 3-5
Region 10	569	9,699	2,511	9,834	2,518	10,871	3,734	10,271
AIAN	204	1,075	267	1,074	341	1,074	390	1,204
MSHS	3,570		3,666		2,957		1,012	1,155
Totals	15,117		17,352		17,761		5,136	12,630

IDEA Parts C and B:

Data from the IDEA Part C Annual Reports (Dec 1 of the program year) and IDEA Part B Annual Report (Nov 1 of the program year).

IDEA Part C Age Segments	2014	2015
Children < 1 yr	1,126	
Children age >= 1 yr and < 2 yr	2,284	
Children 2 – 3 yrs	3,119	
Totals	6,529	
IDEA Part B		
Children ages 3-kindergarten entry	9,701	
TOTALS	16,230	

RTT-ELC Supplementary Data Notes (Tables) for Annual Performance Report 2014:

Combined DSHS – Children’s Administration Child Care Programs:

Programs under combined DSHS-CA Child Care include child care provided to foster children, child protective services (CPS) children, and Medicaid treatment (MTCC) children. The age of children was calculated as of January 1st of the fiscal year (January 1st 2011 for SFY2011, January 1st 2012 for SFY2012, etc.). Data from DSHS, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2/5/2015, representing the unduplicated number of children under five years olds served in one or more of those programs for at least one month during the fiscal year. Totals by year are shown below:

Fiscal Year	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3-4	Total
2011	747	2,022	1,762	4,531
2012	846	1,921	1,746	4,513
2013	918	2,031	1,854	4,803
2014	955	2,188	1,836	4,979

Home Visiting:

Home Visiting represents total activity for the programs shown below:

Home Visiting Programs	FY2014				FY2015			
	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total
Parent Child Assistance Program	317	648	166	1131				
Parent Child Home Program (PCHP)	0	454	638	1,092				
Parents as Teachers (PAT)	654	889	275	1,818				
STEEP; Parenting Partnership	25	35	19	71				
Nurse-Family Partnership (NFP)	1,228	928	0	2,156				
Partnering with Families for Early Learning (PFEL)	27	35	0	44				
Child Parent Psychotherapy (CPP)	4	8	0	12				
Total	2,255	2,997	1,098	6,324				

RTT-ELC Supplementary Data Notes (Tables) for Annual Performance Report 2014:

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

Head Start and Early Head Start:

Cumulative enrollment from the 2013-14 Program Information Report (PIR) - this is grantee self-reported data and may include some discrepancies. Note that Head Start child counts are based on cumulative enrollment (total children served) by race/ethnicity, as funded enrollment (i.e. slots) for race/ethnicity does not exist. Note that Head Start and Early Head Start collect data on more racial categories than listed above, so certain categories were not included (“Other Race:” 1,271 clients; and “Unspecified Race:” 750 clients); the full data set of race/ethnicity categories is below. Also please note that Lewis-Clark and Mid-Columbia Children’s Council (MCCC) are located in Idaho and Oregon respectively but have slots in WA. These programs are not captured in WA state level PIR reports and therefore must be calculated separately and added in. Numbers for these programs are calculated based upon the percent of their slots in WA as applied to their total cumulative enrollment (these are estimates). Also please note that EHS data may include some pregnant women.

Cumulative Enrollment by Race/Ethnicity 2014									
Head Start and Early Head Start in WA State	Hispanic Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	Bi/Multi-Racial	White	Other Race	Unspecified Race
HS	5,321	1,684	587	1,640	224	1,719	7,306	1,268	750
EHS	1,574	2,160	125	310	36	446	2,159	0	0
AIAN HS	88	980	4	4	6	48	135	0	0
AIAN EHS	18	390	0	3	3	18	35	0	0
MSHS	1,926	1	0	0	2	9	2,507	0	0
Lewis-Clark HS	2	0	0	0	0	0	17	0	0
Lewis-Clark EHS	13	7	0	0	0	7	82	2	0
MCCC HS	62	3	0	1	3	10	132	1	0
MCCC EHS	47	3	0	1	1	6	89	0	0
TOTAL	9,051	5,228	716	1,959	275	2,263	12,462	1,271	750

Numbers for Lewis/Clark and MCCC are done by taking percentages of the total: MCCC HS (34%); MCCC EHS (45%); LC HS (6%); LC EHS (83%).

RTT-ELC Supplementary Data Notes (Tables) for Annual Performance Report 2014:

IDEA Part C:

Data from the IDEA Part C Annual Reports (Dec 1 of the program year).

IDEA Part C Age Segments	2014 Program Year						
	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Totals	1,432	137	402	301	67	469	3,721
Children < 1 yr	211	23	57	55	12	90	678
Children age >= 1 yr and < 2 yr	496	43	137	109	28	160	1311
Children 2 – 3 yrs	725	71	208	137	27	219	1732

Combined DSHS – Children’s Administration Child Care Programs:

Programs under combined DSHS-CA Child Care include child care provided to foster children, child protective services (CPS) children, and Medicaid treatment (MTCC) children. The age of children was calculated as of January 1st of the fiscal year (January 1st 2011 for SFY2011, January 1st 2012 for SFY2012, etc.). Data from DSHS, Research and Data Analysis, Client Services Database (PEGASUS) analytical extract of 2/5/2015, representing the unduplicated number of children under five years olds served in one or more of those programs for at least one month during the fiscal year. Totals by year are shown below:

Fiscal Year	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian , Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children	Number of Children Not Otherwise Racially Identified	Total Number of Children
2011	978	202	26	228	1,299	1,777	21	4,531
2012	975	226	23	195	1,252	1,828	14	4,513
2013	959	241	25	205	1,300	2,051	22	4,803
2014	905	242	31	252	1,214	2,298	37	4,979

RTT-ELC Supplementary Data Notes (Tables) for Annual Performance Report 2014:

Home Visiting.

Home Visiting represents total activity for the programs shown below:

Home Visiting Programs	State FY 2014						
	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Parent Child Assistance Program	211	34	0	42	0	303	446
Parent Child Home Program (PCHP)	376	1	151	419	10	73	55
Parents as Teachers (PAT)	655	298	6	67	7	268	517
STEEP; Parenting Partnership	21	1	7	15	4	11	38
Nurse-Family Partnership (NFP)	262	32	38	120	No Data	75	402
Partnering with Families for Early Learning (PFEL)	42	0	0	0	0	2	0
Child Parent Psychotherapy (CPP)	1	1	0	4	0	5	1
Total	1,568	367	202	667	21	737	1,459

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

IDEA Parts C and B:

Data from the IDEA Part C Annual Reports (Dec 1 of the program year) and IDEA Part B Annual Report (Nov 1 of the program year). * Correction to IDEA Part B, program year 2011 as reported in the RTT-ELC application (9,946). Data Source: ESIT's Data Management System; Report: Count of Children Receiving Services. December 1, 2013.

IDEA Part C Age Segments	2010	2011	2012	2013	2014
Children < 1 yr	503	549	653	993	1,126
Children age >= 1 yr and < 2 yr	1,691	1,687	1,751	2,120	2,284
Children 2 – 3 yrs	3,398	3,331	3,410	2,967	3,119
Totals	5,592	5,567	5,814	6,080	6,529
IDEA Part B					
Children ages 3-kindergarten entry	9,681	9,682*	9,808	9,515	9,701
TOTALS	15,273	15,249	15,622	15,595	16,230

RTT-ELC Supplementary Data Notes (Tables) for Annual Performance Report 2014:

Home Visiting.

Home Visiting represents total activity for the programs shown below:

Home Visiting Programs	State FY 2011				State FY 2012				State FY 2013				State FY 2014			
	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total
Parent Child Assistance Program	256	441	241	938	260	512	145	917	294	583	129	1,006	317	648	166	1,131
Parent Child Home Program (PCHP)	-	476	125	601	-	435	103	538	-	636	265	901	0	454	638	1,092
Parents as Teachers (PAT)	498	915	522	2,287	445	1,017	218	1,680	633	998	297	1,928	654	889	275	1,818
STEEP; Parenting Partnership	9	13	33	82	13	62		75	41	49	0	90	25	35	19	71
Nurse-Family Partnership (NFP)	409	599	-	1,028	429	599		1,028	1,096	763		1,859	1,228	928	0	2,156
Partnering with Families for Early Learning (PFEL)	61	145	-	157	35	67	-	102	9	11	8	28	27	35	0	44
Child Parent Psychotherapy (CPP)													4	8	0	12
Total	1,233	2,589	921	5,093	1,182	2,692	466	4,340	2,073	3,040	699	5,812	2,255	2,997	1,098	6,324

First Steps:

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

Data for 2010 through 2012: In 2010 Washington Medicaid’s claims processing system changed. Prior to 2010, different procedure codes identified MSS home visits as opposed to office visits. In 2010 and later, the procedure codes changed and home visits can be identified only by a “place of service” variable. Represents the number of infant/mother dyads who received at least one home visit provided by postpartum Maternity Support Services or Infant Case Management during the stated year. There is a less than 1 percent missing data for place of service in both 2011 and 2012, although the data may change as claims are paid.

First Steps	2007	2008	2009	2010	2011	2012	2013	2014
Infants Under Age 1	22,838	22,913	21,617	15,916	15,117	11,837	11,947	10,303

Note that management of the First Steps program changed (subsequent to the RTT-ELC application) from DSHS to the Washington State Health Care Authority; however, DSHS provided data as presented in the 2012 APR. 2013 Data Notes: Data source unchanged. 2014 Data Notes: Data source unchanged.