

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150009

Grants.gov Tracking#: GRANT11758314

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☒ Preapplication
☐ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/13/2014

4. Applicant Identifier:

edpsED GRANTS 081814 002

5a. Federal Entity Identifier:

75-3214740

5b. Federal Award Identifier:

N/A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Washington State Department of Early Learning (DEL)

* b. Employer/Taxpayer Identification Number (EIN/TIN):

753214740

* c. Organizational DUNS:

6241854550000

d. Address:

* Street1:

1110 Jefferson Street SE

Street2:

* City:

Olympia

County/Parish:

* State:

WA: Washington

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

985019999

e. Organizational Unit:

Department Name:

Early Learning

Division Name:

Quality Practice & Profes

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Juliet

Middle Name:

* Last Name:

Morrison

Suffix:

Title: Assistant Director, Quality Practice & Profes

Organizational Affiliation:

Washington State Department of Early Learning (DEL)

* Telephone Number:

360-725-4689

Fax Number:

* Email: Juliet.Morrison@del.wa.gov

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#)

* 15. Descriptive Title of Applicant's Project:

Washington State Preschool Development Grant - Expansion Grants Competition October 2014

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="70,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="70,000,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt?..(If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Ann Brunt	Chief Financial Officer, Financial Services
APPLICANT ORGANIZATION	DATE SUBMITTED
Washington State Department of Early Learning (DEL)	10/13/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="The Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Preschool Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.412"/>
--	---

8. Federal Action Number, if known:

9. Award Amount, if known:
 \$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer, or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Washington State Department of Early Learning (DEL)

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Mike Middle Name:
* Last Name: Steinhout Suffix:
* Title: Chief Financial Officer, Financial Services

* SIGNATURE: Ann Brunt

* DATE: 10/15/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added.. To add a different file, you must first delete the existing file.

* Attachment:

Title: Washington State Preschool Development Grant - Expansion 2015-2019

Applicant: State of Washington Lead Agency: Department of Early Learning (DEL)

Overview of Proposed Project

Washington State proposes a bold plan to dramatically expand high quality preschool options in seven high-need regions across the state. Since 1985, Washington has been operating the Early Childhood Education and Assistance Program (ECEAP), the state-funded comprehensive preschool program. While ECEAP ranks high on quality, implementing all the components of High Quality Preschool at varying levels of implementation, limited resources only allow the state to serve an estimated 21% of four year olds with family incomes at or below 200% of the federal poverty level. With new federal preschool expansion funds serving as powerful catalyst, Washington proposes to *more than double* the number of eligible children receiving high quality preschool and improve existing ECEAP slots by 2019. Washington is poised to significantly expand preschool and has several key assets to do so:

The Department of Early Learning (DEL): DEL is Washington's cabinet-level lead agency and is the home to the state's key early programs and services, including state preschool, the Head Start State Collaboration Office, Child Care and Development Block Grant, and Early Support of Infant/Toddlers (IDEA Part C). DEL is also the grantee for federal home-visiting funds (MIECHV) and the Race to The Top - Early Learning Challenge Grant (RTT-ELC).

Entitlement Statute: Through legislation, Washington has a goal to make voluntary preschool an entitlement for the state's most vulnerable children (those with family incomes <110% of FPL, or with special developmental or educational needs) by 2018-19.

Washington Preschool: As required by a landmark state senate bill in 2011, The Office of the Superintendent of Public Instruction & DEL convened a group stakeholders and advocates to create a comprehensive plan for an expanded voluntary statewide preschool program. The plan calls for expanded preschool services that build upon the current ECEAP program, with increased intensity (more full day services) and increased access to more children.

Strong Structural Supports: Thanks to RTT-ELC and other state and federal investments, Washington has strong early learning systems to support preschool expansion, including a growing TQRIS (Early Achievers), a comprehensive kindergarten entry assessment (WaKIDS), aligned Program Standards, Early Learning Guidelines, and strong support from, and collaboration with programs and partners along the birth through third grade continuum.

Project Objectives and Activities

Washington's preschool expansion plan utilizes combined state and federal preschool funds to:

1. Add 14,000 new High Quality Preschool slots in seven high-need regions across the state

# Kids Served	Child Outcomes
<ul style="list-style-type: none"> • 18,000 total High Quality Preschool slots • 54% of eligible children (<200% FPL) participating 	<ul style="list-style-type: none"> • 90% of preschool graduates ready for kindergarten in each essential learning domain, • 80% of preschool graduates ready in ALL essential learning domains

2. Improve 4,000 current part day ECEAP slots into full day High Quality Preschool slots.

95% of new federal funds will be spent on the expansion and improvement activities above. The remaining 5% of new federal funds will be targeted on critical quality improvement and infrastructure activities, including:

- Statewide implementation of evidence-based curriculum training and fidelity supports
- New professional development for Preschool Coaches to enhance the overall statewide capacity to providing ongoing evidence-based support to preschool teachers and classrooms
- Expansion of the P-3 Leadership Institute, increasing opportunities for local teams of early learning and K-12 administrators to advance their skill and expertise in supporting strong P-3 systems and alignment in local communities

Existing state, federal and matching funds will support these additional quality improvements:

- Create new BA pathways so more preschool teachers can attain BA degrees in early childhood, including an innovative approach in which colleges and universities share "core coursework" that is integrated into each institution's degree requirements, and will lead to BA degrees being available at community colleges, universities, online and in-person modalities
- Enhanced professional development opportunities that increase preschool program capacity to serve children who may need additional supports, including children with special needs, and those who are Dual Language Learners

Subgrantee and Partner Organizations

Washington's plan includes partnering with 47 existing preschool contractors (subgrantees) that are school districts, educational service districts, community colleges, non-profit organizations and child care programs, as well as developing new preschool capacity.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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“All children in Washington, whose families so choose, will have access to high-quality preschool learning experiences that prepare them to be ready for kindergarten and ready to perform at or above grade-level by third grade. A high-quality preschool program with higher intensity than the state-funded Early Childhood Education and Assistance Program (ECEAP) and rigorous accountability is recommended, with the aim of significantly increasing the number of children in all population groups that are prepared for kindergarten..” From Final Recommendations in “The Washington Preschool Program: Increasing Access and Outcomes for Children,” November 2011

A. Executive Summary

Introduction & Background (A-1): Washington is poised to carry out an ambitious and achievable expansion and enhancement of its state preschool program. The state launched its preschool program, the Early Childhood Education and Assistance Program (ECEAP) in 1985 and has made increasing investments in the program ever since. Washington’s preschool design focuses on the well-being of the whole child and is aligned with nationally researched programs that have shown exceptional returns on investment. Today, the program serves 10,091 children through contracts with 47 organizations that provide direct preschool services in Washington’s communities. These ECEAP contractors are school districts, educational service districts, community colleges, tribal and community organizations that serve as our state’s preschool subgrantees.

Washington’s commitment to high quality preschool services is evident in its bold actions. In 2011, the state legislature passed a historical statute, committing to make high quality preschool an “entitlement” for children living in poverty¹ by 2018. In that same year, a legislative taskforce created *The Washington Preschool Program*, a set of recommendations for expanding voluntary, high quality preschool opportunities for all children across the state. The state’s most recent expansion of ECEAP, which began in Fall 2014, provides state preschool providers with 15% more slots than in 2013, and for the first time provides funding for full day preschool services (minimum 1000 hrs, 5.5 hrs per day on school calendar). With a proven commitment to state-funded preschool for nearly thirty years, and a current preschool program that ranks high on quality², Washington is ready to take on the key challenges that must be addressed to fulfill its vision for expanded high quality preschool opportunities:

¹ The entitlement statute includes three and four year old children at or below 110% of the Federal Poverty Level

² NIEER 2013 Preschool Yearbook, Washington’s preschool program meets 9 out of 10 quality benchmarks..

- Preparation and achievement gaps In 2013, fewer than 41% of all children in the state demonstrated readiness skills in all learning domains on the state's kindergarten entry assessment (KEA).³ Less than 33% of low-income children were ready in all domains. This preparation gap is unacceptable. In 2013, 28% of third graders did not meet grade level expectations for reading, 37% did not meet expectations in math, and the high school graduation rate was only 76%.
- Currently, ECEAP only serves the lowest income children (up to 110% of the Federal Poverty Level), and only 19% of eligible four year olds are enrolled in state preschool - Washington ranks low for access, 32nd in the US.
- Most preschool programs in the state are part-day programs. Research shows the most vulnerable children need higher intensity to sustain school readiness outcomes.
- There are a limited number of resources and pathways to increase the number of teachers who have professional qualifications and are supported by professional level salaries.

Washington is committed to achieving high quality preschool at scale, but with current resources it will take many years to get there. The new federal Preschool Development Expansion Grant gives Washington the opportunity to focus on *both* expansion and quality improvement in a manner that will transform state preschool services and dramatically increase program impact....

This is the right time with the right leadership for Washington to intensify preschool efforts. The state has made significant progress implementing a comprehensive early learning system that is focused on increasing access to high quality services and provides a critical foundation from which to transform and dramatically expand high quality preschool opportunities in Washington. In addition, the Washington State Department of Early Learning (DEL) is strategically positioned to lead and coordinate seamless high quality services. DEL is a cabinet-level state agency responsible for leading system integration, and has direct responsibility for Washington's preschool services, child care licensing and child care development grant, home-visiting (federal MIECHV grant), the Early Support for Infants and Toddlers program (IDEA Part C), the Head Start State Collaboration Office, and the state's Early Learning Advisory Council. DEL also

³ Fall 2013 data from Washington's kindergarten entry assessment, Washington Kindergarten Inventory of Developing Skills (WaKIDS)

leads Washington's Race to the Top – Early Learning Challenge grant (RTT-ELC), which includes full implementation of Early Achievers, Washington's Tiered Quality Rating and Improvement System (TQRIS), building a robust state professional development system, and the state's kindergarten entry assessment WaKIDS, Washington Kindergarten Inventory of Developing Skills.

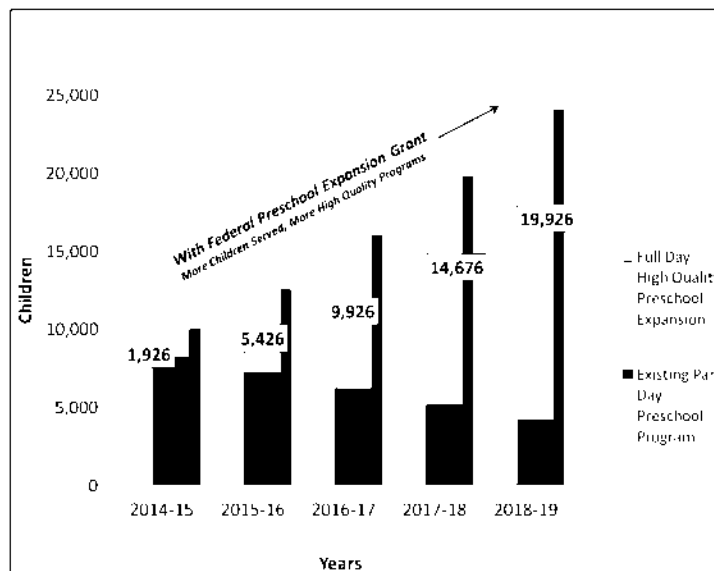
Providing Voluntary, High Quality Preschool Programs through Subgrantees in High Need

Communities (A-2, A-3, A-7b) - Building upon our success, Washington has a bold statewide plan to expand and improve preschool services over the next four years. Federal preschool expansion funds will serve as a catalyst, greatly increasing the state's ability to serve more children, *and at the same time* improve and ensure high quality for all participating children. By combining these funds with planned state investments, Washington will meet several ambitious and achievable statewide targets by 2018:

Washington's High Quality Preschool Program Elements

- Full Day
- Highly Trained & Supported Teachers with professional qualifications and compensation
- Evidence-based curriculum
- Access to comprehensive services, family & parent engagement
- Rich learning environments & adult child interactions

(See Evidence Table A4 for how model meets *all* quality elements)



1. ***Expand and Improve High***

Quality Preschool services to serve

nearly 20,000 children, increasing the

number of children receiving full day

preschool services ***by more than***

tenfold. The state's first full day

preschool slots (1,926) began in

September, 2014 as a result of our most

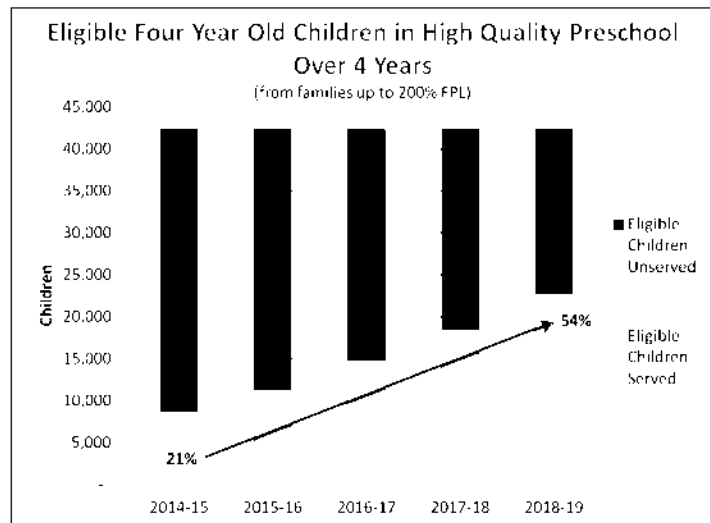
recent expansion effort.

2. ***Fund 14,000 new, High Quality***

Preschool (full day) slots, prioritized to

reach the most vulnerable children and populations (including harder to reach tribal and rural populations) in seven high-need regions statewide. The new slots will ***more than double*** the current number of state-funded comprehensive preschool slots in Washington.

3. **Improve and enhance 4,000 existing part day ECEAP slots** to include all the elements of a High Quality Preschool program, including full day programming.
4. **Increase the number of eligible⁴ children served statewide from 21% to 54%.** If successful in securing new federal preschool expansion funds, Washington will increase the number of eligible children served in preschool dramatically.



Proposed new and improved slots begin services in September 2015. Ninety-five percent of new federal preschool expansion funds will be used to meet the targets above, selecting subgrantees in seven-high need regions across the state.

Full Implementation of Preschool Quality Elements (A-4).

Washington's preschool program includes all the structural elements of a High Quality Preschool Program at varying levels of implementation. Utilizing the current ECEAP model as a solid foundation, the state plans to bring preschool quality to scale, to align with recent research and a growing national consensus about key quality elements that most directly impact school readiness outcomes. Much of this work began in 2013 & 2014 and will be accelerated with new federal funds. All preschools slots supported by federal dollars will include all High Quality Preschool components. (Evidence A-4 shows how preschool services include all the components of High Quality Preschool.)

Proposed Quality Improvements, Infrastructure and Supports (A-7a)

Washington's proposes to use 5% of new federal grant funds (in combination with existing state resources) to complete implementation of High Quality Preschool elements, including a focus on key *Professional Development and Training* initiatives:

⁴ Eligible means four-year old children from families up to 200% FPL; served means children enrolled in Head Start and state funded preschool.

1. Statewide implementation of ***evidence-based curriculum*** with a focus on quality training and fidelity of practice
2. ***New pathways*** and supports for teachers to attain ***quality BA degrees*** in early childhood
3. ***New professional development certification program for early learning coaches*** who support teachers, quality improvement and instructional practices
4. ***New statewide preschool salary scale and supports that promote K-12 level salaries*** for preschool teachers who attain a BA in early childhood education and complete training in evidence-based curriculum.
5. Expansion of ***Washington's P-3 Executive Leadership Institute*** to increase the number of P-3 leaders who are trained in supporting and promoting alignment between the early learning and elementary school systems
6. New professional development opportunities focused on reaching and providing quality services to ***dual-language learners*** and ***children who need additional supports***.

Expectations for School Readiness (A-5)

The Washington Kindergarten Inventory of Developing Skills (WaKIDS), the state's kindergarten entry assessment, sets statewide school readiness expectations upon school entry. WaKIDS and ECEAP (State Preschool) use the same child assessment tool, Teaching Strategies GOLD. Washington plans to continue to enhance state preschool through kindergarten articulation, including: 1) Expanding the *ECEAP (State Preschool) cohort* project that tracks and analyzes statewide preschool child outcomes with WaKIDS results and 2) Continuing *integration of child level data* collected in the *Early Learning Management System (ELMS-* the state's preschool data system) *with P-20, the state longitudinal data system.* See A-5 Evidence for Washington's set of expectations for school readiness and Section F for Cohort Project.

Washington's plan to expand and enhance preschool services using combined state and federal resources builds upon several distinguishing features of our preschool expansion model:

- 1) ***Expanding opportunities to more low-income children:*** Washington's current preschool program is only open to children from families living at or below 110% of the Federal Poverty Level (FPL), or those who have special educational or developmental needs. Our expansion plan combines use of state and federal funds which will allow high quality

preschool programs to open enrollment to more children with family incomes up to 200% FPL while maintaining the state commitment to prioritize enrollment for the most vulnerable children.

- 2) ***Mixed-income/mixed delivery settings:*** Washington's ECEAP program is already being implemented in a wide variety of settings including schools, educational service districts (regional school districts), community colleges, non-profit community-based settings, tribal and child care settings. The state's expansion plan builds upon and strengthens capacity to serve more children in a variety of settings easily accessed by children and families and opens new opportunities to preschool providers who may not currently serve eligible children (i.e., private and independent preschools). The plan also *focuses outreach and services to communities and populations that are underserved and may be hard to reach.*
- 3) ***Strong, unified early learning system that leverages and targets funding and resources on increasing access to high quality services:*** Washington's preschool plan is a key component of a broader statewide early learning plan that is focusing investments and resources on systems that promote and support high quality services throughout the birth to 3rd grade continuum. Examples of the unified system include Washington's statewide quality standards that are part of the state's TQRIS and are aligned with state preschool program standards and licensing standards; broad participation in the TQRIS among child care, Head Start and state preschool providers; and common kindergarten entry and preschool assessment tools.
- 4) ***Broad support (A-6):*** Washington has support to build a comprehensive early learning system from stakeholders across the state including the Governor, Legislature, the Office of the Superintendent of Public Instruction, Early Learning Advisory Council, Thrive by Five Washington (our Public-Private Partnership), Early Learning Regional Coalitions, Child Care Aware of Washington, Educational Service Districts, The Washington Head Start/ECEAP Association, advocates, public libraries, private foundations, and countless preschools, child care providers, school districts, and other early learning practitioners across the state. (See Appendix 1. for support letters.)

Summary of Washington's Preschool Expansion Plan: Washington's preschool plan is: *Ambitious* - In four years the plan dramatically increases high quality preschool slots by more than tenfold, by both adding new slots (more than doubling the number of currently funded state

preschool slots) and improving quality of all existing state preschool slots. The plan has a statewide scope, and combines state and federal dollars to target high quality preschool services to seven high need regions across the state.

Achievable Washington's plan builds upon a solid foundation that supports quality services. The state proposes to use new federal funds to extend the reach and impact of the significant and longstanding state commitment to make high quality preschool an entitlement for the lowest income children by 2018. The plan also builds upon and utilizes the recent investments and resources of our comprehensive early learning system which supports high quality programs, including comprehensive preschool services. Expanded and improved preschool services will benefit from the TQRIS, Kindergarten Entry Assessment, P-3 coordination and other support services that are in place thanks to the state's RTT-ELC grant.

Each section of Washington's proposal includes detailed ambitious and achievable plans to meet clearly defined goals. A plan summary is provided below:

Section B: Commitment to State Preschool		
Goal 1: Implement Washington's Preschool Plan		
Section C: Ensuring Quality in Preschool Programs		
Goal 1: Expand preschool training & staff development opportunities to focus on high quality practices		
Goal 2: Promote professional qualifications and salary levels for preschool teachers		
Goal 3: Continue to enhance preschool program monitoring and continuous improvement system		
Section D: Expanding High Quality Preschool Programs in Each High-Need Community		
Goal 1: Expand high quality full day preschool to more eligible children by 2018-19 school year		
Goal 2: Build capacity in the field to support preschool in high-needs communities		
Goal 3: Sustain expanded preschool enrollment		
Section E: Collaborating with Each Subgrantee and Ensuring Strong Partnerships		
Goal 1: Build capacity of preschool subgrantees		
Goal 2: Strengthened coordination with existing services		
Section F: Alignment with Birth through Third Grade Continuum		
Goal 1: Align services for children and families across ages/systems		
# Kids Served <ul style="list-style-type: none"> 14,000 new High Quality Preschool slots added 4,000 existing preschool slots improved 18,000 total High Quality Preschool slots 54% of eligible children (<200% FPL) participating 	High Quality Programs <ul style="list-style-type: none"> 65% of all preschool teachers with BA degrees, all other preschool teachers enrolled in BA programs with tuition supports 160 Certified Preschool Coaches All full day programs use evidence-based curriculum with fidelity 	Child Outcomes <ul style="list-style-type: none"> 90% of preschool graduates ready in each TS GOLD domain 80% of preschool graduates ready in ALL 6 TS GOLD domains Significantly improved math and language outcomes on TS GOLD that are consistent with other TS GOLD domain measures

A-4 Evidence: Structural Elements of High Quality Preschool Program

High Quality Preschool Program	Current WA Policies, Standards & Data Quality Elements at Varying Levels of Implementation	Planned Strategies 2015-2019 All Quality Elements at Scale
High Staff Qualifications	<ul style="list-style-type: none"> • TQRIS Quality Standards include higher ratings points for higher qualifications, including BAs for lead teachers • ECEAP standards lead teacher requirements - AA degree and 30 college credit hours in Early Childhood Education (ECE) • 44% of ECEAP teachers have BA or higher degrees in ECE • Since 2012, there have been 624 recipients of Early Achievers Opportunity grants that provide tuition support for teachers enrolled in ECE college credits 	<ul style="list-style-type: none"> • Create new pathways to BA, including BA completion, Applied BAs, 5th Year/endorsement for existing non-ECE BAs • Community colleges and universities invited to share common "core coursework" using UW's practice-based modules • Expand WA Scholarships and EA Opportunity Grants to provide tuition support to Preschool teachers • Create new BA targets for all state preschool programs 2015-2019 • Finalize revision of all Preschool Standards by 2018-2019
High Professional Development for all Staff	<ul style="list-style-type: none"> • ECEAP standards require ongoing opportunities for professional development (minimum 15 hours/year in ECEAP) • TQRIS standards and staff supports such as planning and reflection time for teachers • TQRIS Institutes offer high quality professional development tied to TQRIS standards open to ECEAP • TQRIS, Head Start and ECEAP all have staff in coaching roles and use Early Achievers practice-based coaching model similar to model used in Head Start 	<ul style="list-style-type: none"> • Practice-based coaching – continue increasing capacity and shared expertise in the field • Launch new Coaching Certification program – all Preschool Coaches participate by 2019 • Expand and support opportunities for staff and coaches to share professional learning across preschool settings
Staff Ratios: Class Size	<ul style="list-style-type: none"> • ECEAP & licensing standards already limit programs to a maximum of 20 children per class with 2 adults (lead teacher + assistant) 	<ul style="list-style-type: none"> • Build-in new training & supports to add teaching staff, improve staff-child ratios to meet needs of children (DLL, Mental Health issues, Special Needs, etc...)
Full Day	<ul style="list-style-type: none"> • Nearly 20% of ECEAP state preschool slots are full day 	<ul style="list-style-type: none"> • Expansion slots will only be available for full day models • By 2019, all 4 year olds enrolling in state preschool slots will have access to full day services
Inclusion	<ul style="list-style-type: none"> • 951 ECEAP slots blended in classrooms with school district special education • TQRIS standards include points for individualizing instruction based on child need 	<ul style="list-style-type: none"> • Increase access to inclusive classrooms, increase partnerships with developmental preschools • Increase access to specialized training via the UW Haring Center • Increase School District & ESD connections

High Quality Preschool Program	Current WA Policies, Standards & Data	Planned Strategies 2015-2019
	Quality Elements at Varying Levels of Implementation	All Quality Elements at Scale
Evidence-Based Curricula	<ul style="list-style-type: none"> ECEAP and TQRIS standards require developmentally appropriate, culturally relevant curricula 87% of existing programs use evidence-based curricula, but fidelity and training levels vary across programs 	<ul style="list-style-type: none"> Require that all programs use evidence-based curriculum and/or demonstrate that curriculum meets criteria across all domains of development Implement statewide curriculum training and fidelity supports
Individualized Supports & Instruction	<ul style="list-style-type: none"> Individualized observation, screening and assessment required in ECEAP standards & included in TQRIS standards TS GOLD® assessment used in ECEAP 	<ul style="list-style-type: none"> Create access to supports such as additional staff, services for high needs children Increase access to interpreters, Mental Health services, etc... as part of Training Resource Centers/shared services Continue use of TS GOLD®
K-3 Salaries	<ul style="list-style-type: none"> Average ECEAP teachers wage is \$18/hour; higher than child care, but most lower than K-12 salaries. 59% of ECEAP is in schools with -12 salaries for some preschool staff TQRIS tiered reimbursement & annual quality awards in highly rated programs to support programs' ability to increase wages 	<ul style="list-style-type: none"> Implement new ECE salary scale – based on state allocation for BA school teachers Tie new wages to BA attainment and participation in curriculum training & fidelity support
Evaluation	<ul style="list-style-type: none"> ECEAP child outcome data tied to state KEA & P-20 longitudinal data system ECEAP family and health outcomes collected and tracked each year TQRIS evaluation underway and includes state preschool in child level data collection and validation study Governor's "Results Washington" metrics – sets targets for children enrolled in ECEAP in all learning domains 	<ul style="list-style-type: none"> Curriculum fidelity study – collect and track data on implementation of curricula through fidelity study Evaluate the use of consistent family support model based on economic mobility and outcomes-based family goals
Comprehensive Services	<ul style="list-style-type: none"> ECEAP & TQRIS standards include family support, engagement, health, parent involvement ECEAP includes family support staff with high capacity & expertise in the field ECEAP requirements include parent leadership ECEAP staff must have access to a health consultant, nutrition consultant and mental health consultant. 	<ul style="list-style-type: none"> Increase access to comprehensive services through Training Resource Centers/shared services strategy As preschool expands to more mixed income settings and more children, implement comprehensive services that are tailored to individual family level of need
Evidence-based Health and Safety Standards	<ul style="list-style-type: none"> Caring for Our Children built into ECEAP requirements Licensing pathway built for full day ECEAP programs that align with current performance standards 	<ul style="list-style-type: none"> Health and safety standards for all programs (licensed family homes, child care centers and state pre-k program) have aligned health and safety standards that link to TQRIS

A-5 Evidence: WaKIDS Kindergarten Entry Assessment – Expectations for School Readiness upon Kindergarten Entry

The whole child assessment used in WaKIDS is Teaching Strategies GOLD®, the same whole child assessment used in our state preschool to track child outcomes. Expectations for School Readiness are included below:



Teaching Strategies

Teaching Strategies GOLD® Assessment System

GOLD Objectives and Dimensions (WaKIDS)

Social-Emotional

1. Regulates own emotions and behaviors
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - c. Interacts with peers
 - d. Makes friends

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
13. Uses classification skills

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrates knowledge of print and its uses
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
 - b. Understands shapes
22. Compares and measures

Note: These 19 objectives are a subset of the 38 Teaching Strategies GOLD® (TSG) objectives. The number associated with the objective corresponds with the TSG objective numbers are missing when the associated TSG objective is not part of WaKIDS.

B. Commitment to State Preschool Programs

For nearly thirty years, Washington has had a longstanding commitment to state-funded preschool, as demonstrated by its annual financial investments, increases in children served over time, and in state policies, regulations and legislative actions. . .

Early Learning and Development Standards (B-1)

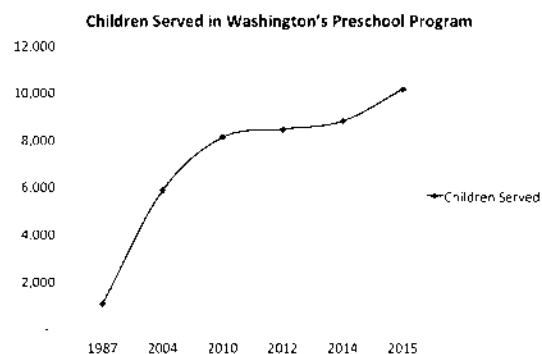
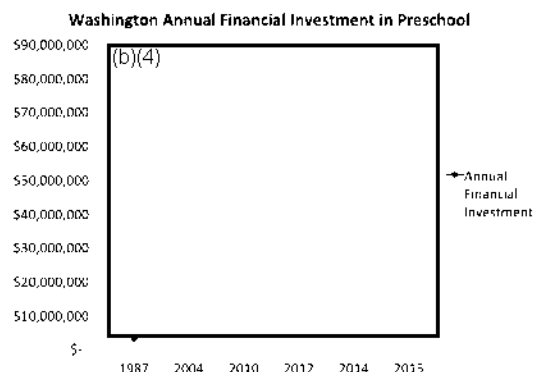
Washington adopted Early Learning Guidelines (ELGs) in 2005 and revised these standards in 2012. The ELGs are critically important and serve as a unifying force across all of Washington's early learning programs. They are discussed in detail below in Aligned Program Standards. . .

Financial Investment (B-2)

In the current year, 2014-15, the state's annual investment in preschool will be over \$ (b)(4) with a total of nearly \$ (b)(4) invested over the previous four years. The state's annual investment has grown since the program's inception in 1985, when the program began with 1,000 slots and \$ (b)(4). Washington ranks high, 9th in the nation, for state spending on preschool services.⁵

Washington Annual Investment in Preschool 2010 to Present

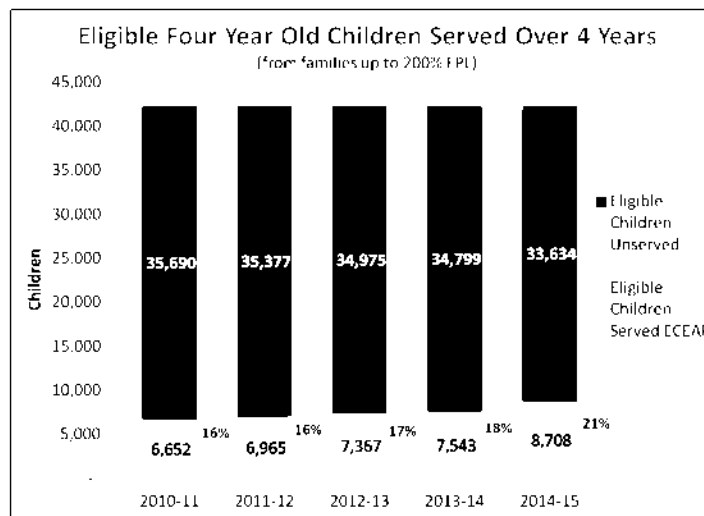
2010-11	2011-12	2012-13	2013-14	Current Year 2014-15	Total Previous 4 Yrs-2010-2014
(b)(4)					



⁵ NIEER, The State of Preschool 2013

Eligible Children Served (B-2)

As shown in the graph above, Washington has also steadily increased the number of children served in state preschool since the program's inception. During the most recent four years, the number of children served has grown from 8,024 children served in 2010-1011 to 10,091 children in the 2014-15 school year. ECEAP currently serves three and four year old children whose families have incomes at or below 110% of poverty. Up to 10% of children may have higher family incomes. ECEAP prioritizes enrollment for four year olds and for children with special educational and/or development needs, and/or have multiple risk factors.



Because four year olds have priority over three year olds, more than 80% of the children enrolled in the 2013-14 school year were four year olds. From 2010 to 2014, ECEAP served approximately only 16-18% of *eligible children*, defined as four year olds with family incomes \leq 200% FPL. Due to a significant expansion earlier this year, the program will increase enrollment, reaching 21%

of eligible children in the 2014-2015 school year. In addition, an estimated 7,674 or 18% of eligible children are served in Head Start. Together, the programs serve approximately 38% of eligible children in the state.

Policies, Regulations and Legislation (B-3)

ECEAP Creation: The Washington Legislature created ECEAP in 1985, to expand the benefits of the federal Head Start program to more children. Current state law still governs ECEAP, providing DEL with authority to administer the program and contract with eligible organizations to provide direct preschool services in communities across the state. Current statute also requires DEL to convene an advisory committee, adopt rules (program standards) and conduct a competitive application process for funding ECEAP programs.⁶ To meet these statutory requirements, ECEAP Program Performance Standards have been in place since 1987, and

⁶ Revised Code of Washington (RCW) 43.215.400-43.215.460

program policies, monitoring procedures and contractual requirements/deliverables are updated each year. (See more on program standards and other policies that support quality later in this section.)

Entitlement statute: In 2011, the Washington Legislature enacted an historic statute that demonstrates the strength of the state’s commitment to expanding preschool opportunities. The statute directs DEL to fully implement expansion of the program by school year 2018-19, “*at which time any eligible child shall be entitled to be enrolled in the program.*”⁷ That means over the next four years, all three and four year olds from families living at or below 110% of the Federal Poverty Level or with special needs/risk factors will have access to free preschool services that “*must be a comprehensive program providing early childhood education and family support, options for parental involvement, and health information, screening, and referral services, as family need is determined. Participation in the program is voluntary. On a space available basis, the program may allow enrollment of children who are not otherwise eligible by assessing a fee.*”⁸ To meet the requirements of the statute, DEL completes an annual forecast for ECEAP expansion, and this ECEAP Caseload Forecast provides a schedule for the estimated number of new ECEAP slots that must be added each year to meet the entitlement target. Based on current state population data and poverty rates, the 2013 Caseload Forecast estimates that to meet the entitlement target, 12,716 new preschool slots must be added to the program over the next four years. The law also provides opportunity to open enrollment to higher income children as state preschool grows. The entitlement statute is recorded evidence of Washington’s commitment to preschool expansion and provides an excellent foundation upon which to build an expanded mixed-income preschool program that serves more children beyond the current ECEAP income limits.

Washington Preschool Plan: In addition to the Entitlement legislation, in 2011 the Legislature required the Office of the Superintendent of Public Instruction (OSPI), in collaboration with DEL, to convene a statewide technical taskforce of experts and stakeholders to develop a

⁷ ECEAP Entitlement statute, Revised Code of Washington 43.215.456

⁸ ECEAP Entitlement statute, Revised Code of Washington 43.215.455

comprehensive plan for a voluntary preschool program for all children. Senate Bill 6759 required the plan to include:⁹

- Criteria for eligible children
- Program standards -- including direct services to be provided, minimum number of hours per school year, teacher qualifications, and performance measures
- Criteria for eligible providers -- specifying whether they are approved, certified or licensed by DEL and whether they can be public, private, nonsectarian, or sectarian organizations
- Governance responsibilities for OSPI and DEL
- Timeline and funding necessary for implementation
- The role of the Early Childhood Education and Assistance Program (ECEAP), which is Washington's state-funded preschool program for children from low- income families

The resulting plan is a landmark document that provides a vision and road map for expanding preschool to all Washington children over time. An overview of key features from final recommendations (2011) for Washington Preschool is summarized below:

Key Features of Washington Preschool

- **A Single High-Quality Preschool Program:** clear quality elements that are supported by research and are apparent in every preschool classroom
 - **Rationale:** ensure that all public resources are being used to support a level of quality that is associated with improved child outcomes; ensure leverage between early learning systems elements
- **Increased Intensity:** provide more hours of high quality preschool, through longer day and up to two years of participation
 - **Rationale:** Duration matters. Even students who are far behind at kindergarten entry can develop vocabulary, math and literacy skills that approach national norms if provided with extended duration preschool that maintains reasonable quality standards.
- **Mixed Income:** public funds targeted toward free preschool for the lowest income children, but available to all children on a sliding fee scale
 - **Rationale:** Research shows that children of all abilities and family incomes benefit from high-quality Preschool. In addition, children benefit from being with peers from diverse backgrounds
- **Mixed Delivery:** available through multiple program types including child care, FCC, stand alone Preschool, school districts, nonprofits, etc.
 - **Rationale:** reach children where they are and allow for community flexibility and ensure that all children have access to a high-quality program

⁹ Washington Preschool Program: Increasing Access and Outcomes for Children, November 2011

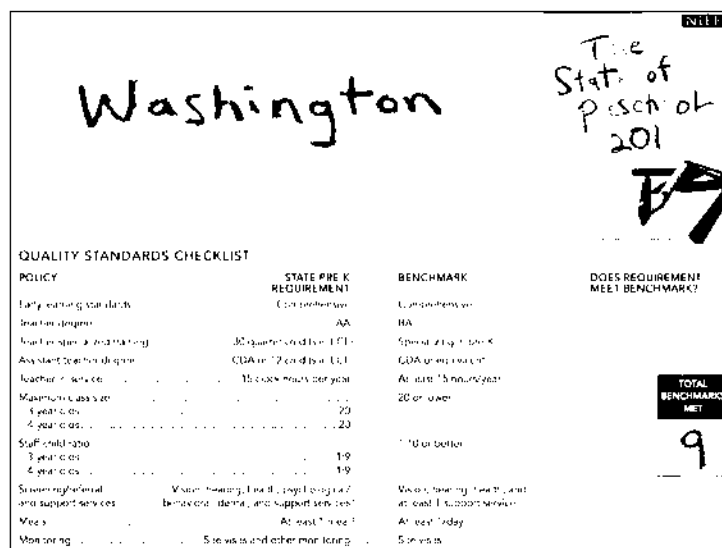
Tiered Quality Rating and Improvement System (TQRIS) Legislation: In 2012, Washington launched Early Achievers, a new Tiered Quality Rating and Improvement System, to improve the quality of services to young children. State law¹⁰ now requires ECEAP programs to participate in Early Achievers by June, 30, 2015. Thus far, ECEAP and Head Start participation in Early Achievers has been strong, with a projected 77% of sites in the two preschool programs participating by the end of 2015 (100% in ECEAP and 57% in Head Start). Providing incentives and supports for preschool programs to participate in the state TQRIS has been a major component of the state's RTT-ELC grant efforts. (See more about Early Achievers on page 17.)

The Quality of Existing State Preschool Services & Program Standards (B-4)

The 2013 Preschool Yearbook¹¹ found that the Washington preschool program ranks high on quality, meeting 9 of 10 quality benchmarks. Many of these align with components of high quality preschool, including specialized training for teachers, staff-to-child ratios, and use of comprehensive standards, all align with components of a High Quality Preschool Program.

Practices, Policies and Program Data that Demonstrate State Commitment to Quality:

Washington employs a comprehensive preschool model that includes individualized preschool education services along with supporting services to help ensure children's needs are met, maximizing their potential to learn. These services include connecting families with medical, dental, nutritional and mental health services; and activities to build family partnerships and strengthen families (such as parent education, family visits and parent leadership opportunities). ECEAP's current program performance standards and program data demonstrate alignment and



POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	
Teacher degree	AA	BA	
Teacher specialization/training	30 quarter credits in ECE	Specialized in ECE	
Assistant teacher degree	CDA or 12 credits in ECE	CDA or equivalent	
Teacher-student ratio	15:1	At least 15:1	
Maximum class size	20	20 or lower	
3-year class	20		
4-year class	20		
Staff-child ratio	1:9	1:10 or better	
3-year class	1:9		
4-year class	1:9		
Screening, referral, and support services	Vision, hearing, dental, cognitive/behavioral, dental, and support services	Vision, hearing, dental, and at least 1 support service	
Visits	At least 1 time	At least 1 time	
Monitoring	5 reviews and other monitoring	5 reviews	

TOTAL BENCHMARKS MET: 9

¹⁰ Revised Code of Washington 43.215.100

¹¹ NIEER 2013 Preschool Yearbook, Washington's preschool program meets 9 out of 10 quality benchmarks

commitment to each component of a High Quality Preschool Program at varying levels of implementation. The state's proposed quality enhancement plans will enable DEL to bring the quality components to scale for all new and improved slots. (Current policies, data and standards are summarized in Evidence A-4; full Performance Standards are provided in Appendix 2.)

Aligned Program Standards that Promote Quality - Washington

utilizes a set of aligned early learning standards to support high quality throughout the early learning system, streamline accountability and decrease duplicative quality assurance efforts. Washington's suite of standards include the Early Learning and Development

Guidelines, Early Achievers

Standards, Preschool Standards, and Child Care Licensing. The aligned standards are designed to be aligned and work together, supporting common quality goals and practices in the variety of early care and education settings that children participate in, including all state preschool services. Aligned program oversight, including streamlined monitoring policies and procedures is scheduled to be complete in 2015.

Washington State's Suite of Quality Program Standards



Washington's Early Learning and Development Guidelines (ELGs) (B-1) – The ELGs are Washington's early learning and development standards. They were first created in 2005 to outline what children know and are able to do at different stages of their development, from birth through third grade. The ELGs were revised in 2012 by DEL in partnership with the Office of Superintendent of Public Instruction (OSPI), Thrive by Five Washington (state private-public partnership) and a 51-member workgroup that included statewide representatives from Head Start, ECEAP, parents, Tribes, child care providers, special needs experts, K-12 staff and our state's ethnic commissions. The ELGs:

- Celebrate Washington's increasingly diverse population and were designed to be culturally and linguistically appropriate
- Support ECEAP and Head Start standards
- Align with K-3 learning expectations, including Common Core Standards
- Address all the Essential Domains of School Readiness

The ELGs are used throughout the state and are included in program standards and practices in home-visiting programs, state preschool and Head Start programs. The ELGs are also part of the state's Early Achievers (TQRIS) standards. (See Appendix 3 for Evidence B-1; Crosswalk of the Early Learning Guidelines and the Essential Preschool Domains; and Appendix 4: Early Learning Guidelines Table of Contents.)

Child Care Licensing Standards – Licensing standards are the foundation for quality in care in the state's TQRIS. They provide for basic health, safety and developmentally appropriate practices. The national Caring for Our Children¹² health and safety standards are incorporated in Washington's licensing standards. Washington's licensing standards are very high, ranking 3rd in the nation for 15 key benchmarks essential for quality in child care.¹³

Early Achievers (TQRIS) Quality

Standards: The Early Achievers Quality

Standards provide Washington with a statewide framework for quality in care for children birth up to school age. The Quality Standards focus on external evaluations of learning environment (using the Environmental Rating Scale – ERS tool) and adult to child interactions (using the Classroom Assessment Scoring System – CLASS tool). In addition, participants earn points for meeting criteria in a variety of

LEVEL 5 91-100 points	Levels 3 to 5 are based on points. Your facility rating is determined by the number of points you earn during your independent evaluation. Each assessed facility/family home child care must score at least a 2 on Instructional Support in the CLASS, a 3.5 on Emotional Support and Classroom Organization/Emotional and Behavioral Support in the CLASS and a 3.5 on the ERS to achieve a Level 3 to 5 rating. Facilities that do not meet these minimum thresholds will receive a Level 2 rating.														
LEVEL 4 70-90 points	POINTS AWARDED FOR THESE AREAS:														
LEVEL 3 30-69 points	Child Outcomes Facility Curriculum & Learning Environment & Interactions Professional Development & Training Family Engagement & Partnership														
LEVEL 2 Professional Growth and Facility Management	Your overall points will determine your final rating. Degrees and credentials must be verified in MERIT in order to earn professional development points. The points are:														
LEVEL 1 Licensing or Certification	<table> <tr> <td>Child Outcomes</td><td>+10 points</td></tr> <tr> <td>Facility Curriculum and Learning Environment and Interactions (70 points total):</td><td></td></tr> <tr> <td>Classroom/FCC Home Environment (CLASS/ERS)</td><td>+55 points</td></tr> <tr> <td>Curriculum, Learning and Assessment</td><td>+15 points</td></tr> <tr> <td>Professional Development and Training</td><td>+10 points</td></tr> <tr> <td>Family Engagement and Partnership</td><td>+10 points</td></tr> <tr> <td>Grand Total</td><td>100 points</td></tr> </table>	Child Outcomes	+10 points	Facility Curriculum and Learning Environment and Interactions (70 points total):		Classroom/FCC Home Environment (CLASS/ERS)	+55 points	Curriculum, Learning and Assessment	+15 points	Professional Development and Training	+10 points	Family Engagement and Partnership	+10 points	Grand Total	100 points
Child Outcomes	+10 points														
Facility Curriculum and Learning Environment and Interactions (70 points total):															
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Curriculum, Learning and Assessment	+15 points														
Professional Development and Training	+10 points														
Family Engagement and Partnership	+10 points														
Grand Total	100 points														

¹² National Health & Safety Performance Standards from National Resource Center for Health and Safety in Child Care and Early Education

¹³ We Can Do Better Child Care Aware® of America's Ranking of State Child Care Center Regulations and Oversight 2013

standard areas including Child Outcomes, Curriculum and Staff Supports, Professional Development and Family Engagement. These standard areas were modeled after and are aligned with our state preschool and Head Start performance standards. (See Appendix 9; overview of TQRIS standards.)

ECEAP Performance Standards: These standards provide preschool providers with specific requirements for preschool direct services in the areas of Early Childhood Education, Family Partnerships, Health, Safety and Nutrition and also in program management and oversight areas such as Administration, Enrollment & Eligibility, Human Resources and Documentation. The ECEAP standards are aligned to meet all TQRIS and licensing standards and they also provide more specific requirements for preschool contractors (subgrantees). For example, the TQRIS Child Outcome standard includes “sharing child data with parents” and “partnering with parents to determine child strengths and needs”. The ECEAP standards require a minimum number of teacher-parent conferences/contact hours be completed each year, with specific topics and data to be shared between teacher and parents. (See Appendix 2; ECEAP Performance Standards.)

Quality as Evidenced by Compliance with TQRIS Program Standards: In 2012, DEL conducted a reciprocity project that analyzed completed TQRIS ratings for over 100 ECEAP and Head Start sites in the state. The project measured how well ECEAP programs perform on TQRIS standards as well as helped determine a tailored participation pathway for ECEAP and Head Start participants in TQRIS. Results showed that when preschool programs follow the ECEAP performance standards & requirements, and meet minimum thresholds on the TQRIS ERS and CLASS evaluation tools, ECEAP programs perform at a Level IV quality rating (out of a I to V rating scale). The reciprocity project validated that ECEAP and TQRIS standards are aligned and that ECEAP is in compliance with TQRIS standards. (See Appendix 6; Reciprocity Pilot.)

Quality as Evidenced by Policies and Program Data that Support Program Monitoring and Improvement: The ECEAP performance standards for administration require all subgrantees to: a) implement a continuous quality improvement system with quality goals, plans for monitoring, recordkeeping and timely follow-up; b) create service delivery plans that respond to community needs and integrate all program components (education, family support and health/nutrition), c) develop community partnerships with schools, health and social service agencies, d) include

parents in establishing health advisory committee and parent policy council, and e) conduct a community assessment every three years and complete a self-assessment every year to measure progress meeting quality goals and compliance to the ECEAP performance standards. In addition, subgrantees must follow program requirements that are included in their contracts with DEL. These binding agreements outline specific deliverables such as funded enrollment levels, required participation in TQRIS and using TQRIS tools (ERS and CLASS) to assess program quality; using ELMS, the state's preschool database for child-level data; and completing child assessments using the TS GOLD® tool. DEL Preschool Specialists are assigned to each subgrantee and provide contract management, program monitoring, training and technical assistance to all contractors. Details on program monitoring are included in Section C.

Quality as Evidenced by Notable Practice to Serve High-Need Communities: Washington uses data to prioritize preschool services in geographic locations and communities that are underserved and therefore high-need. Washington's annual ECEAP Saturation Study is a methodology that has been touted as a model for the nation.¹⁴ The Saturation Study uses real time location of Head Start and ECEAP slots, population and income data to identify geographic locations with low-income 4 year olds who are eligible for ECEAP but currently not being served. Saturation data help DEL prioritize and allocate preschool expansion slots to highly underserved areas and also, as state statute requires, expand preschool services in locations that have full day kindergarten services, increasing the likelihood that gains children make in preschool are sustained into the school years. Using this tool, DEL can analyze saturation rates at the regional, county and school district level, and even down to neighborhoods surrounding high-need schools. Currently, DEL is taking the work of the Saturation Study one step further. As part of planning for a dramatic preschool expansion over the next four years, DEL is expanding its use of saturation and capacity data, creating Preschool Slot Allocation Profiles that allocate new and improved slots to subgrantees in seven high-need regions in the state – these profiles are described in Section D under subgrantee selection.

¹⁴ "Expanding Pre-K? Check Out Washington State" Holt, Alex Aug 12, 2013 New America Foundation Early Ed Watch

State Coordination of Preschool Services (B-5, B-6)

Washington set a powerful vision with the 2010 creation of a 10-year Early Learning Plan (ELP) that spans early care and education settings, services and supports for families and children from prenatal care through 3rd grade:

Washington's Early Learning Plan

Ready and Successful Children	<p>"In Washington, we work together so that all children start life with a solid foundation for success, based on strong families and a world-class early learning system for all children prenatal through third grade. Accessible, accountable, and developmentally and culturally appropriate, our system partners with families to ensure that every child is healthy, capable and confident in school and in life."</p> <p><i>~Vision Statement, Washington's Early Learning Plan, 2010</i></p>
+ Ready and Successful Parents, Families and Caregivers	
+	
+	
+ Ready and Successful Systems and Communities	
= a Ready and Successful State	

The ELP is guided by a Racial Equity Theory of Change (See Appendix 5; Racial Equity Theory of Change). The Partnership that coordinates the implementation of the ELP is outlined below:

Washington's Early Learning System: A Coordinated Approach

Washington's Early Learning Plan: a collaborative and comprehensive strategic 10-year roadmap to build the early childhood system in Washington necessary to improve outcomes in school and in life for children. Offers a common vision, defined common outcomes, and articulated strategies to achieve outcomes and assess progress

Washington's Early Learning Partnership: coordinating body consisting of leaders from DEL, OSPI, Thrive, and DOH. Coordinates early learning systems and services across birth through school age continuum. Each partner focuses on specific areas of implementing Washington's Early Learning Plan.

Early Learning Partnership – Lead Coordination Roles/Responsibilities

Dept. of Early Learning	Dept. of Health	Office of Supt. Of Public Instruction	Thrive by Five Washington
Early Achievers (TQRIS); Child Care: Licensing, Subsidy, Homeless Child Care, and Medicaid Treatment Child Care; State Preschool Services include the Head Start State Collaborative Office; Birth-Three plan including: Early Support for Infants and Toddlers, IDEA Part C, and Infant/Toddler Consultation Services; Manages Early Learning Advisory Council	Maternal Child Health Services; Leads Universal Developmental Screening; Leads Early Childhood Comprehensive Systems grant	WaKIDS (KEA); Full Day Kindergarten; P-3 continuum	Home Visiting Services Account; Early Learning Regional Coalitions; Public Library Partnership; Philanthropic Partnerships

Illustrative State to Local Coordinated & Cross-Sector Approaches

- **Early Learning Advisory Council (ELAC):** advisory body established by the state legislature in 2007 to ensure broad representation of parents, early learning professionals, health and safety professionals, and other interested stakeholders. Includes Governor or Agency appointees and representation from 10 Early Learning Regional Coalitions that are key **local coordinating bodies**.
- **Early Childhood Comprehensive Systems (ECCS):** Activities across sectors focused on developmental screening using blended funding, existing and planned **local** and statewide pilot projects. Works closely with collaborative partners from public and private sectors across the state, and with local health jurisdictions and other local champions.
- **Universal Developmental Screenings:** DOH leads cross-sector workgroup focused on **community** roles, collaboration between early learning programs and medical practitioners. DEL includes developmental screening in the state preschool and TQRIS standards, and supports **community-based training** and implementation of developmental screening through the Training Resource Center/Shared Services strategy that promotes cross-sector sharing of services and expertise
- **Coordinating Services for Children with Special Needs/Multiple Risk Factors:** Children who are homeless according to the McKinney Vento act are prioritized for ECEAP. A 2013 bill makes children involved in the child welfare system eligible and prioritized for ECEAP. DEL is working with Children's Administration at the Department for Social and Health Services to better coordinate support, transition and increase continuity of care for children in **communities** all over the state
- **Coalition for Safety and Health in Early Learning (CSHEL):** multiple organizations work together to discuss best practices, the latest health and safety practices across a variety of care settings

Section B: Commitment to State Preschool				
Goal 1: Implement Washington's Preschool Plan (B 1-4)				
Activity 1: Implement high quality preschool expansion				
Rationale: Expand scope of program until all eligible children have access (200% of FPL)				
2015	2016	2017	2018	Lead
26% of eligible children served	35% of eligible children served	44% of eligible children served	54% of eligible children served	DEL
Activity 2: Promote stronger alignment within Early Learning (preschool, home visiting, TQRIS, ESIT) (B-5)				
Rationale: Leverage existing early learning systems to enhance preschool quality				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> • Complete alignment project: preschool, Early Achievers, and Licensing Standards • June 30, 2015 all preschool providers are enrolled in TQRIS 	<ul style="list-style-type: none"> • Changes to state rules based on completion of alignment project • Preschool programs use data for CQI 	<ul style="list-style-type: none"> • Preschool programs use data for CQI implementation • Work group recommendation for revisions to program requirements 	<ul style="list-style-type: none"> • Preschool programs use data for CQI implementation • Revised preschool program requirements 	DEL, UW, CCA of WA
Activity 3: Strengthen cross-sector connections (B-6)				
Rationale: Ensure alignment between agencies and between state/local partnerships				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> • Maintain EL Partnership • EL Regional Coalitions inform state on preschool implementation; raise community awareness 	<ul style="list-style-type: none"> • Maintain EL Partnership • EL Regional Coalitions inform state on preschool implementation; raise community awareness 	<ul style="list-style-type: none"> • Add DSHS to EL Partnership • EL Regional Coalitions inform state on preschool implementation; raise community awareness 	<ul style="list-style-type: none"> • Add Health Care Authority to EL Partnership • EL Regional Coalitions inform state on preschool implementation 	EL Regional Coalitions ; Thrive by Five WA; DEL/DOH

C. Ensuring Quality in Preschool Programs

State Preschool Program Infrastructure and Quality Improvements (C-1)

Washington will use no more than 5% of new federal preschool grant funds to expand and enhance the state's existing preschool program infrastructure and quality improvement efforts.

These activities build upon the broader quality system efforts already underway and funded through existing sources.

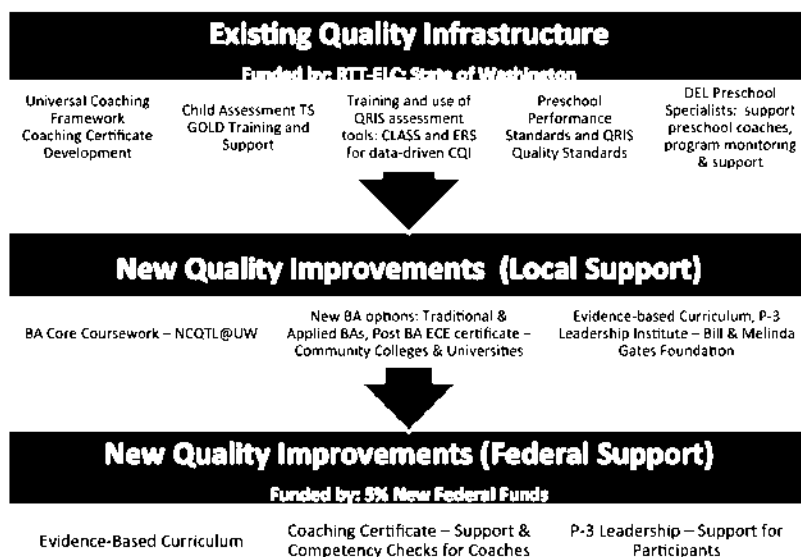
Federal funds will enable Washington to focus efforts on high quality preschool practices and bring them to scale. Proposed quality improvement and infrastructure activities are designed to meet the following goals:

Goal 1: Utilize 5% of new federal preschool funds to expand preschool training & professional development opportunities in three areas: 1) evidence-based curriculum practices, 2) high quality support and coaching, and 3) increased executive training and partnership among early learning and elementary school leaders.

1. Statewide implementation of evidence-based curriculum

Almost all of Washington's preschool programs currently choose and use an evidence-based curriculum to meet program standards that require developmentally-appropriate and culturally-relevant curriculum. In 2013-14, 87% of ECEAP sites used Creative Curriculum, other sites used High Scope, and many programs layer their core curricula with additional language/literacy and math/numeracy curricula. Washington will build and expand upon these curricular practices in the following ways:

Training: Provide all preschool teachers with training created by curriculum developers. While evidence-based curriculum is widely used in the program, training on use of curriculum varies widely and many programs may not have access to the most recent version of curriculum.



Washington plans to offer curriculum training in two comprehensive curricula: Creative Curriculum and High Scope.¹⁵ Additionally, some programs will be trained on multiple curricula in a layered approach to meet developmental goals in language and literacy, mathematics and numeracy and social-emotional development. These curricula have been chosen because they have strong child-level assessment and professional development components, they are already commonly used, and recent studies suggest they are strongly linked to positive child outcomes.¹⁶ Creative Curriculum is also aligned with our state Kindergarten Entry Assessment, WaKIDS, and our preschool child assessment (both use Teaching Strategies GOLD®). The curriculum training will include the most recent version of the curriculum to ensure that it is evidence-based, covers all early learning domains in sufficient depth, includes well-designed learning activities, and is aligned with strong teacher-child interactions including the ability to individualize curriculum, be responsive to the individual cultural and ethnic diversity of each program, and include a strong family component.

Coaching: Ensure that all teachers receive curriculum support from coaches who are trained to be experts in the specific curricula being used. (See below for more information on the training track on curriculum for Preschool Coaches). In addition, coaching will ensure fidelity of implementation across all preschool programs statewide. Through ongoing observation and curricular assessment tools, and refresher trainings, Preschool Coaches will determine and ensure that curriculum is being implemented effectively and with fidelity. Coaches will work on-site with programs to assess on-going professional development needs, model best practice and ensure adequate support at the classroom level.

Individualization: Ensure that children with special needs and dual-language learners are supported with curriculum that can be individualized. Select coaches in all regions of the state will attend an intensive training and on-going professional consultation from the University of Washington Haring Center for Research and Training in Inclusive Education (Haring Center) to learn specific classroom-based skills to support inclusive classrooms and individualized instruction. Additionally, all coaches will have access to training that includes information on notable research about dual language learners as well as specific classroom strategies to support dual-language learners and their families. See more about trainings and strategies in section E.

¹⁵ Weiland, C., & Yosikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*, p. 11.

¹⁶ NCQTL (October 2014). Preschool curriculum consumer report. Seattle, WA.

Fidelity Study: Implement a fidelity study to evaluate the success of training and implementation and inform decisions about program-wide curriculum use in the future. In addition to a focus on child outcomes across all domains of development, the study will also investigate the strength of the strategies planned to support children with special needs and dual-language learners. The study will also investigate the use of child level assessments in multiple languages for dual-language learners at both the pre-k and kindergarten levels.

Implementation Review: DEL is utilizing the Preschool Operational Work Group (POWG), made of up organizations that recently received expansion and early learning stakeholders, to provide recommendations on implementation of these curriculum efforts. The first POWG meetings began in summer of 2014.

Rationale: Recent research shows that curricula designed to meet specific child learning outcomes are most effective when implemented with fidelity and when closely tied to ongoing professional development and coaching. Studies also suggest that effective curriculum practices may strengthen quality and child outcomes when other quality components are not yet at the highest levels of practice.¹⁷ A strong curriculum implementation plan is critical given Washington is in the early years of building a strong TQRIS, increasing focus and training on adult-child interactions and quality learning environments (use of the CLASS and ERS tools in state preschool), and increasing access to professional training and BA degree attainment. Washington has been invited to apply for funding from the Bill & Melinda Gates Foundation to support statewide implementation of evidence-based curriculum as reflected in our proposal budget. Please see the ambitious and achievable plan at the end of this section for specific activities and milestones achieved over the four-year grant.

2. Launch new Coaching Certification program to increase coaching capacity and expertise

Background - Since 2012, Washington has been implementing practice-based coaching as the framework for providing early childhood teachers with support as they implement quality improvement plans as part of Early Achievers (TQRIS). Early Achievers coaches are employed by regional Child Care Aware of Washington (CCA) organizations and trained and supported by the University of Washington's Childcare Quality & Early Learning Center for Research and

¹⁷ Domitrovich, C.E., Bierman, K.L., Nix, R.L., Gill, S., & Gest, S.D. (2012). Improving preschool education with curriculum enhancements and professional development: The REDI intervention model. In C. Howes, B.K. Hamre, & R.C. Pianta (Eds.) Effective professional development in early childhood education. Baltimore, MD: Brookes.

Professional Development (CQEL). CQEL is the state's TQRIS evaluation partner and also leads work to ensure that Washington's professional development system is based on practices that promote quality and school readiness outcomes. Washington plans to build and expand on the strength of its coaching model.

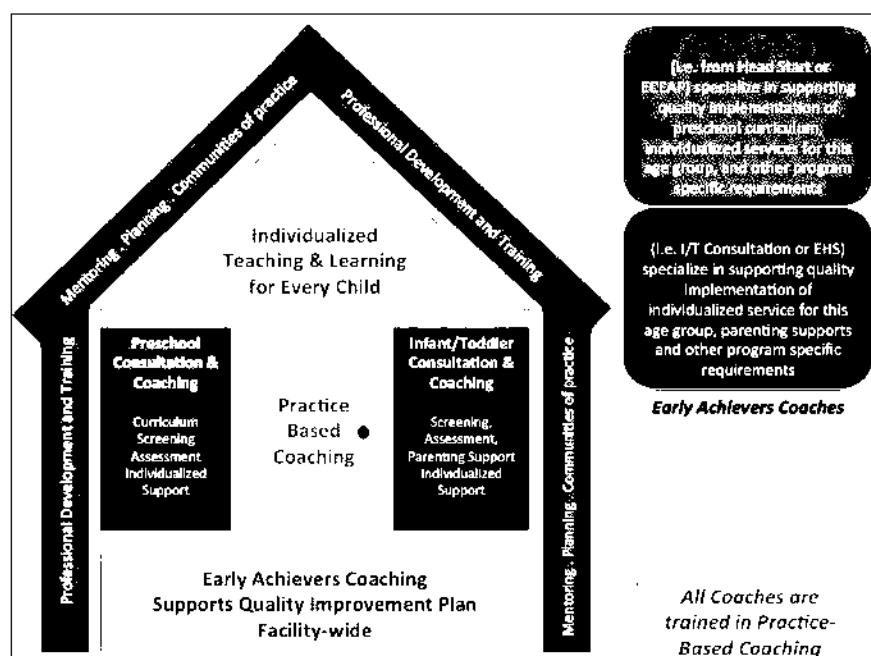
Practice-Based Coaching is a research-based model for supporting quality teaching practices developed by the National Center for Quality Teaching and Learning (NCQTL), one of the National Head Start Training Centers which is also based at the University of Washington. The model uses coaching-cycle components, including: (1) planning goals and action steps, (2) engaging in focused observation, and (3) reflecting on and sharing feedback about teaching practices. Coaching occurs within the context of a collaborative partnership and practices are designed to improve teacher and/or child outcomes, including use of effective teaching practices, improved teacher-child interactions, increased pro-social behaviors for children and greater language and literacy skills for children.¹⁸ Washington has augmented the Practice-Based Coaching Model with the addition of three key Guiding Principles: Cultural Competence, Adult Resilience, and Parallel Process. The Guiding Principles provide an adult learning framework to support coaches as they work cross culturally with early educators and children, help early educators face and overcome challenges in their work, and model positive interactions with early educators that influence interactions with children and families.

The University of Washington/CQEL, via Early Achievers (TQRIS), offers a variety of resources to support the ongoing professional development of coaches and early learning providers across Washington. These resources include in-person group trainings, online group webinars, individual coach consultation, and downloadable/reproducible materials focused on high quality care and interactions. Coaches also receive training in the ERS and CLASS assessment tools. Monthly Coach Webinars support the ongoing professional development of coaches, are responsive to the needs of the coaches in the field, and are used as a place for Coach Community of Practice, as well as to disseminate information and resources.

Expanding coaching resources to preschool providers: Beginning in 2013, when participation in Early Achievers (TQRIS) began to grow among preschool programs across the state (both

¹⁸ from: <https://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/docs/What-Do-We-Know-About-Coaching.pdf>

ECEAP and Head Start), UW/CQEL expanded coaching training, supports and resources to Preschool Coaches who support teachers in ECEAP programs; expanding UW's capacity to support coach professional development to reach over 200 Preschool coaches who work in the state's ECEAP and Head Start programs (our subgrantees). CQEL has already trained DEL Preschool Specialists (internal staff that manage subgrantee contracts) in the coaching framework and the TQRIS assessment tools, ERS and CLASS. By the end of 2015, all subgrantee preschool coaches will be trained on the Early Achievers Coach Framework, ERS, and the Pre-K CLASS. DEL Preschool Specialists and Preschool Coaches (subgrantees) already have expertise in TS GOLD® and have been supporting programs on child-level assessment to date. DEL Preschool Specialists will also provide on-going consultation to preschool coaches and lead communities of practice on using data to guide classroom and child specific



instructional practice. Using a common coaching framework, across child care and preschool settings means that teachers and classrooms across the state are receiving research-based support for effective teaching practices shared across the system (age groups, program settings, funding sources, etc).

Coaching Certificate Program: As the state brings quality efforts to scale, Washington recognizes the need to ensure that staff serving in coaching roles have opportunities to participate in formal training that validates their use of effective practices. To meet this need, the University of Washington is developing a Coaching Certificate program - an online, 9-credit course consisting of three classes: Effective Teacher/Child Interactions and Environments, Resilience and Adult Learning, and Practice-Based Coaching Practicum. Through the certificate, participants gain knowledge of highly effective teaching practices and adult learning and resilience approaches. A

required component of completing the coaching certificate program will be participation in a coaching internship, and demonstrated skill and effectiveness in improving teacher-child interactions which will be a requirement for certificate completion. Participants may earn three credits at the 400-500 level per course from the University of Washington, for a total of nine credits for the Coach Certificate. As part of the state's preschool expansion effort, all Preschool Coaches will enroll and complete the certificate program by 2019. The development of the Coach Certificate is part of the state's TQRIS plan and is funded by the RTT-ELC grant. The proposal budget includes the additional funding needed to reach to all Preschool Coaches in the expansion plan.

Rationale: Increasing coaching expertise, effectiveness and capacity across early care and education settings is especially important as the state expands preschool opportunities to child care sites and programs that have demonstrated high quality levels in TQRIS.

3. Increase executive professional development and partnership opportunities among early learning and elementary school leaders

The Washington P-3 Executive Leadership Institute exists to build and support a cadre of administrators – in both early childhood and elementary education – who are well-equipped to ensure that Washington's young children have a high quality continuum of learning that begins at birth and extends through elementary school. Elementary principals and early learning program administrators are central to reform efforts that improve the quality of effective teaching and leadership across the pre-school through third grade continuum in Washington. The Institute supports pairs of administrators (Elementary administrator/principal paired with an Early Learning Program Director/Administrator) to engage in executive learning together to strengthen P-3 services and connections in their communities. Key design features include:

P-3 Executive Leadership Institute Key Design Features			
1. One-Year Executive Program	2. National Advisory Board	3. Innovative Curriculum	4. Research Projects
A one-year program of study delivered "executive-style" – with a week-long symposium to launch the course of study, followed by quarterly in-person and on-line work	An esteemed national advisory board comprised of leaders from early childhood education, K-12, leadership development, organizational change, and systems theory. Advisory board members will serve as part-time faculty	An innovative curriculum that is based on developmental science, reflects evidence-based practices, and equips enrollees to effectively implement Washington-specific system reforms and policies related to program/school administration, effective instruction, and family engagement	Action research projects completed in local school/program

The P-3 Executive Leadership Institute was launched with support from the Bill & Melinda Gates Foundation. Washington plans to expand that effort and enable additional teams to participate; representing all seven high-need regions in the state.

Rationale: Increasing partnership and collaboration among local early learning and K-12 leaders will support and sustain school readiness outcomes achieved as a result of preschool expansion.

Goal 2: Promote professional qualifications and salary levels for preschool teachers in Washington by 1) creating new BA pathways and 2) implementing policies and supports for professional level qualifications and compensation

Washington's preschool program supports high qualifications for teachers and it has always encouraged and supported programs to hire, retain and compensate teachers who are qualified. Currently, 44% of ECEAP teachers have BA and MA degrees in early childhood. The expansion plan more than doubles the number of preschool slots over the next four years, which will dramatically increase the demand for highly qualified BA-level lead preschool teachers. To meet this demand, Washington must address the following identified barriers in the system:

Identified Barriers to Increasing BA Degrees in Early Childhood in Washington			
Limited Access	Non-Traditional Options	Aligned Credentials	Tuition Support and Compensation
Limited number of 4-year colleges offer a BA in ECE. The state needs additional BA options across the state.	Feedback from teachers that traditional 4-year university route may not work for them - many work full time, have families, and need access to flexible options. Several 4-year universities offer strong online programs, however many students also want additional in-person options.	Many AA degrees are so-called "terminal" degrees: degrees that do not easily articulate with BA degree programs available at 4-year colleges and universities. The state has committed RTT-ELC funding for advising at the community and technical colleges to guide professionals to the right programs of study for attainment of long-term educational goals.	Compensation is low and college tuition is expensive and increasing. More early learning professionals will complete professional education programs with tuition support and qualifications that lead to higher compensation

A key focus of the state's preschool expansion plan is to create the systemic environment and conditions to make it possible for all classrooms to have a lead teacher with a BA degree in early childhood. Washington's plan includes:

1. *Partnering with Community and Technical Colleges to create new Applied BA degrees*

In 2010, state legislation laid the groundwork for community and technical colleges to play an important role in producing baccalaureate degree graduates in Washington.¹⁹ The State Board of Community and Technical Colleges advocated for Applied Baccalaureate programs to help meet state goals for:

- Increasing the overall number of BA degrees awarded in the state to 42,400 per year;
- Expanding the workforce mission of community and technical colleges to serve the needs of local and state employers, such as the need for qualified preschool teachers as a result of the dramatic preschool expansion anticipated in the next four years; and
- Increasing educational pathways for professional and technical associate (AA degree) graduates who have been limited in their ability to apply credits toward a bachelor degree.

To date, community colleges offer 32 Applied BA degrees in 14 colleges across the state. DEL has been supporting community college to develop an Applied BA degree in Early Childhood Education. Community Colleges have been an important pathway for ECE teachers to attain credentials, particularly for bilingual teachers as the colleges have additional supports for students that are English Language Learners. After consulting with DEL's community college partners, and reviewing the current capacity across the community and technical colleges that have an early childhood education department, it's estimated that more than 11 colleges are well positioned to develop and offer an Applied BA which would take approximately one year to develop. This initial level of estimated capacity could potentially lead to having up to 430 students enrolled annually in new Applied BA programs in early childhood across the state. The colleges will invest in degree development costs, with the understanding that DEL will make tuition support broadly available to preschool programs who will make BA degree attainment part of teachers' professional development plans. Tuition support will be incorporated into subgrantee contracts for preschool services at a level of approximately up to \$(b)(4) per year per enrolled student (based on part-time college enrollment since most teachers work full-time). (See Appendix 1: letter of support from the State Board of Community and Technical Colleges; more detail about tuition costs in section G, Budget.)

¹⁹ 2010 Substitute Senate Bill 6355, Revised Code of Washington 28B.50.810

2. Promote and support the use of shared early childhood baccalaureate “core coursework” among colleges across the state

In 2014, The University of Washington created the Bachelor of Arts in Early Childhood and Family Studies, an online degree completion program featuring a rigorous course of study that combines the latest academic theory and research-based findings with practical training in the field. Core courses for the program are adapted from latest research from the National Center on Quality Teaching and Learning (NCQTL) and the Haring Center, which are Head Start funded efforts directed by the UW College of Education. The core coursework is designed to promote research-based teaching practices and aligns with the state’s TQRIS standards (which were also developed by UW Childcare Quality & Early Learning- CQEL). (See Appendix 9; TQRIS Standards.) Core courses are in module format and include:

Foundational Courses	Courses on Early Academic Domains
Child Development and Family Engagement	Language and Literacy
Becoming a Teacher – Professionalism & Cultural Competence	Cognition and General Knowledge: Science, Math, Logic & Reasoning
Engaging Interactions and Environments	Classroom Strategies to Promote Social Emotional Competence & Prevent & Address Challenging Behaviors
Becoming a Resilient Educator	Learning with Digital Media in Early Childhood
Observation and Assessment	Highly Individualized Teaching and Learning

The curriculum also includes hands-on learning. Students apply what they have learned in courses in real-life preschool classrooms or child care programs. Those already working in the field can do this at their current jobs, while others can connect with program partners to find suitable placements. All the coursework is online, delivered through materials such as instructor videos, readings, narrated PowerPoint presentations and resource videos. Instructors use a

“With this program we have reconciled a long-standing issue of a split of knowledge and practice in the field of early childhood teacher preparation. We hope the degree helps address the projected growth in jobs in early education,” said Gail Joseph, director of the online program and an associate professor of educational psychology in the UW College of Education.”

“I see it, learn it and do it: A peek into the lives of some of UW’s online students” McElroy, Molly, University of Washington News and Information, July 2, 2014

virtual coaching tool called Coaching Companion to help teachers reflect on their everyday practice through use of videotape, observation, and feedback from instructors. This approach to college-level learning is a model that fulfills a longstanding need in the field. (See Appendix 7;

Core Coursework model.)

The NCQTL at UW developed the core coursework for its online BA degree program, and since the core courses were developed with public funding and with national early learning workforce development in mind, UW will share the core coursework with Washington's community and technical colleges and with four-year universities free of charge.²⁰ The colleges would have the *option* of using the UW online resources in a manner that fits well with each institution's need to create their own courses to meet the existing standards. Universities would be given the opportunity to embed all or some of the module content into existing courses to complete the degree program. Community colleges can use the coursework to build Applied BA degrees, while four-year colleges can choose to integrate the coursework into existing BA degree programs for students working in the field as well as full-time students not currently working who might be offered a scholarship linked to preschool placements after degree completion. The shared resource could greatly reduce course and degree development costs for colleges, promote common quality practices among early childhood teachers across the state and allow colleges to respond to the state demand for highly trained and educated preschool teachers in their local communities. The model makes research-based early childhood teacher training much more accessible, giving teachers many more choices and pathways by which to attain their professional training. When implemented, Washington will be the first state to employ this shared core coursework model - a key strategy that has potential for replication in other states looking to expand their qualified early learning workforce.

3. *Establishing a one-year early childhood endorsement certificate for teachers with BA degrees in non-early childhood fields*

In addition to the online BA degree completion program, the UW is interested in adapting the core coursework into a post-baccalaureate certificate which can provide focused early childhood professional training to graduates who have a BA degree in a non-early childhood education field. Currently in ECEAP, 23 teachers have Bachelor's or Master's degree in other fields. In addition, the one year post-BA program may attract more people to an early childhood education teaching career, especially those who already have BA degrees. DEL will also work with partners at our K-12 professional standards board to explore creating an alternate route for

²⁰ The core coursework will be free of charge. Colleges who choose to use UW instructors, rather than their own, may incur additional fees

certification as an alternative to staff with BA degrees in a non-ECE field to receive their teacher's credential with early learning endorsement in one year. The K-12 professional standards board has a process of reviewing alternative pathways based on demonstrating demand/need in the field. If Washington's expansion plan receives full funding, DEL will be able to tie the development of new BA teachers with the dramatic increase in preschool services.

4. *Increasing access to tuition supports for preschool teachers*

The statewide infrastructure for administering scholarships to early childhood education professionals has been greatly expanded through TQRIS (funded by RTT-ELC). As a result, colleges have experienced an increase in student enrollment, have hired additional faculty to meet demand and have prioritized retention through student support. Scholarships for early childhood education certificates, AA degrees and BA degrees are currently administered by Child Care Aware of Washington through the Washington Scholars program, based on the national T.E.A.C.H. model. The State Board for Community and Technical Colleges (SBCTC) currently administers Early Achievers Opportunity Grants which support the statewide early childhood education certificates and AA degree. The Opportunity Grant model prioritizes low income students and includes student support funding to ensure retention. Scholarships for preschool teachers to obtain BA degrees will leverage the existing system and funding will flow from sub-grantees as part of individual teacher professional development plans to fund the tuition support. Additionally, the scholarship program will provide funding to support student advising and retention in BA programs of study. Through these outlined strategies, DEL is setting a target of 65 % of teachers in High Quality Preschool with completed BA degrees by 2019, with all other teachers enrolled in BA programs and receiving tuition support by the end of the grant.

5. *Establishing a Washington Early Learning Professional Salary Scale*

Washington's RTT-ELC grant includes implementation of specific policies to promote professional qualifications and compensation for early learning teachers. For example, TQRIS participants are able to earn more points toward higher ratings when they have staff with high qualifications. In 2014, Washington began implementing tiered reimbursement payments to support higher quality, allowing the hiring and retaining of qualified staff by using TQRIS quality awards and tiered reimbursement funding to contribute to professional salaries. To take

these efforts even further, Washington is planning to adopt an Early Learning Professional Salary Scale and pilot the use of the scale in preschool programs. DEL has oversight over preschool and contractual relationships with all preschool subgrantees, and piloting a new salary scale in these programs initially is more feasible than the early learning field at large (i.e., all early learning sites and programs). Our initial steps in the process will include:

- Establishing a baseline wage level for teachers with BA degrees comparable to the entry level for BA school teachers on the state's School District Salary Allocation Schedule. Currently, the starting hourly state wage allocation for a school teacher in Washington is \$23.64/hr. (See Appendix 8; State Salary Allocation Schedule)
- Requiring preschool subgrantees to report wage levels in MERIT (state's education registry)
- Drafting new policies and procedures to address 1) required wages for lead teachers with a BA degree in ECE and 2) required education attainment and wages
- Revisiting baseline wage levels after at least one year of implementation. Analyze data on actual preschool program costs for new components (full day and professional wages) to adjust the wage scale and funding of program components as necessary

Supporting professional salaries with an adequate cost per child: Washington's preschool expansion budget includes a total cost per child at an average \$(b)(4) per child for a full school day program, and an average \$(b)(4) for a full working day preschool program. Sample budgets are included in Section G.

Other quality efforts: Additional quality and infrastructure efforts (supported by existing resources - not part of the 5%) are discussed in other sections of this application, including:

- Needs Assessment to Determine Availability of High Quality Preschool Programs: see sections B, D and E for information on how Washington uses data to determine high-need communities and on outreach to new preschool providers.
- Specialized training and supports to increase expertise and capacity of programs to serve children with special needs: see section E.
- Training Resource/Shared Services strategy to promote cross-sector sharing of resources and expertise, including increasing access to family engagement and two-generation strategies for family support, comprehensive services and resources to support dual language learners, and other services/resources: see section E.

Modifications in State Preschool Performance Standards to align with components of High Quality Preschool Programs

– As noted throughout this application, Washington’s preschool program is committed to all the components of a High Quality Preschool Program and currently includes all components at varying levels of implementation. Based on DEL’s recent experience with the launch of TQRIS, Kindergarten Entry Assessment, and other large system efforts, the state is intentionally implementing the high quality elements in advance of changing program requirements. DEL’s target for complete revisions to the preschool standards is by the end of 2019, though there will be incremental changes along the way to reflect progress. During this time, programs will have had access to new resources, training and other supports to meet new standards, and opportunities to provide DEL with on-the-ground feedback about implementation for a period of time – all increasing the field’s confidence, support, ability and capacity to meet new standards and requirements.

Program Monitoring and Continuous Improvement (C-2)

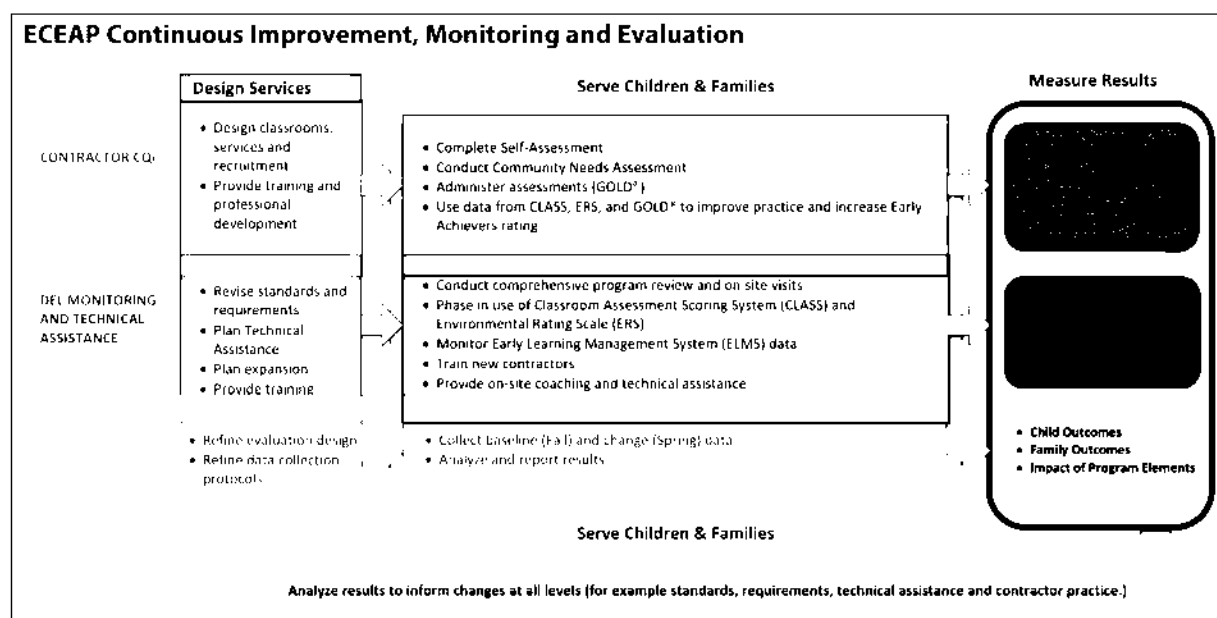
Washington’s preschool program includes strong systems for program monitoring and continuous improvement. The state’s preschool expansion plan includes activities to meet the following goal in this area:

Goal: Continue to enhance preschool program monitoring and continuous improvement system by 1) Measuring preschool quality, leveraging tools that are part of TQRIS, 2) ensuring that preschool data is integrated with statewide longitudinal data system and 3) measuring clear child outcomes

1. Measuring preschool quality: DEL measures the quality of ECEAP preschool services on multiple levels:

Subgrantee level: preschool contractors (subgrantees) engage in continuous quality improvement (CQI), which includes an annual self-assessment, conducting a local community needs assessment, administering and analyzing child assessment program wide, and using TQRIS ratings data (ERS and CLASS scores) to inform quality improvement efforts. Parents are involved in all levels of the CQI, including providing feedback about parent satisfaction during program self-assessment and in contributing to plans for each child by understanding individual child screening and assessment data and providing information about child strengths and needs. Parents are also members of Policy Council and make decisions about program administration.

State level program monitoring and evaluation: DEL Preschool Specialists provide monitoring and support to subgrantees including training and orientation of new programs, on-site monitoring, desk-monitoring of program requirements and progress, periodic full program and fiscal reviews, training and technical assistance to support implementation of performance standards, and on-going consultation to Preschool Coaches (at subgrantees). For program evaluation, DEL aggregates and analyzes program-wide child outcome data, TQRIS data and other child data collected in Early Learning Management System (ELMS) – the statewide preschool database. The state preschool monitoring protocol is included in Appendix 11; ECEAP Monitoring Protocols as Evidence of C2a.



2. Statewide longitudinal data system—

In Washington, the P-20 longitudinal data system is housed and managed at the Educational Research and Data Center (ERDC), established by state statute.²¹ DEL is one of the ERDC's statutory partner agencies. As part of this partnership, DEL provides annual data feeds to the state longitudinal data system including data for Early Achievers (TQRIS), and data for our state preschool program (ECEAP). The data provided for Early Achievers includes TQRIS ratings for licensed child care, Head Start and ECEAP sites. The ECEAP data provided includes student enrollment information and contractor/site information. Historical data feeds have been provided for ECEAP going back to the year 2000. Additionally, whole child assessment data (GOLD®

²¹ Revised Code of Washington 43.41.400

assessment data) is provided for ECEAP participants in order to tie outcomes longitudinally with WaKIDS (kindergarten entry assessment) data and child assessment/achievement data in the elementary grades. All data provided by DEL to the state longitudinal data system is transferred securely and managed within a highly secure environment in accordance with our data sharing agreement. More on data system and Birth to 3rd grade Cohort in section E & F.

3. Measurable Preschool Outcomes

- 90% of preschool graduates ready in each of the 6 domains of TS GOLD®
- 80% of all children will exit at age expectations for *all* domains

The quality of Washington's preschool is exhibited in child outcome data from enrolled ECEAP children. DEL collects and tracks child and family outcomes to ensure that school readiness targets are met at both the individual child and family level, and in aggregate, at the program and statewide levels. Children enrolled in ECEAP are assessed three times during the school year to measure progress on their social-emotional, physical, language, and cognitive development and their early literacy and

math skills. English

language acquisition is

also measured for

children who speak a

different home language.

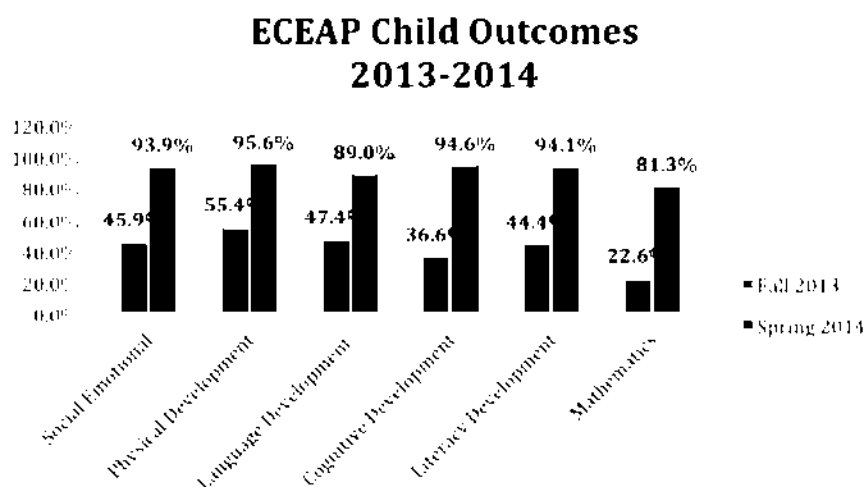
All ECEAP subgrantees

use Teaching Strategies

GOLD® to assess

children. GOLD® is a

valid, reliable assessment system for children from birth through the kindergarten year. GOLD® assesses children's skills, knowledge and abilities in all of the Essential Domains of School Readiness.²² For 2013-14, DEL aggregated results for more than 7,000 ECEAP children who had assessments completed in both fall and spring of the school year. Results show over 90% of



²² "Alignment of Teaching Strategies GOLD® Objectives for Development & Learning Birth *Through* Kindergarten with the Washington State Early Learning and Development Guidelines", 2013, Teaching Strategies, LLC.

children leave the program at or above expectations for age in four of the six learning domain areas. Over 80% of children met age expectations in math and language development, two areas DEL hopes to improve with the implementation of evidence-based curriculum and ongoing training and fidelity supports.

		Percent of children at enrollment	Percent of children at ECEAP exit
Medical Care	No medical home	14%	2%
	No medical coverage	10%	1%
	Behind schedule on immunizations	27%	4%
	Behind schedule for well-child exam	51%	6%
	Received medical treatment as a result of exams while in ECEAP	N/A	1% 101 children
	Received an individualized ECEAP health plan for chronic illness	N/A	5% 471 children
Dental Care	No dental home	23%	5%
	No dental coverage	12%	1%
	Behind schedule on dental screenings	72%	5%
	Received dental treatment as a result of exams while in ECEAP	N/A	8% 685 children
Mental Health	Mental health consultation	N/A	6% 483 children
Vision Care	Received vision care as a result of ECEAP vision screening	N/A	3% 218 children
Hearing Care	Received follow-up care as a result of ECEAP hearing screening	N/A	1% 44 children

A summary of child health outcomes and services shows the impact ECEAP has on ensuring children receive well child care, dental care and mental health services, if needed.

Results Washington: Washington has long been a national leader in adapting proven private-sector methods and tools to measure and improve state government performance. One of those tools is Results Washington, a new initiative led by Governor Inslee's office, that uses the

latest technology to routinely gather, review and display performance data making it easier for citizens to see how well state government and its many partners — such as school districts, local governments and community organizations — are delivering services and meeting key performance goals. State preschool measures are included in the early learning part of the World Class Education Goal, specifically, in the Access and Success categories (See Appendix 10; Results Washington Overview.):

- Access: Increase state-funded preschool enrollment slots from the 2012-2013 baseline of 8,391 slots to 22,807 slots by 2018-19 school year to serve 100% of eligible children whose families choose to enroll
- Success: Increase the percentage of children entering kindergarten who demonstrate they are ready by 2% each year beginning 2015

Measuring Outcomes of Participating Children at Kindergarten Entry (C-3)

Washington has been implementing the use of a statewide kindergarten assessment since 2010. The Washington Kindergarten Inventory of Developing Skills (WaKIDS) articulates seamlessly

with Washington's state preschool child outcomes as both use the TS GOLD® child assessment. WaKIDS has three components: (1) a family connection welcoming families into the K-12 system as partners in their child's education; (2) an early learning collaboration aligning practices of early learning professionals and kindergarten teachers to support smooth transitions for students; and (3) a whole child assessment. TS GOLD® measures children's development at the start of the school year in all domains: social/emotional; physical and well-being; cognition and general knowledge; mathematics; and language, communication and literacy.

During the 2013-14 school year, 1,800 teachers in 187 districts participated in WaKIDS. This included 550 schools (97 of whom volunteered) with 38,443 incoming kindergartners, almost 17,000 more kindergartners than were assessed in 2012-13. This was an increase of 76 percent from the 2012-13 school year. A total of 1,318 teachers were trained on TS GOLD® and the WaKIDS process in 2013.

State Preschool-WaKIDS cohort - As described above, ECEAP also uses TS GOLD® to track child outcomes in preschool. DEL began assigning unique student IDs (SSIDs) to ECEAP children in the 2013-14 school year. This unique ID will allow the transfer of spring ECEAP checkpoint scores to WaKIDS kindergarten teachers in the form of an Individual Child Report. DEL and OSPI, in collaboration with the Education Research Data Center, will continue efforts to link children who participated in state-funded early learning programs with their K-12 education experiences. All children in state preschool will become part of the cohort as WaKIDS implementation is completed statewide by 2019. See more about this cohort in section F.

Section C: Ensuring Quality in Preschool Programs				
Goal 1: Expand preschool training & staff development opportunities to focus on high quality practices (C-1)				
Activity 1: Statewide implementation of evidence-based curriculum				
Rationale: Recent research shows that curricula designed to meet specific child learning outcomes are most effective when implemented with fidelity and when closely tied to ongoing professional development				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Preschool OWG recommendations for support to implement evidence-based curriculum Implementation plan developed Curriculum pilot launches in Fall for expansion sites Contract secured with curriculum developers 253 teachers trained on curriculum in pilot 	490 teachers trained on curriculum	<ul style="list-style-type: none"> Launch preschool fidelity study 728 teachers trained on curriculum 	<ul style="list-style-type: none"> Complete fidelity study 1028 teachers trained on curriculum 	DEL, UW
Activity 2: Launch new Coaching Certification program to increase coaching capacity and expertise across				

the state				
Rationale: All coaches are trained and qualified to coach to fidelity and quality improvements				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Develop coaching certification program and training support All preschool coaches receive TQRIS coach training 	<ul style="list-style-type: none"> 56 total coaches complete certification Preschool Specialists implement professional learning communities 	92 total coaches complete certification	122 total coaches complete certification	UW, CCA of WA, DEL
Goal 2: Promote professional qualifications and salary levels for preschool teachers (C-1)				
Activity 1: Develop and increase accessibility to traditional pathways for attaining high quality, practice-focused Bachelor's degrees in Early Childhood				
Rationale: Provide pathways for existing teachers to move toward degree completion				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Contracts to preschools for tuition support 228 total teachers receive tuition support 	<ul style="list-style-type: none"> 394 total teachers receive tuition support 45 teachers receive new BA degrees 	<ul style="list-style-type: none"> 451 total teachers receive tuition support 105 teachers receive new BA degrees 	<ul style="list-style-type: none"> 727 total teachers receive tuition support 186 teachers receive new BA degrees 	4-year universities
<ul style="list-style-type: none"> Establish early childhood endorsement for non-ECE BAs 45 Teachers enroll in endorsement program 	<ul style="list-style-type: none"> 57 teachers enroll in endorsement program Assessment of demand for endorsements for new teachers 	<ul style="list-style-type: none"> 26 teachers enroll in endorsement program 	<ul style="list-style-type: none"> 82 teachers enroll in endorsement program 	UW, SBCTC
Activity 2: Create new and alternate pathways to attain BA degrees				
Rationale: Ensure alternative pathways for full-time working teachers, teachers with "terminal AA" degrees and encourage new entrants into preschool teaching				
2015	2016	2017	2018	Lead
124 teachers receive tuition support for Applied BA	228 teachers receive tuition support for Applied BA	289 teachers receive tuition support for Applied BA	430 teachers receive tuition support for Applied BA	State Board of Community and Technical Colleges
59 teachers receive tuition support for traditional BA	109 teachers receive tuition support for traditional BA	136 teachers receive tuition support for traditional BA	215 teachers receive tuition support for traditional BA	SBCTC, WA 4-year universities and colleges
Develop MOU between universities and colleges on use of "Core Coursework"	5 colleges/ universities begin using "Core Coursework"	8 colleges/ universities begin using "Core Coursework"	12 colleges/ universities begin using "Core Coursework"	UW, WA 4-year universities, and State Board of Community and Technical Colleges
Activity 3: implementing policies and supports for professional level qualifications and compensation				
Rationale: Retain qualified preschool teachers; encourage new entrants into preschool teaching				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Creation of Early Learning Professional Salary Scale Wage data collected in MERIT Development of preschool wage requirements 	<ul style="list-style-type: none"> Implement required minimum wage for BA teachers Pilot of Early Learning Professional Salary Scale 	<ul style="list-style-type: none"> Analysis of Early Learning Professional Salary Scale 	Revised preschool requirements	DEL

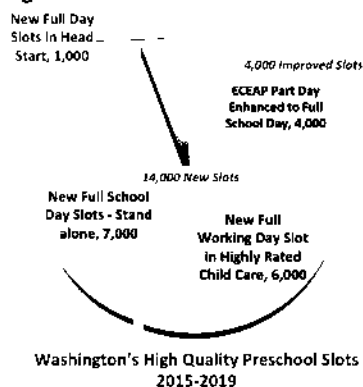
Goal 3: Continue to enhance preschool program monitoring and continuous improvement system (C-2, C-3)				
Activity 1: Measuring preschool quality and leveraging tools that are part of TQRIS				
Rationale: Ensuring measurements of quality are aligned with child outcomes; providing consistent measures of quality throughout early learning environments; leveraging existing supports in TQRIS				
2015	2016	2017	2018	Lead
Incorporating ERS and CLASS tools into preschool reviews	Develop professional learning communities to encourage data driven practice	Continue to promote data-driven practice; use data to better individualize services	Data informs programmatic changes at the program and state level.	DEL
Activity 2: Ensure that preschool data is integrated with statewide longitudinal data system measuring clear child outcomes				
Rationale: Track child outcomes and ensure outcomes are sustained through K12 system; promote alignment between ECE and K12				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> • GOLD® data entered into P-20 • Spring checkpoint in Preschool viewable by K-teachers for fall WaKIDS 	<ul style="list-style-type: none"> • GOLD® data entered into P-20 • Continued linkage of spring preschool and fall WaKIDS assessment scores to inform practice in Kindergarten 	<ul style="list-style-type: none"> • GOLD® data entered into P-20 • Individual WaKIDS data reports available to previous preschool teachers to inform practice in preschool 	<ul style="list-style-type: none"> • GOLD® data entered into P-20 • Continued checkpoints for WaKIDS data 	DEL/OSPI
Analysis of preschoolers that are not meeting targets	Development of targeted strategies for children needing additional supports to meet targets	Targeted intervention to groups of children needing additional support	Targeted intervention to groups of children needing additional support	DEL/OSPI

D. Expanding High Quality Preschool Programs in Each High-Need Community

Overview of Expansion Plan

In 2014, Washington's preschool program has only enough spaces to serve 21% of eligible four year olds, leaving an estimated 27,326 eligible children unserved. The state, as a whole, is an underserved geographical area. Focusing preschool expansion on a few communities in the state is simply not sufficient to address the overwhelming statewide need for high quality preschool. Instead, Washington's preschool expansion plan sets ambitious goals to significantly increase access to high quality preschool services in *every* high need region across the state. By combining state and federal resources, the plan results in 14,000 new high quality preschool slots and 4,000 improved slots.

Combining State and Federal Preschool Resources



Subgrantee Selection (D-1)

Preschool slots are being subgranted to new and existing preschool subgrantees in seven high-need regions of the state according to DEL's Preschool Expansion Allocation Plan:

WA Statewide	Estimated Capacity	Subgrantees	Statewide Slot Allocation in Seven High Need Regions/Communities						
Improved ECEAP	4-Year-Old Part-Day slots available to improve: 6,533	Number of existing ECEAP subgrantees: 47	Improved ECEAP - Part day to Full Day: 4,000						
			Central	Eastern	NW	SW	Olympic	King	Pierce
			599	755	609	463	365	541	647
New Extended Full Working Day Slots in Child Care	Number of subsidized 4-year-olds in care: 11,703	Number of Licensed Providers: 3,716 Level 3-to-5 Child Care sites: 707-1,217	New Full Working Day slots in child care: 6,000						
			Central	Eastern	NW	SW	Olympic	King	Pierce
			528	1220	750	634	649	1,560	659
New Full School Day	Projected percent of slots absorbed by existing Subgrantees: 60%	Number of existing HS/ECEAP grantees: 74	New "stand alone" full school day slots: 7,000						
			Central	Eastern	NW	SW	Olympic	King	Pierce
			946	1379	1080	871	739	1,128	851
New Full Day in Head Start	4 year old HS slots available: 6,930 • 789 Full Day • 6,141 Part Day	Number of existing HS grantees: 46	New slots in Head Start: 1,000						
			Central	Eastern	NW	SW	Olympic	King	Pierce
			201	135	128	100	139	205	91
Statewide Need:	A. Number of eligible four year olds unserved: 27,326 B. Percent of eligible four year olds served by ECEAP: 21% C. Percent of eligible four year olds served by Head Start: 16% D. Number of low saturation school districts: 153 E. Number of rural communities: 38 F. Number of tribal communities: 20								

Washington has a long history of subgranting its preschool slots using a rigorous process that targets new services to underserved areas and populations. State law mandates that DEL employ an application process to select preschool subgrantees. To accomplish this for the proposed expansion, the agency has completed an extensive Preschool Expansion Allocation Plan that assigns proposed new and improved slots to subgrantees within regions based on geographical profiles that describe the level of need and capacity for new services. A statewide view of the plan is above with regional descriptions later in this section and in Appendix 12; Regional Slot Allocation Plan. The Preschool Expansion Allocation Plan is an extension of the process DEL used in the most recent preschool expansion. In Spring of 2014, DEL completed a competitive application process to award contracts for 1,350 new full day preschool slots, as required by statute. Steps in the process included:

1. **Outreach to potential preschool providers** – DEL reached out to existing and potential providers that may be school districts, community colleges, non-profit organizations, child care programs, tribal organizations, and others. The outreach for this expansion opportunity was especially important because it was the first time funding for full day preschool slots (5.5 to 6.5 hours) and full-working day (10 hrs) was made available. DEL held several forums and webinars presenting the research basis on importance of full day “dosage” to promoting school readiness and increasing understanding about what it means to implement full day programs.
2. **Establishing selection and application scoring criteria** – In order to prioritize expansion funding, DEL determined scoring criteria that gave priority to applications that:
 - a. Proposed new slots in high-need, underserved areas (using data from the annual Saturation Study)
 - b. Proposed new slots in rural or tribal communities – DEL achieved a goal to place a minimum of 15% of slots in rural and/or tribal communities

Application	Points
Site Information	50
Underserved Districts	30
Site located in Underserved School District (Based on ECCAP Saturation Study)	15
Site in Full-day Kindergarten School District	15
Rural or Tribal Organization	10
Site in Rural Area or Operated by Tribal Organization	10
Quality Rating	10
Site currently rated EA Level 3+	10
Applicant Information	150
Need for Assistance	10
Child & Family Services	60
Child Development	30
Family Engagement & Health	20
Enrollment and Eligibility	10
Staffing & Professional Development	30
Staffing & Qualifications	15
Staff Training & Support	15
Organizational Capacity & Administration	30
Experience and Capacity	10
Community Partnerships	10
Quality Assurance	10
Budget Appropriateness	20
Justification & Cost Effectiveness	10
Fiscal Management	10
Total Points Available	200

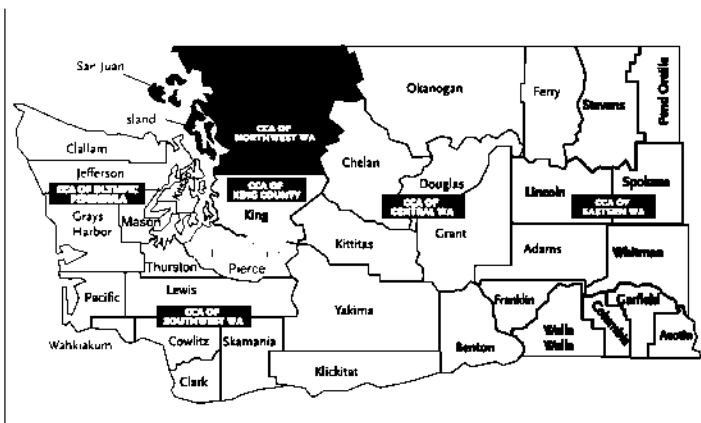
- c. Proposed to add new full day slots or convert existing part day slots to full day (as opposed to part day slots)
 - d. Proposed services that aligned with the ECEAP performance standards, TQRIS quality standards, and recent research on high quality preschool services
 - e. Proposed services that demonstrate proven organization capacity to deliver quality services
3. **Conducting an external panel review and scoring of all applications** - Applications were scored and reviewed by panels which included DEL staff and members of external partner organizations, including OSPI, Thrive by Five, Child Care Aware of Washington, and the Washington State Association for Head Start and ECEAP. DEL then funded applications in rank order.

The 2014 Preschool Expansion competition was very successful. DEL received applications for over 3,000 slots, with only 1,350 new slots available. DEL funded 1,040 full school day slots and 310 full-working day slots, and provided funding for preschool programs to convert 576 of their existing part day slots to full day. More than 15% of slots went to programs serving rural and tribal communities. While most of the new slots went to existing ECEAP contractors (subgrantees), eight organizations became new ECEAP subgrantees – increasing the statewide capacity to provide high quality preschool services.

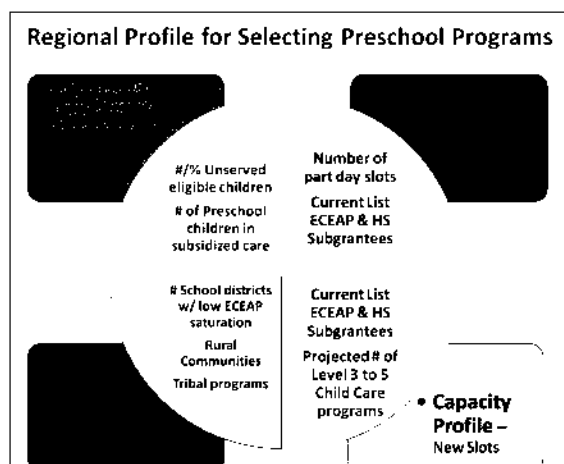
Building upon our success in selecting subgrantees earlier in 2014, a new Preschool Expansion Slot Allocation plan has been completed for 2015-19 and will be used to guide the state's next competitive application process to select subgrantees for the new and improved slots proposed in this federal Preschool Development-Expansion grant application.

Underserved Communities – Regional Profiles (D1 & D2)

DEL uses a combination of data points to identify and define seven high-need regions across the state. Seven regions make up the state's



system for providing training and technical assistance to programs participating in TQRIS. Each region has a Child Care Aware office that coordinates training and technical assistance services



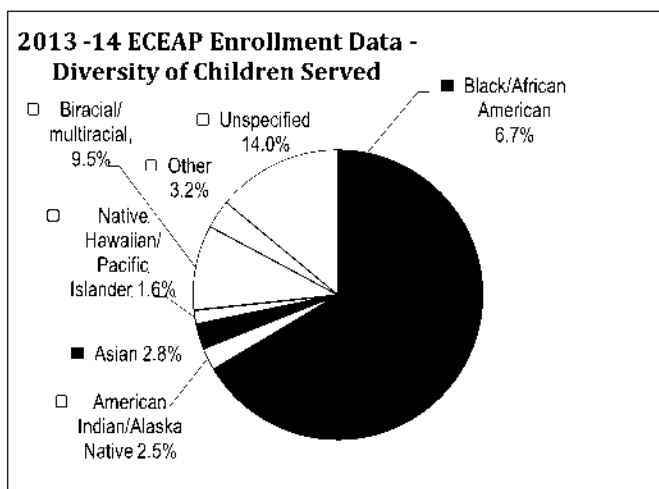
to participating programs.

For each high-need region, a data profile is created that describes how the region is underserved (the estimated eligible children served and unserved), and number of school districts with low ECEAP saturation, and rural and tribal communities within each region. Each profile also includes data describing the current capacity for expansion and providing high quality services. New and improved

slots are then allocated within each region to existing and new subgrantees based on calculations that weight level of need across the state. One regional profile is included below (the other six, are included in Appendix 12; Regional Slot Allocation Plan.)

Eastern WA	Subgrantees	Estimated Capacity	Regional Slot Allocation
Improved ECEAP	Number of existing ECEAP subgrantees: 11 <ul style="list-style-type: none"> Community Colleges Of Spokane Inspire Development Centers Kennelworth School District Community Child Care Center ESD 101 - NEW USD Walla Walla Public Schools Lewis-Clark Early Childhood Program Richland School District EPIC Rural Resources Community Action Dayton School District 	4 Year Old Part Day slots available to improve: 1,284	Improved ECEAP slots: 775
New Extended Full Working Day Slots in Child Care	Number of Licensed Providers: 498 Level 3-to-5 Child Care sites: 142-206	Number of subsidized 4 year olds in care: 1,851	New slots in child care: 1,220
New Full School Day Slots	Number of existing HS/ECLAP grantees: 18	Percent of slots that can be absorbed by existing Subgrantees: 60%	<ul style="list-style-type: none"> New slots to existing subgrantees: 827 New slots to new Subgrantees: 552
New Full Day Slots in HS	Number of existing HS grantees: 9 <ul style="list-style-type: none"> Spokane County HS/ECEAP/EHS Benton Franklin Head Start Rural Resources Community Action Walla Walla Public Schools Spokane Tribe Of Indians Head Start Community Child Care Center Community Colleges Of Spokane CD Lewis-Clark Early Childhood Program 	4 year old HS slots available: 939 <ul style="list-style-type: none"> No Full Day 939 Part Day 	New slots in HS: 135
Regional & Community Need:	A. Number of eligible four year olds unserved: 6,154 B. Percent of eligible four year olds served by ECEAP: 20% C. Percent of eligible four year olds served by Head Start: 11% D. Number of low saturation school districts: 38 E. Number of rural communities: 8 F. Number of tribal communities: 2		

Subgrantee Selection Process Reaches Diverse Population of Children – Washington has



confidence that the subgrantee selection process described above results in preschool services that reach underserved high-need communities. The selection process, in combination with enrollment and recruitment policies, has resulted in a state preschool program that serves a very diverse population of children who may be at greater risk for poor school outcomes and who will especially benefit

from high quality preschool services. In 2013-14, of all children enrolled in state Preschool:

- 35% have a home language other than English
- 41% lived in single parent homes, 3.8% were born to teen parents
- 10% were homeless at some point during the school year
- 9.8% had a chronic health condition, 4.6% were low birth weight infants
- 9.6% were on an Individualized Education Program (IEP)
- 9.5% are in a family currently or previously receiving Child Protective Services
- 8.5% are in families impacted by substance abuse
- 10.1% are in families impacted by domestic violence
- 13.6% have a parent experiencing mental health issues

Preschool Agreements – DEL has contracts with 47 subgrantees for delivery of state preschool services. These contracts are binding agreements in which each subgrantee agrees to provide preschool services that meet performance standards, participate in state required training and professional development, and other contractual requirements. The DEL preschool contract meets all the requirements outlined in the sample MOU provided in the federal preschool application. The agency has secured letters of support and intent which represent a wide variety of organizations attesting to participation in expansion plans (See Appendix 1). These include:

- ECEAP Steering Committee represents ALL current ECEAP subgrantees, and is a partnership between DEL and ECEAP subgrantees established to provide input to DEL on policy and procedures related to ECEAP implementation.
- Preschool Operational Workgroup (POWG) represents subgrantees that belong to the first cohort of programs to participate in Washington's full day preschool expansion.
- Educational Service Districts (ESDs): ESDs are regional school districts that provide support, staff development and other services to local school districts and their broader educational communities. Seven of the nine ESDs are current ECEAP subgrantees.
- Child Care Aware of Washington: the seven Child Care Aware Regions manage Washington's Resource and Referral system and leads the state's training, technical assistance and coaching of Early Achievers, Washington's TQRIS system. Two of the seven CCAs are current ECEAP providers.
- Region X Head Start – supports participation of HS grantees in state quality efforts including TQRIS and state preschool quality enhancement efforts described later in this section
- Individual programs that support expansion and attest to participation

Please see Appendix 16 for a list of current signed preschool subgrantee contracts, Appendix 13 and 14 for a template of the preschool contract/agreement, and Appendix 15 for a Crosswalk between Washington's contracts and the Federal Requirements.

State Outreach to Potential Subgrantees(D-3)

Existing subgrantees – DEL conducts ongoing outreach to existing subgrantees including annual surveys assessing demand and capacity for preschool expansion, and webinars about expansion with multiple stakeholders, the ECEAP steering committee, and the Preschool Operational Workgroup (March/April and September/October 2014).

Key Partner Organizations – DEL engages in targeted outreach to OSPI and the Educational Service Districts (ESDs) as key entities supporting high quality preschool expansion in Washington. ESDs are regional school districts that provide professional development and other supports to local school districts. Seven out of nine ESDs currently contract directly with DEL to provide ECEAP slots. The Association of Educational Service Districts has committed to support preschool expansion through infrastructure building, implementation of high quality preschool slots and supporting a strong connection to schools. OSPI and ESDs are also essential thought

partners in designing inclusive preschool classrooms, where children with special needs are with typically developing peers. DEL meets with OPSI and ESDs regularly throughout each year.

Tribal Communities – For many years, DEL staffing has included a Tribal Liaison and is awaiting a budget request to make the responsibility a full-time position. DEL’s director is engaged in ongoing dialogue with the Indian Policy on Early Learning group to discuss preschool expansion in rural and tribal areas, and mostly recently met with the group in September 2014. Due to successful outreach efforts, one tribal organization is among the state’s newest preschool subgrantees in 2014.

Private preschools – Because of preschool expansion, DEL is engaging in new efforts to partner with a variety of quality early learning settings such as private preschools, accredited Montessori programs and other independent schools that have not traditionally been recipients of state preschool contracts. DEL staff met with private school representatives in September 2014. More information about partnering with private preschools is included in Section E under “mixed income” settings.

City of Seattle Preschool Initiative - In 2014, DEL has been collaborating with the City of Seattle’s effort to implement a new preschool program. DEL testified before the Seattle City Council on the work of the Washington Preschool Plan and participated in a City of Seattle Preschool for All visit to several cities across the nation looking at essential elements of high quality preschool. The City was also a successful applicant in our recent expansion (Spring 2014), accepting over 70 new full day preschool slots and converting 70 existing slots from part day to full day. DEL is eager to continue this partnership so that Seattle’s Preschool Program can realize its vision of high quality preschool for all children and serve as a model for other local entities in Washington to align with the state plan and direction of preschool expansion.

Local Community Outreach – The Early Learning Advisory Council (ELAC) is the advisory body to DEL and has played an integral role in state-to-local coordination of preschool expansion. ELAC includes representation from the ten Early Learning Regional Coalitions. The Coalitions are early learning leaders in their communities and play a key outreach role, including helping to complete a *Preschool Landscape Survey* in September 2014. The survey was commissioned by the Bill & Melinda Gates Foundation and surveyed 60 Head Start/ECEAP subgrantees and 219 child care sites that are participating and rated in TQRIS. The results provide DEL and state partners with important feedback about key components of expansion

implementation. For example, nearly 40% of respondents said they have capacity to serve more preschool children, and 56% of respondents cited tuition supports as a top incentive needed to help teachers attain BA degrees. Ten in-person focus groups are scheduled in October and November 2014 to obtain additional feedback about preschool expansion and implementation. Please see Appendix 17 for more Landscape Survey results.

Ambitious and Achievable Expansion Targets (D-4)

Washington will use 95 percent of new federal preschool funds, in combination with continued state investments, to execute a dramatic expansion and enhancement of high quality preschool services in high need communities across the state.

New Slots – DEL proposes to add 14,000 new slots in high need communities via three pathways:

1. **7,000** “stand alone” full school day preschool slots – these are full day slots that operate a minimum of 1000 hours during the school year (an average of 5.5 hrs/day, matching the state’s full day kindergarten requirements) and will be provided by the existing 47 preschool subgrantees (in schools, community colleges, and community preschools and other non-profit settings) and new preschool providers who demonstrate the ability to meet the preschool performance standards. (See section E on mixed income settings for information on how DEL is conducting outreach to private preschools to promote new state preschool services in mixed-income settings)
2. **6,000** extended full working day slots that are implemented in highly rated Early Achievers child care programs that provide subsidized care to preschoolers – these are full day slots that typically operate 10 hours per day, full calendar year to meet the needs of working families. DEL estimates that by 2019, approximately 1,100 child care programs will have earned high ratings in TQRIS (Level 3 to 5) and will be eligible to provide state preschool services to children already in their care. In this model, high quality preschool services are built upon a solid quality child care foundation and enhanced to include all the components of High Quality Preschool. Teachers receive supports to attain BA degrees, ongoing support and coaching focused on implementing preschool curriculum, high quality adult-child interactions and learning environments. New preschool subgrantees are often more successful if they have existing

capacity to implement the administrative, staff development, comprehensive services and other components that are part of Washington's high quality preschool model. Smaller child care programs may become preschool subgrantees on their own by accessing comprehensive services and supports through community partnerships like Training Resource Center/Shared Service Alliances (described in Section E). Others may find it more feasible to become "adopted" by an existing preschool subgrantee who has preschool systems in place, or join a consortium of several child care programs so that comprehensive services, training, supports and oversight services can be shared.

3. **1,000** new full day preschool slots in Head Start - Head Start programs in the state have expressed considerable interest in participating in state quality efforts. Full day Head Start programs may become part of state preschool by enhancing their program with statewide evidence-based curriculum efforts and accessing supports to increase the number of BA teachers. A few key Head Start grantee partners are interested in developing innovative models to convert part day Head Start slots to full day by placing Head Start slots in classroom with slots paid for by tuition or other sources. A mixed income model may decrease the concentration of high need children in a single classroom, making it more feasible to provide high quality services for all children in a cost effective manner. DEL is eager to partner with Head Start programs in our state to ensure that statewide quality efforts reach as many children as possible. (Note: Head Start slots are included as new slots in accordance with guidance provided by federal application materials – see Appendix 18)

Washington's plan proposes to spend 85% of new federal funds to create 14,000 new high quality preschool slots, exceeding the 50% required to earn maximum points for Competitive Priority 3.

Improved Slots – DEL proposes to improve existing ECEAP slots for 4 year old children by converting most part day slots to full day and incorporating quality improvements to meet all the components of High Quality Preschool (including increasing # of teachers with BA degrees, fidelity implementation of curriculum, increasing access to school level salaries for qualified teachers).

DEL has already begun the process of converting part day ECEAP slots to full day. As a result of the most recent expansion competition last spring, 16 current subgrantees are receiving funding to convert 576 part day slots to full day.

Annual targets for adding new slots, improving existing slots, and serving additional eligible children in each year of the grant are ambitious:

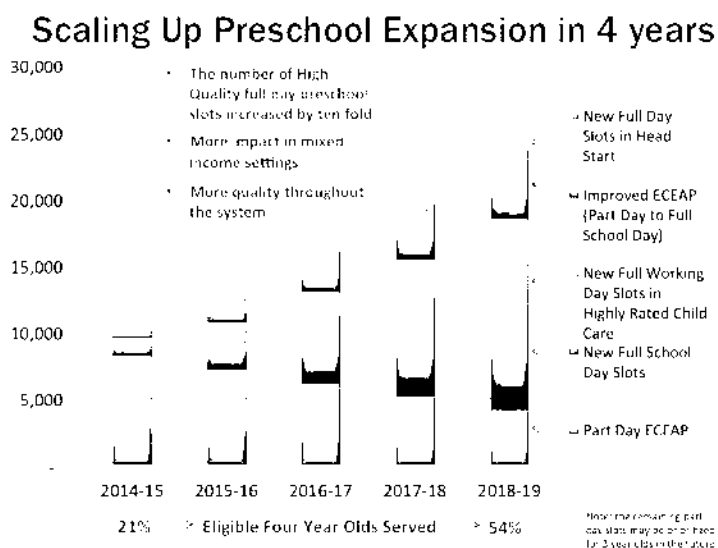
Annual Targets (Cumulative)	Year 1	Year 2	Year 3	Year 4
New Full Working Day Slots in Highly Rated Child Care	1,250	2,500	4,000	6,000
New Full School Day Slots	1,000	3,000	5,000	7,000
New Slots in Head Start	250	500	750	1,000
New Slots Total	2,500	6,000	9,750	14,000
Improved Existing ECEAP slots – part day to full day	1,000	2,000	3,000	4,000
Number & Percentage of Eligible Children Served	11,208 26%	14,708 35%	18,458 44%	22,708 54%

This large-scale plan is achievable because it builds on the growing quality capacity in Washington:

- DEL currently contracts with 47 preschool contractors (subgrantees) that are experienced comprehensive preschool providers. Many have additional capacity to expand services either directly or through partnerships with local early learning providers in their communities. In a 2013 survey, current subgrantees estimated they could add 6,641 slots in school and community-based settings.
- In 2014, DEL received applications for nearly three times as many preschool slots (over 3,000) than the agency had available funding for (1,350 new slots). Applications came from a mix of existing and potentially new preschool providers across the state.
- Participation in the state's TQRIS, Early Achievers, is increasing the number of qualified child care programs who can provide high quality preschool services. 85% of licensed programs accept child care subsidies and there are approximately 11,703 four year olds receiving subsidized care - all of whom will be eligible for new preschool services because both preschool and subsidized child care serve families with incomes at 200% FPL or below.
- Twenty one of the state's ECEAP subgrantees also operate Head Start programs, providing opportunities to enhance current part day Head Start slots to meet all components of High Quality Preschool.

- The rate of adding new and improved slots increases in the later years of the grant to match the ramp-up of new quality components. For example, evidence-based curriculum training, alternative BA pathways, coach training, etc., will be underway and established during the first year of the grant when slots are added at a slower pace compared to later years.

Summary - Under our expansion plan, by 2019, preschool services will be dramatically improved and expanded in seven high-need regions of the state. Washington proposes a bold plan to more than double the number of eligible children served in four years and ensure that all state preschool slots for eligible children are full day High Quality Preschool slots.



Sustainable High Quality Preschool Services (D-5)

Washington's expansion plan is built on a foundation of substantial state investments committed for preschool. As described in Section B, Washington's entitlement statute commits to funding preschool services for all the state's poorest and most vulnerable children by 2019. Most of the funding ($\frac{(b)}{(4)}\%$) needed to execute the state's ambitious and achievable expansion plan will come from state commitments for preschool funding. Thus, most of the burden for sustaining new services relies on plans the state has had in place since 2011. In addition, the percentage of new federal grant dollars compared to the state share of cost, *decreases* over the four year grant. By year four, federal dollars only represent $\frac{(b)}{(4)}\%$ of total cost, decreasing the burden of sustaining federal dollars beyond the grant period. In four years, possibilities for sustained funding include:

- Continued state investments in preschool as has been the historical trend for nearly 30 years
- Increased revenue for preschool from fee-based services as high quality preschool expands and creates demand among children of all income levels

- K-12 funding – some school districts may use Title I and other sources to fund preschool.
- New funding from the President's Preschool for All Initiative
- New/sustained funding and support

from philanthropic resources:

Washington has been fortunate to have a longstanding partnership with the Bill & Melinda Gates Foundation which has invested \$120 million in early learning in Washington since 2006, primarily focused on supporting statewide systems such as Early Achievers and WaKIDS, and the educational continuum from

Sustained Quality - After Four Year Grant:

- ***New pathways*** to attain ***BA degrees*** remain
- ***A more qualified preschool workforce*** - during the grant, the number of BA teachers will ***triple*** (increasing from 244 in year one to 787 in year four)
- ***A more trained preschool workforce*** – 978 teachers will complete training and fidelity supports for implementing evidence-based curriculum
- ***A more supported preschool workforce*** – 152 coaches complete coaching certificates and continue to use their expertise to support
- ***30,750*** four year olds will benefit from new preschool services during the grant period, reducing the potential costs associated with the achievement gap in their school years

preschool through third grade – with a focus on high quality instruction. The Foundation's recent expansions in early learning funding will target quality improvement efforts in Head Start and ECEAP programs, and focus on the elements of High Quality Preschool. At the foundation's request, DEL submitted two proposals on October 6th to support coaching in ECEAP and implementation of evidence-based curricula for use in full day programs.

- The sustainability of preschool expansion is also supported by state and federal investments in Early Achievers (TQRIS), including tiered reimbursement and annual quality awards which support quality improvement and provide a solid quality foundation that enables early learning providers to apply and compete for high quality preschool slots

Section D: Expanding High Quality Preschool Programs in Each High-Need Community				
Goal 1: Expand high quality full day preschool to 54% of eligible children by 2018-19 school year (D-4)				
Activity 1: Use combined state and federal resources to establish 14,000 new high quality full day preschool slots				
Rationale: Ensure all new and existing preschool slots are operating at high quality to ensure strong child outcomes				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> • New full day slots: 1,000 • New extended day slots: 1,250 • New HS slots: 250 	<ul style="list-style-type: none"> • New full day slots: 3,000 • New extended day slots: 2,500 • New HS slots: 500 	<ul style="list-style-type: none"> • New full day slots: 5,000 • New extended day slots: 4,000 • New HS slots: 750 	<ul style="list-style-type: none"> • New full day slots: 7,000 • New extended day slots: 6,000 • New HS slots: 1,000 	DEL
Activity 2: Use combined state and federal resources to enhance 4,000 current part day preschool slots in				

ECEAP				
Rationale: improve existing preschool slots to be high quality				
2015	2016	2017	2018	Lead
Improved slots: 1,000	Improved slots: 2,000	Improved slots: 3,000	Improved slots: 4,000	DEL
Goal 2: Build capacity in the field to support preschool in high-needs communities (D-1, D-2, D-3)				
Activity 1: Implement competitive application expansion process that prioritizes expansion in rural and tribal communities				
Rationale: Meets requirements of state law and ensure slots are placed in high needs communities				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> 15% set aside to Tribal and Rural communities Conduct external panel reviews 	<ul style="list-style-type: none"> 15% set aside to Tribal and Rural communities Conduct external panel reviews 	<ul style="list-style-type: none"> 15% set aside to Tribal and Rural communities Conduct external panel reviews 	<ul style="list-style-type: none"> 15% set aside to Tribal and Rural communities Conduct external panel reviews 	DEL
Activity 2: Complete and update Regional Preschool Slot Allocation plans to determine the need and capacity and equalize access to preschool throughout 7 high need regions in Washington				
Rationale: Ensure that expansion continues to prioritize high-needs communities as additional slots are added and demographics change				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Annual sat. study Landscape survey Regional Profiles 	<ul style="list-style-type: none"> Annual sat. study Landscape survey Regional Profiles 	<ul style="list-style-type: none"> Annual sat. study Landscape survey Regional Profiles 	<ul style="list-style-type: none"> Annual sat. study Landscape survey Regional Profiles 	DEL
Activity 3: Conduct outreach, training and orientation to potential preschool providers, especially those who serve high need populations				
Rationale: Build capacity in high-needs communities; support existing providers to engage in quality improvement efforts				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Preschool Steering Committee Operational Workgroup Demand Survey ELRCs and ESDs 	<ul style="list-style-type: none"> Develop suite of materials to support potential providers in assessing readiness to implement high quality preschool 14 town halls (2/region) to identify potential providers and provide supports 	<ul style="list-style-type: none"> Outreach to 50% of potential preschool providers TA to existing providers around quality improvement and partnership with potential preschool providers 	<ul style="list-style-type: none"> Outreach to 100% of potential preschool providers TA to existing providers around quality improvement and partnership with potential preschool providers 	DEL, CCA
Goal 3: Sustain expanded preschool enrollment (D-5)				
Activity 1: Engage Stakeholders on progress of preschool expansion				
Rationale: Ensure lawmakers and stakeholders are aware of the outcomes of the program				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Annual outcomes reports Legislative Outreach Partnership with Governor's Office State/Regional Cooperation 	<ul style="list-style-type: none"> Annual outcomes reports Legislative Outreach Partnership with Governor's Office State/Regional Cooperation 	<ul style="list-style-type: none"> Annual outcomes reports Legislative Outreach Partnership with Governor's Office State/Regional Cooperation 	<ul style="list-style-type: none"> Annual outcomes reports Legislative Outreach Partnership with Governor's Office State/Regional Cooperation 	DEL, Thrive, OSPI, Advocacy organizations, EL Regional Coalitions, Governor's Office

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

Roles and Responsibilities – DEL and Subgrantees (E-1)

DEL currently contracts with 47 subgrantees to provide state preschool services and plans to continue this model of overseeing and funding preschool services for the next four years. Roles and responsibilities of DEL and subgrantees include:

Role/Responsibility	DEL	Subgrantee
Program Design and Policy	<ul style="list-style-type: none"> • ECEAP contract • Performance Standards • Program policies • Selection & funding of Subgrantees 	<ul style="list-style-type: none"> • Local program policies and procedures • Service delivery plans • Enrollment & recruitment • Recordkeeping <i>(All aligned with Performance Standards)</i>
Monitoring and Continuous Improvement	<ul style="list-style-type: none"> • New site evaluations/approvals • Desktop monitoring • Monitoring visits • Fiscal reviews • Program reviews 	<ul style="list-style-type: none"> • Community assessment • Annual self-assessment • Site monitoring • Child and family outcomes • Parent Policy Council • Health Advisory Committee
Training and Professional Development	<ul style="list-style-type: none"> • Preschool Specialists train and orient new subgrantees • Statewide training 	<ul style="list-style-type: none"> • Staff orientation and training • Coach training and development
Program Outcomes and Evaluation	<ul style="list-style-type: none"> • TQRIS rating review • ELMS, Child Outcome data review 	<ul style="list-style-type: none"> • Child outcomes (GOLD) • Health and family outcomes • Parent surveys

Implementation, Organizational Infrastructure and Capacity (E-2)

Subgrantee Infrastructure and Capacity – State preschool programs are operated by a variety of different types of organizations. Currently, subgrantees include: 14 school districts, 4 community colleges, 3 local government entities, 7 Educational Service Districts (ESD - regional school district), 18 non-profit agencies and 1 tribal organization. Many ECEAP subgrantees operate within an infrastructure of a school district, ESD or larger non-profit. Smaller ECEAP subgrantees may partner with neighboring ECEAP subgrantees to share training, professional develop and parent education and leadership opportunities. All subgrantees are also early learning providers and the size of ECEAP contracts/subgrants ranges from 14 slots to 2,660 slots. Washington's preschool subgrantees are experienced - 39 have been providing ECEAP for five or more years. (See Appendix 16 for list of ECEAP Subgrantees.) Subgrantees receive support from DEL in a variety of ways including monthly support conference calls, periodic directors' meetings, on-site monitoring visits and other training and technical assistance as needed from

DEL Preschool Specialists. DEL individualizes support and technical assistance based on subgrantee need.

As DEL expands preschool, the agency tailors supports for new preschool subgrantees. This year, DEL provided new contractor training for 8 new organizations providing ECEAP and is working to build an online training library of ECEAP requirements that all ECEAP contractors can access. In addition, as expansion is implemented and reaches scale, the role of statewide early learning partners may grow. In particular, Washington's Educational Service Districts (ESDs) and Child Care Aware offices will have more opportunities to provide regional services and supports to early learning providers. This may include serving as larger subgrantees that partner and subcontract with smaller preschool providers, or and/or providing shared resources and training to a number of preschool subgrantees in their region. DEL's subgrantee selection process provides communities with the flexibility to design subgrantee and partner relationships in a manner that meets the needs and profile of individual communities.

Subgrantee Local Administrative Costs (E-3)

DEL's contract with preschool subgrantees limits administrative costs to C
b
v%. The Contractor may use ECEAP funds for the following costs: 1) ECEAP administration including planning and coordination; accounting and auditing; purchasing, personnel and payroll functions; and equipment, training, travel and facility costs related to these purposes. Administrative costs must not exceed 15 percent of the amount of this Contract, including Subcontractors' administrative costs, if any, and 2) ECEAP services including preschool education, health services coordination, nutrition, family supports and parent involvement. This includes salaries and benefits for direct service personnel, goods and services, equipment, facilities, training, travel, and other costs related to direct ECEAP services.

State and Subgrantee Monitoring of Early Learning Providers (E-4)

Monitoring of early learning providers/subgrantees is accomplished through the continuous improvement and monitoring processes described in Section C page 34. In addition, several current preschool subgrantees subcontract some of their preschool slots to local preschool providers in their service area. All subcontracts or interagency agreements must be in writing and meet the requirements of the DEL ECEAP contract. Subgrantees must orient and train

subcontractors on current ECEAP Performance Standards, and are responsible for monitoring subcontractors for compliance with all Performance Standards.

Cross-Sector Coordination (E-5)

Our current ECEAP program delivers high quality services that meet comprehensive performance standards. In addition to robust instructional services that meet the requirements of a High Quality Preschool Program, Washington's state preschool and TQRIS standards also include a focus on ensuring access to comprehensive services to meet the needs of the state's most vulnerable children. ECEAP services include requirements for:

- Developmental screenings, observations and individualized planning for every child
- Use of the TS GOLD child assessment tool
- Use of the ELMS, the statewide preschool data system that tracks child data
- Family engagement services, including staff that develop family partnership plans with families, offer parent involvement and parent education services and provide resource and referral services to help meet family needs.
- Providing culturally and linguistically relevant services – preschool subgrantees ensure that curriculum reflects the cultures of enrolled children; supports ongoing development of each child's home language, while helping each child learn English; includes and demonstrates respect for diverse family structures and cultures; and focuses on the daily life of families in the community. Family and parent events and meetings are also planned in culturally and linguistically relevant contexts.
- Health, nutrition, and mental health services, including access to content experts who assist in individualizing services for children (nurses, dietitians, mental health providers who often are on contract with programs to serve preschool families as needed, and provide staff with training and support)
- Ongoing, intentional staff development

From ESD 121 – "Families spoke English, Spanish, Russian, Ukrainian, Punjabi, Arabic and Laotian." The ECEAP director shared, "The diversity of language continues to grow in the program." She described how they continued to prioritize this area of delivery. One teacher talked about the multiple languages spoken in her classroom and her use of the interpretation and translation services. The teacher said, "Home visits are vital. This is where I learn about home culture." Documentation showed staff learned about families' child guidance practices, home languages spoken such as Arabic, Spanish, and Vietnamese and appropriate ways to say hello.

Training Resource & Shared Service Alliances Strategy – DEL recognizes that as the state increases opportunities for more programs to provide quality services, there is also a need to increase overall state capacity to provide individualized services. To begin to meet this need, the state’s RTT-ELC Grant includes a Training Resource/Shared Service Alliance strategy that provides high quality and highly rated (TQRIS)

ECEAP and Head Start programs with funding so they can share resources and services with child care programs in their region who are also participating in Early Achievers (TQRIS). Seven Training Resource/Shared Service Alliance contracts now exist in the state and in their first year of implementation. These Head Start and ECEAP programs shared a wide variety of services with surrounding child care programs (see inset).

2013 Training Resource Centers shared services:

- Training on developmental screening
- Parenting classes and parent engagement and leadership activities
- Family support and health services, including sharing family support staff across programs
- Training/resources on the CLASS tool
- Supports for dual language learners (DLL) such as staff training on DLL instructional strategies, shared use of interpreters and translators
- Reflective practice and professional learning among teachers and coaches from across different programs

In 2014, the strategy is being strengthened to ensure that shared services are planned with local

community partners and meet the specific needs of the communities and programs served.

Although still in the initial stages of development, the shared service alliance concept is a key strategy DEL plans to move forward so that all early learning organizations have access to individualized supports and comprehensive services, and opportunities for shared community professional learning. It’s also a strategy that builds on the expertise and experience of the strong cadre of comprehensive preschool programs in the state, and decreases the silos that often separate programs. DEL plans to implement a consistent needs-based assessment for preschool families to determine the types and intensity of services that are needed for each family. Through the shared services approach, high quality preschool programs that do not have experience providing comprehensive supports but have families and children in need of these services, can connect families through the shared services model. This strategy will also enable more high quality programs across the state to meet the preschool performance standards and become eligible for preschool slots through expansion. See more about training resource/shared service alliances under Services and Supports for Special Populations below.

Coordination with Existing Services – Head Start, parts B and C, Child Care Block Grant, Homeless Services (E-6)

Washington's expansion plan is designed to coordinate and build upon quality efforts in other programs and sectors that serve eligible children. In addition to adding new preschool services to the system, the plan is intentionally designed to bring high quality preschool services to the many places children already receive care, rather than displace children or the programs that currently care for them. All current preschool programs will be eligible to participate in state preschool expansion efforts, including:

- Head Start programs will be able to receive new resources to enhance their part day programs to include all components of High Quality Preschool Programs
- Developmental preschools (funded by IDEA Part B) will be able to apply for new state preschool slots, enabling them to serve children receiving developmental preschool services in inclusive settings. In 2013-14, 951 ECEAP slots (11% of enrolled children) were in classes blended with school district preschool special education. This model will be able to expand with new expansion funding
- Child care programs that serve children receiving child care subsidies (funded by Child Care Block Grant) and are highly rated in TQRIS will be able to apply for new state preschool slots and enhance their current services to include all the components of High Quality Preschool Programs. Because these programs participate in TQRIS, they have an excellent quality foundation to become successful state preschool providers.
- Homeless child care/Homeless Services – Current ECEAP subgrantees partner with homeless child care/services to ensure that homeless children are prioritized for enrollment.

Mixed Income Settings (E-7)

The vision for Washington Preschool is to, over time, make high quality preschool accessible to all children, and to create a unified preschool program which may be implemented in different settings but provide the same high quality components. During the next four years, Washington is focused on providing preschool services to eligible low-income children, but has designed expansion to impact children within economically diverse environments. Examples include: New preschool slots in child care will be in mixed income settings in which eligible children are served in the same classroom as children enrolled on a tuition/private bay basis. High quality

child care programs that become preschool subgrantees will incorporate all components of High Quality preschool into their programs which will provide benefits to all children in mixed income preschool classrooms (for example a BA teacher's skills benefits all children, those eligible for free state preschool and private pay children).

Private and community based preschool programs who demonstrate the ability to meet the preschool quality elements and performance standards will be able to apply for preschool slots for children up to 200% FPL and enter the TQRIS. Some of these programs are currently participating in TQRIS and others have been operating private preschools part-time without a viable pathway to engage in the quality initiatives. DEL has recently aligned health and safety standards in state preschool with licensing requirements in the child care system. Due to this alignment, programs that obtain preschool slots must meet full licensing requirements and are eligible to enter the TQRIS for additional supports. Aligned health and safety standards in state preschool and child care licensing ensure foundational practices across all programs as well as increase efficiencies in monitoring. DEL is engaging in outreach to private preschool director's groups, members of the Montessori community and the Washington Federation of Independent Schools to raise awareness about preschool expansion. In Washington, 285 State Board of Education approved private schools (K-12) educate 8,324 students in licensed programs before they enter Kindergarten. DEL hopes to leverage capacity and expertise in private school settings to expand high quality state preschool.

Services and Supports for Special Populations (E-8)

Washington's ECEAP programs prioritize enrollment for eligible children who may need specialized supports, such as children with disabilities, and those who are homeless or receiving Child Protective services. To provide individualized services to children and families, programs are required to have access to consultation services including, nutrition and mental health consultants. In addition, many programs hire bilingual staff, aides, interpreters and translators to support children who are dual language learners. Programs also work with their local school districts to coordinate identification of children with disabilities and create individual education plans and special services. Coaches in preschool programs also support the delivery of individualized services in their role with teaching staff.

As Washington expands preschool services to new organizations, such as child care programs and private/community preschools, DEL recognizes that new state preschool subgrantees may not have the same capacity to provide and coordinate specialized supports to children and families as experienced subgrantees that have been ECEAP providers for years. Our shared services alliance strategy is designed to promote collaboration between programs so that all capacity in this area grows and is accessible throughout the system. Over the course of four years, DEL will support ten shared services alliances in each of the seven regions across the state. Each shared service alliance will include local partners who support high quality early learning as well agencies who offer comprehensive services and/or have existing partnerships with community agencies that offer services such as mental health treatment and developmental screening.

Specialized Supports Training: Haring Center – To fill the anticipated need for more expertise and capacity in this area, DEL has a contract with the University of Washington’s Haring Center Research and Training in Inclusive Education to provide specialized training to TQRIS and Preschool Coaches beginning in the 2014-15 school year. This contract is part of the state’s RTT-ELC grant.

The Haring Center in partnership with the UW’s Childcare Quality & Early Learning Center (CQEL) will provide specialized training to coaches in the area of providing high quality early educational experiences to young children with special needs. The outcome of this training in inclusive education and evidence-based instructional strategies for young children with disabilities, is to prepare coaches to support preschool teaching staff across Washington as they welcome children with disabilities into their programs. This specialized training is critical for coaches in order for them to best support teachers. Young children, including (but not limited to) those with identified developmental delays and disabilities, vary in their skills, needs, and abilities. In order to help all children participate fully and achieve school readiness, teachers need to use strategies that will allow them to plan for and deliver effective instruction for all children. The Haring Center operates an inclusive education program for children at UW, and has a long history of training and providing professional development in this area to early

learning professionals from a variety of disciplines and backgrounds. Specifically, training content for coaches will include:

Course	Description
Introduction to disabilities	Overview of different disabling conditions common in early childhood, including common child learning characteristics
Introduction to inclusion	Overview of why inclusion is important, benefits of inclusion, characteristics of inclusive environments
Partnering with Families	Information on family reactions to disability and diagnosis, family experiences, family dynamics, and strategies to provide meaningful support to families
Difficult Conversations	Discussion on critical conversations with caregivers related to provider concerns about child development
Differentiated Instruction	Information on individualizing assessment, planning, and instructional strategies for children who do not respond to standard practices
Curricular Modifications & Adaptations	Information on making changes to existing activities, interactions, and materials to help promote child participation and engagement

The Haring Center trainers will partner with preschool coaches to build their capacity in the content area. Trainers will connect with coaches in person, via email, by phone, and by teleconferencing implementing all components of the Practice Based Coaching framework. Over the next 18-months, 50 coaches across the state will receive training and consultation at the Haring Center to support individualized instruction for children with special needs.

Haring Center Inclusion Resources

- **Webinars:** A series to keep coaches up to date and continue to advance their knowledge of the content. Webinars will be broadcast monthly to all coaching participants.
- **Product development:** Haring Center trainers will develop a series of products for use with coaches, as well as for coaches to use with providers. These products will include disability fact sheets, tip sheets related to specific strategies, routines, and behaviors, and activity planning sheets.
- **Lending library:** Stocked with textbooks, videos, and other materials that coaches will be able to use as a resource for their own learning goals, and with providers.

Specialized Training and Supports: DLL

In our current state preschool program, dual language learners (DLL) make up a significant percentage of children served. For the majority of dual language learners in state preschool, Spanish is the home language (28.3%) followed by Somali, Russian and Arabic. Research shows that learning the basic language foundations in a home language can help a child transfer these skills when learning English. Given the diverse language needs of preschool children, Washington is creating new professional development opportunities focused on dual language learning teaching practices that promote the home language and English acquisition. As part of

the RTT-ELC grant, DEL will offer a series of trainings to coaches in the early learning system (both Early Achievers coaches and Preschool Coaches) based on DLL best practices from national exemplars. Training materials will include: stages of language development, new research on long-term cognitive impacts of learning multiple languages, practical strategies to support first and second language through classroom activities and connecting with families to support home language and English acquisition. DEL Preschool Specialists will include dual language learner training and implementation considerations in on-going communities of practice for Preschool Coaches. In addition to providing DLL support through coaching, preschool teachers will be able to access additional DLL resources such as interpreters and temporary bilingual staff to assist with specific instructional adaptations for children. Finally, community-based supports will also be accessed through the Training Resource Centers such as translation of materials and trainings on curriculum adaptations to support dual language learners.

Differentiated per child costs – Preschool subgrantees that have a coach who has completed the Haring center training or DLL training for coaches will be eligible to apply for higher per child costs to pay for extra supports such as extra staff in the classroom. The increased cost per child can be used to employ a “third person” in the classroom to assist during key times of the day or temporarily until special services can be arranged for a child. It may also be used to employ bilingual assistants to assist with orienting a child to the classroom routine in their home language. These extra supports are not meant to create permanent additional staffing, but to augment staff on a temporary basis to support a skilled lead teacher, assistant and preschool coach team. In addition to completing the Haring training, subgrantees will need to justify the need for these funds (i.e., # of children served who demonstrate need for extra support, # of classrooms impacts, proposed # of hours for extra classroom staff) and assign a trained coach to manage and oversee the appropriate use of funds and extra staffing.

Culturally and Linguistically Responsive Outreach and Communication Efforts with Eligible Families, Parent involvement and Engagement (E-9)

Outreach, recruitment and prioritized enrollment - Preschool performance standards require that subgrantees must conduct ongoing recruitment throughout the year including identifying potentially-eligible families in their service area, inform families about preschool services,

encourage and assisting families to apply, and maintaining a viable waiting list. Recruitment strategies are documented in ELMS (state preschool database). All subgrantees also must use a state established point system for prioritizing enrollment of children with identified risk factors. These priority points are based on current research about how children at risk or with multiple needs may benefit the most from high quality preschool services. Priority points are given for children who are homeless, in foster care, are English Learners, in addition to other risk categories. Please see Appendix 19; ELM's Priority Points System.)

Parent Involvement & Engagement - Parents enrolled in state preschool program are engaged as decision makers in their children's education in a variety of ways, including:

- Setting child and family goals as part of the family partnership process, including providing information about home language, culture and belief systems.
- Contributing to education plans for their child by providing information about child strengths and needs and understanding individual child screening and assessment data. Performance standards require a minimum of three hours of teacher-parent contact per year.
- Providing feedback about parent satisfaction with the program during annual self-assessment
- Participating in parent leadership activities including classroom and program volunteer opportunities, parenting classes and events.
- Parents also make up each subgrantee's Policy Council which makes decisions about the administration of ECEAP and the Health Advisory Committee which provides input on planning and policy related to health, mental health and nutrition.

Strengthening Families Washington is an initiative within the Department of Early Learning (DEL) that focuses on helping families:

- Strengthen family bonds
 - Understand childhood development.
 - Cope with the challenge of parenting.
 - Develop positive discipline skills.
-

- Parents may also engage in activities to strengthen protective factors in their families and children. TQRIS and state preschool programs have access to training and resources in the Strengthening Families approach – see inset.

Ensuring Strong Partnerships between Subgrantees, LEAs & Early Learning Providers (E-10)

Note – In Washington's preschool system, all subgrantees are also Early Learning Providers that provide the direct comprehensive preschool services to children and families. In addition, larger subgrantees may subcontract components of direct services to LEAs or other Early Learning Providers. In those cases, subcontracted services still must meet all state preschool requirements

and subgrantees are responsible for ensuring and monitoring high quality preschool services in all cases. LEA connections are “built-in” for many preschool providers. Nearly 60% of preschool programs are operated in schools, and 7 of the 9 Educational Service Districts (ESDs) in the state are preschool subgrantees.

Transition from preschool into kindergarten Preschool subgrantees partner with their local school district and/or elementary school to ensure

smooth transitions for preschool children as they transition to kindergarten. Performance standards require that each subgrantee develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. These plans often include kindergarten visits (children and parents), assisting families with kindergarten enrollment, and informational meetings

School Readiness:

One superintendent said, “One of the most beneficial aspects of our districts ECEAP program is the high level of kindergarten readiness that is achieved by those students participating. Through testing and teacher observation, it is apparent that students who attend our preschool program are far better prepared to begin their kindergarten experience and resume learning at a far greater pace. Student success in later grades for many is largely attributed to the early learning provided through our preschool.”

for parents. In addition, during parent teacher conferences, parents learn and understand their individual child’s knowledge, skills and abilities related to school readiness. Some programs may also include joint preschool–kindergarten staff meetings and trainings in their transition plans. Washington’s kindergarten entry assessment, WaKIDS, supports children’s transition to Kindergarten with a family connection, a child assessment and collaboration components. See more about preschool to third grade connections in Section F.

Coordination and Collaboration between Subgrantee, LEAs and Early Learning Providers

Professional Development – Subgrantees must provide all preschool staff with training and ongoing professional development, including training on preschool and TQRIS standards, and in content areas such as child development and family support. Staff training is provided by Preschool coaches, Family Support coordinators/managers and other content experts. Preschool staff may also attend state sponsored trainings such as those provided by DEL, ESDs and UW/CQEL. In addition, DEL provides training on school readiness, kindergarten standards and use of the TS GOLD child assessment tool.

Providing family engagement, support and other comprehensive services – In addition to the services described throughout this application, preschool subgrantees must provide a minimum of three hours of in-person family support contact per year with each child’s During family

support contact, staff work in partnership with individual families to: assess family strengths and needs, set family goals, assist families in accessing community resources, follow up on progress toward goals and coordinate transitions between ECEAP and home, childcare, and kindergarten. Performance standards also require that subgrantees offer parent education to all families, and provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies. Parent education opportunities are based on families' interests and needs, and developed in collaboration with parents. Subgrantees must maintain records of parent education topics and attendance.

Supporting full inclusion of eligible children with disabilities, developmental delays and children who may be in need of additional supports (English Learners, those who may be homeless, receiving child welfare services and other special needs) –Subgrantees must conduct developmental screenings to identify children who may need further evaluation. Screenings include speech/language, social-emotional, physical/motor, and cognitive development. Screening tools must be responsive and sensitive to the cultural and linguistic needs of each child and family and administered only with parent consent. Developmental screenings are completed within 90 calendar days of the child's first day of class. If a child is identified as having special needs, subgrantees work with LEAs to develop an Individualized Education Program (IEP) that identifies and plans for needed services. Children who may need special supports receive priority enrollment into state preschool programs. Enhanced supports are discussed earlier in this section on page 59.

Ensuring high quality facilities – DEL ensures that subgrantees choose sites that meet health, safety and square footage requirements. As preschool expands, DEL is aware that high quality educational spaces are at a premium, especially when the state is expanding full day kindergarten at the same time. DEL also encourages contractors to look at facilities as part of their community needs assessment and community partnerships. Finally, a key strategy in this proposed expansion in Washington is serving children where they are already receiving care, increasing partnerships with high quality licensed child care providers who can augment their child care services with all the components of High Quality Preschool.

Implementing systematic data sharing and recordkeeping – Preschool performance standards required subgrantees to set up recordkeeping systems that follow state requirements (Section G of the preschool standards). Subgrantees, including subcontracted early learning providers, must

adhere to recordkeeping and data sharing standards, including use of ELMS (the statewide preschool database).

Promoting community-based learning resources – Preschool subgrantees create many partnerships with local learning resources including libraries, museums, parks, and zoos. In addition, most programs also include family literacy projects, events and partnerships as part of their overall offerings for parents and family members. Community partners are also engaged in each subgrantee’s Policy Council and Health Services Advisory Committee.

The ambitious and achievable plan below outlines plan milestones for Section E:

Section E: Collaborating with Each Subgrantee and Ensuring Strong Partnerships				
Goal 1: Create a strong preschool system that is well managed, capable of providing high quality programs at scale (E-1, E-2, E-3, E-4, E-5, E-10)				
Activity 1: Build capacity of preschool grantees				
Rationale: Ensure that all subgrantees have strong business practices to manage preschool programs				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> • Create a readiness assessment for potential preschool grantees • Provide start-up training on ECEAP requirements • Provide fiscal management support • Strengthen understanding of ECEAP requirements at partner organizations 	<ul style="list-style-type: none"> • Partner with CCA, ESDs, and ELRC to assess needs of potential preschool subgrantees • Modify trainings based on readiness assessments. • Create online training modules • Provide fiscal management support • Connect expansion contractors with well-established contractors as a capacity building opportunity 	<ul style="list-style-type: none"> • Partner with CCA, ESDs, and ELRC to assess needs of potential preschool subgrantees • Modify trainings based on readiness assessments. • Update training modules • Provide fiscal management support • Update supports • Connect expansion contractors with well-established contractors as a capacity building opportunity 	<ul style="list-style-type: none"> • Partner with CCA, ESDs, and ELRC to assess needs of potential preschool subgrantees. • Provide fiscal management support • Connect expansion contractors with well-established contractors as a capacity building opportunity 	CCA of WA; ESDs; DEL, ELRC
Activity 2: Expand shared services models to support small providers and economies of scale				
Rationale: Find economies of scale and support small preschool providers to offer comprehensive services				
2015	2016	2017	2018	Lead
7 existing TRC’s expand offerings to include comprehensive services.	Additional 13 TRC’s developed across seven regions of the state Early Learning Regional Coalitions develops local shared service networks plan that aligns with the TRC’s	Additional 30 TRC’s developed across seven regions of the state Evaluation of the gaps and strengths of state level TRC’s	Additional 20 TRCs – 70 total TRC’s developed across seven regions of the state Modification of statewide TRC offerings based on evaluation results	DEL, ESD’s, CCA, ELRC
Activity 3: Develop a differentiated approach to comprehensive services based on individual family need				

Rationale: Ensure services based on individual need leverage resources and lead to the greatest family gains, which contribute to child outcomes.				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Creation of needs based assessment tools in collaboration with POWG Train family support specialists, TRC's on the menu of needs based assessment tools Pilot needs-based assessment tools with Expansion Contractors 	<ul style="list-style-type: none"> Modify menu of assessment tools and strategies/services based on pilot results. Create online training for family support specialists to implement menu of services Statewide implementation of the needs-based assessment tool in preschool programs 	Evaluate the efficacy of needs-based assessment tool process to ensure that children and families are receiving the right intensity of services.	Modify needs-based assessment tool and address gaps in service delivery based on evaluation results	DEL, POWG
Goal 2: Strengthen coordination with existing services (E-6, E-7, E-8, E-9, E-10)				
Activity 1: Support mixed-income models				
Rationale: Leverage capacity of private schools to reach more children with high quality preschool services				
2015	2016	2017	2018	Lead
Outreach to high quality EA licensed child care programs for preschool recruitment through Town Hall meetings	Outreach and technical assistance to high quality EA licensed child care programs for preschool recruitment	Outreach and technical assistance to high quality EA licensed child care programs for preschool recruitment	Outreach and technical assistance to high quality EA licensed child care programs for preschool recruitment	DEL, CCA
Develop curriculum crosswalks for private preschools to meet evidence based requirements	Outreach and technical assistance to private preschools for recruitment	Outreach and technical assistance to private preschools for recruitment	Outreach and technical assistance to private preschools for recruitment	DEL, Private, and Indep. School
Activity 2: Support for special populations				
Rationale: Increase expertise and capacity to serve children's individual needs				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Haring Center trains 50 coaches Targeted support for programs with large % of high-needs families Complete development of DLL training 	<ul style="list-style-type: none"> Haring Center trained coaches con't to support programs DEL Preschool Specialist provide DLL training to Coaches, DLL training DVDs/CDs available to teachers Targeted support for programs with large % of high-needs families 	<p>Continue DLL training for coaches and teachers</p> <p>Targeted support for programs with large % of high-needs families</p>	<p>Continue DLL training for coaches and teachers</p> <p>Targeted support for programs with large % of high-needs families</p>	DEL, UW, CCA
Pilot differentiated cost models	Modify differentiated program cost models based on preschool operating budgets and needs of enrolled children and families	Implement differentiated program cost models with expansion contractors	Implement differentiated program cost models state wide	

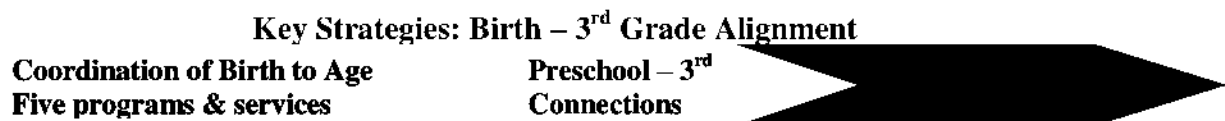
F. Alignment within a Birth through Third Grade Continuum

Overview

Washington is committed to aligning services within our birth to third grade system, increasing continuity of care and improving the transition process so that children and families have a seamless experience. Alignment is a central tenet of the Washington Early Learning Plan, which outlines 36 strategies designed to reach children and families in birth to third grade, allowing them to choose the early care and education settings that best meets their needs. Each year, the Early Learning Partnership assesses progress and reexamines the priorities, focusing specifically on alignment between the strategies.²³ (See Appendix 20; Early Learning Plan Priorities 2014.)

The continuum of services in Washington State begins prenatally and includes home visiting, high quality licensed child care, Early Support for Infants and Toddlers (reaching children with special needs), parenting education and support opportunities, state-funded preschool, Head Start, and developmental preschool. Improving existing preschool slots and adding new slots increases high quality care options in local communities and supports the ability for families and children to choose services that best fit their needs. Current policies and procedures ensure that children who are receiving early intervention services, home visiting and/or are involved in the child welfare system are prioritized to receive high quality state preschool slots. Because of aligned systems and services, preschool expansion *enhances* other services and does not detract from service delivery or funding availability for other programs.

Expanding the Birth through Third Grade Continuum: throughout preschool expansion, Washington plans to further strengthen Coordination of Birth to Five services, Preschool – 3rd Connections, and System Wide strategies.



Coordination with Birth to Five Services: Key Services (F-1)

- **Home visiting (HV):** A key home-based strategy to support young children and families, home visiting serves 1700 families/year. Consistent with preschool implementation, Washington has a focus on partnering with Rural and Tribal communities to best support implementation in

²³ Washington's Early Learning Partnership includes DEL, OSPI, Department of Health, and Thrive by Five Washington, working together to coordinate both policy and program implementation across sectors. (See Section B, pg 20 for more information.)

these community. Washington leverages state and private dollars through the Home Visiting Services Account (HVSA), and receives approximately \$(b)(4) per year through MIECHV to increase access to HV. In 2013-14, 5.2% of children enrolled in state preschool previously received Early Head Start or other HV services. Children that received home visiting are prioritized for enrollment in high quality preschool.

- **Early Support for Infants and Toddlers (ESIT):** Referrals to early intervention services are made to Family Resources Coordinators (FRCs) through DEL/ESIT contracts with Local Lead Agencies. Eligible infants and toddlers and their families are entitled to individualized, quality early intervention services in accordance with the federal Individuals with Disabilities Education Act (IDEA), Part C. Between June 1, 2013 and June 30, 2014 12,550 eligible infants and toddlers and their families received services. In 2013-14, 1.4% of children enrolled in state preschool received early intervention services through ESIT. Children who previously received ESIT services are prioritized for high quality preschool.
- **Infant Toddler Consultation:** Within participating TQRIS programs, infant-toddler consultation is available to infant-toddler classrooms and settings that focus on attachment based care giving, developmental screening/referral and infant mental health using the Early Achievers coach framework. Currently, there are 10 regional infant-toddler consultation partners who, in addition to providing consultation to TQRIS programs, convene community based steering committees to coordinate care across partners and sectors.
- **Strengthening Families Washington:** (SFWA) is guided by the protective factors framework which promotes optimal development of all children by creating conditions that protect families, support resilience, and buffer families against adversity thereby reducing the incidence of child maltreatment. Early Achievers includes the SFWA model to support programs to self-assess their work with families and create action plans to engage and support families using the protective families framework. In addition to the protective factors framework, Washington is also focusing on the impacts of adverse childhood experiences (ACEs) and toxic stress. DOH was awarded a competitive five-year grant, Essentials for Childhood, from the Centers for Disease Control and Prevention, which supports a collaborative collective impact approach between DOH and DEL to build upon and coordinate current efforts to promote safe, stable, nurturing relationships and environments for children

and families. Children who were previously or currently involved in child protective services are prioritized for high quality preschool.

- **Health and developmental well-being:** DOH leads the state work on universal developmental screening across the system. Professional development and screening events are also available through community TQRIS Training Resource Centers. Providers are trained on how to share information with families as well as how to connect families to needed services in their communities. An online health training will be available to all TQRIS participants on the importance of health in connection to early learning outcomes and how to connect families with medical and dental homes. Washington's plans for universal developmental screening and focus on the foundational importance of health for learning will lead to early identification and increased referrals for children eligible to receive high quality preschool.

Key Strategy	Birth to Five Coordination - Alignment with Preschool Expansion
Home Visiting	<ul style="list-style-type: none"> • Prioritize children that received HV for high quality preschool slots • Strengthen transition strategies between all HV models and high quality preschool slots • Continuity of family support and engagement and whole child development strategies will lead to more children who are ready for school
Early Support for Infants and Toddlers (ESIT)	<ul style="list-style-type: none"> • Prioritize children that received ESIT for high quality preschool slots. • Work with the state and local interagency coordinating councils to strengthen transition strategies to ensure families that received early intervention services are connected to high quality preschool
Infant Toddler Consultation	<ul style="list-style-type: none"> • Programs participating in TQRIS access infant toddler consultation • In high quality preschool settings, infant toddler consultants partner with preschool coaches to ensure consistent practices across programs
Strengthening Families Washington (SFWA)	<ul style="list-style-type: none"> • Aligned standards across early care and education settings, with Early Achievers as the overarching quality framework • Aligned family partnerships and engagement standards use SFWA protective factors and family support principles
Health and developmental well-being	<ul style="list-style-type: none"> • Developmental screening in ECEAP and TQRIS performance standards • High quality preschool slots have access to health coordination services such as ensuring medical and dental homes, well-child exams, dental screenings and follow-up on health referrals

Enhance Preschool – 3rd Connections (F-2)

Washington has prioritized supporting strong and successful transitions for children from early learning environments to Kindergarten and beyond. Key strategies include:

- Kindergarten Entry Assessment - WaKIDS:** The WaKIDS assessment and process helps ensure that children entering kindergarten have a successful start to school. WaKIDS provides a statewide view of children's developmental progress as they enter kindergarten, helping to shape instructional practice, education policy and investments. A single, statewide Kindergarten Transition Form is available for voluntary use by early learning providers and kindergarten teachers. By 2016-17 all high quality preschool and TQRIS providers will use the Transition Form to collect common data points on early learning experiences as children enter kindergarten. (See 37-38 for more information on WaKIDS; Appendix 21 for Kindergarten Transition Form; Appendix 22 for WaKIDS Early Learning Collaboration Framework.)

Family Connection builds relationships between teachers and families. School Districts can use up to 3 days at the start of school for the family connection	Whole Child Assessment uses TS GOLD® to gather information on a child's skills, abilities and areas for growth; data reported to P-20 Data system	Early Learning Collaboration connects early learning professionals and kindergarten teachers with shared PD, develop common goals and analyze data together
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Full day Kindergarten: Current statute²⁴ requires that state-funded full day kindergarten is fully implemented by 2017-18. State-funded kindergarten is implemented in the highest need communities first, as evidenced by schools' free and reduced lunch percentage. High quality preschool expansion slots are also prioritized in districts implementing state-funded full day kindergarten, maximizing investments to sustain the gains made in preschool. By 2017-18, Washington is also reducing K-3 class sizes from an average of 25.23 students to 17 students. The combination of preschool expansion in districts with FDK, state-funded full day K, and reduced class sizes by 2017-18 will lead to more children entering school ready and sustaining those gains as measured by more children at or above grade level on third grade reading and math assessments.

Ready and Successful Schools: A partnership between DEL and OSPI, the Ready and Successful Schools work group is focused on leadership, cross-sector professional development and family engagement to ensure that each instructional year across the P-3 continuum – including preschool, full day Kindergarten, and first-third grades – maximize children's ability to perform on benchmark by the end of third grade.

²⁴ (Revised Code of Washington 28A.150.315)

P-3 Executive Leadership Institute: The National P-3 Center at the University of Washington leads P-3 work across the country to inform and implement comprehensive P-3 practice. Supported by a three-year/\$(b)(4) grant from the Gates Foundation, the Center runs the P-3 Leadership Institute which enrolls pairs of Early Learning Leaders/Directors and K-12 principals who commit to a rigorous year-long course of study. The first cohort began in February, 2014 and completes in December. (See pg 27 for more on the P-3 Executive Leadership Institute.)

Key Strategy	Preschool – 3 rd Connection - Alignment with Preschool Expansion
WaKIDS (KEA)	<ul style="list-style-type: none"> • TS GOLD used in WaKIDS and state preschool • WaKIDS goals include 1) coordinate between districts/schools to engage early learning providers, kindergarten teachers, elementary principals and administrators; 2) develop shared understanding of common expectations for kindergarten readiness; 3) use cross sector data to inform practice and improve outcomes
Full day Kindergarten	<ul style="list-style-type: none"> • Prioritized expansion of high quality preschool in districts implementing state-funded full day Kindergarten
Ready and Successful Schools	<ul style="list-style-type: none"> • Partnership with school districts, preschool providers and ESDs to increase access to high quality preschool and sustain gains through K-3
P-3 Exec. Leadership Institute	<ul style="list-style-type: none"> • Builds community leadership to support the implementation of P-3 strategies to strengthen alignment between early learning and K-3

Promote Strong System Wide Strategies (F-1, F-2)

Washington's work is designed to support children Birth – 3rd grade. Key strategies include:

Early Learning Guidelines: Newly revised, the Early Learning Guidelines now span birth through 3rd grade and provide a foundation for shared professional development and common expectations of children across our state. DEL has also contracted with a school district to provide supplemental documents that support the Guidelines, including communicating the connections between the Guidelines and Common Core. (See Section B, pg. 16 and Appendix 4.)

P-20 Longitudinal Data Systems: Both DEL and OSPI submit data to the P-20 statewide longitudinal data system. Funded by a \$17.3M Federal ARRA SLDS grant and managed by Washington's Education Research and Data Center (ERDC), this data system allows the state to track children and families over time to better understand the key indicators that lead to sustained child outcomes. (See Section C pg 35 for more information).

Early Achievers: Early Achievers, Washington's TQRIS, launched in 2012 with the initial roll out to providers serving children 0-5. Planning has been underway for more than a year to

extend Early Achievers into school-age environments. Representatives from DEL and community stakeholders have been developing a plan to pilot an extension of Early Achievers to school-age programs by 2016. (See Section B, pg 17 and Appendix 9 for more information.)

Key Strategy	System Wide Strategies - Alignment with Preschool Expansion
Early Learning Guidelines	Preschool performance standards aligned with the Early Learning Guidelines Guidelines training are part of the Early Achievers participant process, including all preschool providers
P-20 Data System	Data from WaKIDS, ESIT, and state funded preschool is entered into the P-20 data system and ERDC links children participating in state-funded early learning programs with their K-12 education experiences Share Kindergarten WaKIDS data with stakeholders, including developing feedback reports to early learning providers
Early Achievers (TQRIS)	All state funded preschool providers are required to participate by June 2015 School Readiness is one of 7 core trainings for all Early Achievers participants Points for using WaKIDS assessments tools and transition plans for children Expanding to school age children by 2016

Alignment Cohort Projects:(F-1, F-2, Competitive Priority 2)

To validate the effectiveness of Washington's transition strategies, Washington will assess the progress of a cohort of 5,426 children participating in full day high quality state preschool in the initial year of the grant, tracking their progress into Kindergarten through the P-20 data system in all seven high-need regions. DEL will continue to monitor these children after the grant period, assessing outcomes in 3rd/4th grade and beyond. A second cohort of 100-150 children participating in Home Visiting programs in South King County's "Roadmap Project" will be assessed to link children's experiences from home visiting and early intervention through 3rd grade, including their transition into high quality preschool and full day Kindergarten. Differentiated family support services offered in high quality preschool will be extended in grades 1-3, testing common transitions between birth to three services and preschool and maintenance of family supports and high quality instruction beyond Kindergarten. This partnership between DEL, The Roadmap Project, and ERDC (P-20 Data System) will create feedback loops between K-12 and early learning providers for improved practice and shared professional development. (See Appendix 23; Overview of the Road Map Project.)

Section F: Alignment with Birth through Third Grade Continuum				
Goal 1: Align services for children and families across ages/systems				
Activity 1: Coordination with Birth – Three Services				
Rationale: Services work best for families when they are coordinated and aligned				
2015	2016	2017	2018	Lead

<ul style="list-style-type: none"> Identify HV alignment strategies with Preschool Coordinate infant/toddler consultation with preschool coaches and the TRCs to ensure alignment 	<ul style="list-style-type: none"> Implement key HV alignment strategies Coordinate infant/toddler consultation with preschool coaches and the TRCs to ensure alignment 	<ul style="list-style-type: none"> Assess progress of improved transitions from HV to preschool Coordinate infant/toddler consultation with preschool coaches and the TRCs to ensure alignment 	<ul style="list-style-type: none"> Revise transition and alignment plans Coordinate infant/toddler consultation with preschool coaches and the TRCs to ensure alignment 	Thrive/DEL/ELRC Washington Association for Infant Mental Health
Activity 2: Support strong Preschool-3rd Grade connections				
Rationale: Children benefit and gains are sustained when thoughtful and deliberate transitions occur between early learning environments and early elementary.				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> Implement full day Kindergarten at 62.5% of schools 	<ul style="list-style-type: none"> Implement full day Kindergarten at 81.25% of schools 	<ul style="list-style-type: none"> Implement full day Kindergarten at 100% of schools 	<ul style="list-style-type: none"> Implement full day Kindergarten at 100% of schools 	OSPI
<ul style="list-style-type: none"> Implement WaKIDS at 62.5% of schools 	<ul style="list-style-type: none"> Implement WaKIDS at 81.25% of schools 	<ul style="list-style-type: none"> Implement WaKIDS at 100% of schools 	<ul style="list-style-type: none"> Implement WaKIDS at 100% of schools 	OSPI
<ul style="list-style-type: none"> Pilot the statewide Kindergarten Transition Form 	<ul style="list-style-type: none"> Analyze and revise pilot results for kindergarten transition form. Implement revised Kindergarten Transition Form in settings participating in EA and high quality preschool 	<ul style="list-style-type: none"> Data linkage from the Kindergarten Transition Form to WaKIDS Increase implementation of the Kindergarten Transition Form across the state 	<ul style="list-style-type: none"> Analysis of data to inform strengths and gaps of preschool program. Revise Kindergarten Transition form based on data analysis 	UW DEL, OSPI, Thrive, Early Learning Regional Coalitions, ESD's
<ul style="list-style-type: none"> 35 participants in Executive Leadership Institute representing each of 7 regions 	<ul style="list-style-type: none"> 35 participants in Executive Leadership Institute representing each of 7 regions 	<ul style="list-style-type: none"> 35 participants in Executive Leadership Institute representing each of 7 regions 	<ul style="list-style-type: none"> 35 participants in Executive Leadership Institute representing each of 7 regions 	UW DEL, OSPI, Thrive, Early Learning Regional Coalitions, ESD's
Activity 3: Support system wide strategies for promoting B-3rd alignment				
Rationale: Ensure that partners are aligned toward common goals and are leveraging funding and expertise system wide.				
2015	2016	2017	2018	Lead
<ul style="list-style-type: none"> P-20 data is shared with early learning providers Feedback loops sharing WaKIDS data with early learning providers identified Data link between HV and preschool explored 	<ul style="list-style-type: none"> Identify additional opportunities for the P-20 data system to inform cross-sector stakeholders Continue linking children who participated in state preschool with their K-12 experience Data link between HV and preschool implementation plan 	<ul style="list-style-type: none"> Identify additional opportunities for the P-20 data system to inform cross-sector stakeholders Data informs cross sector professional development Data link active between HV and preschool children 	<ul style="list-style-type: none"> Identify additional opportunities for the P-20 data system to inform cross-sector stakeholders Data link active between HV and preschool children 	DEL, OSPI, Thrive, ERDC

G: Budget and Sustainability

Use of Funds (G-1, Competitive Priorities 1 and 3)

The Washington State Department of Early Learning (DEL) proposes a total four-year project budget of \$(b)(4) of which \$70.0 million originates from the proposed Preschool Development Federal grant funds. The remaining funds of \$(b)(4) are derived from other projected sources used to support the State's plan, representing a (b) % non-federal match for Competitive Priority 1.

Annual Federal grant expenditures remain flat at \$17.5 million each year of the application.

Accordingly, other funding sources will rise rapidly from \$(b)(4) in Year 1 to \$(b)(4) in Year 4.

State funds are projected to represent (b)(4) % of other sources, or \$(b)(4) and philanthropic funds will fund the remaining balance of (b)(4) %, or \$(b)(4) in total.

Washington State Budget Proposal					
Funding Source	Year 1	Year 2	Year 3	Year 4	Total
Federal Grant	\$ 17.5	\$ 17.5	\$ 17.5	\$ 17.5	\$ 70.0
Other sources	\$(b)(4)				
Total	\$ (b)(4)				
Federal % of Total					
Other % of Total					

95%-5% Requirement: Washington State will spend 95% of Federal grant dollars, or \$66.5 million of \$70 million, to fund subgrantees who in turn will provide high quality preschool services to children and families. \$59.7 million, or 85%, represent new slots – *far exceeding the 50% required to earn maximum point for Competitive Priority 3*. \$6.8 million is budgeted for improved ECEAP slots. Budget details for the 95% are included in Projects 1 through 4 in the Budget Narrative; Appendix 24. The remaining \$3.5 million (5%) of Federal funds will be used to pay for program supports, infrastructure, and quality improvements. A summary is provided in the table below and details in the Project 5 Budget Narrative.

Grant Funded Supports, Infrastructure, & Quality Improvements

Categories	Year 1	Year 2	Year 3	Year 4	4-yr total
Curriculum Materials Cost (One-time)	\$89,950	\$221,250	\$241,050	\$433,950	\$986,200
Curriculum Training Cost (One-time)	\$210,833	\$187,500	\$197,500	\$219,167	\$815,000
Coaches Training Cost (One-time)	\$316,000	\$214,800	\$187,600	\$42,400	\$760,800
P-3 Leadership Institute Cost	\$25,200	\$25,200	\$25,200	\$22,400	\$98,000
Federal Mandated Technical Assistance	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
Tuition & Special Supports (Infrastructure)	\$208,017	\$201,250	\$198,650	\$132,083	\$740,000
Grant Funded Supports, Infrastructure, & QI	\$875,000	\$875,000	\$875,000	\$875,000	\$3,500,000

Per Child Costs: DEL and its partners are committed to using funds from this grant to dramatically increase the expansion of high quality preschool in Washington State. To accomplish this goal, DEL is categorizing its budget into five projects by preschool slot types (for Projects 1-4) and supports (Project 5) because each project requires differentiated approaches to management, monitoring and administration, and different levels of incremental funding sources to either offer a new slot or improve an existing slot.

There are four slot types in this model: improved ECEAP slots, new full working day slots, new full school day slots, and new Head Start slots. DEL plans to achieve high quality preschool in each of these slot types by using federal dollars to leverage Washington's current preschool expansion plan and ensure that all preschool slots are high quality. By doing so, the grant will help Washington improve access to high quality preschool to significantly more children.

While each slot type is financed differently, all slots use one of two models:

Full School Day Model - Washington High Quality Preschool - 5.5 hrs/day, 36 weeks					
Personnel					
Position	FTE	Hrs/dy	weeks	hrly rate	annual cost
Lead Teacher	(b)(4)				
Asst Teacher					
Classroom Aide					
Family Support Worker					
Health Worker					
Child Dev. Coach ¹					
FS/Health Coordination ²					
Mgr/Director ³					
Admin Support ⁴					
Classroom Subs					
Total Salaries					
Benefits					
Total Personnel					
Non Personnel					
Classroom Mats					
Professional Develop					
Parent Involvement					
Mental Health/Health/Other					
Consultation					
Facilities/Other site needs					
Non personnel total					
Program Total					
Other - indirect, admin					
Grand Total					
cost per child - 20 per class					\$10,000
(b)(4)					

Full school day preschool slots –

In this model, high quality preschool services operate a minimum of 1000 hours over a school calendar year, at a minimum of 5 hours per day for 36 weeks. Improved ECEAP slots and New Full School Day slots operate this model, and are budgeted at an average total cost per child of \$(b)(4) (new federal funding is proposed for an incremental portion of the total cost per child - see details below).

Full working day preschool slots

– In this model, high quality preschool services are offered a minimum of ten hours per day for the full calendar year to meet the needs of working families. This model offers high quality

preschool services to children enrolled in subsidized child care in mixed income settings. Basic child care services are enhanced with highly qualified (BA) teachers, evidence-based curriculum, professional development and coaching, and all other preschool components. The model is

Full Working Day Model - Washington High Quality Preschool					
10 hrs/Day, Full Year - 20 children spread between two classes					
Personnel	FTE	Hrs/dy	weeks	hrly rate	annual cost
Position					
Lead Teacher	(b)(4)				
Asst Teacher					
Family Support Worker					
Health Worker					
Child Dev. Coach ¹					
FS/Health Coordination ²					
Mgr/Director ³					
Admin Support ⁴					
Classroom Subs					
Total Salaries					
Benefits					
Total Personnel					
Non Personnel					
Classroom Mats					
Professional Develop					
Parent Involvement					
Mental Health/Health/Other					
Consultation					
Facilities/Other site needs					
Non personnel total					
Program Total					
Other - indirect, admin					
Grand Total					
cost per child - 20 per two classes (40 children total)					\$15,494
(b)(4)					

designed to provide quality preschool services throughout the child care day. New Full Working Day are budgeted at an average budgeted total cost per child of \$15,500 (new federal funding is proposed for an incremental portion of the total cost per child – see details below).

Washington's proposed total per child costs are designed to support quality, including BA level teachers with professional level salaries; child development coaches and ongoing professional development; family support

and health services. Supervisory/management staff, employee benefits, classroom materials, mental health and health consultation, and facilities expenses are also included in our sample budgets. Each subgrantee has variable actual costs, and must justify their requested per child cost based on each individual organization's wages and operational set-up.

Differentiated Per Participant Costs - Tuition and Special Supports: DEL proposes new ways for subgrantees to access additional supports and resources in addition to the average base total cost per child (\$10,000 for full school day, and (\$15,500 for full working day). An estimated average of \$(b)(4) slot (range \$(b)(4) depending upon slot type) is budgeted to support tuition for teachers enrolled in a BA program and to provide supplemental resources for children who need

additional supports. These additional resources total approximately \$(b)(4) over 4 years and are included in subgrantee contracts, individualized based upon each subgrantee's enrollment of children/classrooms that demonstrate the need for additional supports, and number of teachers enrolled in BA programs. Subgrantees must also have a coach who completes the Haring Center Inclusion training (see Section E) before accessing funding for additional supports.

Improved Slots: Improved ECEAP slots are currently funded part-day programs at \$(b)(4) per slot in state preschool funds. DEL estimates that the incremental cost to improve an existing ECEAP slot is \$(b)(4). In the near term, however, additional funds in the form of tuition supports for preschool teachers will be necessary to allow teachers to attain BA degrees. As described above, the proposed budget includes a supplemental portion of funds for tuition and special supports during the project. The weighted average cost over four years is \$(b)(4) per year per slot (the specific amount changes yearly based on volumes and need). The total cost per slot is therefore projected to be \$(b)(4). DEL plans to pay for the incremental cost of \$(b)(4) by combining federal grant funds with projected legislatively approved state funds for state preschool.²⁵ The table below shows how Washington will use federal funds to develop Improved ECEAP slots at a pace of 1,000 per year (row F):

<i>Calculation</i>	Project 1: Improved ECEAP	Year 1	Year 2	Year 3	Year 4	Total
<i>A</i>	Incremental \$ per slot	\$(b)(4)				
<i>B</i>	Tuition & Special \$ per slot					
<i>[A+B] = C</i>	Total Incremental \$ per slot					
<i>D</i>	Federal Share of Slot Cost	72.53%	29.67%	18.29%	12.82%	
<i>[C*D] = E</i>	Total Federal Cost per Slot	\$2,086	\$852	\$525	\$364	
<i>F</i>	Number of Slots	1,000	2,000	3,000	4,000	
<i>[E*F] = G</i>	Subgrantee \$ Project 1	\$2,086,003	\$1,704,342	\$1,574,490	\$1,456,646	\$6,821,480

The table above also shows that the Federal grant pays for 72.53% of the per slot cost in year one of the grant, and then declines over the four years to 12.82%.

Therefore, while the Federal share of the grant remains constant, the State is increasing its overall

Improved ECEAP Slots: Coordination of Funds (\$)				
	Year 1	Year 2	Year 3	Year 4
Federal	\$2,086,003	\$1,704,342	\$1,574,490	\$1,456,646
State	(b)(4)			
Total				

New Slots (Projects 2-4)					
	Proposed	Subtotal	Tuition &	Total	
Annual	Current	High Quality	Incremental	Special	Incremental
Per Slot Costs	Funding	Full Day	Funds	Supports	Funds
2: New Full Working Day	(b)(4)				
3: New Full School Day					
4: New Head Start					

²⁵ Projected legislatively approved stated funds as directed by RCW 43.215.456. \$(b)(4) is 2014 direct service allocation/slot

expenditures on improved ECEAP High Quality slots.

New Slots: The formula above is used with some variation for the three additional slot types: New Full Working Day slots, New Full School Day slots, and New Head Start slots. The proposed incremental cost to improve each slot type is described in the table above.²⁶

Project 2: New Full Working Day slots operate an extended day of 10 hours and are built on the average existing child care subsidy rate of \$(b)(4) (that eligible children are already accessing in subsidized care). DEL is enhancing these slots by \$(b)(4) per slot to enable qualified (QRIS Level 3 to 5) child care providers to enhance their services by meeting all of the required elements of High Quality Preschool. Under Project 3, the New Full School Day

slots will require a full \$(b)(4) in new state and federal funding because no existing funds currently exist. Project 4: Head Start, by contrast, represents only \$960 per slot (including tuition and special supports) because it already has a relatively high cost

*[Number of slots {Table A}] * [Cost per slot {Table B}] * Federal % share {Table C}]*
[Annual grant contract \$ {Table D}]

		Total Slot Count Expansion				
Slot Counts		Year 1	Year 2	Year 3	Year 4	
A	Improved ECEAP Slots	(b)(4)				
	New Full Working Day Slots					
	New Full School Day Slots					
	New Head Start Slots					
	TOTAL					
		Cost per Slot per Year				
Cost per Slot		Year 1	Year 2	Year 3	Year 4	
B	Improved ECEAP Slots	(b)(4)				
	New Full Working Day Slots					
	New Full School Day Slots					
	New Head Start Slots					
	TOTAL					
		Year 1	Year 2	Year 3	Year 4	
C	Federal % Share of Slot Costs	(b)(4)				
		Expansion Contracted Funding for High-Quality Preschool				
Expansion Grant Funded Slots		Year 1	Year 2	Year 3	Year 4	4-yr total
D	Improved ECEAP Slots	\$2,086,003	\$1,704,342	\$1,574,490	\$1,456,646	\$6,821,480
	New Full Working Day Slots	\$6,902,781	\$5,636,971	\$5,546,295	\$5,838,519	\$23,924,566
	New Full School Day Slots	\$7,457,944	\$9,139,972	\$9,374,024	\$9,206,885	\$35,178,825
	New Head Start Slots	\$178,273.21	\$143,715	\$130,191	\$122,950	\$575,128
	Subtotal: Federal Contracted Funding =	\$16,625,000	\$16,625,000	\$16,625,000	\$16,625,000	\$66,500,000

per slot. DEL plans to pay for each of the new slots types by allocating the federal grant to fund 72.53% of the expansion for all slot types in the first year. In years 2 to 4, the percentage of legislatively approved state dollars increases each year to fund an increasing proportion of all slot types. (See calculation in box above).

²⁶ Please note tuition and special supports (column D) are a weighted average over four years and varies by year; therefore total incremental funds [E] will also vary slightly by year.

To further support expansion, Washington plans to augment its existing administrative formula (calculated on a cost per slot basis) and will continue to offer additional supports and resources to ECEAP providers through Early Achievers, Washington's TQRIS (note: these existing planned state expenditures and the state's RTT-ELC sustainability plan are not addressed in this proposal).

Coordination of Existing Funds (G-2)

As described above, Washington's plan refocuses already *existing* federal funds (child care subsidy funds from the Child Care Development Block Grant and Head Start funds) and State funds (ECEAP) to help fund new and improved state preschool slots that meet all the components of a High Quality Preschool Program. In addition, the plan encourages partnerships with developmental preschools (IDEA part B) and private preschools so that new high quality preschool slots can be implemented in these settings.

The coordination of existing funds is considerable, as demonstrated by the sheer volume and scope of funding dedicated to the proposed project. Existing funds total \$410 million over the four years, which is illustrated below:

Coordination of Existing Funds	Year 1	Year 2	Year 3	Year 4	4-Yr.Total
Total existing ECEAP State Contracted Funds, 4-year-olds only	\$61,935,624	\$61,935,624	\$61,935,624	\$61,935,624	\$247,742,496
Total existing Subsidy funds	\$12,244,500	\$22,448,250	\$34,692,750	\$51,018,750	\$120,404,250
Total existing Head Start funds	\$2,325,000	\$4,650,000	\$6,975,000	\$9,300,000	\$23,250,000
Subtotal: Total ECEAP, Subsidy, and Head Start Funds to Support Existing Slots (i.e., before Match)	\$76,505,124	\$89,033,874	\$103,603,374	\$122,254,374	\$391,396,746
Total DEL existing administrative funds	\$3,586,691	\$4,271,186	\$5,332,114	\$5,867,895	\$19,057,886
Total ECEAP, Subsidy, HS, and DEL Admin State and Funds to Support Existing Slots (i.e., Before Match)	\$80,091,815	\$93,305,060	\$108,935,488	\$128,122,269	\$410,454,632

Again, the table illustrates the coordination of existing funds that DEL is *not* including in the proposal's budget but is nevertheless critical to make the plan work. Existing funds will be coordinated with incremental new funds in the following manner:

- Total existing ECEAP State Contracted funds represent the monies the State currently allocates to fund part-day slots ((b)(4)) per slot, \$((b)(4)) in total over four years). These slots will then be improved with additional ECEAP and federal funds to convert them into Improved ECEAP High Quality preschool slots.
- Total existing subsidy funds support children in extended day slots (\$((b)(4)) per slot, \$((b)(4)) in total over four years).

DEL will combine incremental ECEAP dollars with these subsidy funds to make New Full Working Day slots.

- Total existing Head Start funds equal \$23 million over four years (\$9,300 per slot), which will be combined with State funds to make New Head Start slots.

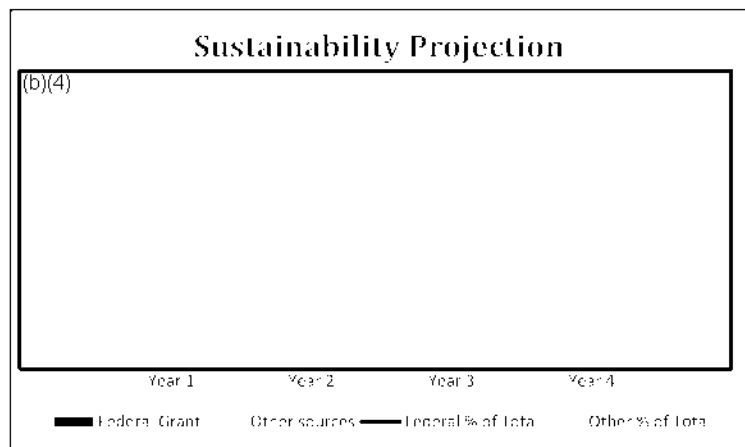
Cost allocation will occur at DEL to ensure that the requirements of each funding stream are fully met and in full compliance with regulations.

Project Sustainability (G-3)

As denoted in Table D above, the total amount of new federal funds requested for direct program costs are \$66.5 million, or \$16.625 million per year. By contrast, the State's projected share for all four projects increases over four years. As noted previously, by the fourth year, federal funds represent only 13% of the total annual cost. This financing plan will enable the State to sustain the grant investment much more easily at the end of the project, because the State will have a relatively small increase in year five relative to previous years. The shift in financing from Federal to State is highlighted in the graph below:

The Federal grant gives DEL:

1. The catalyst needed to enable Washington State to improve existing slots and add new high quality slots in seven high need regions across the state;
2. The ability to phase in the four funding models over the entire grant period, placing High Quality Preschool slots in a variety of accessible settings; and
3. The ability to ramp up access to high quality slots in alignment with the implementation of committed State preschool funding.



This is an ambitious and achievable plan that allows DEL to leverage the Preschool Expansion Grant with existing and new state resources to add more High Quality Preschool slots at a faster rate and in a more sustainable manner.

Other Attachment File(s)

* Mandatory Other Attachment Filename:	<input type="text" value="WASstatePreKAppAssurances.pdf"/>	
<input type="text"/>	<input type="button" value="Delete Mandatory Other Attachment"/>	<input type="button" value="View Mandatory Other Attachment"/>

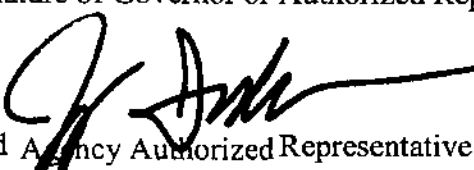
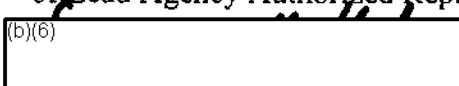
To add more "Other Attachment" attachments, please use the attachment buttons below.

<input type="button" value="Add Optional Other Attachment"/>	<input type="text"/>	<input type="text"/>
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Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov
under Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): Governor Jay Inslee	Applicant's Mailing Address: P.O. Box 40002 Olympia, WA 98504-0002
Employer Identification Number: 753214740	Organizational DUNS: 6241854550000
Lead Agency: Washington State Department of Early Learning Contact Name: Juliet Morrison (Single point of contact for communication)	Lead Agency Contact Phone: 360-725-4689 Lead Agency Contact Email Address: juliet.morrison@del.wa.gov
Required Applicant Signatures (Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.): To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation: Governor or Authorized Representative of the Governor (Printed Name): Governor Jay Inslee Telephone: (360)902-4111 Signature of Governor or Authorized Representative of the Governor: Date: 10/8/2014  Lead Agency Authorized Representative (Printed Name): DEL Director Bette Hyde Agency Name: Department of Early Learning Signature of Lead Agency Authorized Representative: Date: 10/8/2014 	

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):

Governor Jay Inslee

Signature:



Date: 10/8/2014

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Governmental Leadership

State of Washington Office of the Governor (Required)
Washington Early Learning Advisory Council (Required)
Washington State Legislature
Washington State Congressional Delegation
Washington State Department of Health
Washington State Department of Social and Health Services
Commission on African American Affairs
Commission on Hispanic Affairs
Governor's Office of Indian Affairs
Commission on Asian Pacific Affairs
Washington State Health Care Authority
Administration for Children and Families, Office of Head Start, Region X
City of Seattle
Seattle City Council

Preschool Subgrantees

Preschool Operational Work Group
ECEAP Steering Committee
Level 3-5 Child Care Partners

- Salish School of Spokane
- YMCA Vancouver
- Good Shepherd Montessori School
- King's Way Learning Center
- Causey's Learning Center
- Catholic Charities of Spokane
- Learning Way School and Daycare
- Spokane Child Development
- Sheri Rayburn, FCC Provider

Implementing Partner Agencies

Child Care Aware of Washington
Association of Educational Service Districts
Superintendent of Public Instruction
Thrive by Five Washington
Washington State Association of Head Start and ECEAP

Higher Education

Council of Presidents, Representing Washington's Baccalaureate Institutions
Center on the Developing Child, Harvard University
Washington State Board of Community and Technical Colleges
College of Education, University of Washington

Philanthropy and Business

Bezos Family Foundation
Bill & Melinda Gates Foundation
Washington Dental Service Foundation

Community and Advocacy Partners

Children's Alliance
Fight Crime Invest in Kids Washington
Ready Nation Washington
The Road Map Project
Teach for America Washington

JAY INSLEE
Governor



STATE OF WASHINGTON
Office of the Governor

October 6, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20201

The Honorable Sylvia Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

On behalf of the state of Washington, I am pleased to submit our application for the Preschool Development – Expansion Grant.

We are uniquely positioned at this time to develop a more robust preschool program that is focused on ensuring that every child is ready to begin school prepared. I am confident that Washington is able to implement the ambitious and achievable goals outlined in our application of increasing access and improving quality of our state preschool program, the Early Childhood Education and Assistance Program.

Last fall, my wife and I hosted Doctor Jack Shonkoff, the Director of Harvard University's Center on the Developing Child, at our residence. Dr. Shonkoff's message on the importance of quality early learning programs supports the work that we are doing here in Washington – science now confirms that early learning programs must have quality components to have positive outcomes for children. As early adopters of a quality standard, we have recognized the importance of quality in early learning programs and successfully implemented a Quality Rating and Improvement System that we call "Early Achievers." We were able to fund the development of Early Achievers through our Race-to-the-Top Early Learning Challenge Grant. Now, Early Achievers has become our statewide standard metric for quality, and I am happy to report that child care providers and preschool programs alike have embraced it to increase the quality of care and early learning in their programs.

In addition to improving quality, our state has also been focused on increasing access to preschool, particularly for low-income families. The Early Childhood Education and Assistance Program has been legislated to become an entitlement program by the 2018-2019 school year, which means that every child who is eligible for the program will be guaranteed a slot in the program. We are currently serving over 10,000 children in the program, but the need is much greater. Under my administration, we have funded additional slots and are on target to meet the entitlement goal by 2018-2019. Besides increasing access, we have also expanded the length of the program to offer full-day preschool options. For many working families, full-day preschool is a preferred option as it reduces transportation and child care barriers.



The Honorable Arne Duncan
The Honorable Sylvia Burwell
October 6, 2014
Page 2

I thank you for providing us with this opportunity to apply for the Preschool Expansion Grant. The time is ripe to build on the progress that we have made in early learning. I am personally committed to improving the quality of early learning and increasing access to preschool programs within our state, and with additional support from the federal government we will be able to make sure that all of our early learners enter kindergarten prepared for school and life.

Very truly yours,



Jay Inslee
Governor

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

The Washington State Early Learning Advisory Council (ELAC) submits this letter of support for Washington's application for a Federal Preschool Expansion grant. ELAC members represent the Department of Early Learning, Thrive by Five Washington, Department of Health, the Office of the Superintendent of Public Instruction, Department of Social and Health Services, the Office of Fiscal Management, the State Board for Community and Technical Colleges, the Washington Student Achievement Council, the four legislative caucuses, parents, Tribal members, private schools and many other leaders in early learning. In 2013, ELAC invited representatives from Washington's 10 Early Learning Regional Coalitions to participate and ensure that local and regional perspectives and needs are present in ELAC meetings, committees and decision-making concerning ELAC's advice and recommendations to DEL.

Through ECEAP, our state-funded preschool program, Washington has been providing preschool to low income children since 1985. ELAC is dedicated to expanding high-quality preschool to all eligible children. ELAC supported the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance of high-quality programs, and our state has prepared for this opportunity through the implementation of Early Achievers, Washington's Quality Rating and Improvement System. ELAC supports:

- The Legislative commitment to expand ECEAP to all eligible children by the 2018-19 school year
- The participation of all ECEAP programs in Early Achievers to ensure all programs are high quality
- The expansion of the number of children that are accessing full day preschool programs
- Providing training, coaching, professional development and scholarships to early learning professionals to ensure that teachers are highly educated and supported with professional qualifications and compensation

Washington is already moving forward on these reforms and the Preschool Expansion grant will help us achieve our goals more quickly. Thank you for the opportunity to apply for preschool expansion funding.

Sincerely,

(b)(6)

Bianca Bailey
ELAC Co-Chair

(b)(6)

Netty Mpajah
ELAC Co-Chair



Washington State Legislature

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Washington State House of Representatives Committee on Early Learning & Human Services and the Senate Committee on Early Learning & K-12 Education, we are writing to extend our support for Washington's application for a Preschool Expansion grant. The Washington State Legislature has championed and supported early learning since it created the Early Childhood Education and Assistance Program (ECEAP), Washington's preschool program, in 1985. Since then, the Legislature has steadily increased funding for early learning programs, particularly increasing resources for ECEAP.

The Washington Legislature has demonstrated its support for preschool expansion in several ways:

- **Preschool Entitlement:** In 2010 the Legislature passed legislation making preschool an entitlement program for all eligible children by the 2018-19 school year.
- **Increasing Funding:** the Legislature has increased its financial commitment to preschool in nearly every budget session; ensured that preschool funding was not cut during recent budget shortfalls that required large cuts to the state budget; and increased funding for preschool in the last legislative session, including a 20 percent increase in the number of preschool enrollment slots.
- **Commitment to Quality:** the Legislature understands that preschool programs must offer high-quality services to attain strong child outcomes. The Legislature has demonstrated this through a 10 percent increase in per child reimbursement rates for providers and a focus on quality in all early learning legislation.

The Washington Legislature remains committed to ensuring that all eligible children in Washington have access to high-quality preschool services. We recognize that early learning is a critical part of our education system and we will continue to champion preschool and early learning in our state. We believe that the grant puts Washington in a unique position in the nation to both expand access and improve the quality of services for all participating children, and the Legislature expects this grant to enhance our existing work, not replace it. We are very excited to lend our support to this effort and strongly believe that Washington will be able to take full advantage of this opportunity to continue to improve outcomes for young children.

Sincerely,

(b)(6)

Senator Steve Litzow
Chair, Early Learning & K-12 Education
Committee

(b)(6)

Representative Ruth Kagi
Chair, Early Learning & Human Services
Committee

(b)(6)

Senator Andy Billig
Ranking Member, Early Learning &
K-12 Education Committee

(b)(6)

Representative Maureen Walsh
Ranking Member, Early Learning &
Human Services Committee

Congress of the United States

Washington, DC 20510

October 1, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

We are writing in strong support of Washington state's application to receive an Expansion Grant under the Department of Education's Preschool Development Grant program. As you well know, high-quality early childhood education plays a critical role in a child's success in school and in life. Through the Early Childhood Education and Assistance Program (ECEAP), Washington's state-funded preschool program, our state has been providing early childhood education to low-income children since 1985. Washington state is strongly committed to continuing to be a leader in providing high-quality early learning opportunities.

Recently, Washington expanded their ECEAP program to increase both the number of children served, as well as the number of those that were able to access full-day programs. With the Expansion Grant, Washington plans to provide ECEAP to all eligible children by the 2018-19 school year, increase access to full-day preschool programs, and continue to improve the program by providing strong curriculum and training resources. Additionally, the state plans to ensure that all ECEAP programs are high-quality, as measured by Early Achievers, Washington's Quality Rating and Improvement System. Washington is already moving forward on these ambitious reforms, but with the support from the Expansion Grant, the state will be able to achieve these goals sooner, providing more of our state's at-risk children with the support they need to succeed.

In 2011, the Department of Education acknowledged Washington's outstanding work in early childhood education by awarding the state a first-round Race to the Top – Early Learning Challenge grant. Washington looks forward to building on this federal funding, and substantial state investments, with the Expansion Grant. We respectfully request this proposal be given all due consideration.

Sincerely,

(b)(6)

Patty Murray
United States Senator

(b)(6)

Maria Cantwell
United States Senator

(b)(6)

Jim McDermott
Member of Congress

(b)(6)

Rick Larsen
Member of Congress

(b)(6)

Denny Heck
Member of Congress

(b)(6)

Adam Smith
Member of Congress

(b)(6)

Suzan DeBene
Member of Congress

(b)(6)

Derek Kilmer
Member of Congress



STATE OF WASHINGTON

DEPARTMENT OF HEALTH

*P.O. Box 47890 • Olympia, Washington 98504-7890
Tel: (360) 236-4930 • TDD Relay Service: 711*

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell:

On behalf of the Washington State Department of Health, I extend my strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. The Washington State Department of Health is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year.
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System.
- Increase access to full day preschool programs.
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources.

Washington is already moving forward on these reforms and will continue to be ambitious on behalf of young children. The Washington State Department of Health is supportive of this effort and prepared to work with the Department of Early Learning to give all children in

Washington State a healthy start, including being ready for kindergarten. We are particularly pleased to continue participating on the leadership team of the Washington Early Learning Partnership. The Preschool Expansion grant will help Washington achieve our goals more rapidly, but we are confident we will get there.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

John Wiesman, DrPH, MPH
Secretary of Health

PR/Award # S419B150009

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STATE OF WASHINGTON
DEPARTMENT OF SOCIAL AND HEALTH SERVICES
1115 Washington Street SE, Olympia, Washington 98504-5010

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell:

On behalf of the Washington State Department of Social and Health Services, this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, the State of Washington has been providing preschool to low-income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. The Department of Social and Health Services is supportive of the recent ECEAP expansion that increased both the number of children served in our state, as well as the number of children that were able to access full day programs. We understand the importance of quality in preschool, and are prepared to be bold in recommending the following:

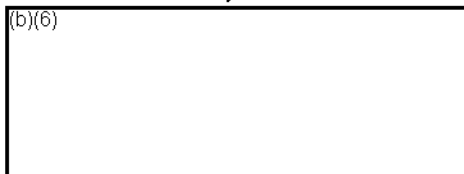
- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year.
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System.
- Increase access to full day preschool programs.
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources.

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. The Department of Social and Health Services supports the Department of Early Learning (DEL) in seeking this expansion opportunity, and we share DEL's commitment to providing Washington residents with a high quality, intensive pre-school experience. Leveraging these federal preschool funds will enable DEL to achieve this commitment by adding 25,000 new part and full-day slots over the next four years. This will help to ensure Washington families with low incomes help pay for child care while they participate in work or training opportunities.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)





STATE OF WASHINGTON
COMMISSION ON AFRICAN AMERICAN AFFAIRS
P.O. Box 40926 Olympia, Washington 98504-0926 (360) 725-5663

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Commission on African American Affairs, this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. The Commission on African American Affairs is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System
- Increase access to full day preschool programs
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. The Preschool Expansion grant will help Washington get there quicker, but we are confident we will get there.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Edward O. Prince
Executive Director, Washington State Commission on African American Affairs

October 2, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Washington State Commission on Hispanic Affairs (CHA), this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. CHA is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System
- Increase access to full day preschool programs
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. CHA is committed to engaging and connecting Latino families and children to these preschool programs in order to close the larger educational gaps among the Latino population. Latino children are increasingly becoming the majority in our educational system and as such we are committed to ensuring accessible and quality pre-k education for more Latino children. The Preschool Expansion grant will help Washington get there quicker, but we are confident we will get there.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

Uriel Iñiguez
Executive Director, Commission on Hispanic Affairs

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human
Services 200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Governor's Office of Indian Affairs, this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. The Governor's Office of Indian Affairs is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
 - Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System
 - Increase access to full day preschool programs
 - Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources
- Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. The Governor's Office of Indian Affairs is supportive of this effort and committed to improving the access and quality of early learning education for American Indian and Alaskan Native students. The Preschool Expansion grant will help Washington get there quicker, but we are confident we will get there.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Craig A. Bill
Executive Director, Governor's Office of Indian Affairs

PH Award # 3419B150009



The State of Washington
COMMISSION ON ASIAN PACIFIC AMERICAN AFFAIRS

210 11th Avenue SW, Suite 301A • P.O. Box 40925 • Olympia, Washington 98504-0925
360.725.5667 • capaa@capaa.wa.gov • www.capaa.wa.gov

Improving the lives of Asian Pacific Americans

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Washington State Commission on Asian Pacific American Affairs (CAPAA), this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. CAPAA is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance of quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System
- Increase access to full day preschool programs
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. CAPAA is supportive of this effort and prepared to work closely with Washington educators, policy makers, and communities, to increase the amount of preschool enrollment in the upcoming years, particularly among Asian Pacific American communities that are reflected in the achievement gap. These communities include Southeast Asians, Native Hawaiians and Pacific Islanders, and limited English proficient students. The Preschool Expansion grant will help Washington get there quicker, but we are confident we will get there.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Michael Itti
Executive Director

PR/Award # S419B150009
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STATE OF WASHINGTON
HEALTH CARE AUTHORITY

626 8th Avenue, SE • P.O. Box 45502 • Olympia, Washington 98504-5502

September 22, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell:

On behalf of the Washington State Health Care Authority (HCA), this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. HCA is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance of quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-2019 school year.
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating, and Improvement System.
- Increase access to full day preschool programs.
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources.

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. HCA is supportive of this effort and prepared to provide assistance as needed. The Preschool Expansion grant will help Washington get there quicker, but we are confident we will get there.

The Honorable Arne Duncan
The Honorable Sylvia Mathews Burwell
September 22, 2014
Page 2

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Dorothy F. Teeter, MHA
Director



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start Region 10 701 5th Ave, Suite 1600 MS-76, Seattle, WA 98104 ec/kc.ohs.acf.hhs.gov

October 2, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Office of Head Start Region X, I am pleased to support the Washington State Department of Early Learning's (DEL) application for a Preschool Expansion grant, jointly administered by the Departments of Education and Health and Human Services. The Washington State DEL application enhances the state's preschool system and infrastructure as well as expands quality preschool opportunities to more at risk children. This effort will result in more children entering kindergarten ready to succeed in school and life.

Key features of the Washington State DEL application include:

- High dosage/intensity of classroom experience through increased full day opportunities and up to two years of participation
- Mixed delivery of multiple program types including child care, Family Child Care, stand-alone agencies, school districts and non-profits to provide flexibility and meet family needs
- Bachelor level teachers who are well supported and compensated
- Ongoing instructional supports and professional development opportunities through a state Training and Technical Assistance Network
- High quality, effective adult-child interactions
- Evidence-based curriculum implemented to fidelity
- Safe, high quality learning environments with aligned standards
- Comprehensive services including family support, health, nutrition, and mental health
- Participation in Early Achievers (Washington State's Quality Rating Improvement System)
- Connection to K-12 schools through WaKids kindergarten assessment and P-3 alignment efforts

Early learning providers in Washington are committed to offering the strongest preschool models available. Head Start is pleased to be a part of that effort and to support expansion of preschool services in the state. Thank you for consideration of this Preschool Expansion grant application.

Sincerely,

(b)(6)

Nancy Gigoux Hutchins, Ph.D.
Regional Program Manager
Office of Head Start, Region X

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Burwell,

This letter extends my administration's strong support for Washington's application for a Preschool Expansion grant. In Washington, we believe that all children should enter kindergarten with the dispositions and experiences that will enable them to succeed in school and life. The State has been providing preschool to children from low-income families through the Early Childhood Education and Assistance Program (ECEAP) since 1985. With the recent expansion of ECEAP, more children are being served across the state. Washington intends to continue this expansion until all eligible children have access, with a legislative commitment to do so by the 2018-19 school year. The City of Seattle will continue to partner with the State to achieve this target.

In Seattle, our goal is to eradicate the opportunity gap. This month, I announced the creation of a new Department of Education and Early Learning in the City. The sole mission of this new department will be to ensure that all of Seattle's children—regardless of race, family income, neighborhood, immigrant or refugee status, or any other factor—have the opportunity to thrive in school. This new department will achieve this goal by supporting programs across the developmental and educational continuum from birth through college that show evidence of increasing student success. In November, Seattle voters will have the opportunity to approve the Seattle Preschool Program property tax levy. If successful, this levy will support our efforts to create more high-quality, affordable, and accessible preschool services for Seattle children.

This program is committed to the same elements high-quality preschool as support by the U.S. Department of Education, the National Institute for Early Education Research, and the State of Washington, including:

- ✓ Ensuring that every classroom is anchored in evidence-based practice, bolstered by a research-based curriculum and qualified, and led by well-trained teachers with access to embedded coaching and professional development
- ✓ Leveraging Early Achievers, Washington's Quality Rating and Improvement System, to ensure a baseline of quality for all publicly supported preschool programs
- ✓ Providing full day preschool to all Seattle Preschool Program participants
- ✓ Educating children in mixed-income classrooms using a mixed-delivery model

If Washington's application for a Preschool Expansion grant is successful, it will support preschool providers across the state to provide the type of quality services we know are best for children, but remain out of reach for many. On behalf of Washington's children and families, thank you for this opportunity.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Mayor Edward B. Murray.

Mayor Edward B. Murray
City of Seattle



Tim Burgess
Seattle City Council President

October 7, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington, DC 20201

Re: Application for Preschool Expansion in Washington State

Dear Secretary Duncan and Secretary Burwell,

This letter extends my strong support for Washington State's application for a Preschool Expansion grant.

We appreciate the Obama Administration and the legislative sponsors in the Congress (including members of our Washington State delegation) making available this critical opportunity for our nation's littlest learners.

As the President of the Seattle City Council and Chair of the City Council's Education Committee, I have had the honor of working with stakeholders throughout the City of Seattle to craft and partially fund high-quality early education programs dedicated to measuring outcomes that benefit the participating children. We have joined in common cause with Mayor Ed Murray to support these early learning efforts.

Washington State has also demonstrated a strong commitment to early learning. Statewide efforts include creating the Department of Early Learning, expanding the Early Childhood Education and Assistance Program (ECEAP), introducing a Quality Rating and Improvement System, and developing recommendations for evidence-based, high-quality preschool.

While the foundation of high quality early learning has been laid, the State continues to be short of funding. For example, ECEAP does not serve all eligible children and it is capped at the Federal Poverty Level.

In Seattle, our goal is to eradicate the opportunity gap. At the request of the City Council, Mayor Ed Murray announced the creation of a new Department of Education and Early Learning in the City. The mission of this new department will be to ensure that all of Seattle's children have the opportunity to thrive in school. In November, Seattle voters will have the opportunity to approve the Seattle Preschool Program property tax levy. If successful, this levy will support our efforts to create more high-quality, affordable, and accessible preschool services for Seattle children. This Seattle Preschool Program is committed to the same elements high-quality preschool as support by the U.S. Department of Education, the National Institute for Early Education Research, and the State of Washington, including:

City Hall, 600 Fourth Avenue, Floor 2, PO Box 34025, Seattle, Washington 98124-4025

(206) 684-8806, Fax: (206) 684-8587, TTY: (206) 233-0025

E-mail Address: tim.burgess@seattle.gov Web: <http://www.seattle.gov/council/burgess>

An EEO employer. Accommodations for people with disabilities provided upon request.

- ✓ Ensuring that every classroom is anchored in evidence-based practice, bolstered by a research-based menu of curricula and led by well-trained teachers with access to embedded coaching and professional development.
- ✓ Leveraging Early Achievers, Washington's Quality Rating and Improvement System, to ensure a baseline of quality for all publicly supported preschool programs.
- ✓ Providing full day preschool in a mixed-income environment.

If Washington's application for a Preschool Expansion grant is successful, it will support preschool providers across the state to provide the type of quality services we know are best for children, but remain out of reach for many. On behalf of Washington's children and families, thank you for this opportunity.

Sincerely,

(b)(6)

Tim Burgess
City Council President

An equal opportunity employer
600 Fourth Avenue, Floor 2, PO Box 34025, Seattle, Washington 98124-4025
Office: (206) 684-8806 Fax: (206) 684-8587 TTY: (206) 233-0025
email: tim.burgess@seattle.gov

PR/Award # S419B150009

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September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Early Childhood Education and Assistance Program (ECEAP) Preschool Operational Work Group (POWG) this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in our state. The POWG represents organizations that belong to the first cohort to participate in Washington's preschool expansion, which increased full day options and will enhance the quality of preschool services based on current research.

Our role is to provide the Department of Early Learning (DEL) with operational recommendations on the implementation of preschool quality elements. For example, as the first organizations to implement state-funded full day programming, we will provide on-the-ground feedback about the successes and challenges we experience as we begin implementation of full-day models. We will also assist DEL in implementing new evidence-based curriculum efforts. Our experiences and lessons learned will be used to assist and inform other programs as preschool expansion continues.

The POWG enthusiastically support Washington's federal application to attain more resources for preschool expansion and enhancement. In support of this effort, as current preschool expansion providers, we will:

- Continue our work as the Operational Work Group to support expansion efforts in Washington
- Commit to participate in future preschool expansion and enhancement efforts
- Continue to utilize Early Achievers, Washington's Quality Rating and Improvement System, to measure the quality of programs across the state

Providers in Washington are committed to offering the strongest preschool models available. We understand the importance of quality preschools and are dedicated to ensuring that Washington children have access to the best preschool opportunities possible.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

ECEAP Preschool Operational Work Group (b)(6)

(b)(6)

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of ECEAP's Steering Committee, this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in our state. The ECEAP Steering Committee represents ALL current ECEAP programs, and is a partnership between DEL and ECEAP Contractors established to provide input to DEL on policy and procedures related to ECEAP implementation.

As preschool providers, we are supportive of participating in expansion efforts in the following ways:

- **Support Implementation:** as the ECEAP Steering Committee that represents all contractors, we are committed to continue providing input and recommendations to DEL on how to implement preschool services, expand service to more children and enhance the quality of services.
- **High-Quality Services:** ECEAP programs are committed to providing high quality, research-based preschool services to more eligible children.
- **Participate in Expansion:** many existing programs are interested in or planning to compete for new funding slots and/or funding to enhance and improve existing slots. As part of DEL's 2014 expansion effort, 19 of the total 39 ECEAP Contractors submitted applications for new or enhanced slots and 16 were funded.
- **Leadership in Communities:** existing ECEAP contractors will participate in expansion/enhancement efforts as program leaders in their communities. ECEAP contractors collectively have nearly 30 years of experience operating comprehensive preschool programs. We exhibit leadership in our communities by partnering and coordinating with other preschool and child care providers, schools, community and health service organizations. 6 ECEAP programs serve as "training resource centers" (TRCs) in our communities, sharing quality practices and services with other early learning providers.

Preschool providers in Washington are committed to offering the strongest preschool possible. We understand the importance of providing high-quality and are dedicated to ensuring that Washington's children have access to the best preschools possible. Thank you for the opportunity to apply for this exciting grant.

Sincerely,

(b)(6)

ECEAP Steering Committee Members

(b)(6)

(b)(6)



September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretaries Duncan and Mathews Burwell,

As a licensed child care provider that currently participates in Washington's ECEAP program, I enthusiastically support my state's efforts to expand high quality preschool so that we can reach more children across the state. Through ECEAP, our state funded preschool program, Washington State has been providing high quality preschool to low income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities. As expansion efforts make it possible, more providers like myself can reach more children in settings where they are with high quality preschool supports.

Washington is already moving forward on expansion and is going to continue to be ambitious on behalf of young children. As a childcare provider I am supportive of this effort and am proud to be a part of the expansion of available opportunities in existing child care centers and family child care programs.

Thank you for the opportunity that our state has to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

LaRae Wiley

Executive Director

Salish School of Spokane

PO Box 10271 Spokane, WA 99209



**FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretaries Duncan and Mathews Burwell,

As a licensed child care "Quality Level of Excellence" rated provider in our state's Quality Rating & Improvement System, Early Achievers, I enthusiastically support Washington State's efforts to expand high quality preschool so that we can reach more children. As expansion efforts make it possible, I hope to participate in providing preschool services like those currently offered by our state's ECEAP program in the future. Through ECEAP, our state funded preschool program, Washington State has been providing high quality preschool to low income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is already moving forward on expansion and is going to continue to be ambitious on behalf of young children. As a proven high quality child care provider I am supportive of this effort and want to be a part of the expansion of available opportunities in existing child care centers and family child care programs.

Thank you for the opportunity that our state has to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Mina Smith

Program Director

**Orchards YMCA Child Development Center
10401 NE Fourth Plain Blvd., #201
Vancouver, WA 98662**

P 360.213.0051
F 360.213.2988
www.ymcacw.org

PR/Award # S419B150009

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September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretaries Duncan and Mathews Burwell,

As a licensed child care "Quality Level of Excellence" rated provider in our state's Quality Rating & Improvement System, Early Achievers, I enthusiastically support Washington State's efforts to expand high quality preschool so that we can reach more children. As expansion efforts make it possible, I hope to participate in providing preschool services like those currently offered by our state's ECEAP program in the future. Through ECEAP, our state funded preschool program, Washington State has been providing high quality preschool to low income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is already moving forward on expansion and is going to continue to be ambitious on behalf of young children. As a proven high quality child care provider I am supportive of this effort and want to be a part of the expansion of available opportunities in existing child care centers and family child care programs.

Thank you for the opportunity that our state has to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

Print name: Pamela Cripe, Director of program

Facility name: Good Shepherd Montessori School

Facility address: 805 SE Ellsworth RD., Vancouver, WA, 98664

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretaries Duncan and Mathews Burwell,

As a licensed child care "Quality Level of Excellence" rated provider in our state's Quality Rating & Improvement System, Early Achievers, I enthusiastically support Washington State's efforts to expand high quality preschool so that we can reach more children. As expansion efforts make it possible, I hope to participate in providing preschool services like those currently offered by our state's ECEAP program in the future. Through ECEAP, our state funded preschool program, Washington State has been providing high quality preschool to low income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is already moving forward on expansion and is going to continue to be ambitious on behalf of young children. As a proven high quality child care provider I am supportive of this effort and want to be a part of the expansion of available opportunities in existing child care centers and family child care programs.

Thank you for the opportunity that our state has to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Print name Lynette Carver

Facility name King's Way Learning Center

Facility address 3300 NE 78th Street Vancouver, WA98665

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretaries Duncan and Mathews Burwell,

As a licensed child care "Quality Level of Excellence" rated provider in our state's Quality Rating & Improvement System, Early Achievers, I enthusiastically support Washington State's efforts to expand high quality preschool so that we can reach more children. As expansion efforts make it possible, I hope to participate in providing preschool services like those currently offered by our state's ECEAP program in the future. Through ECEAP, our state funded preschool program, Washington State has been providing high quality preschool to low income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is already moving forward on expansion and is going to continue to be ambitious on behalf of young children. As a proven high quality child care provider I am supportive of this effort and want to be a part of the expansion of available opportunities in existing child care centers and family child care programs.

Thank you for the opportunity that our state has to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

Print name Ruth Brown
Facility name Causey's Learning Ctr
Facility address 527 23rd Avenue, Seattle, WA 98122

September 30, 2014

The Honorable Arne Duncan
US Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Ave SW
Washington DC, 20201

Dear Secretaries Duncan and Mathews Burwell:

As a licensed child care "Quality Level of Excellence" rated provider in our state's Quality Rating and Improvement System (Early Achievers) Catholic Charities of Spokane enthusiastically supports Washington State's efforts to expand high quality preschool so that we can reach more children. As expansion efforts make it possible, we hope to participate in providing preschool services like those currently offered by our state's ECEAP program, in the future. Through ECEAP, our state-funded preschool program, Washington State has been providing high quality preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is already moving forward on expansion and is going to continue to be ambitious on behalf of young children. As a proven high quality child care provider we are supportive of this effort and want to be a part of the expansion of available opportunities in existing child care centers and family child care programs.

Thank you for the opportunity that our state has to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

Gene DiRe
Associate Director
Catholic Charities of Spokane

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretaries Duncan and Mathews Burwell,

As a licensed child care "Quality Level of Excellence" rated provider in our state's Quality Rating & Improvement System, Early Achievers, I enthusiastically support Washington State's efforts to expand high quality preschool so that we can reach more children. As expansion efforts make it possible, I hope to participate in providing preschool services like those currently offered by our state's ECEAP program in the future. Through ECEAP, our state funded preschool program, Washington State has been providing high quality preschool to low income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is already moving forward on expansion and is going to continue to be ambitious on behalf of young children. As a proven high quality child care provider I am supportive of this effort and want to be a part of the expansion of available opportunities in existing child care centers and family child care programs.

Thank you for the opportunity that our state has to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Print name Jeri A Finch

Facility name Learning Way School and Daycare

Facility address 9202 21st. Ave. SW Seattle, Washington 98106

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretaries Duncan and Mathews Burwell,

As a licensed child care provider that currently participates in Washington's ECEAP program, I enthusiastically support my state's efforts to expand high quality preschool so that we can reach more children across the state. Through ECEAP, our state funded preschool program, Washington State has been providing high quality preschool to low income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities. As expansion efforts make it possible, more providers like myself can reach more children in settings where they are with high quality preschool supports.

Washington is already moving forward on expansion and is going to continue to be ambitious on behalf of young children. As a child care provider I am supportive of this effort and am proud to be a part of the expansion of available opportunities in existing child care centers and family child care programs.

Thank you for the opportunity that our state has to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

Print name Vicki Greger
Facility name Spokane Child Development Center, LLC
Facility address 3120 N. Industrial Park First Street
 Spokane Valley, WA 99216

October 1, 2014

Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Duncan and Mathews Burwell,

Recently I applied to be an active participant in the ECEAP program. Due to limited funding only a small percentage of applications were accepted. I am in an area that does not have an ECEAP program locally. I have had the experience of children leaving my care to travel to another city to get help by the program even though I was qualified to be an active ECEAP sight. As a licensed child care "Quality Level of Excellence" rated provider in our state's Quality Rating & Improvement System, Early Achievers, I enthusiastically support Washington State's efforts to expand high quality preschool so that we can reach more children.

As expansion efforts make it possible, I hope to participate in providing preschool services like those currently offered by our state's ECEAP program in the future. Through ECEAP, our state funded preschool program, Washington State has been providing high quality preschool to low income children since 1985, and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities. It would be a benefit to the communities to continue to fund this very important program.

Thank you for your time in this matter.

Sheri Rayburn
3100 NE 221 Way
Ridgefield Wa 98642



September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of Child Care Aware of Washington and each of our seven state network partners, this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the expectations and requirements of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

We are proud of Washington State's recognition that high quality, licensed child care providers are an essential component of expanding access to low income children. Over the last two years, we have worked directly with thousands of licensed child care providers to demonstrate and improve their quality of care, through Early Achievers, Washington's Quality Rating and Improvement System. In just this short time, hundreds of providers have been rated, and our state has a growing force of child care providers with verified excellent quality, a strong capacity to continuously improve, and a desire to help our youngest Washingtonians reach their full potential.

Washington is committed to building the strongest preschool program possible. Child Care Aware of Washington and each of our network members are supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
- Ensure that all ECEAP programs are high quality as measured by Early Achievers
- Increase access to full day preschool programs
- Continue to support quality improvement efforts, using the framework developed by Early Achievers, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources



Washington State and our Child Care Aware network have a demonstrated history of success of working together to provide continuous improvement and support for our state's child care programs. Together we are committed to continuing our collaborative work. As a state, we are already moving forward on these reforms, and we are going to continue to be ambitious on behalf of young children. Child Care Aware of Washington is supportive of this effort and prepared to expand our efforts to support providers in our network to prepare them for expansion of available opportunities in current child care centers and programs.

Thank you for the opportunity to apply for this exciting grant. Our entire network is committed to making this grant successful and working together to expanding preschool opportunities for children in our communities. We appreciate your joint efforts to help our state and others achieve their educational goals.

Sincerely,

(b)(6)

Annie Cubberly
Executive Director
Child Care Action
Council
Child Care Aware
Olympic Peninsula

Deeann Burtch Puffert
CEO
Child Care Resources
Child Care Aware King
County

Christine Rosenquist
Director
City of Tacoma
Child Care Aware Pierce
County

Wilanne Ollila-Perry
Quality Child Care &
Support Manager
Opportunity Council
Child Care Aware
Northwest Washington

(b)(6)

Jan Thoemke
Director
Catholic Charities
Child Care Aware
Central Washington

Jodi Wall
Director of Child Care and
Early Learning - ESD 112
Child Care Aware
Southwest Washington

Lee Williams
Early Learning Director
Community Minded
Enterprises
Child Care Aware Eastern
Washington

Christine Martin
Interim Executive Director
Child Care Aware of WA



September 26, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Association of Educational Service Districts, this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in our state. The Association of Educational Service Districts represents ALL nine Educational Service Districts (ESD) in Washington. Currently, four ESDs provide both the Early Childhood Education Assistance Program (ECEAP), Washington State's comprehensive preschool program, and Head Start services. Through these ESDs, 3368 children are receiving ECEAP services and 3084 children are receiving Head Start services. Three additional ESDs are providing ECEAP services for 338 children. Four ESDs are the lead agencies for the Early Support for Infant and Toddlers (ESIT), Washington State's early intervention program.

As Educational Service Districts, we support participation in expansion efforts in the following ways:

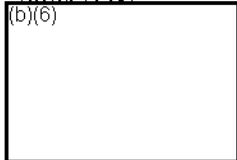
- **Support Implementation/Infrastructure Building:**
 - Provide technical assistance for expansion;
 - Support the application process including program design and budget development;
 - Ensure appropriate collaboration and communication is maintained with respective regional coalitions;
 - Expand existing professional development to support statewide efforts for preschool expansion aligned to K-12;
 - Develop new training and professional development aligned to K-12 and designed to meet the needs of children, families, teachers and programs;
 - Continue to support and participate in Early Achievers, Washington State's Quality Rating and Improvement System;
 - Expand the number of Training Resource Centers across the state to share quality practices and services with early learning providers.

- **Leadership:**
 - Develop and expand leadership development opportunities for K-12 administrators to support statewide efforts for preschool expansion, aligning early learning and developmentally appropriate practices birth through third grade.
- **Strengthen Early Learning Collaboration**
 - Continue to support, participate and provide leadership in the use of the PreK to Kindergarten Statewide Transition Tool and other system efforts;
 - Facilitate community outreach and partnerships for preschool providers that are small operations with limited capacity;
 - Expanding existing PreK-3rd Grade Alignment activities to new preschool providers according to regional need.
- **Participate in Expansion and Provide High-Quality Preschool:**
 - Apply for new ECEAP slots in our regional areas;
 - Convert part-day Head Start and ECEAP to full-day slots;
 - Consult with school districts and community-based programs that wish to apply for new ECEAP slots or convert existing part-day to full-day.

The Washington Association of Educational Service Districts is committed to supporting the strongest preschool program possible. We understand the importance of providing high quality services and are dedicated to ensuring that Washington's children have access to the best preschool programs possible. Thank you for the opportunity to apply for this exciting grant.

Sincerely,

(b)(6)



Steve Myers

AESD Executive Sponsor for Early Learning
Superintendent, ESD 105



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn · Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

October 6, 2014

The Honorable Sylvia Mathews Burwell
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, DC 20201

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Burwell:

I am writing to indicate my strong support for Washington State's application to receive funding to expand preschool opportunities in our state and, importantly, to ensure that we have high quality preschool programs for our most vulnerable children.

Washington State has an ambitious three-prong strategy to significantly enhance the quality of early learning in our state: 1) Make available high quality, state-funded preschool to all eligible disadvantaged children in our state by 2018-19; 2) provide full-day kindergarten for all children beginning in the 2017-18 school year; and 3) significantly reduce class size to 17 students per teacher in grades K-3 beginning in 2017-18. Needless to say, this is an ambitious strategy, but one that we are confident will help many more students, especially those from low-income families, to be successful in third grade and beyond.

The federal preschool grant will help make this statewide strategy a reality by providing additional funds to ensure that our preschool classrooms are of high quality, increases teacher retention, and creates pathways for early learning professionals to obtain BAs to increase their skills and knowledge. It also will make it possible to engage students during the entire day and not just several hours a day.

As Washington State's Superintendent of Public Instruction, I understand the critical importance of the learning that occurs before children enter the doors of our kindergarten classrooms, and will work very closely with my colleagues at the Department of Early Learning to successfully implement the programs and classrooms that will be funded by this grant.

If you have any questions or would like additional information, please do not hesitate to contact me at (360) 725-6115.

Sincerely,

(b)(6)

Randy Dorn
State Superintendent
of Public Instruction



September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the board of Thrive by Five Washington (Thrive), we enthusiastically support Washington's state's application for a Preschool Expansion Grant. It's an application that emphasizes quality improvement – a goal that Thrive emphatically supports.

As the state's nonprofit public-private partnership for early learning, Thrive works closely with the state Department of Early Learning to ensure all resources for early learning efficiently and effectively support strong programs and a strong system. Our work together has made our state a national leader in early learning.

Thrive currently administers the state's Home Visiting Services Account, which pools public and private resources to fund, scale and ensure high-quality, research-based home visiting programs in Washington. While we focus many of our resources on children birth to age 3, we recognize the need to have strong programs for all children. In support of this grant, we will:

- **Align with Birth-to-3 Services**, continuing to partner with the state to ensure that home visiting is aligned with our state preschool programs.
- **Use Research and Best Practices**, committing to use research to inform practice and support the expansion of evidence-based curriculum and other quality improvement elements.
- **Promote Quality Preschool**, voicing support for expanding high-quality preschool when talking with legislators, funders and stakeholders from across the state.
- **Engage Communities**, using our connections with local communities statewide to support preschool expansion.

We are very excited to lend our support to this effort. Washington will be able to take full advantage of this opportunity to continue to improve outcomes for young children.

Sincerely,

(b)(6)

Sam Whiting
President and CEO

(b)(6)

Kevin Washington
Board Chair

Sam Whiting
Thrive by Five Washington
President & CEO

Kevin C. Washington
Taber FCO
Chair

William H. Gates Sr.
E. U. & Melinda Gates Foundation
Past Chair

Jackie Bezos
Bezos Family Foundation
Past Chair

State Rep. Ruth Kagi
Early Learning & Human
Services Committee
Co-Vice President

Don Stark
Stark & Stark
Co-Vice President

Dan Kranzler
Kranzler Chair Trust Foundation
Treasurer

Beverly Jacobson
Angie & Chris Breast Cancer Foundation
Secretary

Tony Benton
Community Volunteer

State Sen. Andy Billig
Early Learning & K-12
Education Committee

Susan Champlain
Thrive Board Committee

Dr. Dimitri Christakis
Seattle Children's Hospital

Randy Dorn
Office of Statistical Research
Princeton University

Dennis Gisi
Bank of America

Dr. Bette Hyde
Washington State Department
of Early Learning

Trudi Inslee
First Lady of Washington State

Valorie Johnson
Washington Legal Foundation

Lynn Kessler
Community Volunteer

Janet Levinger
Community Volunteer

State Sen. Steve Litzow
Early Learning & K-12
Education Committee

Jim McCarthy
L&K Riley

Mary Ellen O'Keeffe
North Seattle Community College

David Sanders
Bezos Family Foundation

Alisher Saydalikhodjayev
Microsoft

Katie Simons
E. U. & Melinda Gates Foundation

Dr. Beck Taylor
Washington University

Michelle Vallone
Leximark, LLC

State Rep. Maureen Walsh
Early Learning & Human
Services Committee

October 8, 2014

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Washington State Association of Head Start and ECEAP (WSA), this letter conveys our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities that recognize the importance of both the classroom and the family in the development of successful children.

Washington is committed to building the strongest preschool program possible. WSA is supportive of the recent ECEAP expansion that increased both the number of children served and the number of children that were able to access full day programs. We understand the importance of quality in preschool, and recommend the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System
- Increase access to full day preschool programs and recognizing the differing needs of families
- Develop a system that builds on the strengths of ECEAP both in the classroom and in engaging families
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. WSA is supportive of this effort and prepared to work closely with the Department of Early Learning to ensure that more children have access to high quality services. The Preschool Expansion grant will help Washington get there quicker.

Sincerely,

(b)(6)

Joel Ryan
Executive Director

Council of Presidents

REPRESENTING WASHINGTON'S PUBLIC BACCALAUREATE INSTITUTIONS

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

The Council of Presidents strongly supports Washington's application for a Preschool Expansion grant and expresses its commitment to upholding the principles of the grant throughout implementation in this state. Our state maintains a long and historic commitment to providing high-quality early childhood education. We know from years of research that when children enter school prepared to learn, they are more likely to progress, graduate from high school, and express interest and enroll in postsecondary education or training.

Education is the most indispensable form of currency and social capital one can possess in our 21st Century economy. According to a recent report from the Georgetown Center on Education and the Workforce, by 2020 70% of the Washington jobs will require some postsecondary education – 33% will require a bachelor's degree or more. To illustrate our state's commitment to educating more students to higher levels, this year our Legislature and Governor placed into state law two statewide educational goals to achieve by 2023: 1) that all adults in Washington, ages 25-44, will have a high school diploma or equivalent; and 2) at least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.

We know that accomplishing these goals will not be easy, and that supporting our children from cradle to career must involve partnerships across the educational spectrum. This is why we have and will continue to be strongly supportive of the many efforts in our state to increase access to full day preschool programs and opportunities for all children while also continuing to support continuous quality improvement efforts.

Thank you for the opportunity to apply for this Preschool Expansion grant that will have a profound impact on Washington's residents. Washington is enthusiastic about expanding preschool and the resulting effects on K-12 and higher education; we applaud your efforts to help our state reach its educational goals.

Sincerely,

(b)(6)

Paul Francis
Executive Director

Center on the Developing Child HARVARD UNIVERSITY

October 3, 2014

The Honorable Arne Duncan
U.S. Department of Education

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services

Dear Secretary Duncan and Secretary Burwell,

On behalf of The Center on the Developing Child at Harvard University (the Center), this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, Washington's state funded preschool program, the state has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in the state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. The Center is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the critical importance of quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System
- Increase access to full day preschool programs
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. The Center is supportive of this effort and prepared to continue to work closely with Washington – through the Frontiers of Innovation initiative – to generate, test, refine and ultimately to scale, new strategies that have the potential to significantly improve outcomes for vulnerable young children. Washington's focus on not only expanding access to preschool for children who need it most, but also on continuously drawing on the latest science to innovate is to be commended and will ensure that Washington's children are well served.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Jack P. Shonkoff, M.D.

Julius B. Richmond FAMRI Professor of Child Health and Development,
Harvard School of Public Health and Harvard Graduate School of Education.
Professor of Pediatrics, Harvard Medical School and Boston Children's Hospital.
Director, Center on the Developing Child at Harvard University.

PH Award # 5419B-150009

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September 23, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, DC 20201

The Honorable Sylvia Mathews Burwell
U.S. Department of Health and Human Services
200 Independence Avenue S.W.
Washington, DC 20201

Dear Secretary Duncan and Secretary Burwell:

On behalf of Washington's community and technical college system, we appreciate the opportunity to support the Washington Department of Early Learning application for a Preschool Expansion grant and to express our commitment to upholding the principles of the grant throughout implementation in our state. Through the Early Childhood Education and Assistance Program (ECEAP), our state-funded preschool program, Washington has been providing preschool to low-income children since 1985 and is dedicated to continuing this work until all eligible children have access to high-quality early learning opportunities.

Washington State is committed to building the strongest preschool program possible. Washington's 34 community and technical colleges support the recent ECEAP expansion that increased both the number of children served as well as the number of children that were able to access full-day programs. We understand the importance of quality in preschool and support reform efforts already underway, including the following:

- Ensuring all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System;
- Increasing access to full-day preschool programs; and
- Continuing quality improvement efforts, including strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources.

Washington already is moving forward on these reforms and is going to continue to be ambitious on behalf of young children across the state. Washington's community and technical college system is supportive of this effort and is prepared to continue providing accessible, flexible, and high-quality professional development opportunities for early learning providers and educators. The Preschool Expansion grant will help Washington achieve these goals at an accelerated pace.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

I am available to discuss our support for this federal funding opportunity at your convenience.

Sincerely,

(b)(6)

Marty Brown
Executive Director



October 1, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the University of Washington's College of Education (UW COE), this letter extends our strongest support of Washington State's application for a Preschool Expansion grant and expresses our commitment to support this ambitious and achievable work. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible—and we are ready to support this commitment through higher education. We support the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance of quality in preschool, and are committed to provide an affordable, accessible, and relevant BA degree in early childhood featuring applied coursework aligned to the Early Achiever's quality standards and the Washington Early Learning Guidelines. Moreover our online Bachelor's Degree program utilizes innovative technology to embed video-based coaching into courses. This means students receive frequent feedback on their interactions with children and teaching practices from expert instructors.

Washington is already moving forward on these reforms and continues to be ambitious on behalf of young children. The UW COE is supportive of this effort and prepared to provide high quality education for current and pre-service ECEAP teachers. Additionally, we will work with other Washington State colleges and universities to increase capacity to offer a common core of high quality early childhood teaching and learning. This ensures that all ECEAP teachers will have high quality BA degrees that will, in turn, increase the quality of preschool classroom teaching and learning. The Preschool Expansion grant will help Washington get there quicker, but we are confident we will get there.

Thank you for the opportunity to apply for this exciting grant. Washington State is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

Deborah McCutchen, Ph.D.
Professor and Interim Dean

(b)(6)

A rectangular box with a black border, used to redact a signature. The text "(b)(6)" is written in the top left corner of the box.

Gail Joseph, Ph.D.
Associate Professor and Director,
Early Childhood and Family Studies

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Bezos Family Foundation, this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985 and Washington is dedicated to continuing this work until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. The Bezos Family Foundation is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs. We understand the importance quality in preschool, and are prepared to be bold in recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System
- Increase access to full day preschool programs
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. The Bezos Family Foundation is supportive of this effort and is already working with the City of Seattle, King County and others to provide tools and materials to frontline community-based organizations providing services to parents and families with children aged from birth to five. We intend to expand this effort – known as 'Vroom' – to the rest of Washington State. The Preschool Expansion grant will help Washington get there quicker, but we are confident we will get there.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

(b)(6)

Jackie Bezos
President, Bezos Family Foundation

BILL & MELINDA
GATES *foundation*

V
F
www.gatesfoundation.org

October 10, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell:

On behalf of the Bill & Melinda Gates Foundation, I am writing to encourage your strong consideration of Washington's application for a Preschool Expansion grant. It represents a decade-long collaboration across the public sector, philanthropy, and early learning community and holds tremendous potential for impact for Washington's children through higher quality and continued innovation.

Since 2005, the Gates Foundation has worked with public, private, and community partners to strengthen early learning in our home state. Thanks to close collaboration and bipartisan support, Washington is building an early learning system that is focused on improving quality and helping young students enter kindergarten ready to learn.

Beginning in 2012, the foundation's early learning team took a deeper look at the impact of high-quality pre-K programs across the nation, and commissioned a series of research papers to provide insight into what makes high-quality programs effective in producing lasting gains for young children. This research formed the basis for an expanded early learning portfolio, which will include investments in program implementation and advocacy in Washington.

To date, the foundation has invested approximately \$(b)(4) in Early Learning in Washington. We are deepening our investments in quality improvement in ECEAP, Washington's state-funded preschool program, as well as in strengthening the connections between preschool and the elementary grades to build on the gains from early learning. We believe that by successfully supporting and scaling the elements of quality that result in greater school readiness and sustained academic achievement, more young children will enter school prepared and will achieve ongoing academic success.

Washington has been providing preschool to low income children since 1985. We applaud our State Department of Early Learning's ambitions to accelerate this work with a focus on ensuring that all ECEAP programs are high quality as measured by Early Achievers, increasing access to full-day preschool programs, and continuing to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources.

Thank you for your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

David Bley
Director, Pacific Northwest Initiative

September 30, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of Washington Dental Service Foundation (WDS Foundation), this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our commitment to supporting its implementation. Through ECEAP, our state funded preschool program, Washington has been providing preschool to low income children since 1985. The state is dedicated to working until all eligible children in our state have access to high quality early learning opportunities.

Washington is committed to building the strongest preschool program possible. WDS Foundation is supportive of the recent ECEAP expansion that increased the number of children served and the number of children that were able to access full day programs. We are recommending the following:

- Honor the legislative commitment to expand ECEAP to reach all eligible children by the 2018-19 school year
- Ensure that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System
- Increase access to full day preschool programs
- Continue to support quality improvement efforts, including supporting strong curriculum in every classroom and continuing to strengthen Washington's technical assistance and training resources

Washington is already moving forward on these reforms and is going to continue to be ambitious on behalf of young children. WDS Foundation is supportive of this effort and is already providing resources to early learning programs around the state. Resources include Cavity Free Kids, a curriculum, training, and website that teaches early learning providers about what causes cavities and how to prevent them; the Access to Baby and Child Dentistry (ABCD) program, a public-private partnership that connects Medicaid-enrolled young children with dental care; and training and coaching for medical providers that teaches them to incorporate oral health into well-child checks. These resources, paired with and incorporated into high quality early learning programs, help to ensure all of Washington's children are healthy and ready for school and life. The Preschool Expansion grant will help Washington get there quicker, but we are confident we will get there.

Thank you for the opportunity to apply for this exciting grant. Washington is enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

(b)(6)

Laura Smith
President and CEO

October 8, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of Children's Alliance, this letter extends our support of Washington's application for a Preschool Expansion grant.

The Children's Alliance advocates on behalf of Washington's children, holding leaders accountable to the expectation that they will do what it takes to keep all children safe and healthy, with the opportunity to grow up to be the people they dream of becoming. The Children's Alliance also convenes the Early Learning Action Alliance, a statewide coalition of organizations that advocate for all Washington children to have the opportunities they need to succeed in school and life..

Through ECEAP, our state funded preschool program, Washington has been providing children in low income families with comprehensive preschool services which support whole child development, including health, and strong partnerships with families, since 1985. Washington is dedicated to continuing this work until all eligible children in our state have access to high quality, culturally responsive early learning opportunities.

Children's Alliance is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full-day programs. We were instrumental in the policy advocacy in the last six years that led to the legislative commitments and funding for this expansion.

We understand the importance of quality in preschool, and we are supportive of efforts to build upon the strong program elements in place to increase the quality of the ECEAP program so that children furthest from opportunity have a foundation for success. The Children's Alliance will continue our advocacy to policymakers to uphold the legislative commitment to the expansion of ECEAP for all eligible children by the 2018-19 school year, as well as working to ensure that Early Achievers (Washington's QRIS) is sustained.

Thank you for the opportunity to support this exciting grant.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Jon Gould. The text "(b)(6)" is written in the top left corner of the box.

Jon Gould
Deputy Director
Children's Alliance



*Hundreds of Police Chiefs, Sheriffs, Prosecutors,
other Law Enforcement Leaders, and Violence
Survivors Preventing Crime and Violence*

October 1, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20201

The Honorable Sylvia Mathews Burwell
U.S. Department of Health and Human Services
200 Independence Ave. SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Burwell,

I am writing on behalf of the members of FIGHT CRIME: INVEST IN KIDS WASHINGTON to express support for our state's application for a Preschool Expansion Grant.

FIGHT CRIME: INVEST IN KIDS WASHINGTON is an organization of the top law enforcement leaders in Washington State. Our members include every elected sheriff and prosecuting attorney and over 140 police chiefs from every corner of the state who believe that high-quality early learning is a very powerful crime prevention tool. Research confirms what law enforcement leaders know from experience on the front lines against crime: when at-risk kids have access to high-quality early learning programs they are far more likely to enter school ready to succeed and graduate and far less likely to commit violent crimes as juveniles and adults. We do not run or fund any programs nor do we accept any government funding. Our role is to advocate for proven prevention programs.

Since 2006, FIGHT CRIME: INVEST IN KIDS WASHINGTON members have advocated for early learning funding and policies to improve the quality of early learning and expand access for at-risk youngsters to high-quality early learning programs. We have been outspoken advocates for expansion of the Early Childhood Education and Assistance Program (ECEAP) and will continue to pressure the legislature to fulfill its commitment expand ECEAP to reach all eligible children by the 2018-19 school year. We will also continue to support efforts to improve the quality of all early learning programs on our state.

We welcome the partnership and resources that will come with the Preschool Expansion Grant that will allow us to increase the pace at which we will meet our quality goals.

Sincerely,

(b)(6)

Laura Wells
State Director

Laura H. Wells, State Director
PR Award # S419B15009

September 30, 2014

The Honorable Arne Duncan
US Department of Education
400 Maryland Ave. SW
Washington, DC 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Burwell:

On behalf of *ReadyNation-Washington*, this letter expresses our strong support for the Preschool Expansion grant application submitted by Washington's Department of Early Learning. We represent more than 150 business leaders and owners throughout our state from businesses of all sizes and types.

Washington is justifiably proud of its ECEAP preschool program that has been providing education and wrap-around services to low-income children and families since 1985. *ReadyNation-Washington* members have joined with other allies to advocate for continuing legislative commitment to the expansion of ECEAP to reach all eligible children by the 2018-19 school year. We are also actively engaged in ensuring that our state's Early Achievers quality rating and improvement system is sustained with legislative funding to ensure that highest-quality ECEAP programs are available to children in urban, rural, and suburban areas throughout the state.

Research supported by the Bill and Melinda Gates Foundation and others also clearly shows that "dosage matters," hence our support for full-day preschool programs. Our organization's business members are speaking to chambers of commerce and other civic groups about the importance of this issue, along with the need to ensure strong curriculum in every classroom and ongoing professional development for providers/educators who are on the "front lines" of the early learning delivery system.

To help support the incredible work done by early learning professional in our state, *ReadyNation-Washington* will continue to meet with state legislators and members of our Congressional delegation. We will also place opinion editorials in local newspapers in media markets ranging including Seattle, Spokane, Tacoma, Vancouver, the Tri-Cities, Walla Walla and Bellingham. We will also produce a report in December 2014 that speaks to the Essentials of Quality in early learning as additional information to use in both legislative and community discussions.

As evidenced by the Race to the Top grant our state received a few years ago, Washington is moving forward to create an exemplary early learning experience for all of Washington's young children. The Preschool Expansion grant would enable us to move more quickly toward that goal as we simultaneously build even stronger public and legislative support for high-quality early learning.

Thank you for the opportunity to apply for this expansion grant. We sincerely appreciate your serious consideration.

Sincerely,

Steve Leahy
Washington State Director
ReadyNation

21015 NE 36th Street - Sammamish, WA 98074
V: 206.790.3138 | F: 877.735.7380 | sleahy@readynation.org
www.ReadyNation.org | www.facebook.com/ReadyNation | Twitter: @Ready_Nation
ReadyNation is a membership organization of business leaders under the umbrella non-profit Council for a Strong America.

PR/Award # S419B150009

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The **ROAD MAP PROJECT**

Supported by CCER

September 24, 2014

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 20201

The Honorable Sylvia Mathews Burwell
US Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Burwell,

On behalf of the Road Map Project's Birth to 3rd Grade Work Group, this letter extends our strong support of Washington's application for a Preschool Expansion grant and expresses our collective commitment to upholding the principles of the grant throughout implementation in this state.

The Road Map Project is a region-wide effort to drive dramatic improvement in student achievement from cradle to college and career in South Seattle and South King County. The Road Map Birth to 3rd Grade work group is a cross-sector group of leaders representing early learning, K-12, philanthropy, community based organizations, and local and state government. The group's charge is to identify how to work collectively to achieve the region's targets for kindergarten readiness and 3rd grade reading, and to close the opportunity gaps that exist for low-income children and children of color.

We know that increasing the access to high quality early learning programs is a critical component that is needed for our region to achieve our targets. In 2013, only 31% of eligible children in South Seattle and South King County were enrolled in a formal preschool program (including Head Start, ECEAP and Seattle Step Ahead programs). Our region is supportive of the recent ECEAP expansion that increased both the number of children served, as well as the number of children that were able to access full day programs.

We are proud that Washington is committed to building the strongest preschool program possible. We understand the importance of quality in preschool, and are prepared to be strong advocates in our region in ensuring the legislature honors the commitment to expand ECEAP to reach all eligible children by the 2018-19 school year, and that all ECEAP programs are high quality as measured by Early Achievers, Washington's Quality Rating and Improvement System. We must keep a focus on what will serve the families of our region and state best, and that is why we are supportive of increased access to full day preschool programs and the ongoing effort to support quality improvement efforts.

The Road Map Project's Birth to 3rd Grade work group is supportive of Washington's application and the existing critical work in this area. And we are prepared to lend our collective weight behind this proposal and, more importantly, behind the implementation of the grant.

Thank you for the opportunity to apply for this exciting grant. We are enthusiastic about expanding preschool and we applaud your efforts to help states achieve their educational goals.

Sincerely,

Road Map Birth to 3rd Grade Co-Chairs
Julie Rolling
Assistant Superintendent
Learning, Teaching and Family Support
Puget Sound Educational Service District

Karen Howell-Clark
Director, Early Learning
United Way of King County



One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Secretary Sylvia Matthews Burwell
U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, DC 20201

September 29, 2014

Dear Secretary Duncan and Secretary Burwell:

I am writing today to express Teach For America • Washington's strong support for the Washington Preschool Expansion Grant application.

Founded in 2011, Teach For America • Washington works to ensure that all children in Washington state will not only receive an excellent education, but will also have the opportunity to attend college and become the teachers and leaders our communities need to ensure that we live in a just and equitable society. Additionally, all communities across Washington will be connected by a common goal of social justice and educational equity for all; our unique communities will be united as one larger body advocating on behalf of all students in our state.

We are deeply invested in Washington's application because we know Washington is dedicated to providing access to high quality programs to improve outcomes for young children.

We are inspired by Washington's vision to expand pre-K for our state. Currently, the Washington Early Childhood Education and Assistance Program and Head Start combined serve nearly 20,000 students. This funding will allow us to build upon this success for more children and families. We know this is essential to creating an equitable landscape for all children to have access to a high quality teacher and education, and our state is well-equipped to be a great steward of these resources.

Teach for America • Washington is confident that winning this grant will promote expanded school readiness, and work to ensure expanded equity and access to quality for pre-K students across our state. We appreciate your careful consideration of Washington's Preschool Development Grant application, and offer our proud support.

Sincerely,
Kimberly Shin

Managing Director, Partnerships & Program

Teach for America • Washington
210 S. Hudson St, Suite 307
Seattle, WA 98134



2014-15 ECEAP Performance Standards

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INTRODUCTION TO THE 2014-15 ECEAP PERFORMANCE STANDARDS

The ECEAP Performance Standards explain the service delivery requirements of the Washington State Early Childhood Education and Assistance Program (ECEAP). They serve as the basis for ECEAP program reviews and monitoring. Contractors must comply with the Performance Standards as part of their contract with the Department of Early Learning. ECEAP Contractors must also comply with all applicable federal, state, and local regulations.

Contractors are encouraged to establish “best practices” above these minimum requirements to address the goals of ECEAP:

- To provide a comprehensive pre-kindergarten program that integrates education, family support and health services.
- To foster the development of the whole child and enhance opportunities for success in school and life.
- To focus on parent and family strengths and support each parent as their child’s first and most important teacher and provider of safety, loving care and stability.
- To honor each family’s culture and language, and ensure culturally-relevant services.

These Performance Standards are the work of many dedicated ECEAP program administrators, staff, and parents who shared their vision and expertise.

DEFINITIONS

“Contractor” means the organization providing ECEAP services under a signed contract with the Washington State Department of Early Learning.

“DEL” means the Washington State Department of Early Learning.

“Parent” means birth parent, custodial parent, foster parent, legal guardian, or other person legally responsible for the welfare of the child.

“Subcontractor” means an individual or entity that is not an employee of the contractor, and is providing all or part of the ECEAP services under a contract or interagency agreement with an ECEAP contractor. All services provided by subcontractors must comply with these ECEAP Performance Standards.

CROSS-REFERENCES

A letter-number combination follows some standards, referring the reader to another related standard. For example: When Standard A-4 mentions kindergarten transition planning, it refers the reader to details in Standards E-6, F-1, and F-6.

SECTION A: ADMINISTRATION

A-1 Continuous Improvement System

Contractors must have a continuous improvement system which ensures compliance with ECEAP Performance Standards. This system must include monitoring, recordkeeping, and timely follow-up.

Contractors must ensure that all staff, including subcontractor staff, receive orientation, training, and monitoring on current ECEAP Performance Standards.

A-2 Exceptions to Standards

Contractors must receive written approval from the State ECEAP Office before implementing exceptions to ECEAP Performance Standards or policies.

A-3 Service Delivery Plan

Contractors must develop a written Service Delivery Plan, in collaboration with ECEAP parents, staff, and community partners (A-4, A-6). The plan must include a minimum of 32 weeks of direct services to families per school year, including at least 30 weeks of direct early childhood education services (E-1).

Direct services must include:

- Early childhood education (Section E).
- Family support (Section F).
- Health and nutrition (Section D).

Contractors must ensure that all ECEAP services:

- Respond to community needs.
- Integrate program components, such as education, family support, and health.
- Are developmentally appropriate for children.
- Build relationships with families based on mutual respect and equality.
- Are culturally and linguistically appropriate for families.
- Focus on family strengths.
- Support family self-sufficiency.
- Support parent involvement, empowerment, and leadership.

A-4 Community Partnerships

Contractors must develop community partnerships with schools, health and social service agencies, and other related community organizations. Contractors must involve partners in:

- Community Assessment (A-7).
- ECEAP service delivery planning (A-3).
- Community services development and coordination.
- Planning for children with disabilities (E-10).
- Kindergarten transition planning (E-6, F-1, F-6).
- Corrective action planning, as related to community services (A-9).

A-5 Health Advisory Committee

Contractors must establish a Health Advisory Committee (HAC) composed of staff; ECEAP parents; and professionals in medical, dental, nutrition, public health, and mental health fields; to:

- Offer input on policy and planning related to health, nutrition, and mental health.

- Address issues and concerns about health service delivery.
- Provide opportunities for parent empowerment and leadership skill development.

The HAC must meet a minimum of once per year and more often as community health or ECEAP needs arise. Contractors must maintain a roster of participants and minutes of HAC meetings.

A-6 Parent Policy Council

Contractors must establish a Parent Policy Council, composed primarily of current and former ECEAP parents, and separate from an agency board of directors. Council members may serve no more than three consecutive years. ECEAP staff provide support and consultation at Council meetings.

The purpose of the Parent Policy Council is to develop parent empowerment and leadership and serve as a communication link between the contractor and ECEAP families. The Council works with the contractor to make decisions about ECEAP administration, including, but not limited to:

- Service delivery plan (A-3).
- Community assessment (A-7).
- Self-assessment of ECEAP Compliance (A-8).
- Program review (A-9).
- Complaint resolution (A-10).
- Budget.
- Program policies.
- Recruitment of families (B-100).

Contractors must orient Parent Policy Council members to the ECEAP Contract, ECEAP Performance Standards, and program policies. Contractors must maintain minutes of Parent Policy Council meetings.

Contractors with other early learning programs may form joint Parent Policy Councils with ECEAP parent representation.

A-7 Community Assessment

Contractors must conduct a Community Assessment of their service area at least every three years. The assessment process must involve staff, parents, and community partners.

The Community Assessment must estimate the number of ECEAP-eligible children in the service area and determine the need for future services based on:

- Location.
- Race/ethnicity, including Native Americans living on and off reservation.
- Home language.
- Seasonal or migrant farmworker status.
- Homelessness.
- Developmental delay or disability.

The Community Assessment must also analyze the community capacity to meet the needs of ECEAP children and families in the areas of:

- Education.
- Medical and dental health.
- Nutrition.
- Mental health.
- Social services.

Contractors must use the Community Assessment to develop their:

- Philosophy and goals.
- Service delivery plan.
- Recruitment and enrollment efforts.
- Service site locations.

A-8 Self-Assessment of ECEAP Compliance

Contractors must include ECEAP staff and parents in an annual assessment of compliance with ECEAP Performance Standards, using the ECEAP Self-Assessment form. Contractors must submit this self-assessment to the State ECEAP Office by June 30 of each year.

A-9 Program Review

The State ECEAP Office will conduct a review of each contractor's compliance with the ECEAP Contract and ECEAP Performance Standards every four years. The review will involve ECEAP staff and parents.

After the Program Review, the State ECEAP Office will provide the contractor with a Program Review report. The contractor must submit an ECEAP Corrective Action Plan for non-compliance with ECEAP Performance Standards. The Plan must be approved by the State ECEAP Office.

A-10 Community and Parent Complaints

Contractors must develop a written procedure for handling parent and community complaints. The procedure must address:

- How to register a complaint.
- Steps and timeline for investigating a complaint.
- Documentation of complaints, including resolution of substantiated complaints.

If resolution of a complaint cannot be reached, the contractor must contact the State ECEAP Office.

A-11 Free-of-Charge

Contractors must provide ECEAP services free-of-charge to enrolled families.

Contractors may accept voluntary donations. Contractors must ensure that all parents have opportunities to fully participate in ECEAP activities. No parent will be requested or required to contribute money, food, or supplies with a monetary value. Contractors are encouraged to invite parents to volunteer time, but may not require it.

A-12 Non-Discrimination

Contractors must not deny service to, or discriminate against, any person who meets the eligibility criteria for ECEAP on the basis of gender, race, color, religion, age, national origin, citizenship, ancestry, physical or mental disability, family configuration, sexual orientation, culture, or public assistance recipient status...

Contractors must comply with the Americans with Disabilities Act (ADA).

A-13 Confidentiality

Contractors must write a policy to ensure the security and confidentiality of all child and family information. This includes:

- Obtaining written, informed parent consent before releasing verbal or written information, except as required by law.
- Providing parents access to child and family records.
- Disposing of written records in a secure manner.
- Securing electronic records.

A-14 Subcontractors

Contractors may subcontract ECEAP services after notifying DEL. All subcontracts or interagency agreements must be in writing and meet the requirements of the ECEAP contract.

Contractors must orient and train subcontractors on current ECEAP Performance Standards. Contractors are responsible for monitoring subcontractors for compliance with all Performance Standards.

SECTION B: ENROLLMENT AND ELIGIBILITY

Overview

The goal of ECEAP eligibility and enrollment standards is to ensure that the children most in need of ECEAP are enrolled, within the state's allotted funding. The Early Learning Management System (ELMS) is designed to guide contractors through this process.

Steps to enrolling a family include recruitment, application, verification of eligibility, prioritization and then enrollment. Not all eligible children will receive ECEAP services. Enrollment depends on the number of available slots for the children on the eligible, prioritized waiting list.

To ensure fair access to ECEAP, Contractors:

- *Develop and implement a recruitment process designed to actively inform all families with ECEAP eligible children within the contractor's service area of the availability of ECEAP services.*
- *Consider linguistic diversity and community needs when developing recruitment strategies.*
- *Work with neighboring ECEAP and Head Start programs to ensure enrollment of as many eligible, high priority children as possible. This includes joint outreach efforts and referrals.*
- *Encourage and assist families to apply for admission to the program.*
- *Verify eligibility of each applicant.*
- *Prioritize eligible children for enrollment in available slots.*
- *Maintain prioritized waiting lists so it is possible to quickly refill vacant slots and demonstrate statewide need for ECEAP.*
- *Ensure that ECEAP funds are only used for services for ECEAP-eligible children.*

DEL encourages, but does not require contractors to maintain copies of the documents viewed to determine child eligibility and prioritization.

B-100 Child Recruitment

Contractors must conduct ongoing recruitment throughout the year to:

- Identify potentially-eligible families in their service area.
- Inform families about ECEAP services.
- Encourage families to apply for ECEAP.
- Maintain a viable waiting list.

Contractors must focus their recruitment efforts to locate age-eligible children:

- Who are homeless.
- In the foster care system.
- In families receiving Child Protective Services under RCW 26.44.020(3) or Family Assessment Response services under RCW 26.44.260.
- With disabilities.

Contractors must document their recruitment procedure and strategies in ELMS.

B-101 Eligibility for ECEAP Services

Children are eligible for ECEAP if they are at least three years old, but not yet five years old, by August 31 of the school year, and meet one of the following criteria:

- Returning to the same ECEAP Contractor from the previous school year.

- Qualified by their school district for special education services under RCW 28A.155.020. All children with a school district Individualized Education Program (IEP) meet this requirement.
- Receiving Child Protective Services under RCW 26.44.020(3) or Family Assessment Response Services under RCW 26.44.260
- From a family with income at or below 110% of the federal poverty guidelines established by the U. S. Department of Health and Human Services (<http://aspe.hhs.gov/poverty>).
- From a family with income that exceeds 110% of the federal poverty guideline and is impacted by specific developmental or environmental risk factors that are linked by research to school performance.

Children who are eligible for ECEAP are not automatically enrolled in ECEAP. They must still be prioritized. See B-108

DEL ensures at least 90 percent of enrolled families statewide must qualify by income or IEP. DEL establishes over income limits for each contractor annually.

Eligible, enrolled children are allowed to remain in ECEAP until kindergarten, without re-verification. Contractor staff will meet with families each school year to determine if the current program model placement is the best fit.

Children may not be simultaneously enrolled in both ECEAP and Head Start.

Children served by school district special education may be simultaneously enrolled in ECEAP.

B-102 Verifying Eligibility

Contractors must verify ECEAP eligibility before initial enrollment, including parent or guardian's legal authority to enroll, child's age, family size and family income.

Exception: Contractors have up to 90 calendar days to verify eligibility for children who are homeless, if documentation is not immediately available.

It is not necessary to re-verify eligibility for children who were enrolled in ECEAP the previous year, are still age-eligible and returning to the same ECEAP contractor from the previous school year.

In ELMS, contractors must identify the documents used to verify eligibility. For each enrolled child, Contractors must retain a statement signed by a staff person certifying that they viewed and verified documentation establishing the child's eligibility for ECEAP and, to the best of their knowledge, the information entered in ELMS is true and correct.

Contractors must retain a statement signed by a parent verifying that information used to determine eligibility is accurate. This statement can be printed from ELMS.

Contractors must verify eligibility for siblings applying for subsequent years.

B-103 Calculating Family Size

To establish family size for the purpose of determining federal poverty level, contractors must count all people who meet all of the following criteria:

- Living in the same household with the ECEAP child.
- Supported by the income of the parent(s) or legal guardian(s) of the ECEAP child.

- Related to the parent(s) or legal guardian(s) by blood, marriage, or adoption. Include the child's parent(s)/guardian(s) in this count.

Do not count hosts of families temporarily sharing housing with relatives or others.

For ECEAP children in the foster care system or on a child-only Temporary Assistance for Needy Families (TANF) grant, count only the children covered by the grant.

If a child does not live with a parent or legal guardian, the child is considered homeless and a family size of one.

B-104 Whose Income to Count

When determining a child's income eligibility, contractors must count only the income received by the ECEAP child's parents or legal guardians except:

- For a child in foster care, count only the amount of the foster care grant.
- For an ECEAP child covered by a child-only TANF grant, count only the amount of the grant.
- For a child living with an adult who is not their parent or legal guardian, count only the child's income, usually zero.
- For a family sharing housing with relatives or others, count only the income of the child's parents or legal guardians.

B-105 Which Income to Count

For each family, Contractors may calculate income from either the previous calendar year or the previous twelve months, whichever more accurately reflects the needs of the family at the time of application.

For the purpose of determining ECEAP eligibility, count all income including:

- Gross wages or salaries, before taxes and deductions.
- Net income from self-employment.
- Income received in a regular or periodic manner such as:
 - Alimony
 - Annuity payments
 - Child support
 - Emergency Assistance cash payments
 - Foster care grant
 - Insurance payments that are regular (not one-time)
 - Retirement or pension payments
 - Scholarships/grants/fellowships for living expenses
 - Social Security
 - Strike benefits
 - Supplemental Security Income
 - All TANF grants including "Non-Needy Relative," "In Loco Parentis" or "Legal Guardianship" grants
 - Training stipends
 - Unemployment or Workers Compensation
 - Veteran's benefits
 - Other regular support from an absent family member or someone not living in the household.

- Interest and dividends from assets.
- For uniformed services members, all entitlements (pay and allowances) reported on Leave and Earnings Statements, except Basic Allowance for Housing (BAH), Basic Allowance for Subsistence (BAS), and Hostile Fire Pay/Imminent Danger Pay (HRP/IDP).
- Gambling or lottery winnings.

Subtract from income:

- Documented child support payments to another household, only if required by a legally-binding child support order.

Do not count as income:

- Assets drawn down, such as cash from sale of an asset or bank withdrawals.
- Capital gains.
- Disability payments made to disabled children of Vietnam veterans as prescribed by the Secretary of Veterans Affairs.
- Food or housing received in lieu of wages.
- Non-cash benefits such as food stamps, housing assistance, Medicaid, Medicare, school lunches, employer-paid fringe benefits.
- One-time gifts, loans, inheritances or insurance settlements.
- Scholarships/educational grants for tuition.
- Tax refunds.

B-106 When a Child Lives in Two Households

When a child lives in two households, Contractors must first determine if there is a primary household. If so, use that household only, for determining family size and income. A household is primary if, for example, either the parenting plan awards one household primary custody or one household receives child support from the other household, in which case the receiving household is primary.

When neither household is primary and neither household receives child support from the other household, both the following apply:

- Count the family size for both households and divide by two. If the resulting number is a fraction, round up the nearest whole number.
- Count half of each of the incomes for the two parents who share legal custody. Do not count the income of their current spouses or partners, if any.

B-107 Verifying Annual Income

Contractors must verify family income before determining whether a child is eligible to participate in ECEAP. Verification of annual income is required for most ECEAP applicants, except:

- Contractors verify the grant amount for children in foster care and those receiving child-only TANF grant.
- Contractors do not re-verify income for families of children returning to the same ECEAP Contractor from the previous school year.

To verify income, Contractors must view documentation such as:

- Income tax forms, W-2 forms or 12 months of pay stubs or pay envelopes.
- Leave and Earnings Statements for uniformed services members.
- Documentation of public assistance or other benefits.
- Child support orders.

- A statement of income signed by the employer or parent, if no other documentation of income is available.

Eligible, enrolled children are allowed to remain in ECEAP until they are age-eligible for kindergarten, without re-verification.

Under specific circumstances, Contractors may choose to use the previous month's or current month's income to determine eligibility, rather than the annual income.

- Annual income must first be verified and entered in ELMS.
- This choice applies when a family's current income is significantly decreased from their annual income due to death, divorce, unexpected job loss or similar circumstance.
- The reason for this exception must be documented in ELMS.

B-108 Prioritization

Contractors must systematically review all applications of eligible children and prioritize them to determine which children to enroll in the available ECEAP slots.

Contractors must prioritize children who are:

- Four years old by August 31 of the school year.
- From families at the lowest federal poverty levels, as published annually by the U.S. Department of Health and Human Services
- Homeless, as defined by the federal McKinney-Vento Homeless Assistance Act.
- Receiving Child Protective Services under RCW 26.44.020(3) or Family Assessment Response Services under RCW 26.44.260.
- From families with multiple needs.

Contractors must use either the standard or customized priority point system built into ELMS.

Contractors may customize the environmental risk factor section of the priority points into ELMS to best meet the needs of the families in their community.

B-109 Maintaining Enrollment

Contractors must:

- Begin all ECEAP preschool classes no later than September 30 of each fiscal year.
- Fill 100% of funded ECEAP slots at each site within 30 calendar days, counting the first day of class as Day 1. A child must attend preschool to count as part of 100% enrollment.
- Fill vacant slots at each site within 30 calendar days of the exiting child's last day in class. It is optional to fill vacancies in the last 60 calendar days of the school year.
- Fill vacant slots within 30 calendar days of the first day of class for children who were expected but never attended.

Exceptions:

- ECEAP classes that share classrooms with Migrant/Seasonal Head Start may begin when the room is available in October.
- ECEAP classes that share classrooms with Migrant/Seasonal Head Start must fill 100% of funded ECEAP slots by October 30.

B-110 Waiting Lists

Contractors must maintain prioritized waiting lists in ELMS.

For the purposes of statewide statistics, staff must complete the ELMS prescreen for all children on the waiting list.

ECEAP waiting lists may include children who are also on a Head Start waiting list, for children who might enroll in either program.

Contractors must remove a child from waiting lists in ELMS when they learn the child no longer needs services or has enrolled in another Head Start or ECEAP.

B-111 Serving Non ECEAP Children in the Same Classroom

Contractors may serve children who are not eligible for ECEAP in the same classroom with ECEAP children, providing:

- The total proportional share of costs for non-ECEAP children is covered by funds, or in-kind contributions, from sources other than ECEAP dollars.
- ECEAP Performance Standards are met for all ECEAP children.
- The contractor reports the number of non-ECEAP children accurately in ELMS and updates this in monthly reports.

B-112 Attendance

Contractors must maintain records of children's attendance in ECEAP classes.

If a contractor's average daily attendance falls below 85% for any month, contractors must analyze the causes and patterns of absenteeism and develop a plan to improve attendance.

Contractors must retain attendance records at least three years after their completion.

If any child has three or more consecutive absences and staff are not aware of the reasons, staff must contact the family to offer support and help address obstacles to attendance.

If these absences continue after intensified family support, the slot must be considered vacant and offered to a family on the waiting list.

See your ECEAP contract and other ECEAP Performance Standards for related requirements.

Written documentation for Section B:

Contractors must maintain the following documentation from this section of the Performance Standards for at least the current and previous school year.

- **B-102 Parent signatures verifying eligibility information is accurate**
- **B-102 Signed statement from staff who verified eligibility**
- **B-107 Parent statement of no income (if applicable)**

Contractors must the following documentation for at least three years after completion:

- **B-111 Attendance Records**

Contractors should consult their ECEAP contract and follow their agency's record retention schedule for longer retention requirements. The above list does not include the electronic documentation in ELMS.

SECTION C: HUMAN RESOURCES

C-1 Staffing Patterns

Contractors must provide adequate staff to comply with all ECEAP Performance Standards. Contractors must maintain accurate job descriptions.

C-2 Staff Recruitment and Selection

Contractors must have written policies and procedures for recruitment and selection of staff.

Contractors must:

- Follow all state and federal laws that ensure equity.
- Advertise all position openings to the public.
- Encourage applicants who reflect the ethnicity, culture, and language of children and families served.
- Involve parents and appropriate staff in the hiring process.
- Document staff recruitment procedures, including evidence of any labor pool shortage.
- During the interview process, seek staff who demonstrate competency to interact positively and respectfully with culturally and linguistically diverse children and families.
- Conduct reference checks.
- Require criminal history background clearance for all staff who have unsupervised contact with children.
- Require new employees to complete a one-step Mantoux tuberculosis (TB) skin test, unless they have written proof of one of the following:
 - Negative Mantoux TB test in the 12 months prior to hire.
 - Medication therapy to treat TB.
 - A recent negative chest x-ray and a statement from a health care provider that the employee does not pose a risk to others.

C-3 Staff Qualifications

Contractors must hire and employ staff who meet the qualifications for their position.

If the best candidate for the position is not fully qualified, the contractor must ensure the newly hired staff person is on a Professional Development Plan (PDP) to fully meet the qualifications of their role within five years from date of hire. Contractors must monitor progress on all PDPs and ensure staff make yearly progress to meet the required qualifications.

When a contractor requires additional qualifications, such as para-educator status, each staff person must also meet the qualifications for their ECEAP role. When a staff person fills more than one position, as defined by ECEAP Performance Standards, they must meet the qualifications for each position.

Contractors must maintain documentation of staff qualifications for the positions described in this section of the Standards, such as copies of diplomas, transcripts, licenses, and certifications.

C-4 College Credit

When college credit is required for ECEAP staff, the following applies:

- College credit must be earned from an accredited institution of higher education.
- One college semester credit equals 1.5 college quarter credits.

- Credit counted for staff qualifications, such as specific 12 or 30 credit requirements for teachers and family support specialists, must be directly related to the job description.
- Early childhood education (ECE) credit is coursework with content closely related to the Washington State Core Competencies and predominantly addresses children ages birth to eight.
- Staff requirements for an associate degree allow any “two-year” community or technical college degree of 90 quarter credits or more, including degrees designated as AA, AAS, AAS-T, ATA, or AD.
- Equivalent degrees and credentials from other states and countries are accepted for ECEAP staff qualifications.

C-5 Lead Teacher Role

The ECEAP lead teacher is directly responsible for the care and education of children and must be present during the 320 hours per year of child direct services (Section E).

The lead teacher must demonstrate competency to:

- Observe and assess children’s development.
- Plan children’s curriculum based on child development knowledge.
- Design the learning environment.
- Implement and supervise developmentally appropriate learning activities.
- Build positive relationships with children.
- Plan guidance strategies for children.
- Involve parents.

C-6 Lead Teacher Qualifications

All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications:

- An associate or higher degree with the equivalent of 30 college quarter credits in early childhood education. These 30 credits may be included in the degree or in addition to the degree; or
- A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K-Grade 3) or Early Childhood Special Education.

If a contractor hires a substitute lead teacher for more than three weeks, that substitute must meet ECEAP lead teacher requirements. If a qualified substitute is unavailable, contractors must begin the provisional hire Professional Development Plan process within three weeks of appointment (C-4).

C-7 Assistant Teacher Role

An assistant teacher must be present during the 320 hours per year of child direct service hours, whenever there are more than ten children present or when needed to ensure a safe learning environment.

An assistant teacher demonstrates competency to implement program activities under the direction of a lead teacher.

C-8 Assistant Teacher Qualifications

All persons serving in the role of ECEAP assistant teacher must meet one of the following qualifications:

- Employment as an ECEAP assistant teacher in the same agency before July 1, 1999;
- The equivalent of 12 college quarter credits in early childhood education;
- Initial or higher Washington State Early Childhood Education Certificate; or

- A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition.

C-9 Family Support Staff Role

An ECEAP family support staff provides comprehensive and integrated family support services to enrolled families (Section F). Contractors must ensure that family support staff maintain flexible hours to provide services when parents are available.

A family support staff demonstrates competency to:

- Build relationships with families.
- Identify family strengths and goals.
- Coordinate services for families.
- Link families to community resources.
- Support family involvement activities.

C-10 Family Support Staff Qualifications

All persons serving in the role of ECEAP family support staff must meet one of the following qualifications:

- Employment in the same position in the same agency before July 1, 1999;
- An associate or higher degree with the equivalent of 30 college quarter credits of adult education, human development, human services, family support, social work, early childhood education, child development, psychology, or another field directly related to their job responsibilities. These 30 credits may be included in the degree or in addition to the degree; or
- A DEL-approved credential from a comprehensive and competency-based Family/Social Service training program that increases knowledge and skills in providing direct services to families.

C-11 Health Advocate Role

An ECEAP health advocate demonstrates competency to implement program activities under the direction of a health professional.

C-12 Health Advocate Qualifications

All persons serving in the role of ECEAP Health Advocate must meet one of the following qualifications:

- Employment as an ECEAP family support aide or health aide in the same agency before July 1, 2014; or
- The equivalent of 12 college quarter credits in family support, public health, health education, nursing or another field directly related to their job responsibilities.

C-13 Health Consultant Role

ECEAP staff, including subcontractors, must have access to a health consultant who provides consultation regarding individual children's health needs and health education programming for children and families.

C-14 Health Consultant Qualifications

The health consultant must meet one of the following qualifications:

- Licensed in Washington State as a registered nurse (R.N.) or as a physician (M.D., N.D, D.O.); or

- A bachelor's or higher degree in public health, nursing, health education, health sciences, medicine, or related field.

C-15 Nutrition Consultant

ECEAP staff, including subcontractors, must have access to a nutrition consultant who:

- Approves menus.
- Consults on children's special dietary requirements.
- Consults on nutrition education activities for children and their families.

C-16 Nutrition Consultant Qualifications

The nutrition consultant must meet one of the following qualifications:

- Registered Dietitian (R.D.) credentialed through the Commission on Dietetic Registration (CDR), the credentialing agency for the Academy of Nutrition and Dietetics (formerly the American Dietetic Association); or
- A Washington State certified nutritionist under RCW 18.138.

C-17 Mental Health Consultant Role

Contractors must have access to a mental health consultant who is available to:

- Observe and/or screen children regarding behavior, emotional needs, and mental health.
- Work collaboratively with parents to address their child's mental health issues.
- Consult with staff regarding classroom support and interventions for children.
- Refer children and families to local mental health services.
- Consult with and train staff as needed on topics, such as:
 - Classroom environment, practices, and activities to promote social and emotional development.
 - Early identification of behavioral disorders, atypical behavior, and child abuse.
 - Specific interventions to address identified behavioral and mental health needs.

C-18 Mental Health Consultant Qualifications

The mental health consultant must meet one of the following qualifications:

- Licensed by the Washington State Department of Health as a mental health counselor, marriage and family therapist, social worker, psychologist, psychiatrist, or psychiatric nurse; or
- Approved by the Washington State Department of Health as an agency-affiliated or certified counselor, with a master's degree in counseling, social work or related field; or
- Credentialed by the Washington State Office of the Superintendent of Public Instruction as a school counselor, social worker, or psychologist.

C-19 Staff Training Program

Contractors must plan a training program, with involvement of staff and parents, to support the personal and professional development of ECEAP staff. The training plan must include:

- Engaging, interactive training activities.
- Financial support, as available, for staff training costs, such as release time, substitutes, per diem, and travel.
- Academic credit, whenever possible.
- A training evaluation system.
- A recordkeeping system to track individual training.

C-20 Required Training

Contractors must ensure all staff, including subcontractors, receive training on ECEAP Performance Standards upon hire and annually thereafter.

Staff working with children must:

- Maintain a current basic standard first aid card (D-18).
- Maintain a current infant/child cardiopulmonary resuscitation (CPR) card (D-18).
- Complete training on disaster plans and emergency procedures (D-3, D-18).
- Complete training on universal precautions for prevention of transmission of blood borne pathogens (D-13).
- Complete training on preventing, identifying, and reporting child abuse and neglect.

All staff preparing full meals, and at least one person in each classroom, must maintain a Washington State Department of Health food worker card. This person must monitor and oversee food handling and service and provide orientation and ongoing training as needed for all staff involved in food handling service (D-14).

Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year, such as workshops or classes but not including individual mentoring.

C-21 Volunteer Training and Background Check

Contractors must ensure that persons who volunteer with children are directly supervised by ECEAP staff at all times.

Contractors must plan and implement training for all volunteers on:

- Their roles and responsibilities.
- Relevant ECEAP Performance Standards and program policies.

Persons who volunteer on a weekly or more frequent basis with ECEAP children must:

- Obtain a criminal history background clearance.
- Obtain a TB test as described in C-2.
- Complete training on preventing, identifying, and reporting child abuse and neglect.

Contractors must maintain records of volunteer hours and completed training.

SECTION D: HEALTH, SAFETY, AND NUTRITION

D-1 Health and Safety Planning

Contractors must develop a plan, in partnership with their Health Advisory Committee (A-5), to implement and monitor health services including:

- All requirements in Section D: Health, Safety, and Nutrition.
- Confidentiality protocols (A-13).
- Classroom health curriculum (E-4, E-5).
- Parent education (F-6).

D-2 Health Coordination Services for Families

Contractors must work with parents to:

- Determine if children have regular medical and dental providers, and dates of last visits.
- Determine children's medical, dental, nutritional, or mental health needs, including immunization status, current medications, allergies, and life-threatening conditions.
- Provide support to ensure children's health care needs are met.
- Develop an individual health plan if indicated, such as for a child with special health care needs, medication, asthma, or allergies.

Contractors must track health care coordination for each child which includes:

- Health referrals.
- Follow-up to ensure treatment is completed.
- Planning for ongoing health care needs.

Contractors must also assist families to:

- Advocate for their child's health and safety needs.
- Obtain information on fluoridation, if needed.
- Access health information on topics of parent interest.

Contractors must maintain documentation of these health coordination services.

D-3 Health and Safety Policies and Procedures

Contractors must have written health and safety policies and procedures on:

- Child abuse and neglect prevention, detection, and reporting.
- Child allergies.
- Disaster plan for emergencies such as fire, earthquake, flood, tsunami, volcanic eruption, or lock-down, as applicable based on location, including practice drills.
- Exclusion of sick children.
- Handling medical, dental, and poisoning emergencies (D-18).
- Infectious disease prevention (C-21, D-13, D-14, D-18).
- Medication management (D-11).
- Monitoring of health and safety practices.
- Pesticide/herbicide management in accordance with RCW 17.21, preventing children's exposure, and using the least hazardous means to control pests and unwanted vegetation (D-6).
- Transportation, if applicable (D-21).

D-4 Parent Consent Forms

Contractors must obtain signed parent consent for:

- Participation in Early Achievers.
- Administration of medication.
- Emergency medical treatment.
- Health screenings or assessments.
- Transportation.

Signed forms must be kept confidential (A-13) and accessible.

D-5 Health Records

Contractors must maintain current and confidential (A-13) health files on all enrolled children that include:

- Medical and dental history.
- Immunization records.
- Allergy information.
- Food preferences and restrictions.
- Health screening results (D-7).
- Dental screening results (D-8).
- Medical examination records (D-9).
- Accident reports.
- Documentation of health-related family contacts.

Contractors must maintain a tracking system to ensure these records are kept up-to-date.

D-6 Parent Notifications

Contractors must maintain documentation that they:

- Notify parents that staff are mandated reporters of suspected child abuse and neglect in accordance with RCW 26.44 (D-3).
- Notify parents, employees, and any other interested parties 48 hours in advance of the application of pesticides in accordance with RCW 17.21. Notification is not required if children will be out of the facility for two consecutive days after application.
- Notify parents that children have been exposed to infectious disease and parasites in accordance with WAC 170-295-3010.

D-7 Health Screening

Children who have not had a health screening within the last six months must be screened within 90 calendar days of their first day in the classroom for:

- Vision and hearing.
- Height and weight.
- Special health needs.

Contractors must:

- Document the screening results.
- Inform parents when health issues or developmental concerns are suspected or identified in their child.
- Make appropriate referrals based on screening results.

D-8 Dental Screening

Contractors must work with parents to ensure that children who have not had a dental exam within the last six months receive a dental exam, or screening by a dental hygienist, within 90 days of their first day in the classroom. Contractors must retain a copy of the screening or exam record in the child's file.

D-9 Medical Examinations

Contractors must work with parents to ensure that children who have not had a medical exam within the last 12 months receive one within 90 calendar days of their first day in the classroom. This exam must meet the standards set by the Washington State Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) program, including a comprehensive assessment of the physical and mental health, growth, development, and nutritional status of the child. Contractors must retain a copy of the exam record in the child's file.

D-10 Immunizations

Contractors must ensure that all children are immunized or exempt according to Washington State law. Children may attend on a conditional basis when homeless, exempt, or when following a schedule to complete immunizations.

D-11 Medications

Contractors must have a written policy for the safe administration, handling, and storage of medication (D-3). Contractors must:

- Store all child and staff medications so that they are inaccessible to children. Medications must be in a labeled and locked container, except for emergency medications that must be available for immediate administration.
- Designate trained staff to administer medications.
- Maintain records of all medication dispensed.
- Obtain written parent authorization to administer medication.
- Administer medications only as allowed by the label instructions or written health care provider instructions.

D-12 First Aid Kit

Contractors must have a first aid kit in each classroom that is:

- Tailored for the ages and number of children.
- Labeled and readily available to staff and volunteers.

First aid kits must include:

- A current first aid manual.
- Sterile gauze pads.
- Small scissors.
- Band-aids of various sizes.
- Roller bandages.
- A large triangular bandage (sling).
- Non-sterile protective gloves
- Adhesive tape.
- Tweezers.
- A one-way CPR barrier or mask.

Contractors must ensure that a first aid kit is readily accessible when children are outside and on field trips.

D-13 Infectious Disease Prevention

Contractors must:

- Establish infectious disease prevention policies and procedures in accordance with local health department guidelines or OSPI “Infectious Disease Control Guide for School Staff (D-3).”
- Follow universal precautions for prevention of transmission of blood borne pathogens.
- Ensure that staff, volunteers, and children wash their hands with soap and warm water upon arrival at the classroom, after returning from outdoor play, before eating, after using the toilet, after touching body fluids, and after touching animals.
- Have sufficient, clean, child-accessible toilets and hand-washing facilities.
- Report communicable diseases according to local requirements.

D-14 Food Sanitation

Contractors must:

- Comply with WAC 246-215 and WAC 246-217 at locations where food is prepared, stored, and served. Family child care homes are exempt.
- Staff each classroom with at least one person with a food worker card present at all times. This person must provide ongoing training and oversight to all staff involved in food handling, meal and snack times, and food activities. (C-21).
- Ensure staff wash hands before putting on food service gloves, before food preparation, after handling raw meat, after restroom use, and after touching any unclean item.
- Prepare food in an area separate from toilet and child hand-washing facilities.
- Clean and sanitize surfaces used for food preparation and eating before and after each snack or meal.
- Use food service gloves or utensils to avoid bare hand contact with food.
- Ensure that staff who are ill do not work in or around food preparation or service areas.
- Ensure that children are carefully supervised when helping with food preparation.

D-15 Meals and Snacks

Contractors must provide a variety of nutrient-dense foods which are rich in whole-grains, fruits, and vegetables and low in salt, fat, and sugars. Contractors must limit the amount of highly processed foods served to children.

Contractors offering sessions lasting less than three hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more.

Contractors providing sessions lasting three or more hours must provide breakfast or lunch, and provide a snack.

Contractors must:

- Participate in the USDA Child and Adult Care Food Program or National School Breakfast and Lunch Program. ECEAP funds may be used to cover meal and snack costs not covered by these programs.
- Include parent input in menu planning.
- Use and post menus approved by a registered or certified dietitian (C-16, C-17).

- Incorporate cultural dietary preferences in menus.
- Plan for individual allergy and dietary restrictions.

D-16 Square Footage

Classrooms must have a minimum of 35 square feet per child of indoor space, not including bathroom, hall, kitchen, and storage space. Outdoor play areas must have 75 square feet of space per child.

D-17 New Facilities

Contractors must obtain prior approval from the State ECEAP Office before opening a new classroom or relocating an existing classroom.

D-18 Safe Facilities

Contractors must monitor the health and safety of their indoor and outdoor facilities and maintain records of these inspections. Facilities must be:

- Safe, clean, and in good repair.
- Free from obstacles that impede safe movement.
- Free from harmful animals, insect pests, and poisonous plants.
- Free of drugs, alcohol, violence, guns.
- Free from exposed lead-based paint.

Contractors must ensure:

- Safe storage of all flammable, toxic, and hazardous materials.
- Regular inspection of smoke detectors, fire alarms, and fire extinguishers.
- Emergency lighting in each classroom.
- All areas are accessible to adults.
- Outdoor play areas are fenced and/or carefully supervised.
- At least one adult is present with each group of children at all times who is trained in emergency procedures, universal precautions for prevention of transmission of blood borne pathogens, first aid, and CPR. First aid and CPR cards must be current.

D-19 Safe Equipment and Materials

Materials and equipment must be:

- Safe, clean, and in good repair.
- Age-appropriate.
- Safely stored to prevent injury.

D-20 Playground Safety

Contractors must maintain and monitor playground safety, including:

- Protective surfacing.
- Fall zones around play equipment.
- Swing spacing.
- Guardrails on elevated surfaces.
- Prevention of potential entrapment hazards.
- Prevention of exposed moving parts that could pinch or crush.

Contractors must immediately repair or remove any:

- Hardware that is loose, worn, or hazardous.

- Exposed equipment footings.
- Scattered debris or other tripping hazards.
- Rust and chipped paint on metal components.
- Splinters, large cracks, and decayed wood components.
- Deterioration and corrosion on structural components.

D-21 Transportation

Transportation is an optional ECEAP service.

When ECEAP children are served by school district bus service, transportation is regulated by OSPI minimum standards.

If contractors transport children in non-school district vehicles, they must:

- Maintain a written transportation policy to ensure the safety of children.
- File current copies of all drivers' licenses.
- File current copies of vehicle insurance meeting Department of Licensing insurance requirements.
- Ensure that signed medical releases and emergency contact forms for each child are readily accessible.
- Use buses that meet OSPI minimum standards for school buses or other vehicles maintained in good repair and safe operating condition.
- Follow the Washington Child Restraint Law (RCW 46.61.687 and 46.61.688).
- Document daily visual vehicle safety checks.
- Document a regular schedule of vehicle safety inspections.

Contractors must ensure that:

- Signed medical releases and emergency contact forms for each child are readily accessible in case of injury during transportation.
- One-way transportation time for children is no more than one hour, except in rural or remote areas where transportation time must be kept to a minimum.

SECTION E: EARLY CHILDHOOD EDUCATION

E-1 Early Childhood Education Service Delivery

Contractors must use an early learning framework to plan developmentally appropriate early childhood education. This framework informs the environment, daily routine, curriculum, adult-child interactions, guidance, screening and referral, assessment and individualization, and parent-teacher conferences.

Contractors must provide a minimum of 320 hours per year of direct early childhood education services, in no less than 30 weeks. During these hours, contractors must have:

- A lead teacher present.
- A second staff person who meets lead teacher or assistant teacher qualifications, if more than ten children are present.
- Additional staff as necessary to ensure safety and an effective learning environment for all enrolled children.
- A minimum 1:10 adult/child ratio.
- No more than 20 children per class/group.
- A minimum of 2.5 hours per class session.

In wrap-around programs that offer full-day childcare with part-day ECEAP, contractors must specify which hours are ECEAP hours. All ECEAP Performance Standards must be in place during those hours. Naptime and daily transportation to and from the classroom do not count as part of the 320 early childhood education hours.

E-2 Environment (Indoors and Outdoors)

Contractors must design a play and learning environment that:

- Supports children's developmental levels.
- Accommodates the special needs of enrolled children.
- Allows choice, exploration, and experimentation.
- Promotes action and interaction.
- Avoids crowding, under-stimulation, or over-stimulation.
- Includes soft elements for comfort and warmth, such as fabric, padding, and natural materials.
- Provides space for children to work individually, in small groups, and in a large group.
- Includes pathways so that children can move between areas without disrupting each other's work and play.
- Predominately displays the children's recent works.

The materials and equipment must:

- Be child-sized or adapted for use by young children.
- Allow for a range of abilities.
- Be of sufficient quantity and quality to occupy children and fulfill the curriculum.
- Provide for children's safety while being appropriately challenging.
- Be accessible at child's height so they can find, use, and return materials independently.
- Address the children's current interests.
- Reflect the daily life, family culture, and language of enrolled children (for example, in books, music, photos, dolls, toys, and household items).
- Reflect the diversity found in society -- including gender, age, language, and abilities -- while being respectful of the cultural traditions, values, and beliefs of enrolled families.
- Be free from religious representations.

E-3 Daily Routine

Contractors must post a schedule of the daily routine for each classroom. This daily routine must:

- Be predictable, yet flexible and responsive, to meet the interests and needs of the children.
- Offer ample time for unrushed activities and transitions.
- Minimize the number of transitions so that there is more productive time and less waiting.
- Allow periods of quiet and of activity, responding to children's needs.

The usual daily routine must include:

- A large block of free choice time, at least 45 minutes. During free choice, children initiate their own activities and engage in play-based learning. Staff converse with children to support decision-making, problem-solving, and higher-order thinking.
- Small group learning opportunities. Small groups can be informal gatherings, planned enrichment activities, or options during free choice time.
- Short periods of whole group discussion, interaction, and concept development.
- Outdoor or large motor time.
- Reading in groups or individually.
- Meals or snacks with children and adults sitting together, engaging in relaxed conversation, and practicing family-style meal skills, such as serving themselves and cooperating with others.
- Hand-washing before eating and as needed. (D-13)
- Tooth-brushing following one meal or snack daily.

E-4 Curriculum – Developmentally Appropriate and Culturally Relevant

Contractors must ensure a developmentally appropriate curriculum emphasizing:

- Active, play-based, multi-sensory learning experiences.
- First-hand exploration and investigation of real-life materials, people, and events.
- Choice, decision-making, and problem-solving.
- Topics and materials related to children's emergent interests.
- Opportunities for children to direct their own learning, minimizing teacher-directed activities.

Contractors must ensure a culturally relevant curriculum that:

- Reflects the cultures of enrolled children.
- Supports ongoing development of each child's home language, while helping each child learn English.
- Includes and demonstrates respect for diverse family structures and cultures.
- Focuses on the daily life of families in the community, rather than only on holidays, celebrations, or people far away.

Contractors must not plan religious activities in the curriculum. This does not preclude children or families from sharing their traditions.

E-5 Curriculum Planning

Contractors must ensure that staff plan early learning experiences and maintain written curriculum plans which describe the activities for each class day.

These written plans must address the following areas of development and learning from the *Washington State Early Learning and Development Guidelines*: social-emotional development, physical development, language development, cognitive development including literacy and mathematics.

The planned curriculum must encompass:

- Each component of the daily routine.
- Children's developmental and learning goals including Individualized Education Program (IEP).
- Information gained from child observation and assessment (E-11).
- Parent ideas for curriculum.

E-6 Kindergarten Transition

Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff.

E-7 Adult-Child Interactions

Contractors must ensure that staff build positive relationships with children. Staff must:

- Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.
- Use positive language, saying what children can do instead of what they cannot do.
- Validate children's feelings.
- Respond to children's requests and questions.
- Show tolerance for mistakes and teach that mistakes are for learning.
- Give descriptive feedback, instead of generalized praise or criticism.
- Pay attention to children to learn about their individual interests, ideas, questions, and theories.
- Observe what children do, with whom, and where they play.
- Listen reflectively, staying on the child's topic, and paraphrasing their ideas.
- Demonstrate the belief that children are capable by letting them try out their ideas, take safe risks, and do things at their own pace, in their own way.

Staff must support children's play and learning by:

- Actively seeking and incorporating child-generated ideas.
- Using a variety of teaching strategies to address children's learning styles, abilities, developmental levels, and temperament.
- Helping children enter into and sustain play.
- Providing materials to enrich children's explorations.
- Coaching children to express their ideas.
- Engaging in extended conversations with children to build on their ideas.
- Using varied vocabulary.
- Leading discussions and activities during daily routines, such as meals, toothbrushing, and transitions.
- Noticing and responding to teachable moments.
- Posing problems and open-ended questions to stimulate higher-order thinking.
- Describing and discussing children's learning processes, rather than focusing on products.

E-8 Child Guidance

Contractors must write a child guidance policy which incorporates this ECEAP Standard.

Staff must use positive guidance techniques to help children learn to get along with each other, which include:

- Maintaining positive relationships with children (E-7).
- Adapting the environment, routine, and activities to the needs of enrolled children.
- Establishing consistent, reasonable expectations.
- Supervising children's activities.

- Foreshadowing events and expectations by letting children know what will happen next.
- Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.
- Modeling and teaching emotional skills, such as recognizing feelings, expressing them appropriately, accepting others' feelings, and controlling impulses to act out feelings.
- Involving children in defining simple, clear classroom limits.

Staff must use positive guidance techniques to support classroom limits and maintain safety, such as:

- Coaching appropriate behavior.
- Offering choices.
- Redirecting to an activity that matches the child's energy level.
- Teacher-supported cool down/time-out as a last resort.

If restraint is used, contractors must meet all of the following criteria:

- Staff have received training in limited restraint procedures.
- Staff restrain a child only as a last resort to prevent serious injury to persons, serious property damage, or to obtain possession of a dangerous object.
- Staff do not restrain a child longer than it takes to achieve the safety goal.
- Staff do not use restraint as punishment or to force a child to comply.
- Staff document all instances of restraint.
- Staff notify the parent of the restrained child following the intervention.

Contractor's guidance policy must prohibit any person on the premises from using:

- Corporal punishment, including any means of inflicting physical pain or causing bodily harm to the child.
- Holding, grabbing, or moving the child in an aggressive manner to cause them to comply.
- Verbal abuse, such as yelling, shouting, name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates, or frightens a child.
- The use of a physical restraint method injurious to the child or any closed or locked time-out room.
- Using or withholding food or liquids as punishment or reward.

E-9 No Expulsion

Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:

- Supporting classroom teachers.
- Planning to meet individual needs of child.
- Engaging community resources.
- Choosing an alternative schedule or setting.

Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.

If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

E-10 Screening and Referrals

Contractors must conduct developmental screenings to identify children who may need further evaluation. Screening must include speech/language, social-emotional, physical/motor, and cognitive development. Screening tools must be responsive and sensitive to the cultural and linguistic needs of each child and family and administered only with parent consent.

Contractors must document:

- Developmental screening of each child within 90 calendar days of the child's first day of class.
- Referrals for further assessment, if needed, based on screening, observation, and/or parent concerns.
- Follow up with parents to ensure that referred children receive needed developmental services.

If a child is identified as having special needs, contractors must work with the Local Education Agency (LEA) to develop an Individualized Education Program (IEP) that identifies and plans for needed services.

E-11 Observation, Assessment, and Individualization

Contractors must ensure teaching staff:

- Perform ongoing observations of individual children's activities, interactions, behavior, language, learning, and development across the developmental domains.
- Maintain objective observation notes in Teaching Strategies GOLD® Online .
- Use Teaching Strategies GOLD® Online for their child assessment tool. Staff must enter and maintain accurate information in GOLD®.
 - Rate all objectives within the following areas of GOLD®: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics three times each year, according to the schedule in the ECEAP Contract.
 - Complete the Home Language Survey on all ECEAP children, and assessing the child's English language acquisition, if indicated, using GOLD® objectives 37-38.
- Use observation and assessment information to plan individualized curriculum and guidance.

E-12 Parent-Teacher Conferences

The teacher must meet with each child's parent(s) a minimum of three hours per school year.

Conferences may occur in the home, school, or other location convenient to the parent. Conferences must be in person, except phone contact may be used on a limited basis if a parent is unable to meet face-to-face. During conferences, teachers:

- Learn about the family's culture and language.
- Discuss parent and teacher observations of child's development and progress.
- Share screening and assessment results.
- Obtain parent input for program and curriculum planning.
- Jointly plan goals for the child.

Teachers must maintain written documentation of these discussions.

SECTION F: FAMILY PARTNERSHIPS

F-1 Family Support Services

Contractors must provide a minimum of three hours of family support contact per year with each child's parent. Most family support contact must occur face-to-face in the home, school, or other location convenient to the parent. Phone contact may be used when a parent is unable to meet face-to-face or for brief follow-up. Family support contact must start as early in the service year as possible. During family support contact, staff work in partnership with individual families to:

- Assess family strengths and needs.
- Set family goals.
- Assist families in accessing community resources.
- Follow up on progress toward goals.
- Coordinate transitions between ECEAP and home, childcare, and kindergarten.

Staff must maintain written documentation of these discussions, as well as hours of contact.

Each staff person providing family support services may serve no more than 40 families concurrently. Fewer families per staff may be necessary to fully implement ECEAP Performance Standards. The number of families served must be adjusted proportionately when these staff:

- Work less than 35 hours per week.
- Are assigned roles and duties in addition to family support.
- Provide more intensive services based on family needs.
- Travel extensively to meet with families.

F-2 Family Support Principles

While providing family support services, staff must:

- Focus on parent and family strengths.
- Build relationships based on mutual respect and equality.
- Acknowledge parents as resources to themselves and others.
- Respect family beliefs, culture, language, and child rearing practices.

F-3 Confidentiality

Contractors must provide a meeting space for family support services where conversation between parents and staff cannot be overheard. All family records must be kept confidential (A-13).

F-4 Resources and Referrals

Contractors must inform parents about community resources and provide assistance in accessing resources, such as housing, energy assistance, legal services, health or dental care, mental health, chemical dependency, domestic violence services, childcare, food, clothing, parenting, adult education, adult literacy, or job skills. Staff must document referrals and follow-up.

F-5 Parent Involvement

Contractors must ensure that parents are invited to participate in ECEAP activities, such as:

- Classroom volunteering.
- Site or classroom committees.
- Parent Policy Council (A-6).

- Self-assessment of ECEAP Compliance (A-8).
- Program review (A-9).
- Family events.

Contractors must ensure that parents have opportunities for input into planning:

- Curriculum (E-5).
- Menus (D-15)
- Parent or family events.

Contractors must allow parents free access to all areas of their child's classroom during normal hours of operation, except as excluded by court order.

F-6 Parent Education

Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies.

Contractors must offer parent education opportunities, based on families' interests and needs, and developed in collaboration with parents. Topics may include:

- Child development and learning.
- Positive child guidance.
- Communication.
- Balancing work and family.
- Family health, safety, and nutrition.
- Personal safety and prevention of child abuse and neglect.
- Child and adult literacy.
- Kindergarten.
- Leadership and advocacy skills.

The parent education format must be interactive and encourage parents to be resources to each other. Contractors must maintain records of parent education topics and attendance.

F-7 Parent Leadership Development

Contractors must provide opportunities for parents to develop leadership skills, including:

- Supporting parents to advocate for their child.
- Encouraging participation on Parent Policy Council (A-6), Health Advisory Committee (A-5), and other committees.

SECTION G: DOCUMENTATION

G-1 Documentation Requirements

Contractors must maintain records documenting compliance with ECEAP Performance Standards. The following documents are subject to review by the State ECEAP Office and the State Auditor's Office. When ECEAP Program Reviews (A-9) occur in September through December, contractors must provide documentation from the previous school year. Records may be kept in the contractor's main office or at service sites, as appropriate for each type of documentation.

Contractors must retain records for the minimum times listed below for state review processes. Contractors are encouraged to seek legal counsel regarding longer retention of records related to potential legal or liability issues.

G-2 Administrative Documents

Contractors must retain the following for six years after expiration (see ECEAP Contract):

- Audit report.
- Fiscal records.
- Proof of insurance.
- Property records (inventory).
- Subcontracts.

Contractors must retain the following for three years after their completion:

- Documentation of complaints and resolution (A-10).

Contractors must retain the following for two years after their completion:

- Health Advisory Committee minutes (A-5).
- Parent Policy Council minutes (A-6).

Contractors must maintain current:

- Community assessment (A-7).
- Confidentiality policy and procedures (A-13).
- Conflict of interest policy.
- Corrective Action Plans, if any (A-9).
- ECEAP Performance Standards, at each service site (A-1).
- Exceptions to Standards approved by the State ECEAP Office (A-2).
- Fiscal management policies.
- Parent and community complaint resolution procedures (A-10).
- Personnel policies (attendance, conduct, pay, benefits, professional development, and performance evaluation).
- Program Self-Assessment (A-8).
- Service delivery plan (A-3).
- Travel policies, unless state travel regulations are followed (see ECEAP Contract).

G-3 Eligibility, Recruitment, Selection, Enrollment, and Attendance Documents

Contractors must retain the following for three years after their completion:

- Attendance records (B-1112).

Contractors must maintain current:

Contractors must maintain the following documentation from this section of the Performance Standards for at least the current and previous school year.

- **B-102 Parent signatures verifying eligibility information is accurate**
- **B-102 Signed statement from staff who verified eligibility**
- **B-107 Parent statement of no income (if applicable)**

Contractors should consult their ECEAP contract and follow their agency's record retention schedule for longer retention requirements. The above list does not include electronic documentation in ELMS.

G-4 Human Resource Documents

Contractors must retain the following for each employee for six years after employment ends:

- Background clearances (C-2).
- Copy of first aid, CPR, and food handlers cards, if required (C-21, D-18).
- Documentation of qualifications, such as copies of diplomas, transcripts, licenses, and certifications (C-3).
- Orientation and training record (C-20, C-21).
- Professional Development Plan, and observation and mentoring notes, for provisional hires (C-4).
- Reference checks (C-2).
- TB test records (C-2).

Contractors must retain the following for three years after their completion:

- Documentation of labor pool shortage or other staff recruitment difficulty (C-2).
- Staff recruitment materials, advertising open positions to the public (C-2).
- Volunteer records (C-22) including background clearances, TB test records, orientation and training, and hours of volunteer service.

Contractors must maintain current:

- Job descriptions (C-1).
- Staff and volunteer training plan (C-20, C-22).
- Staff recruitment and selection policies and procedures (C-2).
- Volunteer policies (C-22).

G-5 Health and Safety Documents

Contractors must retain the following for three years after their completion:

- Emergency drill records (D-3).
- Inspection records for smoke detectors, fire alarms, fire extinguishers (D-18).
- Transportation records including copies of driver's licenses, vehicle insurance, vehicle daily safety checks, and vehicle inspection reports (D-21).

Contractors must maintain current:

- Child abuse and neglect prevention, detection, and reporting policy and procedure (C-21, C-22, D-3, D-6). Child allergy procedure (D-3).
- Disaster plan (D-3).
- Exclusion of sick children policy (D-3).
- Health and safety inspections for the school year (D-18).
- Infectious disease prevention procedures (D-13).
- Medication management procedures (D-11).
- Pesticide/herbicide management policy (D-6).

- Plans for handling medical, dental, and poisoning emergencies (D-3).
- Transportation policy (D-21).

G-6 Early Childhood Education Documents

Contractors must retain the following for three years:

- Documentation of child restraint incidents (E-8).

Contractors must maintain the following for the current school year:

- Challenging behaviors/no expulsion policy (E-9).
- Child guidance policy (E-8).
- Curriculum plans, including individualization (E-5, E-11).
- Early childhood education framework (E-1).
- Kindergarten transition plan (E-6, F-1).

G-7 Child Records

Contractors must retain the following records for each child while they are in ECEAP and for one year after the child leaves ECEAP:

- Consent forms (D-4).
- Enrollment forms.
- Health records and tracking (D-5).
- Individualized curriculum and guidance plans (E-11).
- Individualized Education Program (IEP), when applicable (E-10).
- Notes from parent-teacher conferences including child goals (E-12).
- Notes from Local Education Agency (LEA) or Multidisciplinary Team (MDT) meetings, when applicable (E-10).
- Observations (E-11).
- Plans, referrals, and follow-up notes (D-2, E-10).
- Screening and assessment results (E-10, E-11).

G-8 Family Partnership Documents

Contractors must retain the following for two years after their completion:

- Parent education topics and attendance (F-6).

Contractors must maintain current:

- Parent handbook or written communications, with translations as appropriate (F-6).

G-9 Family Records

Contractors must retain the following family records for children enrolled in the current year:

- Assessment of family strengths and needs (F-1).
- Family goals (F-1).
- Family support contacts (F-1).
- Income eligibility (B-101-106).
- Progress notes and follow-up (F-1).
- Referrals to community resources (F-4).

G-10 Required Postings

- Daily classroom routine (E-3).
- Emergency telephone numbers posted near a telephone.
- Emergency medical and disaster procedures for medical, dental, and poison treatment (D-3).
- Food handler's cards for food preparation staff (C-21, D-14).
- Menus (C-16, D-15).
- Child allergies and special dietary restrictions (C-16, D-3, D-5, D-15).

Crosswalk

Early Learning Guidelines and the Essential Domains of Child Development

Guidelines Area of Development	Early Learning Domains	Head Start Framework ²	Washington State Learning Standards
1. About me and my family and culture	Social-Emotional; Approaches to Learning	Social & Emotional Development; Social Studies Knowledge & Skills; Approaches to Learning	Washington State K-12 Health and Fitness Learning Standards
2. Building relationships	Social-Emotional	Social & Emotional Development	Washington State K-12 Health and Fitness Learning Standards
3. Touching, seeing, hearing and moving around	Physical Well-Being, Health and Motor Development	Physical Development & Health	Washington State K-12 Health and Fitness Learning Standards
4. Growing up healthy	Physical Well-Being, Health and Motor Development	Physical Development & Health	Washington State K-12 Health and Fitness Learning Standards; Washington State K-12 Educational Technology Learning Standards
5. Communicating	Language, Communication and Literacy	Language Development; English Language Development; Literacy Knowledge & Skills	Washington State K-10 Grade Level Expectations – Communication; Washington State K-10 Grade Level Expectations – Reading; Washington State K-10 Grade Level Expectations – Writing; Common Core State Standards for English Language Arts; Washington State K-12 World Languages Learning Standards
6. Learning about my world	Cognition and General Knowledge	Logic & Reasoning; Mathematics Knowledge & Skills; Science Knowledge & Skills; Social Studies Knowledge & Skills; Creative Arts Expression	Washington State K-12 Mathematics Learning Standards; Common Core State Standards for Mathematics; Washington State K-12 Science Learning Standards; Washington State K-12 Integrated Environmental and Sustainability Learning Standards; Washington State K-12 Social Studies Learning Standards; Washington State K-12 – The Arts Learning Standards

² Head Start notes that its Framework is not appropriate for programs serving infants and toddlers.

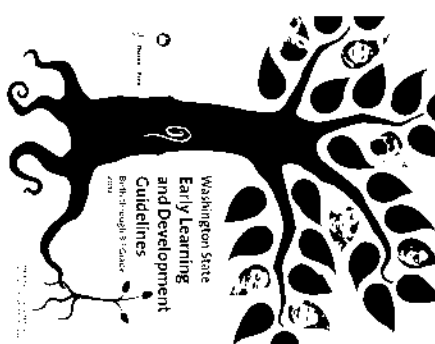
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Crosswalk Early Learning Guidelines and the Essential Domains of Child Development

Guide uses A set of Domains 1	Early Learning Domain 1	Head Start Framework	Washington State Learning Standards
1. About me and my family and culture	Social-Emotional: Approaches to Learning	Social & Emotional Development: Social, Self, and Skills	Washington State K-12 Health and Physical Learning Standards
2. Building relationships	Social-Emotional	Approaches to Learning Development	Washington State K-12 Health and Physical Learning Standards
3. Teaching, serving, hearing and moving around	Physical Well-Being, Health and Motor Development	Physical Development & Health	Washington State K-12 Health and Physical Learning Standards
4. Growing up healthy	Physical Well-Being, Health and Motor Development	Physical Development & Health	Washington State K-12 Health and Physical Learning Standards
5. Communicating	Language & Communication and Literacy	Language Development: English Language Development: Literacy Knowledge & Skills	Washington State K-12 English Language Arts Learning Standards
6. Learning about my world	Cognition and General Knowledge	Logic & Reasoning: Mathematics Knowledge & Skills: Science Knowledge & Skills: Social Studies Knowledge & Skills: Creative Arts Expression	Washington State K-12 Math: Common Core State Standards for Mathematics: Washington State K-12 Science Learning Standards: Washington State K-12 Integrated Environmental and Social Studies Learning Standards: Washington State K-12 Social Studies Learning Standards: Washington State K-12 The Arts Learning Standards

Young children can learn more than one language.

Washington is richly diverse, with more than 200 spoken languages.¹ Many children learn two or more languages at a very young age. They may:

- Learn two or more languages at the same time from birth, or
- While still mastering the home language(s), learn an additional language.

Both are sometimes called “dual language learners” or, when one of the languages is English, “English language learners.”

Learning two or more languages in children at a young age benefits a child in a number of ways. These benefits include a higher level of thinking and reasoning abilities, and better problem-solving and listening skills. For many residents, being fluent in their home language or dialect of English is part of preserving and connecting with their culture.

Children who are learning more than one language or dialect may experience a silent period or seem to be learning more slowly. This is because they are absorbing the sounds and learning the words of the new language. For most children, learning more than one language does not lead to delays in speech or language development.

Learning Tribal language when English is spoken at home.

Many tribal children in Washington speak mainly or only English in their homes. To restore their languages, tribes are helping their families and communities to learn and use as much of their Native language as they can around their children. For tribal children, learning their Native language is an important part of forming their identity.

Children who learn a dialect of English at home first, then their tribal language and school/formal English, need to know that both their home language and their tribal language are valued. Child care professionals

and teachers can foster children's home and tribal language development while helping them gain solid skills in school/formal English.

Respecting the home language and adding English.

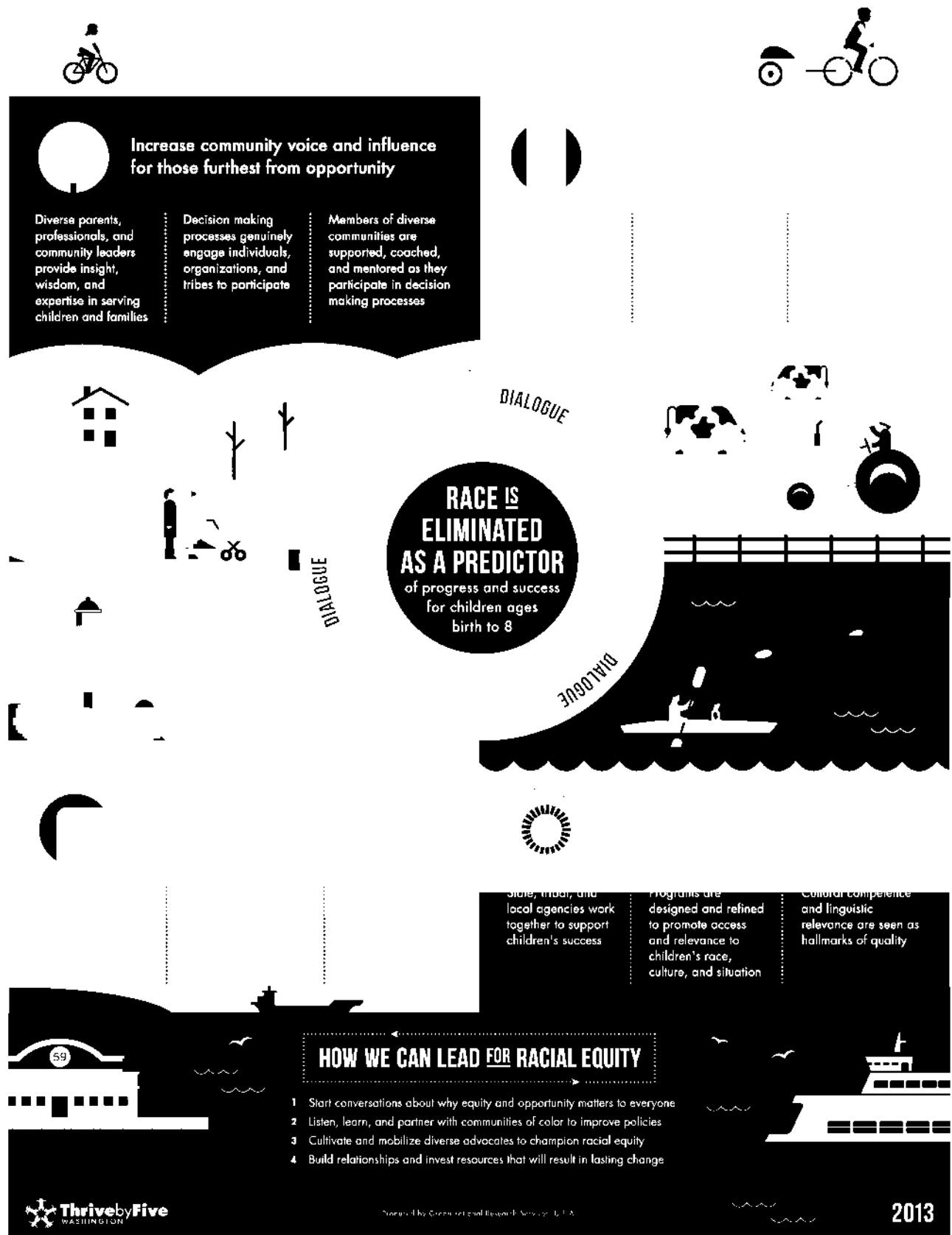
Caregivers, child care professionals and teachers need to respect and foster the languages of their children. Doing so can go a long way toward supporting children's social and emotional development and academic achievement. Language patterns and structure vary from one language to another. Some cultures place more importance on talking and some on nonverbal communication. Adults need to take these factors into account when considering the child's progress in learning school/formal English.

- Caregivers, child care professionals and teachers can honor multiple languages and cultures by:
 - Using pictures, props and gestures, as needed.
 - Using gestures to show what an expected action is, while saying the words to provide a label.
 - Learning words and phrases of the child's language.
 - Learning and teaching a song in the child's language.
 - Providing books, pictures and labels that reflect the child's language/culture (while recognizing that some languages rely more on oral tradition than on writing).
 - Encouraging the child in family to teach the child's classmates a song or tell a story from their language and culture.
 - Inviting families to explain the differences in expected behaviors between home and the care/school setting.

For more information, see the National Center on Cultural and Linguistic Responsiveness (<http://nclrc.org>), the National Center on Systemic Change (<http://nsc.org>), or the National Center on Bilingual Education Office at OSPI (<http://www.k12.wa.gov/NA/Bilingual/EnglishLearners.aspx>).

1. OSPI reports to the public that it is using the public school data to identify students who are English learners. The data is not used to identify students who are English learners. The data is used to identify students who are English learners.

IN WASHINGTON STATE'S EARLY LEARNING SYSTEM



Head Start/ECEAP Reciprocity Pilot Project

Executive Summary

July 2013

Pilot overview

Early Achievers, Washington's voluntary quality rating and improvement system (QRIS), was designed to support high quality learning environments for children in child care centers, family home child care, and preschool programs. Ensuring consistent high-quality programs for children, regardless of the setting, is critical to improving outcomes for Washington's youngest learners. The Department of Early Learning (DEL) recently conducted a voluntary pilot project with Early Childhood Education and Assistance Program and Head Start providers (ECEAP/Head Start) to determine the best ways to incorporate these preschool programs into Early Achievers.

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

Pilot goals

The primary goal of the pilot was to develop a streamlined process for Head Start and ECEAP participation in Early Achievers that builds upon existing practices and monitoring to avoid duplication when possible. Specifically, the pilot programs:

- Tested and implemented Early Achievers registration and application procedures to see how they work in ECEAP/Head Start.
- Provided feedback and input to help define the roles of both grantees/contractors and individual ECEAP/Head Start sites in Early Achievers.
- Participated in data collection to measure how ECEAP/Head Start programs are able to demonstrate quality using Early Achievers tools. The data identified ECEAP/Head Start program strengths and helped determine an Early Achievers participation pathway that builds in credit for programs' existing quality practices and performance standards.

Including ECEAP/Head Start in Early Achievers is integral to ensuring that all children in Washington enter kindergarten ready to succeed in school and life. ECEAP/Head Start serve some of the highest-need children in Washington and are an essential part of the Washington early learning system. ECEAP/Head Start are state leaders of quality and can share this

- DEL invited nine Head Start and ECEAP programs to participate (about 180 sites)
- Pilot ran from summer 2012 through April 2013
- The nine programs represented 45 percent of children enrolled in Head Start and ECEAP in Washington
- Pilot sites had a wide variety of features, including:
 - Geographic location
 - Population served
 - Program models
 - Program size
 - Program configuration

For more information:
www.del.wa.gov/qriscare

leadership to support Early Achievers. Many Early Achievers program standards, such as family support and engagement, assessment, curriculum and individualization, are modeled after ECEAP/Head Start programs.

Results

Early Achievers uses a point-based system to determine a quality rating for each participating site. In addition, sites must meet a minimum threshold on each of the observational assessments—CLASS and the Environment Rating Scale (ERS)—in order to rate a level 3 or higher. Pilot data show that Washington's Head Start and ECEAP programs are able to demonstrate quality at levels 3 to 5 using their existing practices and program implementation.

Lessons learned

✓ Strong program alignment

Programs that participated in the pilot reported a high degree of alignment between Early Achievers and Head

Start/ECEAP. So, Early Achievers participation can be integrated into other Head Start/ECEAP quality assurance activities and goals. Pilot participants reported that Early Achievers activities provided them with new and valuable information about site- and classroom-specific quality.

✓ Head Start/ECEAP programs demonstrate high levels of quality in many of the Early Achievers Quality Standard areas

Pilot data showed that Head Start/ECEAP programs are able to demonstrate high levels of quality through their existing program practices, procedures and policies.

Name	Pilot participants		
	Counties	Children	
Community Colleges of Spokane	Spokane	HS: 879	ECEAP: 70
Denise Louie Education Center	King	HS: 244	ECEAP: 0
Puget Sound ESD (ESD 121)	King, Pierce	HS: 1,960	ECEAP: 2,194
Kitsap Community Resources	Kitsap	HS: 298	ECEAP: 85
Lower Columbia Community College	Cowlitz	HS: 320	ECEAP: 178
Lower Elwha Klallam Tribe	Clallum	HS: 64	ECEAP: 0
Rural Resources Community Action Program	Pend Oreille, Stevens	HS: 154	ECEAP: 32
St. James Family Center	Wahkiakum	HS: 0	ECEAP: 24
Washington State Migrant Council	Grant, Walla Walla, Yakima	HS: 3,256	ECEAP: 831
Total		HS: 7,175	ECEAP: 4,014

Head Start includes Head Start, Early Head Start, American Indian/Alaska Native (AI/AN) Head Start, AI/AN Early Head Start and Migrant-Seasonal Head Start.

Early Achievers Head Start/ECEAP pilot results

	Possible range of points	Required minimum	Average pilot score	Pilot sites at levels 3-5
CLASS (Emotional support and classroom organization)	1-7	3.5	5.27	100%
CLASS (Instructional support)	1-7	2	2.43	72%
ERS	1-7	3.5	3.64	68%
All other program standards	Up to 35	n/a	27	100%

Implications of the pilot for Head Start/ECEAP participation

Early Achievers level 2 was designed as a “readiness” level that provides programs with an opportunity to receive free training and technical assistance prior to being rated through observational assessments. The pilot demonstrated that ECEAP and Head Start program standards are preparing programs to enter Early Achievers without the prerequisites of level 2. Pilot data showed that Head Start and ECEAP programs were, on average, providing a level of quality commensurate with an Early Achievers level 3 or higher.

The pilot demonstrated there are mutual benefits for Head Start/ECEAP programs to participate in Early Achievers. Head Start/ECEAP programs have many strengths that can benefit Early Achievers by sharing resources, experience, and expertise. Head Start/ECEAP programs can benefit from participation in Early Achievers through access to new information, data and resources to support their ongoing commitment to provide a consistent level of high-quality services to the state’s highest-need children. Thus, by participating in Early Achievers, the state’s Head Start/ECEAP programs can contribute to increasing quality in the surrounding system as a whole, and at the same time, continue to advance quality within Head Start and ECEAP itself.

The following differences from licensed child care will apply to Head Start and ECEAP programs that enroll in Early Achievers. Head Start/ECEAP programs will:

- Enter at a Level 3.
- Be strongly encouraged to demonstrate higher EA quality levels 4 or 5 through a full on-site evaluation and streamlined rating process customized for Head Start/ECEAP.
- Not be eligible to receive ongoing Quality Improvement Awards that are available to licensed child care.
- Have the opportunity to apply to become local, regional, or statewide Training Resource Centers if they are rated at levels 4 or 5. Head Start/ECEAP programs that become training resource centers will receive a contract to share training, professional development and other resources with other Early Achievers participants.

“I am thankful that all of [the pilot programs] gave [their] time and effort to making this work. The integration of state systems where we all fit and understand how we can improve quality is important.”

*Katy Warren
Washington State Association of
Head Start & ECEAP*

Parallel paths to Early Achievers participation

Children in Washington are cared for in many different settings throughout their early years. Early Achievers allows parents and staff to have a common understanding about high-quality services as children as well as staff move between settings. Early Achievers includes all programs (licensed child care, Head Start, and ECEAP), creating a statewide system that supports care for children along a common continuum of quality.



What's next?

Training Resource Centers

Pilot participants have the opportunity to apply to become local, regional or state Training Resource Centers (TRC). The goal of the TRCs is to build upon the strengths of ECEAP and Head Start that were highlighted in the pilot so that licensed child care and other early learning programs can benefit from the expertise and resources of these programs. TRCs will share training resources with other Early Achievers participants in areas in which they demonstrated strengths in the pilot. DEL anticipates awarding the first round of TRC contracts to pilot participants in Fall 2013.

Expansion

It was apparent through the pilot that ECEAP/HS programs have much to gain and much to offer Early Achievers. DEL is using the information from the pilot to develop pathways for ECEAP and Head Start programs that will encourage more programs to participate in Early Achievers. ECEAP and Head Start programs that did not participate in the pilot will have the opportunity to join Early Achievers in Fall 2013.

The full pilot report and reciprocity plan are on DEL's website at www.del.wa.gov/care/qris.

"When we stepped in we were worried with the size of our program: 4,000-plus kids and different organizations [including] child care. It has been beneficial to see our strengths. The level of information that we got is amazing, not only for our programs but for each classroom. Now I have the keys, the antidote. If we do not support the foundational base of the classroom then it is hard to improve instructional support."

Luba Bezborodnikova
Puget Sound ESD

(b)(6)



PR/Award # S419B150009

Washington K–12 Salary Allocation Schedule for Certificated Instructional Staff

The following schedule is used to determine state salary allocations for certificated instructional staff (i. e., teachers and educational staff associates) for 283 of 295 Washington State public school districts. The remaining 12 public school districts receive somewhat higher allocations due to a higher base salary.

The state schedule determines ALLOCATIONS of state funds. ACTUAL SALARIES ARE DETERMINED IN LOCAL NEGOTIATIONS. Questions regarding individual employee compensation should be directed to the local school district personnel or payroll office.

Table of Total Base Salaries for K–12 Certificated Instructional Staff for 2013–14 and 2014–15

Years of Service	BA+0	BA+15	BA+30	BA+45	BA+90	BA+135	MA+0	MA+45	MA+90 or PhD
0	(b)(6)								
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16 or more									

As used in this subsection, the column headings “BA+(N)” refer to the number of credits earned since receiving the baccalaureate degree.

For credits earned after the baccalaureate degree but before the masters degree, any credits in excess of forty-five credits may be counted after the masters degree. Thus, as used in this subsection, the column headings “MA+(N)” refer to the total of:

- (i) Credits earned since receiving the masters degree; and
- (ii) Any credits in excess of forty-five credits that were earned after the baccalaureate degree but before the masters degree.

For the purposes of this section:

- (a) “BA” means a baccalaureate degree.
- (b) “MA” means a masters degree.
- (c) “PHD” means a doctorate degree.
- (d) “Years of service” shall be calculated under the same rules adopted by the superintendent of public instruction.
- (e) “Credits” means college quarter hour credits and equivalent in-service credits computed in accordance with RCW 28A.415.020 and RCW 28A.415.023.

No more than ninety college quarter-hour credits received by any employee after the baccalaureate degree may be used to determine compensation allocations under the state salary allocation schedule and LEAP documents referenced in this act, or any replacement schedules and documents, unless:

- (a) The employee has a masters degree; or
- (b) The credits were used in generating state salary allocations before January 1, 1992.

The salary allocation schedules established in this section are for allocation purposes only except as provided in RCW 28A.400.200(2).



(b)(6)

EARLY ACHIEVERS, Washington's Quality Rating and Improvement System Standards

A Framework to Support Positive Child Outcomes

LEVEL 1: Licensing or Certification

Facility must be licensed by the Washington State Department of Early Learning or have recognized, approved certification (Military, Head Start, ECEAP, Tribal).

LEVEL 2: Professional Growth and Facility Management

Facility must meet all Level 1 requirements and serve children birth to age 5 in order to register for Level 2.

LEVEL 2 APPLICATION PROCESS

Applicants must complete prior to beginning Level 2 activities:

- Attend Early Achievers Orientation.
- Complete and submit facility registration in MERIT.
- Complete and submit Early Achievers Registration.

LEVEL 2 ACTIVITIES

Documentation (in MERIT, Early Achievers Application Level 2)

- Complete Facility Profile
- Complete and submit Early Achievers self-assessment*
 - Environment Rating Scale (ERS)
 - State standards

Complete Professional Training Series (director/owner/program supervisor)

- Washington State Early Learning and Development Guidelines
- Washington State Core Competencies for Early Care and Education Professionals
- Introduction to Cultural Competence
- QRIS Strengthening Families for Early Learning Professionals
- Introduction to the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS)
- QRIS School Readiness

REQUIREMENTS TO ACHIEVE LEVEL 2 STATUS**

- Ensure all facility staff caring for children have an active professional record in MERIT.
- Complete and submit Early Achievers Application for Level 2 within one year.
- Must be fully licensed (no initial licenses).
- License cannot be suspended, revoked, or on probation.

*The ERS/CLASS Overview must be taken prior to completing the Early Achievers Self-assessment.

**Facility must meet all of the below requirements and have achieved Level 2 status prior to applying for an evaluation to earn a Level 3 to 5 rating.

LEVELS 3, 4, & 5: Points Accumulation

LEVEL 5

91-100 points

LEVEL 4

70-90 points

LEVEL 3

30-69 points

LEVEL 2

Professional
Growth
and Facility
Management

LEVEL 1

Licensing or
Certification

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

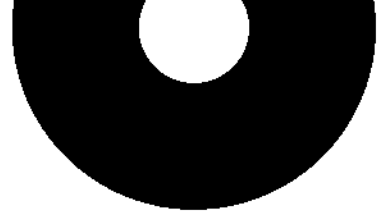
POINTS AWARDED FOR THESE AREAS:

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

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

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





POINTS ACCUMULATION

Child Outcomes / 10 points



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

Facility Curriculum, Learning Environment, Interactions / 70 points

Classroom/FCC Home Environment / 55 Points

Measurements	Point range options, based on average facility score		
CLASS: Instructional Support/ Engaged Support for Learning	2 to 3.4 (10 points)	3.5 to 4.4 (15 points)	4.5 & higher (20 points)
CLASS: Emotional Support & Classroom Organization/Emotional and Behavioral Support	3.5 to 4.9 (10 points)	5.0 to 5.9 (15 points)	6.0 & higher (20 points)
ERS	3.5 (5 points)	5 (10 points)	6 (15 points)

Each assessed facility/family home child care must score at least a 2 on Instructional Support/Engaged Support for Learning in the CLASS, a 3.5 on Emotional Support and Classroom Organization/Emotional and Behavioral Support in the CLASS and a 3.5 on the ERS to achieve a Level 3 to 5 rating.

Curriculum and Staff Supports / 15 points

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

* Includes family child care assistants

** Includes FCC primary educator/care provider

Professional Development and Training / 10 points

Center Director or Program Supervisor

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

Center Designated Lead Teaching Staff

(at least one staff person per classroom must be designated lead)

25% have CDA or approved certificate or credential (12 credits or higher)	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	2 points
25% have BA or higher in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	3 points

Center - All Other Teaching Staff (assistants and aides)

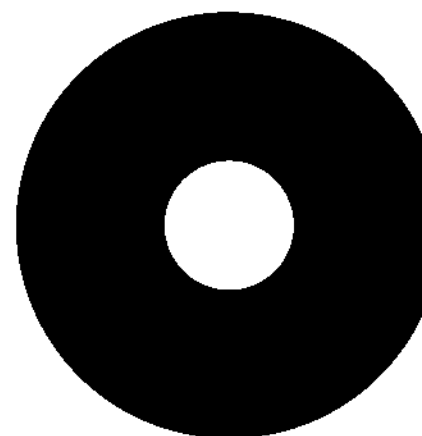
25% have CDA or approved certificate or credential (12 credits or higher)	Level 2 of the Core Competencies for Early Care and Education Professionals	1 point
50% have CDA or approved certificate or credential (12 credits or higher)	Level 2 of the Core Competencies for Early Care and Education Professionals	2 points
25% have AA or higher in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	3 points

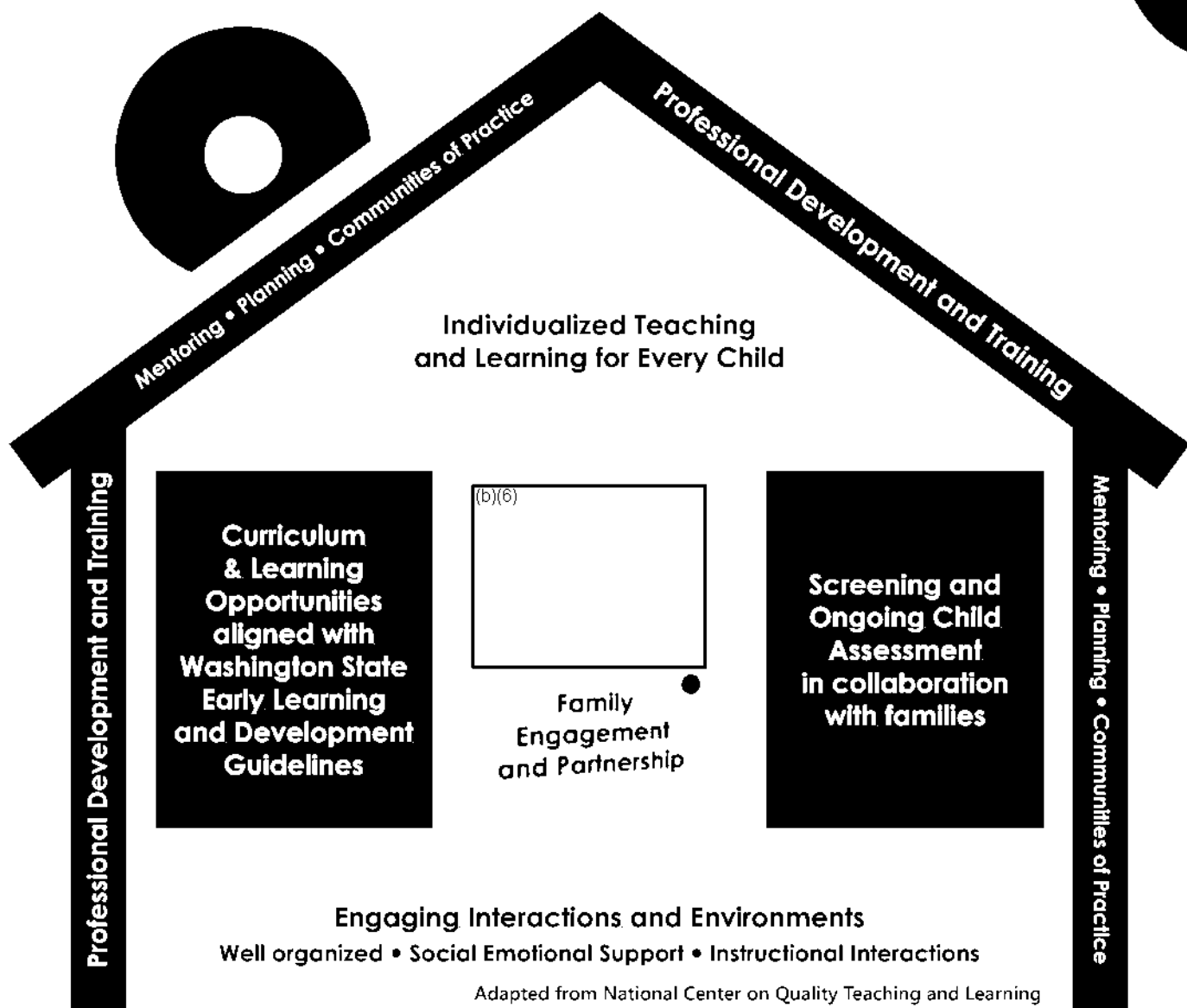
Family Child Care Provider or Primary Worker

CDA or approved certificate or credential (12 credits or higher)	Level 2 of the Core Competencies for Early Care and Education Professionals	3 points
AA in ECE or related field	Level 3 of the Core Competencies for Early Care and Education Professionals	5 points
BA in ECE or related field	Level 4 of the Core Competencies for Early Care and Education Professionals	7 points
MA in ECE or related field	Level 5 of the Core Competencies for Early Care and Education Professionals	10 points

Family Engagement and Partnership / 10 points

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





SUB TOP1

EARLY LEARNING

不

POSTSECONDARY

EARLY LEARNING

K-12

POSTSECONDARY

2017

1.1.b. increase number of children served in licensed child care settings are preschools, particularly in Washington's Quality Rating and Improvement System (QRIS), from December 2013 baseline of 60,719 children to 87,744 children by December 2015

1.1.d. Increase the STEM math and science training opportunities for early learning professionals by 20% from 2013 baseline total by June 2015

African American Affairs Commission—Ed Price
 Arts Council of the U.S.—U.S. Art
 Council for Childhood Injuries & Hearing Loss
 Richard Haas
 Community & Technical Colleges—Marty Brown
 Council of Presidents—Paul Francis
 Early Learning—Betsy Myers
 Education Oversight—Stacy Gillett
 Office of Criminal Management—Paula Moore
 Policy—Marsha Moynihan
 Realities Magazine—Kathleen Newell
 Research for the Blind—Oscar Schirripa
 State Board of Education—Bonnie Blair
 Student and Parent Council—Gina Sharatt
 Supplemental and Public Instruction—A. A. Rucker
 Workforce Training & Education Council—Diane
 Workforce Training & Education Council—Diane

1.2.c. Increase access to effective drug prevention programs offered by school districts and available to students from 3 to X by 20XX

1.2.f. Increase project-based, career, workplace, community learning opportunities that provide STEM and 21 century skills from X to X by 20XX

12.1. Increase percentage of significantly better test results for the 2012-13 school year to 100%; in 2011-12 school year

12. Increase percentage of teachers a principals rated distinguished from X to Y by 20XX

1.3.C. Increase the number of students who are enrolled in high employer demand professional-technical programs in public community and technical colleges from 40,759 in 2012-13 to 41,574 by 2016-17

1.3. increase number of families sawing for postsecondary, reduced on and training expenses using the Guarantee Educational on Tutor (GET) from 152,000 in 2012 to 182,000 in 2017

1.3.g. Increase project-based, career, workplace, community learning opportunities that provide STEM and 21st century skills from X to X by 20XX

1.3.h Increase the number of students enrolled in online and hybrid courses in public 4-year colleges from 12,151 to 13,366 by 2016-17

1.3., increase the number of students entering public higher education who access online learning (online and hybrid courses) in public community and technical colleges from 186,232 in 2012-13 to 189,957 in 2016-17

pel: jee. 1100g. 2015

2.1.3. Increase by 2% each year, 2013 through 2015. The percentage of children who demonstrate reading skills for kindergarten in these areas: social-emotional, physical, language, cognitive, literacy, art, math.

2. b. Increase number of early learn providers who achieve level 3 or above Early Achievers (voluntary quality and improvement system) from 2013 baseline of 253 programs to 1 471 programs by December 2016

ready to implement, starting by 2013, from 2013 to 2014.

2.2. a. Increase percentage of students proficien in 4th grade reading and writing 4th grade math, and 8th grade science by 2% from 2013 to 2014

2.2.3. Increase percentage of students a school who meet standards on all high school exit exams if, by 10th grade, by 2% from 2013 to 2014

2.2.c. If *ceases* percentage of high school students who graduate from high school 4 years and 5 years by 2 price-tagge point per year from 2013 to 2018

students through proficiency in reading, math, science (including biology for 9th school) by 2 percentage points from 2014 to 2014.

2.2.e. Decrease percentage of recent high school graduates enrolled in pre-college or retrained courses in college from 40% to 35% by 2017

2.2.4. Increase number of K-12 schools recognized as innovative; enough meet criteria stated in statute from 34 to 59 by 2017

2.2.g. Increase number of students who take high school courses to prepare them for STEM fields from X to, X by 20XX

2.2. h. Increase percentage of high school graduates who during the 3rd quarter of graduation are either employed in post-secondary education or training or are employed in Washington from X% to X% by 20XX.

2.2.i. increase the percentage of entering 9th graders who after 4 years are either employed in Washington or enrolled in postsecondary education or training during the 3rd quarter from X% to Y% by 20XX

[REDACTED]

STEM and identified high-demand employment programs in public 4-year colleges from 10,726 to 11,661 by 2018.

2.3.c. Increase the number of students

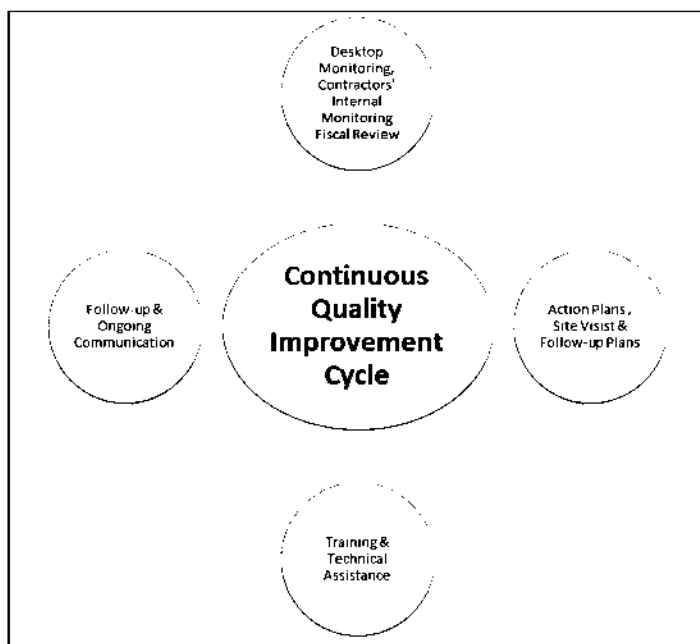
2.3.3.3 increase the percent of adult basic and additional educational programs in the public community and technical college system from 12,539 in 2012-13 to 17,773 in 2016-17

2.3.e. Increase percentage of language students in public community and technical colleges who transition pre-college or college-level with a 2-year 12% in 2010-11 to 15% in 2016-

graduation are either enrolled in post-secondary education or training or are employed in Washington from 80% to 82% in 2016-17.

2.3.1. increase the percentage of postsecondary graduates from public community and technical colleges who, during the 3rd quarter after graduation, are enrolled in postsecondary education or training or are employed in Washington from 80% in 2012-13 to 82% by 2016;

DEL ECEAP MONITORING PROTOCOLS



Monitoring informs continuous quality improvement to service design and delivery at the state and local level to ensure high quality comprehensive services to children and families. DEL monitors compliance with ECEAP requirements (contract and performance standards) through a variety of ways. These include, intensive onsite program reviews, fiscal audits, desktop monitoring, contractor calls and site visits. DEL follows these guiding principles when monitoring ECEAP contractors:

- Objective and criterion-referenced – Base all decisions on ECEAP requirements. Content knowledge and expertise inform data collection, but all decisions about compliance are based directly on the ECEAP contract and standards.
- Strength-based and partnership approach –

Use a strength based approach to monitoring and work in partnership with the contractor to understand compliance. ECEAP can look differently around the state and our job is to seek out the unique way contractors meet requirements. When compliance issues arise, we address them and provide technical assistance for contractors to come into compliance.

ECEAP program reviews occur every four years and are one part of the ECEAP continuous improvement cycle. The following activities occur during a program review:

- A team of DEL Pre-K Specialists conduct an in-depth visit to a contractor to document evidence of how the contractor meets ECEAP requirements. The review lasts for three days to two weeks, depending on the size of the program.
- The program review team interviews contractor staff and parents, observes in classrooms and on playgrounds, reads child and family files and classroom documentation.
- DEL reviews contractor policies, procedures and other documents related to ECEAP requirements. Community partners complete questionnaires related to their partnerships with the ECEAP contractor.
- At sites with an Early Achievers (EA) rating, EA data informs the review process. Classroom observation is based on ERS and CLASS scores. DEL reviews all ECEAP standards beyond the Early Achievers quality framework (including ERS and CLASS) at these sites.
- After collecting evidence, the program review teams write reports for each site and the program review lead writes a report for the overall contract.
- Following the receipt of the report, the contractor completes an action plan for any areas of improvement.

DEL monitors fiscal compliance with an annual financial disclosure, desktop monitoring and onsite fiscal reviews every four years. During an onsite fiscal review:

DEL ECEAP MONITORING PROTOCOLS

- The DEL Pre-K specialist and DEL ECEAP fiscal analyst conduct on-site reviews. Reviews typically last one day. Reviews at larger contractors can take additional time.
- The fiscal review team meets with contractor staff for an interview regarding cost allocation methodology and the contractor's internal controls and fiscal policies and procedures for:
 - Budget, administrative costs, chart of accounts and cost allocation plans
 - Monitoring of sub-contractors
 - Signature authorities, purchasing, credit card use, cash management, payables and inventory
 - Payroll, attendance and travel
- The team then looks at payment documents to determine if the contractor is following their policies and procedures and meeting ECEAP requirements.
- After collecting evidence, the fiscal analyst will write a report providing a summary of the documents reviewed and any fiscal actions.
- Following the receipt of the report, the contractor completes an action plan.

Desktop monitoring for compliance with ECEAP requirements includes daily, monthly, quarterly and annual protocols. DEL staff monitor data including:

- Early Learning Management System (ELMS) child-level data:
 - Medical status, dental status and health screening
 - Developmental screening
 - Parent-teacher conferences and family support contact
- ELMS contractor level data:
 - Contractor information
 - Subcontractor information
 - Location, site and class information
- Teaching Strategies GOLD® data including observations, checkpoints and interrater reliability certification.
- Contract deliverables – track, review and approve.

Contractor calls and other monitoring practices:

- DEL Pre-K specialists conduct individualized phone calls with each contractor. Topics include contract deliverables, action plans and technical assistance.
- Conduct annual risk assessments to determine need for onsite visits. Provide on-site coaching and technical assistance.
- Conduct site visits of ECEAP expansion sites. Provide training and technical assistance on ECEAP requirements, roles and responsibilities, Early Achievers participation, ELMS and GOLD®.
- Develop and follow-up on action plans, resulting from program reviews, fiscal audits or desktop monitoring. This follow-up includes technical assistance and support to bring contractors into compliance.

Data gathered through DEL's monitoring practices informs DEL technical assistance and continuous quality improvement to ensure desired child and family outcomes are achieved.

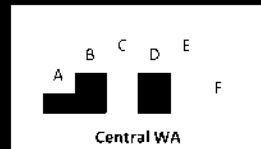


Washington State Department of Early Learning
1000 Washington Street, Suite 1000
Seattle, WA 98101
(206) 463-3000
www.wa.gov/earlylearning

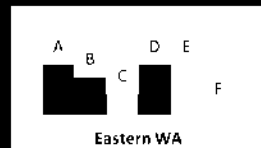
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WA Statewide	Estimated Capacity	Subgrantees	Statewide Slot Allocation in Seven High Need Regions/Communities						
Improved ECEAP	4-Year-Old Part-Day slots available to improve: 6,533	Number of existing ECEAP subgrantees: 47	Improved ECEAP - Part day to Full Day: 4,000						
			Central	Eastern	NW	SW	Olympic	King	Pierce
			599	755	609	463	366	541	647
New Extended Full Working Day Slots in Child Care	Number of subsidized 4-year-olds in care: 11,703	Number of Licensed Providers: 3,716 Level 3-to-5 Child Care sites: 707-1,217	New Full Working Day slots in child care: 6,000						
			Central	Eastern	NW	SW	Olympic	King	Pierce
			528	1220	750	634	649	1,560	659
New Full School Day	Projected percent of slots absorbed by existing Subgrantees: 60%	Number of existing HS/ECEAP grantees: 74	New "stand alone" full school day slots: 7,000						
			Central	Eastern	NW	SW	Olympic	King	Pierce
			946	1379	1080	871	739	1,128	851
New Full Day in Head Start	4 year old HS slots available: 6,930 • 789 Full Day • 6,141 Part Day	Number of existing HS grantees: 46	New slots in Head Start: 1,000						
			Central	Eastern	NW	SW	Olympic	King	Pierce
			201	135	128	100	139	205	91
Statewide Need:	A. Number of eligible four year olds unserved: 27,326 B. Percent of eligible four year olds served by ECEAP: 21% C. Percent of eligible four year olds served by Head Start: 16% D. Number of low saturation school districts: 153 E. Number of rural communities: 30 F. Number of tribal communities: 30								

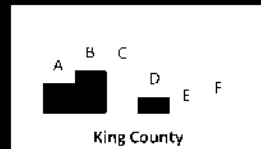
CENTRAL WA	Subgrantees	Estimated Capacity	Regional Slot Allocation
Improved ECEAP	Number of existing ECEAP subgrantees: 12 <ul style="list-style-type: none"> Inspire Development Centers LPIC Granger School District Selah School District Omak School District Chehalis-Douglas Child Services Association Manson School District Okanogan County Child Development Assn Wahluke School District ESD 101 - NEW LSD Bright Beginnings for Kittitas County ESD 105 - Yakima 	4-Year-Old Part-Day slots available to improve: 857	Improved ECEAP slots: 599
New Extended Full Working Day Slots in Child Care	Number of Licensed Providers: 705 Level 3-to-5 Child Care sites: 45-89	Number of subsidized 4-year-olds in care: 1,788	New slots in child care: 528
New Full School Day Slots	Number of existing HS/ECEAP grantees: 17	Percent of slots that can be absorbed by existing Subgrantees: 60%	<ul style="list-style-type: none"> New slots to existing subgrantees: 568 New slots to new Subgrantees: 378
New Full Day Slots in HS	Number of existing HS grantees: 8 <ul style="list-style-type: none"> CDI Chehalis-Douglas Child Services Association Inspire Development Centers Yakima Nation Head Start Family Services Of Grant County Okanogan County Child Development Assn Colville Confederated Tribes Bright Beginnings for Kittitas County 	4 year old HS slots available: 1,392 <ul style="list-style-type: none"> No Full Day 1,392 Part Day 	New slots in HS: 201
Regional & Community Need:	A. Number of eligible four year olds unserved: 2,925 B. Percent of eligible four year olds served by ECEAP: 21% C. Percent of eligible four year olds served by Head Start: 26% D. Number of low saturation school districts: 31 E. Number of rural communities: 8 F. Number of tribal communities: 2		



Eastern WA	Subgrantees	Estimated Capacity	Regional Slot Allocation
Improved ECEAP	Number of existing ECEAP subgrantees: 11 <ul style="list-style-type: none"> Community Colleges Of Spokane Inspire Development Centers Kennecook School District Community Child Care Center ESD 101 - NEW LSD Walla Walla Public Schools Lewis Clark Early Childhood Program Richland School District EPIC Rural Resources Community Action Dayton School District 	4-Year-Old Part-Day slots available to improve: 1,284	Improved ECEAP slots: 775
New Extended Full Working Day Slots in Child Care	Number of Licensed Providers: 498 Level 3-to-5 Child Care sites: 142-206	Number of subsidized 4-year-olds in care: 1,851	New slots in child care: 1,220
New Full School Day Slots	Number of existing HS/ECEAP grantees: 18	Percent of slots that can be absorbed by existing Subgrantees: 60%	<ul style="list-style-type: none"> New slots to existing subgrantees: 827 New slots to new Subgrantees: 552
New Full Day Slots in HS	Number of existing HS grantees: 9 <ul style="list-style-type: none"> Spokane County HS/ECEAP/EHS Benton Franklin Head Start Rural Resources Community Action Walla Walla Public Schools Spokane Tribe Of Indians Head Start Community Child Care Center Community Colleges Of Spokane CDI Lewis Clark Early Childhood Program 	4 year old HS slots available: 939 <ul style="list-style-type: none"> No Full Day 939 Part Day 	New slots in HS: 135
Regional & Community Need:	A. Number of eligible four year olds unserved: 6,164 B. Percent of eligible four year olds served by ECEAP: 20% C. Percent of eligible four year olds served by Head Start: 11% D. Number of low saturation school districts: 38 E. Number of rural communities: 8 F. Number of tribal communities: 2		



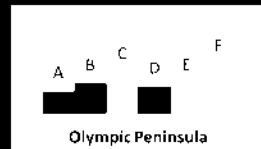
King County	Subgrantees	Estimated Capacity	Regional Slot Allocation
Improved ECEAP	Number of existing ECEAP subgrantees: 2 <ul style="list-style-type: none"> • ESD 121 - Puget Sound ESD • City Of Seattle 	4-Year-Old Part-Day slots available to improve: 1,103	Improved ECEAP slots: 541
New Extended Full Working Day Slots in Child Care	Number of Licensed Providers: 1,067 Level 3-to-5 Child Care sites: 266-471	Number of subsidized 4-year-olds in care: 2,791	New slots in child care: 1,560
New Full School Day Slots	Number of existing HS/ECEAP grantees: 7	Percent of slots that can be absorbed by existing Subgrantees: 60%	<ul style="list-style-type: none"> • New slots to existing subgrantees: 677 • New slots to new Subgrantees: 451
New Full Day Slots in HS	Number of existing HS grantees: 9 <ul style="list-style-type: none"> • ESD 121 - Puget Sound ESD • Seattle Public Schools Head Start • Neighborhood House • Denise Lowe Education Center • Mukleshoot Indian Tribe 	4 year old HS slots available: 1,422 <ul style="list-style-type: none"> • 312 Full Day • 1,110 Part Day 	New slots in HS: 205
Regional & Community Need:	A. Number of eligible four year olds unserved: 3,737 B. Percent of eligible four year olds served by ECEAP: 23% C. Percent of eligible four year olds served by Head Start: 22% D. Number of low saturation school districts: 13 E. Number of rural communities: 0 F. Number of tribal communities: 2		



Northwest WA	Subgrantees	Estimated Capacity	Regional Slot Allocation
Improved ECEAP	Number of existing ECEAP subgrantees: 5 <ul style="list-style-type: none"> • Snohomish County • Skagit Valley College • Inspire Development Centers • Opportunity Council • San Juan County ECEAP 	4-Year-Old Part-Day slots available to improve: 986	Improved ECEAP slots: 609
New Extended Full Working Day Slots in Child Care	Number of Licensed Providers: 507 Level 3-to-5 Child Care sites: 53-103	Number of subsidized 4-year-olds in care: 1,617	New slots in child care: 750
New Full School Day Slots	Number of existing HS/ECEAP grantees: 10	Percent of slots that can be absorbed by existing Subgrantees: 60%	<ul style="list-style-type: none"> • New slots to existing subgrantees: 648 • New slots to new Subgrantees: 432
New Full Day Slots in HS	Number of existing HS grantees: 9 <ul style="list-style-type: none"> • Snohomish County HS & DHS • Skagit Valley College • Opportunity Council • Tummi Head Start • Nooksack Indian Tribe • Upper Skagit Indian Tribe • Samish Indian Nation 	4 year old HS slots available: 885 <ul style="list-style-type: none"> • No Full Day • 885 Part Day 	New slots in HS: 128
Regional & Community Need:	A. Number of eligible four year olds unserved: 4,597 B. Percent of eligible four year olds served by ECEAP: 20% C. Percent of eligible four year olds served by Head Start: 13% D. Number of low saturation school districts: 14 E. Number of rural communities: 4 F. Number of tribal communities: 8		



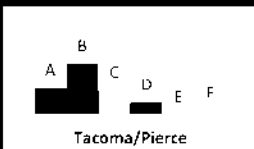
Olympic Peninsula	Subgrantees	Estimated Capacity	Regional Slot Allocation
Improved ECEAP	Number of existing ECEAP subgrantees: 5 <ul style="list-style-type: none"> • ESD 113 - Sound to Harbor HS/ECEAP • ESD 114 - Olympic ESD • Aberdeen School District • Kitsap Community Resources • Lake Quinalt School District 	4-Year-Old Part-Day slots available to improve: 535	Improved ECEAP slots: 366
New Extended Full Working Day Slots in Child Care	Number of Licensed Providers: 341 Level 3-to-5 Child Care sites: 80-138	Number of subsidized 4-year-olds in care: 1,075	New slots in child care: 649
New Full School Day Slots	Number of existing HS/ECEAP grantees: 15	Percent of slots that can be absorbed by existing Subgrantees: 60%	<ul style="list-style-type: none"> • New slots to existing subgrantees: 443 • New slots to new Subgrantees: 296
New Full Day Slots in HS	Number of existing HS grantees: 13 <ul style="list-style-type: none"> • ESD 113 - Sound to Harbor HS/ECEAP • Kitsap Community Resources • ESD 114 - Olympic ESD • Olympic Community Action Programs • Quinalt Head Start • Makah Head Start • Suquamish Tribe • Quinalt Indian Nation • Skokomish Indian Tribe • Lower Elwha Klallam Tribe • Nisqually Indian Tribe Head Start • Port Gamble-S'Klallam Tribe • Confederated Tribes Of The Chehalis Reservation 	4 year old HS slots available: 963 <ul style="list-style-type: none"> • 72 Full Day • 891 Part Day 	New slots in HS: 139
Regional & Community Need:	A. Number of eligible four year olds unserved: 2,817 B. Percent of eligible four year olds served by ECEAP: 16% C. Percent of eligible four year olds served by Head Start: 22% D. Number of low saturation school districts: 21 E. Number of rural communities: 5 D. Number of tribal communities: 12		



Southwest WA	Subgrantees	Estimated Capacity	Regional Slot Allocation
Improved ECEAP	Number of existing ECEAP subgrantees: 8 <ul style="list-style-type: none"> • EOCF • Lower Columbia Community College • Centralia College • South Bend School District • Educational Service District 112 • ESD 112 - Vancouver • St James Family Center • Mid-Columbia Children's Council, Inc. 	4-Year-Old Part-Day slots available to improve: 756	Improved ECEAP slots: 463
New Extended Full Working Day Slots in Child Care	Number of Licensed Providers: 240 Level 3-to-5 Child Care sites: 50-88	Number of subsidized 4-year-olds in care: 1,073	New slots in child care: 634
New Full School Day Slots	Number of existing HS/ECEAP grantees: 11	Percent of slots that can be absorbed by existing Subgrantees: 60%	<ul style="list-style-type: none"> • New slots to existing subgrantees: 523 • New slots to new Subgrantees: 348
New Full Day Slots in HS	Number of existing HS grantees: 4 <ul style="list-style-type: none"> • EOCF • Lower Columbia College ECEAP/Head Start • Reliable Enterprises • Mid-Columbia Children's Council, Inc. 	4 year old HS slots available: 696 <ul style="list-style-type: none"> • No Full Day • 696 Part Day 	New slots in HS: 100
Regional & Community Need:	A. Number of eligible four year olds unserved: 3,829 B. Percent of eligible four year olds served by ECEAP: 19% B. Percent of eligible four year olds served by Head Start: 13% C. Number of low saturation school districts: 27 D. Number of rural communities: 5 E. Number of tribal communities: 3		



Tacoma/ Pierce	Subgrantees	Estimated Capacity	Regional Slot Allocation
Improved ECEAP	Number of existing ECEAP subgrantees: 1 • ESD 121 - Puget Sound ESD	4-Year-Old Part-Day slots available to improve: 1,012	Improved ECEAP slots: 647
New Extended Full Working Day Slots in Child Care	Number of Licensed Providers: 358 Level 3-to-5 Child Care sites: 71-122	Number of subsidized 4-year-olds in care: 1,506	New slots in child care: 659
New Full School Day Slots	Number of existing HS/ECEAP grantees: 2	Percent of slots that can be absorbed by existing Subgrantees: 60%	• New slots to existing subgrantees: 514 • New slots to new Subgrantees: 343
New Full Day Slots in HS	Number of existing HS grantees: 2 • Tacoma Public Schools • ESD 121 - Puget Sound ESD	4 year old HS slots available: 633 • 185 Full Day • 448 Part Day	New slots in HS: 91
Regional & Community Need:	A. Number of eligible four year olds unserved: 3,257 B. Percent of eligible four year olds served by ECEAP: 26% C. Percent of eligible four year olds served by Head Start: 12% D. Number of low saturation school districts: 9 E. Number of rural communities: 0 F. Number of tribal communities: 1		





**INTERLOCAL AGREEMENT
BETWEEN

STATE OF WASHINGTON
DEPARTMENT OF EARLY LEARNING

AND**

THIS CONTRACT, pursuant to Chapter 39.34 RCW, is made and entered into by and between the State of Washington, acting by and through the Department of Early Learning, a department of Washington State government (hereinafter referred to as "DEL") located at PO Box 40970, Olympia WA 98504-0970 and , (hereinafter referred to as "Contractor"), located at , .

IT IS THE PURPOSE OF THIS CONTRACT to provide comprehensive Early Childhood Education and Assistance Program (ECEAP) services.

THIS CONTRACT CONTRIBUTES TO THE FOLLOWING AGENCY GOALS:

Build public awareness of and support for high-quality early learning opportunities.
Provide voluntary, high-quality early learning opportunities for children and families in Washington

THEREFORE, IT IS MUTUALLY AGREED THAT:

1. CONTRACT MANAGEMENT

1.1 The Contract Manager for each of the parties shall be the contact person for all communications and billings regarding the performance of this Contract. Contractor and Contract Manager information for this Contract is as follows:

CONTRACTOR BUSINESS ADDRESS

CONTRACTOR CONTRACT MANAGER

DEL ADDRESS

Department of Early Learning
PO Box 40970
Olympia WA 98504-0970

DEL PROGRAM CONTRACT MANAGER

Cheryl Comsia

Cheryl.Comsia@del.wa.gov
Phone: (360) 725-2835

1.2 Each party shall notify the other party in writing within ten days of any changes of the name and contact information regarding either party's designated Contract Manager.

2. EXHIBITS AND ATTACHMENTS

Attached hereto and incorporated herein as though set forth in full are the following exhibits and attachments:

- Exhibit A - STATEMENT OF WORK
- Exhibit B - BUDGET
- Exhibit C - GENERAL TERMS AND CONDITIONS
- Exhibit D - Deliverables Calendar
- Exhibit E - 2014-15 ECEAP Performance Standards
- Attachment 1 - Federal Certs and Assurances CCDF

PR/Award # S419B150009

The parties agree that the exhibits and attachments listed in this paragraph shall be enforceable against the parties and are a part of this Contract.

3. STATEMENT OF WORK

The parties agree that the Contractor shall perform the activities and obligations as set forth and described in Exhibit A, STATEMENT OF WORK, attached hereto and incorporated herein as though set forth in full. The Contractor shall also furnish the necessary personnel, equipment, material and/or service(s) and otherwise do all things necessary for or incidental to the performance of the work as set forth and described in Exhibit A, STATEMENT OF WORK. The Contractor agrees to provide the services, products and activities at the costs set forth in this Contract.

4. PERIOD OF PERFORMANCE

Subject to Department of Enterprise Services (DES) approval requirements and the requirements of this Contract, the period of performance of this Contract shall commence on July 1, 2015 and be completed on or before June 30, 2016, unless terminated sooner as provided herein.

5. COMPENSATION

The parties have determined that the cost of accomplishing the work herein shall not exceed \$0.00. Any additional authorized expenditures, for which reimbursement is sought, must be submitted as written documentation to the DEL Contract Manager for pre-approval by the DEL Director or the Director's delegate as described in this Contract, and established by a written Contract Amendment. Exhibit B, BUDGET, attached and incorporated herein as though set forth in full is an actual budget of the costs associated with this Contract. If the Contractor reduces its prices for any of its services during the term of this Contract, DEL will have the immediate benefit of such lower prices for services following the price reduction. Compensation for services will be paid upon the timely completion of services as described in Exhibit A, STATEMENT OF WORK, and is contingent upon acceptance of relevant work products and approval of vouchers by DEL as described in this Contract.

6. BILLING PROCEDURE

6.1 The Contractor will submit, not more than semi-monthly, properly completed A-19 vouchers (the "voucher"), to one of the following:

The Department of Early Learning
Attn: Financial Office
P.O. Box 40970
Olympia, WA 98504-0970

Or email a scan of an original, signed A-19 voucher directly to the DEL Financial Office
at del.fiscal@del.wa.gov.

6.2 Payment to the Contractor for approved and completed work shall be made by warrant or Electronic Funds Transfer by DEL and considered timely if made within 30 days of receipt of a properly completed voucher. Payment shall be sent to the address designated by the Contractor and set forth in this Contract. No payments in advance or in anticipation of goods or services to be provided under this Contract shall be made by the DEL.

6.3 Each voucher must clearly reference the DEL Contract Number and the Contractor's Statewide Payee Registration number assigned by the Office of Financial Management (OFM).

6.4 Properly completed vouchers and attachments completed by the Contractor must contain the information described in Exhibit A, STATEMENT OF WORK under section titled "Voucher Verification".

6.5 DEL may, in its sole discretion, withhold or reduce payments claimed by the Contractor for services rendered if the Contractor fails to satisfactorily comply with any terms or conditions of this Contract.

PR/Award # S419B150009

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6.6 For Statewide Payee Registration: OFM maintains a central contractor registration file for Washington State agencies to use for processing contractor payments. This allows many contractors to receive payments by direct deposit. The Contractor must be registered in the Statewide Payee Registration system, <http://www.ofm.wa.gov/isd/vendors.asp>, prior to submitting a request for payment under this Contract. No payment shall be made until the Statewide Payee Registration is complete.

6.7 Upon the expiration of this Contract, any claim or payment not already made shall be submitted to DEL no later than forty-five (45) days following the expiration date of this Contract. The final voucher shall certify that the Contractor has completed all requirements of this Contract.

7. SIGNATURES

THIS CONTRACT, including the exhibits and attachments described in Paragraph 2, is executed by the persons signing below who warrant they have read and understand this Contract and the exhibits and attachments. The persons signing below further represent that they have the authority to execute this Contract.

	SIGNATURE:	PRINTED NAME AND TITLE:	DATE SIGNED:
CONTRACTOR:	_____	_____	_____
DEL:	_____	Debby Carr DEL Contract Administrator	_____



Exhibit A - STATEMENT OF WORK

1. Introduction

The Early Childhood Education and Assistance Program (ECEAP) is Washington's pre-kindergarten program that prepares 3- and 4-year-old children from low-income families for success in school and in life. Since 1985, ECEAP has focused on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services. ECEAP reaches the children most in need of these foundations for learning.

The Revised Code of Washington (RCW) 43.215.410 charges DEL with administration of ECEAP. DEL operates ECEAP through contractors who design programs to fit their community needs, in compliance with the current ECEAP Performance Standards. ECEAP contracts are renewable for contractors in good standing, based on available funding.

2. Definitions

"Contractor" means an organization providing ECEAP services under a signed contract with DEL.

"DEL" means the Department of Early Learning of the State of Washington; any division, section, office, unit or other entity of DEL; or any of the officers or other officials lawfully representing DEL.

"ECEAP services" means administration, enrollment and eligibility, human resources, health coordination, education and family support and parent involvement services as defined by this contract and in Exhibit E, ECEAP Performance Standards.

"Early Achievers" means the states quality rating and improvement system.

"ELMS" means the Early Learning Management System, the database where contractors enter program and child information.

"Extended Day" means ten (10) or more hours per day, five (5) days per week, year round.

"Full School Day" means six (6) hours per day (5.5-6.5), a minimum of 1,000 hours per year, at least four (4) days per week.

"Indirect costs" means the shared costs of an organization necessary to the operation and the performance of its programs. This could include fiscal, payroll, information technology, human resources and other costs associated with operating and maintaining staff and work space.

"Materials" means all items in any format and includes, but is not limited to, data, reports, documents, pamphlets, advertisements, books, magazines, surveys, studies, computer programs, films, tapes and/or sound reproductions.

"Part Day" means a minimum of 2.5 hours per class session, 320 hours per year, a minimum of 30 weeks per year.

"Personal Information" means information identifiable to any natural person, including person's name, health, medical or mental health treatment, finances, education, business, use or receipt of governmental services or other activities, addresses, telephone numbers, social security numbers or other identifying numbers, driver's license numbers or any financial identifiers.

"Subcontractor" means one who is not employed by the Contractor, but who, in accordance with a separate contract (including but not limited to interagency agreements) with the Contractor, is performing all or part of any ECEAP services under this Contract. The terms "Subcontractor" and "Subcontractors" means subcontractors in any tier.

Staff employment contracts are not considered "subcontracts."

"Working Connections Child Care (WCCC)" means federal subsidy dollars braided at DEL as part of your total per- child cost for ECEAP.

3. Contractor Responsibilities

The Contractor will provide services and staff and otherwise do all things necessary or incidental to implement ECEAP services in accordance with this Contract, including these Exhibits:

- Exhibit B: Budget
- Exhibit C: General Terms and Conditions
- Exhibit D: Deliverables Calendar
- Exhibit E: 2014 ECEAP Performance Standards

The Contractor must:

a. Obtain written or e-mail approval from the DEL Contract Manager (assigned ECEAP Specialist) before:

- Exceeding the Contractor's allowance of enrolled children from families with income above 110% of federal poverty level. See the current allowances at http://www.del.wa.gov/publications/eceap/docs/overincome_limits.pdf.
- Changing class start dates.
- Adding a new site.
- Adding a new class or changing a classroom location.
- Changing the number of slots assigned to a site.
- Changing a service area boundary.
- Adding a Subcontractor who provides ECEAP services. Contractors must submit the subcontract to their DEL Pre-K Specialist.
- Using ECEAP funds as match ("non-federal share") dollars for any federal program.
- Purchasing equipment with unit costs of \$(b)(4) or greater including ancillary costs, or procuring playground or facility improvements with a total cost of \$(b)(4) or greater including ancillary costs, paid fully or in part with ECEAP funds. See Exhibit A, Section 16: Purchase Approvals.
- Selling or disposing of equipment purchased with ECEAP funds from the Contractor's Inventory List.
- Changing Contractor's legal status, ECEAP Director or organizational structure related to ECEAP.
- Implementing exceptions to ECEAP Performance Standards or policies.

- b. Submit their 2014-15 ECEAP operating budget according to Exhibit D: Deliverables Calendar.
- c. Enter and maintain accurate data in ELMS, this includes requirements listed in Exhibit D: Deliverables Calendar and Exhibit E: ECEAP Performance Standards. Also see the complete chart of ELMS data entry requirements on the ELMS news page.
- d. Obtain and maintain a record of written permission from parents before requesting that DEL transfer ELMS records from another ECEAP Contractor, and document this permission in ELMS.
- e. Conduct ongoing recruitment throughout the year according to the ECEAP Performance Standards.
- f. Maintain full enrollment according to the 2014 ECEAP Performance Standards. DEL reserves the right to reclaim slots and funds, or reallocate slots to other Contractors, if the Contractor cannot maintain full enrollment. Before reducing slots, DEL will discuss strategies for full enrollment and deadlines with the Contractor.
- g. Use Teaching Strategies GOLD® Online for their child assessment tool. Enter and maintain accurate information in GOLD® Online including:
 - Enter each child's demographic data.
 - Select ECEAP as the funding source.
 - Enter child observations in GOLD® Online throughout the school year.
 - Rate all objectives within the following areas of GOLD®: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics three times each year, according to Exhibit D: Deliverables Calendar.
 - Complete the Home Language Survey on all ECEAP children, and assess children's English language acquisition, if indicated, using GOLD® objectives 37-38.
 - Archive, not delete, exited children's portfolios.

Require lead teachers to take the Teaching Strategies GOLD® reliability test within six months of their GOLD® training or within six months of the beginning of the school year.

- h. Enroll in Early Achievers, Washington's quality rating and improvement system.
 - Complete Early Achievers registration by June 30, 2015.
 - All ECEAP sites must apply for and complete Entry Level 3 by June 30, 2015.
 - Licensed sites where new ECEAP slots are located must be participating in Early Achievers by the beginning of the contract (including sub-contractors), and be rated Level 3 to 5 within one year of beginning new ECEAP services.
- i. Incorporate the use of the Classroom Assessment Scoring System (CLASS) and Environment Rating Scale (ERS) assessments to improve curriculum, learning environments and interactions. Provide resources to support achievement of goals and implementation of quality improvement plans.
- j. Support the professional development of classroom staff by providing regularly scheduled time for:

- Curriculum planning.
 - Engaging in reflective practice with coaches, supervisors and peers.
- k. Provide, or have access to, a practice-based coach, trained on the Early Achievers Coach Framework, to:
- Support ongoing continuous quality improvement.
 - Assist Contractors in identifying goals and making plans to achieve goals.
- All persons serving in the role of coach must meet the following qualifications:
- Bachelor's degree in Early Childhood Education or related field.
 - A minimum of two years working with young children in a group setting and experience as an early learning coach, consultant, mentor or trainer.
 - Early Achievers Coach training completed in the 2014-15 school year.
- l. Submit staff compensation data by October 1 on the template provided by DEL.
- m. Enter staff qualifications in MERIT for each ECEAP lead teacher, assistant teacher and family support specialist upon hire. DEL will notify Contractors when MERIT is ready for ECEAP staff qualifications data entry.
- n. Send a representative to each DEL ECEAP Directors' Meeting, including in-person and web-based meetings. The requirement to attend in-person meetings may be waived if DEL is unable to reimburse travel costs.
- o. Participate in regularly scheduled calls with DEL to support continuous quality improvement.
- p. Participate in ECEAP outcomes reporting by entering accurate information in Teaching Strategies GOLD® and ELMS.
- q. Participate in program evaluation with an external research entity.
- r. Include the DEL or 2012 DEL ECEAP logo, provided by DEL, on ECEAP publications intended for an audience outside of the Contractor's ECEAP program, such as marketing materials, recruitment flyers or annual reports. The full-color or black-and-white DEL or DEL ECEAP logo must appear in its entirety without modification.
- s. Inform DEL immediately of any serious issue that has potential for media coverage or for impact to services for ECEAP children or families. This includes CPS issues related to ECEAP children, families, staff and facilities.
- t. Maintain the following obligations beyond the Contract expiration date, or any extension thereof:
- Exhibit A, Section 10 - Protection of Personal Information
 - Exhibit A, Section 11 - Records Maintenance
 - Exhibit A, Section 12 - Copyright
 - Exhibit A, Section 18 - Inventory

- Exhibit A, Section 19 - Treatment of Assets
- Exhibit C, Section 4 - Attorney's Fees
- Exhibit C, Section 6 - Confidentiality of DEL Information
- Exhibit C, Section 16 - Governing Law
- Exhibit C, Section 17 – Indemnification
- Exhibit E: ECEAP Performance Standards

4. Expedited Licensing

Contractors implementing full school day models must complete the DEL expedited licensing process, including a state fire marshal inspection at each site and participate in Portable Background Check requirements.

a. Expedited Licensing Process:

- DEL staff will assess basic health and safety requirements including but not limited to:
 - Safe Facilities, Equipment and Materials -5020
 - Adult:Child Ratio (if children are present) - 2090
 - Infectious Disease Prevention - 3010
 - Playground Safety – 5020
 - Notify parents about classroom pets - 5170
 - Circumstantial changes that must be reported – 7070
 - Notify DEL if you experience a fire, flood, earthquake, septic/sewer problems or structural damage
 - Disaster plan - 5030
 - monthly fire drill evacuation conducted and documented
 - Quarterly disaster drills conducted and documented
 - Required postings – 7080
 - Child care center license
 - Notice to parents that copies of recent licensing checklists, monitoring checklists and compliance agreements for any deficiencies are available for review
 - Window blind cord pulls – RCW – 43-215-360
- DEL staff will review the following with ECEAP contractors:
 - Eligibility and enrollment practices.
 - ECEAP Contractor responsibilities from the ECEAP contract.
 - Participation status in Early Achievers
 - Early Achievers, Teaching Strategies GOLD® and ELMS data
 - Contractors plan for monitoring sites, including subcontractors
 - Training and technical assistance needs related to CLASS, ERS, coaching and data
 - Preschool expansion and full day model implementation needs

b. Fire Marshall:

- Fire marshal inspections must be completed prior to children starting in the program, if possible.
- DEL is responsible for payment to the state fire marshal's office for the cost of the inspection.
- Contractors must fill out the New Site approval form for any proposed new sites, which will alert DEL to request the inspection. DEL will notify the ECEAP contractor when the request is filed.
- Sites located in public school buildings that have passed an inspection within the last 6 months must submit a copy of that inspection to DEL within the timelines stated in bullets above.
- If a site fails the first inspection, the ECEAP Contractor must submit their corrective action plan to

DEL for approval within 30 days of the inspection.

c. Portable Background Check requirements:

- All staff with unsupervised access to children must complete a Portable Background Check.

5. Full School Day or Extended Day Models

Contractors implementing extended day models must be fully licensed. Co-pays may be required for some families above 100% FPL enrolled in full school day or extended day models. Co-pays can be waived on a case by case basis. DEL will review requests to waive co-pays. Contractors implementing full school day and/or extended day models must:

a. Provide meals and snacks according to the ECEAP Performance Standards and in addition:

- For full school day models: contractors must provide one meal and two snacks or two meals and one snack.
- For extended day models: contractors must follow the meal schedule outlined in WAC 170-295-3150. Sites open less than nine hours must provide one meal and two snacks or two meals and one snack. Sites open over nine hours must serve at least two snacks and two meals or three snacks and one meal.

b. Plan daily schedules for full school day and extended day models that meet the ECEAP Performance Standards and the needs of the children enrolled, including:

- Rest time that is flexible, meets the licensing requirements and meets the individual developmental needs of the children. This includes providing quiet learning activities for children who do not require a lengthy rest time. (WAC 170-295-2050)
- For classes that meet over 6 hours, schedule at least two blocks of free choice time that meet the ECEAP Standards. These must be scheduled when the majority of children are in class with at least one opportunity in the morning and one in the afternoon.

Programs have flexibility to modify instruction and classroom schedules during summer months, holiday/vacation periods, and for professional development activities.

- c. Participate in the preschool operational workgroup to help develop and sustain future high-quality preschool model components, including any non-Federal support that the State and Contractors plan to contribute.
- d. Participate in the preschool operational workgroup to help develop family support and engagement services and evidence-based parent and children's curricula.
- e. Participate in training on the proposed menu of curricula options, once available for the purpose of future implementation.
- f. Participate in training on the proposed menu of differentiated family support and engagement service options, once available, for the purpose of future implementation.

- g. Participate in determining appropriate timelines for submitting project updates and status reports.
- h. Participate in Portable Background Check requirements.
- i. Comply with the Window Blind Pull Cords Law. (LINK: <http://apps.leg.wa.gov/RCW/default.aspx?cite=43.215.360>)
- j. Offer training on executive functioning in combination with an economic stability program for parents and guardians of enrolled ECEAP children. DEL will provide the curriculum and notify contractors when this is available.
- k. Submit in a timely manner to DEL for posting on the DEL website, all non-proprietary products and lessons learned developed using Federal funds awarded under the Washington Preschool Development Grants—Expansion Grant.
- l. Ensure to deliver high-quality preschool that does not supplant existing services for preschool-aged children, including, if applicable, programs and services supported through Title I of the ESEA, Part C and Section 619 of Part B of IDEA, Subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

6. ECEAP Eligibility

Contractors must:

- a. Verify family income before determining a child's eligibility in ECEAP and prioritize all eligible children according to the ECEAP Performance Standards.
- b. Ensure eligibility criteria are met for children enrolled in full school day and extended day models.
- c. Ensure staff verifying ECEAP eligibility and enrollment attend training on eligibility policy and procedures for part-day, full school day and extended day eligibility. Staff will access the training online and will receive a certificate of completion.
- d. Ensure staff members who determine eligibility are trained on proper eligibility determination practices and the importance of protecting program integrity and the public trust. Fraudulent eligibility practices may lead to suspension or termination of ECEAP contracts, requiring contractors to discontinue subcontracts or fire involved employees, and referring cases for criminal prosecution.
- e. Immediately inform DEL of any suspicion that an employee improperly recorded a family's eligibility criteria or a family provided false information in order to enroll in ECEAP.

7. Child Safety

Children's health, safety and well-being must always be the primary concern of the Contractor, in the delivery

of services under this Contract. The Contractor must report child abuse and neglect as required of mandated reporters in RCW 26.44.030 (1)(a) and (1)(b). When the Contractor or any employee of the Contractor has reasonable cause to believe that a child has suffered abuse or neglect at the hands of any person, the Contractor or employee must immediately report such incident to Child Protective Services (CPS) Intake at 1-866-ENDHARM. This obligation includes suspected abuse or neglect that occurs when a child is in the care of the Contractor as well as outside of the Contractor's care.

The Contractor must ensure that managers, board members, employees and volunteers of the ECEAP program who will or may have contact with ECEAP children complete training on child abuse and neglect, including reporting procedures, within two (2) weeks of initial association with ECEAP and annually thereafter. Training may consist of viewing the DSHS PowerPoint: "Child Protective Services: Guidance for Mandated Reporters" available at [DSHS](#). The Contractor must retain a statement signed annually by each person participating in this training, acknowledging their completion of training and duty to report child abuse and neglect.

8. Subcontracting

In accordance with this Exhibit A, Section 3a, the Contractor shall obtain written or e-mail approval from DEL before entering into any subcontracts for ECEAP services as defined by this contract. These subcontracts must be in writing, in effect before Subcontractor services begin, and include:

- a. Number of slots for ECEAP children.
- b. Funds per slot. For Contractors implementing full school day or extended day models through subcontracts, the funds per slot passed through to subcontractors must be equal to or higher than the WCCC funds for the slot.
- c. Detailed division of responsibilities between the Subcontractor and Contractor.
- d. Requirement that the Subcontractor comply with all parts of this Contract related to services they are providing, including Exhibit E, ECEAP Performance Standards and Exhibit F, Washington Preschool Development Grants—Expansion Grant.
- e. Requirement for written proof of adequate insurance coverage for the activities performed within the subcontract.
- f. A list of deliverables the Subcontractor must submit to the Contractor, with due dates.
- g. A description of how the Contractor will monitor the Subcontractor for compliance with all provisions of this Contract, including all ECEAP Performance Standards and fiscal components.

The existence of a subcontract shall not release or reduce the liability of the Contractor to DEL for any breach in the performance of the Contractor's duties. The Contractor is responsible to DEL for the performance of the Subcontractor and must monitor the Subcontractor to ensure compliance with the terms and conditions of this Contract, including Exhibit E, ECEAP Performance Standards. The Contractor is responsible for ensuring that all applicable terms and conditions set forth in this Contract are carried forward to any Subcontracts. Contractors must not subcontract ECEAP in an unlicensed child care center or a child care center that is not in good standing with DEL child care licensing. DEL may revoke a Contractor's authority to subcontract, based on Subcontractor performance.

Staff employment contracts are not considered "subcontracts" for the purposes of this clause.

9. Service Area Agreements

Contractors must complete written service area agreements with each neighboring ECEAP contractor and Head Start grantee. The agreements must fully describe service area boundaries for each party to the agreement, and must include:

- Specific areas for recruitment and enrollment of families for each party.
- Process for referral of families between parties.
- Plans for collaborating with service area partners to ensure efficient use of state and community resources, when practical, for:
 - Ongoing communication and problem resolution.
 - Developing community assessments.
 - Coordinating work with community partners, including Health Advisory Committee.
 - Planning joint staff and parent training opportunities.

If collaboration is not practical for any of the above, agreements must state the reasons why. If no agreement can be reached, the Contractor must send a description of their efforts and understanding of service area boundaries to DEL.

Contractors who are also Head Start grantees may combine their Head Start Memorandum of Understanding (MOU) and ECEAP service area agreements into one document, providing they meet the requirements for both.

DEL reserves the right to reclaim slots and funds, or reallocate slots to other Contractors, if the Contractor is recruiting within the service area of a neighboring ECEAP or Head Start program.

10. Protection of Personal Information

The Contractor shall protect all Personal Information collected, used, or acquired in connection with this Contract against loss and against unauthorized use, release, disclosure, publishing, modification, transfer or sale. The written policy required in ECEAP Performance Standards must be consistent with this Exhibit A, Section 10: Protection of Personal Information.

"Personal Information" means information identifiable to any natural person, including person's name, health, medical or mental health treatment, finances, education, business, use or receipt of governmental services or other activities, addresses, telephone numbers, social security numbers or other identifying numbers, driver's license numbers or any financial identifiers.

To safeguard the confidentiality of all Personal Information, the Contractor must:

- a. Ensure that the Contractors' directors, officers, employees, and agents (collectively "Staff") and Subcontractors use Personal Information solely for the purposes of this Contract.
- b. Limit access to Personal Information to Staff and Subcontractors requiring this information for performance of their assigned duties.
- c. Notify Staff and Subcontractors, in accordance with this Exhibit A, Section 8 above, of the requirements of this Section 10.

- d. Ensure Personal Information is not used, released, disclosed, published, modified, transferred, sold, or otherwise made known to unauthorized persons without the written consent of the individual named, or if the named individual is a child, the written consent of their parent or guardian, or as provided by law.
- e. Ensure that Personal Information is protected from loss and from unauthorized physical or electronic access.
- f. When Personal Information is stored on computers, require individual user IDs and passwords.
- g. Destroy all Personal Information so it cannot be accessed by unauthorized individuals and cannot be recovered, when Personal Information is no longer used for ECEAP services under this Contract and retention is no longer required by this Contract, including this Exhibit A, Section 10 and Exhibit E: ECEAP Performance Standards.
- h. Immediately notify DEL of any potential, suspected, attempted, or actual violations of this Section 10, including but not limited to breaches of security, compromised data, or compromised login IDs or passwords, by contacting your DEL Contract Manager (ECEAP Specialist) and DEL's Help Desk at (360) 725-4422 or help.desk@del.wa.gov.

Contractors must provide parents or legal guardians access to ECEAP child and family records upon request.

In addition to its rights under this Exhibit A, Section 10, DEL specifically reserves the right to monitor the Contractor's compliance with this Section 10. When there has been or may have been a violation of this Section 10, DEL may, at its discretion, conduct an investigation. To assist in the investigation, the Contractor must obtain and safeguard all evidence relating to the actual or suspected violation.

Any breach of this Section 10 may, at DEL's discretion and in addition to all other rights and remedies available to DEL, result in: (1) termination of the Contract, (2) a requirement that the Contractor return to DEL all Personal Information provided to the Contractor by the State of Washington or (3) a requirement that the Contractor destroy all Personal Information so it cannot be accessed by unauthorized individuals and cannot be recovered.

The Contractor agrees to indemnify, defend, and hold harmless the State of Washington, and its agencies, officers, employees and agents from and against all claims for damages, including but not limited to attorneys fees and costs, arising out of or resulting from the Contractor's breach of this Section 10.

DEL shall also protect all Personal Information collected, used, or acquired in connection with this Contract against loss and against unauthorized use, release, disclosure, publishing, modification, transfer or sale. DEL provides extracts of certain data from ELMS to the P20W data warehouse managed by the Washington State Education Research and Data Center for the purpose of longitudinal analysis. This data includes child names and birthdates, duration of ECEAP services, and demographic information including federal poverty level. It does not include family risk factors, parent-teacher conference notes or family support notes. This data is matched with K-12 and workforce data and de-identified so researchers will not be able to identify individual children.

11. Records Maintenance

The Contractor shall maintain books, records, documents, data and other evidence reasonably relating to this

Contract and performance of ECEAP services, including but not limited to (1) accounting records which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Contract, and (2) all records described in Exhibit E: ECEAP Performance Standards.

Unless a shorter retention period is specified in Exhibit E: ECEAP Performance Standards, the Contractor shall retain such Records for a period of six years following the date of final payment. At no additional cost, these Records shall be subject at all reasonable times to inspection by DEL, personnel authorized by DEL, the Office of the State Auditor and federal and state officials so authorized by law, regulation or agreement.

If any litigation, claim or audit is started before the expiration of the retention period, the Records shall be retained until all litigation, claims or audit findings involving the Records have been finally resolved.

12. Copyright

Subject to the paragraph below, data and other copyrightable materials that result from this Contract shall be owned by the Contractor. The Contractor grants DEL a royalty-free, perpetual, irrevocable, worldwide license (with rights to sublicense to others) in such materials to translate, reproduce, distribute, prepare derivative works, publish or otherwise use such materials. The Contractor warrants and represents that Contractor has all rights and permissions, including but not limited to intellectual property rights, moral rights and rights of publicity, necessary to grant such a license to DEL. The Contractor shall provide DEL with prompt written notice of each notice or claim of infringement received by the Contractor with respect to any materials delivered under this Contract.

Data and other copyrightable materials entered or inputted into the Early Learning Management System ("ELMS") shall be considered "works for hire" as defined by the U.S. Copyright Act and shall be owned by DEL. DEL shall be considered the author of such data or materials. In the event the data or materials are not considered "works for hire" under the U.S. Copyright laws, the Contractor hereby irrevocably assigns all right, title, and interest in the materials, including all intellectual property rights, to DEL effective from the moment of creation of such materials.

"Materials" means all items in any format and includes, but is not limited to, data, reports, documents, pamphlets, advertisements, books, magazines, surveys, studies, computer programs, films, tapes and/or sound reproductions.

13. Monitoring

DEL has the right to monitor and evaluate performance, compliance and quality assurance under this Contract. The Contractor shall provide access to its facilities to DEL, any of DEL's officers, or to any other authorized agent or official of the State of Washington or the federal government at all reasonable times in order to monitor and evaluate performance, compliance or quality assurance under this Contract. Monitoring activities may include, but are not limited to:

- a. Review of child, family, enrollment, program activity and any other information submitted through ELMS.
- b. Review of Teaching Strategies GOLD® information.
- c. Review of Early Achievers data.
- d. Review of deliverables listed in Exhibit D, Deliverables Calendar.
- e. On-site program reviews to monitor Contract compliance, scheduled in advance with the Contractor.
- f. Site visits to review documentation, observe implementation of services, discuss use of data to inform continuous quality improvement or follow up on compliance issues. These visits may be unannounced.

- g. Fiscal review.

If requested by DEL, the Contractor must submit and implement an action plan to remedy out-of-compliance issues found during DEL monitoring processes. DEL staff may provide training and technical assistance, as time and funding allows.

14. Compensation

The Contractor's compensation for services rendered will be in accordance with the monthly payment points in Exhibit B, Budget. These payment points are based on the ECEAP activities for each month, including program planning and administration; recruitment and enrollment; staff hiring or training; health coordination, safety and nutrition; early childhood education; and family partnerships and support services.

Total compensation payable to the Contractor for satisfactory performance of the work under this Contract will not exceed the amount identified in the "Contract Maximum Amount" portion of the Contract cover sheet. Monthly compensation will not exceed the payment points in Exhibit B: Budget.

Contractors offering full school day or extended day models will be paid at a per slot rate based on their Early Achievers rating. The per slot rate includes any additional fees, rates or bonuses Contractors would normally receive through WCCC for that same child including but not limited to registration, non-standard hours care and special needs rates. Contractors will receive quarterly Contract amendments when they have a site with a new rating. Contract amendments will be issued with effective dates of July 1, October 1, January 1 and April 1. Tiered payments will be retroactive to the first of the month that occurred immediately after the qualifying Early Achievers rating. See Exhibit B: Budget for per slot payment rates.

15. Use of Funds

The Contractor must maintain a financial management system with written policies and procedures ensuring strong internal controls. ECEAP contractors must maintain a written plan describing use and allocation of ECEAP and other funds.

- a. When expending ECEAP funds for items, personnel or services used by other programs or individuals, ECEAP funds must only be spent for the share used solely for ECEAP services.
- b. Contractors must maintain a written cost allocation plan that describes how ECEAP and other funds are used. Cost allocation plans are subject to the records retention schedule identified in this contract.
- c. The Contractor may use ECEAP funds for the following costs:
 - 1) ECEAP administration including planning and coordination; accounting and auditing; purchasing, personnel and payroll functions; and equipment, training, travel and facility costs related to these purposes. Administrative costs must not exceed 15 percent of the amount of this Contract, including Subcontractors' administrative costs, if any.
 - 2) ECEAP services including preschool education, health services coordination, nutrition, family supports and parent involvement. This includes salaries and benefits for direct service personnel, goods and services, equipment, facilities, training, travel, and other costs related to direct ECEAP services.

- d. In accordance with Exhibit A, Section 8(b) For contractors implementing full school day or extended day models through subcontracts, the funds per slot passed through to subcontractors must be equal to or higher than the WCCC funds for the slot.
- e. ECEAP funds may be used as dollars of last resort for medical, dental, nutrition and mental health services for ECEAP children and families, if alternate sources of assistance are not available.
- f. Travel expenses allowed in this Exhibit A, Sections 15(c), 1) and 2) above may include airfare (economy or coach class only), mileage, other transportation expenses, lodging and subsistence necessary during periods of required travel. The Contractor shall not expend ECEAP funds for travel expenses at rates greater than the current Washington State travel reimbursement rates.
- g. The Contractor may not use ECEAP funds for the following:
 - 3) Costs that are not directly related to ECEAP.
 - 4) Costs that exceed the Contract amount.
 - 5) Supplanting federally-supported Head Start programs, which is prohibited by RCW 43.215.415.
 - 6) Work charged to or paid by any other contract or funding source.
- h. If Contractors provide full school day or extended day ECEAP, they receive both ECEAP and WCCC funds through their DEL Contract. These Contractors must not bill any Washington State child care subsidy program separately for the same children in the full school day or extended day ECEAP classes.
- If Contractors provide part day ECEAP within a licensed child care setting, and only receive ECEAP funds through their DEL Contract, they may bill separately for child care subsidy for the same children.
- i. The Contractor may engage in efforts to obtain additional funds and in-kind contributions to expand or enhance ECEAP service delivery. The Contractor must not solicit funds from families enrolled in ECEAP.
- j. In accordance with this Exhibit A, Section 3(a) and Exhibit D: Deliverables Calendar, the Contractor must obtain written approval from DEL before using ECEAP funds as match for any federal funds. This is to ensure that a state agency or other entity is not using the same funds as match for its federal requirements.
- Contractors request to use ECEAP funds as federal match by completing the form within the September ELMS Monthly Report. Contractors complete the form by describing the amount of ECEAP funds the Contractor wants to use for the current state fiscal year (July 1 – June 30) and the title of the federal program for which this match would apply. This request must not exceed the amount of state funds received for ECEAP services.

16. Purchase Approvals

The Contractor must obtain written approval from DEL before using or contributing any ECEAP funds to acquire:

- Equipment, defined as any article of tangible, nonexpendable, personal property having a useful life of more than one year with unit costs of \$(b)(4) or greater, including ancillary costs. Ancillary costs include, but are not limited to, tax, shipping and installation.
- Playground or facility improvements with a total cost of \$(b)(4) or greater including ancillary costs. For playgrounds, this includes but is not limited to costs for equipment and site preparation.

Purchase requests are required when the equipment or related contract is paid either fully or in part with ECEAP funds.

- Use the *ECEAP Purchase Request Form* available at <http://www.del.wa.gov/eceap/>
- The request must include the cost allocation plan if the purchase is not solely for ECEAP use.

17. Billing Procedures and Voucher Payment

- DEL will pay the Contractor upon (1) acceptance of services provided, and (2) receipt of all deliverables due according to the schedule in Exhibit D: Deliverables Calendar.
- The Contractor shall submit a properly completed A-19 invoice voucher, provided by DEL, at least once monthly for months with payment points, and not more than twice monthly, to: del.fiscal@del.wa.gov or Department of Early Learning; Attn: Financial Services Office, P.O. Box 40970, Olympia, WA 98504-0970.
- It is not necessary to send a hard copy if you send the completed voucher by e-mail. Contractors must register in the Statewide Payee System at Statewide Payee Desk. This is a central Contractor registration file for Washington State agencies to use for processing Contractor payments.
- Contractors are encouraged to sign up for direct deposit for reimbursement at the Washington State Department of Enterprise Systems (DES). Contractors can sign up by completing the Statewide Payee Registration at the Statewide Payee Registration.
- Payment shall be considered timely if made by DEL within thirty (30) calendar days after acceptance of services, receipt of deliverables and receipt of properly completed invoices in accordance with this Exhibit A, Section 17(a) above. Payments will be by Electronic Funds Transfer (EFT), if the Contractor has established this account, otherwise a warrant shall be sent to the address on the statewide vendor table.

18. Inventory

- The Contractor must maintain an Inventory List and supporting records for equipment purchased in whole or in part with ECEAP funds, including:
 - All assets with a unit cost (including ancillary costs) of \$5,000 or greater.

- The following assets with unit costs of \$300 or more:
 - Computer systems, laptop and notebook computers
 - Office equipment
 - Communications and audio-visual equipment , including CD and record players, radios, TVs, VCRs, DVD players, cameras and photographic projection equipment
 - Appliances
 - Other assets identified by the Contractor as vulnerable to loss.
- b. The Inventory List and supporting records must include the following, if applicable:
- Inventory Control Number (tag)
 - Description of the asset
 - Manufacturer or trade name
 - Serial number
 - Contractor's acquisition date
 - Order number – from purchasing document
 - Total cost or value at time of acquisition (including all ancillary costs)
 - Ownership status, for example if shared by multiple funding sources
 - Depreciation (for capital assets)
 - Location of item
 - Useful life, in years
 - Disposal date, method, and salvage value
- c. An inventory audit must be conducted at least once every other year. The inventory policy and procedure must include language to account for lost or stolen equipment.

19. Treatment of Assets

- a. Any equipment funded by this Contract shall be used only for the performance of this Contract, unless otherwise approved by DEL. If an item requires a title of ownership, such as a vehicle, and is purchased with ECEAP funds, the title shall reside with DEL. If a playground equipment purchase is approved, and the equipment is installed, permanent playground structures are considered to be part of the real estate at which they are located and the property of the site owner.
- b. The Contractor shall obtain written approval from DEL before selling or disposing of equipment from the Contractor's Inventory List and DEL will have the option of recapturing the equipment. The *ECEAP Equipment Disposal/Transfer Form* is available at

www.del.wa.gov/eceap. If DEL gives approval for the Contractor to sell ECEAP equipment, the Contractor shall use the sale proceeds only for ECEAP services.

If the equipment is donated, an itemized receipt from the donation center needs to be kept with disposal records. For disposals in which there are proceeds, maintain a copy of the sales receipt. Record proceeds from disposal of equipment on an income statement.

- c. If a Contractor stops providing ECEAP services at a site or through a Subcontractor, the Contractor shall transfer possession of equipment purchased all or in part with ECEAP funds, or sell the equipment and transfer the proceeds from current market-value sale of such equipment, to another ECEAP site or return it to DEL. If a Contractor stops providing all ECEAP services, the Contractor shall either transfer possession of equipment or property purchased all or in part with ECEAP funds, or the proceeds from current market-value sale of such equipment, to DEL, at DEL's discretion.
 - i. Permanent playground structures are considered to be part of the real estate at which they are located

20. Insurance

The Contractor shall provide insurance coverage to protect the State should there be any claims, suits, actions, costs, damages or expenses arising from any negligent or intentional act or omission of the Contractor or Subcontractor, or agents of either, while performing under the terms of this Contract. Additionally, the Contractor is responsible for ensuring that any Subcontractors provide adequate insurance coverage for the activities arising out of subcontracts.

- a. The Contractor shall provide insurance coverage, which shall be maintained in full force and effect during the term of this Contract, as follows:
 - Commercial General Liability Insurance Policy. Provide a Commercial General Liability Insurance Policy, including contractual liability, in adequate quantity to protect against legal liability arising out of Contract activity but no less than \$1,000,000 per occurrence.
 - Automobile Liability. In the event that ECEAP services involve the use of vehicles, either owned or un-owned by the Contractor, automobile liability insurance shall be required. The minimum limit for automobile liability is \$1,000,000 per occurrence, using a Combined Single Limit for bodily injury and property damage.
 - Professional Liability or Errors and Omissions Insurance. Provide Professional Liability or Errors and Omissions Insurance with minimum limits of \$1,000,000 per occurrence to cover all program activities by the Contractor and staff employed or subcontracted by the Contractor.
- b. The required insurance shall be issued by an insurance company authorized to do business within the State of Washington and, except for Professional Liability or Errors and Omissions Insurance, shall name the State of Washington, its officers, agents and employees as additional insureds under the insurance policy. All policies shall be primary to any other valid and collectable insurance. The Contractor shall instruct the insurers to give DEL thirty (30) calendar days advance notice of any insurance cancellation.

- c. Exception: Self-Insured/Liability Pool or Self-Insured Risk Management Program. With prior written approval from DEL, the Contractor may provide the coverage above under a self-insured/liability pool or self-insured risk management program. In order to obtain permission from DEL, the Contractor shall provide: (1) a description of its self-insurance program, and (2) a certificate and/or letter of coverage that outlines coverage limits and deductibles. All self-insured risk management programs or self-insured/liability pool financial reports shall comply with Generally Accepted Accounting Principles and adhere to accounting standards promulgated by: 1) Governmental Accounting Standards Board, 2) Financial Accounting Standards Board (FASB), and 3) the Washington State Auditor's annual instructions for financial reporting. If the Contractor is participating in joint risk pools, the Contractor shall maintain sufficient documentation to support the aggregate claim liability information reported on the balance sheet. The state of Washington, its agents, and employees need not be named as additional insured under a self-insured property/liability pool, if the pool is prohibited from naming third parties as additional insured.
- d. The Contractor shall submit to DEL a current Certificate of Coverage or letter of self-insurance that outlines the coverage and limits defined in this Insurance section. The Contractor shall submit renewal certificates as appropriate during the term of the Contract. Once DEL approves a self-insurance plan, the Contractor does not need to send a letter each year. New contractors must submit insurance verification within 15 days of the Contract start date listed on the Contract cover sheet.

21. Order of Precedence

In the event of an inconsistency in the terms of this Contract, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

1. Applicable Federal statutes and regulations, and Attachment 1
2. Applicable State of Washington statutes and regulations
3. Terms and Conditions as contained in this basic Contract instrument but not contained in Exhibit A, Exhibit B, Exhibit C, Exhibit D or Exhibit E of this Contract
4. Exhibit C: General Terms And Conditions
5. Exhibit B: Budget
6. Exhibit A: Statement of Work
7. Exhibit E: 2014 ECEAP Performance Standards
8. Any other exhibit or attachment, provision, term or material incorporated herein by reference or otherwise.



Exhibit B - BUDGET

State Fiscal Year 2016 (July 1 2015 - June 30 2016):

Payment Point	Qty Unit	Unit Cost	Budget	Limit	Note
1. July – Administration/enrollment	1 Monthly	\$0.00	\$0.00		
2. August – Admin, enrollment, staff development	1 Monthly	\$0.00	\$0.00		
3. September - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
4. October - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
5. November - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
6. December - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
7. January - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
8. February - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
9. March - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
10. April - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
11. May - Comprehensive Preschool Services	1 Monthly	\$0.00	\$0.00		
12. June - Administration/enrollment	1 Monthly	\$0.00	\$0.00		

Total: \$0.00

Contract Maximum: \$0.00

Contract Funding Source(s)



Exhibit C - GENERAL TERMS AND CONDITIONS

1. Advance Payments Prohibited

No payments in advance of or in anticipation of goods or services to be provided under this Contract shall be made by DEL.

2. Amendments

This Contract may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

3. Assignment

Neither this Contract, nor any claim arising under this Contract, shall be transferred, delegated, or assigned by the Contractor without prior written consent of DEL.

4. Attorney's Fees

In the event of litigation or other action brought to enforce this Contract, each party agrees to bear its own attorney fees and costs.

5. Compliance with Laws

The Contractor agrees that all activity pursuant to this Contract will be in accordance with all applicable federal, state and local laws, rules, and regulations, including but not limited to all applicable non-discrimination laws and, if applicable, Chapter 42.56 RCW (the Public Records Act) and 5 U.S.C. 522 (the Freedom of Information Act). Federal laws include the Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations, Title 34, Code of Regulations (CFR), Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99 and the Education Department debarment and suspension regulations 2 CFR Part 3485.

6. Confidentiality of DEL Information

The Contractor shall not use or disclose any information about DEL that may be classified as confidential for any purpose not directly connected with the Contractor's activities under this Contract except with the prior written consent of DEL or as may be require by law.

7. Conflict of Interest

Notwithstanding any determination by the Executive Ethics Board or other tribunal, DEL may, in its sole discretion, by written notice to the Contractor, terminate this Contract without liability if DEL finds that the Contractor's procurement of or performance under this Contract has violated the Ethics in Public Service Act, Chapter 42.52 RCW, or any similar statute.

In the event this Contract is terminated as provided above, DEL shall be entitled to pursue the same remedies against the Contractor as it could pursue in the event of a breach of the Contract by the Contractor. The rights and remedies of DEL provided for in this clause shall not be exclusive and are in addition to any other rights and remedies provided by law.

8. Conformance

If any provision of this Contract violates any applicable federal or State of Washington statute, regulation, or rule of law, that provision is considered modified to conform to that statute, regulation, or rule of law.

9. Contract Management

The Contract Manager for each of the parties shall be the contact person for all communications regarding the performance of this Contract, unless otherwise stated herein. The Contract Managers are the individuals identified under "Contractor Information" and "DEL Information" on the cover sheet of this Contract.

10. Covenant Against Contingent Fees

The Contractor warrants that no person or selling agent has been employed or retained to solicit or secure this Contract upon an agreement or understanding for a commission, percentage, brokerage or contingent fee, excepting bona fide employees or bona fide established agents maintained by the Contractor for securing business.

DEL shall have the right, in the event of breach of this clause by the Contractor, to annul this Contract without liability or, in its discretion, to deduct from the Contract price or consideration or recover by other means the full amount of such commission, percentage, brokerage or contingent fee.

11. Disallowed Costs

The Contractor is responsible for any audit exceptions or disallowed costs incurred by its own organization or that of its Subcontractors.

12. Disputes

Except as otherwise provided in this Contract, when a dispute arises between the parties and it cannot be resolved by direct negotiation, either party may request a dispute hearing with the DEL Director or the Director's delegate authorized in writing to act on the Director's behalf ("the Director").

a. The request for a dispute hearing must:

- Be in writing.
- State the disputed issue(s).
- State the relative positions of the parties.
- State the Contractor's name, address, and contract number.
- Be mailed to the Director and the other party's (respondent's) Contract Manager within three (3) business days after the parties agree that they cannot resolve the dispute.

b. The respondent shall send a written answer to both the Director and the requester within five (5) business days of receiving the requesting party's statement.

c. The Director shall review the written statements and reply in writing to both parties within ten (10) business days. The Director may extend this period if necessary by notifying the parties in writing.

d. The parties agree that this dispute process shall precede any action in a judicial or quasi-judicial tribunal.

e. Nothing in this Contract shall be construed to limit the parties' choice of a mutually acceptable alternative dispute resolution method in addition to the dispute resolution procedure outlined above.

13. Duplicate Payment

DEL shall not pay the Contractor if the Contractor has charged or will charge the State of Washington or any other party under any other contract or agreement, for the same services or expenses.

14. Entire Agreement

This Contract, including referenced exhibits, represents all the terms and conditions agreed upon by the parties. No other statements or representations, written or oral, shall be deemed a part hereof or to bind any of the parties to this Contract.

THIS SECTION APPLIES ONLY TO CONTRACTS WITH FEDERAL DOLLARS

15. Federal Funding Requirements

If this Contract is funded, in whole or in part, with federal funds, the Contractor makes the assurances and certifications and agrees to the terms and conditions contained in Attachment 1 Federal Certifications and Assurances, which is attached and incorporated herein as though set forth in full.

Covenant Against Contingent Fees. If this Contract is funded, in whole or in part, with federal funds, the Contractor warrants that no person or selling agent has been employed or retained to solicit or secure this Contract upon an agreement or understanding for a commission, percentage, brokerage or contingent fee, excepting bona fide employees or bona fide established agents maintained by the Contractor for securing business. DEL shall have the right, in the event of breach of this clause by the Contractor, to annul this Contract without liability or, in its discretion, to deduct from the Contract price or consideration or recover by other means the full amount of such commission, percentage, brokerage or contingent fee.

Single Audit Requirements. If the Contractor is a subrecipient of federal awards as defined by Office of Management and Budget (OMB) Circular A-133, the Contractor shall maintain records that identify all federal funds received and expended. Such funds shall be identified by the appropriate OMB Catalog of Federal Domestic Assistance (CFDA) Numbers. The Contractor shall make the Contractor's records available for review or audit by officials of the federal awarding agency, the General Accounting Office, DEL, and the Washington State Auditor's Office. The Contractor shall incorporate OMB Circular A-133 audit requirements into all contracts between the Contractor and its Subcontractors who are subrecipients. The Contractor shall comply with any future amendments to OMB Circular A-133 and any successor or replacement Circular or regulation.

If the Contractor expends \$500,000 or more in federal awards from any and/or all sources in any fiscal year ending after December 31, 2003, the Contractor shall procure and pay for a single or program-specific audit for that year. Upon completion of each audit, the Contractor shall submit to DEL's Contract Manager the data collection form and reporting package specified in OMB Circular A-133, and any reports required by the program-specific audit guide (if applicable).

16. Governing Law

This Contract shall be construed and interpreted in accordance with the laws of the State of Washington and the venue of any action brought hereunder shall be in Superior Court for Thurston County.

The Contractor waives its immunity under Title 51 RCW to the extent it is required to indemnify, defend and hold harmless the State of Washington and its agencies, officials, agents or employees.

17. Indemnification

THIS VERSION FOR NON-GOVERNMENTAL CONTRACTORS

To the fullest extent permitted by law, Contractor shall indemnify, defend and hold harmless the State of Washington and its agencies, officers, employees, and agents from and against all claims for injuries or death arising out of or resulting from the performance of the Contract. "Claim," as used in this Contract, means any financial loss, claim, suit, action, damage, or expense, including but not limited to attorney's fees and costs, attributable for bodily injury, sickness, disease, or death, or injury to or destruction of tangible property including loss of use resulting there from. The Contractor's obligations to indemnify, defend, and hold harmless includes any claim by Contractor's agents, employees, representatives or any Subcontractor or its employees.

The Contractor expressly agrees to indemnify, defend, and hold harmless the State for any claim arising out of or incident to Contractor's or any Subcontractor's performance or failure to perform the Contract. The Contractor's obligation to indemnify, defend, and hold harmless the state shall not be eliminated or reduced by any actual or alleged concurrent negligence of State or its agents, agencies, employees and officials.

The Contractor waives its immunity under Title 51 RCW to the extent it is required to indemnify, defend and hold harmless the State of Washington and its agencies, officials, agents or employees.

THIS VERSION FOR CONTRACTORS ELIGIBLE FOR INTERAGENCY AGREEMENTS

Each party to this Contract shall be responsible for its own acts and/or omissions and those of its officers, employees, and agents. Unless otherwise stated in the Contract, no party to this Contract shall be responsible for the acts and/or omissions of entities or individuals not a party to this Contract.

18. Independent Capacity of the Contractor

The parties intend that an independent contractor relationship will be created by this Contract. The Contractor and its employees or agents performing under this Contract are not officers, employees or agents of the state of Washington or DEL. The Contractor will not hold itself out as or claim to be an officer or employee of DEL or of the State of Washington by reason hereof, nor will the Contractor make any claim of right, privilege or benefit that would accrue to such officer or employee under law. Conduct and control of the work will be solely with the Contractor.

19. Industrial Insurance Coverage

The Contractor shall comply with the provisions of Title 51 RCW (Industrial Insurance). If the Contractor fails to provide industrial insurance coverage or fails to pay premiums or penalties on behalf of its employees as may be required by law, DEL may collect from the Contractor the full amount payable to the Industrial Insurance accident fund. DEL may deduct the amount owed by the Contractor to the accident fund from the amount payable to the Contractor by DEL under this Contract, and transmit the deducted amount to the Department of Labor and Industries (L&I), Division of Insurance Services. This provision does not waive any of L&I's right to collect from the Contractor.

20. Licensing and Accreditation and Registration

The Contractor shall comply with all applicable local, state, and federal licensing, accreditation and registration requirements/standards necessary for the performance of this Contract.

21. Limitation of Authority

Only the DEL Director or the Director's delegate by writing (delegation to be made prior to action) shall have the express, implied or apparent authority to alter, amend, modify or waive any clause or condition of this Contract. Furthermore, any alteration, amendment, modification or waiver of any clause or condition of this Contract is not effective or binding unless made in writing and signed by the DEL Director or the Director's delegate by writing (delegation to be made prior to action).

22. Registration with Department of Revenue

The Contractor shall complete registration with the Department of Revenue and be responsible for payment of all taxes due on payments made under this Contract.

23. Savings

In the event funding from state, federal or other sources is withdrawn, reduced or limited in any way after the effective date of this Contract and prior to normal completion, DEL may terminate the Contract under this Exhibit C, Section 27, the "Termination for Convenience" clause, without the ten (10) day notice requirement, subject to renegotiation at DEL's discretion under those new funding limitations and conditions.

24. Severability

The provisions of this Contract are intended to be severable. If any term or provision is illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the validity of the remainder of the Contract.

25. Taxes

All payments accrued because of payroll taxes, unemployment contributions, any other taxes, insurance or other expenses for the Contractor or its staff shall be the sole responsibility of the Contractor.

26. Termination for Cause

In the event DEL determines the Contractor is in default, DEL has the right to immediately suspend or terminate this Contract. Before suspending or terminating the Contract, the DEL may, in DEL's sole discretion, elect to notify the Contractor in writing of the need to take corrective action and offer the Contractor the opportunity to take corrective action before the Contract is suspended or terminated.

In the event of termination or suspension, the Contractor shall be liable for damages as authorized by law including, but not limited to, any cost difference between the original Contract and the replacement or cover contract and all administrative costs directly related to the replacement contract (e.g., cost of the competitive bidding, mailing, advertising and staff time). DEL may also declare the Contractor ineligible for further contracts with DEL.

DEL reserves the right to suspend all or part of the Contract, withhold further payments, or prohibit the Contractor from incurring additional obligations of funds during investigation of any alleged breach, or during any pending corrective action by the Contractor or pending a decision by DEL to terminate the Contract.

If it is later determined that: (1) the Contractor was not in default, or (2) Contractor's failure to perform was outside the Contractor's control, fault, or negligence, the termination shall be considered a Termination for Convenience.

The rights and remedies of DEL provided in this Contract are not exclusive and are in addition to any other rights and remedies provided by law.

27. Termination for Convenience

Except as otherwise provided in this Contract, DEL may terminate this Contract, in whole or in part, by giving the Contractor ten (10) calendar days' written notice. Termination becomes effective ten (10) calendar days from the second day after mailing the notice. If this Contract is so terminated, DEL shall be liable only for payment required under the terms of this Contract for services rendered or goods delivered prior to the effective date of termination.

28. Termination Procedure

Upon termination of this Contract, DEL, in addition to any other rights provided in this Contract, may require the Contractor to deliver to DEL any property specifically produced or acquired for the performance of such part of this Contract as has been terminated. The provisions of Exhibit A, Section 19: Treatment of Assets shall apply in such property transfer.

DEL shall pay to the Contractor the agreed upon price, if separately stated, for completed work and services accepted by DEL, and the amount agreed upon by the Contractor and DEL for (i) completed work and services for which no separate price is stated, (ii) partially completed work and services, (iii) other property or services that are accepted by DEL, and (iv) the protection and preservation of property, unless the termination is for default, in which case DEL shall determine the extent of the liability of DEL.

DEL may withhold from any amounts due the Contractor such sum as DEL determines to be necessary to protect DEL against potential loss or liability arising from the Contractor's performance of the Contract. The rights and

remedies of DEL provided in this section shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

After receipt of a notice of termination, and except as otherwise directed by DEL, the Contractor shall:

- a. Stop work under the Contract on the date, and to the extent specified, in the notice.
- b. Place no further orders or subcontracts for materials, services, or facilities except as may be necessary for completion of such portion of the work under the Contract that is not terminated.
- c. Assign to DEL, in the manner, at the times, and to the extent directed by DEL, all of the rights, title, and interest of the Contractor under the orders and subcontracts so terminated, in which case DEL has the right, at its discretion, to settle or pay any or all claims arising out of the termination of such orders and subcontracts.
- d. Settle all outstanding liabilities and all claims arising out of such termination of orders and subcontracts, with the approval or ratification of DEL to the extent DEL may require, which approval or ratification shall be final for all the purposes of this clause.
- e. Transfer title to DEL and deliver in the manner, at the times, and to the extent directed by DEL any property which, if the Contract had been completed, would have been required to be furnished to DEL.
- f. Complete performance of such part of the work as shall not have been terminated by DEL.
- g. Take such action as may be necessary, or as DEL may direct, for the protection and preservation of the property related to this Contract, which is in the possession of the Contractor and in which DEL has or may acquire an interest.

29. Waiver

Waiver of any default or breach shall not be deemed a waiver of any subsequent default or breach. Any waiver shall not be construed to be a modification of the terms of this Contract unless stated to be such in writing and signed by an authorized representative of DEL.

Exhibit D: Deliverables Calendar

The Contractor must submit the following deliverables by the dates indicated, using one of the following methods as indicated below:

- a. Enter into the Early Learning Management System (ELMS). Check ELMS news page for updated information.
- b. Enter into the Managed Education and Registry Information Tool (MERIT).
- c. Enter into the Teaching Strategies GOLD® Online System. (GOLD)
- d. Send electronically to eceap@del.wa.gov.
- e. Send paper copies to: DEL ECEAP, PO Box 40970, Olympia WA 98504-0970

Due Date	Deliverable	Submit via:
Upon hire of new staff	Enter the staff qualifications in MERIT for each ECEAP lead teacher, assistant teacher and family support specialist. DEL will notify Contractors when MERIT is ready for ECEAP staff qualifications data entry.	MERIT
Current contractors only: upon renewal of insurance New contractors only: within 15 days of contract start date	Contractors must submit a <i>Certificate of Coverage</i> upon renewal of insurance to DEL, unless they are self-insured. Contractors who self-insure need not send letters of self-insurance each year. New Contractors must send insurance verification within 15 days of the Contract start date. Send certificates to: DEL Financial Services Office, PO Box 40970, Olympia WA 98504-0970.	Paper copies or attach to email
At least two weeks before class start date	Submit a <i>Classroom Approval Form</i> to obtain written approval for each new classroom or change of classroom location. The form is available at www.del.wa.gov/eceap .	Email or paper copy
By the 7 th of each month (Sept. through July)	Update child and family information. This includes accurate counts of family support visits, parent-teacher conferences, medical exams, dental screenings and developmental screenings.	ELMS
By the 15th of each month (August through June)	Enter the <i>Monthly Report</i> for the previous month. There must be a Monthly Report for every month you bill, including summer months. This must be received by DEL before your voucher can be paid.	ELMS
By the 15th of each month (August through June)	Submit an <i>A-19 Invoice Voucher</i> provided by DEL to arrive at DEL by the 15 th of the month.	Email or paper copy
By July 1	Sites where new full day or extended day ECEAP slots are located must be participating in Early Achievers by the beginning of the contract (July 1). This includes subcontracted sites if licensed. Licensed sites with new full day or extended day ECEAP slots	MERIT

Due Date	Deliverable	Submit via:
	must be rated Level 3 to 5 within one year of beginning new ECEAP services.	
August 31	For extended day, full year programs only: Teachers finalize the Summer checkpoint in GOLD® Online for the following areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics...	Teaching Strategies GOLD® Online
By September 1	Submit updated and signed Service Area Agreements.	Email or paper copy
By September 15	Update Contractor, subcontractor, site and class sections. <i>(See ELMS ECEAP Data Entry – Minimum Requirements on the ELMS news page.)</i>	ELMS
By September 15	Submit your 2014-15 ECEAP operating budget.	Email or paper copy
By September 15 (Optional)	Customize priority points for risk factors, if desired.	ELMS
October 1	Submit staff compensation data by on the template provided by DEL.	DEL Template
By October 15 (Optional)	Complete the form within the September ELMS Monthly Report to request to use ECEAP funds as federal match, if applicable.	ELMS
October 15 Full School Day or Extended Day Models	Submit project updates and status reports quarterly.	Email
October 15 of each school year	Complete class enrollment in ELMS for all funded slots, including known children with future class start dates. <ul style="list-style-type: none"> Exception: For ECEAP classes that share classrooms with Migrant/Seasonal Head Start, Contractors must complete enrollments by October 30. Exception: For classes starting in January 2015, this due date is December 15. Exit all children who are not attending.	ELMS
After October 15, within five business days of each child's start in class.	Enter each child's prescreen and application and attach the child to a class.	ELMS
After October 15, within five business days of each child's last day in class.	Exit all children who are not attending.	ELMS
Within 90 days from class start date	Complete health, developmental and dental screenings and ensure each child has a completed medical exam.	ELMS

Due Date	Deliverable	Submit via:
November 15	Teachers finalize the Fall checkpoint in GOLD® Online for the following areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics	Teaching Strategies GOLD® Online
November 15	Contractors who have an Early Achievers rating prior to October 15, 2014 must work with their DEL contact to fill out a request for fire inspection form by November 15, 2014. Sites located in public school buildings that have passed an inspection within the last 6 months must submit a copy of that inspection to DEL.	Email
December 15 For sites starting in January	Complete class enrollment in ELMS for all funded slots.	ELMS
January 15 (Optional)	If the Contractor wishes to obtain names and addresses of age-eligible DSHS clients for recruitment and enrollment efforts: <ul style="list-style-type: none"> • Send the <i>Request for Confidential Client Contact Information</i> form to DEL, available at www.del.wa.gov/eceap. • Submit a signed <i>Notice and Agreement Regarding Access to Confidential Personal Information</i> form for any person who will or may have access to this information. The form is available at www.del.wa.gov/eceap. 	Email or paper copy
February 15 Full School Day or Extended Day Models	Submit project updates and status reports quarterly	Email
February 15	Existing ECEAP sites not rated by Early Achievers prior to October 15, 2014 must work with DEL staff to fill out a request for fire inspection form by February 15, 2015. Sites located in public school buildings that have passed an inspection within the last 6 months must submit a copy of that inspection to DEL.	
February 28	Teachers finalize the Winter checkpoint in GOLD® Online for the following areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics.	Teaching Strategies GOLD® Online
March 15	Submit your completed <i>Funding Renewal Application</i> for the following biennium.	Email or paper copy
May 15	Submit updated and signed 2015-16 Service Area Agreements.	Email or paper copy

Due Date	Deliverable	Submit via:
May 30	Teachers finalize the Spring checkpoint in GOLD® Online for the following areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics.	Teaching Strategies GOLD® Online
June 15	Submit the <i>ECEAP Self-Assessment</i> . A form is available at www.del.wa.gov/eceap .	Email or paper copy
June 15	Submit the <i>ECEAP Contractor Financial Disclosure Certification</i> . The form is available at www.del.wa.gov/eceap .	Mail signed copy
June 15 Full School Day and Extended Day contractors only	Submit all non-proprietary products and lessons learned developed using Federal funds awarded under the Washington Preschool Development Grants—Expansion Grant.	Email
June 15 Full School Day or Extended Day Models	Submit project updates and status reports quarterly	Email
June 30	Complete Early Achievers registration by June 30, 2015. All ECEAP sites must apply for and complete Entry Level 3 by June 30, 2015.	MERIT
July 10	Complete the <i>Monthly Report</i> for June.	ELMS
July 10	Submit the final <i>A-19 Invoice Voucher</i> for June.	Email or paper copy
July 10	Submit your 2014-15 year-end budget statement.	Email or paper copy

Federal Preschool MOU and ECEAP Contract Crosswalk

Federal Preschool MOU	ECEAP Contract Package
(i) Terms and conditions:	
<ul style="list-style-type: none"> key roles and responsibilities of the Lead Agency and the Subgrantee 	<p>GT&C: #14. Entire Agreement #18 Independent Capacity of the Contractor</p> <p>SOW: #3. Contractor Responsibilities #4. Full School Day or Extended Day Models #7. Subcontracting</p>
<ul style="list-style-type: none"> method and process for making different types of decisions 	<p>GT&C: #21. Limitation of Authority</p> <p>SOW: #3. Contractor Responsibilities – a. Obtain written or email approval from the DEL Contract Manager (assigned ECEAP Specialist before:) d. Obtain and maintain a record of written permission from parents.. p. Participate in regularly scheduled calls with DEL to support continuous quality improvement.</p>
<ul style="list-style-type: none"> mechanism for exchanging of data 	<p>GT&C: #6. Confidentiality of DEL Information</p> <p>SOW: #3. c. Enter and maintain accurate data in ELMS, this includes requirements listed in Exhibit D: Deliverables Calendar and Exhibit E: ECEAP Performance Standards. Also see the complete chart of ELMS data entry requirements on the ELMS news page. #3. g. Use Teaching Strategies GOLD® Online for their child assessment tool. Enter and maintain accurate information in GOLD® Online including: #9. Protection of Personal Information</p>

Federal Preschool MOU and ECEAP Contract Crosswalk

		#10. Records Maintenance
<ul style="list-style-type: none"> the Subgrantee's role in implementing the State's ambitious and achievable plan 		GT&C: #9. Contract Management #14. Entire Agreement #18. Independent Capacity of the Contractor
<ul style="list-style-type: none"> State recourse for non-performance by the Subgrantee 		Contracts Package: #2. Exhibits and Attachments #3. Statement of Work GT&C: #24. Severability #26. Termination for Cause #27. Termination for Convenience
<ul style="list-style-type: none"> assurances that make clear what the Subgrantee is agreeing to do 		ECEAP Performance Standards: A-9 Program Review GT&C: #14. Entire Agreement
(ii) Scope of work		Contracts Package: #7. Signatures
<ul style="list-style-type: none"> The scope of work must be signed and dated by an authorized Subgrantee official and an authorized Lead Agency official. 		Contracts Package: #7. Signatures
<ul style="list-style-type: none"> The scope of work for the State and the Subgrantee, which must contain detailed work plans and budgets consistent with the State's grant application 		Contract Summary (budget section) SOW – entirety ECEAP Performance Standards – entirety
<ul style="list-style-type: none"> must include the State's and each Subgrantee's specific goals 		SOW: #3. Contractor Responsibilities
<ul style="list-style-type: none"> activities 		Exhibit C – Deliverables Calendar
<ul style="list-style-type: none"> timelines 		SOW – entirety Exhibit C – Deliverables Calendar
<ul style="list-style-type: none"> budgets 		Contract Summary (budget section) Exhibit B – Budget

Federal Preschool MOU and ECEAP Contract Crosswalk

<ul style="list-style-type: none"> • key personnel 	<p>SOW: #14. Use of Funds</p>
<ul style="list-style-type: none"> • and annual targets for key performance measures for the portions of the State's proposed plans that the Subgrantee is agreeing to implement 	<p>ECEAP Performance Standards: Section C: Human Resources SOW – entirely Exhibit C – Deliverables Calendar</p>
<p>(iii) Authorized Signatures</p> <ul style="list-style-type: none"> • The signatures on the MOU or other binding agreement demonstrate an acknowledgement of the relationship between the Subgrantee and the Lead Agency • With respect to the relationship between the Subgrantee and the Lead Agency, the Lead Agency's counter-signature on the MOU or other binding agreement indicates that the Subgrantee's commitment is consistent with the requirement that a Subgrantee implement all applicable portions of the State Plan. 	<p>Contracts Package: #7. Signatures</p> <p>Contracts Package: #7. Signatures</p>
<p>I. ASSURANCES</p> <p>1) Agrees to implement those portions of the State Plan indicated in Exhibit I.</p>	<p>GT&C: #9. Contract Management #14. Entire Agreement #18. Independent Capacity of the Contractor</p> <p>Contracts Package: #2. Exhibits and Attachments #3. Statement of Work</p> <p>Contracts Package: #7. Signatures</p>
<p>2) Has all requisite power and authority to execute and fulfill the terms of this MOU;</p>	<p>ECEAP contractors have been involved in the Expansion Grant Application process.</p>
<p>3) Is familiar with the State's Preschool Development Grants-- Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;</p>	<p>GT&C: #14. Entire Agreement</p>
<p>4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing</p>	

Federal Preschool MOU and ECEAP Contract Crosswalk

funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan);	Contracts Package: #7. Signatures
5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485.	GT&C #5. Compliance with Laws and links to EDGAR and CFR Part 3485.
II. PROJECT ADMINISTRATION	
<p>A. SUBGRANTEE RESPONSIBILITIES</p> <p>In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will:</p> <p>1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;</p> <p>2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;</p>	<p>Contracts Package:</p> <p>#3. Statement of Work</p> <p>SOW:</p> <p>#3. Contractor Responsibilities</p> <p>#7. Subcontracting</p> <p>#12. Monitoring</p> <p>ECEAP Performance Standards:</p> <p>A-8 Self-Assessment of ECEAP Compliance</p> <p>A-9 Program Review</p> <p>Section E: Early Childhood Education</p>
<p>3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;</p>	<p>Exhibit B – Budget</p> <p>Attachment – ECEAP Budget sheet by site</p> <p>SOW:</p> <p>#14. Use of Funds</p> <p>#15. Purchase Approvals</p> <p>#17. Inventory</p> <p>#18. Treatment of Assets</p>
4) Actively participate in all relevant meetings or other events that are	SOW:

Federal Preschool MOU and ECEAP Contract Crosswalk

organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");	#3. o. Send a representative to each DEL ECEAP Directors' Meeting, including in-person and web-based meetings. The requirement to attend in-person meetings may be waived if DEL is unable to reimburse travel costs.
5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;	SOW #4. Full School Day or Extended Day Models Deliverables calendar due date of June 15.
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;	SOW: #3. r. Participate in program evaluation with an external research entity.
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;	SOW: #3. p. Participate in regularly scheduled calls with DEL to support continuous quality improvement. #3. q. Participate in ECEAP outcomes reporting by entering accurate information in Teaching Strategies GOLD® and ELMS.
8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;	SOW: #5.ECEAP Eligibility
9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;	ECEAP Performance Standards: <ul style="list-style-type: none"> Section B: Enrollment and Eligibility overview F-1 Family Support Services F-2 Family Support Principles F-5 Parent Involvement F-6 Parent Education
10) Minimize local administrative costs; and	F-7 Parent Leadership Development SOW:

Federal Preschool MOU and ECEAP Contract Crosswalk

		#14. Use of Funds
11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.		<p>ECEAP Performance Standards:</p> <ul style="list-style-type: none"> E-6 Kindergarten Transition F-1 Family Support Services G-6 Early Childhood Education Documents
<p>B. LEAD AGENCY RESPONSIBILITIES</p> <p>In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants—Expansion Grant application, the Lead Agency will:</p>		
1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;	<p>SOW:</p> <p>#3. o. Send a representative to each DEL ECEAP Directors' Meeting, including in-person and web-based meetings. The requirement to attend in-person meetings may be waived if DEL is unable to reimburse travel costs.</p> <p>#3. p. Participate in regularly scheduled calls with DEL to support continuous quality improvement.</p> <p>ECEAP Performance Standards:</p> <ul style="list-style-type: none"> Introduction #4. Full School Day or Extended Day Models 	
2) Award in a timely manner the portion of Preschool Development Grants—Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;	<p>SOW:</p> <p>#13. Compensation</p> <p>#16. Billing Procedures and Voucher Payment</p> <p>Contracts Package:</p> <p>#5. Compensation</p> <p>#6. Billing Procedure</p>	
3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;	<p>SOW:</p> <p>#3. p. Participate in regularly scheduled calls with DEL to support continuous quality improvement.</p> <p>#12. Monitoring</p>	

Federal Preschool MOU and ECEAP Contract Crosswalk

4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants--Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;	SOW: #3. o. Send a representative to each DEL ECEAP Directors' Meeting, including in-person and web-based meetings. The requirement to attend in-person meetings may be waived if DEL is unable to reimburse travel costs. #3. p. Participate in regularly scheduled calls with DEL to support continuous quality improvement. #4. c. Participate in the preschool operational workgroup to help develop future preschool model components, including family support and engagement services and evidence-based parent and children's curricula.
5) Facilitate coordination across Subgrantees necessary to implement the State Plan;	SOW #7. d - Subcontracting
6) Identify sources of technical assistance for the project; and	SOW: #3. k. Provide, or have access to, a practice-based coach, trained on the <u>Early Achievers Coach Framework</u> , to: <ul style="list-style-type: none"> • Support ongoing continuous quality improvement. • Assist Contractors in identifying goals and making plans to achieve goals.
7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.	SOW: #12. Monitoring
C. JOINT RESPONSIBILITIES	
1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit J;	GT&C: #14. Entire Agreement #18. Independent Capacity of the Contractor. SOW: #3. Contractor Responsibilities #4. Full School Day or Extended Day Models #7. Subcontracting

Federal Preschool MOU and ECEAP Contract Crosswalk

2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;	Contracts Package: #1. Contract Management	
3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.	SOW: #3. o. Send a representative to each DEL ECEAP Directors' Meeting, including in-person and web-based meetings. The requirement to attend in-person meetings may be waived if DEL is unable to reimburse travel costs. #3. p. Participate in regularly scheduled calls with DEL to support continuous quality improvement. #4. c. Participate in the preschool operational workgroup to help develop future preschool model components, including family support and engagement services and evidence-based parent and children's curricula.	
4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;	SOW #4. Full Day School or Extended Day Models. Deliverables calendar quarterly – Oct/Febr/June 15	
5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants--Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;	Amendment to Contract	
6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;	SOW: #4. Full School Day or Extended Day Models .	
7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional	SOW: #3. g. Use Teaching Strategies GOLD® Online for their child assessment tool. Enter and maintain accurate information in GOLD® Online	

<p>development, and workforce and leadership development; and</p>	<p>#3. c. Enter and maintain accurate data in ELMS, this includes requirements listed in Exhibit D: Deliverables Calendar and Exhibit E: ECEAP Performance Standards. Also see the complete chart of ELMS data entry requirements on the ELMS news page.</p> <p>#3. i. Incorporate the use of the Classroom Assessment Scoring System (CLASS) and Environment Rating Scale (ERS) assessments to improve curriculum, learning environments and interactions. Provide resources to support achievement of goals and implementation of quality improvement plans.</p> <p>#3. k. Provide, or have access to, a practice-based coach, trained on the <u>Early Achievers Coach Framework</u>, to:</p> <ul style="list-style-type: none"> • Support ongoing continuous quality improvement. • Assist Contractors in identifying goals and making plans to achieve goals. <p>All persons serving in the role of coach must meet the following qualifications:</p> <ul style="list-style-type: none"> • Bachelor's degree in Early Childhood Education or related field. • A minimum of two years working with young children in a group setting and experience as an early learning coach, consultant, mentor or trainer. • Early Achievers Coach training completed prior to working with Contractors. <p>#4. f. Offer training on executive functioning in combination with an economic stability program for parents and guardians of enrolled ECEAP children. DEL will provide the curriculum and notify contractors when this is available.</p> <p>ECEAP Performance Standards: C-19 Staff Training Program C-20 Required Training E-4 Curriculum – Developmentally Appropriate and Culturally Relevant</p>
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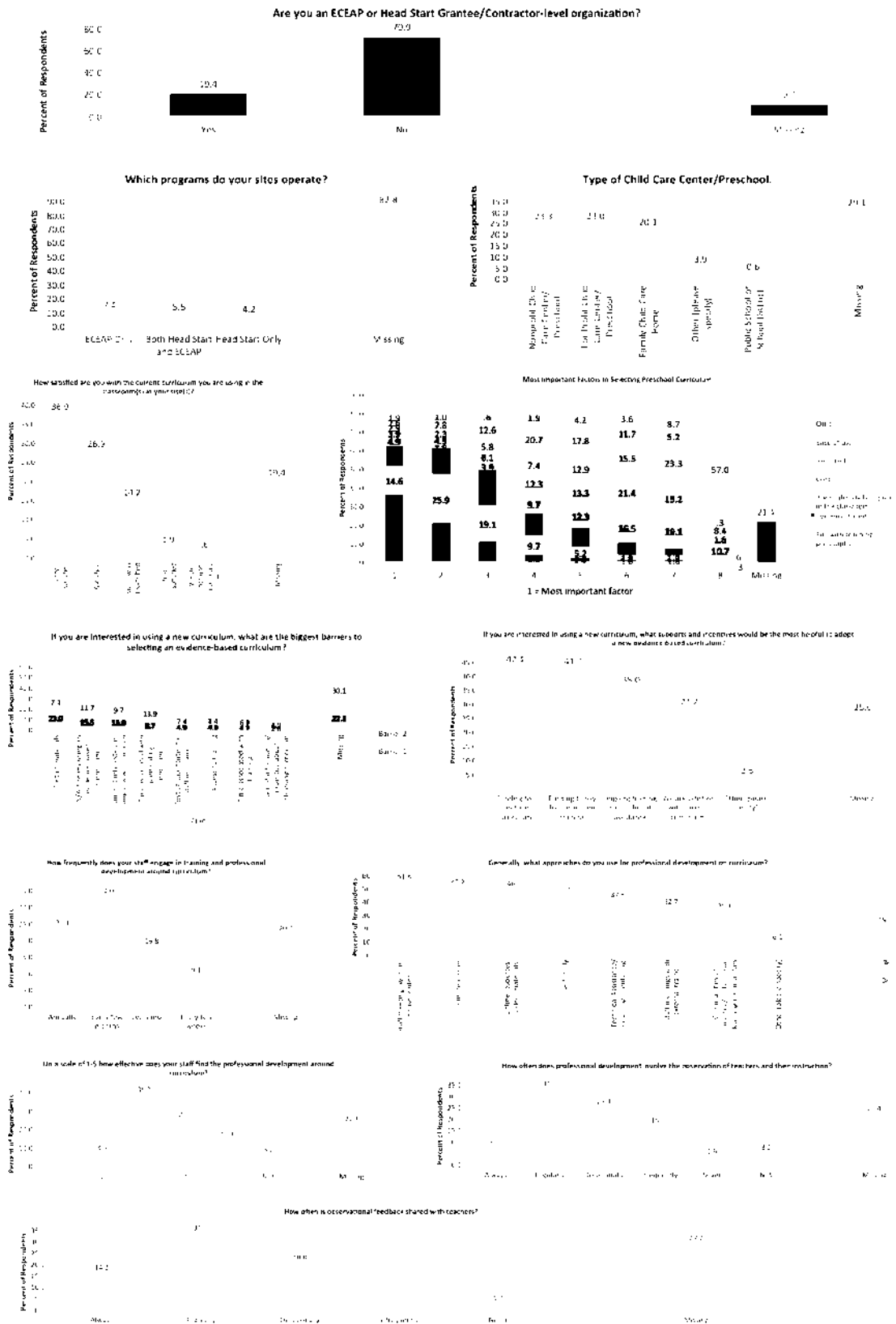
Federal Preschool MOU and ECEAP Contract Crosswalk

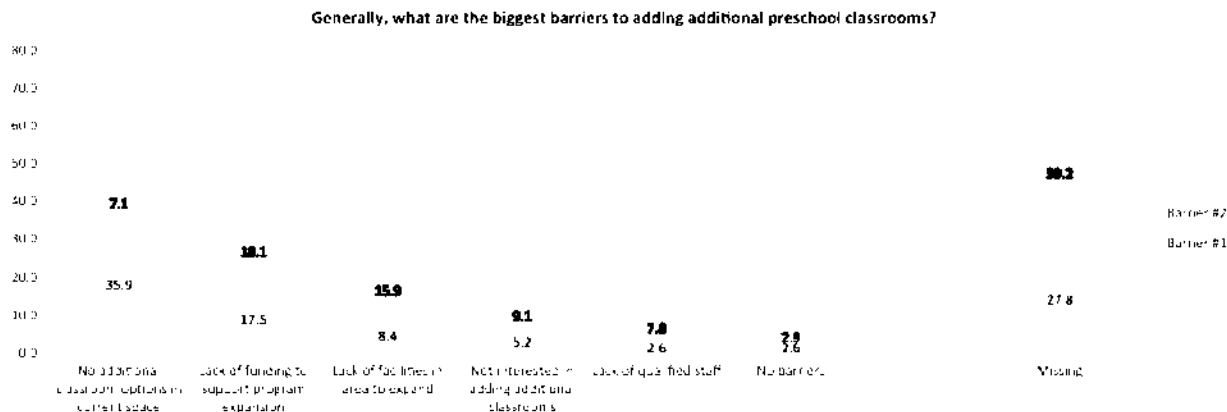
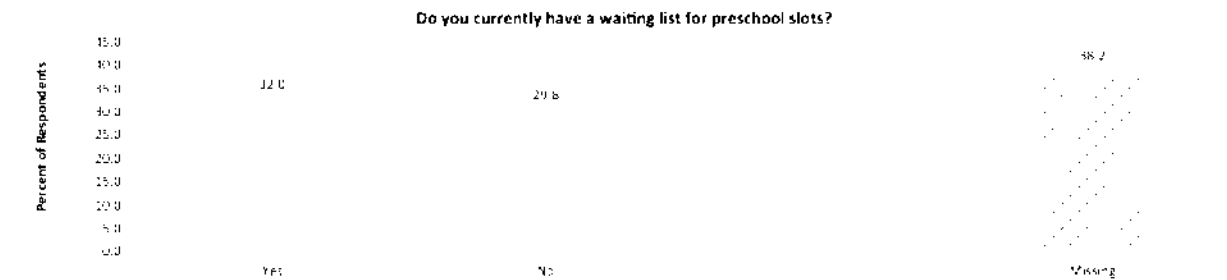
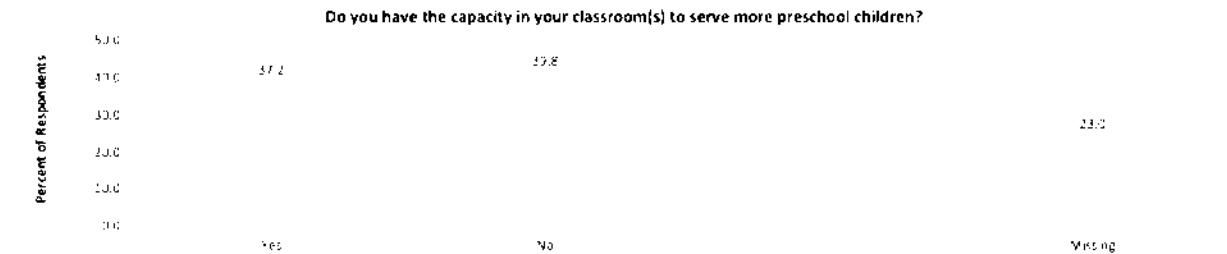
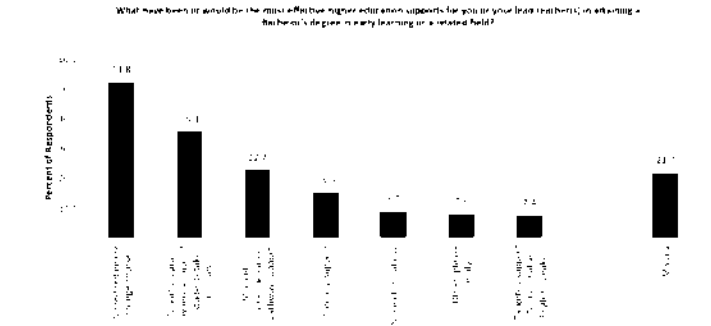
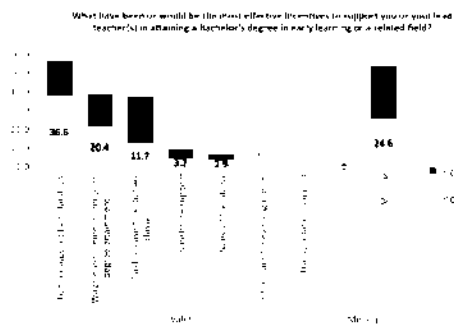
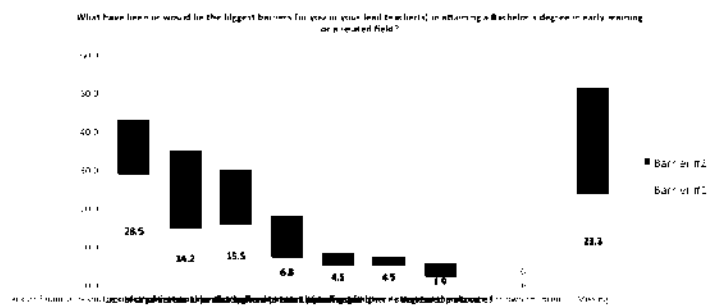
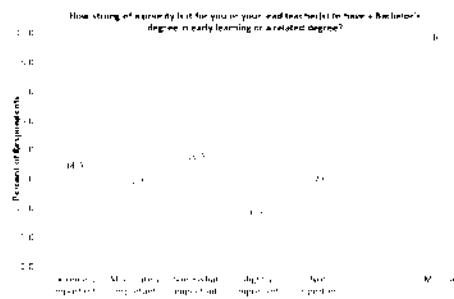
<p>8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the <u>Child Care and Development Block Grant Act</u></p>	<p>SOW: #4. Full School Day or Extended Day Models</p>
<p>D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM</p> <p>If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.</p>	<p>GT&C: #24. Severability #26. Termination for Cause #27. Termination for Convenience</p>
<p>III. MODIFICATIONS</p> <p>This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.</p>	<p>Amendment Purpose</p>
<p>IV. DURATION</p> <p>This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.</p>	<p>Contracts Package #4. Period of Performance</p>
<p>V. SIGNATURES</p> <p>Authorized Representative of Lead Agency:</p>	<p>Contracts Package: #7. Signatures</p>

2014-2015 ECEAP Contractors

Contract #	Organization Name	Slots
14-1091	(b)(6)	196
14-1082	 18
14-1337		18
14-1345		36
14-1092		124
14-1077		54
14-1339		20
14-1093		405
14-1078		107
14-1094		768
14-1095		18
14-1079		467
14-1080		358
14-1104		197
14-1096		31
14-1097		230
14-1098		266
14-1105		212
14-1107		2,660
14-1340		110
14-1099		71
14-1341		36
14-1090		828
14-1100		222
14-1346		36
14-1081		85
14-1101		12
14-1083		76
14-1102		212
14-1103		50
14-1084		18
14-1342		160
14-1085		47
14-1086		61
14-1106		57
14-1087		143
14-1108		36
14-1088		50
14-1109		38
14-1110		65
14-1111		108
14-1112		1,137
14-1113		85
14-1089		24
14-1343		18
14-1114		40
14-1115	 81
	Totals	10,091

Preschool Landscape Survey Select Results – September 2014





From: PRESCHOOL DEVELOPMENT GRANTS FY 2014 Competition

Guidance and Frequently Asked Questions for Applicants Addendum 1

Sept 19, 2014

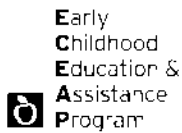
E-16 How does an applicant determine whether a State Preschool Program slot is “new” or “improved”? (See Selection Criterion (D)(4)(b))

A “new” State Preschool Program slot is a slot that will be created through the work described in the State’s application using the Preschool Development Grants funds, and will be created using the additional funding described in the State’s application to the Preschool Development Grants Program. If the State receives a grant and can fund the “new” slot, it will increase the number of overall State Preschool Program slots in the State, and therefore will count towards Competitive Preference Priority 3.

An “improved” State Preschool Program slot is a State Preschool Program slot that already existed at the time of application and will be improved to meet the definition of a High-Quality Preschool Program slot through the work described in the State’s application. Specifically, Preschool Development Grant funds can be spent on any of the five improvements described in Selection Criterion (D)(4)(b)(ii):

- Extending programs from half-day to Full-Day;
- Limiting class size to 20 and decreasing child-to-staff ratios to 1:10;
- Employing and compensating a teacher with a bachelor’s degree;
- Providing in-service, evidence-based professional development, such as coaching; or
- Providing Comprehensive Services.

Note that, any preschool program must meet all of the characteristics specified in that definition in order to qualify as a High-Quality Preschool Program. However, only preschool programs receiving Preschool Development Grant funds must meet this definition. Although funding an “improved” slot will increase the number of children served in High-Quality Preschool, funding an “improved” slot will not increase the total number of State Preschool Program slots in the State, and therefore will not count towards Competitive Preference Priority 3. On the other hand, using Preschool Development Grant funds to improve a slot that is not a State Preschool Program slot so that it is a High-Quality Preschool Program slot will increase the total number of State Preschool Program slots in the State, and therefore will count toward Competitive Preference Priority 3. For example, an existing federally-funded Head Start slot is not currently part of the State’s Preschool Program because it does not meet the definition of State Preschool Program; it is not “predominately supported with State funds.” Therefore, using Preschool Development Grant funds to enhance a federally- funded Head Start slot would not count as “improving” that slot. If the slot funded with Preschool Development Grant funds meets the definition of High-Quality Preschool Program, it would count as a “new” slot.



ELMS Priority Points

Each section has a point maximum, and the total point count caps at 100. Contractors can assign point values to Research-based Risk Factor section, based on local community needs, or may use the DEL-assigned values.

	DEL POINTS	Contractor POINTS
CHILD WELFARE SYSTEM INVOLVEMENT - maximum 100 points for this section		
Child is in foster care	100	100
Child's family is receiving Child Protective Services (CPS)	100	100
Child's family is receiving Family Assessment Response services (FAR)	100	100
SECTION TOTAL - Maximum 100	100	100
AGE - maximum 35 points for this section		
4 years old by August 31	35	35
3 years old by August 31	0	0
SECTION TOTAL - Maximum 35	35	35
INCOME/RETURNING/HOMELESS - maximum 65 points for this section		
Returning as a 4-year-old, from the previous spring with the same ECEAP contractor	65	65
Homeless, per McKinney Vento Act	65	65
≤ 50% of FPL	65	65
50.1-80% FPL	60	60
80.1-110% FPL	50	50
110.1-130% FPL	40	40
130.1-185% FPL	35	35
185.1-200% FPL	20	20
200.1-250% FPL	15	15
250.1-300% FPL	10	10
SECTION TOTAL - Maximum 65	65	65
RESEARCH-BASED RISK FACTORS - Maximum 25 points for this section		
Child was expelled from an early learning program/child care due to behavior	4	
Child lives with someone other than a parent, step-parent or foster parent (kinship or other guardianship)	4	
Child lives with a single parent	4	
One or both parents were under age 18 when this child was born	2	
Child is not currently homeless, but was within the past 12 months	2	
One parent/current guardian completed 6th grade or less	4	
One parent/current guardian completed 7th to 12th grade, no diploma or GED	3	
Family was under CPS supervision in the past (documented abuse or neglect)	4	
Child on a school district IEP, not speech/language only, no other public preschool option available	4	
Child on a school district IEP, not speech/language only, public preschool option is available	2	
Child is on a school district IEP, speech/language only	2	
Child has suspected developmental delay or disability, no IEP (per parent or staff)	1	
Child has limited English language	4	
Parent requires an interpreter to communicate with English speakers	3	
Transferring from an ECEAP or Head Start operated by a different ECEAP contractor or Head Start grantee	2	
Child was in Early Head Start, Part C ESIT early intervention or a birth to three home visiting program last school year	2	
Parent is currently deployed to a combat zone, or was within past year	2	
Child has a parent who is incarcerated	2	
Household domestic violence	2	
Household substance abuse	2	
Household mental illness, child or adult, including including maternal depression	2	
Child has a chronic health condition (diabetes, asthma, seizures, etc)	2	
Child has no medical coverage	1	
Child has no medical home	1	
Child has no dental coverage	1	
Child has no dental home	1	
Child is not fully immunized and not exempt	1	
Child had low birth weight (<5.5 pounds)	1	
Parent is a migrant worker	1	
Parent is disabled	1	
Family is isolated, without a support system	1	
ECEAP received a professional referral for this family.	1	
Subtotal	69	0
SECTION TOTAL - Maximum 25	25	25
TOTAL - Maximum 100	100	100

2014 Early Learning Partnership priority strategies

	<ul style="list-style-type: none"> • Optimize existing nutrition in pregnancy and early childhood services and programs (Early Learning Plan Strategy #1) • Build a continuum of infants and toddlers services and programs (Early Learning Plan Strategy #4) • Make home visiting available to at-risk families (Early Learning Plan Strategy #5) • Ensure developmental screening (Early Learning Plan Strategy #6) • Increase use of early literacy services and programs (Early Learning Plan Strategy #10) • Expand early numeracy programs (Early Learning Plan Strategy #11) • Expand and enhance ECEAP (Early Learning Plan Strategy #12)
Ready and Successful Schools	<ul style="list-style-type: none"> • Deepen parenting, caregiver and early learning professional knowledge and learning opportunities (Early Learning Plan Strategies #14, 15 and 16)
	<ul style="list-style-type: none"> • Implement comprehensive professional development and compensation system (Early Learning Plan Strategy #23) • Implement quality rating and improvement system (Early Learning Plan Strategy #24)
	<ul style="list-style-type: none"> • Align prekindergarten and K-3 instructional and programmatic practices (Early Learning Plan Strategy #27) • Implement kindergarten readiness assessment (Early Learning Plan Strategy #28) • Continue implementation of phased-in full-day kindergarten (Early Learning Plan Strategy #29)
	<ul style="list-style-type: none"> • Build statewide infrastructure for partnerships and mobilization (Early Learning Plan Strategy #34) • Strengthen public awareness and commitment (Early Learning Plan Strategy #35) • Expand P-20 longitudinal data system (Early Learning Plan Strategy #36)

Washington State's Kindergarten Transition Summary Form

Thank you in advance for completing the voluntary Washington State Kindergarten Transition Summary Form. Completing this form will help the children in your care to have a smoother transition into kindergarten. Research shows that when school districts, early learning programs and parents work together to support children as they enter kindergarten, children experience an easier transition and are more excited about the start of school.

Your Information

Please complete one form for each child transitioning from your care to Kindergarten.

Your Name: _____ Date Form was completed: _____

Relationship to Child: _____

Parent Information

I, _____ have had an opportunity to review the contents of
(print name)
this form and understand that the form will be shared with the school district named on page two of this form for the purposes of kindergarten transition planning.

Parent/Guardian Signature _____ Date: _____



(b)(6)

Washington State
Kindergarten Transition Summary Form

Child's Legal Name _____ Nickname: _____
First Middle Last

Circle One: Male Female

Date of Birth: (mm/dd/yyyy) ____/____/____

Child's SSID, if available: _____

Parent/Guardian Name: _____

School District Child is Entering: _____

In the year before kindergarten, child previously attended (may select more than one):

- | | | |
|---|---|--|
| <input type="checkbox"/> Tribal Head Start | <input type="checkbox"/> Licensed Child Care Center | <input type="checkbox"/> Cared for by parent or relative |
| <input type="checkbox"/> Head Start | | |
| <input type="checkbox"/> ECEAP | <input type="checkbox"/> Licensed Family Child Care (home-based child care) | |
| <input type="checkbox"/> District Preschool | | |
| <input type="checkbox"/> District Developmental Preschool | <input type="checkbox"/> Preschool Co-Op | |

Name of preschool program/child care listed above that child attended:

City: _____ Zip Code: _____

Provider ID for licensed centers and homes, if known: _____

Dates Attended: From: _____ To: _____
Month/Year Month/Year

Average days per week child attended program: _____

Avg. Hours per day _____

Please check the box that best describes the child's current ability.

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Optional Page

Based on observation and parent input, additional support is needed in:

☐ arrival/departure

☐ snack

☐ center time

☐ outdoor time

☐ table work

☐ toileting

☐ large group

☐ small group

☐ hand washing

About Me (Capture direct quotes from the child about starting school)

What are you looking forward to most about kindergarten? _____

What did you like most about preschool? _____

About the Child (comments from parents)

What do you hope for your child as s/he begins kindergarten? _____

What do you wonder about kindergarten?

Is there additional information you would like the district and kindergarten teacher to know about this child:

Share a fun story or anecdote about this child that will help their kindergarten teacher better understand this child as a learner. _____



WaKIDS Early Learning Collaboration Framework

I. WaKIDS Early Learning Collaboration Purpose:

One of the critical elements of a seamless P-3 system is to ensure that data, information and best practices from the early learning and K-12 system inform and influence each other. The WaKIDS ELC is an opportunity to develop and strengthen relationships and coordinate efforts between early learning providers and Kindergarten teachers –strong and meaningful connections between the two systems being critical in building a seamless P-3 system and ensuring smooth transitions into kindergarten for kids.

II. WaKIDS Early Learning Collaboration Goals:

The goal of the collaboration component of WaKIDS is to increase communication and build connections between kindergarten teachers and early learning providers to promote smooth and successful transitions to kindergarten for kids. To advance this goal, the WaKIDS – ELC will bring professionals in both the early learning and K-12 systems together in order to:

1. Build and strengthen relationships between early learning providers and kindergarten teachers;
2. Develop a shared understanding and common expectations for kindergarten readiness;
3. Share emerging best practices within and across regions;
4. Share and better familiarize districts and the early learning community with Teaching Strategies GOLD, the data being collected, and the reports that can be generated;
5. Analyze regional WaKIDS data to inform practice and improve future school readiness; and
6. Coordinate with districts and elementary schools to engage kindergarten teachers, elementary principals and administrators in the ESD/Coalition convenings.

III. Interim Planning

Develop 2012-2013 Regional WaKIDS – Early Learning Collaboration (ELC) Action Plan and associated budget, and Partnership Agreement defining the roles and responsibilities between the ESD and Coalition – Due November 8th at noon as part of the Thrive Community Momentum Grant RFP¹. Please work with the Early Learning Regional Coalition Lead to incorporate the WaKIDS ELC Action Plan proposal into the larger RFP.

IV. WaKIDS - Early Learning Collaboration Framework Overview:

In 2011, the WaKIDS State Work Team made the decision to fund the WaKIDS Early Learning Collaboration (ELC) work through the Early Learning Regions to support the development of this specific

¹ Community Momentum Grants provide funding from Thrive by Five Washington to each of the 10 Early Learning Regional Coalitions on an annual basis with funding cycles of January through December.

component and give early learning shared ownership of this work. A deliverable of the “pilot” year of work (the 2011-2012 school year) was to develop a framework to guide a consistent statewide approach to the Early Learning Collaboration component that is based on the lessons learned, promising practices, and conditions for success that regions experienced in implementation. The Framework was developed in collaboration with the regional WaKIDS Early Learning Collaboration leads at the ESDs and Early Learning Regional Coalitions (ELRCs), Office of the Superintendent for Public Instruction (OSPI), Department of Early Learning (DEL), and Thrive by Five Washington (Thrive by Five). Following the implementation of the Framework over the 2012-2013 school year, WaKIDS ELC regional leads, OSPI, DEL, and Thrive reconvened to further refine the Framework based upon lessons learned, promising practices, and emerging needs in the field.

This Framework is meant to guide the collaborative work happening regionally between the ESD and Coalition, and ensure consistency and quality assurance for this work across the state. This document is meant to represent the baseline for consistency as we step into a new phase of implementation, learning and refining as we progress. This framework outlines the minimum requirements of the WaKIDS ELC. It does not prohibit additional early learning collaboration activities at the regional, county, district, school, or community level. **Additionally, we recognize that regions may have different ways to reach the goals stated above, and may want/need to individualize this framework so that their work is relevant for their community. Modifications to the framework that will achieve the stated goals of the WaKIDS ELC are allowed so long as there is adequate justification for the new approach.** Requests for modifications must be approved in writing by Thrive by Five Washington and will be reviewed in partnership with OSPI and DEL as part of the larger Community Momentum RFP process.

The WaKIDS ELC Framework consists of **6 Core Elements** (referenced below in Section IV) that will inform and drive the content of the **Core Actions** (referenced below in Section V) that are required deliverables for this component of WaKIDS.

V. *WaKIDS Early Learning Collaboration Framework Core Elements:*

- (1) A state self-assessment tool is used by regions to identify and evaluate their action strategies' placement on the ELC continuum.**
 - Each region will send one representative to participate in a statewide work group staffed by DEL, OSPI and Thrive to develop an Early Learning Collaboration continuum and self-assessment tool.
- (2) Every school has identified and is building relationships with childcare providers in their catchment area (e.g. Early Achievers, Head Start, ECEAP, FFN, private pre-schools, etc.)**
 - Each region will offer support to the Early Learning Contacts within school districts in the region participating in WaKIDS to help districts develop a plan to understand the following:
 - Where children are being cared for prior to kindergarten entry
 - Feeder patterns
- (3) Every school district has an identified contact person for early learning**

- Each region will develop relationships with the designated school district Early Learning Contacts. OPSI will provide contact information for each district. The role of the regions are to:
 - Develop effective relationships with Early Learning Contacts
 - Increase awareness of the Early Learning Contacts of resources available through the ELRCs, the ESDs and other community organizations
 - Increase understanding of early learning and the whole-child approach
 - Increase understanding of the utility of the Early Learning Guidelines for kindergarten and early elementary teachers and administrators.
- (4) Existing research-based tools, such as the Early Learning & Development guidelines, the Early Achievers Standards, Characteristics of Entering Kindergartners and other tools, are disseminated widely to key stakeholder groups of teachers, early learning providers and parents.**
- Each region will be responsible for disseminating the following documents to early elementary teachers and administrators, early learning professionals, and families:
 - The Characteristics of Entering Kindergartners
 - Early Achievers brochure
 - WaKIDS family brochure
 - In addition, each region will distribute 5 copies of the Early Learning Guidelines to each District Early Learning Contact
 - Each region will provide a detailed account of how they plan to disseminate these documents with the following goals in mind:
 - Increase stakeholder's understanding of the document and its relevance to their work
 - Increase awareness of the resources and common messaging in the service of facilitating kindergarten preparation and transition
- (5) A single, statewide Kindergarten Transition Form is available for voluntary use by early learning providers and kindergarten teachers.**
- Each region will participate in a state work group to develop a single, statewide kindergarten transition form over the course of January 2014 – December 2014
- (6) Regions will intentionally focus on strategies to increase the readiness level of early math skills for children entering kindergarten.**
- Based on the 2012-2013 WaKIDS data we collectively decided math was a starting point to focus our collective efforts to begin to improve school readiness for children. This does not minimize the importance of the whole-child perspective but is merely a place to begin our collective action to move the needle.
 - Each region will integrate this goal into their existing recommendations for action that came out of the 2012-2013 WaKIDS ELC implementation. These recommendations should build on the math work currently happening in your community through the ESDs, CCA, other early learning providers or local school districts.

Early learning stakeholders must work together to achieve the desired outcomes of the Framework. Implementation of The WaKIDS ELC Framework is coordinated by two groups:

- **The Regional Early Learning Collaboration Steering Committee** is a small, representative group (described in detail below) that grapples with the WaKIDS data (and other regional data as appropriate), considers what actions might be taken given the data on children in the region, connects data analysis to the work and decision-making of the Early Learning Regional Coalition, and implements an action plan that prioritizes the Core Elements of the WaKIDS ELC.
- **The Regional WaKIDS Convening** is a group of WaKIDS kindergarten teachers, principals, early learning providers, and others (described in detail below) who come together to build relationships across the two systems, become informed about the seminal documents of both systems, and begin to build muscle around collaboration. Regions will determine how best to convene the WaKIDS participating districts and early learning providers based upon regional need and geographic and resource considerations.

VI. **WaKIDS Early Learning Collaboration Framework Core Activities**

1. **PARTICIPATION ON STATEWIDE WORK GROUPS**

- Each region will select a representative to participate in one of the two work groups outlined in the Core Elements section of the Framework. The representative and respective work group should be noted in the WaKIDS Early Learning Collaboration Action Plan and in the Partnership Agreement.

2. **REGIONAL EARLY LEARNING COLLABORATION STEERING COMMITTEE: The ESD and Coalition work collaboratively to convene a Regional Early Learning Collaboration Steering Committee that:**

- Includes (but is not limited to) representatives from the following areas:
 - WaKIDS kindergarten teachers
 - WaKIDS principals
 - Early Learning Providers to include (but not limited to):
 - Family, Friend, and Neighbor provider
 - ECEAP/Head Start teacher, family advocate or director
 - Licensed child care provider (home and center)
 - At least 1 provider participating in Early Achievers
 - District Assessment Coordinators
 - Regional ESD representative
 - Early Learning Regional Coalition representative
 - Regional Child Care Aware representative
 - 1-2 parent representatives
- Meets a minimum of 2 times between January 2014 and December 2014 to explore the WaKIDS data from your region and, and identify ways to use it to build a seamless P-3 system and ensure children and families have smooth transitions into kindergarten.

Meeting 1: Discuss and build consensus on an action plan for analyzing and using WaKIDS and other relevant data such as Early Achievers and community demographic data. Determine what must be known and understood about what the skills and characteristics children possess upon entering kindergarten in order to support meaningful collaborative work between early learning and K-12 professionals, and create a more seamless P-3 system. Below are some possible questions to consider:

- What is the data telling us about what skills and characteristics children in our region have when they enter kindergarten?
- What critical questions must be answered to ensure that the data is reliable and inclusive of different experiences?
- Does our region have an “opportunity gap”? If so, what does it look like in our region?
- Are there specific ways to analyze the data that will help us better understand the current realities of different populations of kids (race/ethnicity, socio-economic, English-language learners, etc.)
- With whom do we want to share the data?
- Do different audiences require different framing and messaging to understand and use the data appropriately?

○ **Meeting 2:**

- Receive the analyzed data according to the plan developed
- Apply the data to your action plan
- Discuss and determine recommendations for specific actions that could or need to be taken to utilize the data in a meaningful and effective way in the 2013-2014 school year pending availability of funds
 - Regional-level recommendations to inform/create a regional action plan for 2013-2014 WaKIDS - ELC implementation
- Submit recommendations to the ESD and Coalition
 - Example recommendations:
 - Expand partnerships between school districts and child care providers (both licensed and family, friends and neighbors care, parents where there is no child care) to improve school readiness. Child Development courses embedded into elementary teaching certificates
 - Data driven professional development opportunity to address a gap identified in TS GOLD assessment. Professional development includes both early learning teachers, K teachers and private early learning providers learning together

- Use research based messaging to engage parents in preparing their children for kindergarten
- Take steps to create opportunities for parent/family engagement that accepts and builds on meeting where families are. This could include a range of strategies from enhancing opportunities for parents to be more engaged with districts before kindergarten (such as BLOCKfest, Ready! for Kindergarten, Family Nights, Love.Talk.Play and other activities)

3. REGIONAL WaKIDS CONVENING: ESD and Coalition WaKIDS Partnership to co-convene a minimum of 1 meeting that:

- Includes participation of WaKIDS kindergarten teachers, other key k-12 stakeholders involved in WaKIDS as regionally appropriate, and early learning providers in the region
- Explains the WaKIDS process with an intentional focus on the ELC component
 - Provides: context, background, purpose, overall goals, and key strategies for the 2012-13 school year
 - Develop: Shared understanding, commitment, and responsibility for implementing WaKIDS statewide
- Promotes awareness and use of foundational early learning documents, including (but not limited to):
 - The Washington State Early Learning Guidelines:
<http://www.del.wa.gov/publications/development/docs/guidelines.pdf>
 - WaKIDS Teaching Strategies GOLD Objectives and Dimensions:
http://www.k12.wa.us/WaKIDS/Resources/pubdocs/GOLD_HNDT_Objectives_WaKIDS.pdf
 - The Washington Early Achievers Quality Standards:
http://www.del.wa.gov/publications/elac-gris/docs/EA_Quality_Standards.pdf
- Communicates the implementation process for the WaKIDS collaboration component including the purpose and role of the steering committee
- Introduce the work of the steering committee, including data analyzed if available
- Share the work of the Steering Committee and their analysis of the data, ideas of ways to strengthen collaboration

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VII. Modifications

As noted above, this framework is not meant to be the entire picture of what this component will look like in regions. We know districts and schools will be participating in various capacities and that regions will require adaptations to meet local needs and priorities within the scope of this component of WaKIDS. This framework represents the consistent approach regions will take statewide but is inclusive

of modifications and additional elements that regions choose to incorporate. Modifications to the framework that will achieve the stated goals of the WaKIDS –ELC are allowed so long as there is adequate justification for the new approach. Requests for modifications must be approved in writing by Thrive by Five Washington. Please allow at least two weeks for review of requests.

Examples of modifications/additions to this framework include:

- Hosting one or more meetings with pre-kindergarten providers in your community to: develop a shared understanding and common expectations for kindergarten readiness, share and better familiarize participants with Teaching Strategies GOLD dimensions, and analyze school-level WaKIDS data to inform practice and improve future school readiness
- Participating in cross-site visits with early learning programs within the local community
- Hosting and/or participating in joint professional development opportunities

VIII. Acceptable Use of Funds:

Capacity to support the WaKIDS – ELC implementation will be provided for both the ESD and Coalition leads. Additionally, there will be funds available for activities to implement the framework. WaKIDS – ELC activity funds can support:

- Implementation of this framework
- Outreach and relationship development to foster participation and partnership
- Subs, teacher time, or incentives to encourage attendance of meetings
- Mileage reimbursement
- Meeting space and food expenses

Of critical note, we recognize the importance of outreach and relationship development as a foundational piece to ensure maximum buy-in, participation and commitment so that work is successful. We encourage regions to include plans describing how outreach and relationship development will be conducted to increase and strengthen relationships across systems and provide a solid foundation from which this work can grow.

Additionally, we recognize that while this framework is focusing on a regional approach, much of this work is very local and relationship-based and that local and regional work is intimately and critically connected. We are committed to funding the regional approach but are open to the funding supporting additional work on a local level.

IX. Additional ESD and Coalition Responsibilities:

We recognize that the way each ESD and Coalition in a region decide to divide their responsibilities and shape the terms of their collaborative partnership for implementation of this framework may look different in every region. Below is a list of responsibilities for ESDs and Coalitions that will be necessary.

elements to include in the Partnership Agreement which will define which party is the lead for various parts of this body of work.

- ESDs and Coalitions will work together to conduct outreach and develop relationships to identify and recruit participants for the Regional Early Learning Collaboration Steering Committee
- ESDs will work to conduct outreach and develop relationships to identify and recruit WaKIDS kindergarten teachers to attend and participate in the regional collaboration meetings
- Coalitions will work to conduct outreach and develop relationships to identify and recruit early learning providers (ECEAP/Head Start providers and/or directors, licensed child care providers (both family and center based), and informal FFN providers) to attend and participate in the regional collaboration meetings. To be successful in this effort, it will be helpful for Coalitions to:
 - Identify where children are being cared for prior to entrance to kindergarten in your region
 - Develop relationships and invite early learning providers from all types of care settings that children are in (ECEAP, Head Start, licensed child care, informal care)
- ESDs and Coalitions will, to the extent possible, ensure that the Steering Committee membership and Regional Meeting attendance are representative of the racial, geographic, and provider variances in regions
- In partnership, plan, coordinate, and staff all collaboration steering committee and regional meetings
- Work with OSPI staff to assist with regional data analysis
- Attend WaKIDS data and reporting training (information to be announced)
- Collect feedback and meeting evaluation from each participant, including participant information and demographics with a survey/tool provided from Thrive
- Develop a communication strategy to introduce regional data analysis to the Steering Committee
- Complete joint mid-year and final reports to Thrive and OSPI. Reports will include recommendations for the 2014-2015 school year. Report templates will be distributed at a later date. Please send all reports to Lauren Hipp at lauren@thrivebyfivewa.org
- Attend 2 statewide meetings in the late spring/summer of 2014 to plan for the coming year.

X. Definitions:

Participant in the regional collaboration meetings: An early learning professional or kindergarten teacher who attends both meetings and fills out the evaluation survey at the conclusion of each meeting. This definition does not preclude the participation of other people, but sets a standard for how we measure participation.

Early Learning Professional: An early learning care provider including licensed child care, FFN, ECEAP, and Head Start providers.

Kindergarten teacher: A teacher who instructs kindergarten and is participating in WaKIDS.

Educational Service District: The 9 regional ESDs that serve the school districts across Washington State.

Early Learning Regional Coalition: The 10 Early Learning Regional Coalitions across Washington State which share the boundaries of the ESD regions with the exception of Puget Sound, which is split into 2 large counties: King and Pierce.

Partnership Agreement: This is a required piece of the contract process. It is a formalized agreement between the ESD and Coalition that articulates the responsibilities identified to carry out the 2013-2014 WaKIDS ELC activities and identify who will be responsible for each piece of the work.

WaKIDS Memo to Districts: The 2013-2014 OSPI Memorandum to all districts regarding expectations for participation in WaKIDS.

ESD – OSPI WaKIDS Agreement: The 2013-2014 agreement between the Educational Service Districts and OSPI regarding their respective responsibilities in the 2013-2014 implementation of WaKIDS.

The ROAD MAP PROJECT

Supported by CCER

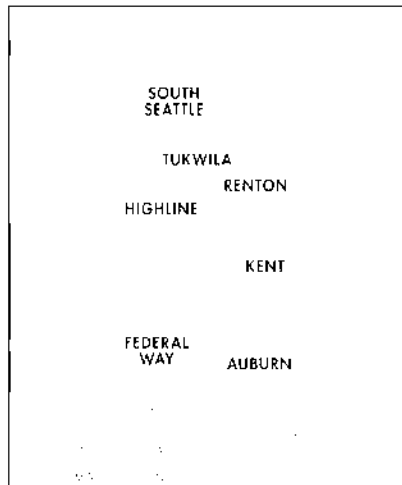
The Road Map Project is a region-wide effort aimed at dramatically improving student achievement from “cradle to college and career” in South King County and South Seattle.

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THE GOAL | The Road Map Project’s goal is to double the number of students in South Seattle and South King County who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low-income students and children of color, and increasing achievement for all students from cradle to college and career.

WHY? | Only about one in four of the region’s high school graduates are earning a college degree or career credential by their mid-20s despite the fact that by 2018, 67% of the jobs in the region will require it. The Road Map Project is driven by an overarching concern for equity of opportunity. We believe that race and poverty should not determine educational success. The students growing up in our communities should be well prepared for the jobs in the regional economy.

(b)(6)



REGION | The Road Map Project is committed to supporting King County’s areas of highest need. The Road Map Project includes Auburn, Federal Way, Highline, Kent, Renton, South Seattle and Tukwila school districts, which are home to:

72% of King County’s low-income students

60% of King County’s students of color

72% of King County’s English language learner students

COLLECTIVE ACTION | To accomplish our goal, we need all sectors of the community involved. No one organization or person working alone can achieve great results at the scale we need. To reach the 2020 goal, the Road Map Project is focusing on the following work:

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2020 GOAL

Alignment

Parent &
Community
Engagement

Power of Data

Stronger Systems

GET INVOLVED | Everyone has a role to play in improving educational outcomes for students! There are many ways to get involved in the Road Map Project, either as an individual or organization. Stop by one of our regular meetings, contribute to a Road Map Project campaign or volunteer for one of the many Road Map Project partner organizations! Find out how at www.roadmapproject.org.



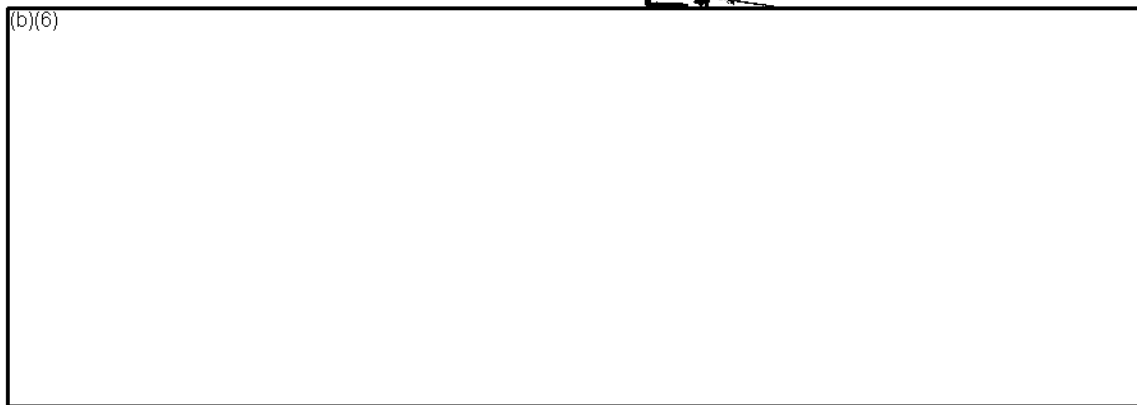
The ROAD MAP PROJECT
Supported by CCER

MORE | You can learn more about the Road Map Project by visiting our website: www.roadmapproject.org.

We want to hear from you! Email questions, comments and ideas to info@ccedresults.org.

For the latest Road Map Project updates, please sign up for our e-newsletter by visiting www.roadmapproject.org/newsletter.

You can also join the conversation on social media! Follow the Road Map Project on Facebook and Twitter. Links can be found on the website.



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Budget Narrative: Section G (Part II)

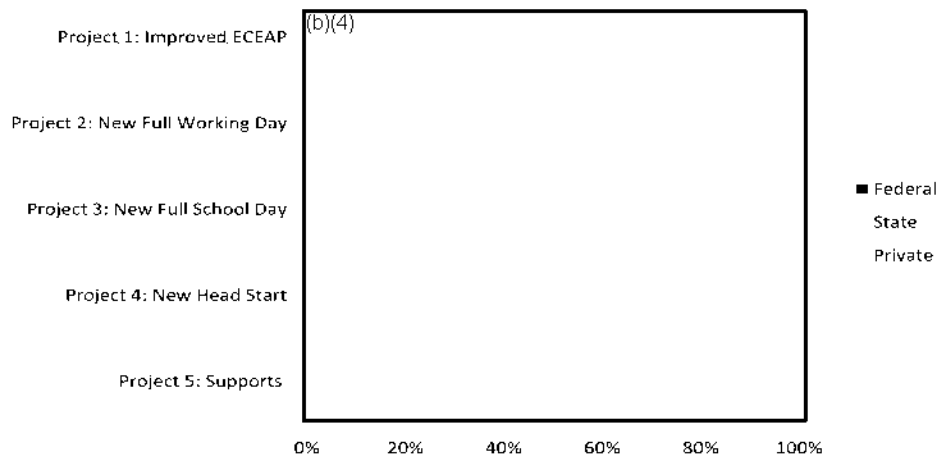
Washington State's proposed budget is comprised of 5 projects that total \$313.8 million over four years, of which \$70m represents federal grant funds. The total budget by funding source is:

Budget Summary by Project

Project	Federal	State	Private	Total
Project 1: Improved ECEAP	\$ 6,821,480	(b)(4)		
Project 2: New Full Working Day	\$ 23,924,566			
Project 3: New Full School Day	\$ 35,178,825			
Project 4: New Head Start	\$ 575,128			
Project 5: Supports	\$ 3,500,000			
Total	\$ 70,000,000			
% of Total	(b)(4)			

Per application instructions, the total \$ (b)(4) represents only the incremental additional expenditures needed to expand High-Quality Preschool in the State of Washington. 4 projects are categorized according to pre-kindergarten slot types that leverage state funds. These projects are labeled improved ECEAP slots, new full school day slots, new full working day child care slots, and new Head Start slots (each of which is discussed more in previous sections). The fifth project focuses on the program supports necessary to purchase and deliver evidence-based curriculum and other quality improvements to deliver High-Quality Preschool, as well as the state-funded infrastructure cost to support new slots proposed in this application. In total over the four years Federal funding is projected to represent (b)(4)% of the total budget. The percentage share of federal funding relative to other funding sources can be illustrated in Figure 2 below:

Funding Mix by Project



Each of these projects directly addresses and supports numerous selection criteria described elsewhere in the application as follows:

- *Commitment to State Preschool programs (B):* The proposed State funding represents (b)
(4) % of the total budget. Inclusive in this percentage is the State's intention of funding all of the infrastructure necessary at the Department of Early Learning (DEL) to manage these projects. This means that projected state funding will pay for all personnel, fringe benefits, travel, equipment, and indirect costs at DEL and its sub-grantees. In addition, the Legislature has already mandated an expansion of the ECEAP program over the next four years, which DEL projects will be approximately equivalent to funding levels that are outlined in this budget. All of these budget components demonstrate Washington State's commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool programs for Eligible Children.
- *Ensuring Quality in Preschool Programs (C):* Projects 1-4 all contain the necessary elements of a High-Quality Preschool Program: Bachelor Degree teacher qualifications and a shift to commensurate compensation over the life of the grant, full-day, a 20:1 class size ratio, evidence-based curriculum, professional development, and comprehensive services. In addition, all slot types will be sub-granted to providers that participate in and benefit from Early Achievers, Washington State's Tiered Quality Rating Improvement System (TQRIS). For example, all new child care slots will be funded in providers that are rated a Level III-V (a "quality level of excellence" in the Early Achievers rating system).
- *Expanding High-Quality Preschool Programs in Each High-Need Community (D):* All projects 1-4 are designed to ensure that High-Quality Preschool slots are expanded in a manner that balances need and existing capacity for high-need communities across the State. Project 5 (program supports, infrastructure, and quality improvements) uses grant funds to implement evidence-based curriculum, as well as offer professional development and training on curriculum that is recommended by curriculum authors and on-going training and technical assistance to ensure fidelity to the curriculum. Project 5 therefore also addresses selection criteria (C): Ensuring Quality in Preschool Programs.

Projects are divided into Preschool slot types (for Projects 1-4) and program support and administration (Project 5) because each project requires somewhat differentiated approaches to

management, monitoring and administration. The following table represents key project highlights regarding how DEL plans to manage and implement the State's plans:

Project	Management Focus
Project 1: Improved ECEAP slots	Support and monitor sub-grantee conversion of part-day ECEAP slots to full-day and strengthening other quality pre-k elements. Slots will be organized and allocated based on high-need regional capacity.
Project 2: New Full Working Day slots	Identify providers that are rated a Level III-V (high quality) according to Early Achievers (WA State TQRIS). Slots will be allocated based on the overall need of the community (i.e. how many children below 200% FPL are being served by Head Start or ECEAP relative to the total high-need community population). DEL management will focus on combining contracts for subsidy, state and federal grant funds for this project.
Project 3: New School Day slots	Implement New Full School Day slots according to the Preschool Regional Slot Allocation plan that prioritizes high-needs communities. DEL management will focus on ensuring sub-grantees have rigorous and realistic plans for implementing new slots with fidelity.
Project 4: New Head Start slots	Support new Head Start slots with funding to integrate them into the Washington preschool system with consistent quality practices relative to other state Preschool programs.
Project 5: Supports, Infrastructure, & Quality Improvements	Administer evidence-based curriculum supports, training, technical assistance, and tuition and special supports to ensure shift to high quality.

All of the elements of project administration described above are explicitly tied to selection criteria. For example, all slots in Projects 1-4 will be High-Quality according to the federal

definition; therefore the management and implementation of all projects can be directly linked to selection criteria (C): Ensuring Quality in Preschool Programs. All slots will be allocated to high-need children in high-need communities; therefore Projects 1-4 can be linked to Selection Criteria (D): Expanding High-Quality Preschool Programs in Each High-Need Community.

These projects can be further described in terms of activities, unit costs, and other detailed elements according to Budget Categories outlined in Section G as follows:

- 1) **Personnel, 2) Fringe Benefits, 3) Travel, & 4) Equipment:** Washington State is not requesting any grant funding for any of these line items in this application. All administrative personnel, fringe benefits, travel and equipment will be paid for with state funds; these expenditures are accounted for in line 14 of the budget summary and each project summary.
- 5) **Supplies:** The supplies budget consists exclusively of evidence-based curriculum materials to improve curriculum in classrooms. DEL will be asking its contractors to implement the latest version of one the following curricula types:
 - a. High Scope
 - b. Creative Curriculum
 - c. Layered Curriculum Approach (to include literacy curriculum, math curriculum and social-emotional curriculum)

Curriculum will be implemented in 978 classrooms in total over the four years with a weighted average cost of a) \$(b)(4) per classroom for all three types of curriculum, and b) \$(b)(4) per classroom for one-time initial curriculum training, for a total cost per classroom of \$(b)(4). The total project cost for implementing evidence-based curriculum equals \$(b)(4) paid for by the Bill & Melinda Gates Foundation, which leaves a total of \$1.8m to be paid for with federal funds in this budget category.

Supplies (Curriculum)					
Line Item Assumptions	Year 1	Year 2	Year 3	Year 4	Total
Unit Cost	\$2,483	\$2,483	\$2,483	\$2,483	\$2,483
Classrooms	253	225	237	263	978
Total	\$628,283	\$558,750	\$588,550	\$653,117	\$2,428,700
Less: BMGF Curriculum Funding	<u>\$327,500</u>	<u>\$150,000</u>	<u>\$150,000</u>	<u>\$0</u>	<u>\$627,500</u>
TOTAL	\$300,783	\$408,750	\$438,550	\$653,117	\$1,801,200

- 6) **Contractual:** Outsourced statewide support will be necessary to help DEL administer and manage the tuition and special supports embedded in this grant. This support will likely consist of a variety of partners to monitor the efficiency and efficacy of funds, including implementation, management, monitoring, partnerships, etc. While these activities and estimates still need to be formulated and refined (once implementation plans are executed, sub-grantee teacher intentions are known, etc.), the budget calls for a total of \$0.7 million dedicated to this activity, which is comprised of a blended rate of \$125 per hour for 5,920 hours in total. The purpose of this contract is to directly manage the plan to increase the number of teachers who have Bachelor degrees (BAs) with a specialization in Early Childhood Education (ECE) from 20% to 65%, which equates to 787 newly accredited BA ECE teachers by the end of the grant (plus additional teachers who are actively taking coursework but have not yet received their BA ECE). The overall budget for tuition and special supports is \$9.0 million and is embedded within each project and its corresponding slot type; \$0.7 million represents approximately 8% of total funds dedicated to this activity.

Contractual (Tuition and Special Supports Admin)					
Line Item Assumptions	Year 1	Year 2	Year 3	Year 4	Total
Blended Rate	\$125	\$125	\$125	\$125	\$125
Hours	1,664	1,610	1,589	1,057	5,920
TOTAL	\$208,017	\$201,250	\$198,650	\$132,083	\$740,000

- 7) **Training Stipends:** As Washington expands ECEAP, all ECEAP contractors will establish program coaches that work under the EA coach framework. Additionally, Washington will establish a coaching certification process to ensure best practice. The coach training budget consists of \$0.8 million; the purpose of which is to train coaches to monitor a teacher's ability to perform fidelity to the model regarding the three curriculum types described above. Each coach is responsible for 25 classrooms. With a training cost of \$5,000 per coach and a total of 152 coaches, the total budget for coach training is \$0.8 million. DEL is also including a one-year training for 35 early learning Directors in the P-3 Leadership Institute, which is a program dedicated to improving leadership and fostering strong collaboration for key individuals in high-need communities. The leadership training cost per participant is \$2,800, which equates to a total cost of \$0.1 million. The total training budget is \$0.8 million plus \$0.1 million, for a total of \$0.9 million over the four years of the project.

Training Stipend (Coaches & P-3 Institute)					
Line Item Assumptions	Year 1	Year 2	Year 3	Year 4	Total
Coaches Training Unit Cost	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Coaches	63	43	38	8	152
SubTotal: Coaches	\$316,000	\$214,800	\$187,600	\$42,400	\$760,800
P-3 Institute Unit Cost	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
P-3 Leadership Participants	9	9	9	8	35
SubTotal: P-3 Institute Cost	\$25,200	\$25,200	\$25,200	\$22,400	\$98,000
TOTAL	\$341,200	\$240,000	\$212,800	\$64,800	\$858,800

- 8) **Other:** No “other” expense items are proposed in this budget.
- 9) **Total Direct Costs:** Total direct costs for the project are slated to be \$3.4 million in total for the project, which is evenly funded at \$850,000 per year.
- 10) **Indirect Costs:** Because Washington State is paying for the administration of the project at the state level with state expenditures, DEL is not requesting federal grant money to fund indirect costs.
- 11) **Funds to be distributed to Sub-grantees through contracts:** This line item represents 95% in federal grant pass-through funds distributed to sub-grantees. The primary activity of this line item is to provide enough incremental funding to support each slot type. By doing so each sub-grantee (with the help of DEL and other key stakeholders) will be positioned to offer the full array of supports necessary to either introduce a new High-Quality Preschool slot or convert an existing slot into a High-Quality Preschool slot. In addition, Washington State will also add funding per slot to enable tuition and special supports so that teachers may augment their education to achieve an ECE BA.

For Project 1 (Improved ECEAP slots), the incremental cost per slot to achieve High-Quality is \$2,669 per slot. Project 1 is able to keep costs relatively low by leveraging existing funding and infrastructure to a much greater extent than new slots. Tuition and special supports vary by year from \$207 per slot in Year 1 to \$171 per slot in Year 4. The Federal share of the slot cost declines each subsequent year to set up project sustainability with state funding after the grant ends. This means that the Federal share of this line item will be larger in earlier years and lower in later years as the state ramps up its funding share of expansion. Thus the Federal percentage share of the slot cost ranges from $\frac{(b)}{(4)}$ % (rounded) in Year 1 to $\frac{(b)}{(4)}$ % (rounded) in Year 4. The Federal percentage share is multiplied by the total incremental slot cost to arrive at a Federal cost per slot. When the Federal cost per slot is multiplied by the

number of slots, the total budget for this category equates to \$6.8 million payable to approximately 49 sub-grantees over the four years of the project as follows:

<u>Calculation</u>	<u>Project 1: Improved ECEAP</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
<i>A</i>	Incremental \$ per slot	\$2,669	\$2,669	\$2,669	\$2,669	
<i>B</i>	Tuition & Special \$ per slot	\$207	\$203	\$200	\$171	
<i>[A+B] = C</i>	Total Incremental \$ per slot	\$2,876	\$2,872	\$2,869	\$2,840	
<i>D</i>	Federal Share of Slot Cost	72.53%	29.67%	18.29%	12.82%	
<i>[C*D] = E</i>	Total Federal Cost per Slot	\$2,086	\$852	\$525	\$364	
<i>F</i>	Number of Slots	1,000	2,000	3,000	4,000	
<i>[E*F] = G</i>	Subgrantee \$ Project 1	\$2,086,003	\$1,704,342	\$1,574,490	\$1,456,646	\$6,821,480

For Project 2 (New Full Working Day), we follow a similar approach. The incremental cost per slot to achieve High-Quality is \$7,331 per slot, which is higher than Project 1 because these slots are new and therefore cost more. Tuition and special supports vary by year from \$283 per slot in Year 1 to \$259 per slot in Year 4. The Federal percentage share of the slot cost ranges from 72.53% (rounded) in Year 1 to 12.82% (rounded) in Year 4. When the Federal cost per slot is multiplied by the number of slots, the total budget for this category equates to \$23.9 million. There are numerous possibilities for sub-grantees. For example, if a child care provider network is large enough it might qualify as a sub-grantee. Smaller child care providers might partner with existing sub-grantees (such as an Educational Service District (ESD)). Or family homes might form coalitions, and so on. While the State does not yet know exactly how these arrangements will evolve, DEL will closely monitor sub-grantee status to ensure appropriate infrastructure is in place prior to the allocation of slots.

<u>Calculation</u>	<u>Project 2: New Full Working Day</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
<i>A</i>	Incremental \$ per slot	\$7,331	\$7,331	\$7,331	\$7,331	
<i>B</i>	Tuition & Special \$ per slot	\$283	\$269	\$249	\$259	
<i>[A+B] = C</i>	Total Incremental \$ per slot	\$7,614	\$7,600	\$7,580	\$7,590	
<i>D</i>	Federal Share of Slot Cost	72.53%	29.67%	18.29%	12.82%	
<i>[C*D] = E</i>	Total Federal Cost per Slot	\$5,522	\$2,255	\$1,387	\$973	
<i>F</i>	Number of Slots	1,250	2,500	4,000	6,000	
<i>[E*F] = G</i>	Subgrantee \$ Project 2	\$6,902,781	\$5,636,971	\$5,546,295	\$5,838,519	\$23,924,566

The Project 3 (New Full School Day) incremental cost to achieve High-Quality is \$10,000 per slot, which represents the estimated full pass-through cost of High-Quality Preschool per child in Washington State. Tuition and special supports vary by year from \$283 per slot in Year 1 to \$259 per slot in Year 4. The Federal percentage share of the slot cost ranges from

(b)(4) % (rounded) in Year 1 to (b)(4) % (rounded) in Year 4. When the Federal cost per slot is multiplied by the number of slots, the total budget for this category equates to \$(b)(4). Similar to New Full Working Day slots, there are numerous possibilities for sub-grantees. DEL will closely monitor sub-grantee status to ensure appropriate infrastructure is in place prior to the allocation of slots.

<i>Calculation</i>	Project 3: New Full School Day	Year 1	Year 2	Year 3	Year 4	Total
<i>A</i>	Incremental \$ per slot	\$(b)(4)				
<i>B</i>	Tuition & Special \$ per slot					
<i>[A+B] = C</i>	Total Incremental \$ per slot					
<i>D</i>	Federal Share of Slot Cost					
<i>[C*D] = E</i>	Total Federal Cost per Slot					
<i>F</i>	Number of Slots					
<i>[E*F] = G</i>	Subgrantee \$ Project 3	\$ (b)(4)				

The Project 4 (New Head Start) incremental cost to achieve High-Quality is \$700 per slot. Similar to Project 1 we are able to keep costs relatively low by leveraging existing funding and infrastructure to a much greater extent than other slots. Tuition and special supports vary by year from \$283 per slot in Year 1 to \$259 per slot in Year 4. The Federal percentage share of the slot cost ranges from (b)(4) % (rounded) in Year 1 to (b)(4) % (rounded) in Year 4. When the Federal cost per slot is multiplied by the number of slots, the total budget for this category equates to \$0.6 million payable to approximately 46 grantees over the four years of the project:

<i>Calculation</i>	Project 4: New Head Start	Year 1	Year 2	Year 3	Year 4	Total
<i>A</i>	Incremental \$ per slot	\$700	\$700	\$700	\$700	
<i>B</i>	Tuition & Special \$ per slot	\$283	\$269	\$249	\$259	
<i>[A+B] = C</i>	Total Incremental \$ per slot	\$983	\$969	\$949	\$959	
<i>D</i>	Federal Share of Slot Cost	(b)(4)				
<i>[C*D] = E</i>	Total Federal Cost per Slot	\$713	\$287	\$174	\$123	
<i>F</i>	Number of Slots	250	500	750	1,000	
<i>[E*F] = G</i>	Subgrantee \$ Project 4	\$178,273	\$143,715	\$130,191	\$122,950	\$575,128

When line G for each project is combined we arrive at the total federal budget of \$66.5 million for this line item as follows:

<u>Projects</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
1: Improved ECEAP slots	\$2,086,003	\$1,704,342	\$1,574,490	\$1,456,646	\$6,821,480
2: New Full Working Day slots	\$6,902,781	\$5,636,971	\$5,546,295	\$5,838,519	\$23,924,566
3: New Full School Day slots	\$7,457,944	\$9,139,972	\$9,374,024	\$9,206,885	\$35,178,825
4: New Head Start slots	\$178,273	\$143,715	\$130,191	\$122,950	\$575,128
Total Grant \$ to Subgrantees	\$16,625,000	\$16,625,000	\$16,625,000	\$16,625,000	\$66,500,000

12) **Funds set aside for participation in grantee technical assistance:** This budget consists of the required \$100,000 set aside for technical assistance activities as mandated by the application (\$25,000 a year for four years).

13) **Total Funds Requested:** Washington State requests \$70 million in total (\$17.5 million per year).

14) **Funds from other sources used to support the State's Plan:** In this proposal the state will fund the majority of incremental funding necessary to enhance each slot type by project. This line item is the mirror image of Line 11, in that the state is co-funding the same projects and slots but will assume responsibility for funding an increasingly larger percentage share of each project and slot type over the course of the four years. By doing so the state will be in a better position to sustain expansion at the end of the grant, while also positioning grantees to offer the full array of supports necessary to either introduce a new High-Quality Preschool slot or improve an existing slot into a High-Quality Preschool slot. For Project 1 (Improved ECEAP slots), when the State cost per slot is multiplied by the number of slots, the total budget for this category equates to \$(b)(4)

<u>Calculation</u>	<u>Project 1: Improved ECEAP</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	(b)(4)				
B	Tuition & Special \$ per slot					
$[A+B] = C$	Total Incremental \$ per slot					
D	State Share of Slot Cost					
$[C*D] = E$	Total State Cost per Slot					
F	Number of Slots					
$[E*F] = G$	Subgrantee \$ Project 1					

For Project 2 (New Full Working Day), when the State cost per slot is multiplied by the number of slots, the total budget for this category equates to \$(b)(4)

<u>Calculation</u>	<u>Project 2: New Full Working Day</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	(b)(4)				
B	Tuition & Special \$ per slot					
$[A+B] = C$	Total Incremental \$ per slot					
D	State Share of Slot Cost					
$[C*D] = E$	Total State Cost per Slot					
F	Number of Slots					
$[E*F] = G$	Subgrantee \$ Project 2					

The Project 3 (New Full School Day), when the State cost per slot is multiplied by the number of slots, the total budget for this category equates to \$ (b)(4)

<u>Calculation</u>	<u>Project 3: New Full School Day</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	(b)(4)				
B	Tuition & Special \$ per slot					
$[A+B] = C$	Total Incremental \$ per slot					
D	State Share of Slot Cost					
$[C*D] = E$	Total State Cost per Slot					
F	Number of Slots					
$[E*F] = G$	Subgrantee \$ Project 3					

The Project 4 (New Head Start), when the State cost per slot is multiplied by the number of slots, the total budget for this category equates to \$ (b)(4)

<u>Calculation</u>	<u>Project 4: New Head Start</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	(b)(4)				
B	Tuition & Special \$ per slot					
$[A+B] = C$	Total Incremental \$ per slot					
D	State Share of Slot Cost					
$[C*D] = E$	Total State Cost per Slot					
F	Number of Slots					
$[E*F] = G$	Subgrantee \$ Project 4					

Also in this budget category are State and private funds for project supports, infrastructure, quality improvements. State funds represent infrastructure to administer the cost per new slot for Projects 2, 3 & 4 (Project 1 is not included here because it consists of slots that are supported with existing administrative funds). At a weighted average administrative cost per slot of \$ (b)(4) to fund all slots across Project 2, 3 & 4 for all four years, the total State administrative cost is \$ (b)(4). In addition, private philanthropic contributions from the

Bill & Melinda Gates Foundation are estimated to be \$(b)(4) over four years of the project. These contributions consist of funding for evidenced based curriculum and associated training (as described in Budget Category 5 (Supplies)), as well as funding to support the Center for Quality Early Learning at the University of Washington (CQEL). CQEL is in a unique position to offer a state training and technical assistance reach due to the infrastructure that has been built under the Race to the Top Early Learning Challenge grant as well as their affiliation with the National Center on Quality Teaching and Learning (NCQTL). This Center is the hub that coach training (as described in Budget Category 7: Training Stipends) and other key training elements are housed to ensure high program quality overall in the field. In total State and Private funds equal \$(b)(4)

When combined, the total for this Budget Category is \$(b)(4) for this Budget Category:

Projects	Year 1	Year 2	Year 3	Year 4	Total
1: Improved ECEAP	(b)(4)				
2: New Full Working Day					
3: New Full School Day					
4: New Head Start					
Total State \$ to Subgrantees					
5: State Funded					
5: Privately Funded					
Total Supports					
Total Funds: Other Sources					

15) **Total Budget:** The total budget for this project is \$(b)(4) The sum of expenditures for Lines 13 and 14 are as follows:

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
13. Total Grant Funds Requested (add lines 9-12)	\$ 17,500,000	\$ 17,500,000	\$ 17,500,000	\$ 17,500,000	\$ 70,000,000
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

List of Abbreviations

Adverse Child Experiences	ACEs
Child Care Aware	CCA
Classroom Assessment Scoring System	CLASS
Continuous Quality Improvement	CQI
Coalition for Safety and Health in Early Learning	CSHEL
Early Achievers	EA
Early Childhood Comprehensive Systems	ECCS
Early Childhood Education and Assistance Program	ECEAP
Early Learning Advisory Council	ELAC
Early Learning and Development Guidelines	ELGs
Early Learning Management System	ELMS
Early Support for Infants and Toddlers	ESIT
Education Research and Data Center	ERDC
Educational Service District	ESD
Environmental Rating Scale	ERS
Home Visiting Services Account	HVSA
Managed Education and Registry Information Tool	MERIT
National Center for Quality Teaching and Learning	NCQTL
Kindergarten Entry Assessment	KEA
Office of the Superintendent of Public Instruction	OSPI
Preschool Operational Workgroup	POWG
Quality Rating and Improvement System	QRIS
Revised Code of Washington	RCW
State Board for Community and Technical Colleges	SBCTC
Strengthening Families Washington	SFWA
Teaching Strategies GOLD	TS GOLD
Thrive by Five Washington	Thrive
Training Resource Center	TRC
Universal Developmental Screening	UDS
University of Washington	UW
University of Washington's Childcare Quality & Early Learning Center for Research and Professional Development	CQEL
Washington Department of Early Learning	DEL
Washington Department of Health	DOH
Washington Department of Social & Health Services	DSHS
Washington Kindergarten Inventory of Developing Skills	WaKIDS

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

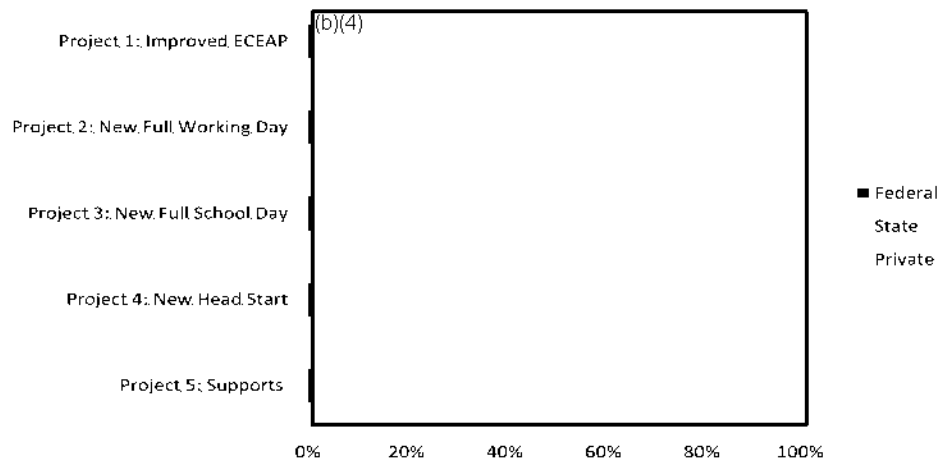
Budget Narrative: Section G (Part II)

Washington State's proposed budget is comprised of 5 projects that total \$(b)(4) over four years, of which \$70m represents federal grant funds. The total budget by funding source is:

Budget Summary by Project

<u>Project</u>	<u>Federal</u>	<u>State</u>	<u>Private</u>	<u>Total</u>
Project 1: Improved ECEAP	\$ 6,821,480	\$(b)(4)		
Project 2: New Full Working Day	\$ 23,924,566			
Project 3: New Full School Day	\$ 35,178,825			
Project 4: New Head Start	\$ 575,128			
Project 5: Supports	\$ 3,500,000			
Total	\$ 70,000,000			
% of Total	(b)(4)			

Per application instructions, the total \$(b)(4) represents only the incremental additional expenditures needed to expand High-Quality Preschool in the State of Washington. 4 projects are categorized according to pre-kindergarten slot types that leverage state funds. These projects are labeled improved ECEAP slots, new full school day slots, new full working day child care slots, and new Head Start slots (each of which is discussed more in previous sections). The fifth project focuses on the program supports necessary to purchase and deliver evidence-based curriculum and other quality improvements to deliver High-Quality Preschool, as well as the state-funded infrastructure cost to support new slots proposed in this application. In total over the four years Federal funding is projected to represent (b)(4)% of the total budget. The percentage share of federal funding relative to other funding sources can be illustrated in Figure 2 below:

Funding Mix by Project

Each of these projects directly addresses and supports numerous selection criteria described elsewhere in the application as follows:

- Commitment to State Preschool programs (B):* The proposed State funding represents (b)(4) % of the total budget. Inclusive in this percentage is the State's intention of funding all of the infrastructure necessary at the Department of Early Learning (DEL) to manage these projects. This means that projected state funding will pay for all personnel, fringe benefits, travel, equipment, and indirect costs at DEL and its sub-grantees. In addition, the Legislature has already mandated an expansion of the ECEAP program over the next four years, which DEL projects will be approximately equivalent to funding levels that are outlined in this budget. All of these budget components demonstrate Washington State's commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool programs for Eligible Children.
- Ensuring Quality in Preschool Programs (C):* Projects 1-4 all contain the necessary elements of a High-Quality Preschool Program: Bachelor Degree teacher qualifications and a shift to commensurate compensation over the life of the grant, full-day, a 20:1 class size ratio, evidence-based curriculum, professional development, and comprehensive services. In addition, all slot types will be sub-granted to providers that participate in and benefit from Early Achievers, Washington State's Tiered Quality Rating Improvement System (TQRIS). For example, all new child care slots will be funded in providers that are rated a Level III-V (a "quality level of excellence" in the Early Achievers rating system).
- Expanding High-Quality Preschool Programs in Each High-Need Community (D):* All projects 1-4 are designed to ensure that High-Quality Preschool slots are expanded in a manner that balances need and existing capacity for high-need communities across the State. Project 5 (program supports, infrastructure, and quality improvements) uses grant funds to implement evidence-based curriculum, as well as offer professional development and training on curriculum that is recommended by curriculum authors and on-going training and technical assistance to ensure fidelity to the curriculum. Project 5 therefore also addresses selection criteria (C): Ensuring Quality in Preschool Programs.

Projects are divided into Preschool slot types (for Projects 1-4) and program support and administration (Project 5) because each project requires somewhat differentiated approaches to

management, monitoring and administration. The following table represents key project highlights regarding how DEL plans to manage and implement the State's plans:

Project	Management Focus
Project 1: Improved ECEAP slots	Support and monitor sub-grantee conversion of part-day ECEAP slots to full-day and strengthening other quality pre-k elements. Slots will be organized and allocated based on high-need regional capacity.
Project 2: New Full Working Day slots	Identify providers that are rated a Level III-V (high quality) according to Early Achievers (WA State TQRIS). Slots will be allocated based on the overall need of the community (i.e. how many children below 200% FPL are being served by Head Start or ECEAP relative to the total high-need community population). DEL management will focus on combining contracts for subsidy, state and federal grant funds for this project.
Project 3: New School Day slots	Implement New Full School Day slots according to the Preschool Regional Slot Allocation plan that prioritizes high-needs communities. DEL management will focus on ensuring sub-grantees have rigorous and realistic plans for implementing new slots with fidelity.
Project 4: New Head Start slots	Support new Head Start slots with funding to integrate them into the Washington preschool system with consistent quality practices relative to other state Preschool programs.
Project 5: Supports, Infrastructure, & Quality Improvements.	Administer evidence-based curriculum supports, training, technical assistance, and tuition and special supports to ensure shift to high quality.

All of the elements of project administration described above are explicitly tied to selection criteria. For example, all slots in Projects 1-4 will be High-Quality according to the federal

definition; therefore the management and implementation of all projects can be directly linked to selection criteria (C): Ensuring Quality in Preschool Programs. All slots will be allocated to high-need children in high-need communities; therefore Projects 1-4 can be linked to Selection Criteria (D): Expanding High-Quality Preschool Programs in Each High-Need Community.

These projects can be further described in terms of activities, unit costs, and other detailed elements according to Budget Categories outlined in Section G as follows:

- 1) **Personnel, 2) Fringe Benefits, 3) Travel, & 4) Equipment:** Washington State is not requesting any grant funding for any of these line items in this application. All administrative personnel, fringe benefits, travel and equipment will be paid for with state funds; these expenditures are accounted for in line 14 of the budget summary and each project summary.
- 5) **Supplies:** The supplies budget consists exclusively of evidence-based curriculum materials to improve curriculum in classrooms. DEL will be asking its contractors to implement the latest version of one the following curricula types:
 - a. High Scope
 - b. Creative Curriculum
 - c. Layered Curriculum Approach (to include literacy curriculum, math curriculum and social-emotional curriculum)

Curriculum will be implemented in 978 classrooms in total over the four years with a weighted average cost of a) \$(b)(4) per classroom for all three types of curriculum, and b) \$(b)(4) per classroom for one-time initial curriculum training, for a total cost per classroom of \$(b)(4). The total project cost for implementing evidence-based curriculum equals \$(b)(4) paid for by the Bill & Melinda Gates Foundation, which leaves a total of \$1.8m to be paid for with federal funds in this budget category.

Supplies (Curriculum)					
Line Item Assumptions	Year 1	Year 2	Year 3	Year 4	Total
Unit Cost	\$2,483	\$2,483	\$2,483	\$2,483	\$2,483
Classrooms	253	225	237	263	978
Total	\$628,283	\$558,750	\$588,550	\$653,117	\$2,428,700
Less: BMGF Curriculum Funding	<u>\$327,500</u>	<u>\$150,000</u>	<u>\$150,000</u>	<u>\$0</u>	<u>\$627,500</u>
TOTAL	\$300,783	\$408,750	\$438,550	\$653,117	\$1,801,200

- 6) **Contractual:** Outsourced statewide support will be necessary to help DEL administer and manage the tuition and special supports embedded in this grant. This support will likely consist of a variety of partners to monitor the efficiency and efficacy of funds, including implementation, management, monitoring, partnerships, etc. While these activities and estimates still need to be formulated and refined (once implementation plans are executed, sub-grantee teacher intentions are known, etc.), the budget calls for a total of \$0.7 million dedicated to this activity, which is comprised of a blended rate of \$125 per hour for 5,920 hours in total. The purpose of this contract is to directly manage the plan to increase the number of teachers who have Bachelor degrees (BAs) with a specialization in Early Childhood Education (ECE) from 20% to 65%, which equates to 787 newly accredited BA ECE teachers by the end of the grant (plus additional teachers who are actively taking coursework but have not yet received their BA ECE). The overall budget for tuition and special supports is \$9.0 million and is embedded within each project and its corresponding slot type; \$0.7 million represents approximately 8% of total funds dedicated to this activity.

Contractual (Tuition and Special Supports Admin)					
Line Item Assumptions	Year 1	Year 2	Year 3	Year 4	Total
Blended Rate	\$125	\$125	\$125	\$125	\$125
Hours	1,664	1,610	1,589	1,057	5,920
TOTAL	\$208,017	\$201,250	\$198,650	\$132,083	\$740,000

- 7) **Training Stipends:** As Washington expands ECEAP, all ECEAP contractors will establish program coaches that work under the EA coach framework. Additionally, Washington will establish a coaching certification process to ensure best practice. The coach training budget consists of \$0.8 million; the purpose of which is to train coaches to monitor a teacher's ability to perform fidelity to the model regarding the three curriculum types described above. Each coach is responsible for 25 classrooms. With a training cost of \$5,000 per coach and a total of 152 coaches, the total budget for coach training is \$0.8 million. DEL is also including a one-year training for 35 early learning Directors in the P-3 Leadership Institute, which is a program dedicated to improving leadership and fostering strong collaboration for key individuals in high-need communities. The leadership training cost per participant is \$2,800, which equates to a total cost of \$0.1 million. The total training budget is \$0.8 million plus \$0.1 million, for a total of \$0.9 million over the four years of the project.

Training Stipend (Coaches & P-3 Institute)					
Line Item Assumptions	Year 1	Year 2	Year 3	Year 4	Total
Coaches Training Unit Cost	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Coaches	63	43	38	8	152
SubTotal: Coaches	\$316,000	\$214,800	\$187,600	\$42,400	\$760,800
P-3 Institute Unit Cost	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
P-3 Leadership Participants	9	9	9	8	35
SubTotal: P-3 Institute Cost	\$25,200	\$25,200	\$25,200	\$22,400	\$98,000
TOTAL	\$341,200	\$240,000	\$212,800	\$64,800	\$858,800

- 8) **Other:** No “other” expense items are proposed in this budget.
- 9) **Total Direct Costs:** Total direct costs for the project are slated to be \$3.4 million in total for the project, which is evenly funded at \$850,000 per year.
- 10) **Indirect Costs:** Because Washington State is paying for the administration of the project at the state level with state expenditures, DEL is not requesting federal grant money to fund indirect costs.
- 11) **Funds to be distributed to Sub-grantees through contracts:** This line item represents 95% in federal grant pass-through funds distributed to sub-grantees. The primary activity of this line item is to provide enough incremental funding to support each slot type. By doing so each sub-grantee (with the help of DEL and other key stakeholders) will be positioned to offer the full array of supports necessary to either introduce a new High-Quality Preschool slot or convert an existing slot into a High-Quality Preschool slot. In addition, Washington State will also add funding per slot to enable tuition and special supports so that teachers may augment their education to achieve an ECE BA.

For Project 1 (Improved ECEAP slots), the incremental cost per slot to achieve High-Quality is \$2,669 per slot. Project 1 is able to keep costs relatively low by leveraging existing funding and infrastructure to a much greater extent than new slots. Tuition and special supports vary by year from \$207 per slot in Year 1 to \$171 per slot in Year 4. The Federal share of the slot cost declines each subsequent year to set up project sustainability with state funding after the grant ends. This means that the Federal share of this line item will be larger in earlier years and lower in later years as the state ramps up its funding share of expansion. Thus the Federal percentage share of the slot cost ranges from (b)(4) % (rounded) in Year 1 to (b)(4) % (rounded) in Year 4. The Federal percentage share is multiplied by the total incremental slot cost to arrive at a Federal cost per slot. When the Federal cost per slot is multiplied by the

number of slots, the total budget for this category equates to \$(b)(4) payable to approximately 49 sub-grantees over the four years of the project as follows:

<u>Calculation</u>	<u>Project 1: Improved ECEAP</u>	
A	Incremental \$ per slot	(b)(4)
B	Tuition & Special \$ per slot	
$[A+B] = C$	Total Incremental \$ per slot	
D	Federal Share of Slot Cost	
$[C*D] = E$	Total Federal Cost per Slot	
F	Number of Slots	
$[E*F] = G$	Subgrantee \$ Project 1	

For Project 2 (New Full Working Day), we follow a similar approach. The incremental cost per slot to achieve High-Quality is \$7,331 per slot, which is higher than Project 1 because these slots are new and therefore cost more. Tuition and special supports vary by year from \$283 per slot in Year 1 to \$259 per slot in Year 4. The Federal percentage share of the slot cost ranges from (b)(4) % (rounded) in Year 1 to (b)(4) % (rounded) in Year 4. When the Federal cost per slot is multiplied by the number of slots, the total budget for this category equates to \$23.9 million. There are numerous possibilities for sub-grantees. For example, if a child care provider network is large enough it might qualify as a sub-grantee. Smaller child care providers might partner with existing sub-grantees (such as an Educational Service District (ESD)). Or family homes might form coalitions, and so on. While the State does not yet know exactly how these arrangements will evolve, DEL will closely monitor sub-grantee status to ensure appropriate infrastructure is in place prior to the allocation of slots.

<u>Calculation</u>	<u>Project 2: New Full Working Day</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	\$7,331	\$7,331	\$7,331	\$7,331	
B	Tuition & Special \$ per slot	\$283	\$269	\$249	\$259	
$[A+B] = C$	Total Incremental \$ per slot	\$7,614	\$7,600	\$7,580	\$7,590	
D	Federal Share of Slot Cost	72.53%	29.67%	18.29%	12.82%	
$[C*D] = E$	Total Federal Cost per Slot	\$5,522	\$2,255	\$1,387	\$973	
F	Number of Slots	1,250	2,500	4,000	6,000	
$[E*F] = G$	Subgrantee \$ Project 2	\$6,902,781	\$5,636,971	\$5,546,295	\$5,838,519	\$23,924,566

The Project 3 (New Full School Day) incremental cost to achieve High-Quality is \$10,000 per slot, which represents the estimated full pass-through cost of High-Quality Preschool per child in Washington State. Tuition and special supports vary by year from \$283 per slot in Year 1 to \$259 per slot in Year 4. The Federal percentage share of the slot cost ranges from

72.53% (rounded) in Year 1 to 12.83% (rounded) in Year 4. When the Federal cost per slot is multiplied by the number of slots, the total budget for this category equates to \$35.2 million. Similar to New Full Working Day slots, there are numerous possibilities for sub-grantees. DEL will closely monitor sub-grantee status to ensure appropriate infrastructure is in place prior to the allocation of slots.

<u>Calculation</u>	<u>Project 3: New Full School Day</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
<i>A</i>	Incremental \$ per slot	\$10,000	\$10,000	\$10,000	\$10,000	
<i>B</i>	Tuition & Special \$ per slot	\$283	\$269	\$249	\$259	
<i>[A+B] = C</i>	Total Incremental \$ per slot	\$10,283	\$10,269	\$10,249	\$10,259	
<i>D</i>	Federal Share of Slot Cost	(b)(4)				
<i>[C*D] = E</i>	Total Federal Cost per Slot	\$7,458	\$3,047	\$1,875	\$1,315	
<i>F</i>	Number of Slots	1,000	3,000	5,000	7,000	
<i>[E*F] = G</i>	Subgrantee \$ Project 3	\$7,457,944	\$9,139,972	\$9,374,024	\$9,206,885	\$35,178,825

The Project 4 (New Head Start) incremental cost to achieve High-Quality is \$700 per slot. Similar to Project 1 we are able to keep costs relatively low by leveraging existing funding and infrastructure to a much greater extent than other slots. Tuition and special supports vary by year from \$283 per slot in Year 1 to \$259 per slot in Year 4. The Federal percentage share of the slot cost ranges from (b)(4)% (rounded) in Year 1 to (b)(4)% (rounded) in Year 4. When the Federal cost per slot is multiplied by the number of slots, the total budget for this category equates to \$0.6 million payable to approximately 46 grantees over the four years of the project:

<u>Calculation</u>	<u>Project 4: New Head Start</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
<i>A</i>	Incremental \$ per slot	\$700	\$700	\$700	\$700	
<i>B</i>	Tuition & Special \$ per slot	\$283	\$269	\$249	\$259	
<i>[A+B] = C</i>	Total Incremental \$ per slot	\$983	\$969	\$949	\$959	
<i>D</i>	Federal Share of Slot Cost	(b)(4)				
<i>[C*D] = E</i>	Total Federal Cost per Slot	\$713	\$287	\$174	\$123	
<i>F</i>	Number of Slots	250	500	750	1,000	
<i>[E*F] = G</i>	Subgrantee \$ Project 4	\$178,273	\$143,715	\$130,191	\$122,950	\$575,128

When line G for each project is combined we arrive at the total federal budget of \$66.5 million for this line item as follows:

<u>Projects</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
1: Improved ECEAP slots	\$2,086,003	\$1,704,342	\$1,574,490	\$1,456,646	\$6,821,480
2: New Full Working Day slots	\$6,902,781	\$5,636,971	\$5,546,295	\$5,838,519	\$23,924,566
3: New Full School Day slots	\$7,457,944	\$9,139,972	\$9,374,024	\$9,206,885	\$35,178,825
4: New Head Start slots	\$178,273	\$143,715	\$130,191	\$122,950	\$575,128
Total Grant \$ to Subgrantees	\$16,625,000	\$16,625,000	\$16,625,000	\$16,625,000	\$66,500,000

12) **Funds set aside for participation in grantee technical assistance:** This budget consists of the required \$100,000 set aside for technical assistance activities as mandated by the application (\$25,000 a year for four years).

13) **Total Funds Requested:** Washington State requests \$70 million in total (\$17.5 million per year).

14) **Funds from other sources used to support the State's Plan:** In this proposal the state will fund the majority of incremental funding necessary to enhance each slot type by project. This line item is the mirror image of Line 11, in that the state is co-funding the same projects and slots but will assume responsibility for funding an increasingly larger percentage share of each project and slot type over the course of the four years. By doing so the state will be in a better position to sustain expansion at the end of the grant, while also positioning grantees to offer the full array of supports necessary to either introduce a new High-Quality Preschool slot or improve an existing slot into a High-Quality Preschool slot. For Project 1 (Improved ECEAP slots), when the State cost per slot is multiplied by the number of slots, the total budget for this category equates to \$(b)(4)

<u>Calculation</u>	<u>Project 1: Improved ECEAP</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	(b)(4)				
B	Tuition & Special \$ per slot					
$[A+B] = C$	Total Incremental \$ per slot					
D	State Share of Slot Cost					
$[C*D] = E$	Total State Cost per Slot					
F	Number of Slots					
$[E*F] = G$	Subgrantee \$ Project 1					

For Project 2 (New Full Working Day), when the State cost per slot is multiplied by the number of slots, the total budget for this category equates to \$(b)(4)

<u>Calculation</u>	<u>Project 2: New Full Working Day</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	(b)(4)				
B	Tuition & Special \$ per slot					
$[A+B] = C$	Total Incremental \$ per slot					
D	State Share of Slot Cost					
$[C*D] = E$	Total State Cost per Slot					
F	Number of Slots					
$[E*F] = G$	Subgrantee \$ Project 2					

The Project 3 (New Full School Day), when the State cost per slot is multiplied by the number of slots, the total budget for this category equates to \$ (b)(4)

<u>Calculation</u>	<u>Project 3: New Full School Day</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	(b)(4)				
B	Tuition & Special \$ per slot					
$[A+B] = C$	Total Incremental \$ per slot					
D	State Share of Slot Cost					
$[C*D] = E$	Total State Cost per Slot					
F	Number of Slots					
$[E*F] = G$	Subgrantee \$ Project 3					

The Project 4 (New Head Start), when the State cost per slot is multiplied by the number of slots, the total budget for this category equates to \$ (b)(4)

<u>Calculation</u>	<u>Project 4: New Head Start</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
A	Incremental \$ per slot	(b)(4)				
B	Tuition & Special \$ per slot					
$[A+B] = C$	Total Incremental \$ per slot					
D	State Share of Slot Cost					
$[C*D] = E$	Total State Cost per Slot					
F	Number of Slots					
$[E*F] = G$	Subgrantee \$ Project 4					

Also in this budget category are State and private funds for project supports, infrastructure, quality improvements. State funds represent infrastructure to administer the cost per new slot for Projects 2, 3 & 4 (Project 1 is not included here because it consists of slots that are supported with existing administrative funds). At a weighted average administrative cost per slot of \$ (b)(4) to fund all slots across Project 2, 3 & 4 for all four years, the total State administrative cost is \$ (b)(4). In addition, private philanthropic contributions from the

Bill & Melinda Gates Foundation are estimated to be \$(b)(4) over four years of the project. These contributions consist of funding for evidenced based curriculum and associated training (as described in Budget Category 5 (Supplies)), as well as funding to support the Center for Quality Early Learning at the University of Washington (CQEL). CQEL is in a unique position to offer a state training and technical assistance reach due to the infrastructure that has been built under the Race to the Top Early Learning Challenge grant as well as their affiliation with the National Center on Quality Teaching and Learning (NCQTL). This Center is the hub that coach training (as described in Budget Category 7: Training Stipends) and other key training elements are housed to ensure high program quality overall in the field. In total State and Private funds equal \$(b)(4)

When combined, the total for this Budget Category is \$(b)(4) for this Budget Category:

Projects	Year 1	Year 2	Year 3	Year 4	Total
1: Improved ECEAP	\$790,211	\$4,040,155	\$7,032,735	\$9,905,079	\$21,768,179
2: New Full Working Day	\$2,614,882	\$13,362,484	\$24,773,490	\$39,701,485	\$80,452,342
3: New Full School Day	\$2,825,186	\$21,666,375	\$41,870,708	\$62,606,120	\$128,968,388
4: New Head Start	\$67,526	\$340,677	\$581,519	\$836,051	\$1,825,773
Total State \$ to Subgrantees	\$6,297,805	\$39,409,691	\$74,258,452	\$113,048,735	\$233,014,682
5: State Funded	(b)(4)				
5: Privately Funded					
Total Supports					
Total Funds: Other Sources					

15) **Total Budget:** The total budget for this project is \$(b)(4) The sum of expenditures for Lines 13 and 14 are as follows:

Budget Categories	Grant Year 1... (a)	Grant Year 2... (b)	Grant Year 3... (c)	Grant Year 4... (d)	Total (e)
13. Total Grant Funds Requested (add lines 9-12)	\$... 17,500,000	\$... 17,500,000	\$... 17,500,000	\$... 17,500,000	\$... 70,000,000
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Washington State Department of Early Learning (DEL)

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) ... Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) ... If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) ... For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Washington State Department of Early Learning (DEL)	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Juliet		Morrison	

Address:

Street1:	1110 Jefferson Street SE
Street2:	
City:	Olympia,
County:	
State:	WA: Washington
Zip Code:	985019999
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
360 725 4689	

Email Address:

juliet.morrison@del.wa.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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