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WASHINGTON SESSION LAWS

Year and Session	Citation	Subject
2011 Regular Session	Chapter 177, Section 2 [SB 5389]	Early Learning Advisory Council membership
2011 Regular Session	Chapter 295, Section 2, Sub-§(2)(e)(f) [2SHB1903]	Background check and three year renewal
2011 Regular Session	Chapter 296, Section 2 [SSB 5504]	Unlicensed child care and licensing history
2011 Regular Session	Chapter 297, Section 1, sub-§(1) and (2) [SB 5625]	Nonexpiring child care license
2011 Regular Session	Chapter 340, Section 1, Sub-§(2)(a)(b)(c) [2SSB 5427]	Washington kindergarten inventory of developing skills (WaKIDS
2011 Special Session	Chapter 50, Section 501, Sub-§(2)(c)(vi) [2ESHB 1087]	Funding for WaKIDS pursuant to chapter 340, above
2010 Regular Session	Chapter 231 [2SHB 2731]	Voluntary pre-school for educationally at-risk children
2010 Regular Session	Chapter 234 [SSB 6759]	Creation of a technical working group to design a voluntary preschool program
2009 Regular Session	Chapter 406, Section 2 [SHB 1943]	Directive to DEL, OSPI and the professional development consortium to develop recommendations for a statewide system of preparation and continuing professional development for the early learning workforce
2009 Regular Session	Chapter 548, Section 101, Sub-§(2)(a) [ESHB 2261]	Description of the program of basic education
2009 Regular Session	Chapter 564, Section 616, Sub-§(2)(5) [ESHB 1244]	Sub-§(2): implementation of a pilot project for a quality rating improvement system Sub-§(5): Funding to identify and test a kindergarten assessment process
2009 Regular Session	Chapter 564, Section 1702 [ESHB 1244]	Budget line item funding for Reading Achievement Account
2007 Regular Session	Chapter 5, Section 1 and Section 2 [2SSB 5093]	Health care services for children
2007 Regular Session	Chapter 400, Section 2 [E2SSB 5841]	All day kindergarten
2006 Regular Session	Chapter 120, Section 1 [SHB 2836]	Reading Achievement funding
2006 Regular Session	Chapter 372, Section 518, Sub-§(2) [ESSB 6386]	Funding for early reading grant program

REVISED CODE OF WASHINGTON ("RCW")

Citation	Subject
RCW 26.44.030	Reports – Duty and authority to make – Duty of receiving agency – Duty to notify – Case planning and consultation – Penalty for unauthorized exchange of information – Filing dependency petitions – Investigations – Interviews of children – Records – Risk assessment process.
RCW 28A.150.200	Program of basic education.
RCW 28A.150.220	Basic education act – Program requirements – Program accessibility – Rules.
RCW 28A.150.315(1)	Voluntary all-day kindergarten programs – Funding.
RCW 28A.655.070	Essential academic learning requirements and assessments – Duties of the superintendent of public instruction.
RCW 43.06.110	Economic opportunity act programs – State participation – Authority of governor
RCW 43.43.832	Background checks – Disclosure of information – Sharing of criminal background information by health care facilities
RCW 43.79.485	Reading achievement account.
RCW 43.79A.040(4)(b)	Management – Income – Investment income account – Distribution.
RCW 43.215.005	Finding – Purpose.
RCW 43.215.020(2)(k)	Department Created – Primary Duties.
RCW 43.215.020(3)	Department Created – Primary Duties.
RCW 43.215.030(1)	Director – Appointment – Salary.
RCW 43.215.070	Private – Public partnership.
RCW 43.215.090(1)(2)	Early Learning Advisory Council – Statewide Early Learning Plan.
RCW 43.215.100	Voluntary quality rating and improvement system – Report to the legislature.
RCW 43.215.130(2)	Home visiting services account – Purpose – Administration – Funding.
RCW 43.215.135	Working connections child care program subsidy authorization.
RCW 43.215.140	Definitions.
RCW 43.215.141(3)(a)	Early learning program – Voluntary preschool opportunities – Program standards.
RCW 43.215.142(3)(4)(5)	Early learning program – Voluntary preschool opportunities – Funding and statewide implementation – Reports.
RCW 43.215.145	Home visitation programs – Findings – Intent.
RCW 43.215.146	Home visitation programs – Definitions.
RCW 43.215.147	Home visitation programs – Funding – Home visitation services coordination or consolidation plan – Report.
RCW 43.215.200 to RCW 43.215.370	Licensing.
RCW 43.215.205(5)	Minimum requirements for licensure.
RCW 43.215.370	Reporting actions against agency licensees – Posting on web site.
RCW 43.215.400 to RCW 43.215.450	Early Childhood And Education Assistance Program (ECEAP).

REVISED CODE OF WASHINGTON ("RCW")

Citation	Subject
RCW 43.215.405(5)	Definitions.
RCW 43.215.410	ECEAP – Admission and funding.
RCW 43.215.415	ECEAP – Eligible providers – State-funded support – Requirements.
RCW 43.215.425	ECEAP – Rules
RCW 43.215.545	Child care services
RCW 70.198.020	Advisory council – Membership
RCW 74.09.470(5)(b)(c)	Children's affordable health coverage – Department duties

WASHINGTON ADMINISTRATIVE CODE ("WAC")

Citation	Subject
Chapter 170-06 WAC	DEL background check rules
Chapter 170-151 WAC	School-age child care center minimum licensing requirements
Chapter 170-290 WAC	Working connections and seasonal child care subsidy programs
Chapter 170-295 WAC	Minimum licensing requirements for child care centers
Chapter 170-296 WAC	Child care business regulations for family home child care
WAC 170-100-060 [ECEAP]	Comprehensive service delivery
WAC 170-100-080(2) [ECEAP]	Eligibility for services
WAC 170-100-090 [ECEAP]	Staff qualifications
WAC 170-290-0082(2)	Working Connections eligibility period
WAC 170-295-1010	Who can be the director of a child care center
WAC 170-295-1030	Who can be a lead teacher in a child care center
WAC 170-295-1060	What initial and ongoing state training and registry system (STARS) training is required for child care center staff
WAC 170-295-1070	What continuing state training and registry system (STARS) training is required for child care center staff
WAC 170-295-2010	What types of play materials, equipment and activities must I provide for the children
WAC 170-295-2090	What are the required staff to child ratios and maximum group sizes for my center
WAC 170-295-2100	What are the exceptions to group sizes and staff to child ratios
WAC 170-295-2120	Are there special program requirements for infants and toddlers
WAC 170-295-3140 to WAC 170-295-4070	Health and nutrition

WASHINGTON ADMINISTRATIVE CODE (cont)

Citation	Subject
WAC 170-295-3010 to WAC 170-295-5170	Health and safety
WAC 170-296-1350	What are the capacity and the ration of child care staff to children based on
WAC 170-296-1360	What am I required to do to supervise children
WAC 170-296 1370	What types of play materials, equipment and activities must I provide for the children in my care
WAC 170-296-0900 to WAC 170-296-0960	Health and nutrition
WAC 170-296-0560 to WAC 170-296-1260	Health and nutrition
WAC 170-296-1410	What are the required staffing qualifications for child care

PUBLIC LAWS AND THE UNITED STATES CODE

Act	Citation	Subject
Individuals with Disabilities Education Improvement Act (IDEA)	Part B: Public Law 108-446, Section 619 [20 USC 1419]	Preschool grants
Individuals with Disabilities Education Improvement Act (IDEA)	Part C: Public Law 108-446, Section 636 [20 USC 1436(d)]	Individualized Family Service Plan
Elementary and Secondary Education Act (ESEA) [See also No Child Left Behind Act]	Part C: Public Law 107-110, Section 1309(2) [20 USC 6399(2)]	Definition of "migratory child"
McKinney Vento Homeless Assistance Act	Public Law 107-110, Section 725(2) [42 USC 11434a(2)]	Definition of "homeless children and youths"
Head Start for School Readiness Act of 2007	Public Law 110-134, Section 19 [42 USC 9843a]	Staff qualifications and development

CODE OF FEDERAL REGULATIONS

Act	Citation	Subject
Individuals with Disabilities Education Improvement Act	IDEA Part B: 34 CFR 300.304	Evaluation procedures
Individuals with Disabilities Education Improvement Act	IDEA Part B: 34 CFR 300.600	State monitoring and enforcement
Individuals with Disabilities Education Improvement Act	IDEA Part B: 34 CFR 300.601	State performance plans and data collection
Individuals with Disabilities Education Improvement Act	IDEA Part B: 34 CFR 300.602	State use of targets and reporting
Individuals with Disabilities Education Improvement Act	IDEA Part C: 34 CFR 303.12	Early intervention services
Individuals with Disabilities Education Improvement Act	IDEA Part C: 34 CFR 303.344	Content of an individualized family service plan (IFSP)
Individuals with Disabilities Education Improvement Act	IDEA Part C: 34 CFR 303.322	Evaluation and assessment
Childcare and Development Fund	45 CFR 98.20(b)	A child's eligibility for child care services
Childcare and Development Fund	45 CFR 98.41	Health and safety requirements
Early Head Start and Head Start	45 CFR 1302.10	Selection among applicants
Early Head Start and Head Start	45 CFR 1304.20(b)	Child health and developmental services
Early Head Start and Head Start	45 CFR 1304.21	Education and early childhood development
Early Head Start and Head Start	45 CFR 1304.23	Child nutrition
Early Head Start and Head Start	45 CFR 1304.40	Family partnerships

Washington State Race to the Top-Early Learning Challenge
Glossary of Key Terms

AA: Associate undergraduate degree.

Apple Health: Apple Health for Kids is a health insurance program for children in Washington.

BA: Bachelor of Arts undergraduate degree.

Benchmarks: child standards known as the Washington Early Learning & Development Benchmarks.

CAS: Comprehensive Assessment Systems.

CCR&R: Local resource and referral agencies works to support licensed child care providers in 11 regions across Washington (see WSRRN below).

CDA: Child Development Associate Credential.

Child Profile: Child Profile is Washington State's Health Promotion and Immunization Registry system that delivers important health and safety information to parents aligned with children's immunization schedule and well child checkups.

CLASS: Classroom Assessment Scoring System.

Core Competencies: Washington State Core Competencies for Early Care and Education Professionals, published in 2010.

CSEFEL: The Center on the Social and Emotional Foundations for Early Learning, a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

DEL: The Department of Early Learning, created in 2006 to elevate the focus on the importance of a child's earliest years, and integrate early learning efforts.

DOH: The Department of Health.

DSHS: The Department of Social and Health Services.

ECE: Early Childhood Education.

ECEAP: Early Childhood Education Assistance Program, a comprehensive preschool program that provide free services and support to high need children and their families.

Early Learning Partnership: Leaders from DEL, OSPI, and Thrive signed a joint resolution in 2009 establishing the Early Learning Partnership. The partners agreed to work together to

develop an aligned statewide early learning system, to use an accountability framework identifying priority areas and the organizational lead, and to report quarterly on their progress. Leaders from these agencies meet every six weeks, at a minimum, along with leaders from the Department of Health and the Department of Social and Health Services as a State Early Learning Leadership Team to ensure full participation from all agencies and to share information and decisions.

Early learning professionals: Any adult who works in a paid capacity to care for and/or teach children ages birth through third grade, and their families. This includes, but is not limited to: licensed child care providers and directors in centers or family home child care; preschool teachers and directors; staff and directors of licensed school-age programs (usually for children and youth ages 5 to 12 years old); school staff—including Pre-K, kindergarten through third grade teachers and teachers' aides, special education teachers, family support workers, literacy coaches and administrators (e.g., principals and vice principals)—plus early intervention workers, speech and language pathologists, home visitors, librarians, nutrition and health services staff, teacher coaches and mentors, trainers, and consultants.

Early learning system: The various policies, programs and services for young children and for the adults who care for and teach them. When these elements are each working well *and* align with the other elements, children will have the best opportunity for optimal development.

ELAC: The Early Learning Advisory Council (ELAC) was created by the Legislature in 2007.

ELP: Washington's 10-year Early Learning Plan.

EPSDT: Early and Periodic Screening, Diagnosis, and Treatment.

ERDC: Education Research and Data Center, which conducts analyses of early learning, K-12, and higher education programs and education issues across the P-20 system.

ERS: Environmental Rating Scale.

ESDs: Educational Service District. There are nine statutory regional service agencies in Washington. Created by the legislature more than 30 years ago, the expressed purpose of an ESD is to assure equal educational opportunities for quality education and lifelong learning for all.

ESIT: Early Support for Infants and Toddlers provides services to children birth to 3 who have disabilities and/or developmental delays.

Family child care (or family home child care): A caregiver who is licensed to serve a small group of children in the caregiver's home.

Family, Friend and Neighbor (FFN) caregivers: Family members, friends and neighbors who care for children on a regular or occasional basis, but are not the child's parent or guardian.

FEL: Foundation for Early Learning is a public foundation that supports the learning of children, birth through age five.

HVSA: Home Visiting Services Account supports, coordinates and evaluates evidence-based, research-based and promising home visiting programs.

Love.Talk.Play.: Thrive by Five Washington's innovative campaign intended to support parents as their child's first and most important teacher by focusing on love, talk and play.

MA: Master of Arts postgraduate degree.

MERIT: The Managed Education and Registry Information Tool (MERIT) is the online statewide training database administered by DEL for early learning professionals, STARS-approved trainers and training organizations, and DEL staff.

NAEYC: The National Association for the Education of Young Children.

NCQTL: National Center on Quality Teaching and Learning, housed at UW, supports Head Start with effective resources and training to improve classroom practices and help young children succeed in school and life.

OFM: The Office of Financial Management provides vital information, fiscal services and policy support that the Governor, Legislature and state agencies need to serve the people of Washington State.

OSPI: The Office of Superintendent of Public Instruction is the primary agency charged with overseeing K-12 public education in Washington.

PAG: The Parent Advisory Group to DEL.

PDC: Professional Development Consortium- a group of experts convened to create a strategic plan for the professional development system.

QIP: Quality Improvement Plan, developed by TQRIS programs with guidance from their coach to increase levels of quality.

ROR: Reach Out and Read is a national nonprofit organization that promotes early literacy by giving new books to children and advice to parents about the importance of reading aloud in pediatric exam rooms across the nation.

SBCTC: The State Board of Community and Technical Colleges provides leadership and coordination for Washington's public system of 34 community and technical colleges.

SLDS: State Longitudinal Data System.

STARS: State Training and Registry System, which offers initial and ongoing child care training linked to the state's minimum licensing requirements.

State Leadership Team: See Early Learning Partnership.

State Plan: See Early Learning Plan.

Thrive: Thrive by Five Washington is a public-private partnership established in 2006.

TQRIS: Tiered Quality Rating & Improvement System is the system through which Washington uses a set of progressively higher program standards to evaluate quality and support program improvement.

UW: The University of Washington, College of Education leads evaluation and rating for TQRIS, evaluation of WaKIDS and training associated with NCQTL in Head Start.

WaKIDS: The Washington Kindergarten Inventory of Developing Skills (WaKIDS) helps ensure that children in Washington get a great start in kindergarten.

WCCC: Working Connections Child Care helps families with low incomes pay for child care while they work or meet WorkFirst participation requirements.

WSRRN: The Washington State Child Care Resource & Referral Network oversees improvement activities for TQRIS by supporting licensed child care providers.

Appendix 3 – Annotated Section A Tables

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

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

State baselines: The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age.	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	-	-	8,024	8,024
Early Head Start and Head Start[1]	2,434	3,670	14,424	20,528
Programs and services funded by IDEA Part C and Part B, section 619	503	5,089	9,946	15,538
Programs funded under Title I of ESEA	-	-	3,260	3,260
Programs receiving funds from the State's CCDF program				
Working Connections Child Care	4,342	23,270	37,813	65,425
Seasonal Child Care	60	726	1,145	1,931
Homeless Child Care	not available			
Other: DSHS - Children's Administration – Child Care Combined for these programs: Child Protective Services Foster Parenting Medicaid Treatment Child Care	752	1,959	1,755	4,466
Other: DSHS - Home Visiting	1,253	2,589	921	4,763
Other: Department of Health – AppleHealth Medicaid services for infants and children	not available			265,319

Descriptions and data sources:

State-funded Preschool - Early Child Education and Assistance Program (ECEAP)
Data Source and Year: ECEAP Management System (EMS), 2010-11.

Head Start *- Data Source and Year: Head Start Enterprise System, 2009-10 program year.*

IDEA Part B and Part C *- Data Source and Year: IDEA Part C Dec 1, 2010 Annual Report and IDEA Part B Nov 1, 2010 Annual Report.*

Title I of ESEA *- Data Source and Year: 2010-2011 school year, district end-of-year Title I, Part A reports.*

Programs receiving CCDF funding include ECEAP and WCCC.
WCCC Data Source and Year: Data is by Service Fiscal Year. Age is calculated as of October 1, 2010 for Fiscal Year 2011. Preschool is selected as ages 3 through 5. Source: SSPS warrants in DELReporting.

Combined DSHS – Children's Administration Child Care
Data Source and Year: Age was calculated as of October 1, 2010 Programs under combined DSHS-CA child include childcare provided to foster children, child protective services (CPS) children, and Medicaid treatment (MTCC) children. Counts are the unduplicated number of children under five served in one or more of those programs for at least one month during SFY 2011.
Source: DSHS - Children's Administration (CA) using the DSHS Client Services Database, 9/16/2011.

Home Visiting represents total activity for the programs shown below:

Appendix 3

Home Visiting Programs	*Infants under age 1*	*Toddlers ages 1 through 2*	*Preschoolers ages 3 until kindergarten entry*	*Total*
Parent Child Assistance Program	*256*	*441*	*241*	***938***
Parent Child Home Program (PCHP)	*-*	*476*	*125*	***601***
Parents as Teachers (PAT)	*498*	*915*	*522*	***1,935***
STEEP; Parenting Partnership	*9*	*13*	*33*	***55***
Nurse-Family Partnership (NFP)	*429*	*599*	*-*	***1,028***
Partnering with Families for Early Learning (PFEL)	*61*	*145*	*-*	***206***
Total	***1,253***	***2,589***	***921***	***4,763***

Parent Child Assistance Program (PCAP): *Data represents those who participated 7/1/2010 – 6/30/2011. (Ages as of date of last participation or on June 30, 2011.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2011.*
Parent-Child Home Program (PCHP): *PCHP is a 2-year program that runs on a school-year calendar and serves families with children ages 2 and 3. Data for children in Yakima County provided by the PCHP regional coordinator and confirmed by program evaluator, Organizational Research Services for 2010-2011. Source: United Way of King County.*
Parents as Teachers (PAT): *Represents 24 programs, including PAT Affiliates/EHS (home based HV only) Does not include data from 4- PAT Tribal PAT Affiliate programs. Data from the PAT Annual Performance Reports (each PAT Affiliate submits an annual report to State Office), July 1, 2010 – June 30, 2011.*
STEEP - Parenting Partnership: *The family graduates from the program when the child is around age 3. Data spans YTD for 2011, provided by Thrive by Five Washington.*
Partnering with Families for Early Learning (PFEL): *PFEL serves women in their last trimester of pregnancy and continues up to the child's 2nd birthday. Data represents mothers that had at least one visit during FY2011. If the focus child was born before June 30, 2010, they are counted in ages 1-2 and are otherwise counted in Birth - 1 year. Source: Thrive by Five Washington.*
Nurse-Family Partnership (NFP): *Data represents half-year 2011 (January 1 - June 30, 2011). Multiples are counted as individual children served. Age of child served calculated as Date of last visit - Baby DOB (months). Source: NFP and Thrive by Five Washington.*

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

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

Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start[1]	$-	$3,510	$44,327	$64,631	$48,732
State-funded preschool	**$29,336,170**	**$47,331,204**	**$55,641,871**	**$54,526,707**	**$54,175,288**
ECEAP - State Funding *ECEAP - CCDF Match/Moe*	$18,122,260 $11,213,910	$35,989,214 $11,341,990	$40,512,652 $15,129,219	$42,438,418 $12,088,289	$42,083,998 $12,091,290
State contributions to IDEA Part C	**$25,302,127**	**$30,206,323**	**$35,972,760**	**$38,982,775**	**$41,668,121**
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	**$48,796,882**	**$51,116,305**	**$55,456,211**	**$57,321,784**	**$58,452,056**
Total State contributions to CCDF[2]	**$78,634,597**	**$64,580,461**	**$73,986,780**	**$68,439,980**	**$72,709,680**

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2007	**2008**	**2009**	**2010**	**2011**
ECEAP - CCDF Match/Moe	$11,213,910	$11,341,990	$15,129,219	$12,088,289	$12,091,290
WCCC - CCDF Match/Moe	$67,420,687	$53,238,471	$58,857,561	$56,351,691	$60,618,390
State match to CCDF *Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)*	**met**	**met**	**met**	**met**	**met**
TANF spending on Early Learning and Development Programs[3]	**$128,428,922**	**$175,659,146**	**$162,451,280**	**$169,972,037**	**$159,460,569**
Other State contributions - Child Care	**$20,574,544**	**$38,838,721**	**$25,631,093**	**$25,198,187**	**$34,608,113**
Other State contributions - DEL	**$1,582,016**	**$5,095,285**	**$6,078,993**	**$1,654,979**	**$1,014,053**
Childrens Programs	$550,876	$1,458,818	$848,789	$50,000	$-
Family Partnership	$1,000,000	$3,013,294	$4,236,651	$1,143,640	$549,929
Licensing Service Areas	$-	$0	$323,940	$-	$41,320
Provider Partnerships	$31,140	$623,172	$669,613	$461,339	$422,804
Other State contributions - Public programs segmented for children ages 0-5	**$178,646,095**	**$231,271,844**	**$230,857,644**	**$227,932,136**	**$250,128,471**
Child Abuse Prevention	$111,707	$109,272	$1,722,203	$1,224,063	$936,688
Statewide Longitudinal Data System	$228,084	$349,719	$360,228	$353,964	$321,948
OSPI All-Day Kindergarten and Early Learning Program	$86,104	$16,107,259	$38,846,295	$44,500,682	$41,820,402
AppleHealth - Medicaid for infants and children	$178,220,200	$214,705,593	$189,928,918	$181,853,427	$207,049,432
Maternal and Child Health Programs	$17,076,796	$29,708,580	$33,557,476	$15,583,188	$28,430,218
Other State contributions - Private Support for Early Learning Initiatives	**$24,019,404**	**$20,246,571**	**$27,419,601**	**$15,696,951**	**$16,414,715**
Bill & Melinda Gates Foundation	$10,350,110	$14,678,770	$16,628,913	$14,291,083	$5,200,193
Thrive by Five Washington	$13,327,587	$5,295,923	$10,494,253	$961,630	$10,598,614
Washington State Child Care Resource and Referral Network	$341,707	$271,878	$296,435	$444,238	$615,908
Total State contributions:	**$395,677,925**	**$477,348,233**	**$495,960,062**	**$477,729,841**	**$517,127,938**

[Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date. Include 2011 if data are available.]
CCDF matching funds are reported on the Federal fiscal calendar ending Sept 30th.
All other figures provided in Table A1-4 are based on the State's fiscal calendar, ending June 30th.

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

State-funded preschool
Source DEL. Data reported for the Early Childhood Educational Assistance Program (ECEAP). Includes all ECEAP funds, including CCDF match/moe that are also counted in 'State contributions to CCDF.'

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2007	**2008**	**2009**	**2010**	**2011**
State contributions to IDEA Part C *Source: DSHS Children's Administration, Office of the Superintendent of Public Instruction (OSPI) and the Department of Health (DOH) for 2007 to 2010. Data for 2011 provided by DEL Program Administration for the Early Support for Infants and Toddlers. Data for FY2011 does not include the medicaid state match.*					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry *Source: Office of the Superintendent of Public Instruction (OSPI). Data for 2006-09 Special Education Allocation Records; Data for 2009-11 Special Education/finance-grants/funding website. Note that in FY2006, Washington State categorized funding for Special Education for children in two segments: children ages 0-2 and ages 3-31. In FY2007, funding for children ages 0-Pre-K was identified and is able to be reported in two segments: children ages 0-2 and ages 3-pre-K. A conservative estimate is provided for FY2007.*					
Total State contributions to CCDF *Sources: Department of Social and Health Services provided match / moe figures for ECEAP and Working Connections Child Care Programs. Note that ECEAP match/moe funds are also counted in 'State-funded preschool.'*					
State match to CCDF (exceeded/met/not met) *DEL's Federal 696 report for FY2009 showed CCDF match as exceeded, however an amended report is forthcoming from DEL Finance.*					
TANF spending on Early Learning and Development Programs *Source: Department of Social and Health Services, Economic Services Division.*					
Other State contributions - Child Care *Source: DEL and DSHS* *Figures represent related spending on child care within a number of programs, including:* *1) Funds related to collective bargaining agreements with child care providers represented by SEIU 925.* *2) Eligibility process and supports for homeless and seasonal child care, including child care grants and in-field staff to enable access to services. Note that services for Homeless and Seasonal Child Care are not included in child care subsidies from DSHS in 2007.* *3) Child care for through the Foster Parenting program, Child Protective Services, and the Medicaid Treatment program.*					
Other State contributions - DEL *Source: DEL* *Other programs managed by the Department of Early Learning are organized around the areas of service as listed.*					
Other State contributions - Child Abuse Prevention and Treatment programs *Source: Council for Families & Children Washington.* *Funding supports,* *--Home visitation programs focused on healthy parenting and child development, early literacy and school readiness.* *--Parent education programs that use a structure and curriculum to help parents develop parenting skills.* *--Parent support activities provide social supports to improve the environment in which to build positive parenting behaviors.* *--Crisis nurseries offer respite care and support to families.*					
Other State contributions - Educational Research and Data Center (ERDC) *FY2011 is slightly under-reported. The final month, June 2011 is not included in FY11 due to federal reporting deadlines.*					
Other State contributions - Maternal and Child Health Programs for families and children ages 0-5 *Source: Department of Health. Services provided to children ages 0-5, excluding expenses paid through Medcaid. Programs include Basic Food, Nutrition and Education (BFNEP) and Women Infant and Children (WIC), Child Health Profile and Immunizations, Child Behavioral Health, Oral and Hearing Health, and Maternal and Child Health programs.*					
Other State contributions - OSPI Programs for children ages 3-pre-K *Source: Office of the Superintendent of Public Instruction. Programs include Assistance for English Language Learners, Kindergarten Readiness Assessment, Full-Day Kindergarten and alignment of programs and standards for children ages 3 through grade 3.*					
Other State contributions - AppleHealth services for children ages 0-5 *Source: Washington Health Care Authority (WHCA). FY 2011 expenditures are incomplete at this time.*					
Other State contributions - Private support for Early Learning Initiatives *Sources: The Bill and Melinda Gates Foundation (BMGF), Thrive by Five Washington (Thrive) and the Washington State Child Care Resource and Referral Network (WSCCRRN).* *Figures from BMGF represents a history of payments awarded by fiscal year within the Foundation's Early Learning Initiative. Future payments for currently active grants are not included in this report.* *Thrive's figures represent private sector investments (non-government, accrual basis). Note that grant/investments to Thrive included pledges restricted for future years – multi-year grants. Funding rolled over to subsequent years, depending on the private funder and the specificity outlined in the grant. This is most noticeable in FY2010, when approximately $5 million was rolled over from the prior year.*					

[1] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

[2] Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

[3] Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State.					
Type of Early Learning and Development Program	**Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years[1]**				
	2007	**2008**	**2009[1]**	**2010[2]**	**2011[3]**
State-funded preschool	**5,976**	**7,081**	**8,226**	**8,053**	**8,024**
Early Head Start and Head Start[3]	**19,328**	**19,250**	**19,464**	**20,528**	**20,528**
Programs and services funded by IDEA Part C and Part B, section 619					
IDEA Part B	9,002	9,318	9,660	9,681	9,946
IDEA Part C	4,412	4,573	4,906	5,006	5,592
Total (annual December 1 count)	**13,414**	**13,891**	**14,566**	**14,687**	**15,538**
Programs funded under Title I of ESEA	**3,020**	**3,404**	**3,619**	**2,893**	**3,260**
Programs receiving CCDF funds					
Working Connections Child Care	**8,384**	**15,321**	**23,723**	**33,090**	**37,464**
Seasonal Child Care	**175**	**330**	**486**	**663**	**1,140**
Other: DSHS Home Visiting	**2,791**	**3,496**	**4,239**	**4,453**	**4,541**
Other: Department of Health AppleHealth - Medicaid Services for Infants and Children	**208,548**	**215,803**	**234,197**	**255,560**	**265,319**

[Enter text here to indicate data source and clarify or explain any of these data if needed. Include 2011 if data are available. The final column of data should match that reported in Table (A)(1)-3.]
Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs. Data for one of the Home Visiting programs is not available for FY2011, affecting agreement with the Home Visiting total in Table A(1)-3.

Descriptions and data sources:

State-funded Preschool – ECEAP

Data represents funded enrollment by State Fiscal Year, based on the annual census count; e.g., October 1 count).

HeadStart

Data represents funded enrollment. FY2011 is estimated based on the prior year's enrollment.

IDEA Parts B and C

***IDEA Part C** from District end-of-year Title I, Part A reports. Source: Office of the Superintendent of Public Instruction, Federal Annual Report, Dec 1, 2011.*

IDEA Part B - Nov/Dec 1 Fed. Annual Report

Analysis of three years historical IDEA Part B annual report detail results in 28.3% of the 5 year olds are in preschool. The table below illustrates the application of the 28.3% ratio to determine the IDEA Part B participation counts for preschoolers aged 3 until kindergarten entry.

IDEA Part B Annual Report	***2007***	***2008***	***2009***	***2010***	***2011***
5 year olds	*5,817*	*5,873*	*6,062*	*5,826*	*6,038*
5 year old preschoolers (28.3% 5 yo)	*1,646*	*1,662*	*1,716*	*1,649*	*1,709*
3 and 4 year olds	*7,356*	*7,656*	*7,944*	*8,032*	*8,237*
TOTAL: 3 – preschool	***9,002***	***9,318***	***9,660***	***9,681***	***9,946***

Title I ESEA

Data represents the total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report.

Home Visiting represents total activity for the programs shown below.

Home Visiting Programs	***2007***	***2008***	***2009***	***2010***	***2011***
Parent Child Assistance Program (PCAP)	*487*	*603*	*714*	*729*	*771*
Parent-Child Home Program (PCHP)	*183*	*178*	*190*	*216*	*601*
Parents as Teachers (PAT)	*1459*	*1740*	*1903*	*1903*	*1935*
STEEP; Parenting Partnership	*28*	*37*	*34*	*41*	*not available*
Nurse-Family Partnership (NFP)	*634*	*938*	*1,278*	*1,379*	*1,028*
Partnering with Families for Early Learning (PFEL)	--	--	*120*	*185*	*206*
Total	***2,791***	***3,496***	***4,239***	***4,453***	***4,541***

Parent-Child Assistance Program (PCAP)

Represents those who participated 7/1/2010 – 6/30/2011. (Ages as of date of last participation or on June 30, 2011.) Source: C.C. Ernst, PCAP Program Evaluator, PCAP statewide database, 6/30/2011.

Parent-Child Home Program (PCHP)

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

Parents as Teachers (PAT)

PAT is a universal home visiting model. PAT Affiliates are blended with Early HeadStart home-based HV. High Needs Child counts are provided with the percentage of high needs to all children served. Source: PAT Annual Performance Report, July 1 – June 30 for each period. Data from PAT Tribal programs not available.

STEEP Parenting Partnership

Source:Council for Children and Families Annual Reports for years provided.

Nurse-Family Partnership (NFP)

Partial data for 2011 (January 1 - June 30). Source:NFP and Thrive by Five Washington.

Partnering with Families for Early Learning (PFEL)

PFEL began in 2009, serving women in their last trimester of pregnancy and continues up to the child's 2nd birthday. Data represents mothers that had at least one visit during FY2011. If the focus child was born before June 30, 2010, they are counted in ages 1-2 and are otherwise counted in Birth - 1 year. Source: Thrive by Five Washington.

AppleHealth – Medicaid Services for Infants and Children

Medicaid (Title 19) covers children up to 200% FPL. CHIP (Title 21) currently covers children between 200% to 300% of FPL, although these families or individuals pay part of the monthly premiums.

AppleHealth Services	***2007***	***2008***	***2009***	***2010***	***2011***
Medicaid	*205,345*	*212,506*	*230,332*	*250,391*	*259,119*
CHIP	*3,203*	*3,298*	*3,865*	*5,169*	*6,200*
Total	***208,548***	***215,803***	***234,197***	***255,560***	***265,319***

[1] Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

[2] Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

[3] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	**Fiscal Year 2012**	**Fiscal Year 2013**	**Fiscal Year 2014**	**Fiscal Year 2015**	**Total**
Department of Early Learning	**37,534,378**	**36,925,887**	**36,925,887**	**36,925,887**	**148,312,039**
State GF	7,013,655	6,987,283	6,987,283	6,987,283	27,975,504
Federal	30,520,723	29,938,604	29,938,604	29,938,604	120,336,535
IDEA Part B - Federal Section 619 funding for 3-5 year olds	**5,930,087**	**5,930,087**	**5,930,087**	**5,930,087**	**23,720,348**
IDEA Part C - Federal	**12,948,340**	**8,548,340**	**8,548,340**	**8,548,340**	**38,593,360**
ESIT - GF-S Special Education for Children ages 0-2	**35,518,243**	**35,518,243**	**35,518,243**	**35,518,243**	**142,072,973**
Head Start & Early Head Start & HSSCO	**126,624,824**	**126,461,859**	**126,461,859**	**126,461,859**	**506,010,401**
HS, EHS, MSHS, AI/AN - Federal	125,869,000	125,869,000	125,869,000	125,869,000	503,476,000
HeadStart State Collaboration Office - Federal	712,074	549,109	549,109	549,109	2,359,401
HeadStart State Collaboration Office - State	43,750	43,750	43,750	43,750	175,000
ECEAP - State and Federal	**56,833,695**	**56,821,067**	**56,821,067**	**56,821,067**	**227,296,896**
State GF	3,516,185	3,503,557	3,503,557	3,503,557	14,026,856
State Oppty Pathways	40,000,000	40,000,000	40,000,000	40,000,000	160,000,000
CCDF Match	12,189,510	12,189,510	12,189,510	12,189,510	48,758,040
Federal	1,128,000	1,128,000	1,128,000	1,128,000	4,512,000
WCCC - DSHS ESA	**327,297,612**	**327,297,612**	**327,297,612**	**327,297,612**	**1,309,190,447**
Admin & Eligibility - GF-S	7,772,780	7,772,780	7,772,780	7,772,780	31,091,121
Admin & Eligibility - CCDF Match/Moe	17,534,519	17,534,519	17,534,519	17,534,519	70,138,078
Admin & Eligibility - Federal	814,194	814,194	814,194	814,194	3,256,777
Subsidies - GF-S	18,023	18,023	18,023	18,023	72,091
Subsidies - CCDF Match/Moe	60,857,347	60,857,347	60,857,347	60,857,347	243,429,388
Subsidies - Federal	235,624,760	235,624,760	235,624,760	235,624,760	942,499,041
SEIU - GF-S	4,675,988	4,675,988	4,675,988	4,675,988	18,703,952
Child Care Subsidies - DEL	**15,066,334**	**15,071,144**	**15,071,144**	**15,071,144**	**60,279,766**
Child Care Administration - Federal	1,104,000	1,104,000	1,104,000	1,104,000	4,416,000
Homeless & Seasonal Child Care - GF-S	1,552,900	1,552,900	1,552,900	1,552,900	6,211,600
Homeless & Seasonal Child Care - Federal	6,782,000	6,783,000	6,783,000	6,783,000	27,131,000
Medicaid Treatment Child Care - Federal	2,152,000	2,152,000	2,152,000	2,152,000	8,608,000
Medicaid Treatment Child Care - State Match	2,522,000	2,522,000	2,522,000	2,522,000	10,088,000
WCCC Policy - Federal	953,434	957,244	957,244	957,244	3,825,166
Home Visiting Services Account - DEL	**3,079,291**	**4,688,709**	**4,688,709**	**4,688,709**	**17,145,418**
HVSA - Federal	645,291	1,754,709	1,754,709	1,754,709	5,909,418
HVSA - GF-S	934,000	934,000	934,000	934,000	3,736,000
HVSA - Private (BMGF)	1,500,000	2,000,000	2,000,000	2,000,000	7,500,000

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	**Fiscal Year 2012**	**Fiscal Year 2013**	**Fiscal Year 2014**	**Fiscal Year 2015**	**Total**
Council for Children and Families - FY 13 Community Based Child Abuse Prevention (CBCAP)	-	**1,051,000**	**1,051,000**	**1,051,000**	**3,153,000**
Kindergarten Readiness (WA Kids)	**500,000**	**408,000**	**338,130**	**636,725**	**1,882,855**
State GF-S/OSPI	500,000	408,000	338,130	636,725	1,882,855
Private Sector -- Other Sources	**10,000,000**	**10,000,000**	**10,000,000**	**10,000,000**	**40,000,000**
[Add additional rows as needed and enter text here to clarify or explain any of the data, if necessary.]					
DEL Administration *Source: DEL Finance. Biennial allotment for 2011-2013 submitted Aug 12, 2011.* *Represents all funding for the Department of Early Learning with the exception of ECEAP, Child Care Subsidies, ESIT, HeadStart and Home Visiting programs, which are reported in total elsewhere in this table.*					
IDEA Part B - Section 619 Funding for 3-5 year olds. *Source: Office of the Superintendent of Public Instruction (OSPI). Data for 2009-11 Special Education/finance-grants/funding website.*					
IDEA Part C *Source: DEL Finance. Biennial allotment for 2011-2013 submitted Aug 12, 2011. FY2012 includes an estimated $3.4 m in additional funds with successful reappropriation of FY2011 funds from the ARRA federal grant award.*					
ESIT General State Funding *Source: Office of the Superintendent of Public Instruction (OSPI). Data for 2009-11 Special Education/finance-grants/funding website.*					
HeadStart and HSSCO *Source: Data for the HeadStart, Early HeadStart and other HS programs was provided by the HeadStart State Collaboration Office. Data for HS programs is unavailable for FY2013. Data for funding related to the HSSCO from DEL Finance.*					
ECEAP *Source DEL Finance. Biennial allotment for 2011-2013 submitted Aug 12, 2011.* *Includes State Match and MOE contributions to CCDF.*					
Working Connections Child Care (WCCC) *Source: DSHS ESA* *Figures represent spending on administration of child care including funds related to collective bargaining agreements with child care providers represented by SEIU 925.*					
Child Care Subsidies *Source: DEL Finance. Biennial allotment for 2011-2013 submitted Aug 12, 2011.* *Figures represent funding for DEL's administration of WCCC and other child care programs, including:* *1) The eligibility process and supports for Homeless and Seasonal Child Care, including child care grants and in-field staff to enable access to services.* *2) Child care through the Medicaid Treatment program.* *Note the administration of funding for the Medicaid Treatment Child Care tranferred from DSHS Children's Administration to DEL in FY2012.*					
Home Visiting Services Account *Source: DEL Finance. Biennial allotment for 2011-2013 submitted Aug 12, 2011.* *Represents all model programs funded by the Home Visiting Services Account: Parents as Teachers (PAT), STEEP (Parenting Partnership), Parent-Child Home Program (PCHP), Parent-Child Assistance Program (PCAP), and Partnering with Families for Early Learning (PFEL).*					
Council for Children and Families (CCF) *Source: Estimated by DEL Finance. Funding to support DEL's responsibility to partner with DSHS and to designate a public-private entity to work on prevention and reduction of Adverse Childhood Experiences (ACES). Appropriation for this effort will be addressed in the State Supplemental budget (Fiscal Note for 1965 E2SHB) in November 2011.*					
Kindergarten Readiness (WaKIDS) *Source: Office of the Superintendent of Public Instruction.*					

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	**Fiscal Year 2012**	**Fiscal Year 2013**	**Fiscal Year 2014**	**Fiscal Year 2015**	**Total**
Private Sector (all sources) *Sources: The Bill and Melinda Gates Foundation (BMGF), Thrive by Five Washington (Thrive) and the Washington State Child Care Resource and Referral Network (WSCCRRN).* *Figures from BMGF represent payments awarded for FY2011 within the Foundation's Early Learning Initiative. Future payments for currently active grants are not available.* *Thrive's figures represent private sector investments (non-government, accrual basis). Note that grant/investments to Thrive included pledges restricted for future years – multi-year grants. Funding rolled over to subsequent years, depending on the private funder and the specificity outlined in the grant. This is most noticeable in FY2010, when approximately $5 million was rolled over from the prior year.*					

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between _Washington State Department of Early Learning (DEL) ("Lead Agency") and the Department of Social and Health Services (DSHS) ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:
1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System (TQRIS); and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a RTT-ELC grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the RTT-ELC grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan as identified in the Exhibit II of this agreement;

3) Abide by the Participating State Agency'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 Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are 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");
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 RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
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.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I and Exhibit II of this agreement;
2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I and Exhibit II, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency 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 to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Elizabeth M. Hyde

October 13, 2011

Signature	Date
Dr. Bette Hyde	Director
Print Name	Title

Authorized Representative of Participating State Agency:

SIGNATURE

Jennifer Hansen

October 13, 2011

Signature	Date
Jennifer Hansen	10/13/11
Print Name	Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
Section A	• DEL • DSHS	As active members of the Early Learning Advisory Council, participating agencies will advise DEL on policy matters and review early learning plans for alignment with ELP.
(B)(1)	• DEL • DSHS	Participating agencies agree, as applicable, to use TQRIS program standards across all participating programs.
	• DEL (ELAC) • DSHS	Participating agencies will make recommendations on TQRIS implementation as an active members of the Early Learning Advisory Council.
	• DEL • Head Start State Collaboration Office (DEL) • State-funded preschool ECEAP (DEL)	Responsible for cross-walking Head Start and ECEAP performance standards with TQRIS Program Standards.
(B)(2)	• DEL • IDEA Part C (DEL)	Representatives from each program will work together to develop work plan to integrate Individuals with Disabilities Education Act (IDEA) Part C with TQRIS as appropriate.
	• DEL • Head Start Collaboration Office (DEL) • State-funded preschool ECEAP (DEL)	Representatives will work together to develop reciprocity agreement between TQRIS, Head Start and ECEAP programs to clarify a streamlined process for programs to enter into TQRIS.
(B)(3)	• DEL • DSHS	Representatives will work together to disseminate materials and information related to TQRIS.
(B)(4)	• DSHS • DEL	Representatives from key programs will work in collaboration with lead agency to implement tiered reimbursement for Working Connections Child Care.
(B)(5)	• DEL • DSHS	As part of State Leadership Team and ELAC, representatives will understand and make recommendations on evaluation data analyzing TQRIS impact on increasing child outcomes.
	• DSHS • DEL	Representatives from key programs agree to supply data for evaluation of QRIS
(C)(1)	• DEL	Participating agencies agree to use a common, statewide set of early

Selection Criterion	Participating Party	Type of Participation
	• DSHS	learning and development standards across all early learning programs.
	• DEL • DSHS	Representatives will assist in the dissemination of information related to Early Learning Standards as appropriate.
(C)(4)	• DEL • DSHS	Representatives will participate in the Home Visiting Cross Agency Governance Structure.
(D)(1)	• DEL • DSHS	Participating agencies agree, as applicable, to use a common, statewide set of workforce knowledge and competency framework and progression of credentials.
	• DEL • DSHS	As part of State Leadership Team and ELAC, representatives will understand and make recommendations on impact of workforce development strategy and incentives.
	• DSHS • DEL	Representatives from DSHS will collaborate with DEL and other partners to develop professional development activities/curriculum focused on child and adult executive function.
(E)(1)	• DEL • DSHS	Representatives will assist in the dissemination of information related to WaKIDS as appropriate.

EXHIBIT 2 – GOVERNANCE-RELATED ROLES AND RESPONSIBILITIES OUTLINED IN STATE REFORM PLAN (SECTION A)

Participating State Agency/Organization	Governance-related roles and responsibilities
Department of Early Learning (Lead Agency)	• Child Care Licensing Agency • Oversight and participation in State Advisory Council (ELAC) • Child Care and Development Fund (CCDF) • Working Connection Child Care (WCCC) subsidy policy oversight and management • Title V Maternal and Child Health Services Block Grant • State preschool program ECEAP policy, program, oversight and management • Early Learning & Development Benchmarks • TQRIS policy, program, oversight and management • State Interagency Coordinating Council for Part C of IDEA • Head Start State Collaborative Office • Statewide Longitudinal Data System grant participant • Home Visiting Cross Agency Governance Structure participant • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive)
Office of Superintendent of Public Instruction	• State Education Agency • Oversight of Title I of the ESEA • Administration of Section 619 of part B of the Individuals with Disabilities Education Act (IDEA) • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive)

Participating State Agency/Organization	Governance-related roles and responsibilities
	• ELAC participation • Statewide Longitudinal Data System grant participant
Thrive by Five Washington	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive) • ELAC participation • Home Visiting Services Account (HVSA) administration • Community engagement in TQRIS, WaKIDS and early learning standards through grants, consultation, technical assistance and collaboration meetings involving Early Learning Coalitions/Hubs • Family engagement efforts utilizing Love Talk Play parent campaign
Department of Social and Health Services	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI, and Thrive) • ELAC participation • WCCC administration • TANF administration • Foster care oversight and administration • Home Visiting Cross Agency Governance Structure participant
Department of Health	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive) • ELAC participation • CHILD Profile administration • WIC oversight and administration • State Maternal and Child Health Early Childhood Comprehensive Systems oversight and administration • Home Visiting Cross Agency Governance Structure participant

Elizabeth M. Hyde — October 13, 2011

Signature *(Authorized Representative of Lead Agency)* Date

Jennifer Hansen — October 13, 2011

Signature *(Authorized Representative of Participating State Agency)* Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between _Washington State Department of Early Learning (DEL) ("Lead Agency") and the Department of Health (DOH) ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
   (a) A set of statewide Early Learning and Development Standards;
   (b) A set of statewide Program Standards;
   (c) A statewide Tiered Quality Rating and Improvement System (TQRIS); and
   (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a RTT-ELC grant.)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the RTT-ELC grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
2) Abide by the governance structure outlined in the State Plan as identified in the Exhibit II of this agreement;

3) Abide by the Participating State Agency'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 Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are 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");
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 RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
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.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I and Exhibit II of this agreement;
2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I and Exhibit II, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency 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 to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Elizabeth M. Hyde — October 13, 2011

Signature — Date

Dr. Bette Hyde — Director

Print Name — Title

Authorized Representative of Participating State Agency:

Cindy Thompson — October 13, 2011

Signature — Date

NAME DOH Contracts Administrator — TITLE

Print Name — Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
Section A	• DEL • DOH	As active members of the Early Learning Advisory Council, participating agencies will advise DEL on policy matters and review early learning plans for alignment with ELP.
(B)(1)	• DEL • DOH	Participating agencies and organizations agree to use TQRIS program standards across all participating early learning programs.
	• DEL (ELAC) • DOH	The State Health Officer (DOH) will make recommendations on TQRIS implementation as an active member and co-chair of the Early Learning Advisory Council.
	• DEL • DOH	Representatives from key programs will work together to ensure alignment between health promotion programs (e.g. Universal Developmental Screening) and TQRIS.
	• DEL • Head Start Collaboration Office (DEL) • State-funded preschool ECEAP (DEL)	Responsible for cross-walking Head Start and ECEAP performance standards with TQRIS Program Standards
(B)(2)	• DEL • IDEA Part C (DEL)	Representatives from each program will work together to develop work plan to integrate Individuals with Disabilities Education Act (IDEA) Part C with TQRIS as appropriate
	• DEL • Head Start State Collaboration Office (DEL) • State-funded preschool ECEAP (DEL)	Representatives will work together to develop reciprocity agreement between TQRIS, Head Start and ECEAP programs to clarify a streamlined process for programs to enter into TQRIS
(B)(3)	• DEL • DOH	Representatives will work together to disseminate materials and information related to TQRIS
(B)(4)	• DOH	DOH administers care coordination for Children with Special Health Care Needs including linking children and families to high quality early learning programs in TQRIS.
(B)(5)	• DEL • DOH	As part of State Leadership Team and ELAC, representatives will understand and make recommendations on evaluation data analyzing TQRIS impact on improving child outcomes.
	• DEL • DOH	Representatives from key programs agree to explore provision of data for evaluation of QRIS as resources and state and federal regulations permit.
(C)(1)	• DEL	Participating agencies and organizations agree to use a common,

Selection Criterion	Participating Party	Type of Participation
	• DOH	statewide set of early learning and development standards across early learning programs.
	• DEL • DOH	Representatives will provide feedback on the revised Early Learning Guidelines, and promote their use.
(C)(4)	• DEL • DOH	Representatives will participate in the Home Visiting Cross Agency Governance Structure.
	DOH	DOH supports families through several grants and initiatives including CHILD Profile, which provides information about child development, well child care, and other health information; Strengthening Families which promotes protective factors to build resiliency and prevent child abuse and neglect; Women, Infants and Children, which improves birth and child outcomes; and Children with Special Health Care Needs which assures access to needed services and care coordination. DOH contracts with the Center for Children with Special Needs at Seattle Children's which provides health information and linkages to support services for families; DOH contracts with WithinReach which provides phone and web access to health information and resources for families
(D)(1)	• DEL • DOH	Participating agencies and organizations agree to use a common, statewide set of workforce knowledge and competency framework and progression of credentials for Early Learning.
	• DEL • DOH	As part of State Leadership Team and ELAC, representatives will understand and make recommendations on impact of workforce development strategy and incentives.
	• DOH	DOH representatives are participating in the implementation of the career lattice and promotion of the professional development system within the state.
(E)(1)	• DEL • DOH	Representatives will assist in the dissemination of information related to WaKIDS as appropriate and within available resources.

EXHIBIT 2 – GOVERNANCE-RELATED ROLES AND RESPONSIBILITIES OUTLINED IN STATE REFORM PLAN (SECTION A)

Participating State Agency/Organization	Governance-related roles and responsibilities
Department of Early Learning (Lead Agency)	• Child Care Licensing Agency • Oversight and participation in State Advisory Council (ELAC) • Child Care and Development Fund (CCDF) • Working Connection Child Care (WCCC) subsidy policy oversight and management • State preschool program ECEAP policy, program, oversight and management • Early Learning & Development Benchmarks • TQRIS policy, program, oversight and management • State Interagency Coordinating Council for Part C of IDEA • Head Start State Collaborative Office • Statewide Longitudinal Data System grant participant • Home Visiting Cross Agency Governance Structure participant

Participating State Agency/Organization	Governance-related roles and responsibilities
	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive)
Office of Superintendent of Public Instruction	• State Education Agency • Oversight of Title I of the ESEA • Administration of Section 619 of part B of the Individuals with Disabilities Education Act (IDEA) • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive) • ELAC participation • Statewide Longitudinal Data System grant participant
Thrive by Five Washington	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive) • ELAC participation • Home Visiting Services Account (HVSA) administration • Community engagement in TQRIS, WaKIDS and early learning standards through grants, consultation, technical assistance and collaboration meetings involving Early Learning Coalitions/Hubs • Family engagement efforts utilizing Love Talk Play parent campaign
Department of Social and Health Services	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI, and Thrive) • ELAC participation • WCCC administration • TANF administration • Foster care oversight and administration • Home Visiting Cross Agency Governance Structure participant
Department of Health	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive) • ELAC participation • CHILD Profile administration • WIC oversight and administration • State Maternal and Child Health Early Childhood Comprehensive Systems oversight and administration • Title V Maternal and Child Health Services Block Grant • Home Visiting Cross Agency Governance Structure participant

Elizabeth M. Hyde

October 13, 2011

Signature *(Authorized Representative of Lead Agency)* Date

(SIGNATURE) Lyn Thompson October 13, 2011

Signature *(Authorized Representative of Participating State Agency)* Date

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between _Washington State Department of Early Learning (DEL) ("Lead Agency") and the Office of Superintendent of Public Instruction (OSPI) and Thrive by Five Washington (Thrive) ("Participating State Agency or Organization"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency or Organization hereby certifies and represents that it:
1) Agrees to be a Participating State Agency or Organization and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
(a) A set of statewide Early Learning and Development Standards;
(b) A set of statewide Program Standards;
(c) A statewide Tiered Quality Rating and Improvement System (TQRIS); and
(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(*Please note that Participating State Agencies or Organizations must provide these assurances in order for the State to be eligible for a RTT-ELC grant.*)

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency or Organization's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency or Organization Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency or Organization is using for activities and services that help achieve the outcomes of the State Plan; and

6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY OR ORGANZATION RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the RTT-ELC grant application, the Participating State Agency or Organization will:

1) Implement the Participating State Agency or Organization Scope of Work as identified in the Exhibit I of this agreement;

2) Abide by the governance structure outlined in the State Plan as identified in the Exhibit II of this agreement;
3) Abide by the Participating State Agency or Organization'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 Participating State Agency or Organization is using to achieve the outcomes in the RTT-ELC State Plan);
4) Actively participate in all relevant meetings or other events that are 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");
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 RTT-ELC grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
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.

B. LEAD AGENCY RESPONSIBILITIES
In assisting the Participating State Agencies/Organization in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

1) Work collaboratively with, and support the Participating State Agency or Organization in carrying out the Participating State Agency or Organization's Scope of Work, as identified in Exhibit I and Exhibit II of this agreement;
2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency or Organization in the State Plan during the course of the project period and in accordance with the Participating State Agency or Organization's Scope of Work, as identified in Exhibit I and Exhibit II, and in accordance with the Participating State Agency or Organization's Budget, as identified in section VIII of the State's application;
3) Provide feedback on the Participating State Agency or Organization's status updates, any interim reports, and project plans and products;
4) Keep the Participating State Agency or Organization informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
5) Facilitate coordination across Participating State Agencies/Organizations necessary to implement the State Plan; and
6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES
1) The Lead Agency and the Participating State Agency or Organization will each appoint a key contact person for the RTT-ELC grant.
2) These key contacts from the Lead Agency and the Participating State Agency or Organization will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
3) Lead Agency and Participating State Agency or Organization personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4) Lead Agency and Participating State Agency or Organization personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency or Organization's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency or Organization 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 to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency or Organization, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

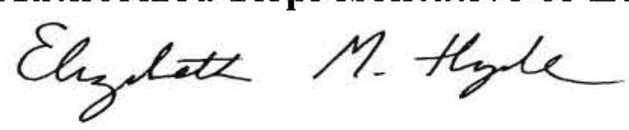
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

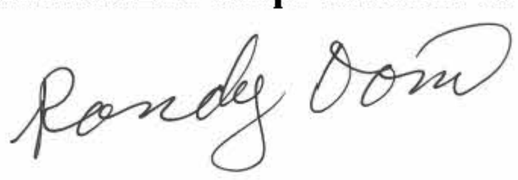
Authorized Representative of Lead Agency:



October 13, 2011

Signature	Date
Dr. Bette Hyde	Director
Print Name	Title

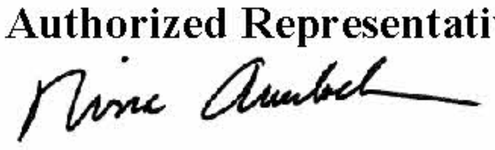
Authorized Representative of Participating State Agency:



October 13, 2011

Signature	Date
Randy Dorn	Superintendent
Print Name	Title

Authorized Representative of Participating State Agency:



October 13, 2011

Signature	Date
Nina Auerbach	CEO
Print Name	Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
Section A	• DEL • OSPI • Thrive	As active members of the Early Learning Advisory Council, participating agencies/organizations will advise DEL on policy matters and review early learning plans for alignment with state Early Learning Plan
	• DEL • OSPI • Thrive	Participating Agencies/Organizations will participate in the Joint Resolution Partnership and will devote necessary resources to identify and implement identified priorities.
(B)(1)	• DEL • Thrive • OSPI	Participating agencies and organizations agree to use TQRIS program standards across all participating programs.
	• DEL (ELAC) • Thrive • OSPI	Participating agencies will make recommendations on QRIS implementation as an active members of the Early Learning Advisory Council
	• DEL • Head Start State Collaboration Office (DEL) • State-funded preschool ECEAP (DEL)	Responsible for cross-walking Head Start and ECEAP performance standards with TQRIS Program Standards
(B)(2)	• DEL • IDEA Part C (DEL) • IDEA Part B (OSPI) • Title I (OSPI)	Representatives from each program will work together to develop work plan to integrate Individuals with Disabilities Education Act (IDEA) Part C, Part B and Title I with TQRIS as appropriate. Work plan will identify performance measures related to serving children with disabilities and health care needs as part of TQRIS.
	• DEL • Head Start State Collaboration Office (DEL) • State-funded preschool ECEAP (DEL)	Representatives will work together to develop reciprocity agreement between TQRIS, Head Start and ECEAP programs to clarify a streamlined process for programs to enter into TQRIS
(B)(3)	• DEL • Thrive	Representatives will work together to develop a robust outreach and engagement plan, including activities outlined in Love Talk Play.

Selection Criterion	Participating Party	Type of Participation
(B)(4)	• DEL • Thrive • OSPI	Representatives will participate on Preschool Work Group (SB 6759) to develop implementation strategy for a voluntary preschool program available for all 3- and 4-year-old children.
	• DEL • Thrive	DEL will lead TQRIS policy and program administration, guided by QRIS steering committee. Thrive will participate in QRIS steering committee.
(B)(5)	• DEL • OSPI • Thrive	As part of State Leadership Team, representatives will understand and make recommendations on evaluation data analyzing TQRIS impact on increasing child outcomes.
(C)(1)	• DEL • Thrive • OSPI	Participating agencies and organizations agree to use a common, statewide set of early learning and development standards.
	• DEL • Thrive • OSPI	Representatives will participate in steering committee to redesign of the Early Learning and Development Benchmarks to ensure connectivity to K-12, are culturally relevant, support children with disabilities, and reflect the most up-to-date knowledge about child development.
	• DEL • Thrive • OSPI	Representatives will assist in the distribution and implementation of Early Learning Standards to parents, early learning programs, early learning educators, and K-12 programs.
(C)(4)	• DEL • Thrive	Representatives will participate on Home Visiting Advisory Committee. Thrive will lead administration of Home Visitation Services Account.
	• DEL • TB5	Representatives will promote family engagement in programs across the state in alignment with TQRIS family engagement standards
(D)(1)	• DEL • Thrive • OSPI	To the extent applicable, participating agencies and organizations agree to use a common, statewide set of workforce knowledge and competency framework and progression of credentials.
	• DEL • OSPI • Thrive	As part of State Leadership Team, representatives will understand and make recommendations on impact of workforce development strategy and incentives.
	• DEL • OSPI	Representatives from programs will continue to support collaboration and professional development activities offered jointly by IDEA 619 Part B and Part C programs.
	• DEL • OSPI	Representatives will develop partnered professional development resources for use in OSPI, DEL and DOH programs.
(E)(1)	• DEL • Thrive • OSPI	Representatives will partner in support of legislation and ongoing funding that will expand kindergarten assessment process (WaKIDS) in accordance with High Quality Plan.
	• OSPI • DEL • Thrive	OSPI will lead the implementation of the WaKIDS assessment including work and policy group meetings, in collaboration with DEL, Thrive and other stakeholders.
	• Thrive • OSPI • DEL	Thrive will lead implementation of community engagement component statewide, including Early Learning Collaboration activities, in partnership with DEL and OSPI.
	• OSPI	OSPI and DEL will work in partnership to analyze longitudinal data

Selection Criterion	Participating Party	Type of Participation
	• DEL	from ECEAP and WaKIDS to understand programmatic impact and make recommendations for reform.
	• OSPI	Using private funding support, OSPI will administer the Teacher Data Analysis grants that will be provided to elementary schools to analyze WaKIDS data and improve instruction.
Invitational Priority 4	• OSPI • DEL • Thrive	OSPI will continue and accelerate efforts to build a statewide framework for increasing P-3 alignment, integration and sustaining the gains made in early learning programs through 3rd grade, in partnership with DEL and Thrive.
	• OSPI • DEL • Thrive	OSPI will conduct an annual "Starting Strong" conference to build alignment between early learning providers and K-12 schools and improve outcomes for children, in partnership with DEL, Thrive and other stakeholders.
	• OSPI	The Superintendent of Public Instruction will continue to advocate for the statewide implementation of state-funded full-day Kindergarten, class size reduction funding in grades K-3, WaKIDS, Educational Service District Science and Mathematics Coordinators, and other state funding necessary to implement the RTT-ELC grant in our public schools.

EXHIBIT 2 – GOVERNANCE-RELATED ROLES AND RESPONSIBILITIES OUTLINED IN STATE REFORM PLAN (SECTION A)

Participating State Agency/Organization	Governance-related roles and responsibilities
Department of Early Learning (Lead Agency)	• Child Care Licensing Agency • Oversight and participation in State Advisory Council (ELAC) • Child Care and Development Fund (CCDF) • Working Connection Child Care (WCCC) subsidy policy oversight and management • Title V Maternal and Child Health Services Block Grant • State preschool program ECEAP policy, program, oversight and management • Early Learning & Development Benchmarks • TQRIS policy, program, oversight and management • State Interagency Coordinating Council for Part C of IDEA • Head Start State Collaborative Office • Statewide Longitudinal Data System grant participant • Home Visiting Cross Agency Governance Structure participant • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive)
Office of Superintendent of Public Instruction	• State Education Agency • Oversight of Title I of the ESEA • Administration of Section 619 of part B of the Individuals with Disabilities

Participating State Agency/Organization	Governance-related roles and responsibilities
	Education Act (IDEA) • State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive) • ELAC participation • Statewide Longitudinal Data System grant participant
Thrive by Five Washington	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive) • ELAC participation • Home Visiting Services Account (HVSA) administration • Community engagement in TQRIS, WaKIDS and early learning standards through grants, consultation, technical assistance and collaboration meetings involving Early Learning Coalitions/Hubs • Family engagement efforts utilizing Love Talk Play parent campaign
Department of Social and Health Services	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI, and Thrive) • ELAC participation • WCCC administration • TANF administration • Foster care oversight and administration • Home Visiting Cross Agency Governance Structure participant
Department of Health	• State Leadership Team (Joint Resolution Partnership Agreement between DEL, OSPI and Thrive) • ELAC participation • CHILD Profile administration • WIC oversight and administration • State Maternal and Child Health Early Childhood Comprehensive Systems oversight and administration • Home Visiting Cross Agency Governance Structure participant

Elizabeth M. Hyde — October 13, 2011

Signature *(Authorized Representative of Lead Agency)* — Date

Randy Dorn — October 13, 2011

Signature *(Authorized Representative of Participating State Agency)* — Date

Nine Ambach — October 13, 2011

Signature *(Authorized Representative of Participating State Agency)* — Date

IV. APPLICATION ASSURANCES AND CERTIFICATIONS

Race to the Top – Early Learning Challenge

(CFDA No. 84.412)

Legal Name of Applicant (Office of the Governor): Office of Governor Christine O. Gregoire	Applicant's Mailing Address: Office of the Governor PO Box 40002 Olympia, WA 98504-0002
Employer Identification Number: 91-6001090	Organizational DUNS: 808972970
Lead Agency: Department of Early Learning Contact Name: Dr. Bette Hyde *(Single point of contact for communication)*	Lead Agency Contact Phone: 360.725.4584 Lead Agency Contact Email Address: bette.hyde@del.wa.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Participating State Agency. 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 Christine O. Gregoire	Telephone: (360) 902-4111
Signature of Governor or Authorized Representative of the Governor: Christine Gregoire	Date: 10/7/11
Lead Agency Authorized Representative (Printed Name): Elizabeth M Hyde	Agency Name: Department of Early Learning
Signature of Lead Agency Authorized Representative: Elizabeth M Hyde	Date: 10/10/11
Participating State Agency Authorized Representative (Printed Name): Randy I. Dorn	Agency Name: Office of the Superintendent of Public Instruction

Signature of Participating State Agency Authorized Representative:	Date: 10-10-11
Participating State Agency Authorized Representative (Printed Name): MARY C. SELECKY	Agency Name: Department of Health
Signature of Participating State Agency Authorized Representative:	Date: 10/
Participating State Agency Authorized Representative (Printed Name): Susan N Dreyfus	Agency Name: Department of Social & Health Services
Signature of Participating State Agency Authorized Representative:	Date: 10/10/11
Participating State Organization Authorized Representative (Printed Name):	Agency Name: Thrive by Five Washington
Signature of Participating State Agency Authorized Representative: Nina Averbach	Date: 10/13/11

Appendix 7

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:	
State Attorney General or Authorized Representative of the Attorney General (Printed Name): BRIAN T. MORAN	Telephone: 360.664.2474
Signature of the State Attorney General or Authorized Representative of the Attorney General : Brian T. Moran, Chief Deputy Attorney General	Date: 10/17/11

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; 34 CFR Part 85 – Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name): Elizabeth M. Hyde	
Signature: Elizabeth M Hyde	Date: 10/13/11

Washington State Race to the Top - Early Learning Challenge
Letters of Intent

Washington State Agencies and Officials

Office of Governor Christine O. Gregoire
Washington State Legislature (Bipartisan leadership from House of Representatives and Senate)
Washington State Congressional Delegation
Office of Superintendent of Public Instruction
Department of Health
Department of Social and Health Services
Early Learning Advisory Council
Washington State Representative Ruth Kagi
State Interagency Coordinator Council
Home Visiting Cross Agency Governance Structure
Commission on Asian Pacific American Affairs

Implementing Partner Agencies

Thrive by Five Washington
Washington State Association of Head Start and ECEAP
Washington State Child Care Resource and Referral Network (Representing all 11 regions)

Philanthropy and Business

Bill & Melinda Gates Foundation
Boeing
Casey Family Programs
Foundation for Early Learning
Microsoft
United Ways of Washington (Representing local and independent United Ways)
Washington Business Roundtable
Washington Dental Service Foundation

Higher Education

Council of Presidents (Representing all six four-year university presidents)
Early Childhood Teacher Preparation Council
Harvard University
State Board for Community and Technical Colleges
University of Washington

K-12

Association of Educational Service Districts (Representing all 9 Educational Service Districts)
Educational Service District 105, Yakima
Puget Sound Educational Service District 121, Renton

Anacortes Public Schools
Bridgeport School District
Cheney School District
Cle Elum School District
Nooksack Valley School District
North Franklin School District
Orondo School District
Richland School District
Rochester School District
Royal School District
Seattle Public Schools
Spokane Public Schools
Vancouver School District
White Salmon School District
Walla Walla School District
Yakima School District

Advocacy Organizations

Children's Alliance
Early Learning Action Alliance Coalition (Representing 40 organizations)
Excellent Schools Now Coalition (Representing 36 organizations)
Fight Crime, Invest in Kids
League of Education Voters
MomsRising (Washington Challenge petition with over 2,500 signatures)
School's Out Washington
Stand for Children
Washington Federation of Independent Schools

Community Partners

Community Center for Education Results
Early Learning Regional Coalitions (Representing 10 coalitions)
Early Learning Public Library Partnership
Service Employees International Union
Parent Advisory Group

Tribal Leaders Congress on Education
Washington Educators in Early Learning/American Federation of Teachers
YMCA of Greater Seattle
YMCA of Washington

Early Learning Programs

Community Day School Association
White Center Early Learning Initiative/Educare Early Learning Center
Northwest Learning and Achievement Group
Refugee and Immigrant Family Center

Appendix 8

CHRISTINE O. GREGOIRE
Governor

STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
P.O. Box 40002 • Olympia, Washington 98504-0002 • (360) 753-6780 • www.governor.wa.gov

October 4, 2011

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius, Secretary
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius:

On behalf of the families, children, educators and residents of Washington State, I respectfully submit our application for the Race to the Top-Early Learning Challenge Fund. We have the collective will, expertise and systems in place to increase access to high-quality early learning programs. Providing support for early learning programs is a top priority of my administration.

Washingtonians understand just how crucial those first days, weeks, months and years are in shaping a lifetime of potential. Washington is committed to early learning at every level, from robust and active local early learning coalitions to state legislators who truly understand the wisdom of investing in our youngest learners.

As a result of the intensive 18-month Washington Learns initiative in 2005, I created the Cabinet-level Department of Early Learning (DEL) in 2006, along with private nonprofit Thrive by Five Washington (Thrive) to embed early learning in the very fabric of our state and to leverage every possible public early learning dollar with private funding.

As we often say in Washington, there are about 2,000 days from the time a child is born until she starts kindergarten. We have to make every single one of those days count. That means:

- Offering high-quality early learning opportunities for families, particularly those families who are experiencing stressors and risk factors.
- Helping children be physically and mentally healthy.
- Delivering to parents the information and resources they need to be their children's first and most important teacher.
- Developing early care and education professionals with adequate training, education, and support to offer high-quality early learning services to children.
- Sending a loud, clear, and continuous message to communities around our state that early learning matters for children, for families, and for the future health of our citizenry.

We in Washington are well on our way to building a world-class early learning system. We have a 10-year state Early Learning Plan, which is our roadmap for providing school readiness not just for all children but also for families, communities, and educators. The plan reflects the input of more than 1,000 Washingtonians. DEL, Thrive and our state Office of Superintendent of Public Instruction are leading the effort to implement it, even in these tough economic times. We simply cannot afford not to.

Because of this hard work and dedication from the public and private sectors, Washington is delivering on the promise our Early Learning Plan makes to children and families:

- We have one of the highest quality state-funded preschool programs in the nation (our Early Childhood Education and Assistance Program).
- Our Legislature in 2010 created a Home Visiting Services Account so that state and federal funding for home visiting is matched with private dollars.
- We have tested and are now implementing our Quality Rating and Improvement System that will help ensure families understand and have access to quality.
- Our truly unique kindergarten readiness assessment process, the Washington Kindergarten Inventory of Developing Skills (WaKIDS), was piloted during the 2010-2011 school year. It is now being rolled out so that children have a successful transition from early learning into K-12.

These accomplishments in Washington have not been easy, particularly within the current economic landscape. We are building a world-class early learning system because it is the right thing to do and it is the smart thing to do. As we build this system, we use data and research to inform decisions. We insist on true and strategic partnerships. And, always, we build this system keeping the eye on the prize: A world-class education for every child in our state.

Our Race to the Top-Early Learning Challenge proposal shows what we have accomplished and what we have left to do. We plan to take QRIS to scale by 2015, and WaKIDS to scale by the 2014-2015 school year. Some children still start school not ready for success in our state, and that opportunity gap is more pronounced for children of color or from low-income families. We know how to address this issue: Ensure high-quality early learning opportunities are available and accessible for all Washington families; support those caring for and teaching young children as professionals; and create a seamless system from early learning into the early primary grades and beyond.

Washington is ready. We have a bold and comprehensive plan for raising the quality of early learning programs in our state. We have momentum. The Race to the Top-Early Learning Challenge will give Washington the chance to build on that momentum and move quickly toward giving every child in our state a strong start.

Thank you for your leadership and your vision for the children of our nation, and thank you for your consideration of our proposal.

Sincerely,

Christine O. Gregoire
Governor

Appendix 8

STATE OF WASHINGTON

DEPARTMENT OF EARLY LEARNING

P.O. Box 40970, Olympia, Washington 98504-0970
360.725.4665 • FAX 360. 413.3482

October 10, 2011

The Honorable Arne Duncan
U.S. Dept. of Education
400 Maryland Avenue, SW
Washington, D.C. 20201

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the State Home Visiting Cross Agency Governance Structure, we offer our enthusiastic support for the Washington State Race to the Top Application. As part of an unprecedented opportunity for partnership and collaboration at the Federal, State and community level we have sought to improve the health and development outcomes for at-risk children through evidence-based home visiting programs. Over the past 18 months four state agencies (Department of Early Learning, Department of Social and Health Services, Department of Health and the Council for Children and Families) have worked collaboratively to build a home visiting system designed for highest impact. Home visiting services have been shaped by the enduring commitment to early learning system work identified in our state's 10-year Early Learning Plan. As leaders of each of these agencies, we have worked collaboratively to plan for expansion of evidence-based home visiting services in the highest risk communities in our state. We have used data, community wisdom, and research on best practices to build a portfolio of home visiting services. Our ability to leverage public and private funds, through our public private partner Thrive by Five Washington, allows us to go further in moving the needle. The Race to The Top competition offers us an opportunity to proceed in a robust manner, the norm in Washington, to meet our goals through targeted investments to support success for children in school and in life.

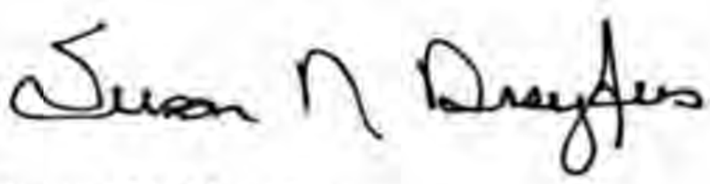
The home visiting work can be showcased as a Washington success. We are very proud of our Home Visiting Needs Assessment, viewed as a national model, developed by our Department of Health. The Department of Early Learning led an intensive planning period utilizing the expertise of home visiting experts and the cross agency collaborative agencies to design a coordinated system with shared goals, braided funding, quality supports, and a system of accountability to ensure high impacts on child health and development. Again, Washington received stellar reviews from the U.S. Dept. of Health and Human Services, identifying the collaborative planning structure and systems approach as stellar. After a thorough analysis of how to implement high quality services Washington has designed an innovative implementation hub for home visiting supports and services. Thrive by Five Washington provides centralized community grant-making, training, technical assistance and quality supports to ensure results

among our diverse programs, communities and grantees. The emphasis on continuous quality improvement is imbedded in each stage of the work to ensure optimal impact on children. The Washington Race to the Top work will focus on integrating the Early Learning Guidelines into statewide efforts. The home visiting system is committed to partnering with staff and parents to provide to best support children in their exciting discovery process across the ages and stages of development. Dissemination of the Early Learning Guidelines will help us do this. The expansion of WaKIDS will build key linkages between early learning staff, families and kindergarten teachers. The overall QRIS expansion will bring to fruition a system for families to identify quality child care and a system to support early educators in doing this most important work. Each of these strategies connects to the home visiting system work, and as partners we stand behind these efforts.

We believe the Washington Early Learning Plan provides the optimal framework and demonstrates readiness for the next transformative steps to build this system of early learning. As collaborative leaders across state government, we support the acceleration of these top-priority strategies to bring great benefits to our children. On behalf of the leaders of the Home Visiting Cross Agency Governance Group we urge your support and funding of the Washington state's exciting work as we are ready to Race to the Top.

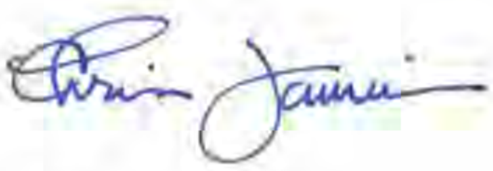
Sincerely,

Elizabeth M. Hyde, Ph.D.
Director



Susan N. Dreyfus
Secretary, Department of Social and Health Services

Mary C. Selecky
Secretary, Department of Health



Chris Jamieson
Acting Director, Council for Children and Families

The State of Washington
COMMISSION ON ASIAN PACIFIC AMERICAN AFFAIRS
P.O. Box 40925 • Olympia, Washington 98504-0925
PH: 360.725.5667 • FX: 360.586.9501 • EM: capaa@capaa.wa.gov • WS: www.capaa.wa.gov

Improving the lives of Asian Pacific Americans

September 7, 2011

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-008

Dear Secretary Duncan:

The Washington State Commission on Asian Pacific American Affairs strongly supports Washington's Race to the Top-Early Learning Challenge proposal. We believe a strong early learning system is paramount for the future of our children and the prosperity of our state.

The Commission on Asian Pacific American Affairs is a state agency that exists to improve the well-being of Asian Americans and Pacific Islanders (AAPI) by ensuring their access to participation in the fields of education, government, business, and other areas. The commission helps all AAPIs achieve full equality and inclusion in society, and provides aid in obtaining governmental services. Our many functions include making recommendations to state agencies on desirable changes in laws, advising on the development and implementation of comprehensive policies focusing on the special problems and needs impacting AAPIs, and educating the community about laws, programs, and policies. We serve over 674,573 AAPIs representing over 47 distinct communities speaking more than 100 languages and dialects. Today, Washington ranks in the top ten states with the most AAPIs. It is expected that within the next twenty years, the communities will make up over 10% of the population.

As access to quality, affordable, safe, and culturally inclusive education is one of our top priorities, we work in partnership with our state's Department of Early Learning by having AAPI representatives integrated in some of our state's most critical early learning policy decision making bodies working on WaKIDS to the redevelopment of our Early Learning Guidelines. We work hand in hand with the department on long-term solutions that ensure the inclusiveness of all our communities and those children with the highest need. Not only is this work important to the communities we serve, this work directly supports the main elements of our state's proposal.

Equally significant to this policy work is our state's understanding of the importance of connecting directly with the AAPI community, parents, and children. We expect to continue our relationship with the Department of Early Learning in serving as a bridge into our diverse communities. We will continue to provide opportunities to engage with the AAPI community at our statewide meetings hosted by community organizations. This policy and engagement work is direct evidence of the deep understanding of the unique needs of our population and those that may be most in need.

We have a strong foundation and have already begun work to meet our state's early learning goals. This is why we fully support Washington's Race to the Top-Early Learning Challenge proposal and hope you will give it full consideration.

Sincerely,

Kendee Yamaguchi	Jagdish Sharma	Frieda K. Takamura
Executive Director	Chair	Education Chair

Agency Overview
The CAPAA was established by the state legislature in 1974 to improve the well-being of Asian Pacific Americans (APAs) by insuring their access to participation in the fields of government, business, education, and other areas. It has a board made up of 12-governor appointed members that represent the diverse APA communities of Washington State.

Appendix 8

Thrive by Five WASHINGTON

Nina Auerbach
President & CEO

BOARD OF DIRECTORS

Jackie Bezos
Bezos Family Foundation
Co-Chair

Governor Christine Gregoire
Co-Chair

William H. Gates, Sr.
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Past Chair

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Clear Channel
Communications, Inc.

Peter Berliner
PRI Makers Network

Kim Ackerley Cleworth
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Randy Dorn
State Superintendent, Office of
Superintendent of Public Instruction

Jon Fine
United Way of King County

Janet Fisher
The Boeing Company

Ricardo Garcia
Community Volunteer

State Representative Larry Haler
House Early Learning &
Children's Services Committee

State Senator Mike Hewitt
Senate Minority Leader

Dr. Bette Hyde
Director, Washington State
Department of Early Learning

State Representative Ruth Kagi
Chair, House Early Learning &
Children's Services Committee

State Senator Claudia Kauffman
Senate Early Learning & K-12
Education Committee

Dan Kranzler
Kirlin Charitable Foundation

Tricia McKay
Medina Foundation

John Stanton
Trilogy Equity Partners

Craig Stewart
Apex Foundation

Greg Taylor
W.K. Kellogg Foundation

Kevin C. Washington
Tabor 100

Bob Watt
Community Volunteer

September 6, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the board of Thrive by Five Washington, we are writing to enthusiastically support Washington's application for the Race to the Top – Early Learning Challenge grant. Washington's application is focused on three areas that have been adopted as priorities for our state: (1) Promoting school readiness for all children, especially children with high needs; (2) Supporting high-quality, accountable programs and measuring results; and (3) Ensuring successful kindergarten transitions for children, families, and professionals.

Created in 2006, Thrive by Five Washington is the state's nonprofit public-private partnership for early learning. Thrive by Five Washington was created at the same time as the Washington Department of Early Learning in order to ensure that both public and private resources were being used in concert to promote the development of both strong early learning programs and a strong early learning system in Washington. To that end, Thrive by Five Washington has raised more than $40 million in private dollars to support early learning over the past 5 years.

Thrive by Five Washington has worked closely with the Department of Early Learning to develop, evaluate, and scale many of the components of our state's early learning system. We developed, piloted, and conducted a randomized control trial of Washington's QRIS system. The knowledge and expertise gained during this process has helped to enable this program to move toward scale. In addition, we helped to lead the development of Washington's Early Learning Plan, and have been integrally involved in the WaKIDS Kindergarten assessment and the recent updates to our state's Early Learning Guidelines. These elements are the backbone of our early learning system in Washington.

Thrive by Five Washington will continue to be an active partner in supporting the critical elements of our state's early learning system including supporting the work that is outlined in the grant proposal . This will include:

- **QRIS**: Thrive by Five Washington will work through our state's Early Learning Coalitions to inform parents and caregivers about the QRIS system and the importance of quality care for young children. We will continue to convene key

www.thrivebyfivewa.org
1218 Third Avenue, #800, Seattle WA 98101 Phone: 206.621.5555 Fax: 206.652.0761

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Thrive by Five WASHINGTON

stakeholders to work together toward quality improvements, to promote quality improvements directly within existing childcare settings, and to use our advocacy voice to encourage continued and increased support for public and private sector investments in quality. We will also work to integrate our parenting awareness campaign Love. Talk.Play. within the QRIS system.

- **WaKIDS**: WaKIDS is a powerful tool that informs Kindergarten teachers, early learning professionals, parents, and policy makers about the progress of young children. Thrive by Five Washington will continue to work with the state to promote the value of WaKIDS through the Early Learning Coalitions to ensure that there is buy-in, support, and effective local use of WaKIDS data as it scales to all schools across the state.

- **Early Learning Guidelines**: the Early Learning Guidelines are critical to our system of ensuring that parents and caregivers are informed and supported to help our youngest learners be ready for Kindergarten. Thrive by Five Washington uses the benchmarks as the basis for all of our work, including Love.Talk.Play. our parenting awareness campaign.

- **Home Visiting**: Thrive by Five Washington is the administrator of the Home Visiting Services Account in Washington, which has pooled public and private resources to scale high-quality, research-based home visiting programs in Washington. Thrive will continue to partner with the state to ensure that home visiting in integrated into Washington's early learning system, including using common standards (e.g. Washington's Early Learning Guidelines) and will work to build shared data opportunities.

- **Governance**: Thrive by Five Washington serves on the Early Learning Advisory Council and is a member of the Joint Resolution Partnership along with the Department of Early Learning and the Superintendent of Public Instruction. We are proud of the strong governance system that we've developed in Washington, and we will continue to work in a coordinated and collaborative role with our public sector partners. This includes joint prioritization within our Early Learning Plan, shared funding opportunities between the public and private sectors, and proactively looking for ways to build public and political will to support quality improvement efforts.

- **Best Practices and Research**: Washington is home to leading experts in early learning including Dr. Patricia Kuhl and Dr. Andrew Meltzoff at University of Washington's Institute for Learning and Brain Science (I-Labs.) I-Labs is an interdisciplinary center dedicated to discovering the core principles of human learning, with special emphasis on work that will enable all children from birth to age five to achieve their full potential. The University of Washington is also home to the National Center on Quality Teaching and Learning in Head Start, and we have worked closely with Dr. Gail Joseph to develop and evaluate both WaKIDS and our QRIS model.

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Appendix 8

We are very excited that you and President Obama are prioritizing the development of early learning systems and improved quality of early learning programs. We strongly believe that Washington has made tremendous strides in both of these areas and we will continue to work to develop the strongest early learning system in the country that ensures that all of Washington's Kindergarteners are prepared for school and life.

Sincerely,

Nina Auerbach
President and CEO

Jackie Bezos
Co- Chair

www.thrivebyfivewa.org
1218 Third Avenue, 8th Floor, Seattle WA 98101 Phone: 206.621.5555 Fax: 206.652.0761

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Appendix 8

Dear Secretary Duncan and Secretary Sebelius,

We are writing on behalf of the Washington State Association of Head Start and ECEAP Programs to express our great excitement and strong support for Washington's Race to the Top/Early Learning Challenge proposal. Our organization is made up of directors, staff and parents, and represents Washington's Head Start and ECEAP (our state's preschool program based on the head Start model) programs. We view Race to the Top/Early Learning Challenge (RTT/ELC) as a unique opportunity for our state's broad early learning community to consolidate recent improvements in our state's early learning services into a unified system that sets the stage for success in school for all young children in our state. On a concrete level, we offer our commitment to to support the success of both the WaKIDS Kindergarten readiness assessment and the Tiered Quality Rating and Improvement System (TQRIS). As outlined herein, our Association will facilitate maximum participation by all the Head Start and ECEAP programs in Washington. We do this both because it will provide strong benefits to our programs, and because it will help us achieve our goal of improving the lives of all young children in our state.

We think Head Start and ECEAP can offer many concrete opportunities to improve early learning in Washington. Head Start has served at-risk children in our state for 45 years, and ECEAP celebrates its 25th anniversary this year. During that time, we have showcased what high quality child development and family support programs look like, and how a comprehensive approach to staff development (including coaching, career ladders, and support for attaining college degrees) can provide staff skilled in instruction, cultural competence, and supporting the whole child and family. We are eager to share what we have learned by expanding our professional development services to a wider group of providers.

We commit ourselves in full to the following actions within the framework described in our state's RTT/ELC grant application:

- We will strongly encourage all Head Start and ECEAP programs to actively participate in our state's TQRIS system right from the beginning, to reach the higher tiers as soon as possible, and to provide leadership in local communities to encourage all providers, parents and stakeholders to join and support TQRIS.
- We will work closely with the Department of Early Learning (DEL) to development expedited channels that allow Head Start and ECEAP programs in good standing to receive rapid recognition for meeting TQRIS standards. We expect this to result in many of our programs being able to reach the higher tiers relatively quickly, using streamlined methods that will avoid duplication and keep administrative costs for both our programs and DEL to a minimum.
- We will strongly encourage all Head Start and ECEAP programs to reach Level 2 of the TQRIS during 2012.

345 118th Ave SE · Suite 220 · Bellevue, WA 98005 · phone: 425.453.1227 · www.wsaheadstarteceap.com

- Because we view TQRIS as an excellent marketing and community education opportunity for our programs, we anticipate that most programs will seek to achieve the top tier as soon as possible. There is nothing to keep our programs from achieving this goal, and we welcome the opportunity to use the TQRIS process as a way of identifying and addressing any of our services that need improvement.
- Our Head Start and ECEAP programs pride themselves on having robust professional development systems based on the premise that all staff are life-long learners. We hire the most qualified staff we can get, and then continue to develop their skills and abilities. We have been pioneers in recruiting candidates into entry level positions who bring crucial knowledge of the communities and cultures we serve, and then immersing them in activities to increase their professional credentials and competencies. The staff we have hired in this way often have the same profile as many early learning providers in child care programs: diverse entry level staff members who bring a love of children, but little training or experience working in an early learning setting. Because many child care teachers meet this same profile, we are in a unique position to provide training to child care staff and other providers in our community seeking to improve their services and reach the higher tiers of QRIS. We have begun discussions with DEL about the additional resources we would need to provide our training on a broader scale, and look forward to developing this collaboration further in the near future.
- Finally, we are very excited by the advent of WaKIDS. Many parents and staff participated in the design of this Kindergarten Assessment, and we are proud that home visits are part of WaKIDS' final design. We have worked for years to make the transition of children and parents from our programs into the world of kindergarten as smooth and productive as possible.

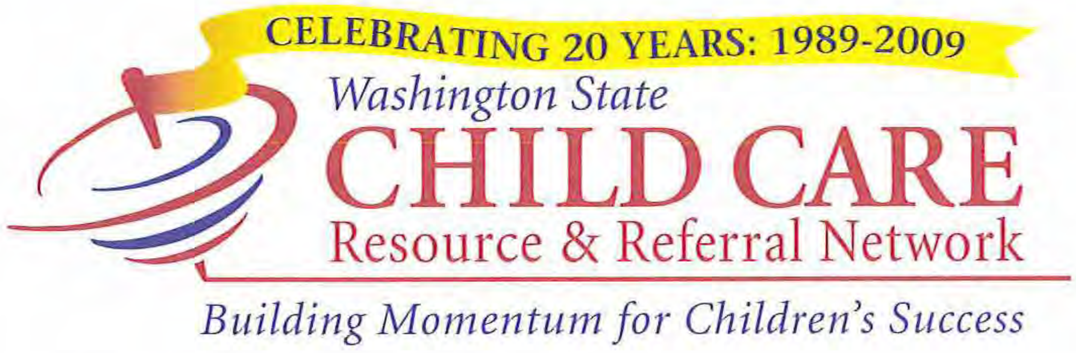
The confluence of the many recent improvements in early learning services in our state with the leadership from the national level to integrate, enhance and expand services for all young children, particularly those at most risk, presents a unique opportunity for children and families in Washington state. We hope that a Race to the Top/Early Learning Challenge grant will provide the crucial support Washington needs to accelerate this work.
Sincerely,

Sincerely,

Joel M. Ryan
Executive Director
Washington State Association of Head Start
and ECEAP

Connie Mueller
President, Board of Directors
Washington State Association of Head Start
and ECEAP

Appendix 8



September 26, 2011

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius,

On behalf of the 11 community-based child care resource and referral (CCR&R) programs and the WA State Child Care Resource & Referral Network Board of Trustees, we write today to commit our full support to Washington State's application to the US Department of Education & US Department of Health & Human Services' Race to the Top – Early Learning Challenge (RTT-ELC) grant.

The RTT-ELC program aligns with our organization's mission to support families, caregivers, and communities in promoting the learning and development of all children in Washington State. As a foundation, we offer our four core CCR&R services in every community in the state by:

1) Providing **families** with child care referrals, information on how to find high quality child care, and other child development information and parenting resources;
2) Making community-based training, direct onsite consultation, coaching, higher education scholarships, and technical available to **child care providers** so that they may improve the quality of their care. This role includes serving as DEL's contractor for the delivering of quality improvement services for Quality Rating and Improvement System (QRIS) participants;
3) Collaborating with **stakeholders** to communicate the importance of high quality child care in an effort to drive communities to support a high quality child care system; and
4) Delivering to **policy makers** the data and analysis they need to make informed decisions about early learning and child care.

Washington State is ideally positioned to be designated as an initial RTT-ELC participant as the following current initiatives demonstrate:

- The Washington State QRIS field test is finished, and the state is integrating the "lessons learned" into the uniform QRIS model that we (the WA State CCR&R Network) are helping to introduce and expand statewide by 2015;
- Last year the state legislature, while balancing a crippling budget deficit, appropriated new funding for WaKIDS (Washington Kindergarten Inventory of Developing Skills), an incredible kindergarten transition program that will provide analysis regarding how ready Washington's children are for kindergarten as they enter the K-12 system.
- For decades, the state has funded the Early Childhood Education and Assistance Program (ECEAP), our state's high quality preschool program. ECEAP is a wonderful partner for all those who work in early learning and they provide a state level model for what all children in out of home care deserve. We will be including all ECEAP and Head Start programs in our state QRIS program.

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- This time last year DEL announced the completion of our state's Early Learning Plan. This plan provides a comprehensive framework for how to align all systems and resources within the state that contribute to early learning in a targeted effort to ensure all of Washington's children are ready for school. This plan was completed by means of an extensive and thorough stakeholder and public input process.

Additionally, the Professional Development Consortium (a group of stakeholders who work in early learning professional development) developed a series of recommendations on how best to build a statewide professional development system for early childhood education professionals. These recommendations were delivered to the legislature in December 2010. The final recommendations included full support for QRIS implementation and alignment with the state's official Core Competencies for Early Learning Professionals and the Early Learning Plan. Our state has adopted the Early Learning Guidelines, a helpful tool that articulates the child development standards with the competencies of the early learning professionals.

Finally, the significant and bipartisan support for early learning evident in Washington State is showcased by the National Council of State Legislatures' report "Early Care and Education State Budget Actions FY 2011", which concluded that only three states showed greater increases in funding for early learning than Washington's 22.9% increase.

Regardless of the outcome of the application, the Washington State Child Care Resource & Referral Network stands ready to partner with the state in meeting their RTT-ELC application goals. As the Department of Early Learning's largest contractor, we commit to continuing to deliver our core services -- particularly the quality improvement services related to QRIS -- in every region of the state. We will also continue to bring early learning professionals and the child care perspective to WaKIDS, ensuring that the child's transition to kindergarten is seamless and all lessons learned from the data collected is used in public policy arenas. We will continue to provide professional development to child care providers on all relevant topics, including school readiness, the Early Learning Plan, Washington's Core Competencies for Early Learning Professionals, and the Early Learning Guidelines. And, we will continue to work with stakeholders, the public, and local, state, and federal policymakers to ensure that all necessary resources and policies are in place to enable Washington to continue expansion of high quality early learning services for all of the state's children. We will do all this, and much more.

For 22 years we have been working diligently to ensure that all of Washington's families and children have access to high quality child care, and finally our state is on the verge of making a historically substantive step in that direction. We truly feel that tools like QRIS, WaKIDS, ECEAP, the Early Learning Plan, the Early Learning Guidelines, and the Professional Development Consortium report, combined with incredible support from Governor Gregoire and the state legislature, puts our state in the perfect position to dramatically improve outcomes for Washington's early learners. Washington's application for RTT-ELC grant will offer us the means to do just that.

Sincerely,

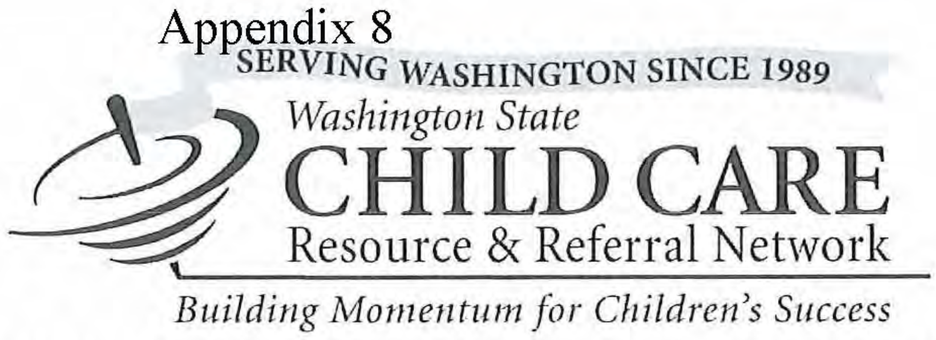
(b)(6)

John Thielbahr
Board President

(b)(6)

Elizabeth M. Bonbright
Executive Director

Appendix 8



Member Council – Sept. 2011

REGION A
Clallam/Jefferson/Kitsap Counties
Crisann Brooks
(b)(6)

The Parent Line
Lutheran Comm. Services NW
301 Lopez St
Port Angeles, WA 98362

REGION B
Grays Harbor/Lewis/Mason/ Pacific/Thurston Counties
Annie Cubberly
(b)(6)

Child Care Action Council
PO Box 446
Olympia, WA 98507

REGION C
Island/San Juan/Whatcom Counties
Wilanne Ollila-Perry
(b)(6)

The Opportunity Council
1111 Cornwall Ave, Ste C
Bellingham, WA 98225

REGION D
Skagit/Snohomish Counties
Cheryl Iverson
(b)(6)

Volunteers of America
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Everett, WA 98206

REGION E
King County
Deeann Puffert
(b)(6)

Child Care Resources
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Seattle, WA 98144

REGION F
Pierce County
Christine Rosenquist
(b)(6)

Child Care Resource & Referral
City of Tacoma
1551 Broadway Ste 301
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REGION G
Clark/Cowlitz/Klickitat/Skamania/ Wahkiakum Counties
Jodi Wall
(b)(6)

Educational Service District 112
2500 NE 65th Ave
Vancouver, WA 98661

REGION H
Chelan/Douglas/Ferry/Okanogan Counties
Jessica Northrup
(b)(6)

Catholic Family & Child Service
640 S Mission Street
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REGION I
Grant/Kittitas/Yakima Counties
Maria Vasquez
(b)(6)

Catholic Family & Child Service
5301 Tieton Drive Ste C
Yakima, WA 98908

REGION J
Adams/Benton/Franklin Counties
Suzanne Suyama
(b)(6)

Catholic Family & Child Service
2110 W Henry
Pasco, WA 99301

Regional Coordinator: H, I, J
Kim Ferguson
(b)(6)

Catholic Family & Child Service
640 S Mission Street
Wenatchee, WA 98801

REGION K
Asotin/Columbia/Garfield/Lincoln/ Pend Oreille/Spokane/Stevens/ Walla Walla/Whitman Counties
Kathy Thamm
(b)(6)

Community-Minded Enterprises
25 W Main Ste 310
Spokane, WA 99201

Appendix 8

BILL & MELINDA GATES foundation

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Seattle, WA 98102, USA
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October 17, 2011

Ms. Jacqueline Jones
Senior Advisor on Early Learning to the Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW, Rm. 3E108
Washington, D.C. 20202

Ms. Shannon Rudisill
Acting Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development
US Department of Health and Human Services
200 Independence Avenue SW
Washington, D.C. 20201

Dear Ms. Jones and Acting Deputy Assistant Secretary Rudisill,

The Bill & Melinda Gates Foundation is committed to an education strategy with focused investments in several key areas. We believe all students, across the nation, must have an effective teacher in every class, every year and that clear college-ready standards are in place for all students regardless of zip code; improved data systems; and innovative programs to increase college readiness and remove barriers to a high-quality education. In the post-secondary space, we work to ensure more students graduate with a degree or certificate with genuine economic value.

Specific to Washington State where we are headquartered, for the past six years, we have collaborated with the state's Department of Early Learning and Office of Superintendent of Public Instruction and other public and private partners to help build a cohesive and effective early learning system focused on high quality programs. Since 2005, the foundation has invested $96 million in Washington's early learning efforts. Washington State's Race to the Top Early Learning Challenge application builds on a commitment to early education reform by leveraging the 10-year Washington Early Learning Plan. Created by hundreds of stakeholders and experts from across the state, the plan ensures that early learning policy and funding decisions are implemented strategically, with the overall goal of building a statewide system that supports school readiness for all children.

Washington's Race to the Top Early Learning Challenge application emphasizes three ambitious yet achievable goals:

- Promoting school readiness for all children, especially children with high needs.
- Supporting high-quality programs and measuring results.
- Ensuring successful kindergarten transitions for children and families

Washington's application aims to accomplish these goals by building on recent reforms, which the foundation continues to co-fund, with state partners. To date, the foundation has invested more than $1.2M with the Department of Early Learning to develop, pilot, evaluate and implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS), and more than $4.4M with state partners such as the Child Care Resource and Referral

Network, the Department of Early Learning, Thrive by Five, and the University of Washington to develop, pilot, evaluate and implement Washington's Quality Rating and Improvement System.

Measuring Outcomes at Kindergarten Entry: The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is an innovative kindergarten transition model that will:

1. Align practices of early learning professionals and kindergarten teachers to support smooth transitions for all children.
2. Offer a statewide snapshot of where children in Washington are in their development at the start of kindergarten to help inform state-level decisions about policy and investments. Data that is included in Washington's P-20 data system.
3. Give kindergarten teachers information about the development of children in their classroom to help them teach every child—data about social/emotional, cognitive, language/literacy and physical development (using Teaching Strategies GOLD).
4. Welcome families into the Washington K-12 system as partners in their children's education.

Quality and Accountability: Washington is implementing a Quality Rating and Improvement System (QRIS) that will increase quality in early learning settings statewide. The recent launch of the statewide program has a strong foundation of research and evaluation. In the next year, Washington's QRIS will:

- Include all 7,400 licensed child care programs in Washington's QRIS.
- Adopt a MOU to include Head Start and Washington's state preschool program, Early Childhood Education Assistance Program, in the QRIS model.
- Support 65 early adopters as statewide leaders of the QRIS program.
- Align all key early learning programs and investments to drive QRIS participation.

We believe these initiatives will not only serve as a powerful catalyst for dramatic change in Washington, but also will allow the state to continue to serve as a national model for high-quality, evidence-based early learning programs.

Throughout the state, we have seen parents, teachers, school leaders, support staff, policy makers and business leaders working together to make reforms a reality. These partnerships demonstrate Washington's strong dedication to implementing and sustaining these reforms. The Race to the Top – Early Learning Challenge grant could help enable Washington state make lasting gains to closing the preparation gap; strengthen accountability and support for children, parents, and early learning professionals; and give us the data to help every child reach their highest potential.

We appreciate the leadership that you and President Obama have shown to make this unprecedented opportunity available to states and respectfully request that you give Washington's application the fullest consideration.

Sincerely,

(b)(6)

David Bley
Director, Pacific Northwest
United States Program

Appendix 8

Jim Albaugh
President & CEO
Commercial Airplanes

The Boeing Company
P.O. Box 3707 MC 21-89
Seattle, WA 98124-2207

September 29, 2011

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

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

Dear Secretaries Duncan and Sebelius:

The Boeing Company enthusiastically supports Washington State's application for the Race to the Top – Early Learning Challenge grant. As a business, we committed to high quality public education, as a funder of early learning and primary and secondary education in Washington and as an advocate for reform that leads to better options for our students.

Washington State has made tremendous strides in improving early learning opportunities for our state's youngest children and Boeing has been honored to play a role in those developments. Over more than a decade, Washington's governmental agencies working on education, at the state and local levels, have engaged the private sector in their work to build an early childhood education system in our state. Boeing approaches its philanthropic investments in an intentional and coordinated way. We see our efforts as critical to supplementing the work being done by government, and in particular departments of education and local school districts.

As a large-scale systems integrator, Boeing understands the value of building systems that will start off well and stay on track. Applying this understanding to our education investments, the company has been a founding member of Thrive by Five of Washington, the Business Partnership for Early Learning, the King County Early Learning Funders' Coalition, and other public/private efforts in the state focused on improving early learning and integrating early childhood education with the primary and secondary education system. Of the more than $15 million Boeing contributes to Washington communities every year, about $2 million is directed to early learning organizations, particularly those working on a statewide or systemic level.

The Boeing Company is strongly supportive of Washington's Race to the Top application because it contributes to these long-term efforts to build our early learning system. We have worked closely with Washington State partners to support the creation of a Quality Rating and Improvement System in order to improve the quality of child care. We are also very supportive of the implementation of WaKIDS, Washington's statewide kindergarten readiness assessment program, so that more vital information is available to early learning and kindergarten providers as they support children and families in their transition to early elementary grades.

Thank you for the opportunity to move Washington forward on behalf of young children. Being selected for the Early Learning Challenge would provide our state with an opportunity to continue our collaborative systems integration work and bring a sharper focus on quality improvement in early education in such a way that will lead to lifelong success for our children.

At Boeing, we believe that Washington State is up to the challenge.

Sincerely,

Jim Albaugh

casey family programs
fostering families, fostering changes

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Chief Program Counsel
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Executive Vice President
Human Resources &
Organizational Development
David Sanders
Executive Vice President
Systems Improvement

October 7, 2011

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

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Ave. SW
Washington D.C., 20201

Dear Secretary Duncan and Secretary Sebelius:

Casey Family Programs is strongly supportive of Washington state's application for the Race to the Top – Early Learning Challenge grant. Providing high-quality early learning opportunities for the most at-risk children is a high priority for Casey Family Programs, and we know the tremendous impact that this grant will have on families in Washington state.

Casey Family Programs is the nation's largest operating foundation focused entirely on foster care and improving the child welfare system. Founded in 1966, we work to provide and improve — and ultimately prevent the need for — foster care in the United States. As champions for change, we are committed to our 2020 Strategy for America's Children – a goal to safely reduce the number of children in foster care and improve the lives of those who remain in care.

Since our founding in 1966, we have invested more than $1.6 billion in programs and services to benefit children and families in the child welfare system. Over the next decade, we will invest at least $1 billion more to fulfill the promise of our 2020 Strategy.

Our work in Washington runs deep. Casey Family Programs has been working to promote positive outcomes for children in foster care in the state since 1966, and we invest our time and our resources to improving Washington's child welfare system. We also understand the role that strong early learning programs can have on both preventing children from entering the child welfare system and improving outcomes for children who do enter the child welfare system. For this reason, we have been active partners with Thrive by Five Washington, our state's public-private partnership for early learning.

P 206.282.7300 | F 206.282.3555 | www.casey.org
2001 Eighth Avenue | Suite 2700 | Seattle, Washington 98121

casey family programs
fostering families. fostering change.

Casey Family Programs supports the application that Washington's Department of Early Learning has developed for Race to the Top – Early Learning Challenge. It is aligned with Washington's Early Learning Plan and the direction that this state is headed. Creating strong systemic supports, including a strong Quality Rating and Improvement System and the WaKIDS kindergarten inventory, helps all children in Washington. Important to Casey Family Programs, however, is that these programs target the children who need the help the most.

We are excited to be actively working in Washington, and we believe that the work we are doing with our partners will have a tremendous impact on improving the long-term outcomes for vulnerable children in Washington. Thank you for the opportunity to voice our support for Washington's application for the Race to the Top – Early Learning Challenge grant.

Sincerely,

(b)(6)

David Sanders
Executive Vice President
Systems Improvement

Cc Nina Auerbach

P 206.282.7300 | F 206.282.3555 | www.casey.org
2001 Eighth Avenue | Suite 2700 | Seattle, Washington 98121

September 14, 2011

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

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, DC, 20201

Dear Secretaries Duncan and Sebelius:

Foundation for Early Learning is pleased to endorse Washington State's *Race to the Top – Early Learning Challenge* application. Foundation for Early Learning is Washington's only public foundation specifically dedicated to funding and supporting early learning.

Since 2000, we have invested over $6.5 million in statewide, regional, and community early learning efforts designed to develop Washington State's early learning system and ensure local communities and organizations are aligned and connected to statewide efforts. In carrying out our mission, we have launched and funded over 26 early learning coalitions that serve all of Washington's 39 counties. These coalitions have been incorporated into Washington's system-building efforts.

Washington State is well-positioned to continue building an accountable, sustainable statewide early learning system, which is *Race to the Top – Early Learning Challenge*'s objective. Washington has key agencies, partnerships, programs, and projects that are dedicated to this objective and are actively working toward the goals of the challenge. Three agencies: Washington State Department of Early Learning, Office of the Superintendent of Public Instruction, and Thrive by Five Washington have a formal partnership and have aligned their priorities, initiatives, and resources. In 2009, these agencies, along with Foundation for Early Learning and countless others drafted *Washington's Early Learning Plan*, a blueprint for a state early learning system. Washington also developed, piloted, and is now expanding WaKIDS, a kindergarten-readiness inventory designed to benchmark students' skills upon entry into school. Additionally, programs like the *Quality Rating and Improvement System* (QRIS) have been implemented in communities statewide.

As a non-profit organization, we—Foundation for Early Learning—align our investments and initiatives with state systems efforts. Our grantees are required to demonstrate that their proposals align with the *Early Learning Plan*'s strategies. We have also launched an initiative, the *Early Learning Fellows*, in partnership with the Department of Early Learning and Washington Association of Head Start and ECEAP, which gives local early learning leaders an opportunity to: 1) connect with Washington's early learning systems efforts and partners; 2) bring information and resources to their local communities; and 3) carry-out a project that is based on our state's *Early Learning Plan.*

Foundation for Early Learning thanks the Obama administration and specifically the U.S. Departments of Education and Health and Human Services for highlighting the importance of early learning and for making a significant investment in our youngest learners.

Sincerely,

(b)(6)

Vaughnetta J. Barton, MSW
Executive Director

Microsoft Corporation
One Microsoft Way
Redmond, WA 98052-6399

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http://www.microsoft.com/

Appendix 8

Microsoft

October 12, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of Microsoft, I am writing in support of Washington State's application for the Race to the Top – Early Learning Challenge grant.

While Microsoft has operations around the globe and our products touch every corner of the world, our company and more than 40,000 of our employees call Washington State home. Because this is our home, we have a huge stake in the state's future and we get involved in important community initiatives and public policy issues that affect not only our employees and our company, but the region as a whole.

At Microsoft, one of our top priorities within Washington State has been to help improve educational opportunities and outcomes in higher education, K-12, and early learning. We work to improve our education system because we believe that a strong education system is essential for the economic and social health of our company, our employees, and our community.

Microsoft has worked with Thrive by Five Washington to support the development of a strong early learning system in Washington. We believe that this system needs to be accountable, measurable, and high-impact. That is why we are supportive of Washington's efforts to build a Quality Rating and Improvement System that measures, rates, and disseminates information on the quality of care young children receive, as well as the WaKIDS Kindergarten assessment, which provides data on how our children are doing and what we can do to support their development.

We are very excited that you are encouraging states to push for high-quality early learning through this grant. And we believe that Washington is well positioned to be competitive.

Sincerely,

(b)(6)

Bradford L. Smith
General Counsel and Executive Vice President
Microsoft Corporation

Microsoft Corporation is an equal opportunity employer.

Appendix 8

Washington State Legislature

October 14, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

As leaders in the Washington state Legislature, we are writing to strongly recommend the selection of Washington State in the Race to the Top - Early Learning Challenge.

Washington has made incredible strides in building and maintaining the services and infrastructure for high-quality early care and education for children across the state. And it has only been the economic turmoil facing our state and nation that has slowed our progress, but these circumstances have not diminished our will or our resolve.

Even in the most challenging fiscal times, Washington's elected legislative leaders have stood together across party lines to preserve funding for high-quality early care and education for our state's most vulnerable children while taking measurable steps forward. For example, during the most recent legislative session as Washington faced a reduction of nearly 15 percent of general fund spending, the Legislature finalized a budget that preserved home visiting services, increased slots for the state prekindergarten program, and funded nearly $1 million to move a kindergarten readiness transition process (WaKIDS) from a pilot to the first stage of statewide implementation.

Despite rankings above the national average on measures of student achievement in early grades, we recognize that our growing achievement and opportunity gaps demand strong and effective early educational interventions. Washington's private and philanthropic communities have stepped up to this challenge alongside policymakers and the public. Private participation and support has been instrumental in our state's efforts to improve quality, build a solid kindergarten assessment and transition process, and match public funding for home visiting.

Washington's application to this challenge stems directly from years of collaborative efforts between policymakers, stakeholders, and the public. From the formation of a cabinet-level Department of Early Learning and the public-private partnership Thrive by Five Washington to the creation of a 10-year Early Learning Plan for the state, Washington has been carefully laying the groundwork for a comprehensive early learning system that supports the development of children and meets the needs of families. Further, all of the thorough planning and consideration undertaken during lean times means Washington State is uniquely positioned to take strategic and effective advantage of the opportunity presented in this grant.

The state application's focus on programmatic quality, measurable results, school readiness, and the transitions into the K-12 classroom reflect priorities already adopted and widely supported across the

state. By taking the comprehensive WaKIDS kindergarten transition process to full scale, we will ensure children have smooth transitions into kindergarten, give real-time guidance to teachers, all while providing critical missing data needed to guide policy decisions and target resources at the state level. The broad expansion of our research-driven Quality Rating and Improvement System (QRIS) holds great promise for giving both individual parents and the state as a whole the information needed to drive quality improvements and make decisions in the best interests of the children of Washington.

Thank you for making this opportunity available to states. This Race to the Top Early Learning Challenge lays out a clarion call to action on behalf of children across the nation. We stand united in our belief that this application clearly signals that Washington State is both willing and ready to answer that call.

Sincerely,

Lisa Brown

Senator Lisa Brown (D)
Senate Majority Leader

Frank Chopp

Speaker Frank Chopp (D)
Speaker of the House

Roger E. Goodman

Representative Roger Goodman (D)
Vice-chair, House Judiciary

Kathryn M. Haigh

Representative Kathy Haigh (D)
Chair, House Education Appropriations

Senator Nick Harper (D)
Vice-chair, Early Learning and K-12 Education

Mike Hewitt

Senator Mike Hewitt (R)
Senate Republican Leader

Ross Hunter

Representative Ross Hunter (D)
Chair, House Ways & Means

Ruth Kagi

Representative Ruth Kagi (D)
Chair, House Early Learning and Human Services

Steve Litzow

Senator Steve Litzow (R)
Ranking Member, Early Learning and K-12 Education

Representative Marie Maxwell (D)
Deputy Majority Floor Leader for Education and Opportunity

Senator Rosemary McAuliffe (D)
Chair, Senate Early Learning & K-12 Education

Senator Ed Murray (D)
Chair, Senate Ways & Means

Representative Sharon Tomiko Santos (D)
Chair, House Education

Representative Pat Sullivan (D)
House Majority Leader

Representative Bruce Dammeier (R)
Ranking Member, House Education

Representative Glenn Anderson (R)
Ranking Member, House Education
Appropriations and Oversight

Representative Maureen Walsh (R)
Ranking Member, House Early Learning & Human Services

GIVE. ADVOCATE. VOLUNTEER.

LIVE UNITED. United Way

September 15, 2011

Dear Secretary Duncan:

The 26 local and independent United Ways represented by the United Ways of Washington are proud to express our strong support for Washington State's Race to the Top, Early Learning Challenge Application. It is our position that selection of our State will solidify our solid foundation and propel us to a sustainable, high quality, child focused, early learning system that aligns with our comprehensive state Early Learning Plan.

Early learning in Washington State benefits from strong and diverse partnerships with extensive stakeholder support and engagement, including 1) our policy leaders that have consistently provided funding in these most challenging economic times and have enacted policies strengthening our system, such as this year's expansion of the Washington Kindergarten Inventory of Developing Skills (WaKIDS); 2) the business and philanthropic communities that have provided funding to pilot new and innovative policies and leveraged their non-traditional voice to speak to the importance of quality early learning for our future workforce needs and 3) our committed and dedicated early learning professionals who are eager to test new programs such as the Quality Rating and Improvement System (QRIS) to improve the quality of early learning and achieve desired outcomes.

In Washington State, United Ways are a key partner in all areas of early learning. United Ways support early learning by funding programs at the local level, working on policy development at the state level through advocacy and active participation in state planning efforts (such as the Early Learning Plan) and providing concrete tools to families and providers such as our Kindergarten Readiness Calendars that were recently distributed to nearly 40,000 pre-school children and were funded with support from The Boeing Company.

Specific examples of how United Ways' work align with our state's Early Learning Plan and the components of this Race to the Top Early Learning Challenge Application include:

- Rural United Way of Chelan-Douglas supporting the work of WaKIDS by convening workshops where early child care providers, kindergarten teachers and school administrators are brought together to collaborate their efforts to ensure children enter school ready to succeed. This is beyond language and reading skills, but includes social and age appropriate developmental thresholds.

- The United Way of Thurston County (home to our state's Capitol) initiated the Thurston Early Childhood Coalition, now a vibrant and thriving partnership among 14 member agencies. As part of the coalition's leadership team, they are helping design a five county regional structure to respond to and support the State Early Learning Plan's priorities. This United Way also started and funds the Right from the Start parent resource center that links families with young children to the neighborhood elementary school and early learning resources well before children start kindergarten. The goal of Right from the Start is to increase by 25 percent annually, the number of children who start school with the skills and confidence to be successful learners by supporting their parents as first teachers.

- The United Way of King County is in the midst of a $25 million initiative to expand the Parent-Child Home Program throughout high-density King County, bringing early literacy and school readiness skills to many hundreds more low-income parents with young children each year (340 more families this year than last year). In addition to this signature effort, the organization makes $4 million of investments annually in licensing and accreditation of child care, early identification of developmental delays, child abuse prevention and intervention, and broader support and education for parents. A key partner in systems work at the state and local levels, this United Way also organized and convenes the King County Early Learning Funders Collaborative, which uses the state Early Learning Plan to frame its work.

- Finally, the Spokane County United Way in Eastern Washington received a $1 million grant from the Bill & Melinda Gates Foundation to support a local collaborative effort to increase school readiness by enhancing the social and emotional development of young children enrolled in child care and full-day kindergarten classrooms.

United Ways view early learning as the single best investment and we remain committed to the priorities outlined in our state's Early Learning Plan and contained in this Race to the Top Early Learning Challenge grant.

We strongly encourage supporting Washington State's application.

Sincerely,

(b)(6)

Rick Allen

President

United Way of Pierce County

(b)(6)

Debbie Campbell

Executive Director

United Way of Lewis County

Chair, United Ways of Washington

(b)(6)

Jon Fine

President, CEO

United Way of King County

(b)(6)

David Foote

Executive Director

United Way of Kitsap County

(b)(6)

Jeannie Gruber

United Way of Mason County

(b)(6)

Erica Hallock

President/CEO

United Ways of Washington

(b)(6)

Tim Henkel

President and CEO

Spokane County United Way

(b)(6)

Paul Knox

Executive Director

United Way of Thurston County

(b)(6)

Kalei LaFave

Executive Director

United Way of Cowlitz County

(b)(6)

Liz McDevitt
Executive Director
United Way of Walla Walla

(b)(6)

Jody Moss
Executive Director
United Way of Clallam County

(b)(6)

Cathy Niiro
Executive Director
United Way of Island County

Lynsi Polanco
Executive Director
United Way of Grays Harbor County

Debbie Sherman
Executive Director
United Way of Pullman

(b)(6)

Dennis G. Smith
President and CEO
United Way of Snohomish County

(b)(6)

Peter Theisen
Executive Director
United Way of Whatcom County

(b)(6)

Alan Walker
Executive Director
United Way of Chelan and Douglas Counties

WASHINGTON
ROUNDTABLE

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September 24, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the Washington Roundtable, an association of executives from our state's largest employers, I'm writing to extend my organization's support for Washington State's application for the Race to the Top – Early Learning Challenge grant.

Washington's private sector employers have been active in early learning in our state for many years. In 2005, a group of business leaders, led by Roundtable members, formed the Business Partnership for Early Learning (BPEL), a coalition committed to increasing school readiness rates in multicultural, and immigrant communities in Seattle. With leadership from Boeing, Safeco, the Seattle Metropolitan Chamber of Commerce, and the Seattle Foundation, BPEL raised $5 million to support research-based home visiting programs that work to reduce or eliminate the school-preparedness gap for children most likely to be left behind in school. United Way of King County is now scaling this effort county-wide and business and community leaders remain committed to closing the school readiness gap for at-risk children.

High-quality early learning is fundamental to the long-term success of Washington's citizens and employers. Such programs inevitably lead to more successful K-12 experiences, which feed into postsecondary education and work force readiness. The quality and success of tomorrow's workforce is being defined in these positive early learning experiences today. The business community knows that and it is why the Washington Roundtable supports Washington's Race to the Top – Early Learning Challenge grant application.

We have seen the positive outcomes that Race to the Top has already driven in states that won grants to improve their K-12 systems. We are pleased to see a similar program targeting improvement in early learning and we applaud your efforts to push our state to be bold.

Sincerely,

(b)(6)

Steve Mullin

Appendix 8

Washington Dental Service Foundation

Community Advocates for Oral Health

October 6, 2011

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius,

The Washington Dental Service Foundation is honored to write a letter of support for the Washington State Department of Early Learning's Race to the Top – Early Learning Challenge Application.

Washington Dental Service (WDS) Foundation is dedicated to improving oral health, and we work to ensure that prevention and early treatment of oral disease – with a particular emphasis on young children and seniors – are community priorities. Dental disease is the most common chronic childhood disease and has a dramatic impact on a child – if children are in pain, they cannot learn. Tooth decay, infection and pain can cause eating, learning and speech problems for children. Given the connection between a child's oral health and their ability to learn, we work with the Department of Early Learning (DEL) and other early learning organizations around the state to ensure that good oral health for all children is valued and integrated into early learning efforts.

Through our relationship with DEL, we have come to regard DEL as a very effective leader in building and leveraging partnerships and resources to build a comprehensive, integrated early learning system. DEL engages with partners, citizens, and state leaders to ensure our state's youngest citizens have the resources, supports and opportunities to be healthy and reach their highest learning potential during their earliest years.

With DEL's leadership, Washington State is recognized as a leader in developing and executing a comprehensive early learning system. This is demonstrated by key components of Washington's early learning system including:

P.O. Box 75983, Seattle, WA 98175-0983 • 9706 4th Ave NE, Seattle WA 98115
PHONE (206) 528-2337 • FAX (206) 528-7373 • WEBSITE www.DeltaDentalWA.com

- A **Quality Rating and Improvement System (QRIS)** which uses evidence-based, quality standards to support licensed child care providers in offering high-quality care.
- **Early Learning Guidelines**, a resource for parents, early learning educators and caregivers for understanding how young children grow and develop and how to support that growth and learning
- **Washington Kindergarten Inventory of Developing Skills (WaKIDS)**, a process for ensuring children and ready for kindergarten and that teachers have the developmental information on children to support their learning.

Using the recently developed ten-year Early Learning Plan as a guide, Washington State is well positioned to continue to strengthen and implement a comprehensive, coordinated and integrated early learning system. WDS Foundation looks forward to the opportunity to collaborate and support the Department of Early Learning's efforts to ensure that a comprehensive early learning system is a fundamental component of our state.

Most Sincerely,

(b)(6)

Laura Smith
President & CEO

Council of Presidents

Representing Washington's Public Baccalaureate Institutions

September 30, 2011

The Honorable Arne Duncan,
Secretary of Education, US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Mr. and Madame Secretary:

The Council of Presidents representing the public baccalaureate institutions of the state of Washington support the state of Washington's Race to the Top—Early Learning Challenge grant application.

As the presidents of the University of Washington, Washington State University, Eastern Washington University, Central Washington University, Western Washington University, and The Evergreen State College, we recognize the importance of providing every young person in our state with a strong educational foundation that prepares them to succeed in life. The long term success of our state and nation depends on our ability to increase the educational attainment of our citizens and to ensure that a successful future is available to all of our young people regardless of their backgrounds.

The evidence is clear. Helping children early in their development can make a significant difference in their achievement over their lifetime. The recognition of the importance of early childhood education has led to the development of new approaches and programs at our institutions. Our Colleges of Education have made early learning a priority.

We recognize the vital role our institutions play in two particular arenas—research and teacher preparation and training. Our faculty are examining how children learn through multiple disciplines and lenses—from brain development to behavioral issues to the impacts of poverty on children's progress. They are developing accessible, evidence-based teaching strategies that help meet the emerging needs of professionals working with early learners. Equally critical is our role in educating the next generation of teachers and early childhood professionals and providing professional development for those currently in the field. Producing teachers and early childhood professionals who are trained in cutting edge methods will help insure that all children get the educational foundation they deserve, and the early start that is necessary for them to succeed.

410 11th Ave SE, Suite 101
Olympia, WA 98501
www.councilofpresidents.org
PHONE: (360) 292-4100
FAX: (360) 292-4110

With the establishment of the Department of Early Learning in 2006, the state of Washington confirmed the critical importance of early learning in our education system. The Race to the Top—Early Learning Challenge grant will help us to continue to build a system of early learning based on strong partnerships and sound, evidence-based strategies. We commit our institutions to partner in these important efforts.

Sincerely,

(b)(6)

President Michael Young, Chair

(b)(6)

President Elson Floyd

(b)(6)

President James Gaudino

(b)(6)

President Rodolfo Arévalo

(b)(6)

President Thomas L. (Les) Purce

(b)(6)

President Bruce Shepard

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EARLY CHILDHOOD
TEACHER PREPARATION
COUNCIL

October 4, 2011

Washington State is ready to respond to the challenge of "Race to the Top"!

The Early Childhood Teacher Preparation Council is a professional organization made up of Early Childhood Educators from institutions of higher education. Representing community colleges, technical colleges, and universities we work together toward the following:

- *To promote collaboration and articulation between preparation programs at associate degree granting institutions and institutions that grant bachelors, master and/or doctoral degrees.*
- *To inform policy makers and to have an influential voice on the policy decisions that affect the preparation of Early Childhood Education teachers in the State of Washington.*
- *To encourage research and interpretation of research that improves the quality of teacher preparation and early childhood programs.*
- *Collaborate with other groups and agencies working in ECE.*
- *To encourage credentialing, certification and best practices standards for various levels of ECE instructional personnel*

Our efforts directly support specific Race to the Top goals. Over the past three years our Department of Early Learning has facilitated the developed of "The Washington State Core Competencies for Early Care and Education Professionals". This working document enables community based training and college credit bearing courses to clearly articulate into our "Washington State Career Lattice for Early Care and Education Professionals". Our MERIT system offers the additional support of recording individual's professional development; providing data for working professionals to chart their growth and verify compliance with regulations. These statewide resources are available to support individuals and programs participating in QRIS. The expected outcome is that Washington State will improve the quality of early care and education of our youngest citizens.

Institutions of higher education offer early learning teacher preparation throughout the state. Trainings, certificates and degrees are articulated encouraging smooth transitions between systems. Instruction is research based with expectations that

successful students demonstrate best practice in authentic contexts of early learning programs. Research conducted in our universities has shed new light on the field of early childhood development. Outstanding examples include: the University of Washington - brain development, Washington State University - child resiliency, Western Washington University - inquiry based learning. The 29 community and technical colleges throughout the state offer a vast array of innovative modes of ECE course delivery including: the ECE On-line Consortium offering eLearning statewide, hybrid classes which combine the best of eLearning and face to face sessions, CDA preparation in Spanish, and one-credit modules supported with on-site mentors.

The Early Childhood Teacher Preparation Council and the institutions of higher education we represent are ready to support Race to the Top efforts to improve the level of education and competencies of our early learning work force. With the Department of Early Learning and other collaboration partners we will work to improve the quality of early care and education for all of our states' young children.

Sincerely,

(b)(6)

Sally Holloway
President Early Childhood Teacher Preparation Council

Center on the Developing Child HARVARD UNIVERSITY

September 16, 2011

To whom it may concern:

It is a great pleasure for me to write this letter of support for the State of Washington's Race to the Top – Early Learning Challenge grant application.

The Center on the Developing Child at Harvard University, in collaboration with the Early Childhood Innovation Partnership, recently launched the Frontiers of Innovation initiative, which connects policymakers, researchers, practitioners, and philanthropists in an effort to catalyze cross-sector, cross-disciplinary collaboration and high-impact strategies for innovation in early childhood policy and practice. As part of this initiative, we are launching a high-aspiration collaboration among leading states to achieve breakthrough outcomes for vulnerable children.

Washington has been selected as the first and currently only state with whom we are collaborating, due to its history of innovative programs, practices and policies, committed leadership, and demonstrated cross-system collaboration for improving the lives of vulnerable children and their families. Washington's Early Learning Plan and other foundational partnerships, initiatives, and identified priorities across each of the participating agencies and service systems provide clear evidence of the state's commitment to improving lifelong outcomes for children and are important components of the landscape within which our collaborative work will operate.

The Center on the Developing Child, which I direct, and the National Scientific Council on the Developing Child, which I chair, have enjoyed a relationship with the State of Washington for more than 8 years. I and other members of our academic groups have been invited to speak to their legislative leaders and serve on several national committees with leaders from the state. Last November there was an Early Learning Symposium in downtown Seattle, which was widely attended by state leaders, philanthropists, and providers in the field. During that daylong session, it was apparent that there was a great deal of enthusiasm and energy around early learning in the state. In fact, the State's Director of Early Learning, Secretary of Social & Health Services, and the Secretary of Health hosted the event and pledged their support for working together. We believe that Washington is exceedingly well-positioned to innovate in terms of translating research into programs and practices and have chosen to work with them for that reason. We believe that there is great support from Washington's Governor Gregoire, key legislative leaders, and key directors of state programs. To move forward, we have developed with Washington a charter with clear outcomes and deliverables.

Our plan in Washington is to utilize the science of early childhood development across the state's early care and education, health, health care, economic services and child welfare systems to improve outcomes for large populations of vulnerable young children.

617.496.0578 PHONE 617.496.1229 FAX 50 CHURCH STREET, 4TH FLOOR, CAMBRIDGE, MA 02138 MAIL WWW.DEVELOPINGCHILD.HARVARD.EDU WEB

One part of the work in service of this goal is to focus on building the capacities of providers, social service workers, and families to provide stable early learning environments for young children and to support their development of executive functioning and behavioral regulation skills. Specifically, a group of researchers from four universities is partnering with Washington's Director of Early Learning to develop innovative ideas to pilot in 2012 for helping adults (child care providers, social services workers, and parents) develop the skills to improve executive functioning. Research is quite clear that executive function not only helps people control behavior and make better decisions but also improves the capacity to interact productively in group environments. We believe that by helping adults who interact with children develop their own executive functioning skills, we will see not only improvements in their workplace and parenting behaviors, but also in the healthy development of the children in their care.

I strongly believe that Washington has the momentum, leadership, and focus to be successful in this effort. All evidence to date from our work with leaders in this state demonstrates their readiness to make significant improvements in their systems, including linking new professional development products and pilot projects into their Quality Rating Improvement System work as they move it to scale statewide.

It is incredibly exciting for our Center and our other partners to be part of this innovative work. In this context, I am deeply invested in the plan that has been developed and I am fully committed personally to doing whatever I can to help the proposed efforts succeed.

Thank you for your attention to this letter.

Yours truly,

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 Children's Hospital Boston.
Director, Center on the Developing Child at Harvard University.

Appendix 8

September 30, 2011

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

The Honorable Kathy Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Sebelius:

On behalf of Washington's community and technical college system, we strongly support our state's Race to the Top – Early Learning Challenge grant application. The State Board for Community Colleges and the 34 colleges within our system have a strong and successful partnership with the Department of Early Learning.

Washington's community and technical colleges are the state's largest provider of professional development for early childhood educators and providers and serve approximately 14,000 families annually through our parenting education programs. Our system's partnership with the Department of Early Learning includes ongoing state and college-level participation on the Department of Early Learning's professional development planning and implementation work groups; state level involvement in the birth to three strategic planning; and state level membership on the Early Learning Advisory Council which provides guidance to the Department of Early Learning on state policy. The State Board manages the Opportunity Grant program that helps low-income adults complete at least 45 credits, earn a credential, and increase job skills and knowledge by supporting and encouraging students to pursue and persist on pathways that can lead them to higher attainment. Eligible students may receive funds to cover tuition and mandatory fees for up to 45 credits and up to $1,000 per academic year for books and supplies. An important part of the program is support services that may include personalized counseling, one-on-one tutoring, career advising, college success classes, emergency child care, and emergency transportation.

The most important aspect of the Department of Early Learning and community and technical college partnership is improved child development outcomes. Colleges align curriculum, program standards, and learning modalities with state and national standards to improve education and training for those caring for children. This year our colleges are working with the Department of Learning and other early learning partners to develop stackable certificates leading to a two-year degree that meet our state's provider standards and child outcome guidelines. Our colleges are also partnering with the Department of Early Learning and other education sectors to implement a Quality Rating and Improvement System and develop a comprehensive longitudinal database to track child progress and success from preschool through college and into the workplace.

The community and technical college and Department of Early Learning partnership continues to grow as we find opportunities to leverage resources and impact the lives of families and children. We are pleased to be a part of the Department of Early Learning's focused, integrated, and progressive efforts to ensure all children start life with a solid foundation of success.

Sincerely,

Charles N. Earl

Charles N. Earl, Executive Director

Charles N. Earl, *Executive Director,* • *1300 Quince St SE* • *P.O. Box 42495* • *Olympia, WA 98504-2495* • *306-704-4400 Office* • *360-704-4415*

Appendix 8

UNIVERSITY of WASHINGTON

College of Education

Miller Hall, Box 353600
Seattle, WA 98195-3600
206-543-7834
www.education.washington.edu

Oct. 12, 2011

Bette M. Hyde, Ph.D.
State of Washington
Department of Early Learning
Olympia, Washington 98504-0979

Dear Dr. Hyde,

On behalf of the faculty of the College of Education at the University of Washington, it is a pleasure to have the opportunity to write a letter of support for Washington State's Race to the Top – Early Learning Challenge (RTT-ELC) application. This application process and the project that you are proposing provide yet another opportunity for the faculty from the UW and members of the Department of Early Learning (DEL) team to work together to provide support and services for children and families in our state. In our role at the leading research institute in the state, the UW faculty have a long tradition of engagement in public scholarship and collaboration with people at DEL and other state agencies.

Under your leadership, Washington State has become extremely well positioned to compete successfully for the RTT-ELC funds, and more importantly make significant improvements to the early learning programs provided to the children in our state. Two recent initiatives, both of which were partnerships with UW, are examples of the advances we have seen under your leadership. First, the work that DEL has done on developing and implementing a quality rating system (QRIS) for early learning programs positions our state to be ready to provide compelling and effective professional development for early learning providers.

The second initiative, WaKIDS, another partnership with the UW, developed an assessment and feedback tool so that parents and school personnel can share accurate and useful information about children's school readiness. We know that when parents are provided accurate and clear information about their children that they can be among the best advocates for early learning and public school programs. WaKIDS provides this tool so that parents and professionals can be partner is closing the achievement gap for our very youngest learners.

At the UW we look forward to continuing to work with you to insure that all children in Washington State have access to a world class early learning experience. We look forward to working with you on more research projects and professional development to

W

prepare the workforce to implement these programs and to collect the data to demonstrate their effectiveness. The work DEL is undertaking benefits all children and families in our state, the RTT-ELC will enable us to be more thorough and systemic in these efforts and we look forward to working with you on this exciting opportunity.

Sincerely,

Ilene S. Schwartz, Ph.D.
Professor and Chair

Appendix 8

October 7, 2011

United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam,

The Association of Educational Service Districts (AESD) enthusiastically supports the State of Washington's application for the Race to the Top—Early Learning Challenge (RTT-ELC). The AESD is comprised of nine regional Educational Service District (ESD) board and staff members. ESDs serve the entire State of Washington and provide essential local services, responsive to their region's educational communities. Stronger together, the nine ESDs are united in a shared goal—working to help all students succeed. We are dedicated to supporting a strong Birth–Grade 3 system of learning to support children and families, as part of a total learning continuum. In fact, ESDs are essential to moving Washington State's early learning plan, including the RTT-ELC, forward. We have long-standing partnerships with early learning communities and stakeholders, and a track-record of successful leadership.

Washington State's RTT-ELC application and plan includes the core focus on reaching all early learning programs across the state through consistent mechanisms to improve quality, track progress, and measure child outcomes. With core strategies directed at: 1) strengthening use of the Early Learning Guidelines, 2) implementing a Quality Rating and Improvement System (QRIS), and 3) scaling use of the WaKIDS early learning assessment, ESDs are inherently aligned with the plan, as we have:

- Convened stakeholders to review and improve the Early Learning Guidelines,
- Provided professional development about the use of early learning benchmarks and will be providing support on the use of the new Early Learning Guidelines,
- Used the benchmarks and guidelines in designing and implementing ESD-sponsored early learning programs and services,
- Helped to build and pilot the QRIS,
- Assisted early learning providers in implementing the QRIS,
- Advocated for the development and use of the WaKIDS early learning assessment,
- Provided support to local early learning communities and school districts for the assessment of early learners,
- Led many successful Birth-Grade 3 alignment processes across Washington State, and
- Served as a provider of various forms of early learning service across the state.

Moving forward, we are committed to playing a key role in leading and supporting Washington State's effort to support children, parents and families, and professionals in helping all children succeed. We will support children's development and learning, successful Kindergarten transitions, and sustained student achievement through 3rd grade and beyond. We are mobilized and ready to ramp up the additional regional supports that are necessary to implement the activities included in this application.

Sincerely,

Bruce H. Hawkins

Mr. Bruce Hawkins, Superintendent
ESD 123
Chairman-ESD Superintendents

Mr. Steve Myers, Superintendent
ESD 105

Dr. Twyla Barnes, Superintendent
ESD 112

Dr. Bill Keim, Superintendent
ESD 113

Dr. Walt Bigby, Superintendent
Olympic ESD 114

Dr. Monte Bridges, Superintendent
Puget Sound ESD 121

Dr. Rich McBride, Superintendent
North Central ESD 171

Dr. Jerry Jenkins, Superintendent
Northwest ESD 189

Dr. Michael Dunn, Superintendent
NorthEast Washington ESD 101

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September 29, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

I am pleased to express our overwhelming support for Washington State's Race to the Top-Early Learning Fund (RTT-ELC) application. Washington State has made great strides toward improving the lives of children and ensuring that every child in our state succeeds in school, community and life.

Educational Service District (ESD 105) shares this vision to the fullest extent. ESD 105 was a leader in developing and piloting the first Quality Improvement and Rating System (QRIS) in Washington State and continues to lead QRIS efforts in the region. Our community has first hand knowledge of the benefits a QRIS provides to children in early learning settings as well as to the professionals who nurture and educate our young children. Through QRIS, learning environments and curriculum have been improved, and early learning professionals have attained higher levels of training and education. Our state has been successful in implementing a model that has proven to be effective in improving the quality of early learning, and we are fully prepared to expand the model to more areas of the state so that eventually all children will have access to high quality programs.

ESD 105 is also closely involved with the implementation of Washington's Kindergarten assessment, titled the Washington Kindergarten Inventory of Developing Skills (WaKIDS). WaKIDS was carefully developed to reflect skills and abilities of the whole child and provides teachers and parents with crucial information about each Kindergarten student's strengths and area for focused instruction. WaKIDS reflects our state's value in developing the whole child and using this knowledge to provide appropriate instruction.

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Yakima, WA 98902
(509) 575-2885
Fax (509) 575-2918
www.esd105.org

ESD 105 is an Equal Opportunity Employer

A further complement to the QRIS and WaKIDS Assessment is the PreK-3rd alignment initiative, which ESD 105 currently facilitates within the South Central Region of Washington State. PreK-3rd alignment provides a strong platform for a continuous quality experience for children from birth through 3rd grade by building on the strengths and resources of QRIS and utilizing the preschool-kindergarten connection that WaKIDS lends itself so well to.

Knowing that good early learning education is a gift for life, ESD 105 strongly supports Washington State's application for RTT-ELC and believes that Washington State's investments in early learning provide the strong foundation necessary to be successful with RTT-ELC funding. Thank you for your time and consideration as you review and consider Washington State's Race to The Top Early Learning Challenge grant application.

Sincerely,

Steve Myers
Superintendent

Appendix 8

Congress of the United States
Washington, DC 20510

September 29, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

We are writing in strong support of the State of Washington's Race to the Top Early Learning Challenge (RT3-ELC) application.

As you know, Washington state is recognized as a national leader in early education reform and improvement. Since the creation of the Department of Early Learning in 2006, our students have consistently ranked above the national average on national measures of reading, mathematics and science achievement in early grades. Nonetheless, Washington state recognizes that more needs to be done to close persistent achievement gaps and provide children with exceptional early education opportunities to ensure every child can receive a high-quality public education from birth through college.

Washington's RT3-ELC application builds on our state's proven commitment to early education reform by creating a ten-year Washington Early Learning Plan. This plan was developed by countless stakeholders and experts across the state and will ensure early learning policy and funding decisions are implemented in a strategic and timely manner, with the overarching goal of building a statewide system that supports school readiness for all children. The application emphasizes three ambitious yet achievable goals: school readiness for all children, especially those with high needs; supporting high-quality programs and measuring results; and ensuring successful transitions to kindergarten for children and families.

Washington's RT3-ELC application aims to accomplish these goals by building on recent reforms through the Washington Kindergarten Inventory of Developing Skills (WaKIDS) program, which is an innovative kindergarten transition model. WaKIDS will align the practices of early learning professionals and kindergarten teachers to support smooth transitions for all children. It will also help to inform decisions about policy and investments while encouraging families to become partners in their children's education.

Additionally, our state is working to improve quality and accountability measures in early learning settings through the implementation of a pilot Quality Rating and Improvement System (QRIS). Thrive by Five, Washington's public-private partnership for early learning, conducted a two-year field test in five communities in Washington state to evaluate the model prior to its implementation. In the next year, the state's QRIS will include all 7,400 licensed child care programs and will align all key early learning programs and investments to drive QRIS participation. We believe these important initiatives will not only serve as a powerful catalyst for dramatic change in Washington, but also will allow our state to continue to serve as a national model for high-quality, evidence-based early learning programs.

Throughout the state, we have seen parents, teachers, school leaders, support staff, policy makers and business leaders working together to make early education reforms a reality. These existing partnerships demonstrate Washington's strong dedication to implementing and sustaining these improvements for lasting gains. We strongly believe a RT3-ELC grant will help our state make critical progress towards closing the preparation gap, strengthening accountability and support for children, parents, and early learning professionals, and give us the data to help every child reach their highest potential.

We appreciate the leadership that you have shown to make this unprecedented opportunity available to states and respectfully request that you strongly consider Washington state's application.

Sincerely,

Patty Murray
United States Senator

Maria Cantwell
United States Senator

Norm Dicks
United States Congressman

Jim McDermott
United States Congressman

Adam Smith
United States Congressman

Jay Inslee
United States Congressman

Rick Larsen
United States Congressman

October 7, 2011

United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam:

On behalf of 4,000 Early Head Start, Head Start, Early Childhood Education and Assistance Program families and their children, 35 schools districts and more than 200 private schools that serve 38% of the state students and their families, the Puget Sound Educational Service District (PSESD) is actively supporting Washington State's Race to the Top application (RTT-ELC). Our agency's top priority is to close the opportunity gap and increase success for all students from cradle to college and career. Establishing prenatal-21 alignment of services is essential to accomplish this priority.

Over the past few years, our elected state officials have united to: 1) make the improvement of early learning a top priority 2) create prenatal-third grade alignment, and 3) strengthen an early learning quality improvement system. Our educational community feels that we have a foundation for long-term success. In many aspects, this foundation and our efforts and achievements represent the RTT-ELC vision of high quality services, excellence of care and teaching practices, and focus on children, families, and communities' needs.

PSESD and its early learning services work jointly with the state to develop a culture of accountability, implement data-driven teaching practices, create professional learning communities, and foster collaborative partnerships with families, educational organizations, public institutions, and the business community. Our goal is to maintain this momentum and increase our emphasis on kindergarten readiness, high-level achievement throughout K-12 education, and student preparedness for success in postsecondary education and a chosen career.

The PSESD will strengthen its already strong association with the childcare community through participating in the state Quality Rating and Improvement System (QRIS), leveraging professional development activities, and supporting childcare-school district relationships. Our Educare Early Learning/Head Start Center is a QRIS early adopter, and is rated at the highest level on the QRIS scale. We are working with the Washington State Department of Early Learning, serving as the state's community resource hub, to assist child care programs in QRIS participation and improve the quality of their programs. Using our unique position, we are leading QRIS participation in Head Start and ECEAP programs and working intensely to succeed in the QRIS program.

Our close association and work with early learning programs, school districts, and independent schools allows us to work collaboratively with early learning programs and school districts that are implementing the state-wide early learning assessment system and developing an aligned prenatal-third grade professional development model. Our agency embraces common core standards and early learning guidelines that help align teaching practices. We want to ensure that students receive continuity in their learning and have access to experiences that foster school and life success.

We are proud to be a part of the national effort to improve education for all of America's children. We support our state's effort to reach all of its children, families, and communities. The PSESD looks forward to working with the Washington State Department of Early Learning and our many partners to implement the reforms described in this application.

Sincerely,

Monte L. Bridges, Ed.D.
Superintendent

800 Oakesdale Ave. SW, Renton, WA 98057-5221 • www.psesd.org

(425) 917-7600 • (253) 778-7800 • 1-800-664-4542 • TTY (425) 917-7888 • FAX (425) 917-7777 • Monte L. Bridges, Ed.D., Superintendent
Board Members: Alan J. Arp, Carla Asaklow, Robert Beem, David Okimoto, Barbara Peterson, Joanne Tang, Jackie Smith, Eileen Stamkosky, John Zerlich

Anacortes School District 103
2200 M Avenue Anacortes, Washington 98221
Phone: 360-293-1200 / Fax: 360-293-1222
http://www.asd103.org

September 6, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of Anacortes School District, and our early learning partners in the community of Anacortes, we are in full support of Washington State's *Race to the Top* Application. Our district proudly serves our birth to five population by partnering with all of our community early learning providers and we offer full-day Kindergarten for all students in our district, at no cost to our parents. We believe that early learning is an investment that reaps huge rewards and we have data to show the results of our efforts and commitment in this area.

Washington State continues to be a leader in PreK-grade three alignment and is piloting WaKIDS, a comprehensive assessment tool for Kindergarten students, in every school district in the state. They are continuing to work on a Quality Rating Improvement System (QRIS) that will have far reaching effects in raising the bar for standards in our early learning programs. We are proud of the work that the Department of Early Learning, Thrive by Five, OSPI, and others are doing to collaborate for kids in Washington.

Our school district is prepared to support the work described in the application and welcome the opportunity for training, networking, program implementation and support that this proposal will offer. Our experience in working with the agencies leading the early learning efforts in the state, have been positive, collaborative, and energizing. The leadership at the State level has demonstrated a commitment and passion for early learning. At the regional level, we have partnered with other districts to work on developing and implementing PreK-3 leaders. Regionally and locally, we have secured grants from the Bill and Melinda Gates Foundation who believe in our efforts and have been willing to invest in us. Additionally, we have worked closely with the Harvard School of Education to assist in the development of sustainable systems and frameworks for early learning that add structure and a process for our continued work.

Anacortes School District 103
2200 M Avenue Anacortes, Washington 98221
Phone: 360-293-1200 / Fax: 360-293-1222
http://www.asd103.org

Finally, Anacortes School District has three overarching goals; that our students will be *School Ready*, *Transitions Ready*, and *College/Career Ready*. In tough economic times, these three areas have guided our decisions and helped us prioritize where we will invest our money. Fortunately, our forward thinking and strategic planning has allowed us to sustain our early learning programs. With *Race to the Top* funds, we would be able to continue to work with the state leadership in raising achievement for our students by building an accountable, sustainable early learning system that will track progress and increase school readiness. Anacortes School District is well poised to commit to the goals set forth in the *Race to the Top* application and look forward to continuing to be a part of the early learning collaboration that is occurring statewide.

Sincerely,

Chris Borgen
Superintendent

Appendix 8

BRIDGEPORT SCHOOL DISTRICT NO. 75

P.O. BOX 1060
BRIDGEPORT, WASHINGTON 98813

Telephones:

Office of the Superintendent	509/686-5656
Elementary School	509/686-2201
Middle School	509/686-9501
Aurora High School	509/686-8770
High School	509/686-8770
Bus Garage	509/686-3921

United States Department of Education

Dear Sir or Madam,

The Bridgeport School District is proud to offer this letter enthusiastically supporting the State of Washington's application for the Race to the Top—Early Learning Challenge (RTT-ELC). As a school district, we are deeply committed toward the goal of supporting a strong Birth–Grade 3 system of learning to support children and families, as part of a total learning continuum. Toward this goal we have developed long-standing partnerships with the early learning community and stakeholders, and a track-record of successful leadership.

Washington State's RTT-ELC application and plan includes the core focus on reaching all early learning programs across the state through consistent mechanisms to improve quality, track progress, and measure child outcomes. With core strategies directed at: 1) strengthening use of the Early Learning Guidelines, 2) implementing a Quality Rating and Improvement System (QRIS), and 3) scaling use of the WaKIDS early learning assessment. In support of this important work, we have:

- Convened parents, ESD staff, and stakeholders to review and improve the Early Learning Guidelines,
- Provided professional development about the use of the guidelines,
- Used the guidelines in designing and implementing ESD-sponsored early learning programs and services,
- Participating in P-3 Grant, WaKids and connect with the local EPIC Head Start program (community preschool)

In the Bridgeport School District we are proud to playing a key role in leading and supporting Washington State's effort to support children, parents and families, and professionals in helping all children succeed. We will support children's development and learning, successful Kindergarten transitions, and sustained student achievement through 3rd grade and beyond. We strongly encourage your strongest consideration of this statewide application.

Warmest regards,

Scott Sattler

Scott Sattler, Superintendent
Bridgeport School District

EQUAL OPPORTUNITY EMPLOYER

Appendix 8

For our children, our community, our world, our future

CHENEY PUBLIC SCHOOLS

520 FOURTH STREET, CHENEY, WA 99004

(509) 559-4599 * FAX 559-4508
www.cheneysd.org

September 16, 2011

Dr. Bette Hyde
Director
Washington State Department of Early Learning
P.O Box 4097
Olympia, WA 98504

Dear Dr. Hyde,

Cheney School District is thrilled to support Washington State's Race to the Top application. We are pleased to continue our partnership with the State as we embark on this outstanding opportunity to advance the work in building a bold and comprehensive state plan for raising the quality of early learning programs.

Cheney School District has been dedicated to developing and providing early learning programming. A number of years ago, the District used I-728 funds to develop a parent education program. The program provided training to our Kindergarten and Preschool teachers who then assumed responsibility for training parents on how to help their children, from birth to age 5, develop the skills to be successful for Kindergarten. Three training programs per year were held at each of our elementary schools. The training included Kindergarten readiness for the academic aspects as well as the social-emotional aspects. The two core curriculum used for the program in included *Ready for Kindergarten* and *Love and Logic*. The Love and Logic training was facilitated by our elementary school counselors. After the I-728 funds were cut from our budget, we prioritized Title I parent outreach funds to sustain this model.

In addition to our parent education initiatives, we also used I-728 funding to provide full time kindergarten programming in our District. We began the program several years ago and used the I-728 funding to offset the cost of the teacher and paraeducator to be able to provide parents, who were willing to share the cost, the opportunity to enroll their child in a full time program. As the I-728 funding has been cut, the fee that parents pay for the programming has increased significantly; however, the District has been committed to keeping the full time program affordable to all our families; therefore, a sliding scale has been established and maintained. In other words, the District uses the Federal poverty index (Free and Reduced Lunch) to provide the program at very affordable rates to families who qualify for support. It is our shared goal to make full time kindergarten available to all children, despite income. We have been extremely fortunate to receive the State funded Full Time Kindergarten at Sunset Elementary School. All of our other elementary schools provide full time and part time programming.

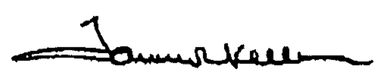
Our Kindergarten teachers have embraced the use of assessment data as they determine how to best serve the children and families of our youngest learners. For many years, we have participated in a Kindergarten 'round up" and 'gradual start' to Kindergarten as part of the registration/enrollment process in the Fall. Last year we piloted WaKIDS and this year we have two of our four elementary schools participating in WaKIDS. We welcome the opportunity to participate in assessments that develop strong relationships with parents and provide valuable information about students.

Our District has also made an effort to lead partnerships in our community with the early learning providers. Again, it was the I-728 funding that first made these partnerships possible. Under the leadership of our Student Support Services Director, Kristi Thurston, we have continued to collaborate with identified preschool providers in our communities of Cheney, Airway Heights, and the West Plains. Collaboration is key to helping to influence the programming that children receive by our community partners.

We believe strongly that the best opportunity for positively impacting a child's success at school is early intervention. We are deeply committed to sustaining such programming and have done so to the best of our ability with very limited funding. We believe that when parents and early learning providers know how to support their children for kindergarten readiness, that they will welcome the support of the public school system.

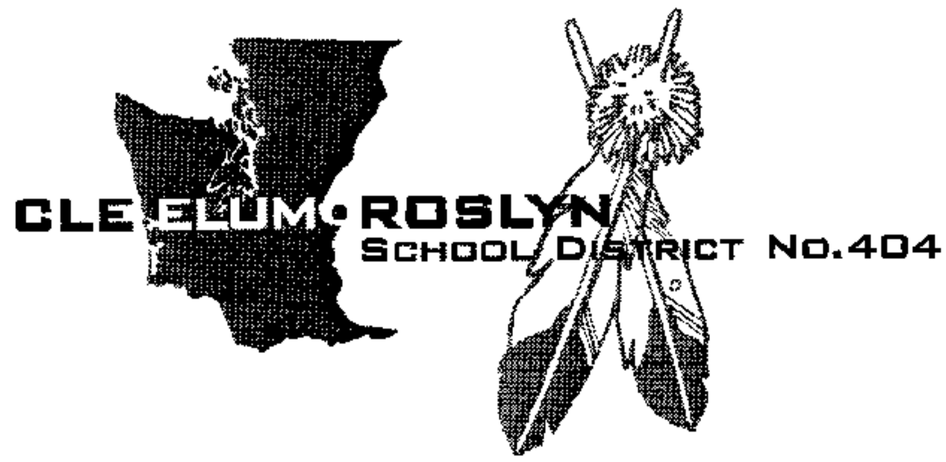
Once again, I am pleased to offer our district's support for the goals and commitments of Washington State's application. There are unique challenges that face us all. In partnership with our communities and parents this funding will provide an opportunity to work together to design and implement an integrated system of high-quality early learning services for Washington State's children.

Sincerely,



Lawrence Keller, Superintendent

Appendix 8



September 30, 2011

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Reference: Washington's Race to the Top Application

Dear Secretary Duncan:

On behalf of Cle Elum-Roslyn School District, we are pleased to support Washington State's Race to the Top Application. It is our belief that Washington's application clearly shows our State's commitment to raising the quality of early learning programs within our State.

Our district currently serves approximately 1,000 children and is remotely located near the base of the Cascade Mountain Range in Washington State.

Recognizing the strong early learning needs of the young children served by our district, we have already committed to and begun the work of implementing WaKIDS and P-3 alignment within our district and in partnership with the early learning programs located within our district. We feel that these initiatives, which are core strategies of the Race to the Top grant, are important to the long term success of our children and that this grant will provide necessary funding to accelerate this work across our State so that every child is reached.

Cle Elum-Roslyn School District views the Race to the Top funding as an opportunity to solidify gains being made in improving early learning programs for children, further our State's progress in connecting the early learning systems within our State with our K-12 system, and ensuring that all of our children reach their full potential. We hope that you will act favorably upon Washington's application.

Sincerely,

Mark Flatau

Mark Flatau
Superintendent

Appendix 8

Nooksack Valley Schools
"Pioneering Excellence"

October 17, 2011

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

The Honorable Kathy Sebelius
US Department of Education
200 Independence Ave SW
Washington DC, 20201

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the Nooksack Valley School District and our Early Learning Partners, Head Start and Early Head Start Classrooms in Nooksack, we are in full support of Washington's Race to the Top Application. Our district has served birth to five for over 15 years. We believe that early learning is an investment that reaps huge rewards and we have data to show the results of our efforts and commitment to Pre- Kindergarten services.

Washington State continues to be a leader in PreK- grade three alignment and is piloting WaKIDS a comprehensive assessment tool for Kindergarten students. We are proud of the work that the Department of Early Learning, Thrive by Five Washington, OSPI and others are doing to collaborate for kids in Washington.

Our school district is prepared to support the work described in the application and welcome the opportunity for training, networking, and program implementation. We have participated in our have been the lead learners in many efforts locally, regionally and nationally in the early learning work. With Race to the Top funds we would be able to continue this effort with state leadership in raising achievement for our students by building on the work we already have done , scale the work regionally and make the work replicable and sustainable.

Nooksack Valley School District is well poised to commit to the goals set forth in *Race to the Top* application and look forward to a continuous partnership with the early learning leadership statewide.

Sincerely,

M. Johnson

Mark Johnson
Superintendent

EQUAL EMPLOYMENT OPPORTUNITIES – EQUAL EDUCATIONAL OPPORTUNITIES
P.O. BOX 4307 . NOOKSACK WA 98276 . (360) 988-4754 . FAX (360) 988-8983

October 07, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the North Franklin School District, I am writing to express my support for Washington State's application for the Race to the Top – Early Learning Challenge grant.

North Franklin School District is made up of four rural towns: Basin City, Connell, Eltopia, and Mesa. The towns are agriculturally dependent, and businesses are centered on service to orchards, irrigated crops, and dryland wheat farms. The primary industrial base includes food processing, agricultural chemicals, and a minimum security correction facility, and will soon include a medium security correction facility. The district's rural location makes schools the center of education, recreation, and socialization.

North Franklin School District's enrollment includes almost 2000 students, and with new housing and industrial development in the district, the student population is expected to grow significantly in the next 5-10 years. The student population is culturally diverse, with many students coming from homes where a language other than English is spoken.

Washington State's Department of Early Learning has worked diligently with local school districts, educational service districts, early learning coalitions, parents, caregivers and early learning professionals across the state to ensure a compelling, inclusive plan is presented. The Washington State Early Learning Plan offers a framework for interested stakeholders to work collaboratively toward common goals and outcomes for all children in our state.

As such, I want to reiterate North Franklin School District's support of the thoughtful, comprehensive and innovative plan that has been developed. We ask that you support Washington's efforts by selecting it as one of the states to receive this award.

Sincerely,

Gregg Taylor
Superintendent

ORONDO SCHOOL DISTRICT #13

PO BOX 71 ORONDO, WA 98843 (509)784-2443 FAX (509)784-0633

Dr. Millie Watkins
Superintendent/Principal

October 3, 2011

United States Department of Education

Dear Sir or Madam,

The Orondo School District is proud to offer this letter enthusiastically supporting the State of Washington's application for the Race to the Top—Early Learning Challenge (RTT-ELC). As a school district, we are deeply committed to the goal of supporting a strong Birth–Grade 3 system of learning that supports children and families as part of a total learning continuum. Toward this goal we have developed long-standing partnerships with the early learning community and stakeholders, and a track-record of successful leadership.

Washington State's RTT-ELC application and plan includes the core focus on reaching all early learning programs across the state through consistent mechanisms to improve quality, track progress, and measure child outcomes. The Orondo School District partners with the North Central ESD and with the Chelan Douglas Child Development Association to provide services that strengthen early learning. We align our grade K- 3 curriculum with the Early Learning Guidelines to increase school readiness. We are participating in the state's work to implement a Quality Rating and Improvement System (QRIS) and are providing recommendations and data in the implementation of the WaKIDS early learning assessment. In support of this important work, we have:

- Convened parents, ESD staff, and stakeholders to review and improve the Early Learning Guidelines,
- Provided professional development about the use of the guidelines,
- Used the guidelines in designing and implementing ESD-sponsored early learning programs and services,
- Participated in the P-3 alignment Gates grant, WaKids, the state preschool ECEAP program and provided preschool services for all four year old students in our district. In addition we have partnered with the Waterville School District for preschool special education services.

In the Orondo School District we are proud to play a key role in enhancing Washington State's effort to support children, parents and families, and professionals in helping all children succeed. We will support children's development and learning, successful Kindergarten transitions, and sustained student achievement through 3rd grade and beyond. We strongly encourage your consideration of this statewide application.

Warmest regards,

Millie Watkins

Dr. Millie Watkins, Superintendent

Appendix 8

October 07, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the Richland School District, I am writing to express my support for Washington State's application for the Race to the Top – Early Learning Challenge grant.

Richland School District serves the cities of Richland and West Richland with nine elementary schools, three middle schools, and three high schools. The District enrolls 11,100 students and has 1,400 employees. Richland School District's educational excellence inspires and prepares students to become:

- Critical thinkers;
- Passionate learners;
- Contributing and responsible members of society; and
- Successful in the global community.

The social, emotional and cognitive skills that help children thrive can be enhanced through coordinated support, information and services for families. Washington State's Department of Early Learning has worked diligently with local school districts, educational service districts, early learning coalitions, parents, caregivers and early learning professionals across the state to ensure a compelling, inclusive plan is presented. The Washington State Early Learning Plan offers a framework for all interested stakeholders to work collaboratively toward common goals and outcomes for all children in our state.

As such, I want to reiterate Richland School District's support of the thoughtful, comprehensive and innovative plan that has been developed in this application. We ask that you support Washington's efforts by selecting it as one of the states to receive this award.

Sincerely,

Jim Busey
Superintendent
Richland School District

615 Snow Avenue · Richland, WA 99352 · 509-967-6000 · Fax 509-942-2401 · www.rsd.edu

Board of Directors
Will Decker
Jim Miller
Eric Johnson
John Mathison

ROCHESTER SCHOOL DISTRICT NO. 401

P.O. Box 457, Rochester, WA 98579 (360) 273-5596 FAX (360) 273-5547

Superintendent
Kimberly M. Fry
Director of Curriculum, Assessment & Technology
Jerry Rietz
Business Manager
Jill Kemp

September 26, 2011
Dr. Elizabeth M. Hyde, Ph.D.
Director
Washington State Department of Early Learning
PO Box 40970
Olympia, WA 98504-0970

Dear Dr. Hyde,

I am writing to express my support of Washington State's Department of Early Learning proposal to the U.S. Department of Education's Race to the Top – Early Learning Fund (RTT-ELC). With the creation of a cabinet level department of early learning five years ago, Washington is now well positioned to implement quality initiatives that would be funded through this grant.

The Rochester School Board and community have supported Head Start and early learning for over twenty years, and currently provide space on our primary school campus for the Head Start program. Our teachers know which children have had a quality early learning experience and preparation for kindergarten and which have not. We are in our second year of participating in a Gates Foundation grant that is focused on the alignment of instructional practices Pre-K through third grade. This grant is making a positive difference in the preparation of children for school. Our district is also a partner with United Way of Thurston County in the Right from the Start initiative, which links families with young children to the school district before children are age five. We have already experienced a positive benefit from these early linkages as children and families register for kindergarten early, reducing the large numbers of registration on the first day of school that has historically happened. We anticipate more parent engagement in their child's education, and children entering kindergarten with age appropriate skills upon the completion of the second year of this grant.
I believe that the focus areas of Washington's RTT-ELC application are appropriate and necessary, in that the plan focuses on reaching all early learning programs across the state through consistent mechanisms to improve quality, track progress, and measure child outcomes. The core strategies that will be funded through this grant are:

- Strengthening use of the Early Learning Guidelines in all early learning and care settings,
- Implementing a Quality Rating and Improvement System (QRIS) that includes all licensed childcare as well as Head Start and our state funded comprehensive preschool program, and
- Scaling up of the kindergarten assessment tool called WaKIDS.

The Rochester School Board and staff are ready and willing to participate in these strategies, which will strengthen our connections with the early learning providers in our district, and will result in children entering kindergarten with age appropriate skills, and parents engaged and knowledgeable about how to support their child's learning.

The work of the Washington State's Department of Early Learning has already created positive impact in the quality of early learning settings, even in the midst of state budget reductions. I fully support the application for Race to the Top – Early Learning Fund.

Sincerely,

Kim Fry, Superintendent
Rochester School District

SUPERINTENDENT OF PUBLIC INSTRUCTION

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

October 7, 2011

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

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Sebelius:

As Washington's state Superintendent of Public Instruction, I have five priorities that I and my staff work daily to achieve. Promoting additional high quality early learning opportunities in Washington is one of those priorities.

In the past thirty years, I have served as a teacher, principal, state representative and chair of the K–12 House Education Committee, and currently as Washington's publically-elected State Superintendent. During this time, I have learned the incredible difference that high quality early learning programs can make in the lives of children, and the importance of well-designed preschool programs, the benefits of full-day Kindergarten, and the major contributions that Kindergarten through third grade teachers can make in helping students be successful in the later grades and beyond.

In light of my convictions regarding the importance of early learning, I am in full support of Washington State's Race-to-the-Top Early Learning Challenge grant application, and I am committed to carrying out my respective duties to implement the initiatives proposed in the application. My staff and I have a track-record of working closely and successfully with the Washington State Department of Early Learning (DEL) staff and leadership, and we will continue to do so in the implementation of this grant application.

Together, and often in concert with Thrive by Five Washington, the Bill & Melinda Gates Foundation, and other organizations, we have created the Washington State Early Learning Plan; identified high priority early learning legislative actions; piloted and implemented the Washington Kindergarten Inventory of Developing Skills (WaKIDS) assessment; co-sponsored statewide PreK–Grade 3 (P–3) workshops attended by thousands of elementary school principals, teachers, and early learning providers; and taken many other steps to build connections between our early learning and K–12 education systems. Currently, we are working together to revise our early learning guidelines, prepare recommendations for substantially improving the quality and availability of our state's preschool program (Early Childhood Education and Assistance Program), create P–3 Action Plan, and continue the implementation of the WaKIDS assessment. I have recently assigned one of my

Assistant Superintendents to devote the major share of his efforts toward early learning so that we can continue to work productively with our partners.

In this past legislative session, I introduced legislation that made the WaKIDS assessment available on a voluntary basis in the 2011–12 school year in our state-funded full-day Kindergarten classrooms. The legislation also requires that WaKIDS be administered annually in all state-funded full-day Kindergarten classrooms beginning next year. I was a strong advocate for the passage of this legislation and am proud that with the help of the League of Education Voters, the Bill & Melinda Gates Foundation, and others that it was adopted by the Legislature and fully-funded.

As summarized in our application, we propose to expand the number of students assessed when they enter Kindergarten using the WaKIDS assessment. If Washington receives an Early Learning Challenge grant, I will work with Bette Hyde, Director of DEL, to jointly submit agency request legislation to the 2012 Legislature requesting authorization to require all Washington schools to administer the assessment based on the implementation schedule included in the application.

In conclusion, I am committed to improving and expanding the early learning opportunities available to children in our state, to building connections between our early learning and K–12 systems, and to taking additional steps to sustain the gains through third grade and beyond that have been made in our early learning system. My team of early learning staff and I will carry out the actions described in the application that pertain to my office and will gladly collaborate with DEL and our other partners to make this initiative a success.

If you have any questions or need additional information, please do not hesitate to contact me at (360) 725-6003.

Sincerely,

Randy I. Dorn
State Superintendent
of Public Instruction

Royal School District No. 160
"A partnership of parents, community, and schools."
"Una asociacion de padres, comunidad, y escuelas."
901 Ahlers Road • P.O. Box 486 • Royal City, WA • 99357
Phone: 509-346-2222 • Fax: 509-346-8746
www.royal.wednet.edu

October 4, 2011

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Reference: Washington's Race to the Top Application

Dear Secretary Duncan:

On behalf of Royal School District, we are pleased to support Washington State's Race to the Top Application. It is our belief that Washington's application clearly shows our State's commitment to raising the quality of early learning programs within our State.

Our district currently serves approximately 1,500 children with 13% of our student population considered migrant. Located in Eastern Washington, Royal School District is considered a highly remote district with agriculture as a primary source of income for families in our district. Currently, our free and reduced lunch rate is 100%.

Recognizing the strong need for high quality early learning experiences for the young children served by our district, we have already committed to and begun the work of implementing WaKIDS and P-3 alignment within our district and in partnership with the early learning programs located within our district. We feel that these initiatives, which are core strategies of the Race to the Top grant, are important to the long term success of our children and that this grant will provide necessary funding to accelerate this work across our State so that every child is reached.

Royal School District views the Race to the Top funding as an opportunity to solidify gains being made in improving early learning programs for children, further our State's progress in connecting the early learning systems within our State with our K-12 system, and ensuring that all of our children reach their full potential. We hope that you will act favorably upon Washington's application.

Sincerely,

Rosemarie Search

Rosemarie Search
Superintendent

Appendix 8

October 17, 2011

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

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, DC, 20201

Dear Sec. Duncan and Sec. Sebelius:

As the Interim Superintendent of Seattle Public Schools, the largest school district in Washington State, I strongly support Washington State's Race to the Top/Early Learning Challenge (RTT/ELC) application. Our vision at Seattle Public Schools is that each of our students is known, cared for, and challenged. And in Seattle, we know that vision needs to start early in a child's life, with programs and services based on best practice and designed to ensure that children are ready to be successful in school.

Seattle Public Schools is two years into a multi-year initiative called PK-3, where we are providing professional development and opportunities to collaborate for teachers in preschools through third grade. The ELC will help us with that work by providing early learning guidelines and accountability metrics that we can use to expand our current work. Further, the ELC will provide statewide information that we can use to compare ourselves with other districts in the state.

We have embraced the initial goals of the state's early learning program. For example, we are piloting WaKIDS in all of our eligible schools. The ELC will enable us to expand the assessment across all of our elementary schools, which is important not just for our highly mobile students, but to enable us to evaluate our students and their success.

While I am pleased with the work we are doing in early learning and PK-3, we have not gone far enough. There are still children who are not receiving services, and I know that may hurt their ability to graduate from high school ready for college, career and life. Having a well-educated populace is good for Washington State and good for our country, and expanding early learning services is one key way to reach that goal.

Seattle Public Schools strongly supports the State's RTT/ELC application and believes that the great strides already taken by Washington State will be enhanced with this award.

Sincerely,

S Enfield

Dr. Susan Enfield
Interim Superintendent
Seattle Public Schools

OFFICE OF THE SUPERINTENDENT
John Stanford Center for Educational Excellence * 2445 3rd Avenue South * 98124 * www.seattleschools.org
Mailing Address: MS 32-150 * PO BOX 34165 * Seattle, WA * 98124-1165 * Tel.: 206.252.0100 * Fax: 206.252.0209

Superintendent's Office
200 North Bernard Street
Spokane, WA 99201-0206

phone (509) 354-7364
fax (509) 354-5965
www.spokaneschools.org

Spokane Public Schools
excellence for everyone

September 12, 2011

Dr. Bette Hyde, Director
Washington State Department of Early Learning
P.O Box 4097
Olympia, WA 98504

Dear Dr. Hyde:

Spokane Public Schools is pleased to support Washington State's Race to the Top application. We are looking forward to continuing our partnership with the state as we embark on this outstanding opportunity to advance the work in building a bold and comprehensive state plan for raising the quality of early learning programs.

The children of Spokane benefit every day from Washington's efforts to support and expand early learning. Spokane Public Schools sees firsthand the difference that quality early learning experiences can make in the success of our youngest learners. Children who have participated in high quality, accountable early learning programs like Head Start, ECEAP and local QRIS pilot sites come to kindergarten ready and excited to learn. In these most challenging economic times, Washington State's commitment to early learning provided additional funding for ECEAP, allowing Spokane Public Schools to serve more of our most vulnerable young learners. Through state funding, Spokane Public Schools also offers full-day kindergarten to 883 children and an additional 205 with district funding. Spokane Public Schools was pleased to participate in the first pilot of WaKIDS and looks forward to statewide implementation next year.

Spokane Public Schools has been an active participant in the local early learning consortium, the Inland Northwest Alliance for Early Learning (INAEL) since its beginning in 2006. Through participation in the consortium, the district has worked with early learning providers, higher education institutions, local government and business leaders to support high quality programs for young children and their families. As a member of the INAEL Leadership Team, I have been deeply impressed by the commitment of our local community and the state of Washington to efforts that prepare all children for success in school and in life. With state support and continuing district commitment to early learning, children in Spokane will continue to benefit and enter kindergarten ready for the challenges of a world class education system.

Once again, I am happy to offer our district's support for the goals and commitments of Washington State's application. There are unique challenges that face us all. In partnership with our communities and parents, this funding will provide an opportunity to work together to design and implement an integrated system of high-quality early learning services for Washington State's children.

Sincerely,

Nancy J. Stowell, Ph.D.
Superintendent

September 27, 2011

The Honorable Arne Duncan
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

It is with great enthusiasm that Vancouver Public Schools supports Washington State's application for Race to the Top-Early Learning Challenge Fund.

Vancouver, Washington, is an urban/suburban community of 162,400 residents. Vancouver Public Schools serves a diverse student population of about 22,000. We are the 8th largest district in the state. Approximately 49 percent of our families fall below federal poverty guidelines and therefore qualify for subsidized meals. (That figure was 39 percent just a few years ago.) Seventeen percent of students live in homes where English is not spoken as the primary language. Children in Vancouver schools speak as many as 76 languages. Family poverty and in-out migration are significant issues throughout the district but are a special concern in our inner-city elementary schools. Many families who live in the core neighborhoods have acute problems related to basic human needs; in some schools, more than 80 percent are financially disadvantaged. Health care, nutrition, shelter, domestic violence, family dissolution, substance abuse, and illiteracy are common problems. These problems translate into unstable home environments for children and create significant barriers to learning.

Because children's readiness for school is strongly predictive of future academic performance, children who enter kindergarten behind their peers are unlikely to ever catch up.
Early learning programs are a priority in the expansion of services within our district and especially in the Family- Community Resource Center schools (Vancouver Public School's model of full service community schools; we have 9 such schools). Therefore, extending high-quality early learning programs to all children, but especially to children in poverty is a priority. Early Childhood Education and Assistance Program, (ECEAP), Head Start, in-home parent/caregiver nurturance, and high quality childcare, are a key strategies for closing the achievement gap.

Vancouver Public Schools
2901 Falk Road • Vancouver, WA 98661
PO Box 8937 • Vancouver, WA 98668-8937
Phone: 360-313-1000 • Fax: 360-313-1001 • www.vansd.org

Early Childhood Learning is an integral part of our district's efforts and it is one of our top priorities in our Strategic Plan. Vancouver Public Schools is committed to providing additional resources at our highest risk schools.

Examples of our partnerships to support Early Childhood Learning include:

- Participation in Department of Early Learning Plan Development
- District staff regularly attending state early learning conferences
- Sharing school facility space at 7 of our elementary schools to support ECEAP preschool programs
- Working with early learning partners to increase enrollment and serve children and families residing in service areas for Early Head Start
- District staff serving as policy members for ECEAP and Early Head Start
- District staff serving on the board for SELF (Support for Early Learning and Families) SELF is made up of 23 plus partners and organizations in Clark County, Washington from educators, health and mental health agencies, preschool and child care programs and professionals
- Parents as Teachers (PAT) - Support is provided to parents to enhance their ability to prepare their children for school success. The PAT team provides consultations and home visits to parents referred by school staff and other service providers. The home visits allow for parent education, child developmental screenings, sharing resource information and support
- Read and Plays - Held weekly, these sessions led by Fort Vancouver Regional Library District staff and ESD 112 staff; provide a story time and literacy-rich activities for families and family support, 90 minutes per session. (Currently at 3 elementary schools)
- Building Blocks- Held weekly, these sessions are led by Fort Vancouver Regional Library District Staff and provide a story time and literacy –rich activities for families, 60 minutes per session (Currently at 9 elementary sites)
- Discovery Kits - These kits are designed for parents, providers, school personnel, and community members as a resource for preparing young children for Kindergarten. All 22 elementary schools have these resources available for families.

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2901 Falk Road • Vancouver, WA 98661
PO Box 8937 • Vancouver, WA 98668-8937
Phone: 360-313-1000 • Fax: 360-313-1001 • www.vansd.org

VANCOUVER PUBLIC SCHOOLS
VPS
Imagine what you can learn!

Vancouver Public Schools' has had a long- standing relationships with ESD 112 and Educational Opportunities for Children and Families (EOCF), two local leaders in early childhood development and learning. We work collaboratively and provide on going support in working towards P-3 alignment through such things as: kindergarten transition teams, reciprocal teaching opportunities (pre k/kindergarten) and attending mutual staff development trainings related to the state's focus of P-20 alignment and early learning. If funded, our organizations would be prepared to support this effort through:

- Continued utilization of the QRIS systems the helps to identify clear professional development standards
- Expansion of WaKIDS throughout district to better inform instruction in early learning
- Participation in professional development to support strengthening the P-20 data system and helping to inform decision making at all levels
- Support the utilization and implementation of the Early Learning Guidelines across the systems

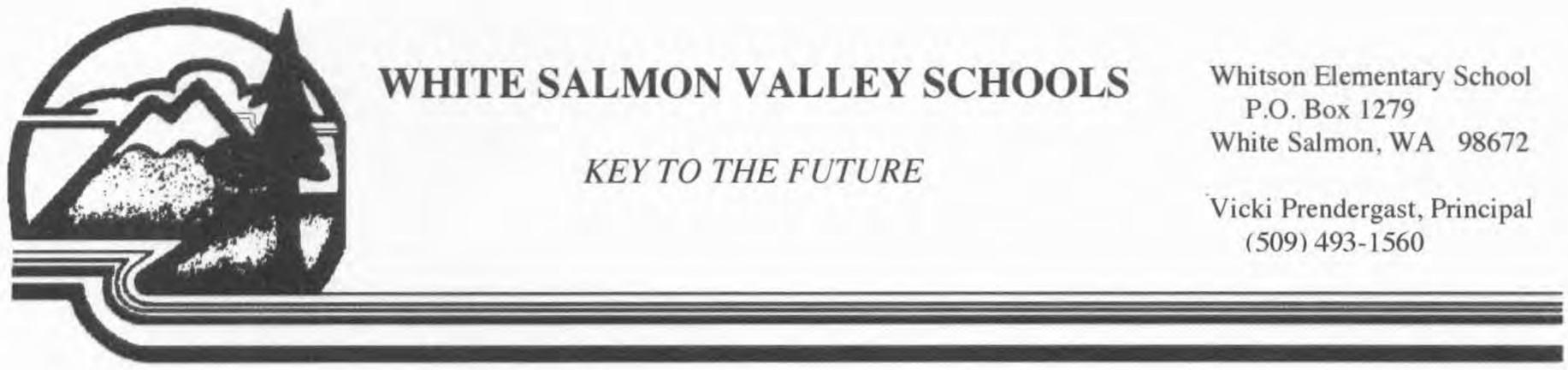
Again, it is with great enthusiasm that our Vancouver Public Schools supports Washington State's Race to the Top's Early Learning Challenge application.

Sincerely,

Marianne Thompson

Marianne Thompson
Chief of Elementary Education
Vancouver Public Schools

Vancouver Public Schools
2901 Falk Road • Vancouver, WA 98661
PO Box 8937 • Vancouver, WA 98668-8937
Phone: 360-313-1000 • Fax: 360-313-1001 • www.vansd.org



WHITE SALMON VALLEY SCHOOLS

KEY TO THE FUTURE

Whitson Elementary School
P.O. Box 1279
White Salmon, WA 98672

Vicki Prendergast, Principal
(509) 493-1560

September 30, 2011

The Honorable Arne Duncan
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Arne Duncan,

On behalf of the White Salmon Valley School District and Whitson Elementary School I am pleased to write a letter of support for the Department of Early Learning's application for the Race to the Top-Early Learning Challenge grant. Our district is a rural district in the Columbia River Gorge. Our district has approximately 1150 students. Over 60% of the students in our district are on free or reduced lunch and 35% are English Language Learners (mostly Hispanic). We share the Department of Early Learning's deep commitment to ensure that children in our state receive quality early learning programs. We look forward to continuing our strong partnership with the early learning community.

We applaud the states work in creating an early childhood system that works in collaboration with schools to create a birth through twelfth grade education system. We share the same goals as the grant; improve early learning programs, track progress of the programs, and increase school readiness. As a district we collaborate with our early learning network to develop a vertical curriculum map of our education system. Early learning providers are members in this process, meeting with us throughout the year. The timing of this collaboration has been critical as we move to the Common Core State Standards.

White Salmon School District has been an active member of the Gorge Early Learning Coalition. This partnership includes members from school districts in the gorge, the health department, Head Start, ECEAP, private preschools and childcare providers, Educational Service District 112 and Fort Vancouver Regional Library Services. We partner with the coalition on many early learning activities in Klickitat and Skamania counties. We contribute and support *Learn and Play*, for birth to 8 year olds, with our Literacy and Math coaches. In my role as a member and Principal of Whitson Elementary School I wrote a grant to provide materials to support literacy and math materials for three early learning providers in our area. We are facilitating planning and professional development for implementation of the materials throughout the year. We will continue to provide this support and are committed to the programs success. We are fostering stronger relationships with providers and parents. We will continue to facilitate professional

development, support *Learn and Play* and collaborate to create a seamless educational system for the children in our district.

Last year, two of Whitson Elementary School's kindergarten teachers formally participated in the WaKIDS program. The kindergarten teachers were so excited about the guiding principles of the program and the kindergarten assessment that the two other teachers chose to participate as well. We were able to acquire assessment kits so all children were assessed and teachers conferenced with all parents. The valuable information obtained through both of these opportunities assisted in planning a program that met the needs of our individual students. Valuable partnerships with parents were created at the beginning of the school year and carried on throughout the year. We saw amazing growth in our kindergarten students and are continuing these practices this year independently of the grant. We are excited that our state will be implementing this valuable program! Additionally, the information from the assessment steered our partnership with early learning community members to seek a grant we used for purchasing early literacy and mathematics tools and professional development support.

I am confident that we are building a foundation for long-term success for the children of our community that will improve the quality of early learning programs, track the progress of our work and increase school readiness. We urge you to support and fund Washington's Race to the Top-Early Learning Challenge grant. We want Washington to continue to show strong leadership in early learning and education.

Sincerely,

Vicki Prendergast
Principal, Whitson Elementary School

Walla Walla Public Schools Superintendent

364 South Park Street, Walla Walla WA 99362-3293 * (509) 527-3000 * FAX (509) 529-7713

October 7, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of Walla Walla Public Schools, I am writing to express my support for Washington State's application for the Race to the Top – Early Learning Challenge grant.

Walla Walla Public Schools educates a diverse population of nearly 6,000 students. The district is comprised of: one traditional high school, one smaller high school education center, two middle schools, six elementary schools, and a child development center hosting HeadStart/ECEAP programs. Walla Walla Public Schools, in partnership with the community, is committed to excellence in personalized learning which challenges and supports all students in becoming educated, productive citizens, and life-long learners.

The social, emotional and cognitive skills that help children thrive can be enhanced through coordinated support, information and services for families. Washington State's Department of Early Learning has worked diligently with local school districts, educational service districts, early learning coalitions, parents, caregivers and early learning professionals across the state to ensure a compelling, inclusive plan is presented. The Washington State Early Learning Plan offers a framework for interested stakeholders to work collaboratively toward common goals and outcomes for all children in our state.

As such, I want to reiterate Walla Walla Public School's support of the thoughtful, comprehensive and innovative plan that has been developed in this application. We ask that you support Washington's efforts by selecting it as one of the states to receive this award.

Sincerely,

Mick Miller
Superintendent

Walla Walla Public Schools is an Equal Opportunity Employer and complies with all requirements of the ADA.

YAKIMA PUBLIC SCHOOLS
YAKIMA SCHOOL DISTRICT NUMBER 7

104 N. FOURTH AVENUE
YAKIMA, WASHINGTON 98902-2636
(509) 573-7000

October 7, 2011

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Reference: Washington's Race to the Top Application

Dear Secretary Duncan:

On behalf of Yakima School District, we are pleased to support Washington State's Race to the Top Application. It is our belief that Washington's application clearly shows our state's commitment to raising the quality of early learning programs within our State.

Our district currently serves approximately 15,000 children, with 20% of those children considered migrant. Many of the children we serve in our district come from high need, high poverty environments. Our free and reduced lunch rate is 72%. With such high needs, Yakima School District fully recognizes the value that high quality early learning experiences bring to our youngest students.

We have already committed to and begun the work of implementing P-3 alignment in four of our elementary schools, connecting with our early learning partners in the community. Our schools are piloting the state's kindergarten assessment, WaKIDS, and are learning from the process. Our community early learning partners are also implementing the state's QRIS system, and we are supporting them in the process. We feel that these initiatives, which are core strategies of the Race to the Top grant, are important to the long term success of our children. This grant will provide necessary funding to accelerate this work in our area and across the state so that every child has the opportunity to be successful in school and life.

Yakima School District views the Race to the Top funding as an opportunity to solidify the gains already being made in improving early learning programs for children, further the state's progress in connecting the early learning systems within our state with our K-12 system, and ensuring that all children reach their full potential. We hope you will act favorably upon Washington's application.

Sincerely,

Dr. Elaine Beraza
Superintendent

c: Cece Mahre, Associate Superintendent for Teaching and Learning
Stacey Drake, Director for Early Learning

Appendix 8

CHILDREN'S ALLIANCE

A Voice for Washington's Children, Youth & Families

September 10, 2011

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

The Honorable Kathy Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, D.C., 20201

Dear Secretary Duncan and Secretary Sebelius:

Children's Alliance is a statewide advocacy organization working to ensure that laws, policies and programs work for kids. We hold our leaders accountable until they secure the resources required to make all children safe and healthy. With a membership of more than 12,500 strong across the state, our primary areas of work are early learning, children's health, and childhood hunger and nutrition. An intensive focus of the Children's Alliance's work is promoting racial equity. This focus has led us to strategic work in early childhood education and child care as critical pieces of leveling the playing field for children early on with the best possible opportunities from the start. We have an intense and deep-seated commitment to high-quality learning for at-risk children. We are thus pleased and excited about the Race to the Top Early Learning Challenge, with its focus on the quality components essential to closing opportunity and achievement gaps in states across the nation.

Children's Alliance enthusiastically supports our state's application goals to:

- Promote children's school readiness, particularly children with high needs;
- Support high-quality programs with measurable results;
- Ensure successful transitions into kindergarten for children, families, and professionals

Our organization believes that Washington State's Early Learning Plan lays the right groundwork and pathway to achieve these goals. In addition our state has:

- **Washington Kindergarten Inventory of Developing Skills (WaKIDS)** - A robust tool for measuring outcomes at kindergarten entry that engages parents and early learning professionals as partners in children's education A commitment to improving the quality of care for children in Washington, with the continued implementation and expansion of our state's **Quality Rating and Improvement System**.
- Comprehensive **Early Learning Guidelines** that are currently being improved and will help to align our work across domains and settings for kids

Children's Alliance will be working to ensure policymakers and the public understand the value of this work in raising the bar and closing the gap in our education system. We appreciate the leadership you and President Obama have taken to promote the importance of early learning. We hope that you will grant Washington an opportunity to use these funds to improve our state's system.

Sincerely,

Jon Gould
Deputy Director
Children's Alliance
718 6th Avenue South
Seattle, WA 98104
206.324.0340 x.19

September 6, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

The Early Learning Action Alliance, Washington State's statewide early learning advocacy coalition, strongly supports our state's Race to the Top-Early Learning Challenge application. We are a broad coalition of over 40 organizations representing a diverse array of Washington nonprofits, professional associations, businesses and industries. We are united by the belief that all children in Washington State deserve to have the opportunities and support they need in their first five years of life to be prepared for school and a bright future. A list of our members can be found here:
http://www.childrensalliance.org/sites/default/files/ELAA_Memb_Directory_3_10.pdf

Our coalition is proud to have the Department of Early Learning, as our state's cabinet-level agency focused on early learning, leading our proposal. Washington's comprehensive 10- year Early Learning Plan provides our state's road map to expand, unify, and align high-quality early learning across our state. Our state's plan emphasizes the need to consider children from birth through third grade across a wide range of domains that include health, family supports, and social emotional development, among others. Early Learning Action Alliance members actively contributed to the creation and outreach of our plan, helping to ensure broad buy-in from local communities and state policymakers. We are excited for the opportunity to leverage federal funding in order to accelerate work that will help us close the opportunity and achievement gap for students in our state.

The Early Learning Action Alliance enthusiastically supports our state application's three ambitious yet achievable goals:

- Promoting school readiness for all children, especially children with high needs.
- Supporting high-quality programs with measurable results.
- Ensuring successful kindergarten transitions for children, families, and professionals.

Our coalition recognizes the importance of P-3 alignment, ensuring smooth transitions for children, and supporting parents from the beginning to be an advocate for their children's education. These key elements are promoted in the **Washington Kindergarten Inventory of Developing Skills (WaKIDS),** our state's tool for measuring outcomes at kindergarten entry. Critical to our success is the ability for adults to communicate, share, and celebrate children's learning as well as our willingness to use data to improve systems and experiences for children and their families so that all kids have the opportunity for school success. Washington plans to have full implementation of this program by the 2014-15 school year.

With the current national and state budget context, the Early Learning Action Alliance has been increasingly intentional about our need to ensure that the conversation in early learning is about access to high-quality

The Early Learning Action Alliance is convened by the Children's Alliance.
Learn more by contacting: Leslie Dozono at (206) 324.0340 x20 or leslie@childrensalliance.org

services. In the past six months, we have been working intensely to reframe our communications so that access and quality are not seen as two separate and/or opposing ideas. This has included reaching out for technical assistance from a communications firm to ensure that our advocacy messaging framework consistently promotes access to high-quality. A big focus of these messages will be legislative work to promote the continuing implementation and improvement of our state's **Quality Rating and Improvement System** based on the evaluation and research. We will be organizing a legislative committee work session prior to legislative session to highlight QRIS as a framework for quality in our state. We will be coordinating the work session in anticipation of promoting a policy bill to strengthen our state's statute related to QRIS in the 2012 legislative session as we work to fully implement the system by June, 2015.

We also believe that Washington's comprehensive **Early Learning Guidelines** will supply connective tissue for our state's early learning plan. This framework provides a common understanding and language to help align systems serving children and families in our state from birth through third grade across domains. While we have current guidelines, Washington has been engaged in a revision process in order to accommodate new learning. Early Learning Action Alliance members have been engaged in the revision process and will be a strong partner in outreach and dissemination of the new Early Learning Guidelines when they are finalized at the end of 2011.

As a statewide advocacy coalition, we play an important role in keeping state policymakers connected to work on the ground in their communities, highlighting needs of families, smart research-based strategies, and success stories in legislative districts. We provide linkages and increase grassroots access to the policy-making process for parents, families, and providers in local communities. The Early Learning Action Alliance strategizes around who can move elements of our state's plan and helps promote pertinent policies through face-to-face meetings with legislators, site visits to programs, constituent meetings, informational presentations, electronic action alerts and phone calls, legislative testimony, media, and written materials. The Early Learning Action Alliance believes that Washington is poised to take significant action in implementing and sustaining improvements in our early learning system. A Race to the Top- Early Learning Challenge grant would catalyze our work and help us raise the bar and close the gap for all children in Washington State.

Thank you and President Obama for your vision and leadership to make early learning a national priority. We hope that you will strongly consider Washington's application for this wonderful grant opportunity.

Best,

(b)(6)

Leslie Dozono
Early Learning Action Alliance

September 13, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the statewide members of the Excellent Schools Now Coalition, we are writing to enthusiastically endorse Washington State's Race to the Top – Early Learning Challenge application.

Washington has been recognized as a national leader in early education reform and improvement since the 2006 creation of the first cabinet-level Department of Early Learning, and our students consistently rank above the national average on national measures of reading, mathematics and science achievement in early grades. At the same time, Washington recognizes that more needs to be done to close persistent achievement gaps, serve every child with exceptional early education opportunities, and ensure that each and every child receives a world-class public education from birth through college.

Washington's application emphasizes three ambitious yet achievable goals: (1) Promoting school readiness for all children, especially children with high needs; (2) Supporting high-quality, accountable programs and measuring results; and (3) Ensuring successful kindergarten transitions for children, families, and professionals.

Washington's Race to the Top application aims to accomplish these goals by building on recent reforms, most notably the Washington Kindergarten Inventory of Developing Skills (WaKIDS). It is an innovative kindergarten transition model that will:

1. Align practices of early learning professionals and kindergarten teachers to support smooth transitions for all children.
2. Offer a statewide snapshot of where children in Washington are in their development at the start of kindergarten to help inform state-level decisions about policy and investments. Data that is included in Washington's P-20 data system.

3. Give kindergarten teachers information about the development of children in their classroom to help them teach every child—data about social/emotional, cognitive, language/literacy and physical development (using Teaching Strategies GOLD).
4. Welcome families into the Washington K-12 system as partners in their children's education.

We believe WA Kids, as well as other important initiatives, will not only serve as a powerful catalyst for dramatic change in Washington, but also will allow our state to continue to serve as a national model for high-quality, evidence-based early learning programs.

As a statewide coalition, we worked with parents, teachers, school leaders, support staff, policy makers and business leaders to help make WA Kids a reality. Furthermore, the importance of early learning is well understood and supported within the K-12 system in Washington. Districts are not only providing early learning services directly, but they are working with the early learning providers in their areas to ensure aligned curriculum and shared training opportunities. These partnerships and policies demonstrate Washington's strong dedication to helping every child reach their highest potential.

We appreciate the leadership that you and President Obama have shown to make this unprecedented opportunity available to states and respectfully request that you give Washington's application the fullest consideration.

Sincerely,

(b)(6)

Karen Waters

Excellent Schools Now Coalition Manager

ESN members include the Alliance for Education, ArtsEd Washington, Black Collective, Black Education Strategy Roundtable, Coalition for Equal Education Rights, College & Work Ready Agenda, College Spark, College Success Foundation, Communities in Schools of Seattle, Executive Council for a Greater Tacoma, Invest in Youth, King County Hispanic Chamber of Commerce, League of Education Voters, New Futures, Pacific Science Center, Partnership for Learning, Powerful Schools, Rainier Scholars, Schools Out Washington, Seattle Biomedical Research Institute, Seattle Breakfast Group, Social Venture Partners, Spokane Library Ladies, Stand for Children, Tabor 100, Teachers United, Technology Access Foundation, Technology Alliance, WashACE, Washington Alliance of Black School Educators, Washington Biotechnology & Biomedical Association Institute, Washington Coalition for School Libraries and Information Technology, Washington Global Health Alliance, Washington Roundtable, Washington State PTA, and Washington Technology Industry Association (www.excellentschoolsnow.org).

Appendix 8

STATE OF WASHINGTON
DEPARTMENT OF HEALTH
PO Box 47890 • Olympia, Washington 98504-7890
Tel: (360) 236-4501 • FAX: (360) 586-7424 • TDD Relay Service: 1-800-833-6388

October 4, 2011

Bette Hyde, Director
Washington State Department of Early Learning
Post Office Box 40970
Olympia, Washington 98504-0970

Dear Ms. Hyde:

I support the Washington State Department of Early Learning's application for the Race to the Top Early Learning Grant. Washington is ready for the Race to the Top challenge. We have a long history of collaborating to support children and families. Even in these tough economic times, we have made significant gains in developing our early learning system.

The Department of Early Learning provided leadership to develop the Washington State Early Learning Plan through working with public and private partners. The plan serves as a guide for policy and system development as we move forward to improve our state's early learning system. The Department of Health is pleased to have played a key role in developing the plan. Our shared work on the Early Childhood Comprehensive Systems/Kids Matter Framework was used as a foundation for developing the Early Learning Plan.

The Department of Health supports Washington's selected priorities for Race to the Top by focusing on aligned, coordinated and successful state systems and governance; promoting early learning and development outcomes for children through screening; and addressing health and mental health needs.

Consistent with these priorities, we will continue our role in supporting early learning for Washington's children and families. Some of our programs that support early learning include the Women, Infants, and Children Program; Title V (Maternal and Child Health Block Grant); Early Childhood Comprehensive Systems; and Project LAUNCH.

We will continue to partner with public and private stakeholders to develop a Universal Developmental Screening System. Our joint goal for this system is to identify Washington's most at-risk children as early as possible and connect them with needed resources and services.

I look forward to our continued partnership to build and maintain comprehensive early learning systems for children and families in Washington State as we work to implement Race to the Top. If you have questions, please contact Kathy Chapman at 360- 236-3968.

Sincerely,

Mary C. Selecky
Secretary

cc: Kathy Chapman, Department of Health

Appendix 8

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

September 21, 2011

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

The Honorable Kathleen Sebelius
U. S. Department of Health and Human Services
200 Independence Ave. SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sibelius:

I am writing on behalf of the members of Fight Crime: Invest in Kids Washington to express our support for our state's Race to the Top-Early Learning Challenge application.

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 125 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 beginning at birth (or earlier) 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 crime prevention programs.

Since 2006, Fight Crime: Invest in Kids members have advocated for early learning funding and policies to improve the quality of early learning and/or increase access for at-risk youngsters to high-quality early education and evidence-based home visiting programs. For example, we supported the creation and implementation of the Quality Rating and Improvement System and worked very hard to convince the Governor and legislature to have Washington State participate in the Maternal, Infant and Early Childhood Home Visiting Program. We will continue to raise the unique voice of law enforcement to assure that our state maintains and expands its investment in these two programs to comply with the requirements of the RTT-ELC grant should our application be successful.

Thank you for this opportunity and your consideration of Washington State's application.

Sincerely,

Laura Wells

Laura Wells
State Director

Laura H. Wells, State Director
3706 NE 42nd St., Suite 200 • Seattle, WA 98105 • Phone: (206) 664-7110 • Fax: (206) 268-0056 • www.fiahtcrime.ora/wa • lwells@fiahtcrime.ora

Supporting kids from cradle to career

October 05, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

I am writing to express our unqualified support for Washington State's application to the Race to the Top – Early Learning Challenge.

Citizen-founded and citizen-funded, the League of Education Voters (LEV) is the only Washington-based organization working to improve education from early learning through higher education. This wide lens allows us to identify promising reforms across the educational spectrum and unite diverse constituencies to improve outcomes for children.

The League of Education Voters is committed to wiping away achievement gaps and creating real opportunity for students in our state's K-12 system. To achieve these goals, our children must enter school ready to learn. LEV is working both at the local and state levels on P-3rd grade alignment to help our schools and communities connect the dots between early learning and school outcomes.

LEV strongly supports the goals in Washington State's application to this Race to the Top Early Learning Challenge. Washington State's application is a direct extension of the state's comprehensive and widely-supported Early Learning Plan. We, along with many other organizations and individuals across the state, partnered with the Department of Early Learning in the development of the 10-year plan. We also played an active role in ensuring the plan benefited from extensive public input by hosting a series of statewide meetings for parents, providers, and stakeholders to share their reactions to its goals and priorities.

2734 Westlake Ave N | Seattle, WA 98109
www.educationvoters.org | (206) 728-6448

Included in our state's Early Learning Plan and our state's application to this challenge are two key strategies for increasing the quality of early education and the readiness of our children for the school environment: the WaKIDS kindergarten readiness transition process and a Quality Rating and Improvement System (QRIS). We believe (1) parents need good information about what makes quality, (2) providers and teachers need data, resources, and support to deliver quality and improve their instruction, and (3) the entire system needs evidence and data to align and target limited resources. Both our WaKIDS and QRIS initiatives strengthen early learning in Washington by directly addressing these three major strategic goals.

As the lead advocates for WaKIDS, LEV worked with legislators on both sides of the aisle in addition to our Department of Early Learning and Office of Superintendent of Public Instruction to see WaKIDS become law. While the WaKIDS process gives kindergarten teachers the information they need to immediately identify and address the needs of individual children, it also gives parents and early learning providers something they have been clamoring for – opportunities to connect and share what they know about their children and the children in their care.

Washington is poised to put our plans into action and make significant progress to continue the development of an aligned statewide early learning system that delivers of high-quality education and care to all Washington's children. We strongly support our state's bold, but achievable targets of bringing WaKIDS and QRIS to scale in 2015. A Race to the Top - Early Learning Challenge grant would give our state the energy and resources to continue this vital work and make a real long-term difference in the short-term for many thousands of children and families across Washington.

Thank you for your work to make early learning a national priority. We hope that Washington's application will be favorably reviewed and that our collective work will be recognized through selection as a grantee.

Sincerely,

Chris Korsmo
Executive Director

2734 Westlake Ave N | Seattle, WA 98109
www.educationvoters.org | (206) 728-6448

Appendix 8

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

Washington State parents, early learning professionals, and educators together share a commitment to make sure all of Washington State's children are ready for success in school and in life.

Please accept this letter--signed by over 2,500 people, including moms, dads, and educators---as a show of grassroots support for Washington State Department of Early Learning's proposal to the U.S. Department of Education's Race To the Top Early Learning Challenge Fund (RTT-ELC).

The Race To the Top Early Learning Challenge funding is needed because it would facilitate Washington State's continued efforts to build an accountable and sustainable early learning system for all children.

In last few weeks, over 2,500 people signed on to this statement supporting RTT-ELC:

"We know Washington State is up to the challenge of making sure every young child in Washington is ready for success in school and life!"

This statement is also supported by fourteen organizations and facilitated by MomsRising, a national organization with over one million members. You can also find the signed statement online at www.WAChallenge.org.

We urge you to invest in Washington State's Education's Race To the Top Early Learning Challenge. We are confidant that Washington State is up to the challenge.

Sincerely

Kristin Rowe-Finkbeiner
Founder and Executive Director
MomsRising

MomsRising.org

Appendix 8

"We know Washington State is up to the challenge of making sure every young child in Washington is ready for success in school and life!"

Barbara Shillinger
Arthur
Grunbaumleyla
sheikali
Jill Olson
EVE STAATZ
Brigitte Smallwood
Betsy Littrell
Leslie Tysseling
Cynthia Lisa
Darby Jordan
Meg Mourning
Barbara Cooper
Paula Molitor
Darrell McCarroll
Claire Zaugra
Bobbilyn Hogge
Jema McOmber
JoAnn Gugel
Lori Keller
Kristie Lum
MaryJo Christenson
Jean Kohl
Kati Noar
Susan Fahey
Silja Shjarback
Jeannette Papadakis
Teresa Shafer-
McCarroll
Corinne Vivian
Jacqueline Bellows
James Brock
Sandra J Brock
Jennifer Cox
Kathy
Nancy Smith
Pam Guilford
Janelle Lucianna
angela peterson
Joanne Beaver
Jennifer Hurley
NECIA WERNER
Donna Adair
David Thompson
Dusty Coody
Irene Danner
Joe Fain
Kelly Rankin
Judith Laik
kimberly Blow
Liberty Thompson
Mike Clancy
Misti Hagban
Pat Montgomery
Annabel Renner

Susan Snodgrass
Tracy Reynolds
Louise Page
Julia Morse
Kathy Hartley
M Dian OBrien
Jack Sjolseth
Judy Ogden
Patricia Lahtinen
Rachel Eden
Robert Weschler
Robin Nigash
Ryan Schramling
Shaine Schramling
Elaine
VonRosenstiel
Gerald Elfendahl
Debra Mueller
Cicely Grauer
Kathleen Gerber
Sharon Smith
Catherine Blair
Carleton
Alicia Covert
Tina Larson
Alice Burris
Amy Blumenfield
Anne Moore
Annette Bowen
Archana Verma
Ardene Niemer
Elizabeth Cohen
Bjorn Levidow
Elizabeth Smith
Bonnie Curran
Sarah Hager
Carmeta Francis
Caroline Corum
Catherine Smith
Charlotte Sutherland
Christine Seeley
Craig Stewart
David Habib
Debra Kumar
Dorothy Li
Elizabeta Iliescu
merle hooley
Federico Garcia
John Stokes
Karen Gold
Inness Pryor
Janet Levinger
Judy Brewer
Jeani Littrell-Kwik
Jennifer Flake

jila mehrabian
judy bushnell
Jody Mull
Kari Goebel
Linda Myrick
Kimberly
McDermott
Chris Melcer
Nancy Bent
Nancy
EllinghamNancy
Quale
Nuria Coe
Pamela Hughes
Patti Boorkman
Ryam Hill
Randy Grein
Ruth Lipscomb
Susie Pietz
Sharon Taubel
Karla Howell
Taylor Hubbard
Wolfgang Loera
Lynn Kuske
Alexander Wall
Astrid NewellAngela
Murray
Anne Fast
HorseApril Cooper
Stephanie Drake
Chelsea Vukovich
Christine Wasserman
Constance Cogburn
Catherine Sarette
Suzanne Wu
David Green
Drew Betz
Eileen Hughes
Elizabeth Nyblade
Erica Lamson
Ann Marie Read
gary bennett
margaret lyons
Nicole Brown
Jana Burk
Cathy Vyvyan
Jack Tate
Jane Hohne
Jamie Ashton
Jim Milstead
Katrina Hooper
Jennifer Dixey
Karen Ekdahl
Karen Stuen
Tamera Devoss

Kevin Leja
Kimber Langton
Laura Harker
Linda Crawford
Leslie Lasenby
Marilyn Chu
nancy Simmers
Pamela Large
Pam Pottle
Patricia Ashby
Patricia Ashby
Phebe Schwartz
Samantha
Zimmerman
Rebecca Bunn
Rosa Lyons
Sally Holloway
Sonja Hinz
Stella Day
Sally McLaughlin
Theresa Hadley
thomasc hall
Thomas Stepanski
Wendy Borgesen
Sirina Tsai
Cathy Bown
Jason Thiel
Marnie Thiel
Mathew Thiel
sarah thiel
Theressa Carey
stacy lamphier
Nina King
Rachael Bishop
Theressa Carey
Kristin Robison
Brandon Lee
Vicky Merrifield
Rita Soller
cynthia mulligan
Trudy Ginther
Noah Chorneau
Carol Ryan
cecilia boehme
Correne Bonkowski
david wash
Jeffery Smith
Shannon Bjornsson
Jenne Alderks
Stephanie Sivertson
Layna Marab
Michelle Coleman
Nan Hughes
Pamela Keeler
Penny Thedens

Sherry Krainick
teresa reynolds
Kathryn Ryan
Tom Min
Deborah Boeddeker
Kristy Tomaszewski
Lori Whybark
jeffery mckee
Nancy Frank
Lillian Hochstein
Sarah-Ann
Woodfield
Susan Coppinger
Jodi Gelbman
Tara Stivers
Alan L W Gunsul
Barb Johnson
Beth Joyce
Melinda Andrews
Danna Siverts
Erin Guanio
Emily Fiorito
Jim Perich-Anderson
Katherine Gunsul
Lisa McCarroll
Richard Franks
Denise Reinke
Scott Swansen
Joyce Nolan
maria hernandez
sherry Bennett
Brian Soneda
Pamela
SpringerTwyla Brink
diane eagleson
Lindaq alumbaugh
Marcelene Klempel
Alicia Brazington
Maria Mansfield
Elizabeth
Sadewasser
Michelle Farley
Linda Bullard
Cindy Mottershead
Ann Stout
Tanya Z
Sally von Moos
Keri Suddarth
Bobbi Chapman Paul
Davies
SHAWN BATES
Concie Luna
Kimberly Best
Allison Last Name
Alicia Romero

Appendix 8

"We know Washington State is up to the challenge of making sure every young child in Washington is ready for success in school and life!"

Bettye Johnson
Anna Thordarson
Ann Watson
Nancy Gale
Melissa Watts
Austin McNamee
Birgitta Dahl
Betty Chong
Brian Deagle
Carol Nicholas
Cathy Habib
christy anderson-crosen
Jessica Clark
Cindy Burrows
Corinne Hartley
Christina
Dale Russ
darius mitchell
Debbie Straus
Elziabeth Sanders
Emily Last Name
Erika Peterson
Erika Somm
Karen Evenson
Kathy Finley
Mareth Flores
Fredolyn Millendez
Katherine Fritchie
gloria Last Name
gail Last Name
Joanne Last Name
Stefanie Hlastala
Justine Last Name
Hillary MacDonald
Bevette Irvis
Irina Vodonos
Jan Visser
Janan Carter
joe davalos
Jennifer Kurtz
Jeriene Walberg
Jessica Sturza
Jill Massa
Jill Farbarik
janet whittaker
First Name Last Name
johanna freedman
Joyce Kilmer
Jennifer Reblitz
Stephanie Last Name
Julia Laibson
Karin Plastina
Kathleen Ducey

Kelly Decker
Kimberly Christensen
Kristen Thorp
Kate Spitzer
Katie Palliser
Taylor Hutchinson
Lori Dugdale
Danielle LeSure
Lori Last Name
Linda Thomson
Luana Nery
Margaret Rothschild
Michelle Barnes
Dawn Busick
Magdalena Czajkiewicz
Melissa Cudworth
Miebeth Bustillo-Booth
Miranda Redinger
Michael Busick
Kimberly Montague
Jennifer Shultz
Michael Pickett
Suzie Last Name
Murali S
Margaret Ostervold
Annabel Last Name
Jennifer Neel
Nancy McHenry
Dirks
First Name Last Name
Nancy Julius
Laura O'Hara
Parastoo Mantashi
Peter Dahl
Erin Pettifor
Rilee Larsen
Robertha Overall
Robin Angeley
Roxanne Krieg
Sharon Logue
Sabra Hull
Sandy Sanford
Sara Carmichael
Sara Last Name
Sara Givens
Sarah Blanchard
Shirley Last Name
Se Fletcher
Sharon Schnelle
Sharon Lynch Grey

First Name Last Name
Shirley Lynch
James arima
S SimonetAmy Stensrud
Collette Last Name
Susan Sullivan
Eric Svaren
Tami Clark
Sarah Taydas
Monica Oppel
Carol Tingley
Renee Reeves
Carla Bigelow
Wednesday Shields
Lisa Read
Bobbie Elery
Angela Spickler
Jessica PowersMarilyn Smith
Nyla ClareDesiRae Zabel
Theresa Storrs
Mark Flatau
Gene Sharratt
Kristin Lasher
Marcia Monma
carl mcgarry
Nancy Waddell
kea rensch
Maria Valdesuso
Sean Hyatt
Tony Laliberte
Sheri Miller
patricia palomo
Doris Falk
Gerry Rarrick
Gerald Falk
walter kangas
Deborah Cosacchi
elizabeth roberts
Maria Isabel Mora Pena
Felicia Johnson
Jennifer Harjehausen
Juliet Perry
Patricia Ensign
Kristy Warburton
Nancy Butler
Rea Culwell
Susan Schlenz
Cynthia Ashworth
sheila atwood

Amanda McClure
Kathleen Wolfe
barbaradee cornwall
Cammie Carl
nando A.
Amy Senftleben
Dave Buchthal
Frostina Zodrow
Judi Maxey
Mary Hatten
Valerie Sumrall
Nita Couchman
Sirena Haddock
Joline Decker
Helen Behan
Robert McBride
Roberta McBride
Chris Stay
Sally Grace
Robert Haverlock
Deborah Skidmore
Kristin Haverlock
lauren hipp
Marni Wiebe Keogh
mathew hipp
Jody Siqveland
Tami Hill
Theresa Goetz
Teresa Kotwis
Susan Venable
Carrie Haack
Bobby Cummings
Larry Lowther
Cristi Comes
Amy Lawrence
Kevin Acuff
Mandy Eberl
Randy Eberl
joel schaffer
Shannon Seldal
Charity Butler
Leanna Moreno
Mija Andrade
Bonnie Kayla
Bob Overstreet
Robert Phipps
Bunny Walters
sherry Mazza
Eileen Simmons
Paul Stoot
Nick Harper
Dr Kelly Hudson
Jacqueline McBride
Jeanette Kraemer
kari johnson

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Kara Raso
Kevin Forbes
Kathy Wartelle
Eun Shin
Andrea McAuliff
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Shannon Layer
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Caroline Mason
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Suzanne Bay
Yvonne Liu
Tracy McBride-Barr
Judy Stender
Jennifer Cole
Jennifer Curd
Ethel Renner
Aida Sanchez-Vela
Cherise Brown
Patricia Fernandez
John Weisenfeld
Kim Hutchinson
Maria GarciaKaren
Hedwig Backman
Marcie Passic
Mary Bobbitt
Natalie Holm
Sheri Reilly
Sue Genton
FLORENCE Nwaobi
Tom Vanderark
Rachel Routt-Utrera
David & Jan Polen
Elizabeth Dean
Frank Ordway
James Facciano
Jen Johnson
Kathryn WilburMichael Henniger
Patricia EningowukSarah Hare
sarah dalrymple
Sarah Berg
Stefanie LaFave
Cynthia Brinkerhoff
Levette Nthigah
Adam Olp
Kristen Laura Genton

Appendix 8

"We know Washington State is up to the challenge of making sure every young child in Washington is ready for success in school and life!"

Debra Calkins
Sam Jacobson
Thrinley (Lois)
DiMarco
Carmela Micheli
Derek Young
Kathryn Plitt
Margaret Loe
Natalie Wilsie
Ronda Snider
Rikkie Sanders
Catrina Dodson
Mark Heid
Nancy J Parton
John Naegele
Vicki Lunghofer
Zachariah Bryan
Araceli Zepeda
Daisy Diaz
Danae McEachern
Billie Quiring
Julie Hitt
Kimberly Gladding
Virginia Bell
Debra Okuno
Jessica Omli
Lynn Kessler
Valerie Thompson
DeeAnn Simpson
Laree Lawrence
Alison Meryweather
Aparna Masalkar
Amy Stadel
Ann Taylor
Brian Kenneweg
Margo Campbell
Roberta Jones
Jackie Ramirez
Jessi Harris
Janine Kotan
Karla Reising
Rocio Gannaway
Lin Cheng
Tara Moe
Martin Buckley
Tracy Maury
Paige Eaton
Ruth Onuegbu
Scott Harang
Leanne Dahlin
Traci Burke
Vicki Hahn
Kym Clayton
Wright Noel
Jennifer King

Melissa Haviv
Selena Allen
Teresa Bryan
Brenda Grant
Cindy Jensen
Janet Quinn
Eugene Nicholas
Thomas Nord
Jamie Criddle
Juliana Atkinson
Julie Westerbeck
Kathi Nicholas
Kathy Slattengren
Kelsey Graves
Lizanne Lyons
Maria
Thomas Satterlee
Nancy Friday
Roxanne de Imus
Tyson Fellman
Tracy Gower
Maria Martinez
Margaret Callahan
Nancy Kerr
Samantha Vickery
Tina Gray
Thomas Callahan
Helen Bruggeman
Amber Mitchell-Ledesma
Agda Burchard
Marilyn Walker
Robert Valentine
April Ellsworth
Deborah Carlson
Diane Klem
Nadya Matusk
Susan Hollinsworth
David Yun
Rita Miura
Jeff Laik
Jennifer Jones
Gaylloyd Sisson
Launi Paris
Maha J
Maria Gonzales
Guadalupe Escamilla
Kelly Mullin
Lisa Glaser
Queen Carter
rita congerJaime
saada Hadi
saiqa yun
sarah anderson-smith
Shirley Wagner

Lisa Kimmet
Vicki Chow
Brooke Valentine
Willie Wright
Abdirashid said
Bowen Dickson
Debbie Kay
Jula Learn
Beth Shore
WILLIAM
SETTENcrystal
thorpe
Dave AsherDeana
Gantar
David Flajole
Donna Schill
Faith DeBolt
David Ward
heidi manning
jean Hodgson
Megan Gardner
Joel Ryan
Kristin Meier
Leslie Holle
Linda Hanson
Marlo Klein
Margo Lechner
Michelle McClusky
Nadine Shiroma
Lea Aemisegger
Rik Deskin
Houria (La Petite Ecole) Si Ahmed
Cherie Skager
Sherryl Copeland
Thomas Sherrard
Kelly Alonzo
Bill Williams
cindi hammond
Irene Compton
Che Lowenstein
Glen Anderson
Paul Bennett
Kathy DaviesAHmed
Linda Rood
sandy malone
Patricia Dickason
Jennifer Blaisdell
Elise Clarke
Jennifer Kelty
Joanne Montague
Kelly Stoecker
Marcia Medina
Sarah Reames
Susan M Whitcomb

J Cherie Finazzo
Carrie Blankenship
Julie Bliven
Leslie Elsemore
stephanie pitman
Judy Reeder
Karen Duffy
Margaret Asprey
Marilyn Taylor
Nicole Cossett
stephanie
McMillenSherry
Terri Spencer
Cheryl Achi
Christine Rosenquist
Sherry Wheeler
Amy Trevino
Andrea Dillon
Gustavus Lawlar
Gerrie Tipton
Krissy Kim
Tamara Williams
Yvonne Medina
Shelly Ackerman
Erin Waterman
sheryl crnaer
Kristina Saunsaucie
Elizabeth Gillaspy
Fawn Dunn
Calah Kulm
Autumn Linn
Elizabeth Shine
Chris Skaugset
Larry and Sherry Davis
Dawn Morgan
Holly Lindsey
Ambra Williams
Anne Foster
Anne Hall
Jules McLeland
Robin Aspman-OCallaghan
Erica Grafton
Kenda Sipma
Greg Bulmash
diane martin rudnick
Diane Rudnick
Frances Conrad
Darlene Cook
Mary Rausch
Richard Caviteno
Minerva Morales
K Buchanan
Holly Harvey-Smith

Kathy Johnson
linda levack
Angie Clow
Barbara O'Kelly
Amy Belew
Linda Huntley
Chuck & Betty Last Name
Diane Merisko
Diane Nash
Rosemary Melomey
Renee Randle
Julie Hanner
Krista Samuelson
Tara Bruley
William Howald
Cathy Colley
Mindy Geet
April Ritter
Lori Higgins
Elham MorshedzadehHeidi Buck
Trinity McDermott
Valerie Parrish
Alayne Sulkin
Jackie Brown
Aleta Finnila
Lee Buffington
Suzie Hanson
Jean Greaves
Jeannie Kelly
Jim Faulstich
Ken Glass
Melissa Chasan
Melissa Milburn
Nancy StewartSteve Litzow
tim hunkapillerTova Dodge
Maximo test
Bonnie Mc Cune
Caryl Trager
Darlene DeGross
Erika Drajeske
Molly Pankow
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Amy Baker
Michelle Tiegs
Leslie Horn
Virginia Senger
Cindy Padilla

Appendix 8

"We know Washington State is up to the challenge of making sure every young child in Washington is ready for success in school and life!"

Denise Olsen
Gary Brandt
Audrian Huff
Yajaira Martinez
Sharon Clark
Araceli Dominguez
Wendy Wendt
Vanessa Nixon Klein
Kay Matier
Leslie Moore
Linda Allen
Molly Luna
shannon krofchek
amy
Meredith Johnson
Deanne Eikenbary
Linda Marez
John Schieche
Amy Coffman
Christy Johnson
jan link
Kyle Johnson
Leita Garside
lillie smith
Jhon Doe
Jhon test
Maximo Test
Max Stephani
Mia Doe
testFacebook test
Maximo Test
Eileen Rubenstein
Francisco Irigon
Trina Sooy
Laurel Boulds-Fisk
Pamela Scott
Michael Quick
Taunna Tidmarsh-Elsner
Molly Brown
Valisa Smith
Geoff Doy
Joanna Soren
jonathan angevin
Richard Schramm
Kim Gomes
Kylee Allen
Rhonda Wallace
Toni Kotschwar
Trudie Lacewell
paula ohime
Ramon Garrido
Alice Drummer
Amanda Lehr
Amy Russell

Angela Kelly
Annie Cubberly
Bonnie Striegel
bradley jurkovich
Nellie Ward
Cathy Spalding
Flemming Charlotte
Susanna Stratton
Denise Livingston
Elizabeth Hauser
Fran Williams
Karrie Brown
Gordon Hait
Helen Kramer
Adriana Hutchings
jonelle adams
Jane Bohon
Jennifer Zipoy
Jennifer Philbrook
June Blocher
Kelsy Valentine
Lisbeth Panush
laura akhavan
Marian Winslow
Marcelle Barton
Martha Alonzo
Mary Abramson
Michael Pelly
Margie Reeves
Martha Shinners
Dorothy Kahn
Julie Ling
Ra Smith
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Tim Knue
Tory Henderson
Jon Tunheim
Trudy Lautz
Wendy Endress
Elaine Smitha
Tari Parker
Mindy Stone
Maureen ParriottLori Wheeler
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Carol Mix
carlota felice
Erin Simon
Raymond Pastrano
Charles Kopriva
jane kopriva
Jane Ansley
Katie Whalen
Paulette Lyle
Sarah McNulty
Terry Lyle
Alejo test
Diego test
Laura Test
Martin3 test
Martin4 test
Martin test
Max Test
Susan Tatum
Scott test
Sola Whitehead
Vicky 2 Test
Vicky Test
Pam Hamon
Arija Noel
Bev Goodman
Barbara Lawrence-Piecuch
lauren urquhart
S. Gutierrez
Kathrin Bissonnette
Sara Mittet
Shelly Worob
veronica islas
alice rosengren-porter
Tammy Parker
Brenda Kane
Mark Goddard
Kerri Staniszewski
Debra Pastore
Karen Curry

Rosemary Pavlov
Carolyn Anderson
Jacque' Kowalski
Christopher Alcorn
David Berg
Deirdre Lloyd
Donald Wilson
Dori Tate
Gail Mehrer
Christine Hills
Heather Slater
Shannon Moore
CHRISTINE BRETT
Julie Stuart
Karen Curtiss
Jennifer Bethman
Nancy Handy
Therese Pasquier
Sarah Hamilton
Kathy Hopkins
Sharon Thomas
Bonita Anderson
Wendy Newby
Lorena McGovern
Christie Rearden
Kellie Carney
Laurie May
Angela Epp
Laura Braidman
Byron Shutz
Chris Enslein
Heidi Cooperrider
Dee Campbell
Donna Blinn
Diana Sarinian
Emily Johnson
Helen Banks Routon
Heather Clark
Jeannie Gerena
John Enslein
Julianna de M. Castro
Mary Jo Pellerito
Peter Holte
Cyrus & Mitra Khubcher
Rick Smith
Sandee Palmquist
Bonne VeVea
Andrea Victoria
Carolyn Kine
Andrea Larson
Lisa Vandermay
Jamie Greene
Cheryl Johnson

Shellie Clayton
Christina Tolomei
Dinah Barrett
Tuyen Huynh
David Winans
Elena Hoxter
Jennifer Arellano
heather timmen
Janet Bliden
Janine Weber
Vicki Junell
Erik Kaeding
Karri LaBree
Leiana Smith
Leon O'Daniel
Linda RoundtreeSarah Eaton
Marcie Maxwell
Robin Moore
Pamela Carino
Jeffrey Lawrence
Robin Duncan
Elaine Goddard
Stacy Shari Fisher
Shirley Mouer
Carrie Wong
Maureen Monson
Thomas Pham
tim greggs
Tanya DonohueDamon Rolfs
Lisa Thompsonrebecca busey
Dean Bell
Karen Weakley
Megan Thompson
Donovan Hipke
Sandra Rosenau
Lorri Hope
Elvina Taylor
Christy Goddard
Surina Nash
Louise Marcus
Cathy Garland
Viki Draper
ROBIN WITT
Theresa Witt
Rebecca Brown
Chiyuki Shannon
Lisa Gorley
Rosemarie Search

Appendix 8

"We know Washington State is up to the challenge of making sure every young child in Washington is ready for success in school and life!"

Laura Sandell
Barbara Howe
Cheryl Hopkins
Courtney Davis
Diane Laucius
Donna McLeod
Laurie Evezich
Ina Ghangurde
Johanna Range
Julie Soto
Mary Kanter
kelly Munn
Sharmae Carlisle
Sara Blessington
Teresa Bretl
Toni Jennings
Ehud Adar
Anita Jackson
winnie kandolin
Isaac Fuchs
Samantha Kelleppan
Carolyn Stevens
Lauren Tozzi
Carisa de Leon
Alexandra Immel
Annette Anderson
Abel Nelson
Anne Adams
Adie Simmons
Adrienne Fatur
Molly Howard
Adrien Hefta-Gaub
Ashley Topacio
Amanda Erekson
Angel McKinney
Ryan Agnew
Anne Hartley-Willis
Aiko Bethea
Amy Kopriva
Angela tiura
Aaron Kassover
AlantÃ© Fields
Alex Lee
Alisher
Saydalikhodjayev
Alison Hall
Allegra Calder
Alyson McColl
Alyssa Magney
Alyssa Urish
Amber Banks
Anne-Marie
Chrisafis
Anna Maria Pletz
Ayan Jelle

Amy Donnelly
Amy Low
Anne Phalen
Anne Hardy
Anne Luce
Anne Last Name
Ann Hollar
Aleta Paraghamian
Anne Amemiya
Sherry Jackson
Ashley Morrison
Rebekah Ashton
Adrienne Wingo
Catherine Thompson
Barbara Wood
John Barbee
Bonnie Duncan
Bea Kelleigh
Celene Panariello
Bellen Drake-
Mudede
Beth Richer
Beth Goss
Beth McKelvey
Betsy Wandasiewicz
Betsy Hoffmeister
Betsy Kluck-Keil
Eileen Norton
Margaret Birdsall
Brian Johnson
Bryce Kasota
Bonnie Beukema
Firas Khatib
Summer Bermejo
Brad Anawalt
Brenda Haugaard
Eliot Brenowitz
Brooke Lather
Bud Mount
Carol Ann MacKay
Candice Hartmann
Carla BitterCarlotta
Han
Caroline Shelton
Jennifer Carter
Caryn Swan Jamero
CariÃ±o Barragan
Talancon
Cory Sebastian
Cherie Galvin
Cherilynn Tilford
christina burgess
Christina Petrie
Chris Vuchetich
Cynthia Dieter

Cheryl Kerfeld
Clifford Meyer
Linda Elena
Rumiantseva
Lynelle
HunterCourtney
Aber
Courtney Vowels
Cheryl Tseo
Cristina Key
Curtis Bonney
Cynthia Green
Jeanne Bulla
DANA LUKEY
David Pippin
Darlene Conley
David Kessler
David Richard
Dawn Todd
Dawnee Dodson
Dawn Gardner
donna bellos
Darla Camp
Deadru Hilliard
Danielle Allsop
Rodolfo Franco
deb zaret
Deborah Hirsch
Deena McCloskey
Nancy Evans
Diana Frost
Diana Bender
diane hoff
Michele Sorenson
Jill Baker
Lauren Divina
Diane Vincent
Susan Kirdahy
Dorothy Landeen
Donna Mikula
David Loud
Dave Powell
Melissa Petersen
Elise Chayet
Erin Gustafson
Eldon Ball
Elisa Taylor
Elisabeth Archer
Elise DeGooyer
Noel Riba
Elizabeth Berggren
Ellen Bremen
Stephanie Barry
Emily Raymond
Elida Moran

Ellen Punyon
Ellen Punyon
Erin Okuno
Erin Longmoon
Erina Aoyama
Erin Schultz
Erin Nelson
Erin Smith
Daniel Estioco
Eva Dunn
Evelyne Rozner
Evelyn Lemoine
Evette Jasper
Kim Sheridan
Debbie Anderson
Charles Cassey
Kathryn Flores
Edwin Lucas
Gabriela Pirralho
Gayle Meyer
Gemma Alexander
Julie Collins
gloria jordan
Molly Apel
Georgette Semroc
Hannah Lertola
Hannah Lidman
Harolynne Bobis
Karen Marshall
Hillery Clark
heidi bennett
Heide Felton
Harla Tumbleson
Erin Hoffmann
Valerie Allen
Julie Holly
Helen Read
Katia Roberts
janice tufte
Ilana
Ineke van
Waardenburg
pamera emma
Jacquelyn Hillman
Jaleh Shafii
James Hong
Jamie Creola
Jana Carlisle
Jane Chadsey
Janis Avery
Janna Cawrse Esarey
Julie Davis
Jan Frederick
Jennifer Estroff
Jena Cane

Jenice Lee
Jenna Barrett
Jenna Osorio
Jennifer Broadstone
Jenj Olson
Jennifer
Jeremy Rudo
Jesse Hein
Jessica Brown
Jessica BurgJennifer
Trise
Jess Hasken
Jackie Jainga
Hyllseth
Jane Blodgett
Jill Sells, MD
Jim Gay
Jim Olney
Joanne Ishisaka
Jeanne Lorimer
Jen Cole
Norene Saldana
Joel Metschke
Kristina Johnson
John Voelk
Jon
MorganStephanie
Jones
Josephine
CalhounJose Osorio
Joshua Huisenga
Joan Brigham
Janeth Trowbridge
Jennifer Marquardt
MYRNA CANON
Joan Shelby
Judith Rone Choi
Julie Bennion
Julie MacGillis
Julie Williams
Julie Washburn
Aimee Chase
Kacie Lopez
Anne Kagi
Karen Besserman
Karen Uffelman
Karen Waters
Katelyn Armstrong
Katy Warren
Michelle Kaufman
Katherine Henderson
Kevin Bartoy
Kari Cantey
K C Gauldine
Kelly Darrah

Appendix 8

"We know Washington State is up to the challenge of making sure every young child in Washington is ready for success in school and life!"

JoAnn Keenan
Kelly Powers
Kelsey Fatland
Kendra
Keri Harling
Kerstin Harding
Kimberly Smith
Kimberly Hoover
Kim Kerwin
Kirsten Anawalt
Kaitlin Kabrich
Kristin Bernhart
Katherine Sotol
Kim
Barbara Kendziorski
Steven Kwan
Lori Toth
judy skaggs
Fred and Laila
Johnson
Steve Lansing
Lara Davis
Lara Lorenz
Lara McGowan
Laura Ciotti
Laura Hirschfield
Laura Joffe
Laura Graham
Laura Huysman
Lynn B Wirta
Lisa Chick
Leslie Luster
Linda Duncan
Leah Eister-Hargrave
Anne Lee
Leinora Stuart
Leisa Smith
Lindsey Luoma
Leonard Boscarine
Leslie Dozono
Laurie Reed
Liisa Prehn
Linda Townsend
West
Linda Robery
Linda Kenedy
Linda Rieland
Laurie Lippold
Lisa Macfarlane
Lisa Beaulaurier
Lisa Humes-schulz
Lisa Sarfati
Kien Tseng
Christi Leatherman

Lloyd Nintzel Last
Name
Lonika Wagner
Lou Rowan
Lynda Petersen
Lorraine Pozzi
Lucero Cueva
Estrella
Lynnet Mitchell
Lynn Van Deventer
Margaret Graham
Makeba Greene
Dolores Alcaide
Ramirez
Mara Lim
Marcia Sheckler
Marcia Oberg
Marissa Kaiser
Anne Martens
Mary Seaton
Mary Englin
Brian Murphy
Matthew Carr
Melissa
Michele Butler-
Myles
Chris McCullough
Michelle Zeidman
Megan Hochstatter
Melissa Collett
Melissa Simpson
Melissa Middlebrook
Melissa Dayka
Melissa Willis
Melissa Carr-
Buswell
Melody Waring
Marsha Shaiman
Melissa Minoff
Megan
SatherMichelle
Hansen
Michelle Parnes
Marlene Strong-
Beers
Christina Miller
Sarah Miller
Molly Boyajian
Molly McCarthy
Nan Mooney
Ken Thompson
Melinda Duplessis
Last Name
Vickie Hill
Matt Adkins

Kenneth Stephens
Nancy Sikora
Nancy
MatthewNancy Case
Nancy BurkeNathan
James
Nina Auerbach
Barbara McKague
Nadine LaVonne
Norman Crouter
Nancy Plunkett
Norm Conrad
Naomi Stenberg
Nubia Lopez
Olita Bracking
maggie O'Sullivan
Nancy Ordway
Colleen O'Rollins
Casey Osborn
Nancy Kessler
Patricia Waterston
Pam Heyman
Scott Meihn
Laurie Bohm-GIbson
Patricia Dawson
Patricia Gray
Patrick Judor
Diana Pearce
Margaret Rice
John Pehrson
Pennie O'Grady
Penelope Vogel
Patricia Gamble
Phyllis Levine
Jan Thomas
Pi-Ya Lawton
Paula Lazzarini
Nakoma Love
Linda Joss
ralph fragale
Ramona Hattendorf
Erin Rants
Astha Tada
Rebecca Cortes
Richard D Jones
Renee Russak
Richard Tupper
ralph fragale
Raquel Hufana
Samantha Rich
Kelly Rider
Rita Sheckler
Robin Evans-Agnew
Robyn Hallonquist
Rod Smith

rosalie lang
Bob Roseth
Ross Macfarlane
Caitlin Rothermel
R oyce Whittle
Rosalie Savillo
Ruth Schubert
Lisa Wukitch
Liza White
Mohamed saireh
S. Alexander Simon
Sandra Clark
Sandra Smith
Sandy Hill
Sarah Borgida
Sarah Francis
Sarah ERb
Sarah Stachowiak
Sara Bracken
Patrick Scott
Susan Dibble
Sarah DuCette
Phyllis Tibbetts
Julie
Sara Eldridge
Grace Robinson-
Seim
Sergey Smirnov
Roberta Windus
Sheryl French
Shakti Hawkins
Trisha Horrell
Sherri Wolson
Sarah Terry
Angie
Kirby Green
Crystal Sigler Crystal
Susan Yearick
Carolyn Skolnick
Tom Slattery
Sally McWilliams
Seattle SD
Kay Slonim
Chessa Hickox
Sofia Michelakis
Theodore Smith
Stephen Simmons
Stacy Donovan
carolyn stark
Starla Bailey
Vadis Hester
Susan Feeney
susan pratt
Susan Pierson Brown
Susie Rantz

Suzanne Large
Sarah Francis
Spencer Walsh
Sarah Yasko
Thalia Syracopoulos
Tyanne Olson
Noelle Royer
Tammi Lynd
Tammy
MullarkyTamora
Schoeneberg
Tania de Sa Campos
Tara Beatty
Tamara Keefe
Teresa McCann
Teri Travis
Terri Glaberson
Lucy Gaskill-Gaddis
Megan Russell
Tim Allen
Thomas Reidy
Peggy Tlapak
Mrs. Marcella Lyons
Trisha Matthieu
Tyler
MORIGUCHIAnna
Munson
Todd TollefsonToni
Higgs
Tonya Murphy
Heather Toothaker
Tamara Pesik
Tracy Sherman
Troy-Skott Pope
Tsukina Blessing
James Surguine
Todd Wells
Miste Chandler
Judy Puckett
Nathan Edwards
Libby Armintrout
Val Rie Smith
Perry Brown
Doh Driver
Veronica Santos
Vincent Duffy
Vernon Larsen
Jennifer Vranek
Vicki Tompkins,
MSW, BCD
Mary Hendrix
chris Rhinehart
Sarah Weber
Casey Gwinn
Laura Westbrook

Appendix 8

"We know Washington State is up to the challenge of making sure every young child in Washington is ready for success in school and life!"

Betty Williams
Wanjiku Gitahi
Alicia Daniel
Wendy Roedell
Walter Sive
Wendy Rumford
aileen angello
karen zytniak
Marcia Richter
Mohamed Sheikh Hassan
shelli patno
Terrie Wilder
Boyd Higbee
Katie Newquist
Sheryl Gray
Steve Chestnut
Shelly Martin
Janice Hanna
Candice Christianson
Leslie Williams
Pam Maurides
Rebecca Robideau
Sue Johnson
Darlene Henson
Barbara Keyt
Stan Lattin
Lisa Smith
Teresa Thurston
Basma Faraj
Betty Chan
Charles Scalise
Corinne Pann
Edie Loyer Nelson
alfred frates
Hannah Palin
Jessica Owens
Jan Wilson
Jill Sismaet
Joshua Klein
Mary Kahle Kahle
Katja Stewart
Lindsay Johnson
Martha Abrego
Monica Cox
Mike Sheehan
Marie Mergler
Mike Walton
Wes Brandon
Patricia Terramar
Ronald Babcock
Sarah Peterson
Bill Schindler
Jyotsana Rana
Stacey Lara-Kerr

steven ball
Chris Fry
Shirley Seal
Sherri Lyman-Overby
Stacy Bosco
Lisa Tracy
mike alexander
Nicole Henle
Stephanie Tastad
Sara Lewis
Lissa Knox
Tammy Reppert
Val Stensland
Elizabeth Piekarczyk
Christine Biernat
Misty Lindblom
Dawn Cherry
wendy kerschner
Amber Morse
warren smith sr
teresa ganitano
Raean King
Amanda Pope
Barbara Jones
Bea Soss
Beth Tubbs
Cynthia Hamilton
Laura Bowman
Laurie Rhein
Cindy Cook
Dawn Matlock
Nancy Clifton
Rikki DorshElena
Toneva
Gary Livingston
Graham Lang
Leanne
Janet Gunn
Janet Frost
Jacqueline Hines-Steve
Julie Luzzo
Joyce Reed
Joanne Paulsen
Leanna Law
MIKALA EYLAR
Marguerite Winkel
Pat Partovi
Patty
ShastanyCassandra
Ando
Lawrence
SchuchartShelly
OQuinn

Pete VanderWegen
nicole webster
Pam Thomas
Tamara Anderberg
Valerie Rongey
Vicki Greger
Diana Stewart
kathleen buchanan
Kim Eggenberger
Susan Pierce
Sheila Wickman
Werner Bergman
Christine Lopez
Emily Jolley
Linda Isenson
Helen Lynch
August Kummerfeldt
John Soto
Anna Macias
Yasmin Mejia
MARIA ROMERO
Raquel C Mejia
Patricia Frausto
Paula Gamez
Angela Flemming
Heather Zaiss
Helen Pungowiyi
Janis Marquez
Karen Denton
Suzette Bone
Rhonda Neuman
Bernadette Keenan
Alison Pascone
John Atwill
Beverly Smaby
Callista Brown
Sarah Chessman
Carolyn McCarty
Colleen Meyer
(Mrs) Connie RICKMAN
Dori Zukowski
Deb Blakeslee
Deborah Frank
Diane Uphoff
Marci Howells, EdD, LPC
Elizabeth Bonbright
Emily Seaman
Darren Campbell
Tracy Cribb
Gail Hanks
miranda neal
Jacqueline Lee
Judy Nelson

Janet Stewart
Judy Harper
Kathy Orlando
katrina addison
Kris Clairmont
karen Vialle
linda braddy
Terry LeRud
PETRA WAITERS
Arnetta Chnristensen
Mona Baghdadi
Trish Davis
Sarah Kimble
Noah Prince
Carmetrus Parker
Linda Last Name
Ruth Smith
James Goodreau
Rebecca Kreth
Ryan Pricco
Sandra Miller
Susan Schimling
susan lozada
Brian Lennox
Jennifer Boutell
Tasha Church
Hope Alexander
Willy
Tiesha Williams
Renee Ashley
Tamara Ybarra
Tom Hilyard
Aviva Lenberger
Sara Rodriguez
Pierre Saikali
Lisa Gredvig
Melissa Kotzin
Margarita Lopez
Valerie Neuschwander
Dave Larson
Andrea Elicker
Sylvia Watson
Diane Solie
carolyn stevens
Russell Lidman
Lori Thornton
Sandy Nelson
Sydney Forrester
Debi Kuykendall
Kurt Hilyard
Kate Rutger
David Bergeron
Dan Montopoli

Constance Dunkelberger
Durive Croake
Emily Mould
Margaret Bonny Redlich
Richard Horn
Heather RhoneAndrea Davenport
Annie Land
Barbara Anderson
Barbara Godvin Riney
Billie Watkins
Bridget Nutting
Sarah Theberge
Mary Birch
Hannah Strachen
dawn anderson
Enrique JP MEDINA-REYES

Appendix 8

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Toll free: (888) 419-9300 Fax: (206) 323-7997
www.schoolsoutwashington.org

YWCA of Seattle • King County • Snohomish County Host Agency

October 4, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

On behalf of School's Out Washington, a statewide intermediary providing supports and services to afterschool and youth development programs across the State; we are pleased to endorse the Washington State application for a *Race to the Top Early Learning Challenge Fund (RTT)*. As a twenty-four year old intermediary with a mission of building community systems to support quality afterschool and youth development programs for Washington State's 5-18 year olds through training, advocacy and leadership, we see the RTT aligning with our work in ways that will lead to a more comprehensive and efficient system. Each year, School's Out provides professional development opportunities to almost 8,000 staff working in afterschool and youth development programs. Staff in these programs touch the lives of over 22,000 children and youth. School's Out Washington has enjoyed strong partnerships with both the Department of Early Learning and the Office of Superintendent of Public Instruction for the past several years. Indeed, the field of afterschool and youth development is one of the strongest common denominators between these two state agencies in making sure kids are successful transitioning from care settings to academic settings and beyond.

In our current afterschool and youth development work, we have a coordinated system of supports for afterschool and youth development programs that reaches into each county of the state. The Washington Regional Afterschool Project has been a partnership with the Department of Early Learning since 2000. This system delivers high quality professional development opportunities to providers across the state, many of whom serve children ages 0-12. This coordinated system ensures that information and quality building efforts are communicated across diverse systems and programs.

In the upcoming year, the Department of Early Learning has enhanced our statement of work to include making recommendations to expand the current Quality Rating and Improvement System (QRIS) to include programs serving children and youth beyond age 5. We are excited to tackle this project and see the value of resources *RTT* will provide and the focus it bring to strengthen building a quality system for all Washington's children and youth.

Again, we commend our state's ongoing commitment to a seamless and coordinated high quality system of care for its children and this *RTT* application supports that commitment and more. School's Out Washington looks forward to continuing our partnership with both agencies as they move forward in seeking such excellence.

Sincerely yours,

(b)(6)

Janet Frieling
Network Director, School's Out Washington

Dedicated to building a community-based system supporting quality out-of-school time programming for Washington's 5-18 year olds through training, advocacy, and leadership.

Appendix 8

5240 Eastlake Ave. E, Suite 100, Seattle, WA 98102
206.632.7451 www.stand.org/wa

October 6, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

We are writing to express our support for the State of Washington's Early Learning Challenge application. Stand for Children is a grassroots advocacy organization focused on ensuring that all students, regardless of their background, get the quality education they need to succeed. We know that accomplishing this mission in Washington requires high-quality early learning programs for our state's children, so that our students are prepared to learn beginning on day one.

Washington State has been working to develop a solid foundation for its early learning system, and Stand for Children has played a role in these efforts through community engagement and advocacy. An Early Learning Challenge grant will allow the state to build on this foundation and create a sustainable system with improved outcomes for our students. Last year, Stand for Children supported legislation to implement a kindergarten readiness inventory (WaKIDS) in our poorest schools. Thanks to those efforts, this school year 11,000 of our state's poorest students will have their individual needs met because of the information gathered by this inventory. In addition, we have supported establishing a deadline to expand this program statewide by the 2014-15 school year. The Early Learning Challenge grant will support the state in accomplishing this goal, so that this tool can be used to support all of our state's kindergarten students and their families.

Stand for Children will continue to advocate in Washington State for programs like WaKIDS that help prepare students for the K-12 classroom and support them in that transition. We are committed to continuing to educate our communities about the importance of early learning and civic engagement. This advocacy and community involvement will serve to support the Department of Early Learning and other early learning leaders in the state as they implement the elements of an Early Learning Challenge grant, and to ensure the funding is used effectively and efficiently.

Washington State has already made building a world-class early learning system a priority. Our Early Learning Challenge application outlines the steps we can take to enable us to scale up effective programs and create enduring systems and structures. With these tools in place, more of our students will enter the K-12 system ready to learn, bringing us one step closer to our goal of ensuring all our students – no matter where they live or who they are – are career-and-college ready when they graduate from high school.

Sincerely,

(b)(6)

Shannon Campion
Executive Director

Appendix 8

WASHINGTON FEDERATION INDEPENDENT SCHOOLS

SUZIE HANSON
Executive Director

BOARD REPRESENTATION
Association of Christian Schools International
Catholic Parish Schools
Christian Schools International
Independent Catholic Schools
Lutheran Schools
Montessori Schools
Pacific Northwest Association of Independent Schools
Seventh-day Adventist Schools

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius:

October 7,2011

It is with pleasure that the Washington Federation of Independent Schools (WFIS) supports the Department of Early Learning's (DEL) application for the Race to the Top Early Learning (RTTT) Grant. It is in the spirit of WFIS's mission, "...to strengthen education for the students of Washington State..." that we support this application. Independent schools recognize the long-term benefits of early education. We are proud that with the creation of the DEL, the partnerships it has established, and the plan it has implemented, Washington State has clearly demonstrated its commitment to early learning. The RTTT grant money will allow our state to expand and improve upon its current work. As a partner in supporting the DEL in its efforts, we hope that the children who attend all early learning initiatives, regardless of the sponsorship, should enjoy equitable access under the allowed provisions of this grant.

For over forty years WFIS has been the advocate for independent schools in Washington. WFIS represents 250 schools and over 88,000 students. Independent schools educate the largest percentage of Washington's youngest students. We know by experience that offering children a safe and dynamic environment, which mirrors the moral and educational philosophies of the family, allows children to develop the social, emotional and academic skills that help them progress in school. The DEL is dedicated to improving education for children, with a particular focus on the highest risk families, thus expanding the reach of quality schools in our state and improving long-term school success for more children.

The DEL has developed important relationships that have helped it create sophisticated and effective early learning programs. WFIS has worked on education issues as a member of the *State Board of Education, The Early Learning Advisory Committee, The Early Learning Technical Writing Group* and *the Private School Advisory Committee.* We know first hand the DEL's commitment to including diverse perspectives on issues and also of their success in partnering with the *Office of Superintendent of Public Instruction (OSPI), the Bill and Melinda Gates Foundation* and *Thrive by Five Washington.* Creating these connections between stakeholders and partnerships with public/private organizations ensures the development of the best possible plan and the support to execute and sustain programs.

The DEL and WFIS both recognize the importance of aligning early learning with elementary school education and that accountability is key to improving programs. Independent preschools are often connected to independent elementary school thus directly aligning the educational framework for students. Independent schools also have strong accreditation systems that provide feedback and ensure accountability. The DEL is committed to aligning its programs using the WAKids guidelines that help define Kindergarten readiness. Along with WAKids, the DEL is committed to using the feedback from the QRIS to fine-tune programs for the best results.

The Washington Federation of Independent Schools supports Washington's Department of Early Learning in their efforts to improve and expand opportunities for children in Washington State. The DEL is ready to receive the grant money with a clear plan for implementation and accountability. We hope that all of Washington's children will have the chance to benefit from DEL's clear objectives and the provisions allowed in this grant.

Sincerely,

(b)(6)

Suzie Hanson

PO Box 449 • DuPont, WA 98327 • 253.912.WFIS(9347) • www.wfis.org

"WFIS exists to strengthen education for the students of Washington as the advocate and voice of private schools."

Appendix 8

1200 Fifth Avenue, Suite 1300
Seattle, WA 98101-3151

October 5, 2011

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

The Honorable Kathy Sebelius
US Department of Health and Human Services
200 Independence Ave SW
Washington DC, 20201

Dear Secretary Duncan & Secretary Sebelius,

The Community Center for Education Results (CCER) is pleased to support Washington State's Race to the Top Early Learning Challenge application. CCER is the backbone organization that staffs the Road Map Project. The Road Map Project is a collective impact effort that aims to dramatically improve education results in South Seattle and South King County, from cradle to college and career. This effort includes a common goal toward which the region can collectively strive, and provides a set of indicators to measure our collective progress over time, across the education pipeline. The goal of the Road Map Project is to double the number of students in South King County and South Seattle 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.

The Road Map Project is leveraging and convening stakeholders both within and outside of the education sector to align, and work together on supporting and developing strategies that will improve the education system for all kids. We know that in order for all students to be "on track" to earn a college degree or career credential, we must ensure each student receives high quality early learning opportunities.

The Road Map Project is committed to using data to drive improvement across the education continuum, to building effective systems connecting education institutions and leveraging existing efforts or programs that are showing results. This aligns greatly with our state's Race to the Top Early Learning Challenge Application, particularly the following priorities: promoting school readiness for children with high needs, and including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.

We believe that Washington State is uniquely qualified to succeed in the priorities outlined in this application. The Washington Early Learning Plan has broad consensus and can be used to align the many different players. In addition, the commitment to creating strong systems and using data to measure progress will help to ensure success.

The Road Map Project worked with many partner organizations to ensure that our local districts signed up to participate in WaKIDS in the first voluntary year of implementation. We are excited to work with the more than fifty schools across six of our seven districts who implemented WaKIDS in the 2010-11 school

the ROAD MAP PROJECT
Supported by CCER

1200 Fifth Avenue, Suite 1300
Seattle, WA 98101-3151

year. Our region and our state are poised to put our plans and early implementation learnings into action, and to make significant progress to continue the development of an aligned statewide early learning system that serves all of our state's children and families.

Thank you for your work to make early learning a national priority. We are pleased to offer our organization's support for the goals and commitments of Washington State's application for the Race to the Top Early Learning Challenge funding, and we stand ready to assist you and other education leaders in meeting our state's obligations to ensure that any RTTT investment in Washington State will be a success.

Sincerely,

(b)(6)

Mary Jean Ryan, Executive Director
Community Center for Education Results

September 29, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius:

Washington has an unparalleled opportunity to create a coordinated, statewide, systems-based approach to early learning in Washington. In late 2010, Thrive, the Department of Early Learning (DEL), and the Office of Superintendent of Public Instruction (OSPI) – Early Learning Partnership members – released the *Early Learning Plan (ELP)*, a roadmap for building an early learning system that identifies 36 clear, coordinated strategies to ensure every child starts life with a foundation for success. Early Learning Partnership members also prioritized 11 of those strategies for implementation throughout 2011-2012, in a *One-Year Action Plan*.

A key strategy that the Early Learning Partnership prioritized is strategy #34 - building regional and statewide infrastructures to strengthen partnerships, build capacity and broaden reach and focus on local mobilization efforts. Towards this ambition, DEL and Thrive have mobilized and supported infrastructure and capacity-building efforts in the 10 Early Learning Regional Coalitions (ELC) to promote statewide and local organizations work together, tap into each other's wisdom, and have the capacity to set strategy so that there is an effective platform in communities to implement the ELP, and so that regional experience and voice meaningfully influence state and local early learning efforts.

The 10 regional ELCs represent and serve every county across the state. We are working regionally and collectively to build our infrastructure and increase our capacity in order to align with state and local priorities and create an effective, efficient, and coordinated system of early learning in Washington so that all children and families receive the programs, services and support to be successful in school and life. **We are in strong support of Washington's Race to the Top-Early Learning Challenge (RTT-ELC) application because we see it as a prime opportunity to leverage our existing collective efforts to make a real difference for the children and families we serve in Washington.**

We stand ready to work at the local level to inform, educate, support, and build public support for key aspects of the RTT-ELC proposal. We are prepared and excited to take on this work because of previous efforts to:

- align local efforts with the Washington State Early Learning Plan (ELP) and the Early Learning Partnership's *I-Year Action Plan*;
- leverage deep roots in diverse and more isolated communities across the state will ensure broad distribution of the resources and benefits from this grant; and
- develop the ability to serve as regional hubs for incoming policies and programs, specifically key components of implementing the Early Learning Guidelines, QRIS and WaKIDS, from the state to

reach all of our diverse communities and to communicate information back to the state to re-inform state policy sets Washington State apart in its efforts to create an effective early learning system; and

This exciting opportunity marks unprecedented support from the federal government and the extraordinary early learning momentum in our state, and can be the catalyst for building a 21st century early learning system in Washington.

Sincerely,

(b)(6)

Karma Hugo
Northwest Early Learning Coalition

(b)(6)

Tim Henkel
Inland Northwest Early Learning Alliance

(b)(6)

Lorraine Olsen
Olympic-Kitsap Peninsula Early Learning Coalition

(b)(6)

Cynthia Juarez
Investing in Children Coalition

(b)(6)

Sandy Nelson
West Central Regional Early Learning Coalition

(b)(6)

Harla Tumbleson
SOAR King County Early Learning Coalition

(b)(6)

Debbie Ham
Support for Early Learning and Families

(b)(6)

Kelly Phanco
First 5 FUNdamentals

(b)(6)

Alan Walker
North Central Early Learning Coalition

(b)(6)

Samantha Bowen
Walla Walla Valley Early Learning Coalition

Early Learning
Public Library Partnership

19 September 2011

Partnership Members

Asotin County Library
Everett Public Library
Fort Vancouver Regional Library District
Jefferson County Library
King County Library System
Kitsap Regional Library
Longview Public Library
Mid-Columbia Library System
Mount Vernon City Library
North Central Regional Library
Orcas Island Public Library
Pierce County Library System
Port Townsend Library
Puyallup Public Library
San Juan Island Library System
Seattle Public Library
Sedro-Woolley Public Library
Sno-Isle Libraries
Spokane County Library District
Spokane Public Library
Stevens County Rural Library District
Walla Walla County Rural Library District
Washington State Library
Whatcom County Library System
Whitman County Rural Library District
Yakima Valley Libraries

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

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue SW
Washington, DC, 20201

Dear Secretary Duncan and Secretary Sebelius:

Early Learning Public Library Partnership (ELPLP), a partnership of 27 public library systems in Washington dedicated to early learning, is pleased to support Washington's *Race to the Top—Early Learning Challenge* application. The partnership was formed to help mobilize public library involvement in early learning and to support our early learning partners.

Washington State and Washington's libraries are leaders in supporting *all children* becoming ready for school and life. We have partnered at the state and local level with other early learning agencies and providers, such as the Department of Early Learning and local health agencies to provide school readiness and early learning information to families.

Public libraries are the only free early learning space available to everyone; especially the most underserved and overlooked communities—rural and remote, communities of color, families living at or below the poverty line, etc.

We support Washington's Department of Early Learning and other early learning organizations by providing outreach, professional development, materials, and dedicated professionals (librarians and para-educators). In public libraries you will find programs such as:

- Storytimes and other early learning programs focusing on literacy, math, health, and social-emotional learning.
- Professional development for child care professionals which supports Washington's QRIS system.
- Supporting WaKIDS (Washington's Kindergarten Inventory of Developing Skills). As librarians we understand the need for data and to align services and programs.
- Play & Learn groups, and other programs which invites family, friend, and neighbor care providers to meet, support their children, and learn; many times groups are centered around specific communities (i.e. Chinese, Latino, Somali, etc.).

The ELPLP continually aligns library services with early learning systems, such as Washington's Early Learning Plan and the Early Learning Guidelines.

Thank you for your service and vision to the babies, toddlers, preschoolers, and families. We are a stronger community because of opportunities such as this one.

Sincerely,

(b)(6)

Neel Parikh
Chair, Early Learning Public Library Partnership

Early Learning Public Library Partnership
c/o Foundation for Early Learning
615 Second Ave, Suite 525 | Seattle, WA 98104 | 206-525-4801 x23 | erin@earlylearning.org
www.earlylearning.org/about-us/early-learning-public-library-partnership

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Longview, WA 98632

Vancouver Office
505 East 22nd St.
Vancouver, WA 98663

Yakima Office
8 East Washington
Yakima, WA 98903

September 27, 2011

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Honorable Duncan and Honorable Sebelius,

It is SEIU Local 925's pleasure to submit this letter of support for the Washington State Department of Early Learning's Race to the Top-Early Learning Challenge grant application. The Race to the Top federal program reflects our mutual commitment to quality child care for all children in our state. Our collaborative relationship has taught us that we can achieve great results for our children's health, safety and development.

As a labor union that represents more than 10,000 early learning family child care providers, as well as hundreds of Head Start and ECEAP staff in Washington, we have partnered with the Department of Early Learning in numerous ways. Examples of such collaboration are:

- We have worked for over three years in a Negotiated Rule Making process to revise the Child Care Family Home regulations.
- SEIU leaders serve on the Early Learning Advisory Council and have been involved in the Early Learning 10-Year Plan, the Professional Development Consortium recommendations and the QRIS development discussions.
- SEIU members have piloted programs and curricula to improve the quality of child care.
- SEIU and DEL meet regularly to problem solve issues across the state.

This foundation of working together means that we are well-positioned to fulfill the goals of the new Race to the Top program. Specifically, we are committed to completing our collective bargaining negotiations in order to create a statewide QRIS/Tiered Reimbursement Program that will be based on these mutually agreed-upon principles:

1. The statewide QRIS will provide access to quality subsidized child care, in all settings, and for all age groups. Our hope is that with Race to the Top funding, we will actually grow access to quality child care for more families. The new system will address child care shortages for particularly vulnerable children, for example: seasonal agricultural care, non-standard hour care, special needs care, infant/toddler care, and English language learners.
2. Administrative costs will not be excessive and will be mutually determined.

3. Beginning steps in the QRIS should have the highest participation. There should be low barriers of entry into the system, in order to maximize participation statewide.
4. Support should be ongoing to encourage existing child care providers to move upward on achievable QRIS steps. Commensurate incentives should encourage engagement in the program, with the goal of stabilizing the child care workforce.
5. After the initial licensing process, the regulatory process should be separate from the rating and coaching process.
6. Child care providers will be an integral part of the system, through mentorship, technical assistance, collaboration, and potential cohort development.
7. The system will be evaluated on-going to determine course-corrections or adjustments, as needed.

In the future, we hope to collaborate together in order to achieve great results in Washington. We will advocate for continued implementation of quality professional development, parent support, and the necessary resources to ensure our children get the best early start to their lives. Washington's program is poised to take-off with your help. It is for this reason, SEIU Local 925 is proud to support the Department of Early Learning's Race to the Top-Early Learning Challenge grant application.

Please call if you have any questions about our support or if there is any way we can help in your decision-making process.

Sincerely,

Karen L. Hart, President
SEIU Local 925

Appendix 8

STATE OF WASHINGTON

DEPARTMENT OF SOCIAL AND HEALTH SERVICES
P.O. Box 45010, Olympia, Washington 98504-5010

September 30, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

As Secretary for the Washington State Department of Social and Health Services (DSHS), which oversees child welfare, substance abuse, mental health, developmental disability and economic services (TANF), I support the submission of the Washington state application for the Race to the Top Early Learning Challenge (RTT-ELC). We are fully supportive of the purpose of RTT-ELC to improve the quality of early learning and development and close the achievement gap for children with high needs.

The Department of Social and Health Service's partnerships with the Department of Early Learning (DEL) and our other public and private partners along with the involvement of local community groups, organizations, and individuals who have passionately and diligently moved forward early learning and social and health services and programs for the young children and families of Washington are key evidence of our highly competitive RTT-ELC application.

To formalize our commitment to partnering on behalf of children pre-natal to age 5 and their families to develop a comprehensive and coordinated orientation to social and health services and early learning systems, DSHS and DEL signed a Joint Resolution in April 2011. This Joint Resolution expresses our commitment to share responsibility and accountability toward this vision; and our joint understanding that the first years of a child's life are a critically important time when as much as 85 percent of brain development occurs.

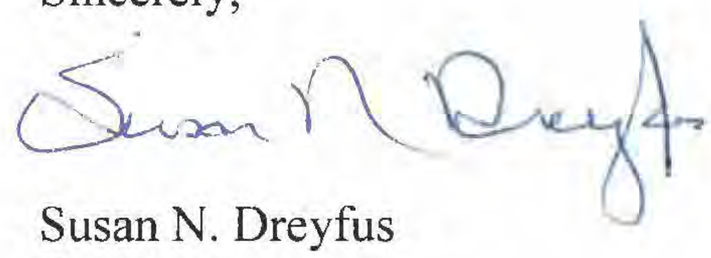
It also recognizes that each of our agencies has an essential role in supporting healthy child development so that all children in Washington enter kindergarten ready to learn and that leaders must work together to facilitate continuous processes for learning and improving that are structured to apply the best available knowledge to strategy, policy, program, and partnerships on a continuous basis.
The Honorable Arne Duncan

In addition to the ongoing work we regularly undertake together, one of the exciting new collaborations we have underway with DEL is Washington's new partnership with the Early Childhood Innovation Partnership (ECIP), a joint effort of the Center on the Developing Child at Harvard University, the National Conference of State Legislatures, the National Governors Association Center for Best Practices, and the TruePoint Center for High Performance and High Commitment. ECIP's Frontiers of Innovation (FOI) project aims to launch a high-aspiration collaboration among leading states to achieve breakthrough outcomes for vulnerable children. Washington has been identified as a leading state due to its history of innovative programs, practices and policies, committed leadership and demonstrated cross system collaboration for improving the lives of vulnerable children and their families. While this partnership is still in its early stages, we are hopeful that through our work together, we will build innovative approaches to use the science of early childhood development in our early care and education, health, health care, economic services, juvenile rehabilitation and child welfare systems to improve outcomes for large populations of vulnerable young children and their families.

Finally, we believe that the collaborative Cross Agency Governance Structure of the state home visiting system developed by DEL which includes representation from DSHS, DOH, and the Council for Children and Families, and with additional involvement and support from Thrive by Five Washington speaks highly of DEL's commitment to cross-agency collaboration and governance. This structure allows us to work effectively to support families in the highest risk communities through the implementation of evidence-based home visiting and as part of the broader early childhood systems work happening in our state.

As an active participant of the State Leadership Team of participating state agencies who will help implement the RTT-ELC grant, we are pleased to bring the expertise and resources of the Department of Social and Health Services to this unprecedented opportunity to improve the quality of early learning and development and close the achievement gap for children with high needs.

Sincerely,



Susan N. Dreyfus
Secretary

Appendix 8

STATE OF WASHINGTON

DEPARTMENT OF EARLY LEARNING

P.O. Box 40970, Olympia, Washington 98504-0970
(360) 725-4665 • FAX (360) 413-3482

October 4, 2011

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

Dear Secretary Duncan:

On behalf of the Department of Early Learning's Parent Advisory Group (PAG), I am honored to support Washington's application for federal funding for the *Race to the Top Early Learning Challenge*.

The PAG consists of parents who represent the diversity of families in Washington, including those who:

- Come from rural, remote, urban and military communities
- Access a variety of early learning services for their children
- Make up diverse family structures headed by both or single parents, grandparents, foster parents, or are blended families
- Have children from diverse cultures, ages, and with varying developmental and special needs

With parents and legal guardians named in DEL's founding legislation the PAG has been put to great use by supplying input on a variety of programs and policies. PAG participates in monthly teleconferences, yearly face to face meetings, specific focus groups, etc. Currently two of our parents also serve on DEL's Early Learning Advisory Council. This is extremely helpful in the sense that overall governance information is brought back to the PAG and vice versa.

The Parent Advisory Group is excited about a potential opportunity for additional funding to focus on critical areas of our early learning system. Within these critical areas PAG has had multiple opportunities to provide input; including WaKIDS' development, QRIS'framework development and parent engagement strategies, and the Early Learning Guidelines' development.

Thank you,

Bianca Bailey

US Department of Health and Human Services
200 Independence Ave. SW
Washington DC, 20201

Oct. 5, 2011

Dear Secretary Duncan and Secretary Sibelius,

The Tribal Leaders Congress on Education of Washington is writing in support of Washington's Race to the Top/Early Learning Challenge proposal. The Tribal Leader Congress is comprised of leadership from the 29 federally recognized Tribes of Washington State.

The Tribal Leaders Congress supports Race to the Top's absolute priority which focuses on promoting school readiness for children with high needs. Certainly many tribal children and families will fall into that definition. "An enduring and concerning characteristic of the child welfare system is racial disproportionality." (The National Child Abuse and Neglect Data System, 2009) Native American children in WA State represent 2% of the population, but 12.2 % of those children are in foster care. Additionally, ¼ of those children entering care have been prenatally exposed to drugs and alcohol, and they experience longer stays in foster care. Research with this population of children shows a marked increase in decreased self-regulation skills with symptoms such as a disruption in sleep. (WA State Administrative Data DSHS, 2007).

The recent Needs Assessment by the Washington State Department of Health to determine Home Visiting programs identified Tribal communities as having great need. In Washington State, the American Indian Health Commission and Tribal delegates at the 2008 Tribal Health Summit identified American Indian/Alaska Native health disparities, particularly in infants and pregnant women as a serious problem. Alaska Native and American Indian pregnant women are more likely than women in any other racial group to get late or no prenatal care, to smoke or abuse drugs or alcohol, have a mental health diagnosis, or have suffered abuse by a partner. Although WA State leads the nation with the lowest infant mortality rate, this is not reflected in the State's American Indian population. The State's mortality rate is 5.1 per 1000 live births; the Native is 9.8 per 1000. In WA State the American Indian population is the only racial ethnic group in which there has been an increase the infant mortality rate. (WA State Department of Health Home Visiting Needs Assessment, 2010)

The Washington State Department of Early Learning and the Washington State Tribes have developed strong relationships over the past 4 years. In 2010, federally-recognized Tribes signed Communication and Consultation policies with the Department of Early Learning. Tribal representatives have served on all statewide DEL initiatives. Tribal representatives sit on the State Early Learning Plan, the Home Visiting Advisory Council, the leadership team for Race to the Top Early Learning Challenge Grant, and the Early Learning Advisory Council.

There are two education initiatives which were extremely important for Tribes to be involved with. For years, the Early Learning Benchmarks have been a crucial concern. These Benchmarks were in direct opposition to the good work we have been doing in our communities to revitalize our languages and cultures. This year, the Early Learning Benchmarks are being completely redesigned with input and help from tribal representatives. The Benchmarks are now changed to Guidelines to indicate their advisory nature. They meet the child where the child is and prepare schools for the children rather than the children for schools.

The WAKids Pilot program was developed in collaboration between the Department of Early Learning and Tribal representation. The WAKids Program provides a more comprehensive portrait of the child as a whole, including their social, emotional, physical, cognitive and linguistic skills. It also provides a complete picture of the child's care giving support system. This program was an improvement on past assessments as it embraces the needs of the individual families and children and underscores the value system of the Native American families and community.

It is our understanding that the Race to the Top/Early Learning Grant will provide crucial support to continue current and future educational projects in Washington State for Alaska Native/American Indian children and families. Through our mutually respectful alliance between the Department of Early Learning and the 29 Tribes of Washington State, we are making children a true priority. This grant ensures that we will continue to make great strides in support of children and families.

Sincerely,

Leonard Forsman
Chairman Suquamish Tribe

Appendix 8

625 Andover Park West, Ste 111
Tukwila, WA 98188
Phone: 206.242.4777 ext. 8070
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E-mail: weel@aftwa.org
Web: weelaft.org

September 30, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

On behalf of Washington Educators in Early Learning, we are writing to express our support for Washington State's Department of Early Learning application for the Race to the Top – Early Learning Challenge.

Washington Educators in Early Learning (WEEL), affiliated with the American Federation of Teachers, AFL-CIO, began as a result of the efforts of child care professionals to build a voice for themselves and their profession. Our members work tirelessly to improve programs and increase funding for early educators who are the backbone of the early learning system.

WEEL/AFT works on legislation and public policy strategies to improve the child care system for children, families and providers, including efforts to increase the amount available for the subsidy program for low income families, supporting and expanding the funding of the Career and Wage Ladder, and participating in the development of the Professional Development Consortium report. As a Department of Early Learning approved STARS training organization, we provide high quality professional development opportunities to our members and other early educators in Washington State.

Our members are engaged in the development of the QRIS as well as actively representing our organization and the interests of child care providers on the Early Learning Advisory Council. We believe that Washington State is a strong candidate for the RTTT-Early Learning Challenge because of the involvement and engagement of community stakeholders and the workforce themselves. We have developed a system that is beginning to weave together the necessary components of professional development, workforce development (including data systems),

quality rating, parent engagement, assessment and linkages with K-12 to have the kind of seamless system that children need to succeed in school and life.

As an organization committed to ensuring every child has access to a high quality early learning experience, we are committed to working with the Department of Early Learning and other state partners to make sure that any system include provisions for appropriate compensation, scholarships and other benefits that a professional workforce requires.

We look forward to continuing the progress that has been made in getting to this point.

Sincerely,

Marcine McLaughlin
President, WEEL/American Federation of Teachers, AFL-CIO

cc: Randi Weingarten, President, American Federation of Teachers
Sandra Schroeder, President, AFT Washington
Tish Olshefski, AFT PSRP

opeiu #8/afl-cio

Appendix 8

FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

October 6, 2011

The Honorable Arne Duncan
U.S. Department of Education
400 Maryland Ave SW
Washington DC, 202

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

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the YMCA of Greater Seattle, I am pleased to provide my support for the State of Washington's application for federal funding for the *Race to the Top-Early Learning Challenge*. The YMCA of Greater Seattle is one of the state's leading nonprofit organizations strengthening the foundations of community through youth development, healthy living and social responsibility. Founded in 1876, the mission of the Y is to build a community where all people, especially the young, are encouraged to develop their fullest potential in spirit, mind and body. The Y is the largest provider of licensed child development programs in the State of Washington and is recognized as one of the community's key providers of innovative, high quality and sustainable services to children and families, with a commitment to eliminating barriers for those who are financially disadvantaged. As the largest provider of licensed child care programs in the State of Washington, the YMCA of Greater Seattle is a vested stakeholder in the state's application for these funds.

We believe that one of the greatest social justice opportunities of our time is a commitment to equity in access to education for all children in our State. Studies confirm what we see every day at YMCAs; small learning gaps early in life grow progressively larger as children grow older. As a result, young people with risk factors—unstable families, poverty, unsafe neighborhoods—frequently grow into teens and adults who fall further behind. Poverty and inequality perpetuate themselves, and our communities pay a high price in lost human potential.

The State of Washington has demonstrated a commitment to educating young children and working with families, caregivers, and educators to ensure that all children are given the tools to succeed in school and life. We are poised in Washington to take this work to the next level and have been hard at work at creating common language and best practices with the development of Washington Kindergarten Inventory of Developing Skills (WaKIDS) and Washington's Quality Rating and Improvement System (QRIS). The *Washington Early Learning Plan* provides a collaborative and comprehensive roadmap towards improving the education and outcomes of our youngest learners. The plan focuses on a measurable and effective set of strategies designed to engage stakeholders around a common cause.

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ASSOCIATION OFFICE
YMCA OF GREATER SEATTLE
909 Fourth Avenue, Seattle, WA 98104
P 206 382 5000 F 206 382 7283 seattleymca.org

At the Y we are fully prepared to support the work of the *Race to the Top-Early Learning Challenge* in partnership with the State of Washington and a community of parents, educators and other care providers. At the Y we see more than 10,000 children and their families under the age of 5 each day in our programs and facilities across King and South Snohomish Counties. We see our role in helping to communicate and educate these parents and caregivers on developmental milestones and Kindergarten readiness that align with (WaKIDS). Additionally we seek to provide training resources and support to other educators of young children; including home day care centers and small independent centers around the core areas of assessment and quality program standards (QRIS). We understand that many independent providers are positively impacting children and families in communities with great need, immigrant populations and poverty. Part of the Y's commitment will be to look for opportunities to support infrastructure needs for these providers to help scale their work with our human resources, staff development and training, and IT capacity.

With the State of Washington's comprehensive plan and long-term vision for improving the quality of early learning, I believe we will reach a shared goal of preparing every child in Washington to arrive at Kindergarten school-ready, graduate from high school, be prepared for college or career and develop to competent, capable adults. The Y is committed to this vision and will partner with the State of Washington to ensure each child reaches their fullest potential. The YMCA has significant opportunities to address this challenge through programming that helps kids learn.

Sincerely,

Robert B. Gilbertson, Jr.
President/CEO

Appendix 8

FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

October 6, 2011

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

The Honorable Kathleen Sebelius
U.S. Department of Health and Human Services
200 Independence Avenue S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the YMCA's of Washington State I am pleased to inform you of our strong support for the Race to the Top Early Learning Challenge application.

The Y is a leading nonprofit, strengthening communities through youth development, healthy living and social responsibility. We believe that all kids deserve the opportunity to discover who they are and what they can achieve. Through the Y, millions of youth throughout our country today are cultivating the values, skills and relationships that lead to positive behaviors, better health and educational achievement. Across the state we provide both early learning and before and after-school programs for children in over 230 different locations. We serve approximately 8,000 children per week in licensed care, including more than 4,000 children receiving DSHS assistance. Our commitment to serving all families remains strong in these difficult economic times. Our work force is committed to quality care, upholding the highest standards for child development and working closely with parents and community partners.

We are proud to support this application. Since the establishment of the Department of Early Learning there has been greater focus and collaborative planning to meet the goal of starting each child on the right path early in life. The planning has resulted in the State's 10-year plan, the Quality Rating and Improvement System program, and the development of the WaKIDS initiative. Each of these initiatives will advance quality of care and ultimately result in improved outcomes for children and families.

Every day YMCAs are turning their efforts to support the goals of these programs. For example, the YMCA of the Inland Northwest in Spokane focused on preparing a group of 103 pre-school aged children for kindergarten (52% on financial assistance). The results have been phenomenal. 91% of their pre-K graduates met or exceeded the guidelines set by the Spokane School District and the Washington State Early Learning and Development Benchmarks. Broken into age groups, 91% of children ages 6 weeks to 18 months and 90% of children ages 18 to 36 months met the benchmarks. Another example is the participation by the Yakima YMCA in the QRIS pilot in their community. The pilot programs have provided critical information to improve our efforts as we prepare to take QRIS to the next level. YMCAs are in communities throughout the state and there are many more examples of our support for and collaboration with the state's efforts to improve the results in early learning programs.

South Sound YMCA
1530 Yelm Hwy SE, Olympia WA 98501
P 360 753 6576 **F** 360 705 1954 www.southsoundymca.org

the YMCA

FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

The YMCAs of Washington will continue to partner with the Department and other key leaders in early learning to strategically accomplish the set of early learning goals. All of the key components are in place and earning the RTTT grant will not only allow us to move forward but also allow us to make meaningful advances towards delivering on the promise that all children deserve – the right to a strong start so they have the opportunities to thrive and experience success in their lives.

Sincerely,

Michael West
President / CEO

Cc: Dr. Bette Hyde, Director, Washington Department of Early Learning

South Sound YMCA
1530 Yelm Hwy SE, Olympia WA 98501
P 360 753 6576 **F** 360 705 1954 www.southsoundymca.org

(b)(6)

Community Day School Association

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"...Because ALL Children Deserve an Equal Start."

The Honorable Arne Duncan
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202

October 12, 2011

Dear Secretary Duncan,

On behalf of Community Day School Association (CDSA), I am writing to inform you of CDSA's support for Washington's Race to the Top - Early Learning Challenge (RTT-ELC) Application.

The Race to the Top - Early Learning Challenge is of great value to Washington and its early learning community because it focuses on structuring successful systems in the early learning field, high-quality programs, outcomes in child development, and support of early learning professionals. These areas of focus are integral to CDSA's effect on our families, their children, and our community.

CDSA currently serves 1,000 children ages 3 to 12, from 7am to 6pm, on site within 9 Seattle Public School locations. Our kindergarten readiness, before and after school, and summer camp learning programs help grow children both academically and socio-emotionally. CDSA spans the most ethnically diverse zip code in the nation. Fourteen languages are spoken in our program, our staff is bilingual in 13 languages and 20% of CDSA children are English Language Learners. Our agency serves 70% children from low income families, and 65% are from families of color. CDSA helps prevent lifelong learning disparities by giving ALL children and equal start. Ultimately, we create a healthier, more productive, and safer community for us all.

The best education is multi-faceted, and over time, public schools have relied increasingly on our services. CDSA's strategy for success relies on our highly qualified staff team, over half of whom hold Bachelors or Masters degrees in Education. To ensure the children we serve have access to the highest education possible, CDSA staff members continuously further their knowledge of early childhood education and implement cutting edge educational systems.

Because Washington families depend on their early learning communities to help their children succeed in life and provide them opportunities never before offered to them, CDSA strongly supports the detailed, thorough, and systemic program that has been provided by the US Department of Education. We here at CDSA ask that you support Washington State's desire to provide quality early learning to our families and their youth.

Sincerely,

(b)(6)

Caryn Swan Jamero

Executive Director

Community Day School Association

caryn@communitydayschool.org

October 7, 2011

United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam:

Educare of Washington State is a part of the Bounce Learning Network, a collaboration of the 15 Educare Centers around the nation. Our Educare Early Learning Center is dramatically changing the life trajectories for thousands of children growing up in families facing the greatest obstacles to success. Educare is a comprehensive early childhood program aimed at preventing and eliminating an opportunity gap for the most at-risk children. Educare of Washington State—children, parents, educators, and our diverse community—is proving that our program is a powerful catalyst for advancing early childhood practice, informing early childhood policy, and cultivating new private and public investments in the first five years of learning.

We are immensely interested in The Washington State Race to the Top (RTT-ELC) application areas of: 1)stability and continuity of child care and early learning educational practices, 2) implementation of a targeted quality improvement system, and 3) alignment of quality learning experiences from prenatal to third grade. Taken together, these areas outline a comprehensive system-based approach: working with children and families, establishing targeted support to educational communities, and building a fair system of accountability.

Educare of Washington State will actively support these activities as they fully align with our mission, community vision, and the Educare schools role. One of the primary goals of Educare is to focus on facilitating the development of policies that take a longer-term perspective on access issues, ensuring that children receive high-quality opportunities consistently over time. As such, we are dedicated to support the Washington State RTT-ELC application in order to expand and improve our work to:

- Foster innovative partnerships between the educational systems to create more efficient and effective early learning programs;
- Implement research-based practices that foster learning environments that support children who are growing up in stressful, impoverished communities;
- Build professional communities of learning and practice that extend beyond the walls of Educare to radiate impact;
- Advocate for changing practice and policies about how early education programs are created and sustained; and
- Raise awareness of the value and vital importance of learning during a child's first eight years of life.

Educare's mission, backed by funding from the Gates Foundation, is to improve the quality of teaching and care in all the child care and other early learning programs in our community, region, and state, by serving as a Platform for Policy Change, and a laboratory for developing and implementing cutting edge practice. Our Educare houses a Professional Development Center dedicated to improving the quality of teaching in early learning programs. We work closely with community colleges, the University of Washington, Child Care Resources, and the Department of Health to support and train early learning educators throughout our community, region, and state. We are excited about the prospect of Educare playing a unique role in the expansion of Washington's TQRIS initiative. As an early adopter of the TQRIS initiative, our center scored at the highest level on the scale. We are ready to provide leadership to childcare programs, Head Start, and ECEAP programs around the state to facilitate their participation in TQRIS, and serve as the prototype TQRIS community resource center.

The award of an RTT-ELC grant to Washington State will provide needed funding to build the capacity of individuals, institutions, and systems to implement and sustain the proposed strategies. It will allow our state to continue its innovative practices in improving early learning education in order to reach our shared goal of providing equitable, quality, early learning services to ALL children and families.

Sincerely,

Luba Bezborodnikova
Executive Director, Educare of Greater Seattle
Associate Superintendent for Early Learning
Puget Sound Educational Service District

800 Oakesdale Ave. SW, Renton, WA 98057-5221 • www.psesd.org

(425) 917-7600 • (253) 778-7800 • 1-800-664-4549 • TTY (425) 917-7833 • FAX (425) 917-7777 • Monte L. Bridges, Ed.D., Superintendent
Board Members: Alan J. Arjo, Vicki Asakura, Robert Beem, David Okimoto, Barbara Peterson, Joanne Seng, Jackie Smith, Charles Staadecker, John Zurfluh

September 16, 2011

Dear Washington State Education Leaders,

Northwest Learning and Achievement Group (NLA) would like to express our support of Washington States Race to the Top-Early Learning Challenge (RTT-ELC) application. One of NLA's services is to provide after school tutoring programs for students, grades K-12, across Washington State.

Putting a program in place, such as RTT-ELC, that begins with Early Childhood Education is a positive step toward our objective of keeping our children in school and giving them the opportunity to be successful in their life goals. Keeping our children engaged in the learning process throughout their K-12 experience will give them the tools to be successful in a college or trade school environment. Funding for RTT-ELC will benefit all of Washington's children by providing the means for them to learn a broad spectrum of subjects that would otherwise be unattainable.

NLA is always looking for ways to get students excited about learning and achieving their potential. The children we serve come from small, rural towns that have little funding for the new technologies that continue to be discovered more rapidly than ever. The funding of this grant would give our states children the opportunity to learn about these rapidly growing fields of study.

Sincerely,

Barbara Peterson

Barbara Peterson
Executive Director
Northwest Learning and Achievement Group

Appendix 8

October 10, 2011

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

The Honorable Kathy Sebelius
US Department of Health and Human Services
200 Independence Avenue
Washington DC, 20201

Dear Secretary Duncan and Secretary Sebelius,

As Director of the Refugee and Immigrant Family Center in Seattle, Washington, I am writing to support Washington's State's application to the Race to the Top, Early Learning Challenge.

At the Refugee and Immigrant Family Center (RIFC), we are committed to create and provide high-quality education for children 3-5 years of age of lo- income families from the refugee and immigrant communities, primarily those families who speak Spanish or Vietnamese at home. It is our commitment to prepare our children for success in kindergarten, and also help families to feel confident and strongly advocate for the needs of their children in school. We provide child-appropriate and culturally-responsive environments for our children to acquire the skills and education they need to succeed in kindergarten and life. Our organization is committed to address the factors that impact the academic achievement on Washington students.

RIFC is committed to identify and address the needs of individual children who speak English as a second language and embrace the differences of our diverse families. We also recognize and support the needs of families who are refugees and immigrants and are new to the education system and the community. We often cannot serve all the families who need our support and welcome the opportunity that a Race to the Top- Early Learning Challenge grant would provide for the children of Washington State, and specifically those from our community.

A Race to the Top- Early Learning Challenge would profoundly support, and meet the need in our education system to close the achievement gap by providing the resources to professionals, families, and organizations to make a positive difference for many children in Washington State. The QRIS we support would bring strong and important improvements to our system that we, as a key early learning provider, welcome.

Thank you for the strong support towards our community of early learning. We hope Washington's application is granted and thus our community has access to greater resources to put towards the education of ALL our children.

Sincerely,

(b)(6)

Elidia Sangerman
Director
Refugee and Immigrant Family Center
9001 9th Ave SW, Seattle, WA 98106
(206) 817-3455

Appendix 8

STATE OF WASHINGTON

DEPARTMENT OF EARLY LEARNING
P.O. Box 40970, Olympia, Washington 98504-0970

(360) 725-4665 • FAX (360) 413-3482

October 19, 2011

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

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

Dear Secretary Duncan and Secretary Sebelius,

On behalf of the Washington State Early Learning Advisory Council (ELAC), this letter extends our strong support of Washington's application for the Race to the Top – Early Learning Challenge grant, and expresses our commitment to upholding the principles of the grant throughout implementation in this state. Washington has been working to create a strong early learning system for nearly a decade, and as ELAC co-chairs, we are dedicated to continuing this work until all children in Washington are supported to achieve their full potential.

ELAC was created in 2007 by the state Legislature to advise the newly created Department of Early Learning (DEL) in building "a comprehensive system of quality early learning programs and services for Washington's children and families," beginning with the development of a statewide early learning plan that "guides the department in promoting alignment of private and public sector actions, objectives, and resources, and ensuring school readiness."

ELAC members represent DEL, Department of Health, Department of Social and Health Services, the Office of Fiscal Management, the State Board of Technical and Community Colleges, the Higher Education Coordinating Board, the Office of the Superintendent of Public Instruction, the four legislative caucuses, Thrive by Five Washington, Head Start, parents, Tribal members, private schools and many other leaders in early learning.

In 2010, ELAC proudly adopted our state's Early Learning Plan. This plan forms the basis of Washington's application for the RTT – ELC grant. We understand the importance of building a strong system to support our work in the state, and ELAC is prepared to be bold in recommending the following:

Washington Kindergarten Inventory of Developing Skills (WaKIDS): Expand access to WaKIDS to all schools by the 2014-15 school year in order to promote smooth kindergarten transitions for children, and to inform:

- Instruction and alignment across early learning programs and early elementary programs
- Parents and caregivers about children's learning, and provide opportunities to enhance learning opportunities
- Communities about the progress of children to enable the adoption of appropriate local strategies
- Statewide stakeholders, including DEL and the State Legislature, to ensure appropriate high-level policy and investment decisions

Quality Rating and Improvement Systems (QRIS): Expand QRIS to be the backbone of our early learning system by 2015. QRIS expansion will:

- Include all 7,400 licensed child care programs
- Include ECEAP and Head Start programs
- Explore tiered subsidy reimbursement options to promote quality improvement and access for the most at-risk children
- Examine all of our current early learning programs and services to ensure programmatic and fiscal alignment with QRIS
- Ensure strong health and safety measures within the existing system
- Implement a mentorship program with QRIS "early adopters" to promote participation and quality improvements

Early Learning Standards: The state early learning standards (currently being revised and redesigned) are an important tool to inform parents, teachers, and caregivers in Washington about what children might know and be able to do at different ages and stages of their development. We are supportive of recommending that every child receive standardized developmental screenings aligned with the standards, and referred to appropriate services as needed.. These standards are already embedded into our early learning programs, and we will commit to looking for additional opportunities to promote their use.

Washington is already moving forward on these reforms, and we are going to continue to be bold on behalf of young children. The Race to the Top – Early Learning Challenge 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 enthusiastically embracing the "challenge" and we applaud your efforts to help states achieve their goals of building early learning systems that support all children and families.

Sincerely,

Dr. Maxine Hayes
ELAC Co-Chair
State Health Officer, Department of Health

Sue Winn
ELAC Co-Chair
Family Child Care Provider

Appendix 8

STATE REPRESENTATIVE
32nd DISTRICT
RUTH KAGI

State of
Washington
House of
Representatives

EARLY LEARNING &
HUMAN SERVICES
CHAIR

HEALTH & HUMAN SERVICES
APPROPRIATIONS & OVERSIGHT

WAYS & MEANS

October 12, 2011

The Honorable Arne Duncan
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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

Dear Secretary Duncan and Secretary Sebelius:

As Chair of the Washington State House of Representatives Committee on Early Learning and Human Services, I am writing to express my strong support for Washington State's application for the Race to the Top Early Learning Challenge. Washington is recognized as a leader nationally in using the science of early childhood development to establish early learning as a legislative priority that drives both legislation and budget. I look forward to seeing Washington advance those priorities in partnership with the US Department of Education through Race to the Top funding.

Eight years ago, the legislature's interest in early childhood learning was sparked by Drs. Pat Kuhl and Andy Meltzoff, Co-Directors of the Institute for Learning and Brain Science at the University of Washington. The research demonstrating how young children learn, and the critical importance of a child's first five years, convinced key legislators that early support for at-risk families, high quality early learning opportunities and strong connections between early learning and K-12 would greatly improve children's ability to succeed in school.

In the last five years, legislative, policy and community leaders in Washington State have steadily worked together to implement child-focused and family-friendly policies that provide our youngest learners with a solid foundation for success. Despite dealing with over $11 billion in budget cuts in the last 4 years, the Washington State Legislature has delivered on its commitment to early learning with the expansion of home visiting services to at-risk families, increased funding for the Early Childhood Education Assistance Program and, last session, a commitment to implementation of kindergarten readiness assessment (WaKIDS) that brings parents and early learning educators together with kindergarten teachers to provide every child with a solid foundation as they start kindergarten.

Washington has a track record of leadership and accomplishment in early learning. The Governor, the legislature and our policy and community leaders are committed to improving the quality of education opportunities for young children and their parents across the state. A Race to the Top – Early Learning Challenge grant would help Washington realize its clear vision for improving the lives and the futures of our youngest learners.

Regards,

Ruth Kagi

LEGISLATIVE OFFICE: MOD BUILDING F, RM. 102, PO BOX 40600, OLYMPIA, WA 98504-0600 • 360-786-7910
E-MAIL: Ruth.Kagi@leg.wa.gov
TOLL-FREE LEGISLATIVE HOTLINE: 1-800-562-6000 • TDD: 1-800-635-9993

PRINTED ON RECYCLED PAPER

State Interagency Coordinating Council
P.O. Box 40970
Olympia, Washington 98504-5201
(360)725-3500

October 10, 2011

To Whom It May Concern:

The State Interagency Coordinating Council (SICC) for Infant and Toddlers with Disabilities and their Families strongly supports the Department of Early Learning's Race to the Top-Early Learning Challenge grant application. The purpose of the SICC is to advise and assist in the implementation of the statewide system of supports and services for very young children with disabilities and their families. The SICC is supportive of all efforts that are intended to ensure all of Washington's children are ready to learn as they enter kindergarten. The SICC also recognizes the important role of families as they help their children develop and learn. .

Many of Washington's early learning priorities are well aligned with the Race to the Top-Early Learning Challenge requirements. As an advisory group to a segment of Washington's early learning community, the SICC supports all efforts that promote high-quality early learning and development programs that are intended to improve the health, social, emotional and cognitive outcomes of young children including very young children with disabilities. The Race to the Top-Early Learning Challenge program is intended to do just that.

Many of Washington's early learning and development programs and services are collaboratively provided with other agencies using multiple sources of funding. Washington's Part C early intervention program is such a program. The SICC understands the importance of supporting and increasing coordination and collaboration across systems and services so that children and families will receive needed services. The Race to the Top-Early Learning Challenge grant will strengthen and enhance the services and resources available through Washington's growing early learning system.

If you would like more information about the SICC and its support of the Department of Early Learning's Race to the Top-Early Learning Challenge grant application, please contact me at 509-574-3267 or Diane.Patterson@yvmh.org.

Sincerely,

Diane Patterson

Diane Patterson, Acting SICC Chair

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Washington State Early Learning Plan

Executive Summary

September 2010

"We must prepare Washington children to succeed in a global economy and we are making it clear that education in Washington begins long before kindergarten. We now know that children are born learning, and early learning helps Washington's youngest learners be successful in school and in life."

- Governor Chris Gregoire

This document was developed in part through funding from the Washington State Department of Health Project LAUNCH grant from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

Introduction

The Washington Early Learning Plan is a collaborative and comprehensive strategic 10-year roadmap for building the early childhood system in Washington State necessary to improve outcomes in school and in life for children. The Department of Early Learning, the Office of Superintendent of Public Instruction, and Thrive by Five Washington co-sponsored this effort, but the plan was developed in close collaboration with the Department of Health, the Department of Social and Health Services, and state and local stakeholders.

The plan is built upon the important work of previous planning efforts, namely, Kids Matter, Washington Learns, and the achievement gap reports. The aim of this plan is to provide guidance and direction for priority setting, staffing and budget decisions, advocacy agendas, and partnership opportunities during the next decade. By offering a common vision, defined common outcomes, articulated strategies to achieve those outcomes, and a way to assess progress, partners in early childhood efforts can collectively ensure that all children in Washington State succeed in school and in life.

The vision

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.*

Appendix 9

This 10-year plan is the roadmap to build an early learning system in Washington that ensures all children in our state start life with a solid foundation for success in school and in life. This plan is organized not by child age, funding sources or child development domains. Rather, the plan lays out a framework for a comprehensive system of care, education, programs and services for children and families and is organized based on who needs to be involved to make that happen: Families and caregivers, children, communities, schools, educators and systems. The result is the following "early learning equation:"

Ready and Successful Children

\+ **Ready and Successful Parents, Families and Caregivers**

\+ **Ready and Successful Early Learning Professionals**

\+ **Ready and Successful Schools**

\+ **Ready and Successful Systems and Communities**

= a Ready and Successful State

Background and Context

In the past 30 years, there have been several important developments that have influenced the need for a comprehensive early learning plan:

Changes in family life: The percentage of mothers of children under age 18 who are in the labor force grew from 47 percent in 1975 to 71 percent today. Two-wage-earner families and single, working mothers have become the norm. This trend has spurred the need for child care and school-age programs for young children.

Growing diversity: Washington's population is becoming more diverse. People of color represented one in five Washington residents in 2000, but are projected to be one in three by 2030. The population of children will be even more diverse. Of the expected 30 percent growth in the number of children birth to 17 between 2000 and 2030, more than three-quarters of that growth will be among children of color.

New science in brain development: Research tells us that development of the brain is the most intense from birth through age 3, and that a child's brain builds

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itself in response to children's experiences. Brain circuits that the child uses in daily life are strengthened. Those not used fade away. A crucial factor in building the child's brain is the nurturing the child receives, and responsive relationships with parents and caregivers.

Research on risk factors: Researchers have identified the key factors that put young children's well-being and learning at risk. These include: poverty or low income; disparities because of race, ethnicity or language; the parents' education level; having under- or unemployed parents; and exposure to domestic violence, stressful life events, and violence in communities. Having more than one risk factor compounds the risk. Children with these risk factors start showing poor outcomes as early as 9 months of age.

Awareness of the preparation gap: Children with several risk factors are less likely to be ready for kindergarten than their peers. Children who are not ready for kindergarten often have trouble succeeding in school. This gap in preparation leads to a gap in school achievement. Many children and families in communities of color have difficulty accessing high-quality early care and preschool services.

Research on the benefits of high-quality early learning experiences. Studies show that every dollar invested in high-quality early learning programs (such as having well-educated, well-trained and well-compensated teachers, and a high teacher-child ratio) returned between $3 and $17 in benefits. These benefits include:

A. Lower costs for special education; child welfare; public health; social welfare from teen pregnancy; and juvenile and adult crime

B. Reduced need to repeat grades in school, lowering school costs

C. Increased tax revenue from successful students' increased earnings as adults

The Need for an Early Learning System

What it is:

An early learning system brings together the independent systems for:

- Prenatal care;
- Child care and preschool;
- Kindergarten through third grade;
- Health and nutrition;
- Social-emotional development and mental health;
- Parent and community partnerships;
- Parenting education and resources;
- Higher education in child development and early childhood education; and
- Professional development for early learning professionals.

It provides a way for people to work together in a coordinated way toward a common goal for children. The system is the various policies, programs and services for young children, and for the adults who care for and teach them. When these elements each work well and align with the other elements, children will have the best opportunity to reach their full potential.

What we know:

Early learning happens in many places—home, child care, preschool, kindergarten through third grade, libraries, faith organizations, parks, play groups and many other community settings.

Early learning is shaped by many people—parents, guardians, grandparents, other relatives, child care providers, teachers, health care providers and a variety of caring adults—and programs—including government agencies, nonprofits, private businesses, faith-based organizations and community groups.

This variety offers choices for families according to their own needs and values. However, this broad array of programs and services demands significant coordination and management to ensure that:

- Families are able to find and access the services and information they want and need; and
- Resources are not wasted because of duplication of effort.

There have been a number of efforts to build bridges between existing programs, but Washington's current early learning system is still duplicative, fragmented, confusing, and inaccessible to many of the children and families that most critically need these services.

The Plan ***is our roadmap to build a comprehensive, coordinated, effective, measurable, and accessible early learning system in Washington State.***

Principles of the Plan

The Plan is grounded in national and state level research-based information and embraces best practices in early childhood systems building, service and program development, and coordination and integration. In addition, those involved in developing the plan agreed on a number of guiding principles for the plan. They include:

- **Whole child.** The plan attempts to take into account all areas of a child's growth, development and learning.
- **Age range.** The plan addresses children's needs and well-being from prenatal through third grade. It includes recommendations for the parents, families, caregivers, early learning and school-age providers, and teachers who care for or work with children in this age range.
- **All, some and few.** This plan offers strategies that will be available to all children who are in the relevant age group or to all families. The plan also includes strategies that are more targeted. These are strategies for some children, parents, families, caregivers and/or early learning professionals who may need extra support. Finally, there are also strategies for the few for whom special programs are needed.
- **Equity and preparation gap.** The strategies aim to address the lack of equity of opportunity that many children and families face because of race and ethnicity, family income, and the preparation gap that stems from a variety of risk factors.

- **Cultural relevance and respect.** The programs, services and supports for children and families must be relevant to and respectful of their culture and language.

- **Local connections and partnerships.** This plan can work only if everyone involved in early childhood work plays a part. While some of the strategies are programs and services that the state offers, many will need the leadership and support of local community efforts, nonprofits, public-private partnerships, and other organizations and businesses.

Washington's Early Learning Plan

The outcomes and strategies that follow were developed by four work groups for this project. Each work group focused on one subject area in the Kids Matter framework: Child Health and Development; Early Care and Education; Family and Community Partnerships; and Social, Emotional and Mental Health. The efforts of each work group built upon the Kids Matter framework, including the outcomes and strategies, to identify what is needed in its subject area in order to develop the early learning system in our state.

In addition, a set of indicators , otherwise known as "vital signs," are currently in development. These were created to measure the status and progress made across the five areas of readiness. Collectively, the indicators will help describe conditions for children, families, early learning professionals, schools and the early learning system in Washington.

Ready and Successful Children

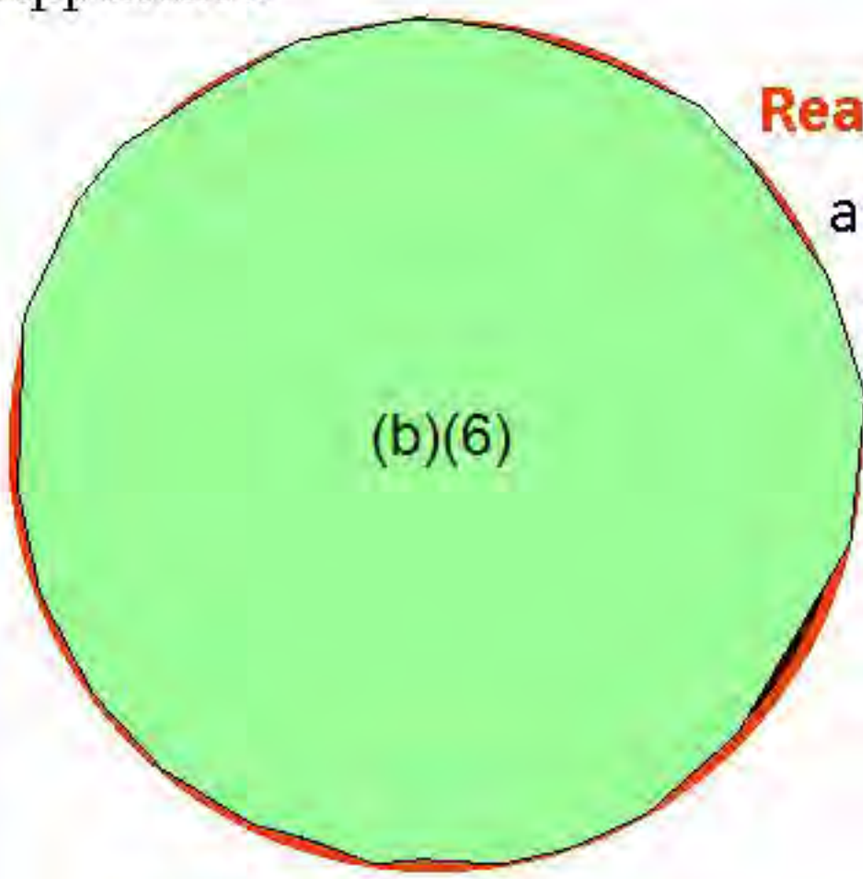
Ready and Successful Parents, Families and Caregivers

Ready and Successful Early Learning Professionals

Ready and Successful Schools

Ready and Successful Systems and Communities

Ready and Successful Children



Ready and successful children are healthy and socially, emotionally, and cognitively prepared for success in school and life.

Outcomes:

A. All children have optimal physical health, mental health, oral health and nutrition.

B. Pregnant and postpartum women receive health, nutrition and support services to optimize the pregnancy and the health of their newborns.

C. All children have developmentally appropriate social-emotional, language, literacy, numeracy, and cognitive skills, and demonstrate positive mental health and well being.

D. Families have access to high-quality early learning programs and services that are culturally competent and affordable for those who choose them.

E. All children enter kindergarten healthy and emotionally, socially, and cognitively ready to succeed in school and in life.

Strategies:

	Strategy	...what it means
#1	Optimize Existing Nutrition in Pregnancy and Early Childhood Services and Programs	Increase breastfeeding, access to healthy food and food security, through information and support so that children have optimal nutrition.
#2	Ensure Insurance and Medical Home	Increase understanding of the importance of preventive care, access to insurance and comprehensive care through a medical home so that children receive the care (both preventative and for acute and chronic illnesses) they need.
#3	Improve Early Childhood Oral Health	Increase education, access to dental services and care coordination among medical and dental providers so that children receive dental care as a part of their comprehensive health services.
#4	Build Continuum of Infants and Toddlers Services and Programs	Build comprehensive services to promote healthy development, birth–3 years, support for families, and an infant-toddler credential.
#5	Make Home Visiting Available to At-Risk Families	Make evidence-based/promising prenatal and child home visitation services more widely available to at-risk families and caregivers.
#6	Ensure Developmental Screening	Make available universal developmental and social-emotional/mental health screening and referral for children, birth – third grade.

Ready and Successful Children

Ready and Successful Children

Strategies:

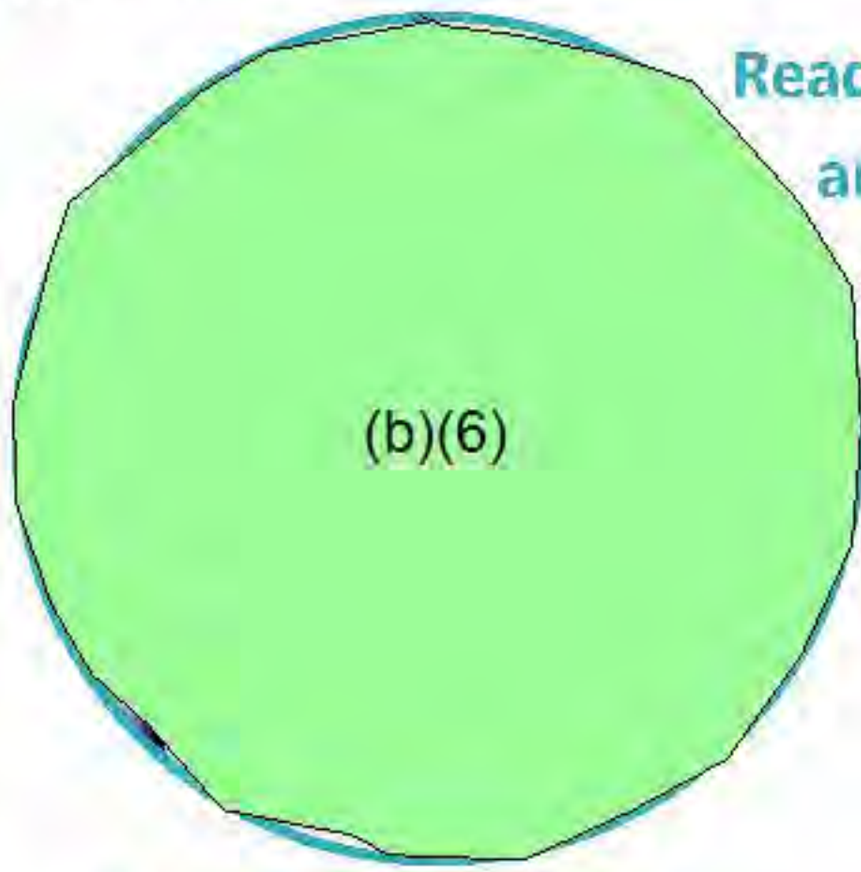
	Strategy	...what it means
#7	Add At Risk Children to Early Intervention Services (Part C)	Amend policy to serve children, birth–3 years, identified as *at risk* of developmental delay; include in Medicaid payments.
#8	Access to Mental Health Services – Develop Access to Care Standards	Develop developmentally appropriate access to care standards for mental health and Apple Health providers.
#9	Access to Mental Health Services – Increase Availability of Assessment, Diagnosis and Treatment	Increase availability of developmentally appropriate mental health assessment and treatment, birth–6 years.
#10	Increase Use of Early Literacy Services and Programs	Increase use of research-based early literacy programs/practices by parents, families, caregivers and early learning professionals
#11	Expand Early Numeracy Programs	Promote early numeracy programs/ practices, birth – third grade, by parents, families, caregivers and early learning professionals.
#12	Expand and Enhance ECEAP	Expand ECEAP education, health coordination and family support services to cover all low-income and at-risk 3- and 4-year-olds.
#13	Implement Voluntary, Universal Pre-kindergarten	Offer voluntary preschool for all 3- and 4-year-olds, to roll out as all-day kindergarten is implemented.

Ready and Successful Children

...indicators for measuring progress

- Percent of students meeting or exceeding third grade reading and math standard, disaggregated by race, ethnicity and income
- Percent of eligible children ages 3-5 enrolled in state-funded full-day pre-K, including ECEAP and Head Start
- Percent of entering kindergartners demonstrating readiness (social-emotional, cognitive, physical, etc.), disaggregated by race and ethnicity
- Percent of young children without health insurance (or percent receiving a well-child check-up in the past year)
- Percent of young children receiving state early intervention services who reach or maintain functioning comparable to their same-aged peers
- Percent of children with untreated dental decay
- Percent of social-emotional growth experienced by ECEAP children in one school year
- Percent of ECEAP children exhibiting social-emotional readiness at the end of the school year
- Percent of children in Working Connections Child Care who receive 12 months of care without interruption

Ready and Successful Parents, Families and Caregivers



Ready and successful parents, families and caregivers have the information and resources needed to be their children's first and most important teachers.

Outcomes:

F. Parents are recognized as their children's first and most important teachers, and have the support they need to help their children "learn to learn" in their first years of life.

G. A comprehensive, culturally and language-appropriate information and referral system about all aspects of child health, development and early learning is accessible to all parents (including expectant parents), families and caregivers.

H. Parents, families and caregivers have the knowledge and skills needed, along with culturally appropriate services and supports, to act and respond in ways that promote optimal child health, development and early learning.

I. Parent, family and caregiver voices help shape policies and systems.

Strategies:

Ready and Successful Parents, Families and Caregivers

	Strategy	...what it means
#14	Create Statewide System of Access to Information and Resources	Expand information resources for parents, families and caregivers on a wide range of topics, and links to community services.
#15	Provide More Parenting Learning Opportunities	Provide parenting learning opportunities and peer supports in diverse and family-friendly venues.
#16	Ensure Social-Emotional Learning – Parents, Caregivers, Early Learning Professionals	Provide opportunities to deepen understanding of social and emotional development skills.
#17	Support Family, Friend and Neighbor (FFN) Care	Conduct statewide outreach and support to FFN.
#18	Support Strong Families Policies and Programs	Support policies and programs that strengthen families and foster development of supportive relationships.
#19	Increase Mental Health Screening and Services for New Parents	Increase new parent screening for postpartum mood disorders and improve access to mental health services.
#20	Identify and Support Parent Leadership	Identify and nurture parent and caregiver leaders to advocate for families.
#21	Create Formal Pathways for Parent Participation	Expand pathways for parents, families and caregivers to participate in early learning program/system design and in shaping policies.

...indicators for measuring progress

- Percent of mothers who receive prenatal care in their first trimester
- Percent of new mothers who breastfeed their children
- Additional indicators representing Ready and Successful Parents, Families and Caregivers are currently in development

Ready and Successful Early Learning Professionals

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Ready and successful professionals are prepared and have the knowledge and responsiveness to children's different learning styles, capabilities and developmental goals so that they ensure a high-quality learning experience for children.

Outcomes:

J. All early learning professionals can demonstrate the competencies to provide children birth through third grade with developmentally and culturally appropriate early learning experiences in healthy and safe environments.

K. All families have access to high-quality, culturally competent, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated.

L. A fully-developed Quality Rating and Improvement System (QRIS) is established and maintained so that early learning and school-age providers have the support and resources necessary to improve the quality of their programs and environments, and so that families have the information they need to make the best early learning choices for their children.

Strategies:

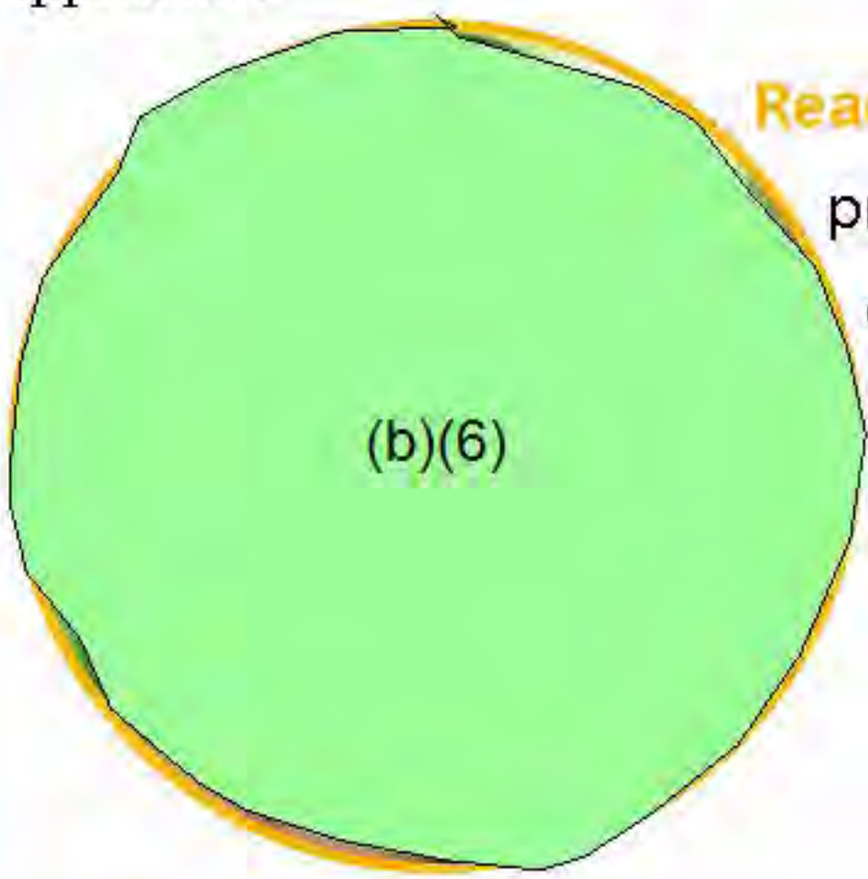
Ready and Successful Early Learning Professionals

	Strategy	...what it means
#22	Enhance Child Care Licensing Policies	Improve licensing through evidence-based rulemaking, training opportunities, technology and coordination with Seeds to Success (QRIS).
#23	Implement Comprehensive Professional Development and Compensation System	Build a comprehensive, integrated, statewide system of professional development with fair compensation to attain development.
#24	Implement Quality Rating and Improvement System	Implement Seeds to Success (QRIS) statewide to offer support and resources to providers for improving quality, and consumer education for families.
#25	Provide Health, Mental Health and Social-Emotional Consultation in Early Learning Settings	Provide coordinated local-state consultation to early learning professionals.

...indicators for measuring progress

- Percent of licensed early learning settings reporting use of Early Learning and Development Benchmarks
- Number and/or percent of licensed child care slots available in levels one, two, three, and four "Seed" centers and homes
- Number and/or percent of child care slots in centers receiving three seeds on family and community partnerships
- Number and percent of early learning providers enrolled in Washington Scholarship program who receive a degree or credential
- Reimbursement rate for subsidized children

Ready and Successful Schools



Ready and successful schools are prepared to support the learning and development of every child in their community.

Outcomes:

M. All children and families make smooth transitions among home, early learning settings and school.

N. All schools are ready to welcome all children who attend, including preparing for their individual gifts and needs, level of knowledge, skills, social-emotional and physical development, and their cultural background and language.

O. All students transition from third grade-level activities prepared with the foundations to achieve the more advanced challenges of upper elementary and intermediate grade-level activities.

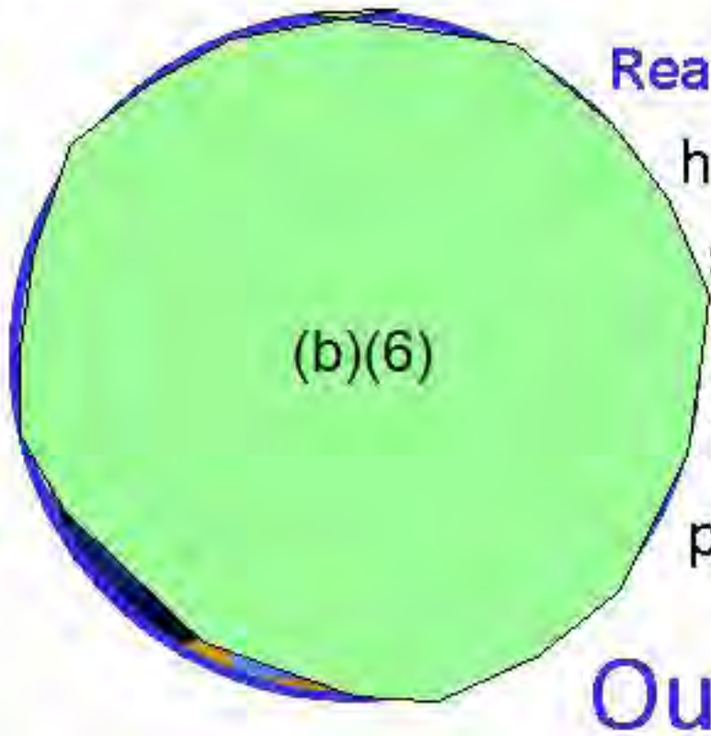
Strategies:

	Strategy	...what it means
#26	Ensure Continuum of Social-Emotional Learning – Children	Make available a continuum of skills development and support to every child in preK-12 public school classes.
#27	Align Prekindergarten and K-3 Instructional & Programmatic Practices	Ensure that children's PreK–3rd grade experiences are aligned and coordinated.
#28	Implement Kindergarten Readiness Assessment (WaKIDS)	Create an assessment of learning and development domains, with information from parents, caregivers and early learning professionals.
#29	Implement Phased-In Full-Day Kindergarten	Continue phasing in full-day kindergarten as part of basic education.
#30	Expand Compassionate Schools – Reducing Effects of Complex Trauma	Train families, caregivers and early learning professionals in ways to reduce the effects of adverse childhood experiences.

...indicators for measuring progress

- Percent and number of students enrolled in state-funded full-day kindergarten
- Percent of schools with K-3 student-teacher ratio of 17 to 1 (or fewer)
- Additional indicators representing Ready and Successful Schools are currently in development

Ready and Successful Systems and Communities



Ready and successful systems and communities have the resources and information needed to support expansion and excellence of programs and services for children, families and schools, including: governance, financing, accountability, planning and communication.

Outcomes:

P. The early learning system in Washington uses evidence-based and/or demonstrated best practices (as available) to support families in fostering children's healthy development and learning, and to build high-quality, culturally competent early learning programs for children birth through third grade.

Q. The early learning system in Washington works to close the preparation gap.

R. The early learning system supports children with developmental disabilities and other special needs, and their families, to optimize each child's health, development and educational outcomes.

S. Governance and accountability systems ensure progress toward achieving the vision for a high-quality, accessible, early learning system for all children in Washington.

T. Communities support families and promote children's learning and healthy development.

U. The public understands the critical economic and social value of high-quality, culturally competent early learning for every child from birth through third grade, and actively supports related policies and investments.

Strategies:

Ready and Successful Systems and Communities

	Strategy	...what it means
#31	Revise and Promote Use of Early Learning and Development Benchmarks	Refine the *Benchmarks* based on constituent input, then promote use in early learning settings, and align with preK–third grade.
#32	Expand Registry for Early Learning Professionals	Create a comprehensive registry system for individuals' professional development, and for planning, evaluation and quality assurance.
#33	Improve Child Care Subsidies	Improve subsidy programs to support high-quality care, increase parental choice, and improve access to care.
#34	Build Statewide Infrastructure for Partnerships and Mobilization	Build statewide infrastructure to strengthen partnerships, build capacity and broaden reach and focus local mobilization efforts.
#35	Strengthen Public Awareness and Commitment	Expand public awareness campaigns to deepen the understanding, action and support of local leaders and public to make children a priority.
#36	Expand P-20 Longitudinal Data System	Develop a seamless P-20 data system that includes early learning services and programs outside the K-12 system.

...indicators for measuring progress

- Percent of licensed child care that accepts subsidized children
- How easy or hard it is for parents to find child care in their community
- Cost of child care as a percent of median income

Conclusion

Ideally, a diverse array of stakeholders will "see themselves" in Washington's Early Learning Plan. It can be a tool to bring people, organizations and communities together in more strategic, integrated and collaborative ways in identifying common outcomes. We hope the Plan will be a useful tool for a variety of stakeholders in supporting and guiding the early learning system in Washington.

For example, **a legislator** can identify a strategy that needs legislative action to move forward. **State level decision-makers** can identify agency or organizational actions that are needed to align funding streams, integrate program resources, and create policies to produce and support effective collaboration and system integration. A **foundation** can choose one or more outcomes and strategies, and use it to guide funding priorities.

Researchers can contribute to the knowledge base linking strategies to outcomes, by, for example, identifying models of services for families of all cultures that contribute to increasing the social and emotional skills of young children.

Local decision-makers can use the Plan to guide local systems integration and service planning efforts, such as the regional Northwest Early Learning Network's use of the Plan's outcomes and framework as a basis for regional planning.

Community programs and services can use the Plan to see how they fit into a statewide effort to support children's development, and to align their program outcomes with those identified for parents and children in the Plan.

Policy advocates can use the Plan as a starting place for selecting priorities, a source of common language for communicating with decision-makers, and a tool to communicate with legislators. Finally, and perhaps most importantly, **families** can use the Plan to glimpse the systems behind the services they use and add their voices to the ongoing development and formation of early childhood systems in Washington State.

Building a world-class early learning system is not just the right thing do for Washington's children, it is the smart thing to do for the future of our state. It will take the efforts of everyone in the early learning community – local, regional and statewide – to implement the Plan and build an early learning system that ensures all children are successful in school and in life.

Acknowledgements

We would like to thank the many organizations and individuals that have contributed to the creation of Washington's Early Learning Plan.

Early Learning Advisory Committee (ELAC)

Early Learning Plan Steering Committee

Child Health and Development Work Group

Community Engagement Work Group

Early Care and Education Work Group

Social, Emotional and Mental Health Work Group

Parent and Community Partnerships Work Group

Achievement Gap Working Group

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"The future of any society depends on its ability to foster the education, health and well-being of the next generation. Today's children will become tomorrow's citizens, workers, and parents. When we invest wisely in children and families, the next generation will pay that back through a lifetime of productivity and responsible citizenship. When we fail to provide children with what they need to build a strong foundation for healthy and productive lives, we put our future prosperity and security at risk."

—*The Science of Early Childhood Development: Closing the Gap Between What We Know and What We Do, 2007*
Center on the Developing Child at Harvard University

Appendix 9

Washington State Early Learning Plan

September 2010

Washington State Department of
Early Learning

Early Learning Advisory Council Members

Nina Auerbach - Chief Executive Officer & President, Thrive by Five Washington
Seattle, WA
Thrive By Five Washington Appointment

Bianca Bailey - Parent
Ellensburg, WA
Governor Appointment

John Bancroft - Columbia City Consulting
Seattle, WA
Governor Appointment

Don Bennett - Executive Director, Higher Education Coordinating Board
Olympia, WA
Governor Appointment

Jody Becker-Green – Senior Director, Department of Social & Health Services
Olympia, WA
Governor Appointment

Charles Earl - Executive Director, State Board for Community & Technical Colleges
Olympia, WA
Board Appointment

Leslie Goldstein - Executive Policy Advisor, Governor's Executive Policy Office
Olympia, WA
Governor Appointment

Representative Roger Goodman - Washington State House of Representatives
Olympia, WA
Legislative Appointment

Representative Larry Haler - Washington State House of Representatives
Olympia, WA
Legislative Appointment

Senator Nick Harper - Washington State Senate
Olympia, WA
Legislative Appointment

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Governor Appointment

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Governor Appointment

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Tafra Jones - Parent & Parent Advisory Group Member, Department of Early Learning
Algona, WA
Governor Appointment

Cynthia Juarez - Early Learning Director, ESD 105
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Governor Appointment

Lois Martin, MA – Director, Community Day Center for Children, Inc.
Seattle, WA
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Sandy Nelson – Assistant Superintendent, Early Learning, ESD 113
Tumwater, WA
Governor Appointment

Mary Perkins - Early Childhood Consultant
Olympia, WA
Governor Appointment

Paula Smith - Head of School, University Child Development School
Seattle, WA
WFIS Appointment

Sue Winn - Family Child Care Provider
La Conner, WA
Governor Appointment

Marie Zackuse - Tulalip Tribes of Washington
Tulalip, WA
Tribal Appointment

VACANT - OSPI
Olympia, WA
OSPI Appointment

VACANT - Washington State Senate
Olympia, WA
Legislative Appointment

2011-2014 Agency Strategic Plan

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Kids' Potential, Our Purpose

For additional copies of this report, please visit www.del.wa.gov.

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October 2010
Message from the Director

I am pleased to present our updated agency strategic plan, which will guide our work for 2011–2014. Since the Department of Early Learning (DEL) submitted its first strategic plan in 2009, much has happened within our agency, around the state and nationwide. Washington is poised to build a statewide early learning system second to none. The reasons for this are many, including:

- The continued support of Governor Chris Gregoire and the Washington State Legislature in prioritizing our state's youngest learners.
- The creation of a state Early Learning Plan, a "roadmap" for all entities that work with families in ensuring every child grows up healthy, capable, and ready for school and life.
- A growing public awareness of research supporting the incredible importance of a child's first years.
- A strong, action-oriented early learning partnership between DEL, the Office of Superintendent of Public Instruction and Thrive by Five Washington.

DEL is one of many entities that will be responsible for implementing the statewide Early Learning Plan. Our strategic plan lays out how we will help build a statewide, child-focused early learning system that supports school readiness. Our four priority strategic goals will focus our work and ensure we build the early learning system children need.

1. **Provide high-quality, safe, and healthy early care and education opportunities for all children.**
2. **Partner with and inform parents, families and communities about early learning.**
3. **Support early learning professionals with professional development and technical assistance.**
4. **Promote excellence and hold the system accountable for results.**

Particularly in these economic times, our agency will focus on actions that are bold, strategic and cost-effective, and that, above all, improve outcomes for children.

Bette Hyde

Bette Hyde, Director

The Washington State Department of Early Learning

Vision

Our State offers world-class, developmentally and culturally appropriate early learning opportunities for all of Washington's youngest learners, so each child enters kindergarten with a solid foundation for success in school and life.

Mission Statement

The Department of Early Learning develops, implements and coordinates system oversight to early learning policy and programs that create safe, healthy, nurturing learning experiences for all Washington children.

Strategic Goals

GOAL ONE

Provide high-quality, safe, and healthy early care and education opportunities for all children

GOAL TWO

Partner with and inform parents, families and communities about early learning

GOAL THREE

Support early learning professionals with professional development and technical assistance

GOAL FOUR

Promote excellence and hold the system accountable for results

The Washington State Early Learning Plan

After more than a year of working with hundreds of Washington residents, the Washington State Early Learning Plan was finalized on September 1, 2010. We are proud of this effort.

This 10-year plan is the roadmap to build an early learning system in Washington that ensures all children in our state begin with a solid foundation for success in school and in life. The plan will guide early learning policy and funding decisions during the next decade, with the goal of building a statewide system that supports school readiness for children in Washington.

This plan is organized not by a child's age, funding sources or child development domains. Rather, the plan creates a framework for a comprehensive system of care, education, programs and services for children and families and is organized based on who and what needs to occur to make that happen: Families and caregivers, children, communities, schools, educators, and systems.

The result is the following "early learning equation:"

Ready and Successful Children

\+ **Ready and Successful Parents, Families and Caregivers**

\+ **Ready and Successful Early Learning Professionals**

\+ **Ready and Successful Schools**

\+ **Ready and Successful Systems and Communities**

= A Ready and Successful State

The Need for an Early Learning System

What is it?

An early learning system brings together the independent services and programs for:

- Prenatal care;
- Child care and preschool;
- Kindergarten through third grade;
- Health and nutrition;
- Social-emotional development and mental health;
- Parent and community partnerships;
- Parenting education and resources;
- Higher education in child development and early childhood education; and
- Professional development for early learning professionals.

An early learning system coordinates people and resources toward a common goal of supporting and assisting children. The system includes various policies, programs and services for young children and the adults who care for and teach them. When these elements are aligned effectively, children have the best opportunity to reach their full potential.

Who is DEL?

Emergent brain research and economic studies have shown that investing in early childhood education promotes the best outcomes for children, families and the economy. As the first Cabinet-level agency solely focused on early learning, DEL brought visibility, focus, and results to the issue of our youngest children, placing Washington at the forefront of the nation and positioning our state to become a model for how to support school readiness. Our programs contribute to Washington's continuing socio-economic success by partnering with parents, supporting early learning professionals and providing each child a solid foundation from birth to age 5 and beyond. We take great pride in helping create the next generation of Washington leaders.

DEL was created in 2006 (House Bill 2964) as part of the recommendations of Washington Learns, an effort led by Governor Chris Gregoire to build a world-class, learner-focused, seamless education system in Washington. Since that time, our department has been hard at work building an early learning system. Supporting children and families starts with providing parents with information and resources. Our department also supports quality, healthy and safe child care environments by providing professional development opportunities and licensing and monitoring more than 7,500 child care facilities. Finally, DEL supports early literacy programs, and oversees high-quality preschool for at-risk children, and early intervention services for children birth to 3 who have disabilities and/or developmental delays.

At DEL, we envision an early learning system in which parents have the necessary resources, early learning professionals are skilled and supported to prepare children, early learning environments are healthy, safe, and high-quality, and children arrive at kindergarten ready to thrive in school and life.

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Department Structure

Operational Support

Direct-service operations are supported by a number of specialized units, including information technology, human resources, facilities, financial management, policy/legislation and communications. Support operations are critical to DEL's success, as they collect and analyze important data, maximize efficiency, and communicate information to parents, providers and state leaders.

Among our key initiatives:

DEL is implementing a professional registry system, the **Managed Education Registry and Information Tool (MERIT)** online training database for early learning professionals. MERIT is a voluntary, statewide program that documents and recognizes the professional achievements of people who work in the childhood care and education profession. This work will ensure that providers, licensors and state leaders have access to consistent, verified professional development data.

DEL is transitioning to **electronic licensing forms (ELF)** with tablet PCs to allow for electronic collection of licensing data in order to increase mobility, consistency, data quality, and responsiveness to parents and child care providers.

Service Areas – Southwest, Northwest, and Eastern Washington

Our state's three **Service Areas** implement child care licensing rules and policy for Washington's more than 7,600 licensed child care settings in family homes, child care centers and school-age programs. These businesses serve about 180,000 children. Our licensing professionals around the state support child care business owners and their staff in meeting the state's rules for safety and health, and take action if settings are believed to be unsafe for children.

Department Structure (continued)

Partnerships & Collaboration Division

Partnerships and Collaboration ensures that DEL offers programs and services that support healthy child development in all settings. The Partnership and Collaboration Division includes our Early Childhood Education and Assistance Program (ECEAP), the Head Start State Collaboration Office (HSSCO), our Parent Advisory Group, the Early Support for Infant and Toddlers program (ESIT), and the Home Visitation Program.

Among our key initiatives:

We coordinate early intervention services for children birth to 3 who have disabilities and/or developmental delays through the **Early Support for Infants and Toddlers (ESIT)** program. These services may include specialized instruction, speech therapy, occupational therapy, or physical therapy that can help young children. The program also supports parents as the most critical influence on their child's early learning and development.

We provide funding and oversight to the **Early Childhood Education and Assistance Program (ECEAP),** which currently serves more than 8,000 low-income three- and four-year-olds each school year. ECEAP offers preschool education, family support, parent involvement, and health and nutrition services that involve the whole family and helps prepare children for success in school and life.

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Department Structure (continued)

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Outcomes & Accountability Division

Outcomes and Accountability ensures that our programs and investments positively impact school readiness for children, families, providers, schools and communities—and that we have the outcome data to prove it. The Outcomes and Accountability Division includes the Washington Kindergarten Inventory of Developing Skills (WaKIDS), Seeds to Success, professional development programs such as Washington Scholarships, performance-based accountability initiatives including GMAP, and implementation of the Early Learning Plan.

Among our key initiatives:

DEL and the Office of Superintendent of Public Instruction (OSPI), in consultation with Thrive by Five Washington, have implemented the **Washington Kindergarten Inventory of Developing Skills (WaKIDS)** pilot. WaKIDS is a kindergarten readiness transition process being piloted in school year 2010-2011. The pilot design is unique—it incorporates families *and* early learning providers in addition to a child readiness inventory to better support smooth transitions into kindergarten.

DEL and Thrive are implementing **Seeds to Success**, Washington's voluntary quality rating and improvement system. It is designed to support licensed child care providers in improving the quality of child care and to offer information regarding quality to families. Seeds to Success is currently serving 100 licensed child care centers and family homes in five communities (White Center, Spokane County, Clark County, East Yakima, and Kitsap County).

Department Structure (continued)

Licensing Oversight Division

The Licensing Oversight Division promotes quality, healthy and safe child care opportunities by ensuring that all aspects of child care licensing policy are aligned. This includes licensing policy and procedure, negotiated rule making, subsidy policy, collective bargaining agreements between the state and licensed family home child care providers, and administration of the federal Child Care Development Fund grant.

Among our key initiatives:

The Licensing Oversight division sets the rules for **child care subsidies for families who are homeless or employed as seasonal agricultural workers,** and for **Working Connections Child Care (WCCC),** a subsidy program that provides funding to child care businesses and license-exempt caregivers who care for children while parents work. WCCC provides parents with child care services while they are in school, working or seeking work. We partner with the Department of Social and Health Services (DSHS), the state agency that determines who is eligible to receive WCCC and distributes payments to child care providers.

DEL Director Bette Hyde spent the first year of her tenure at DEL traveling around the state meeting with DEL licensing staff and licensed providers to learn what is working and what should be improved. The Licensing Oversight Division has taken this information and launched a **Licensing Reboot Initiative.** This work will build upon successful licensing regulatory practices to increase transparency and consistency, and support child care licensor and provider collaboration focused on quality care for children.

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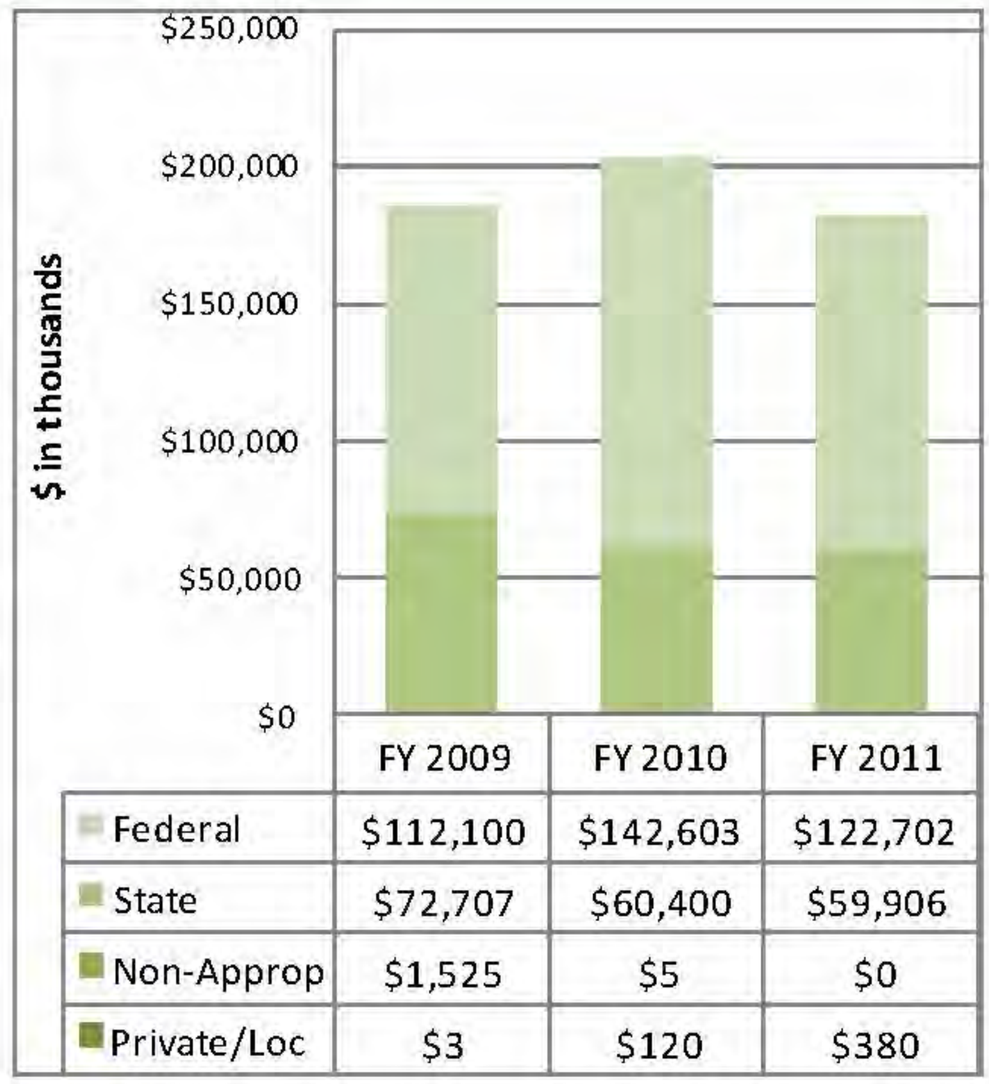
Challenges

Moving forward despite funding challenges

DEL is poised to move forward and help implement the Early Learning Plan despite difficult economic conditions. More than 70 percent of the department's funding comes from the federal government. For the past four years, our list of new initiatives has increased, yet our funding sources have diminished.

DEL must continue to find innovative ways to achieve our goals with limited resources.



	FY 2009	FY 2010	FY 2011
Federal	$112,100	$142,603	$122,702
State	$72,707	$60,400	$59,906
Non-Approp	$1,525	$5	$0
Private/Loc	$3	$120	$380

PRE-DEL Early Learning Programs	POST-DEL CREATION Early Learning Programs & Activities
• ECEAP (Department of Community Trade and Economic Development (now Commerce)) • Child care licensing (DSHS) • Subsidy policy (DSHS) • Reading Readiness Initiative (OSPI funding cut in FY 2009)	• ECEAP • Child care licensing • Subsidy policy • Kindergarten readiness assessment (WaKIDS) • Parent support and information • Seeds to Success (QRIS) • Early Learning Advisory Council and Early Learning Plan • Thrive by Five WA partnership • Child Care Check • Family home labor agreement • Longitudinal data system

Performance Management

As part of the establishment of DEL in 2006, HB 2964 requires the agency to promote "a more cohesive and integrated voluntary early learning system" for Washington. How will DEL know whether it's achieving this result? And perhaps more importantly, how will the Legislature and the public know?

DEL is transitioning to an outcomes-based accountability system that uses data-driven decision-making to promote excellence. It will provide performance information to decision -makers who need to understand how DEL is meeting its mandate. This work will link the Early Learning Plan roadmap with our department's outcomes, strategic goals and perform-ance measurements.

Next, we will be using performance management as the lever to accelerate our organization along its strategic path, examining all programs and initiatives from the perspective of maximizing programmatic effects and increasing our ability to achieve the outcomes and strategic goals identified in this document.

Measureable Outcomes

DEL identified nine agency-level outcomes ***(see right)*** as an initial foundation for our outcomes-based performance management system. Collectively, the outcomes tell a story about DEL's role in developing and sustaining a system of early care and education in Washington.

Ultimately, DEL's priority outcome is a child outcome: *Washington's children should be more successful in school and life*. Each of DEL's outcomes contributes to the achievement of that vision.

Agency-Level Outcomes

Washington has a sufficient supply of licensed early care and education opportunities.

Washington children spend time in quality environments that are safe and healthy.

Families understand the steps to make informed choices about early care and education.

Providers are supported with resources and information.

Providers maintain and improve the quality of their early care and education services.

Children are able to learn and grow.

Children are ready for kindergarten.

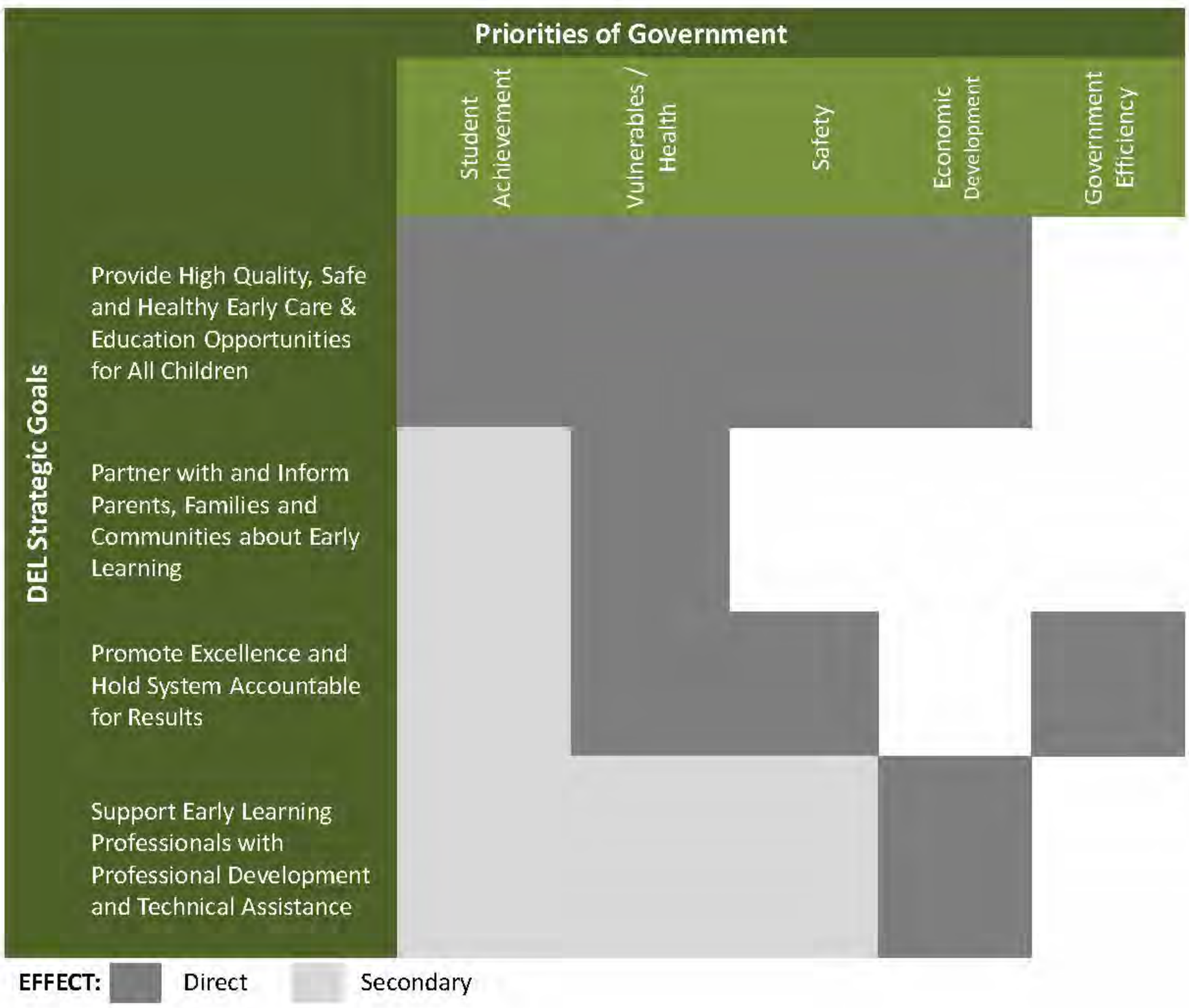
Students maintain developmental gains.

Students meet learning standards across domains by third grade.

Performance Management (continued)

Priorities of Government

DEL's outcome-based accountability system will allow us to stay focused on how the department's activities affect the Governor's Priorities of Government and contribute to making Washington the best-managed state in the country. DEL actively participates in the Governor's Government Management Accountability and Performance (GMAP) forums on education and vulnerable children and adults and contributes to five of the Governor's six priorities of government.



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Strategic Goal #1
Provide high-quality, safe, and healthy early care and education opportunities for all children

Objectives and Strategies

Objective 1: Enhance licensing requirements and expand quality learning

Key Strategies:

- Explore voluntary preschool certification.
- Develop recommendations and implement changes to improve licensing. Recommendations will specify resources necessary for improvements such as continuing licenses, technology, weighted regulations, and evidence-based rule making.
- Work with stakeholders to develop a strategy to align licensing requirements with Seeds to Success, Washington's quality rating and improvement system.

Objective 2: Build continuum of supports and services for infants, toddlers and their families

Key Strategies:

- Develop and implement a joint state policy that better integrates programs consistent with the Individuals with Disabilities Act (IDEA) Part C with other early learning programs so services and funding are better coordinated and more streamlined for children and families.

Objective 3: Make home visiting available to at-risk families

Key Strategies:

- Build a coordinated, culturally responsive home visiting system with evaluation, accountability, quality support and technical assistance.
- Leverage federal, state and private home visiting dollars in strategic direction that benefits children and families.

Objective 4: Increase use of early literacy services and programs
Key Strategies:

- Sustain and expand evidence-based early literacy programs like Reach Out and Read and Dialogic Reading.
- Expand funding to school districts and early learning partners to align early literacy standards, curricula and evaluation for young children.

Objective 5: Expand and enhance ECEAP
Key Strategies:

- Establish preschool entitlement program in 2011 and fund all eligible children by 2018 (HB2731).
- Create a technical work group with options for having a program as part of basic education or as an entitlement. Work group must recommend program standards, eligibility, funding, and implementation schedule to the Quality Education Council by November 2011 (SB6759).

Objective 6: Align prekindergarten and K-3 instructional and programmatic practices
Key Strategies:

- Provide support and resources to school districts in continuing to develop preK-third grade models in communities.
- Embed preK-third grade research and practices into both early learning and K-3 programs and initiatives.
- Align early learning guidelines with K-3 learning standards.

Measurements

Percent of children demonstrating kindergarten readiness on WaKIDS disaggregated by race, ethnicity and income .

Number of teachers who meet ECEAP professional development requirements.

Percent of students meeting or exceeding third grade reading and math standard, disaggregated by race, ethnicity and income.

Percent of eligible children ages 3-5 enrolled in pre-K, including ECEAP and Head Start.

Timely monitoring visits of licensed facilities.

Timely licensing complaint inspections.

Response time to licensing complaint/abuse inspections .

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Strategic Goal #2
Partner with and inform parents, families and communities about early learning

Objectives and Strategies

Objective 1: Implement Seeds to Success, our state's quality rating and improvement system

Key Strategies:

- Articulate and begin implementation of the five-year vision for advancing statewide.
- Publish ratings and increase parent outreach statewide to build public awareness and understanding of Seeds to Success.
- Directly link the QRIS model design and strategies to positive outcomes for children and families.
- Validate the full set of quality standards for QRIS in field test sites through rating.
- Align current professional development and technical assistance with Seeds to Success coaching and evaluation.

Objective 2: Provide more parenting learning opportunities

Key Strategies:

- Support Thrive by Five Washington in implementation of statewide parent outreach and engagement campaign.
- Work with Washington State Child Care Resource & Referral Network (CCR&R Network), OSPI, Thrive by Five Washington, Office of the Education Ombudsman, and others to expand parent outreach.

Objective 3: Support family, friends and neighbor care (FFN)

Key Strategies:

- Support continued development of the FFN system through the CCR&R Network.
- Support inclusion of FFN providers in the state professional development registry.

Objective 4: Strengthen public awareness and commitment

Key Strategies:

- Develop clear and consistent statewide messages around the importance of early learning and school readiness.
- Continue media and community-based strategies to build public awareness
- Collaborate and partner with stakeholders to advance early learning priorities.

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Measurements

Number and/or percent of licensed child care slots available in levels 1-5 of Seeds to Success centers and homes.

Number and/or percent of child care slots in centers receiving three seeds on family and community partnerships.

Whether parents can find child care in their community that: is affordable, is clean and safe, respects each family's culture, and helps children be ready for school.

Percent of families who report reading stories to their children every day.

Cost of child care as a percent of median income.

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Strategic Goal #3
Support early learning professionals with professional development and technical assistance

Objectives and Strategies

Objective 1: Implement comprehensive professional development and compensation system

Key Strategies:

- Develop and disseminate *Core Competencies for Early Care and Education Professionals* for early learning professionals.
- Develop recommendations and implementation plan for a comprehensive professional development system, building on recommendations from the Professional Development Consortium.
- Develop and implement statewide training on new core competencies and incentivize professionals to attend training.

Objective 2: Expand registry for early learning professionals

Key Strategies:

- Build a high-quality and accessible state early learning professional development registry to promote a well-trained and educated, supported, and better compensated early childhood and school-age work force that includes:
    - A registry database platform for early learning (Managed Education Registry Information Tool, or MERIT).
    - A system of coordinated, consistent, and verifiable processes, procedures, and protocols for the registry database.
- Partner with the CCR&R Network, OSPI, educational service districts and other stake-holders to expand collaboration opportunities to support MERIT.

Objective 3: Provide health, mental health and social-emotional consultation in early learning settings

Key Strategies:

- Develop DEL regional system of interdisciplinary consultation services for improving the quality of care for infants and toddlers, led by 10 regional hubs.

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Measurements

Number of early learning providers enrolled in DEL's Washington Scholarship program.

Percentage of early learning providers enrolled in Washington Scholarship program who receive degree or credential.

Provider education level (less than HS, HS/GED, CDA, AA in ECE, AA other, BA in ECE, BA other, MA in ECE, MA in other).

Average subsidy rate.

Percent of providers and licensors using MERIT.

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Strategic Goal #4
Promote excellence and hold the system accountable for results

Objectives and Strategies

Objective 1: Ensure DEL employees have training, technology and tools necessary to effectively manage programs

Key Strategies:

- Implement Electronic Licensing Form project for all licensing staff.
- Train all DEL staff about Adverse Childhood Experiences.
- Create online licensing training modules for new licensors.
- Implement training for DEL licensing staff in new family home rules once finalized.

Objective 2: Improve Subsidy Policies

Key Strategies:

- Streamline the child care eligibility process for families enrolled in ECEAP, Head Start and Early Head Start by implementing a 12-month reauthorization period that increases continuity of care (HB3141).
- In concert with DSHS, review and improve subsidy policies and procedures.

Objective 3: Promote the use of and embed Washington's early learning guidelines (the *Washington State Early Learning and Development Benchmarks*) in early learning system

Key Strategies:

- Develop and implement a collaborative multi-cultural process to review, update, and align the *Benchmarks* and K-3 learning standards.
- Develop curriculum/training on the *Benchmarks* and incentivize early learning professionals to attend training.
- Ensure *Core Competencies* and *Benchmarks* are embedded in work related to professional development.

Objective 4: Implement kindergarten assessment

Key Strategies:

- Pilot Washington Kindergarten Inventory of Developing Skills (WaKIDS) in 2010-2011 school year to 3,000 students statewide.
- Adopt WaKIDS as first critical step in WA Education Reform Plan and secure funding to expand WaKIDS Pilot in 2011-2012, beginning with highest poverty schools with state-funded full-day kindergarten.

Objective 5: Build statewide infrastructure for partnerships and mobilization

Key Strategies:

- Develop 10 regional hubs to lead improving the quality of care for infants and toddlers.
- Expand accountability system, including: program evaluation, child and teacher/provider assessment (where possible), data collection and reporting framework.
- Develop a sustainable long-term governance system by building capacity and integrating parent voice.

Objective 6: Expand P-20 longitudinal data system

Key Strategies:

- Implement three-year plan outlined in the federal Education Data System grant application (approved May 2010).
- Establish DEL Data Governance Plan to identify and prioritize data indicators and analyses, in partnership with OSPI and the Education Data Research Center.

Objective 7: Strive for organizational excellence

Key Strategies:

- Review internal system processes for efficiency.
- Begin self-reflection and application process for the Baldrige Award.
- Achieve designation as Washington Wellness Worksite.

Measurements

% of schools and children that have access to WaKIDS kindergarten readiness assessment.

Percentage of children on WCCC subsidy program who receive 12 months of care without interruption.

Percentage of licensed providers who use the *Benchmarks*.

Appendix A: DEL Statutory Authority

The Washington State Department of Early Learning (DEL) was established on July 1, 2006, under House Bill 2964. Our establishing legislation states: "a more cohesive and integrated voluntary early learning system would result in greater efficiencies for the state, increased partnership between the state and the private sector, improved access to high-quality early learning services, and better employment and early learning outcomes for families and all children."

DEL's authority for setting guidelines, using funds and evaluating programs includes:

Primary Duties (RCW 43.215.020)
DEL's primary duties are to implement state early learning policy and to coordinate, consolidate, and integrate child care and early learning programs to administer programs and funding as efficiently as possible. DEL's duties include, but are not limited to:
(a) Supporting both public and private sectors toward a comprehensive and collaborative system of early learning that serves parents, children, and providers and to encourage best practices in child care and early learning programs;
(b) Making early learning resources available to parents and caregivers;
(c) Carrying out activities, including providing clear and easily accessible information about quality and improving the quality of early learning opportunities for young children, in cooperation with the nongovernmental private-public partnership;
(d) Administering child care and early learning programs;
(e) Standardizing internal financial audits, oversight visits, performance benchmarks, and licensing criteria, so that programs can function in an integrated fashion;
(f) Supporting the implementation of the nongovernmental private-public partnership and cooperate with that partnership in pursuing its goals including providing data and support necessary for the successful work of the partnership;
(g) Working cooperatively and in coordination with the Early Learning Advisory Council;
(h) Collaborating with the K-12 school system at the state and local levels to ensure appropriate connections and smooth transitions between early learning and K-12 programs; and
(i) Upon the development of an early learning information system, making available to parents timely inspection and licensing action information through the Internet and other means.

Child Care Development Fund (Code of Federal Regulations Chapter 45, Parts 98 and 99)
Washington's major investment directed toward early learning is the federal Child Care Development Fund (CCDF). DEL uses this federal funding for child care licensing, and related quality activities and child care subsidies in the state of Washington.

Child Care Licensing (RCW 43.215.200 – 43.215.370)
DEL is responsible for licensing child care settings: family homes, centers and school-age programs. Licensing regulations are focused on minimum safety and health requirements that serve as the foundation from which quality learning opportunities can be built. Certain types of child care arrangements, such as child care by specified relatives, are exempt from licensing (RCW 43.215.010).

Background Checks (RCW 43.215.215 and 43.43.832)
DEL has authority to conduct background checks on licensed child care providers working in or having unsupervised access to children in a licensed or regulated child care facility, as well as unlicensed providers who care for children whose parents receive financial support from DEL child care subsidy programs. DEL also is required to disclose, via website or in an easily accessible physical location, the receipt, general nature, and resolution or current status of all complaints on record with the department after July 24, 2005, against a child care center or family child care provider that result in an enforcement action. (RCW 43.215.525)

Child Care Subsidies (RCW 43.215.135)
DEL sets the policy that guides use of the child care subsidy funds in the Working Connections Child Care program. The Washington State Department of Social and Health Services (DSHS), determines and authorizes eligibility and makes payments to eligible child caregivers. DEL also administers the seasonal and homeless child care subsidy programs.

State-Funded Preschool (RCW 43.215.400 – 43.215.450)
The state-funded preschool program, the Early Childhood Education and Assistance Program (ECEAP), is a comprehensive, child-focused program that includes education, health, social, nutritional, cultural and family support services to eligible children and their families. DEL has authority to award funds to approved contractors, adopt rules for use of those funds, and evaluate and report on the effectiveness of the programs. An advisory group to DEL is required by law.

Voluntary Early Learning Program (RCW 43.215.141 – 43.215.143)
Beginning September 1, 2011, DEL will oversee an early learning program to provide voluntary preschool opportunities for 3- and 4-year-olds that will be implemented according to the funding and implementation plan in RCW 43.215.142. The program must be a comprehensive program providing early childhood education, developmental screening and family support. 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.

Head Start (RCW 43.06.110 and Public Law 110-134)
Head Start is a federal program serving children ages birth to 5 that promotes school readiness by providing educational, health, nutrition, social and other services to enrolled children and families. The federal government awards grants directly to grantees within the state.

DEL's Head Start State Collaboration Office, authorized through the Improving Head Start for School Readiness Act of 2007, requires DEL to collaborate with the Head Start grantees to develop partnerships that benefit low-income families and children in healthy family development.

Early Support for Infants and Toddlers (ESIT) program (RCW 43.215.020, 70.198.020)
DEL is the state lead agency for the federal Individuals with Disabilities Education Act (IDEA) Part C, which offers early intervention services for children birth to 3 with disabilities and/or developmental delays.

Home Visitation Programs (RCW 43.215.145 – 43.215.147)
DEL is working with the Department of Social and Health Services, Department of Health, and Council for Children and Families to create a plan to coordinate or consolidate home visitation services in our state. The purpose of the program is to help ensure that children and families have access to voluntary home visitation services as an early intervention strategy to alleviate the effect on child development of factors such as poverty, single parenthood, parental unemployment or underemployment, parental disability, or parental lack of a high school diploma. Research shows these are risk factors for child abuse and neglect and poor educational outcomes.

DEL also uses funds from the Home Visiting Services Account to contract with Thrive by Five Washington to administer some home visiting services.

Longitudinal Study (RCW 43.215.080)
Two years after the implementation of the department's early learning program, and every two years thereafter by July 1, DEL must submit a report to the Governor and the Legislature measuring the effectiveness of its programs in improving early childhood education.

The first report shall include program objectives and identified valid performance measures for evaluating progress toward achieving the objectives, as well as a plan for commissioning a longitudinal study comparing the kindergarten readiness of children participating in DEL's programs with the readiness of other children, using nationally accepted testing and assessment methods. Such comparison shall include, but not be limited to, achievement as children of both groups progress through the K-12 system and identify year-to-year changes in achievement, if any, in later years of elementary, middle school and high school education.

Appendix 11

Appendix 11

Washington State Department of
Early Learning

www.del.wa.gov

The Washington State Early Learning Partnership Joint Resolution
Between
The Washington State Department of Early Learning
And
The Washington State Office of Superintendent of Public Instruction
And
Thrive By Five Washington, the Early Learning Fund

Whereas, The Washington State Department of Early Learning, the Washington State Office of Superintendent of Public Instruction, and Thrive by Five Washington (the Early Learning Fund) are committed to collaborate on behalf of all young children and families in Washington State in developing a strong, comprehensive early learning system for all children birth to age eight; and

Whereas, we believe that this will only be achieved through a commitment to share responsibility and accountability towards this vision; and

Whereas, we commit to jointly support the development of a high-quality, aligned early learning system that respects and reflects the rich diversity of children and families throughout our state; and

Whereas, at the heart of our shared efforts is our understanding that "school readiness" encompasses four concepts:

Ready Children + Ready Schools + Ready Parents and Families
+ Ready Communities

Ready children are healthy and socially, emotionally, and cognitively prepared for success in school and life;

Ready schools are prepared to meet the individual needs of the diverse children who enter kindergarten;

Ready parents and families have the information and resources needed to be their children's first and most important teachers; and

Ready early learning professionals and communities have the information and resources needed to support parents, children and schools; and

Whereas, The Department of Early Learning, the Office of Superintendent of Public Instruction, and Thrive by Five Washington are committed to working together to create an environment of cooperation and an early learning system in Washington State that is capable of supporting readiness of children and schools and of engaging parents and families, and communities; and

Whereas, we agree that by working collaboratively and in partnership, all children in Washington may reach their full potential and will have the best opportunity to succeed in school and life;

Now, Therefore, Be It Resolved, that the leaders of the Washington State Early Learning Partnership acknowledge and honor the prior work and involvement of families and children, local community groups, organizations, schools, and individuals throughout the state that have passionately and diligently moved early learning programs forward; and

Be It Further Resolved, that development of an aligned statewide early learning system requires us to continue to engage stakeholders and leaders to work together toward a common vision; and

Be It Further Resolved, that in order to assure accountability and better communicate a common vision, the leaders of the Washington State Early Learning Partnership will develop an accountability framework identifying the organizational lead for each priority area and key actions of partners, and furthermore the Partnership leaders agree to meet quarterly to assess the progress in each of the priority areas; and

Be It Further Resolved, that the Washington State Early Learning Partnership defines "lead responsibility" to mean convening interested parties, including but not limited to parents, early learning and K-12 professionals, and the primary responsibility for document production; and

Be It Finally Resolved, that key roles of partners will include participation of staff from each agency to support development and assure alignment of each priority area with programs and resources to ensure the advancement of a seamless, learner-focused, world-class early learning system in Washington State.

Signed now this day, August 11, 2009

Bette Hyde

Dr. Bette Hyde
Director, Department of Early Learning

Randy Dorn

Randy Dorn
State Superintendent of Public Instruction

Nina Auerbach

Nina Auerbach
President and CEO, Thrive by Five Washington

Washington State Department of Early Learning

ThrivebyFive WASHINGTON

Early Learning Partnership Joint Resolution Accountability Framework

August 2009

Priority/Goal	Lead/Co-Lead	Key Actions
Improve the **safety and well-being** of children in child care and education programs	DEL	DEL • Increase frequency of monitoring visits • Increase the number of licensed sites in compliance • Pilot non-expiring child care licensing format • Provide additional services and supports for children with complex behavior/health issues OSPI • Write a technical assistance brief for districts explaining child care licensing and promote licensing of pre-K programs within schools TB5 • Share best practices and information through web site, newsletters and other publications
Make **parenting information and support** readily available and ensure materials reflect the cultural and linguistic diversity of families throughout Washington.	DEL/TB5	DEL • Expand and focus Web outreach • Conduct Parent perception survey • Provide coordinated, accessible, accurate and responsive information on early learning and child care for parents OSPI • Identify and promote key messages to all parents • Disseminate parent resources developed via web, at conferences, and at other distribution opportunities • Translate key materials in languages other than English

Washington State Department of Early Learning

ThrivebyFive WASHINGTON

Early Learning Partnership Joint Resolution Accountability Framework

August 2009

		TB5 • Disseminate information and improve public awareness through a variety of methods including Web, TV partnership with BELO and other media outlets, and partnerships with parenting and child development experts
Develop and implement a **voluntary quality rating and improvement system** (QRIS), that is culturally sensitive, linguistically responsive and gives parents better information about child care quality, and provides incentives to expand the availability of high-quality early learning opportunities	DEL/TB5	DEL/TB5 • Continue the refinement of the QRIS process • Use the Seeds to Success statewide model as the foundation for development • Pilot Seeds to Success model in several communities that reflect the cultural, ethnic and linguistic diversity of our state and report findings • Create opportunities for additional communities to voluntarily participate in the pilot • Ensure parents, providers and other stakeholders that represent cultural, ethnic and linguistically diverse communities are engaged in finalizing the state QRIS model • Report findings and recommendations for phase-in to the Legislature
Develop and implement a **kindergarten readiness assessment process** that is culturally sensitive and linguistically responsive	DEL/OSPI/TB5	DEL/OSPI/TB5 • Identify sources for required matching funds • Establish stakeholder engagement process that includes parents, early learning providers, and staff in school districts and reflect s the cultural, ethnic and linguistic diversity of children and families statewide • Use research and best practices for establishing a foundation for the design of the assessment process • Ensure the recommended process is reviewed for bias and cultural relevance and aligns with Washington's Early Learning and Development Benchmarks and K-3

Washington State Department of Early Learning

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Early Learning Partnership Joint Resolution Accountability Framework

August 2009

		learning standards • Identify pilot sites • Implement a pilot program • Report findings of the pilot programs to the Legislature
Phase-in **enhanced early learning options** (e.g., infant/toddler services pre-K,, full-day kindergarten (FDK), for all students	DEL/OSPI/TB5	DEL/OSPI/TB5 • Promote expansion of early learning opportunities (e.g., infant/toddler services, pre-K) as integral components of a comprehensive early learning system • Promote and assist districts and early care and education providers to build relationships that enhance alignment and improve transitions for children as they move from pre-K into school • Conduct research on the impacts of various early learning options to determine child outcomes • Promote replication of promising practices such as Summer Kindergarten Transition program in Thrive's East Yakima demonstration community
Continue to **build public-private partnerships** and support the strategic use of resources focused on engaging the public and improving the quality of early learning	DEL/OSPI/TB5	DEL/OSPI/TB5 • Strengthen and support TB5 as the statewide early learning public-private partnership • Expand the number of local early learning public-private partnerships • Ensure continued participation with early learning partners • Inform and promote use of State and Federal funds for early learning (e.g., Title I funds) with school districts and early learning programs • Build statewide capacity to assist districts and early learning program to work on alignment through support of the Educational Service Districts/Washington State

Washington State Department of Early Learning

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Early Learning Partnership Joint Resolution Accountability Framework

August 2009

		Child Care Resource and Referral Partnership for Early Learning
Explore **funding opportunities** to promote creativity to advance the early learning priorities/goals	DEL/OSPI/TB5	DEL/OSPI/TB5 • Identify and pursue private/state/federal funding opportunities to fund the early learning system • Explore feasibility and identify resources necessary to launch an Innovation Grant program that could fund community based partnerships and initiatives • Develop a plan for communicating findings with early learning providers and schools to promote expansion and replication of promising models
Promote **early literacy** programs and strategies so that every child reads at grade level by third grade	DEL/OSPI/TB5	DEL/OSPI/TB5 • Identify and expand effective research based early literacy programs for parents and early learning programs PK–3 • Develop an effective communications strategy and tools to inform parents on how they can encourage the early language and literacy development of their children • TB5 to fund exemplary early literacy programs in some early learning coalitions
Review, revise and support statewide implementation of the Washington State Early Learning and Development **Benchmarks**	DEL	DEL • Review and update the early learning benchmarks that were published in 2005 • Identify and create an advisory board for the review and updating that reflects all interested constituencies • Ensure cultural sensitivity, linguistic diversity, children special needs, and infants/toddlers are adequately represented in the updated document • Adopt and promote the use of the updated statewide Benchmarks OSPI • Provide opportunities for all K-12 educators working with young children to

Washington State Department of Early Learning

ThrivebyFive WASHINGTON

Early Learning Partnership Joint Resolution Accountability Framework

August 2009

		participate in training on the benchmarks by using existing systems partners • Promote use of the Benchmarks TB5 • Explore resources to write a companion to the Benchmarks which relates the importance of cultural sensitivity and provides guidance to enhance the culturally appropriate use of the Benchmarks • Promote use of the Benchmarks
Develop a comprehensive **statewide Early Learning Plan** and response to the **Governor's letter**	DEL/OSPI/TB5	DEL/OSPI/TB5 • Coordinate and align response to the Governor's letter with the ongoing statewide early learning plan being developed for the Early Learning Advisory Council (ELAC) • Draft a vision and identify outcomes for a comprehensive and effective statewide early learning system • Produce a draft of a plan for ELAC which ensures equitable access to high quality effective early learning opportunities for ALL children birth through age eight • Align and coordinate recommendations of the Professional Development Consortium within the design of the statewide early learning plan • Conduct a comprehensive process for vetting the plan and gathering feedback from stakeholders representing the cultural and linguistic diversity, and that is inclusive of children with special needs and behavioral issues • Incorporate all the actions of this Accountability Framework into the statewide early learning plan

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Early Learning Joint Resolution Partnership
2011 Priority Strategies
Early Learning Plan

Washington State Department of Early Learning

ThrivebyFive WASHINGTON

Following more than a year of working with hundreds of Washington residents, the Washington State Early Learning Plan was finalized on Sept. 1, 2010. We are proud of this effort, and excited that the plan is a solid roadmap for ensuring children in Washington are prepared to succeed in school and life.

Over the past few months, the Department of Early Learning, Office of Superintendent of Public Instruction, and Thrive by Five Washington—the members of the Early Learning Joint Resolution Partnership—have decided how we will help implement the Early Learning Plan. We have agreed to focus on 11 key strategies within the plan during calendar year 2011.

That is not to say that work on other strategies is not happening, both within our three agencies and with other groups around the state. The 11 strategies we outline in this *2011 Implementation Priorities* document are ones that our three agencies agreed to focus on in 2011. These 11 strategies are essential to building an early learning system, and, for the most part, already have funding secured. In short, they are what we think we can tackle even in these tough economic times.

Our 11 partnership priority strategies for 2011 are:

- Home visiting (Early Learning Plan Strategy #5)
- Early literacy (Early Learning Plan Strategy #10)
- ECEAP (Early Learning Plan Strategy #12)
- Deepen parent, caregiver and early learning professional knowledge (Early Learning Plan Strategies #14, 15, 16)
- Quality Rating and Improvement System (Early Learning Plan Strategy #24)
- Align Prekindergarten and K-3 Instructional & Programmatic Practices (Early Learning Plan Strategy #27)
- Kindergarten readiness assessment (Early Learning Plan Strategy # 28)
- Phased-in full-day kindergarten (Early Learning Plan Strategy #29)
- Early Learning and Development Benchmarks (Early Learning Plan Strategy #31)
- Statewide infrastructure (Early Learning Plan Strategy #34)
- P-20 Longitudinal Data System (Early Learning Plan Strategy #36)

Read more in the following pages about why these strategies were chosen for priority in 2011, and how they will be funded. To keep this document brief, it does not include information about outcomes and measurements. You can find that at www.del.wa.gov/plan.

It will take the entire early learning community working together to build a system that ensures children have every opportunity to be successful in school and life. Many of you at the local, regional and state level will play crucial roles in implementing specific strategies within the Plan. Moving forward, we are committed to our strong partnerships with communities to make progress on the strategies within the plan.

Thank you for your efforts and energy in making the youngest learners a top priority for our state!

Bette Hyde
DEL Director

Nina Auerbach
President & CEO, Thrive by Five Washington

Randy Dorn
Superintendent of Public Instruction

2011 Partnership priority strategies

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For more information about these strategies and the Early Learning Plan, visit www.del.wa.gov/plan

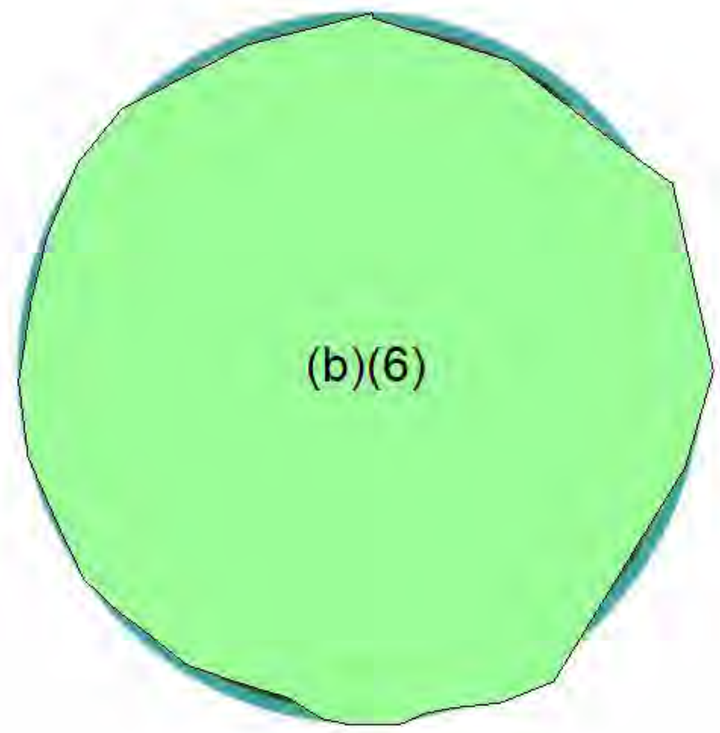
2011 Partnership priority strategies

Ready and Successful Children	• Make Home Visiting Available to At-Risk Families • Expand and Enhance ECEAP • Increase Use of Early Literacy Services and Programs
Ready and Successful Parents, Families and Caregivers	• Provide More Parenting Learning Opportunities
Ready and Successful Early Learning Professionals	• Implement Quality Rating and Improvement System (QRIS)
Ready and Successful Schools	• Implement Kindergarten Readiness Assessment (WaKIDS) • Implement Phased-In Full-Day Kindergarten • Align Prekindergarten and K-3 Instructional & Programmatic Practices
Ready and Successful Systems and Communities	• Build Statewide Infrastructure for Partnerships and Mobilization • Expand P-20 Longitudinal Data System • Revise and Promote Use of *Early Learning and Development Benchmarks*

Make Home Visiting Available to At-Risk Families

(Early Learning Plan Strategy #5)

Partnership lead: Thrive by Five Washington (Home Visiting Services Account) and Department of Early Learning (Home Visiting Plan Development)



Strategy: Make evidence-based and promising prenatal and child (birth to 5 years) home visitation services more widely available to at-risk families and caregivers.

Why it matters: Evidence-based home visiting is a voluntary early childhood strategy that can enhance parenting, and promote the optimal growth and development of young children by buffering the effects of risk factors and stress in the family.

Our actions for 2011:

Home Visiting Services Account

- Award and implement competitive grants through the Home Visiting Services Account (HVSA) created in 2010 in local communities.
- Coordinate and evaluate HVSA grants and provide technical assistance to grantees.

Home Visiting Plan Development

- Convene cross-agency governance structure and partnership group to plan and develop Washington State Home Visiting Plan. Establish outreach plan to ensure inclusive process.
- Submit Home Visiting Plan to the United States Department of Health and Human Services (HHS). Approval would allow Washington to access a five-year federal grant to create a comprehensive evidence-based home visiting system.

Funding:

Home Visiting Services Account

$168,565 in state funding, matched by private funds through Thrive by Five Washington.

Home Visiting Plan Development

$500,000 in federal funds through HHS already has come to Washington for the home visiting needs assessment and for the Home Visiting Plan development required under the Patient Protection and Affordable Care Act. Washington will receive the remaining $800,000 when our plan is accepted by HHS.

Increase Use of Early Literacy Services and Programs

(Early Learning Plan Strategy #10)

Partnership lead: Thrive and OSPI

Strategy: Increase use of research-based early literacy programs and practices by parents, families, caregivers and early learning professionals.

Why it matters: Research shows early language development and literacy skills support future success in school. Children who are not reading at grade level by third grade are at greater risk of dropping out and school failure.

Our actions for 2011:

- Develop a birth through 12th grade literacy plan through State Literacy Team
- Continue Culture of Literacy grants through Thrive by Five Washington in local communities
- Secure funding and continue preschool-3rd grade partnership grants
- Create and maintain collaboration among statewide literacy partners
- Expand Reach Out and Read program to more communities around the state
- Include literacy track at Starting Strong Conference
- Identify other early literacy programs for possible expansion

Possible funding:

- Reach Out and Read funding in state budget
- State Advisory Council grant
- U.S. Department of Education Striving Readers Comprehensive Literacy Initiative Funding
- Private funding

Expand and Enhance ECEAP

(Early Learning Plan Strategy #12)

Partnership lead: DEL

Strategy: Reduce the preparation gap by expanding high-quality, culturally competent comprehensive ECEAP education, health coordination and family support services to cover all low-income and at-risk 3– and 4-year-olds not served by Head Start.

Why it matters: Many children arrive at school without the social, academic and physical skills important for school success, with higher percentages of low-income and at-risk children starting behind their peers. Emerging research indicates that full-day developmentally appropriate preschool programs can result in greater gains for children who are significantly behind at preschool age.

Our actions for 2011:

- Continue preschool work group created in Senate Bill 6759 to develop a plan that examines opportunities and barriers to at least two options for a comprehensive voluntary program of early learning: as part of the state definition of basic education, or as an entitlement program executed by statute or constitutional amendment.
- Submit plan to Quality Education Council and Early Learning Advisory Council on Nov. 1.

Funding: State funding

Deepen Parenting, Caregiver and Early Learning Professional Knowledge and Learning Opportunities

(Early Learning Plan Strategies #14, 15, 16)

Partnership lead: Thrive

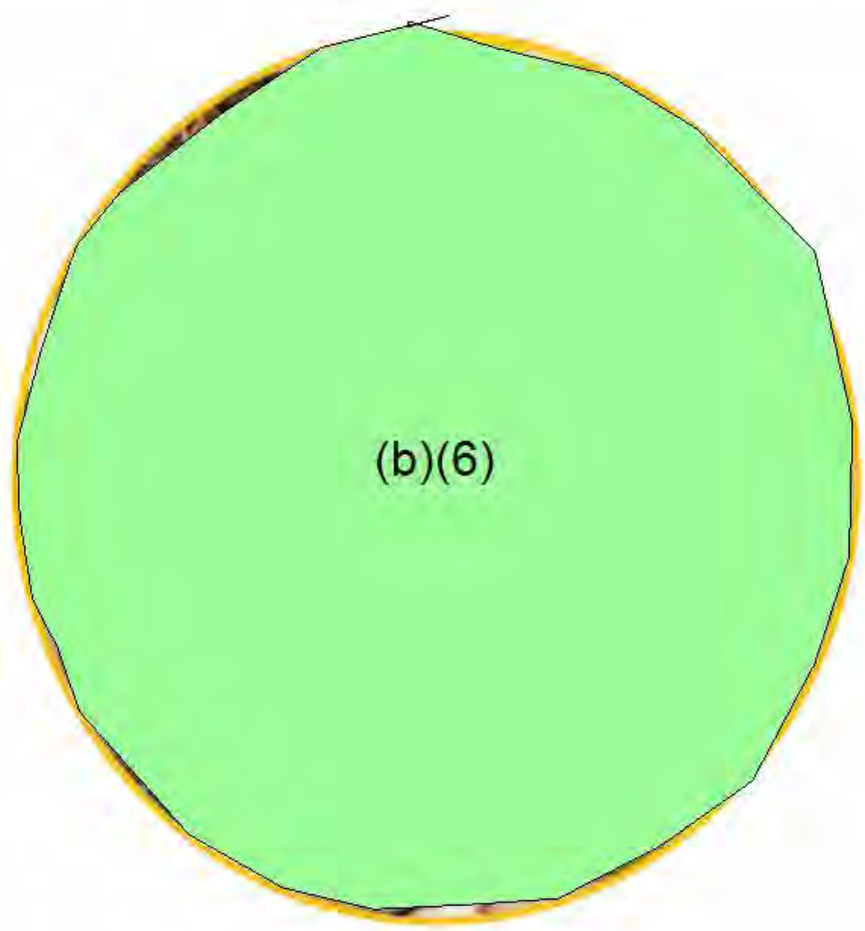
Strategy: Provide culturally relevant messages, learning opportunities and peer supports that provide child development and parenting guidance in diverse and parent-friendly venues, especially as it relates to social emotional development and a strong caregiver/child bond.

Why it matters: Parents are their children's first and most important teachers. Many parents feel they don't have the information, skills and support to feel confident in this role so they can give their children the best start in life. Parents and caregivers need access to information and learning opportunities—including in their own language—to pursue learning about child development and optimal parenting.

Our actions for 2011:

- Develop and launch statewide "Love. Talk. Play" parent awareness and outreach campaign targeted at parents of children birth to 3, with an emphasis on harder to reach parents.
- Continue work with parent educators around the state under the national Communities of Practice model.

Funding: Private funding, and leveraging partnerships to launch "Love. Talk. Play."



Implement Quality Rating and Improvement System (Seeds to Success)

(Early Learning Plan Strategy #24)

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Partnership lead: Thrive and DEL

Strategy: Continue implementing Seeds to Success, Washington's voluntary quality rating and improvement system (QRIS) for licensed child care, so that early learning and school-age providers have the support and resources necessary to improve the quality of their programs and environments and parents have the information they need to choose child care.

Why it matters: High-quality early learning experiences for children support later success in school. But not all families have access to high-quality child care. A fully implemented QRIS will help support improved quality in licensed care, and give families better information. DEL supports a statewide approach to implementation to expedite alignment of current resources with Seeds to Success and use the talent and energy of providers who want to be involved from the start.

Our actions for 2011:

- Thrive by Five Washington will lead the completion and analysis of the Seeds to Success field test in June. This field test will include a robust evaluation of 93 facilities, including ratings on the Seeds standards, and results from the Environmental Rating Scale and Classroom Assessment Scoring System.
- Based on the outcome of the field test, DEL will work with key partners to develop a statewide implementation plan within existing resources. DEL expects to launch this statewide effort in the fourth quarter of calendar year 2011.
- Integrate and align Seeds with licensing, professional development expenditures and DEL data system framework.
- Develop and implement strategy to collect child outcomes in participating Seeds facilities.
- Thrive will create and implement 2011-2013 Seeds communication and parent engagement plan.

Funding:

- Current field test: private funding and American Recovery and Reinvestment Act dollars.
- DEL will use a portion of the federal Child Care and Development Fund quality set-aside funds to expand Seeds to a limited number of facilities statewide in 2011-2013 biennium.

Align Prekindergarten and K-3 Instructional & Programmatic Practices

(Early Learning Plan Strategy #27)

Partnership lead: OSPI

Strategy: Align children's prekindergarten through third-grade experiences with research-based developmentally and culturally competent instructional and programmatic practices.

Why it matters: Aligning instructional and programmatic practices across the prekindergarten through third grade continuum helps ensure gains achieved in prek are sustained through the early elementary years.

Our actions for 2011:

- Increase knowledge and understanding of prek-3 alignment among district superintendants, principals, teachers and among early learning professionals.
- Establish group with representation from Thrive, DEL, OSPI, educational service districts (ESD) and child care resource & referral agencies to ensure integration of prek-3 efforts.
- Share existing prek-3 alignment information and resources with educators and other professionals through workshops, conferences, meetings and other conversations.
- P-3 partnership implementation grants

Possible funding:

- Existing funding for staff development and teacher meetings.
- OSPI will seek new sources of funding to develop and enhance prek-3 models.
- Federal State Advisory Council grant funding (DEL)

Implement Kindergarten Readiness Assessment

(Early Learning Plan Strategy #28)

Partnership lead: DEL and OSPI

Strategy: Create and implement a Kindergarten Readiness Assessment Process that includes information from parents, caregivers and early learning professionals, the history of early learning, and addresses multiple domains of early learning and development.

Why it matters: Washington has no statewide, consistent assessment process for children entering kindergarten, although many school districts and schools use various tools and processes. A statewide, culturally competent, and developmentally appropriate kindergarten readiness process that includes parents, kindergarten teachers and early learning professionals could offer a way to better understand children's strengths and needs as they enter kindergarten. It also offers another way to measure the impact of early learning investments.

Our actions for 2011:

- Complete school year 2010-2011 Washington Kindergarten Inventory of Developing Skills (WaKIDS) pilot in 115 classrooms around the state.
- Submit mid-year report (jointly with OSPI) to Legislature on Jan. 15, 2011, outlining the pilot process, implementation, data collected to date, and recommended next steps.
- Submit final report (June 2011) with information on assessment tools piloted, lessons learned, data collected.
- Explore funding options to continue WaKIDS in 2011-2012 school year and beyond.

Funding:

- For school year 2010-2011, state funding plus private funding from Bill & Melinda Gates Foundation and Thrive by Five Washington.
- For future school years: Include WaKIDS as a component of state-funded full-day kindergarten program.

Continue Implementation of Phased-In Full-Day Kindergarten

(Early Learning Plan Strategy #29)

Partnership lead: OSPI

Strategy: Continue the phase-in of state-funded full-day kindergarten as part of basic education (RCW 28A.150.315).

Why it matters: Full-day kindergarten is shown to give young children—especially those living in poverty—the time to learn the foundational skills and knowledge that are important to future school success.

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Our actions for 2011:

- Increase number of state-funded full-day kindergarten classrooms by 11 percent according to statute, or at least maintain current funding levels
- Collect data on full-day kindergarten that measures effectiveness of program
- Strengthen support and information OSPI's early learning department offers to teachers, administrators and staff of full-day kindergarten programs about quality
- Survey state-funded full-day kindergarten districts about their needs, questions

Funding: State dollars

Revise and Promote Use of *Early Learning and Development Benchmarks*

(Early Learning Plan Strategy #31)

Partnership lead: DEL

What it is: The *Washington State Early Learning and Development Benchmarks* were first created in 2005 as a resource outlining what children may be able to know and do at different stages of development. Within the Benchmarks is a recommendation that the document be reviewed and updated every five years.

Why it matters: The Benchmarks should be reviewed and updated to: ensure they reflect all communities in Washington; link to kindergarten through third grade learning standards; and ensure the resource is available and widely used around the state.

Our actions for 2011:

- Convene a workgroup representing various communities in Washington.
- Review current Benchmarks and agree upon process to review and update the document.
- Update and disseminate Benchmarks and supporting resources.

Funding:

- DEL and Thrive have secured private funding to fund facilitation of the workgroup, and writing, printing and disseminating products.

Build Statewide Infrastructure for Partnerships and Mobilization

(Early Learning Plan Strategy #34)

Partnership lead: DEL

Strategy: Build infrastructure to strengthen partnerships, build capacity, broaden reach, and focus local early learning mobilization efforts.

Why it matters: People and organizations in many communities around Washington have joined together to share early learning information and resources. Early learning coalitions around the state have been working for many years to raise awareness and increase investment in early learning in their local communities. More recently, DEL has funded "hubs" in regions around the state to provide structure for regionalized infant/toddler service delivery. There needs to be a coordinated effort at the state level to support the needs of diverse communities and encourage linkages to one another and to the state-level efforts.

Our actions for 2011:

- Hire staff at state level to facilitate this work with the Early Learning Advisory Council
- Initiative SAC governance planning process, ensuring that local communities are also involved in the process
- Continue Thrive work with local coalitions to promote regionalization and coordination between and among communities

Funding:

- Federal State Advisory Council grant (approximately $1.7 million) secured by DEL
- Thrive grants/technical assistance to local coalitions

Expand P-20 Longitudinal Data System

(Early Learning Plan Strategy #36)

Partnership lead: DEL

Strategy: Continue development of a seamless P-20 (preschool through higher education) longitudinal data system that includes information about the formal early learning education services and programs that children receive before they enter the k-12 education system.

Our actions for 2011:

- Work with the Office of Financial Management Education Research and Data Center to develop Washington's P-20 longitudinal data system in collaboration with OSPI and others.
- Develop a statewide strategy to connect data from the field with state government program data, to ensure Washington identifies the right questions and methods for measuring child outcomes.

Why it matters: Recording and compiling data on the results of early learning services and programs before children enter kindergarten will enable Washington to identify ways to improve instruction, and assess how specific early learning programs and approaches are doing in addressing the preparation gap and preparing children for success in kindergarten.

Funding:

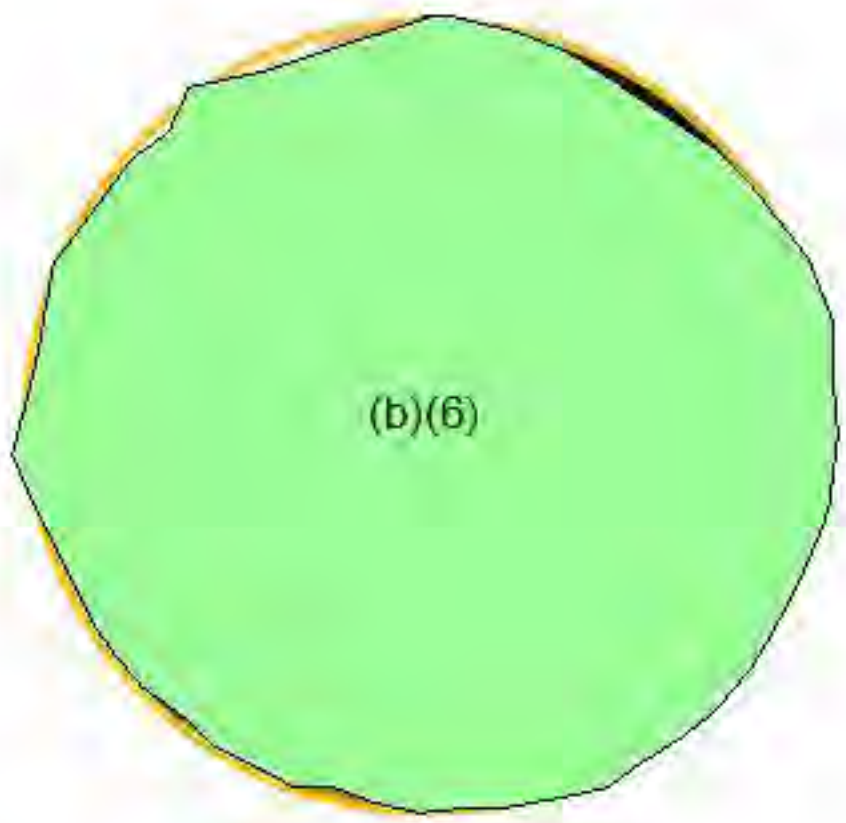
- Three-year U.S. Department of Education grant (DEL will receive $2.5 million).

Measuring our success

The Early Learning Joint Resolution Partnership commits to reporting our progress at the end of each year. The Department of Early Learning, Office of Superintendent of Public Instruction and Thrive by Five Washington will produce a report in December 2011 on the extent to which we accomplished our goals for the year.

That report—as well as updates on the various initiatives—will be posted at www.del.wa.gov/plan.

We welcome other entities that are making progress on Early Learning Plan strategies to share their accomplishments by e-mailing communications@del.wa.gov



Appendix 14

Washington State Department of Early Learning

ThrivebyFive WASHINGTON

www.del.wa.gov/plan

Washington State Department of Early Learning

Washington State Department of Social & Health Services

The DEL - DSHS Partnership Joint Resolution

between the ***Washington State Department of Early Learning***
and the ***Washington State Department of Social & Health Services***

Whereas, the Washington State Department of Social and Health Services and the Washington State Department of Early Learning are committed to partnering on behalf of all children ages birth to 5 and their families in Washington to develop a comprehensive and coordinated orientation to social and health services and early learning systems; and

Whereas,, we believe that this will best be achieved through a commitment to share responsibility and accountability toward this vision; and

Whereas, we share a joint understanding that the first years of a child's life are a critically important time when as much as 85 percent of brain development occurs; and

Whereas, we recognize that each of our agencies has an essential role in supporting healthy child development so that all children in Washington enter kindergarten ready to learn; and

Whereas, knowledge about the interplay of genetics and experience on human development is developing so rapidly through developmental neuroscience, epidemiology and other research disciplines, that leaders must work together to facilitate continuous processes for learning and improving that are structured to apply best available knowledge to strategy, policy, program, and partnerships each year; and

Whereas, DSHS and DEL are committed to working together to create an environment of cooperation and access that supports young children and families of Washington; and

Whereas, we agree that working in partnership will enhance the likelihood that all young children and families in Washington can reach their full potential;

Now, Therefore, Be It Resolved, the leaders of the signatory agencies do hereby form the DEL and DSHS Partnership to collaborate, within our respective statutory authorizations and financial abilities, to:

- Deliver to families services, information and resources that support childhood stability and young children's health including their physical, emotional and intellectual development
- Offer responsive and effective customer service in connecting families with those services, information and resources
- Recognize and relate to parents and guardians as a child's first and most important teachers
- Inspire and engage parents through education and training, decision making and leadership opportunities
- Honor the rich diversity of children and families in our state
- Clarify, improve and monitor desired child and family outcomes to effectively use resources.

Now, Therefore, Be It Resolved, that the leaders of the DSHS and DEL Partnership acknowledge and incorporate the prior work and involvement of citizens of Washington, local community groups, organizations, and individuals who have passionately and diligently moved forward early learning and social and health services and programs for the young children and families of Washington; and

Be It Further Resolved, DSHS and DEL recognize that their ability to best serve the needs of children and families receiving Working Connections Child Care subsidies is enhanced through the coordinated use of all resources. DSHS shall streamline policy functions regarding Working Connections Child Care eligibility determinations and DEL shall continue to establish policy regarding Working Connections Child Care .

Be It Further Resolved, that the development of a system oriented to sharing information and generating strategies to improve the lives of young children and families of Washington requires us to continue to engage stakeholders and leaders to work together toward a common vision; and

Be It Further Resolved, that in order to assure accountability and better communicate a common vision, a framework identifying the organizational "lead" for each priority area, measureable activities and outcomes and key actions of partners and the structure for preparing and submitting status reports will be developed; and furthermore the Partnership leaders agree to meet annually to assess the progress in each of the priority areas; and

Be It Further Resolved, that the DEL and DSHS Partnership defines "lead responsibility" to mean convening interested parties; and

Be It Finally Resolved, that key roles of partners will include participation of staff from each agency to support development and assure alignment of each priority area with programs and resources in Washington.

Signed now this day, April 5, 2011.

Susan N. Dreyfus

Susan N. Dreyfus, Secretary
Department of Social and Health Services

Bette Hyde

Dr. Bette Hyde, Director
Department of Early Learning

STATE OF WASHINGTON

DEPARTMENT OF EARLY LEARNING
P.O. Box 40970, Olympia, Washington 98504-0970
(360) 725-4665 • FAX (360) 413-3482

P-20 State Longitudinal Data System and Early Learning Management System Overview

The Evergreen State P-20 Program (aka P-20 Program), made possible by a $17.3M US Department of Education's Institute of Education Sciences (IES) grant program (provided under the American Recovery and Reinvestment Act [ARRA]), is a program focusing on building the foundational capabilities of the State of Washington's Education Research and Data Center (ERDC) to capture, analyze and produce a limited number of reports on educational longitudinal data ranging from preschool, through K-12, post-secondary education and into the workforce. The program includes research and reporting with existing processes in conjunction with a number of activities to advance the capabilities of the EDRC including enhancement of data sources, implementation of data governance agreements and processes and the implementation of a P-20 data warehouse which will be utilized for future reporting projects. Completing the activities outlined in the grant will result in significant advancement in the capabilities of ERDC to produce reports and research and to provide data sets to a wide range of customers.

This grant funding has created a window of opportunity to replace the current Department of Early Learning (DEL) Early Childhood Education and Assistance Program (ECEAP) Management System (EMS). The State of Washington's grant for the P-20 Program consists of several agencies working together to support the creation of Statewide Longitudinal Data Systems (SLDS). The P-20 Program is being managed by the Office of Financial Management; however, each participating agency is responsible for its own data systems and information that will feed into the SLDS.

For DEL, the P-20 Program resulted in two subprojects: the P-20 Data Interoperability (see outcome 4.2), and the ECEAP Management System (EMS) replacement (see outcome 5.3). Each project is described below.

<u>Creation of Early Learning Management System:</u> DEL has initiated a project to replace the current legacy system that supports ECEAP. ECEAP has been in existence since 1985 and over the course of 25 years, the program has continued to provide services to low-income families with children ages 3 and 4 through a diverse network of contractors across the State of Washington. DEL intends to replace the current ECEAP Management System (EMS) due to aging technology and a desire to obtain a more flexible, integrated solution

framework consistent with internal DEL IT standards. The ECEAP Program Administrator and staff have identified several new features and functions that the current EMS does not provide. The system replacement is referred to as the Early Learning Management System (ELMS). The ELMS subproject focuses on creating a modern, flexible, user-friendly system, as well as integrating with relevant DEL and external systems.

P-20 Data Interoperability: This subproject focuses on integrating DEL data to facilitate tracking students and teachers throughout their academic life. Part of the DEL data to be provided currently originates from the legacy ECEAP EMS; future feeds from DEL will come from the new ELMS. Additional data sources outside of ECEAP EMS/ELMS may be identified for the P-20 SLDS project.

The US Department of Education's Institute of Education Sciences, under the American Recovery and Reinvestment Act of 2009, awarded Washington State a three-year $17.3 million grant to invest in a statewide longitudinal data system, the Evergreen State P-20 System. Currently, Washington's statewide kindergarten through grade 12 (K-12) longitudinal data system has the ability to track individual student enrollment, assessments, and course-enrollment information, as well as information about teachers. The projects funded by the grant are a collaborative effort by the Office of the Superintendent of Public Instruction (OSPI), OFM's Education Research and Data Center (ERDC) and other partner agencies, including DEL. Grant projects are intended to strengthen the capabilities and accelerate progress of the K-12 longitudinal data system by incorporating longitudinal early learning, post-secondary, and workforce information into a unified, comprehensive, and efficient P-20 system. The projects focus on the areas of data governance, research and reporting, data warehouse environment, interoperability and feeder systems[1].

In order to achieve the desired outcomes of the overall program, seven distinct but interdependent projects have been defined. The Department of Early Learning (DEL) is accountable for the modernization of the Early Childhood Education and Assistance Program (ECEAP) Management System (EMS). This new system is referred to as the Early Learning Management System (ELMS).

DEL is establishing the foundation for a comprehensive early learning child information system, inclusive of all children receiving services offered by the Department and its partners. Once fully implemented, the ELMS data system will support the work of the Early Learning Plan by bringing together numerous independent systems enabling coordinated work toward a common goal for children.

The P-20 grant specifically focuses on a single program within DEL; however the ELMS will be designed for future expansion. This system will be flexible and able to accommodate change without significant overhead. The work shall be broken out into multiple small releases so that DEL can confidently demonstrate quick and continued

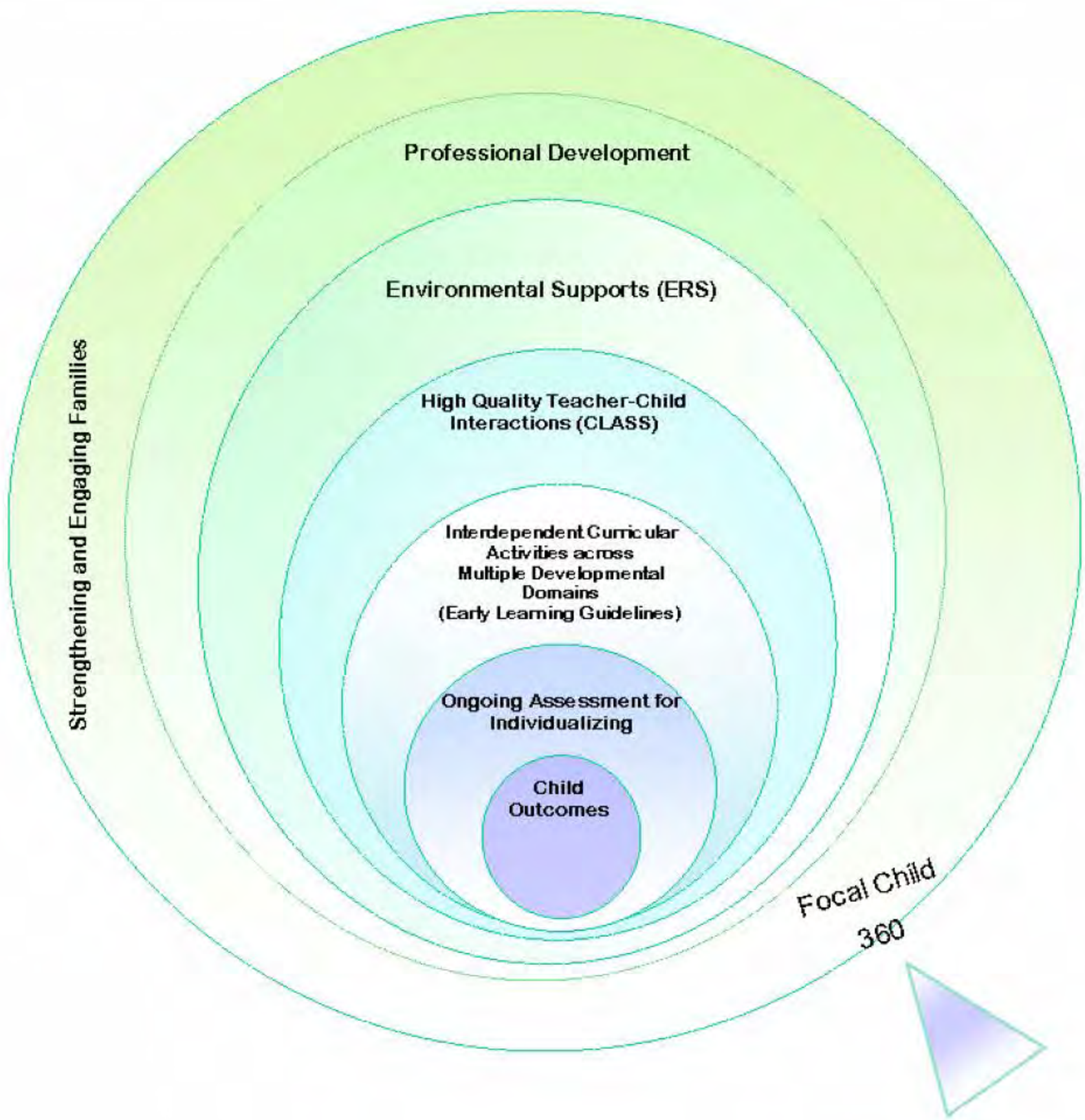
[1] For complete information on the Evergreen State P-20 Grant and project, please visit: http://www.erdc.wa.gov/arraslds2009/default.asp

success to key stakeholders, starting with the ELMS project and continuing with future initiatives over many years.

DEL will first focus on Child and Program common core data areas that are essential to its business today as well as areas they currently want to incorporate based on need, priority and anticipated efficiencies within the program. The program specific needs will be seamlessly supported in the ELMS solution, designed to comply with existing information technology standards. DEL will provide infrastructure and technology guidelines used for the ELMS project to ensure that the highest level of integration within their enterprise architecture is achieved. To support this goal, the ELMS solution will align DEL data collection and programs where it makes sense; standardize data collection and input; and utilize existing source systems/data to reduce duplicative data entry and streamline business processes.

Washington Quality Rating and Improvement System Standards

A Framework to Support Positive Child Outcomes



Level One: Licensing or Certification

Facility must be currently licensed or have recognized, approved certification (Military, Head Start, ECEAP, Tribal)

Level Two: Professional Growth and Facility Management

Facility must meet all Level One requirements in order to apply for Level Two

Level Two Application Process

(must complete prior to beginning Level Two Activities)

☐ Complete and submit QRIS Level Two Application

☐ Attend QRIS Orientation

☐ Ensure all facility staff caring for children have an active 'Professional Record' in MERIT

Level Two Activities

Documentation

☐ Complete Facility Profile in QRIS Data Base

☐ Complete and submit QRIS Self Assessment
- Environment Rating Scale (ERS)
- State Standards

Professional Training Series (director/owner/program supervisor)

☐ Complete QRIS Professional Training Series:
- Washington State Early Learning Guidelines
- Washington State Core Competencies for Early Care and Education Professionals
- Introduction to Cultural Competence
- Strengthening Families
- ERS/CLASS Overview
- School Readiness

Requirements to Achieve Level 2 Rating

☐ Completion of all training and documentation requirements within one year

☐ Must be fully licensed (no initial licenses)

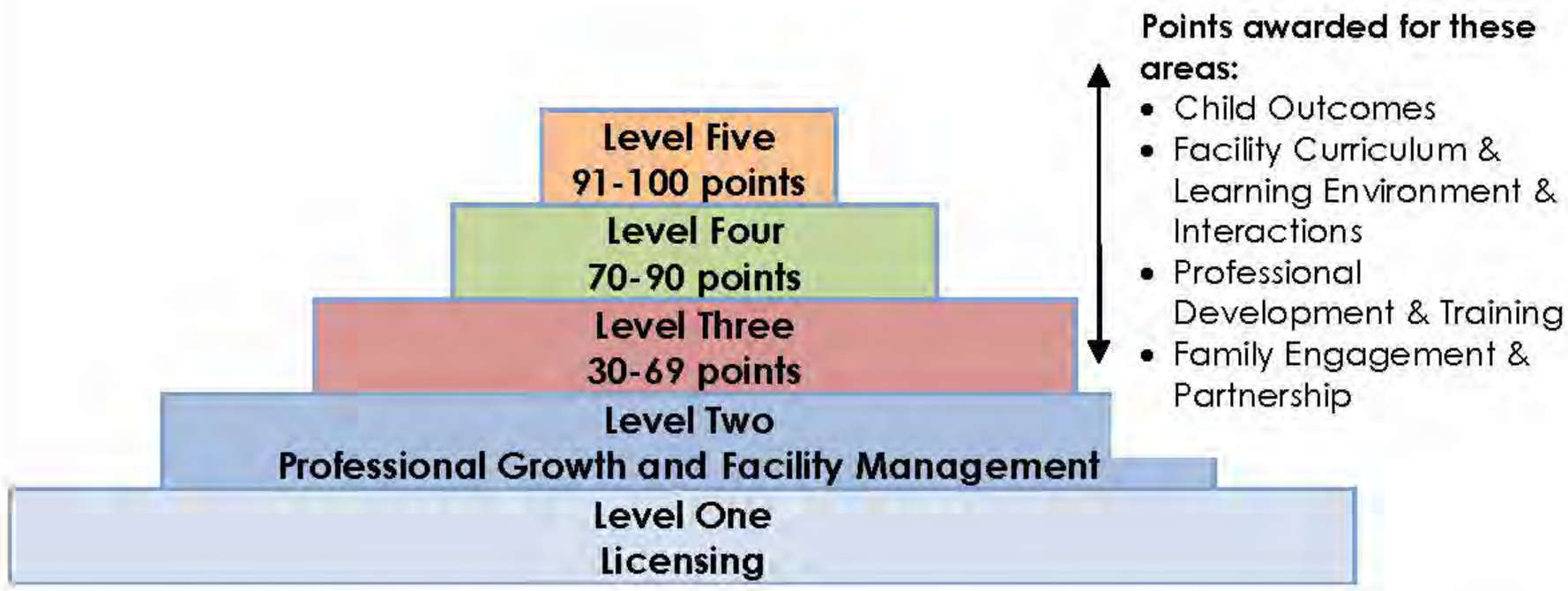
☐ Cannot be on suspension, revocation, or probation

*** QRIS Orientation must be completed prior to beginning the Professional Training Series. The ERS/CLASS Overview must be taken prior to completing the QRIS Self Assessment**

***Facility must meet all of the above requirements and have been awarded a Level 2 rating prior to applying for a Level 3 – 5 rating.**

Levels Three – Five

Levels 3 – 5 are based on points. Your total rating will be determined by the number of points earned via program evaluation by a third party entity. Each assessed classroom/focal child must score at least a 2 on Instructional Support in the CLASS, a 3.5 on Emotional Support and Organization in the CLASS and a 4 on the ERS to achieve a Level 3 – 5 rating. Facilities that do meet these minimum thresholds will receive a Level 2 rating. For assessment purposes, family child care must serve a minimum of 4 children outside of their immediate family.



Your overall points in each area will determine your final rating. The points are as follows:

Child Outcomes	**Total: 10 points**
Facility Curriculum and Learning Environment and Interactions	**Total: 70 points**
○ Classroom/FCC Home Environment (CLASS/ERS)	55 points
○ Curriculum, Learning and Assessment	15 points
Professional Development and Training	**Total: 10 points**
Family Engagement and Partnership	**Total: 10 points**
	Grand Total: 100 points

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

Facility Curriculum and Learning Environment
70 Points

Classroom/FCC Home Environment - 55 Points

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

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

Curriculum and Staff Supports – 15 Points

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

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

Professional Development and Training Standard Area
10 Points

*Degrees and credentials must be verified in MERIT

Center Director or Program Supervisor

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

*DEL is currently defining 'related field'

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

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

Center - All Other Teaching Staff (assistants and aides)

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

*Family Child Care Owner or Primary Educator

CDA or One Year Certificate of Proficiency (45 credits in ECE)	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

*This person must be the primary provider of care.

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

Environmental Rating Scales Crosswalk with Licensing WAC and ECEAP Performance Standards

The completed crosswalk will demonstrate how the Quality Rating and Improvement System (QRIS) standards address the requirements for licensed child care providers as defined by the Washington Administrative Code and the Department of Early Learning. Additionally, the crosswalk may be used to illustrate how the QRIS standards might address additional areas of high quality early care and education. The Environmental Rating Scales (ERS) are being utilized by QRIS as a tool to evaluate multiple dimensions of program quality.

The document is divided into the following subscales:

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

The attached tables include 5 columns:

1. Standards Column-This column contains specific content areas identified as indicators of early care and education quality for each subscale.
2. Related Licensing WACs Column-This column identifies Washington State licensing regulations for child care centers that include comparable language to the identified standard.
3. ERS Minimal Criteria Column-This column documents specific criteria which must be met to establish a score of 3, considered a minimal representation of quality on the ERS scale.
4. ERS Good Criteria Column-This column documents specific criteria which must be met in addition to the minimal criteria to establish a score of 5, considered a good representation of quality.
5. ECEAP Performance Standards – This column identifies ECEAP Performance Standards that relate to both ERS Criteria in columns 3 & 4. In some cases, a portion of the Performance Standard is referenced. Please see http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf for the whole ECEAP Performance Standard.

*Notes for Clarification:
The *asterisks denote criteria which have additional notes for clarification to properly and reliably assess if the criteria is met.
EXAMPLE: Under the item *Indoor Space* a note for clarification reads that "It is expected that there will be some messiness from the regular activities of the day. "Reasonably clean" means that there is evidence of daily maintenance, such as floors being swept and mopped, and that big messes, such as a juice spill, are cleaned up promptly."

Scoring of ERS:
The ERS scores reflect a progression of quality; therefore indicators build upon one another and all criteria must be met at each level in the scale to advance to the next level.

EXAMPLE: A rating of 3 is given when all indicators under 1 are scored No and all indicators under 3 are scored Yes. A rating of 4 is given when all indicators under 3 are met and at least half of the indicators under 5 are scored Yes. A rating of 5 is given when all indicators under 5 are scored Yes.

Space and Furnishings

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
Indoor Space	170-295-0080 How is my licensing capacity determined? 170-295-5040 How do I maintain a clean and sanitized environment?	• Sufficient indoor space for children, adults, and furnishings* • Adequate lighting, ventilation, temperature control, and sound-absorbing materials* • Space in good repair • Space reasonably clean and well maintained* • Space is accessible to all children and adults currently using the classroom (Ex. Ramps with handrails for people with disabilities; access for wheelchairs and walkers)*	• Ample indoor space that allows children and adults to move around freely (Ex. Furnishings do not limit children's movement; sufficient space for children with disabilities.)* • Good ventilation, some natural lighting through windows or skylights • Space is accessible to children and adults with disabilities*	Section A • ADA compliance A-12 Section D • Indoor- 35 sq ft per child D-16 • Facility safe, clean and in good repair D-18 • All areas are accessible to adults D-18 Section E • Includes pathways for movement E-2 (children) • Accommodates special needs of children E-2 Not addressed: Lighting &Ventilation
Furniture for routine care, play and learning	170-295-2010 What types of play materials, equipment and activities must I provide for the children? 170-295-4100 What sleep equipment do I need for infants? 170-295-5120	• Sufficient furniture for routine care, play, and learning • Most furniture is sturdy and in good repair • Children with disabilities have the adaptive furniture they need (Ex. Adaptive chairs or bolsters are available for children with physical disabilities)* •	• Furniture suitable for individual care of infants/toddlers (Ex. High chairs rather than group feeding table for infants or young toddlers; tables and chairs for small groups of toddlers; individual storage of children's possessions) • Most furniture is child-sized* • All furniture is sturdy and in good repair* • Adaptive furniture permits inclusion of children with disabilities with peers (Ex. Child	Section D • Materials and equipment must be safe, clean, and in good repair D-19 Section E • Equipment must be child-sized or adapted for use by young children E-2 • Allows for a range of abilities E-2 • Materials and equipment be of sufficient quantity and quality E-2 • Environment accommodates the special needs of enrolled children E-2 (does not specifically address

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	What kind of sleep and nap equipment do I need for children not in cribs, bassinets, infant beds or playpens? 170-295-5140 Are there any requirements for storage space provided for children?		using special chair can sit at table with others)*	furniture placement) <u>Not Required</u>: Individual Storage
Furnishings for relaxation and comfort	N/A	• Some soft furnishings accessible to children (Ex. carpeted play space, cushions)* • Some soft toys accessible to children*	• Cozy area accessible to children for a substantial portion of the day* • Cozy area is not used for active physical play* • Most soft furnishings are clean and in good repair*	<u>Section D</u> • Materials and equipment must be safe, clean, and in good repair D-19 <u>Section E</u> • Environment must include soft elements for comfort and warmth, such as fabric, padding, and natural materials E-2 (does not specifically address toys and furnishings) • Provide space for children to work individually E-2 <u>Not required</u>: Cozy area accessible for substantial portion of the day.
Room arrangement for play	N/A	• At least two interest centers defined (preschool)* • Visual supervision of play area is not difficult (Ex. No out of view corners or high	• At least three interest centers defined and conveniently equipped (Ex. Water provided near art area; shelving adequate for blocks and manipulatives)*	<u>Section A</u> • ADA compliance A-12 <u>Section E</u> • Small group activities E-3 • Environment allows for choice,

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
		shelves that hide children)* • Sufficient space for several activities to go on at once (Ex. Floor space for blocks, table space for manipulatives, easel for art)* • Most spaces for play are accessible to children with disabilities enrolled in the group	• Quiet and active centers placed to not interfere with one another (Ex. Reading or listening are separated from blocks or housekeeping)* • Space is arranged so most activities are not interrupted (Ex. Shelves placed so children walk around, not through, activities; placement of furniture discourages rough play or running)	exploration, and experimentation E-2 • Avoids crowding, under-stimulation, or over-stimulation E-2 • Spaces for individual and groups E-2 • Includes pathways so that children can move between areas without disrupting each other's work and play E-2 • Environment accommodates the special needs of enrolled children E-2 • Adapt the environment to the needs of the enrolled children E-8 • Supervise children's activities E-8 <u>Not required</u>: Individual interest areas and arrangement of space to allow visual supervision
Space for privacy	N/A	• Children are allowed to find or create space for privacy (Ex. Behind furniture or room dividers, in outdoor play equipment, in a quiet corner of the room) • Space for privacy can be easily supervised by staff*	• Space set aside for one or two children to play, protected from intrusion by others (Ex. No-interruption rule; small space protected by shelves)* • Space for privacy accessible for use for a substantial portion of the day*	<u>Section E</u> • Provides space for children to work individually, in small groups, and in a large group E-2 • Small group learning opportunities E-3 <u>Not required</u>: Privacy
Child-related display	N/A	• At least 3 colorful pictures and/or other materials displayed where children can easily see them* • Content of display is generally appropriate (Ex.	• Much of the display relates closely to current activities and children in group (Ex. Artwork or photos about recent activities)* • Most of the display is work done by children*	<u>Section E</u> • Environment predominantly displays the children's recent works E-2 • Materials and equipment must be accessible at child's height so

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
		Not frightening; photos of children; nursery rhymes; beginning reading or math for older preschoolers; seasonal displays)* • Some children's work displayed*	• Many items displayed on child's eye level	they can find, use, and return materials independently E-2 • Materials and equipment address the children's current interests E-2 • Materials and equipment reflect the daily life, family culture, and language of children E-2
Space for gross motor play	170-295-2010 What types of play materials, equipment and activities must I provide for the children? 170-295-2130 Do I need an outdoor play area?	• Some space for outdoors or indoors used for gross motor/physical play* • Gross motor space is generally safe (Ex. Sufficient cushioning under climbing equipment; fenced in outdoor area)*	• Adequate space outdoors and some space indoors* • Space is easily accessible for children in group (Ex. On same level and near classroom; no barriers for children with disabilities) • Space is organized so that different types of activities do not interfere with one another (Ex. Play with wheel toys separated from climbing equipment and ball play)*	<u>Section A</u> • ADA compliance A-12 <u>Section D</u> • Outdoor play area 75 sq ft per child D-16 • Materials and equipment must be safe, clean, and in good repair D-19 • Maintain and monitor playground safety D-20 (see D-20 for full list of safety expectations) <u>Section E</u> • Environment accommodates the special needs of children E-2 • Avoids crowding, under-stimulation, or over-stimulation E-2 • Includes pathways for movement E-2 • Daily routine includes outdoor or gross motor time E-3
Gross motor play equipment	170-295-2130 Do I need an outdoor play area?	• Some gross motor equipment accessible to all children for at least one hour daily*	• There is enough gross motor equipment so that children have access without a long wait* • Equipment stimulates a variety of	<u>Section A</u> • ADA compliance A-12 <u>Section D</u> • Materials and equipment must

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
		• Equipment is generally in good repair* • Most of the equipment is appropriate for the age and ability of the children*	skills (Ex. Balancing, climbing, ball play, steering and pedaling wheel toys)* • Adaptations made or special equipment provided for children in group with disabilities*	be safe, clean, and in good repair D-19 • Materials and equipment must be age-appropriate D-19 Section E • Environment supports children's developmental levels E-2 • Environment accommodates the special needs of children E-2 (does not specifically address adaptation of special equipment) • Environment promotes action and interaction E-2 • Materials and equipment allow for a range of abilities E-2 • Materials and equipment must be of sufficient quantity and quality E-2 (does not address wait time) • Materials and equipment must be appropriately challenging E-2

Personal Care Routines

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
Greeting/departing	170-295-2080 What must I communicate to parents?	• Most children greeted warmly (Ex. Staff seem pleased to see children, smile, use pleasant tone of	• Each child is greeted individually (Ex. Staff say "hello" and use child's name; use primary language spoken at home to say	Section E • Ensure that staff build positive relationships with children E-7 • Use a warm, calm, and respectful

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
		voice)* • Departure well organized (Ex. Children's things ready to go, diaper recently changed)* • Parents allowed to bring children into the classroom • Parents and staff share information related to child's health and/or safety (Ex. Whether child slept well; medication; notified of illness in group; injuries reported)*	"hello")* • Pleasant departure (Ex. Children not rushed, hugs and good-byes for everyone) • Parents greeted warmly by staff*	tone of voice, eye contact and facial expression E-7 • Positive adult/child interactions E-7 (does not specifically address behavior at the beginning and end of day). <u>Section F</u> • General information about parent involvement. • Staff must build relationships based on mutual respect and equality F-2 • Allow parents free access to all areas of their child's classroom during normal hours of operation F-5
Meals/snacks	170-295-3140 What kind of milk can I serve? 170-295-3150 How many meals and snacks must I serve? 170-295-3160 What kind of food and menus must I have? 170-295-3170 What are the food service standards I am required to	• Schedule appropriate for children (Ex. Infants on individual schedules, toddler given snack if hungry before lunch) • Well balanced meals/snacks* • Sanitary conditions usually maintained* • Nonpunitive atmosphere during meals/snacks • Allergies posted and food/beverage substitutions made* • Children with disabilities included at table with peers	• Most staff sit with children during meals and group snacks* • Pleasant social atmosphere (Ex. Staff patient with messiness, slow eaters given plenty of time, infant's face wiped gently) • Children are encouraged to eat independently (Ex. Age appropriate eating utensils provided; special spoon or cup for child with disabilities) • Dietary restrictions of families followed • Menus posted for parents*	<u>Section D</u> • Food sanitation D-14 • Meals and Snacks D-15 • Provide a variety of nutrient-dense foods D-15 • Must provide breakfast or lunch and a snack if over three hours, breakfast or lunch if under 3 hours D-15 • Include parent input in menu planning D-15 • Use and post menus approved by dietitian D-15 • Incorporate cultural dietary preferences in menus D-15 • Plan for allergy and dietary restrictions D-15

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	meet? 170-295-3200 How do I safely store food? 170-295-3210 How do I safely thaw foods? 170-295-3220 What type of kitchen material and equipment is required? 170-295-4020 How do I meet the nutritional needs of the infants in our care? 170-295-4030 What is a safe way to prepare bottles? 170-295-4040 What is a safe way to store infant formula and food? 170-295-4050 What is a safe way to store breast milk? 170-295-4060			<u>Section E</u> • Meals or snacks with children and adults sitting together, engaging in relaxed conversation, and practicing family style meal skills E-3

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	What is a correct way to clean bottles and nipples? 170-295-4070 Are there specific feeding rules for infants and toddlers?			
Nap/rest	170-295-2050 Must we provide rest periods? 170-295-4100 What sleep equipment do I need for infants? 170-295-4110 What additional sleeping arrangements must I make to reduce the risk of sudden infant death syndrome (SIDS)? 170-295-5120 What kind of sleep and nap equipment do I need for children not in cribs, bassinets, infant beds or playpens?	• Nap is scheduled appropriately for each child (infants, toddlers) • Nap/rest is scheduled appropriate for most of the children (preschool, Ex. Most children sleep) • Healthful provisions for nap/rest (Ex. Cribs/cots/mats at least 36 inches apart unless separated by a solid barrier; infants placed on back to sleep; clean bedding for each child)* • Sufficient supervision provided for children during nap* • Cribs (or cots, mats) used for sleeping, not for extended play • Calm, nonpunitive supervision	• Children helped to relax (Ex. Cuddly toy, soft music, back rubbed) • Space is conducive to resting (Ex. Dim light; quiet; cots placed for privacy) • Toddlers are eased into group schedules (Ex. Quiet place for tired toddlers to start nap early) • Supervision is pleasant, responsive, and warm*	Naptime – Not applicable
Toileting/diapering	170-295-4080 When should I begin	• Sanitary conditions are	• Sanitary conditions usually	Section D

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	toilet training a child? 170-295-4090 Can I use potty-chairs for toilet training a child? 170-295-4120 What must I do to be sure that diaper changing is safe and does not spread infections? 170-295-5100 What are the requirements for toilets, handwashing sinks and bathing facilities?	maintained at least half of the time (Ex. If 1 sink is used, it is sanitized between diapering/toileting and food related use; potty chairs are emptied after each use and sanitized in a separate sink used only for that purpose)* • Basic provisions made for care of children. • Diapering/toileting needs usually met in an appropriate manner (Ex. Individual schedules that include visual checks of the diaper at least every 2 hours; provisions readily available)* • Staff and children wash hands most of the time after toileting* • Adequate supervision for age and abilities of children*	maintained, with only a few lapses* • Sanitary conditions easy to maintain (Ex. No potty chairs used, warm running water near diapering table and toilets, easy to clean surfaces)* • Provisions convenient and accessible (Ex. Steps to reach sink and toilet, handrail for child with disability; toileting area adjacent to room; easy-to-reach storage for diapering next to changing table; changing table is comfortable for staff to use)* • Pleasant staff-child interaction	• Handwashing after toileting D-13 • Have sufficient, clean, child-accessible toilets and hand-washing facilities D-13 <u>Section E</u> • Positive adult/child interactions E-7 <u>Not applicable</u>: toileting for children under pre-school age
Health practices	170-295-1110 Who must have Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS) and blood borne pathogen training? 170-295-1120	• Staff usually act to cut down on the spread of germs (Ex. Mouthed toys washed daily; different towel/washcloth used for each child; toothbrushes stored to avoid contamination; tissues used when needed and disposed of properly; no obvious contamination of outdoor sand; no shared use of personal items such as	• Children are properly cared for to meet health needs indoors and outdoors (Ex. Dressed properly; wet or soiled clothes changed; sun protection when outdoors; faces washed; smock used for messy play, bib used for drooling infant)* • Hands of children and staff consistently washed to protect health • Staff are good models of health	<u>Section C</u> • Required TB tests for staff C-2 • Complete training on universal precautions for prevention of transmission of blood borne pathogens C-21 <u>Section D</u> • Health and Safety Policies and Procedures D-3 (exclusion of sick children) • Immunizations D-10 • Medications D-11

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	What are the Tuberculosis (TB) testing requirements for the staff? 170-295-3020 How often must staff wash their hands? 170-295-3030 When is a child or staff member too ill to be at child care? 170-295-3040 How often must children wash their hands? 170-295-3050 Am I required to give medications to the children in my care? 170-295-3060 Who can provide consent for me to give medication to the children in my care? 170-295-4140 When are children	combs, brushes)* • Adequate handwashing by staff and children takes place after wiping noses, after handling animals, or when otherwise soiled* • Smoking does not take place in child care areas. • Extra clothes available and children changed when needed • All medications administered properly* • Procedures used to minimize spread of contagious disease (Ex. Ensuring children have immunizations; exclusion of children with contagious illness; TB tests for staff at least every 2 years)*	practices (Ex. Eat only healthful foods in front of children; check and flush toilets in children's bathroom) • Sand used for outdoor sand play is clean, and covered when not in use	• Infectious disease prevention policies and procedures D-13 • Hand-washing (after outdoor play, before eating, after using the toilet, after touching body fluids, after touching animals) D-13 • Materials safe, clean, and in good repair D-19 (does not specifically address contamination prevention activities, or clean and covered sand areas) <u>Not specifically required</u>: modeling healthy behavior, no smoking <u>Not required:</u> extra clothing

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	required to have a change of clothing on-site? 170-295-5040 How do I maintain a clean and sanitized environment? 170-295-6050 What substances are prohibited in the child care center or on the premises?			
Safety practices	170-295-1100 What are the requirements regarding first aid and cardiopulmonary resuscitation (CPR) training? 170-295-2090 What are the required staff to child ratios and maximum group sizes for my center? 170-295-5010 What first-aid supplies are required in my center?	• No major safety hazards indoors or outdoors* • Adequate supervision to protect children's safety indoors and outdoors • Essentials needed to hand emergencies available (Ex. Telephone with emergency number on site; first aid kit readily available; written emergency procedures posted; at least 1 staff member on site at all times who is trained in pediatric first aid that includes management of a blocked airway and rescue breathing)	• Staff anticipate and take action to prevent safety problems (Ex. Remove toys under climbing equipment; lock dangerous areas to keep children out; wipe up spills to prevent falls) • Staff explain reasons for safety rules to children*	<u>Section C</u> • Staff must complete training on disaster plans and emergency procedures (D-3) C-21 • Maintain a current basic standard First Aid card C-21 • Maintain a current infant/child CPR card (D-18) C-21 <u>Section D</u> • First Aid Kit accessible indoors and outdoors D-12 • Safety Hazards, D-18, D-19, D-20 • Outdoor play areas are fenced and/or carefully supervised D-18 • One adult present with First Aid, CPR, BBP and emergency preparedness for each group D-18 <u>Section E</u> • A minimum of 1:9 adult/child ratio E-1

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	170-295-5020 How do I maintain a safe environment? 170-295-5030 What do I need to include in my disaster plan? 170-295-5050 How can I make sure water activities are as safe and sanitary as possible? 170-295-5070 How do I make sure my water is safe? 170-295-5090 What are the fence requirements?			• No more than 20 children per class/group E-1 • Materials and equipment must provide for children's safety while being appropriately challenging E-2 • Establish consistent, reasonable expectations E-8 • Supervise children's activities E-8 • Foreshadow events and expectations by letting children know what will happen next E-8 • Involve children in defining simple, clear classroom limits E-8 • Use positive guidance techniques to support classroom limits and maintain safety E-8 <u>Section G</u> • Emergency medical and disaster procedures posted, including telephone numbers G-10 <u>Not specifically required</u>: Explaining safety rules to children

Language-Reasoning

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
Books and pictures	170-295-2010 What types of play materials, equipment and activities must I provide for the children? 170-295-2030 How should staff interact with children? 170-295-2120 Are there special program requirements for infants and toddlers?	• Some books accessible to children (Ex. During free play children have enough books to avoid conflict)* • Almost all books are in good repair* • As least one staff-initiated receptive language activity time daily (Ex. Reading books to children, storytelling, using flannel board stories)* • Participation encouraged only while children are interested; children not forced to participate	• A wide selection of books are accessible for a substantial portion of the day* • Some additional language materials used daily* • Books organized in reading center (preschool) • Books, language materials, and activities are appropriate for the children in the group • Staff read books to children informally (Ex. During free play, at naptime, as an extension of an activity)* • Book times are warm and interactive (Ex. Infant held while book is read; toddler allowed to turn pages and point to pictures)*	<u>Section D</u> • Materials safe, clean, and in good repair D-19 <u>Section E</u> • Materials must be of sufficient quantity and quality E-2 • Materials must be accessible at child's height E-2 • Materials reflect the daily life, family culture, and language of enrolled children (example: books) E-2 • Materials reflect the diversity found in society E-2 • Reading in groups or individually E-3 • Positive adult/child interactions E-7 <u>Not required</u>: how books are displayed and used
Encouraging children to communicate	170-295-2010 What types of play materials, equipment and activities must I provide for the children? 170-295-2030 How should staff interact with	• Some activities used by staff with children to encourage them to communicate* • Some materials accessible to encourage children to communicate* • Some attempts to correctly interpret what the child is trying to communicate throughout the day (Ex. Staff try another way to	• Staff generally respond in a timely and positive manner to children's attempts to communicate (Ex. Crying is answered quickly, children's verbal requests are attended to, respond with interest to children's communications during play)* • Staff add words to the actions they take in responding to	<u>Section E</u> • Staff converse with children to support decision-making, problem-solving, and higher-order thinking E-3 • Short periods of whole group discussion, interaction, and concept development E-3 • Meals with children and adults sitting together, engaging in relaxed conversation E-3

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	children?	calm crying child if first solution does not work; try hard to understand toddler's unclear words)* • Communication activities are generally appropriate for the children in the group*	children throughout the day (Ex. "I'm changing your diaper. Now you are all dry! Doesn't that feel better?)* • Communication activities take place during both free play and group times (Ex. Child dictates story about painting; small group discusses trip to store) • Materials that encourage children to communicate are accessible in a variety of interest centers (Ex. Small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors or indoors)	• Positive adult/child interactions E-7 includes: ○ Use a warm, calm, and respectful tone of voice, eye contact, and facial expression ○ Using positive language, saying what children can do ○ Validating children's feelings ○ Responding to requests and questions ○ Listening reflectively ○ Paraphrasing ○ Giving descriptive feedback • Support Play and Learning E-7 by: ○ Providing materials to enrich children's explorations (does not address this within interest centers) ○ Coaching children to express ideas ○ Engaging in extended conversations ○ Using varied vocabulary ○ Leading discussions and activities during daily routines ○ Noticing and responding to teachable moments

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				○ Posing problems and open-ended questions to stimulate higher-order thinking ○ Describing and discussing children's learning processes, rather than focusing on products
Using language to develop reasoning skills (preschool only)	170-295-2010 What types of play materials, equipment and activities must I provide for the children? 170-295-2030 How should staff interact with children?	• Staff sometimes talk about logical relationships or concepts (Ex. Explain that outside time comes after snacks, point out differences in sizes of blocks child used)* • Some concepts are introduced appropriately for ages and abilities of children in group, using words and concrete experiences (Ex. Guide children with questions and words to sort big and little blocks or to figure out the cause for ice melting)*	• Staff talk about logical relationships while children play with materials that stimulate reasoning (Ex. Sequence card, same/different games, size and shape toys, sorting games, number and math games)* • Children encouraged to talk through or explain their reasoning when solving problems (Ex. Why they sorted objects into different groups, in what way are two pictures the same or different)*	<u>Section E</u> • Staff converse with children to support decision-making, problem-solving, and higher-order thinking E-3 • Short periods of whole group discussion, interaction, and concept development E-3 • Support Play and Learning E-7 by: ○ Actively seeking and incorporating child-generated ideas ○ Providing materials to enrich explorations ○ Coaching children to express ideas ○ Engaging in extended conversations ○ 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

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				focusing on products

Informal use of language (preschool only)	170-295-2010
	What types of play materials, equipment and activities must I provide for the children?
	
	170-295-2030
	How should staff interact with children?
		• Some staff-child conversation (Ex. Ask "yes/no" or short answer questions; give short answers to children's questions)*
		• Children allowed to talk much of the day
			• Many staff-child conversations during free play and routines
			• Language is primarily used by staff to exchange information with children and for social interaction*
			• Staff add information to expand on ideas presented by children
			• Staff encourage communication among children, including those with disabilities (Ex. Remind children to listen to one another; teach all children to sign if classmate uses sign language)
				<u>Section E</u>
				• Environment promotes action and interaction E-2
				• Meals or snacks with children and adults sitting together, engaging in relaxed conversation, E-3
				• Adult –Child Interactions E-7 includes:
				  ○ Using positive language, saying what children can do
				  ○ Responding to requests and questions
				  ○ Listening reflectively
				  ○ Paraphrasing
				  ○ Giving descriptive feedback
				• Supporting Play and Learning E-7 by:
				  ○ Actively seeking and incorporating child-generated ideas
				  ○ Coaching children to express ideas
				  ○ Engaging in extended conversations
				  ○ Using varied vocabulary
				  ○ Staff leading discussions during daily routines
				  ○ Posing problems and open-ended questions
				• Foreshadow events and

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				expectations by letting children know what will happen next E-8 • Modeling and teaching social skills E-8 • Modeling and teaching emotional skills E-8 <u>Not specifically required</u>: Encourage communication among children at times other than meals.

Activities

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
Fine motor	170-295-2010 What types of play materials, equipment and activities must I provide for the children?	• Some developmentally appropriate fine motor materials of each type accessible* • Materials are accessible for much of the day • Most of the materials are in good repair and complete*	• Many developmentally appropriate fine motor materials of each type accessible for a substantial portion of the day* • Materials are well organized (Ex. Similar toys are stored together; sets of toys in separate containers; toys picked up, sorted	<u>Section D</u> • Materials must be clean, safe and in good repair D-19 • Materials must be age-appropriate D-19 <u>Section E</u> • Environment accommodates the special needs of enrolled children

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	170-295-2030 How should staff interact with children?		and restored as needed) • Materials on different levels of difficulty accessible (Ex. Both regular and knobbed puzzles for children with varying fine motor skills	E-2 • Environment allows choice, exploration, experimentation E-2 • Materials must be child-sized E-2 • Materials allow for a range of abilities E-2 • Materials must be of sufficient quantity and quality E-2 • Materials must be accessible at child's height E-2

Art	170-295-2010
	What types of play materials, equipment and activities must I provide for the children?
	
	170-295-2030
	How should staff interact with children?
		• Some art materials used with children at least once a week for infant/toddlers and at least 1 hour a day for preschoolers
		• All art materials used with children are non-toxic, safe, and appropriate*
		• Some individual expression permitted with art materials (Ex. Children allowed to decorate pre-cut shapes in their own way; in addition to teacher-directed projects, some individualized work is permitted)*
			• Younger toddlers offered some art 3 times a week, older toddlers offered art daily*
			• Staff facilitate appropriate use of materials (Ex. Tape paper in place for scribbling; use adaptive equipment when needed; encourage children to paint on paper and not to eat paint)
			• Many and varied materials accessible a substantial portion of the day for preschool
			• Much individual expression in use of art materials (Ex. Projects that follow an example are rarely used; children's work is varied and individual)*
				<u>Section D</u>
				• Materials must be safe, clean and in good repair D-19
				<u>Section E</u>
				• Materials must be of sufficient quantity and quality E-2
				• Materials must be accessible at child's height E-2
				• Materials address the children's current interests E-2
				• Curriculum (E-4) is:
				  ○ Active, play based, multi-sensory
				  ○ First-hand exploration of real-life materials
				  ○ Topics and materials related to children's emergent interests
				  ○ Child-directed
				• Curriculum Planning (E-5) must support:
				  ○ Motor development
				
				Art materials – not specifically

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				addressed

Music/movement	N/A	• Some music materials accessible for children's use (Ex. Rattles, simple instruments, music toys, tape player with tapes)*
		• Staff initiate at least one music activity daily (Ex. Sing songs with children; music put on at naptime; play music for dancing)
		• Children not required to participate in group music activities, alternative activities available*
		• Some movement/dance activity done at least weekly (Ex. Marching or moving to music; acting out movements to songs or rhymes; children given scarves and encouraged to dance to music)
			• Many music materials accessible for children's use
			• Staff informally sing/chant daily with children*
			• Recorded music is used at limited times and with a positive purpose (Ex. Quiet music at nap; put on for dancing or singing)*
			• Various types of music are used with the children (Ex. Classical and popular music, music characteristic of different cultures, some sung in different languages)*
				<u>Section E</u>
				• Materials must be of sufficient quantity and quality E-2
				• Materials must be accessible at child's height E-2
				• Materials reflect the daily life, family culture and language of enrolled children E-2
				• Materials reflect the diversity found in society E-2
				• The daily routine must include large motor time E-3
				• Curriculum (E-4) is:
				  ○ Active, play based, multi-sensory
				  ○ First-hand exploration of real-life materials
				  ○ Topics and materials related to children's emergent interests
				  ○ Child-directed
				• Curriculum Planning (E-5) must support:
				  ○ Motor development
				
				Music/movement – not specifically addressed

Blocks	N/A	• Enough blocks and accessories are accessible for at least two children to build independent structures at the same	• At least 2 sets (10 or more blocks per set) of different types accessible daily for much of the day* • Enough space, blacks, and	<u>Section E</u> • Environment provides space for children to work individually, in small groups, and in a large group E-2

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
		time* • Some clear floor space used for block play • Blocks and accessories accessible for daily use*	accessories are accessible for three or more preschoolers to build at the same time* • Blocks and accessories are organized according to type • Special block area set aside out of traffic, with storage and suitable building surface (Ex. Flat rug or other steady surface)* • Block area accessible for play for a substantial portion of the day*	• Materials must be of sufficient quantity and quality E-2 • Materials must be accessible at child's height E-2 • Curriculum (E-4) is: ○ Active, play based, multi-sensory ○ First-hand exploration of real-life materials ○ Child-directed • Curriculum Planning (E-5) must support: ○ Motor development Blocks not specifically addressed
Sand/water	170-295-5050 How can I make sure water activities are as safe and sanitary as possible?	• Some provision for sand or water play accessible either outdoors or indoors* • Some sand/water toys accessible • Close supervision of sand/water play	• Provision for sand and water play (either outdoors or indoors) • Variety of toys accessible for play (Ex. Containers, spoons, funnels, scoops, shovels, pots and pans, molds, toy people, animals, and trucks)* • Sand or water play available to preschoolers for at least 1 hour daily*	<u>Section E</u> • Materials must be of sufficient quantity and quality E-2 • Materials must be accessible at child's height E-2 • The daily routine must include a large block of free choice time, at least 45 minutes E-3 • Curriculum (E-4) is: ○ Active, play based, multi-sensory ○ First-hand exploration of real-life materials ○ Child-directed • Curriculum Planning (E-5) must support: ○ Motor development Sand/water – not specifically

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				addressed

Dramatic play	N/A	• Some age appropriate dramatic play materials and furniture accessible, so children can act out family roles themselves (Ex. Dress-up clothes, housekeeping props, dolls)
		• Materials accessible for at least 1 hour daily*
		• Separate storage for dramatic play materials
			• Many and varied dramatic play materials accessible, including dress-up clothes*
			• Materials accessible for a substantial portion of the day*
			• Props represent at least two everyday life experiences (Ex. Household routines, work, transportation)
			• Materials are organized by type (Ex. Play dishes in separate container; dolls stored together; dress-up hats and purses hung on pegs)
				<u>Section D</u>
				• Materials must be age appropriate D-19
				<u>Section E</u>
				• Materials must be of sufficient quantity and quality E-2
				• Materials must be accessible at child's height E-2
				• Materials reflect the daily life, family culture, and language of enrolled children E-2
				• Materials reflect the diversity found in society E-2
				• The daily routine must include a large block of free choice time, at least 45 minutes E-3
				• Curriculum (E-4) is:
				  ○ Active, play based, multi-sensory
				  ○ First-hand exploration of real-life materials
				  ○ Topics and materials related to children's emergent interests
				  ○ Child-directed
				• Curriculum Planning (E-5) must support:
				  ○ Social & emotional development
				
				Dramatic play not specifically addressed

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)

Nature/science	N/A	• Some pictures, books, or toys that represent nature realistically, all are developmentally appropriate (Ex. Non-frightening posters clearly showing real animals; realistic toy animals)*
		• Some developmentally appropriate games, materials, or activities from two nature/science categories accessible for preschoolers*
		• Materials accessible daily*
		• Children encouraged to bring in natural things to share with others or add to a collection (ex. Bring fall leaves in from playground, bring in pet)
			• Outdoor experiences with nature provided at least 2 times a week (Ex. Infants placed on blanket on grass; toddlers explore flowers and trees in yard or park; children taken for stroller ride where staff point out natural things)*
			• Many developmentally appropriate games, materials, and activities from three categories accessible*
			• Materials are accessible for a substantial portion of the day*
			• Nature/science materials are well organized and in good condition (Ex. Collections stored in separate containers; animals' cages clean)
			• Every day events used as a basis for learning about nature/science (Ex. Talking about the weather, observing insects or birds; discussing the change of seasons; blowing bubbles or flying kites on a windy day; watching snow melt and freeze)*
				<u>Section D</u>
				• Materials must be safe, clean and in good repair D-19
				• Materials must be age appropriate D-19
				<u>Section E</u>
				• Environment supports children's developmental levels E-2
				• Materials must be of sufficient quantity and quality E-2
				• Materials must be accessible at child's height E-2
				• Materials reflect the daily life, family culture, and language of enrolled children E-2
				• The usual daily routine must include outdoor or large motor time E-3
				• Curriculum (E-4) is:
				  ○ Active, play based, multi-sensory
				  ○ First-hand exploration of real-life materials
				  ○ Topics and materials related to children's emergent interests
				  ○ Child-directed
				• Curriculum Planning (E-5) must support:
				  ○ Cognition and General Knowledge
				  ○ Language, Communication and Literacy.

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				Nature/Science not specifically addressed
Math/number (preschool only)	170-295-2030 How should staff interact with children?	• Some developmentally appropriate math/number materials accessible* • Materials accessible daily*	• Many developmentally appropriate materials of various types accessible (Ex. Materials for counting, measuring, learning shape and size)* • Materials are accessible for a substantial portion of the day. • Materials are well organized and in good condition (Ex. Sorted by type; all pieces needed for games stored together)* • Daily activities used to promote math/number learning (Ex. Setting table; counting while climbing steps; using timers to take turns)*	<u>Section D</u> • Materials must be safe, clean and in good repair D-19 • Materials must be age appropriate D-19 <u>Section E</u> • Materials must be of sufficient quantity and quality E-2 • Materials must be accessible at child's height E-2 • Curriculum (E-4) is: ○ Active, play based, multi-sensory ○ First-hand exploration of real-life materials ○ Child-directed • Curriculum Planning (E-5) must support: ○ Cognition and General Knowledge ○ Language, Communication and Literacy. Math/number not specifically addressed
Use of TV, video, and/or computers	N/A	• All materials are developmentally appropriate, non-violent, and culturally sensitive • Alternative activities	• Materials are limited to those considered "good for children" (Ex. Sesame Street, educational video and computer games, but not most cartoons)*	<u>Section D</u> • Materials and equipment must be age appropriate D-19 <u>Section E</u> • Materials reflect the daily life,

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
		accessible while TV/computer is being used • Time children allowed to use TV/video or computer is limited (Ex. TV/videos limited to one hour daily in full-day programs, computer turns limited to 20 minutes daily; no use with children under 12 months of age)*	• Computer used as one of many free choice activities, if used at all • Most of the materials encourage active involvement (Ex. Children can dance, sing, or exercise to video; computer software encourages children to think and make decisions) • Staff are actively involved in use of TV, video or computer (Ex. Watch and discuss video with children; do activity suggested in educational TV program; help child learn to use computer program)	family culture, and language of enrolled children E-2 • Materials reflect the diversity found in society E-2 • Curriculum (E-4) is: ○ Active, play based, multi-sensory ○ First-hand exploration of real-life materials ○ Child-directed • Curriculum Planning (E-5) must support: ○ Physical Well-Being, Health and Motor development ○ Social and Emotional Development Use of TV, video, and/or computers not specifically addressed
Promoting acceptance of diversity	170-295-2030 How should staff interact with children?	• Some racial and cultural diversity visible in materials (Ex. Multi-racial or multi-cultural dolls, books, or bulletin board pictures; music tapes from many cultures; in bilingual areas some materials accessible in children's primary language)* • Materials show diversity in a positive way* • Staff intervene appropriately to counteract prejudice shown by children	• Many books, pictures, and materials accessible showing people of different races, cultures, ages, abilities and gender in non-stereotyping roles (Ex. Both historical and current images; males and females shown doing many different types of work including traditional and non-traditional roles)* • Some props representing various cultures included for use in dramatic play (Ex. Dolls of different races; ethnic clothing;	<u>Section E</u> • Materials reflect the daily life, family culture, and language of enrolled children E-2 • Materials reflect the diversity found in society including gender, age, language and abilitiesE-2 • Curriculum reflects the cultures of enrolled children E-4 • Curriculum supports ongoing development of each child's home language E-4 • Curriculum includes and demonstrates respect for diverse family structures and cultures

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
		or other adults (Ex. Discuss similarities and differences; establish rules for fair treatment of others), or no prejudice is shown	cooking and eating utensils from various cultural groupings)*	E-4 <u>Not required</u>: specific method to meet the requirements above.

Interaction

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale Good – (5)	Early Childhood Education and Assistance Program (ECEAP)
Supervision of gross motor activities	170-295-2090 What are the required staff to child ratios and maximum group sizes for my center? 170-295-2130 Do I need an outdoor play area? 170-295-2030 How should staff interact with children?	• Supervision is adequate to protect children's health and safety (Ex. Enough staff present to watch children in area; staff positioned to see all areas; staff move around as needed; intervene when problem occurs) • Some positive staff-child interaction (Ex. Comfort child who is upset or hurt; show appreciation of new skill; pleasant tone of voice)*	• Staff act to prevent dangerous situations (Ex. Remove broken toys or other dangers prior to children's use; stop rough play before children get hurt) • Most staff-child interactions are pleasant and helpful* • Staff assist children to develop skills needed to use equipment (Ex. Help children learn to pump on swing; help child with disabilities use adaptive pedals on tricycle)	<u>Section D</u> • Outdoor play areas are carefully supervised D-18 <u>Section E</u> • A minimum 1:9 adult/child ratio E-1 • No more than 20 children per class/group E-1 • Positive adult/child interactions E-7 • Help children enter and sustain play E-7 • Staff must supervise children's activities E-8 • Staff must model and teach social skills E-8 • Staff must model and teach emotional skills E-8 • Staff must coach appropriate behavior E-8 <u>Not specifically required:</u> acting to prevent dangerous situations, assisting children to develop skills needed to use equipment.

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale Good – (5)	Early Childhood Education and Assistance Program (ECEAP)
General supervision of children (other than gross motor)	170-295-2090 What are the required staff to child ratios and maximum group sizes for my center?	• Sufficient supervision to protect children's safety • Attention given to cleanliness and to prevent inappropriate use of materials (Ex. Messy science table clean up; child stopped from emptying whole glue bottle) • Most supervision is non-punitive, and control is exercised in a reasonable way*	• Careful supervision of all children adjusted appropriately for different ages and abilities (Ex. Younger or more impulsive children supervised more closely) • Staff give children help and encouragement when needed (Ex. Help child who is wandering get involved in play; help child complete puzzle) • Staff show awareness of the whole group even when working with one child or a small group (Ex. Staff frequently scan room when working with one child; make sure area not visible is supervised by other staff) • Staff show appreciation of children's efforts an accomplishments	Section E • A minimum 1:9 adult/child ratio E-1 • No more than 20 children per class/group E-1 • Positive adult/child interactions E-7 • Help children enter and sustain play E-7 • Staff must adapt the environment, routine, and activities to the needs of enrolled children E-8 • Staff must establish consistent, reasonable expectations E-8 • Staff must supervise children's activities E-8 • Staff must redirect [children] to an activity that matches the child's energy level E-8

Discipline	170-295-2040 What behavior management and guidance practices must I have in place?	• Staff do not use physical punishment or severe methods
		• Staff usually maintain enough control to prevent children from hurting one another
		• Expectations for behavior are largely appropriate for age and developmental level of children
			• Staff use non-punitive discipline methods effectively (Ex. Giving attention for positive behaviors; redirecting child from unacceptable to acceptable activity)
			• Program is set up to avoid conflict and promote age appropriate interaction (Ex. Duplicate toys accessible; child with favorite toy given protected place to play)
			• Staff react consistently to children's behavior (Ex. Different
				Section E
				• Staff must use positive guidance techniques to(E-8):
				  ○ Maintain positive relationships with children
				  ○ Foreshadow events and expectations
				  ○ Teach children turn-taking, cooperation, waiting, treating others kindly and conflict resolution
				  ○ Coach appropriate

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale Good – (5)	Early Childhood Education and Assistance Program (ECEAP)
			staff apply same rules and use same methods; basic rules followed with all children)*	behavior ○ Offer choices ○ Redirect to an activity that matches the child's energy level ○ Teacher-supported cool down/time-out as a last resort • Staff must not use (E-8): ○ 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.

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale Good – (5)	Early Childhood Education and Assistance Program (ECEAP)
Staff-child interactions	170-295-2030 How should staff interact with children?	• Staff usually respond to children in a warm, supportive manner (Ex. Staff and children seem relaxed, voices cheerful, frequent smiling) • Few, if any, unpleasant interactions	• Staff show warmth through appropriate physical contact (Ex. Pat child on the back; return child's hug) • Staff show respect for children (Ex. Listen attentively, make eye contact, treat children fairly, do not discriminate) • Staff respond sympathetically to help children who are upset, hurt, or angry*	<u>Section E</u> • Staff build positive relationships with children. Staff must (E-7) ○ 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

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale Good – (5)	Early Childhood Education and Assistance Program (ECEAP)
				by letting them try out their ideas, take safe risks, and do things at their own pace, in their own way.
Interactions among children	N/A	• Peer interaction encouraged (Ex. Children allowed to move freely so natural groupings and interactions can occur) • Staff stop negative and hurtful peer interactions (Ex. Stop name calling, fighting) • Some positive peer interaction occurs	• Staff model good social skills (Ex. Are kind to others, listen, empathize, cooperate) • Staff help children develop appropriate social behavior with peers (Ex. Help children talk through conflicts instead of fighting; encourage socially isolated children to find friends; help children understand feelings of others)	<u>Section E</u> • Staff must use positive guidance techniques to help children learn to get along with each other, which include (E-8): ○ Establishing consistent, reasonable expectations. ○ Supervising children's activities. ○ Modeling and teaching social skills ○ Modeling and teaching emotional skills ○ Involving children in defining simple, clear classroom limits. • Staff coach appropriate behavior E-8

Program Structure

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)

Schedule	170-295-2010
	What types of play materials, equipment and activities must I provide for children?
	
	170-295-2130
	Do I need an outdoor play area?
	
	170-295-7080
	What am I required to post in the center?
		• Basic daily schedule exists that is familiar to children (Ex. Routines and activities occur in relatively the same sequence most days)
		• Written schedule is posted in room and relates generally to what occurs*
		• At least one indoor and one outdoor play period (weather permitting) occurs daily*
		• Both gross motor and less active physical play occur daily
			• Schedule provides balance of structure and flexibility (Ex. Regularly scheduled outdoor play period may be lengthened in good weather)
			• A variety of play activities occur each day, some teacher directed and some child initiated
			• A substantial portion of the day is used for play activities
			• No long period of waiting during transition between daily events*
				<u>Section E</u>
				• Staff must post a schedule of the daily routine E-3
				• The daily routine must (E-3):
				  ○ 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 activity,

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				responding to children's needs. • The usual daily routine must include (E-3): ○ 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. ○ Toothbrushing following one meal or snack daily. • Curriculum emphasizes (E-4):

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				○ Active, play-based, multi-sensory learning experiences ○ Topics that relate to child's emerging interests ○ Opportunities for children to direct their own learning • Staff must adapt the environment, routine, and activities to the needs of enrolled children E-8
Free play	170-295-2010 What types of play materials, equipment and activities must I provide for children?	• Some free play occurs daily indoors and outdoors, weather permitting* • Supervision provided to protect children's health and safety* • Some toys, games, and equipment accessible for children to use in free play	• Free play occurs for a substantial portion of the day both indoors and outdoors (Ex. Several free play periods scheduled daily) • Supervision provided to facilitate children's play (Ex. Staff help children get materials they need; help children use materials that are hard to manage) • Ample and varied toys, games, and equipment are provided for free play	<u>Section E</u> • The environment (E-2) ○ 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 ○ Provides space for children to work individually, in small groups, and in a large group • Materials and equipment must be of sufficient quantity and quality E-2

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)

				• Materials and equipment must provide for children's safety while being appropriately challenging E-2
				• Materials must be accessible at child's height E-2
				• Materials and equipment must provide for children's safety while being appropriately challenging E-2
				• 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 E-3
				• Contractors must ensure a developmentally appropriate curriculum emphasizing (E-4):
				  ○ Active, play-based, multi-sensory learning experiences
				  ○ First-hand exploration 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

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				• Staff must support children's play and learning by (E-7): ○ 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 • Staff must supervise children's activities E-8
Group play	170-295-2010 What types of play materials, equipment and activities must I provide for children?	• Some play activities done in small groups of individually* • Some opportunity for children to be a part of self-selected small groups*	• Whole-group gatherings limited to short periods, suited to age and individual needs of children* • Many play activities done in small groups or individually* • Some routines done in small groups or individually	<u>Section E</u> • Environment provides space for children to work individually, in small groups, and in a large group E-2 • The usual daily routine must include (E-3): ○ Small group learning opportunities ○ Short periods of whole group discussion, interaction, and concept development ○ Reading in groups or individually

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)

Provisions for children with disabilities	170-295-6010 What are the regulations regarding discrimination?	• Staff have information from available assessments
		• Minor modifications made to meet the needs of children with disabilities*
		• Some involvement of parents and classroom staff in setting goals (Ex. Parents and teacher attend IEP or IFSP meeting)
		• Some involvement of children with disabilities in the ongoing activities with the other children
			• Staff follow through with activities and interactions recommended by other professionals (Ex. Medical doctors, educators) to help children meet identified goals
			• Modifications made in environment, program, and schedule so that children can participate in many activities with others
			• Parents frequently involved in sharing information with staff, setting goals, and giving feedback about how program is working
				<u>Section A</u>
				• ADA compliance A-12
				<u>Section E</u>
				• Environment supports children's developmental levels E-2
				• Environment accommodates the special needs of children E-2
				• Materials and equipment allow for a range of abilities E-2
				• Materials and equipment provide for children's safety while being appropriately challenging E-2
				• Daily routine meet the needs of the children E-3
				• The planned curriculum must encompass (E-5):
				  ○ Enrolled children's learning styles, interests, special needs, and goals including Individualized Education Program (IEP) goals
				  ○ Information learned from child observation and assessment (E-11)
				  ○ Parent ideas for the curriculum
				• Conduct developmental screenings to identify children who may need further evaluation E-10
				• Contractors document (E-10):
				  ○ Developmental screening of each child within 90

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				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 • Contractors work with the Local Education Agency (LEA) to develop an Individualized Education Program (IEP) that identifies and plans for needed services E-10 • Assess children's social-emotional, physical, and cognitive development a minimum of two times each school year E-11 • Use observation and assessment information to plan individualized curriculum and guidance E-11 • During conferences, teachers (E-12): ○ Discuss parent and teacher observations of the child's development and progress ○ Share screening and assessment results ○ Obtain parent input for program and curriculum

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
				planning ○ Jointly plan goals for child

Parents and Staff

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
Provisions for	170-295-2080	• Parents given administrative	• Parents urged to observe in	Sections A, C, D, E, F

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
parents	What must I communicate to parents?	information about program in writing (Ex. Fees, hours of service, health rules for attendance) • Some sharing of child-related information between parents and staff (Ex. Informal communication; parent conferences only upon request; some parenting materials) • Some possibilities for parents and family members to be involved in children's program • Interactions between family members and staff are generally respectful and positive	child's group prior to enrollment • Parents made aware of philosophy and approaches practiced (Ex. Parent handbooks, discipline policy, descriptions of activities) • Much sharing of child-related information between parents and staff (Ex. Frequent informal communication; periodic conferences for all children; parent meetings, newsletters, parenting information available) • Variety of alternatives used to encourage family involvement to children's program (Ex. Bring birthday treat; eat lunch with child; attend family pot luck)	• Parent Involvement A-3, A-5, A-6, A-7, A-8, A-9, A-10, C-2, C-6, C-10, C-18, C-20, D-2, D-4, D-6, D-15, E-5, E-10, E-12, F-1 thru F-7 (particularly F-5) Examples: • E-12 Parent-teacher conferences • F-2 Building relationships on mutual respect • F-5 Parent involvement • F-6 Written information to parents regarding the program • F-6 Parent education <u>Not addressed:</u> Parents urged to observe child's group prior to enrollment.
Provisions for personal needs of staff	N/A	• Separate adult restroom • Some adult furniture available outside of children's play space • Some storage for personal belongings • Staff have at least one break daily • Accommodation made to meet needs of staff with disabilities when necessary.	• Lounge with adult-sized furniture available; lounge may have dual use (Ex. Office, conference room) • Convenient storage for personal belongings with security provisions when necessary* • Morning, afternoon, and midday "lunch" breaks provided daily* • Facilities provided for staff meals/snacks (Ex. Refrigerator space, cooking facilities)	Staff requirements for comfort, security, relaxation not specifically addressed
Provisions for professional needs of staff	N/A	• Convenient access to phone* • Access to some file and	• Access to ample file and storage space • Separate office space used for	<u>Section F</u> • Confidential meeting space F-3

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
		storage space • Some space available for individual conferences during hours children are in attendance	program administration* • Space for conferences and adult group meetings is satisfactory (Ex. Dual or shared use does not make scheduling difficult; privacy is assured; adult-sized furniture available)	Office, file and adult storage space not addressed.
Staff interaction and cooperation	170-295-1090 What kind of meetings or ongoing training must I provide my staff?	• Some basic information to meet children's needs is communicated (Ex. All staff know about child's allergies) • Interpersonal interaction among staff does not interfere with caregiving responsibilities • Staff duties are shared fairly*	• Child-related information is communicated daily among staff (Ex. Information about how routines and play activities are going for specific children) • Staff interactions are positive and add a feeling of warmth and support • Responsibilities are shard so both care and play activities are handled smoothly*	Adult to adult communication/ interactions not addressed.
Supervision and evaluation of staff	N/A	• Some supervision provided for staff (Ex. Director observes informally; observation done in case of complaint) • Some feedback about performance provided	• Annual supervisory observation provided • Written evaluation of performance shared with staff at least yearly • Strengths of staff as well as areas needing improvement identified in the evaluation • Action is taken to implement the recommendations of the evaluation (Ex. Training given to improve performance; new materials purchased if needed)	Section C • Annual performance evaluation of provisional hires C-4 • Contractors must plan a training program, with involvement of staff and parents, to support the personal and professional development of ECEAP staff C-20 Other supervision/evaluation activities not addressed.
Opportunities for professional growth	170-295-1060 What initial and ongoing training and	• Some orientation for new staff including emergency, safety, and health	• Thorough orientation for new staff including interaction with children and parents, discipline	Section C • Staff Training Program C-20 • Required Training – ECEAP

Standard	Child Care Center WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)	Early Childhood Education and Assistance Program (ECEAP)
	registry system (STARS) training is required for child care center staff? 170-295-1070 What continuing state training and registry system (STARS) training is required for child care center staff? 170-295-1080 What topics must my new staff orientation include?	procedures* • Some in-service training provided* • Some staff meetings held to handle administrative concerns*	methods, appropriate activities • In-service training provided regularly by program (Ex. Staff participate in workshops; guest speakers and videos used for on-site training)* • Monthly staff meetings held that include staff development activities • Some professional resource materials available on-site (Ex. Books, magazines, or other materials on child development, cultural sensitivity, and classroom activities-may be borrowed from library)*	Performance Standards, First Aid, CPR, Disaster and Emergency, BBP, CA/N, Food Handlers C-21 • Lead teachers and family support specialists must complete a minimum of 15 hours of professional development per year C-21 <u>Section G</u> • Orientation G-4 and A-1 <u>Not specifically addressed</u>: staff meetings and professional resource materials

ECEAP Outcomes

2010-11 School Year

Washington State Department of Early Learning

www.del.wa.gov/eceap **eceap@del.wa.gov**

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INTRODUCTION TO ECEAP

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. ECEAP focuses 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 program design is aligned with nationally researched programs that have shown exceptional returns on investment.

ECEAP is effective at:

- Increasing children's social-emotional, physical and pre-academic skills.
- Strengthening families and building their capacity to support their children's success.
- Ensuring that each child receives medical and dental care so they start school with optimal health.

During the 2010-11 school year, the Department of Early Learning (DEL) administered ECEAP through 40 contracts with educational service districts, school districts, community colleges, local governments and nonprofits. ECEAP served 37 of 39 Washington counties at 260 sites.

In the 2010-11 school year:

- Total ECEAP funding was $54,405,000; 98.3 percent of this went directly to communities to benefit children and families at an average cost of $6,662 per child.

- ECEAP had 8,024 spaces for children. 9,137 children were enrolled at some time during the year, a 13.9 percent turnover rate. Reasons for turnover include families moving or choosing other care.

- At its peak, the 2010-2011 ECEAP waiting list held 1,416 4-year-olds and 2,925 3-year-olds.

- 18,600 children in Washington were eligible for ECEAP and were not served by either ECEAP or the federal Head Start program.

- ECEAP received 9 out of 10 quality points from the National Institute for Early Education Research (NIEER) for our state early learning guidelines, comprehensive family support and health coordination services, early childhood education (ECE) training requirement for teachers and assistant teachers, class size, staff–to-child ratios, meals and DEL's monitoring of program quality. The 10th quality point would require ECEAP lead teachers to have a bachelor's degree. DEL currently requires an associate or higher degree with 30 quarter credits of ECE.

ECEAP FUNDING

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Allotment	$35,083,000	$47,919,000	$56,437,000	$54,837,000	$54,405,000
Percent for state administration	4.6%	3.4%	2.9%	2.17%	1.75%
Percent to contractors	95.4%	96.6%	97.1%	97.83%	98.25%
Minimum funds per slot	$5,200	$6,500	$6,630	$6,630	$6,630
Average funds per slot	$5,596	$6,536	$6,662	$6,662	$6,662

2010-11 ECEAP LEAD TEACHER QUALIFICATIONS

Since 1986, ECEAP Performance Standards have required lead teachers to hold an associate degree or higher, with 30 credits of ECE, or a state teaching certificate with an endorsement in ECE (pre-K through grade 3). However, in some parts of the state, it has been difficult to hire fully-qualified staff so some teachers are on a five-year plan to complete this requirement. Research links early learning and development to the educational qualifications of teachers. See http://nieer.org/resources/policybriefs/2.pdf.

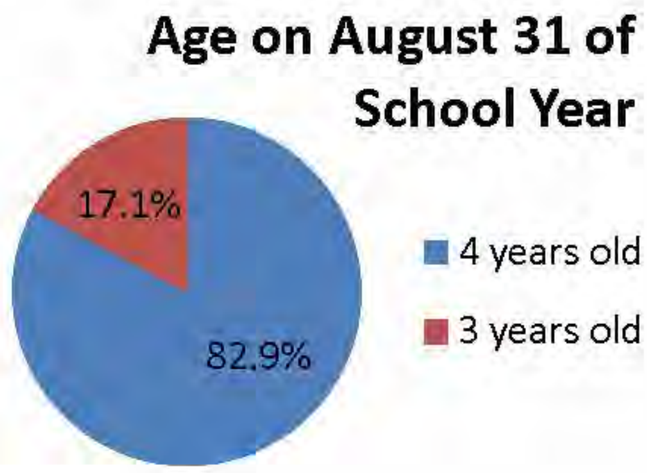
- 81 percent of lead teachers met the DEL requirement of an associate degree or higher. This has increased from 69 percent in 2007, when DEL intensified monitoring of qualifications.
- 6.7 percent of lead teachers held a master's degree.
- 36.2 percent of lead teachers held a bachelor's degree.
- 44.3 percent of lead teachers held an associate's degree.
- 3.9 percent held a Child Development Associate (CDA) credential.
- 8.3 percent had completed some college, but not yet attained a degree.

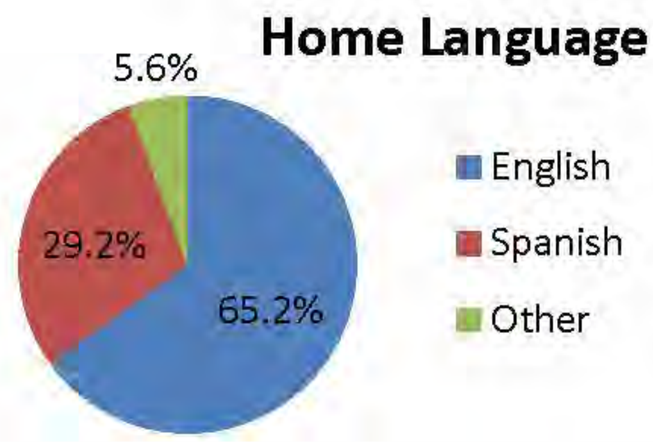
Percent of fully qualified lead teachers				
2006-07	**2007-08**	**2008-09**	**2009-10**	**2010-11**
69%	75%	71% *	79%	81%

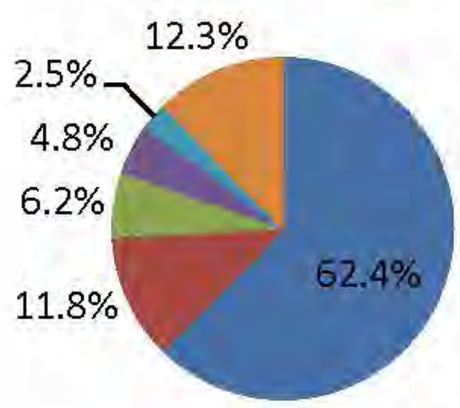
**This was a program expansion year with many new hires.*

ECEAP CHILD DEMOGRAPHICS

n = 9,137







Race

- White
- Black/African American
- American Indian/Alaska Native
- Asian
- Native Hawaiian/Pacific Islander
- Unknown

		Percent of Children
Hispanic Ethnicity		42.5%
Single-parent home		40.6%
Foster care		3.0%
Homeless		7.1%
Received child care subsidy		21.5%
On IEP	*At time of enrollment*	5.9%
	Referred for evaluation by ECEAP	7.7%
	On IEPs any time this school year	9.1%

Data is from the ECEAP Management System (EMS) unless otherwise noted.

ECEAP FAMILY INCOME AND EDUCATION

		Percent of Families
Family Income *In 2010, 100 percent of federal poverty level was $18,310 annually for a family of three.*	*80% of FPL* and under*	64.3%
	81-110% of FPL	29.1%
	111-130% of FPL	2.5%
	131% FPL or higher	3.9%
Parent's Education Level *Of all adults living in Washington, 2.9 percent have an education of 6th grade or lower, compared to 11.4% in ECEAP. Statewide, 11 percent have no high school diploma or GED.*	*6th grade or less*	11.4%
	7th – 12th grade, no diploma or GED	25.8%

*FPL = Federal Poverty Level - http://aspe.hhs.gov/POVERTY/10poverty.shtml

SUPPORTING PARENT EDUCATION

One ECEAP family, with six children, has a mother and father who did not complete high school. ECEAP family support staff encouraged the parents to earn a GED. The mother is now enrolled at a technical college working toward her GED and completing the Certified Nursing Assistant Program. Her classes are in the evening, which allows the father to care for their children.

(b)(6)

HEALTH OUTCOMES

n = 9,137

		Percent of Children
Medical Care	No medical home at time of enrollment	13.0%
	No medical coverage at time of enrollment	9.8%
	Behind schedule for well-child exam at time of enrollment	38.9%
	Behind schedule for well-child exam at end of school year	4.2%
	Received medical treatment as a result of exams while in ECEAP	5.4%
	Received an individualized ECEAP health plan for chronic illness	11.5%
Dental Care	No dental coverage at time of enrollment	12.2%
	Behind schedule for dental screenings at time of enrollment	45.2%
	Behind schedule for dental screenings at end of school year	8.4%
	Received dental treatment as a result of exams while in ECEAP	17.3%
Mental Health	ECEAP mental health professional consulted with parent or staff regarding the child's behavior or mental health.	5.9%
Vision Care	Received vision care as a result of ECEAP screening	3.5%
Hearing care	Received follow-up care as a result of hearing screening	1.4%

Medical home

A medical home is a health care provider or clinic, where the child receives ongoing, coordinated sick and preventive care. A "medical home" increases timely and appropriate use of pediatric services and avoids use of the emergency room for routine care. ECEAP staff worked closely with families to establish a medical home for the 13 percent of children who did not have one. (www.statehealthfacts.org)

Medical coverage

In 2010-11, 9.8 percent of ECEAP children had no medical coverage when they enrolled. This was an increase from 2.9 percent the previous year. Nationally, 9 percent of children have no medical coverage, even though 70 percent of the uninsured children are eligible for Medicaid or

the Children's Health Insurance Program. Children with public or private health insurance are more likely than children without insurance to have a regular and accessible source of health care. ECEAP staff worked with families over the year to ensure their children had medical coverage. By the end of the year, 96 percent of children had medical coverage. (Medicaid Facts United States, June 2011)

Well-child exams

At the time of enrollment 38.9 percent of ECEAP children were behind on their annual well-child medical exams. Only 4.2 percent were behind schedule by the end of the year. These exams revealed health issues for which 5.4 percent of ECEAP children received treatment.

Dental care

Regular dental visits provide an opportunity for prevention, early diagnosis, and treatment of oral and craniofacial diseases and conditions. When they enrolled in fall 2010, 55% of ECEAP children were up-to-date with dental screenings. By the end of the 11 school year, ECEAP ensured that 91.6 percent of enrolled children had dental screenings and necessary follow-up treatment. Dental cavities are the single most common disease of childhood. In 2003–2004, 23 percent of children ages 2 to 5 had untreated cavities; this percentage is higher for children in poverty. (National Center for Health Statistics, National Health Interview Survey)

HEALTHY SMILES

One child had nine cavities that were discovered in the ECEAP dental screening. The parent and child were very nervous about getting them filled. ECEAP staff researched local dentists who took their medical plan and could do them all at once under general anesthesia to avoid trauma to the child.

(b)(6)

VISION FOR THE FUTURE

In one ECEAP family, both parents had disabilities and neither could read or write. ECEAP screened their child's vision and communicated to her parents that she wasn't seeing well. ECEAP assisted them with a referral for an eye exam. Within a couple of weeks, the child had glasses and was starting treatment for strabismus (lazy eye). Her teachers noticed a big difference in the girl's fine and gross motor skills after she started wearing glasses.

SOCIAL-EMOTIONAL OUTCOMES

(b)(6)

ECEAP tracks social-emotional development during the school year using the Devereux Early Childhood Assessment (DECA). This tool measures social-emotional skills desired by kindergarten teachers, including self-control, initiative, and attachment. It also screens for behavioral concerns. Results are reported as "Concerns," "Typical," or "Strengths."

The DECA is nationally normed and based on research on child protective factors that support resilience – children's ability to bounce back in the face of adversity.

Teachers assess children at least twice a year; however, they implement DECA classroom strategies and individual interventions to support children's social and emotional development throughout the year. Recent unpublished research conducted by the Devereux Foundation demonstrates that classrooms that do not use these strategies do not show improvements in assessment results from fall to spring. A strong social-emotional foundation sets the stage for children's success in our ECEAP classrooms, in school and in life.

The DECA results below represent 5,159 ECEAP children who present for assessments in fall 2010 and in spring 2011.

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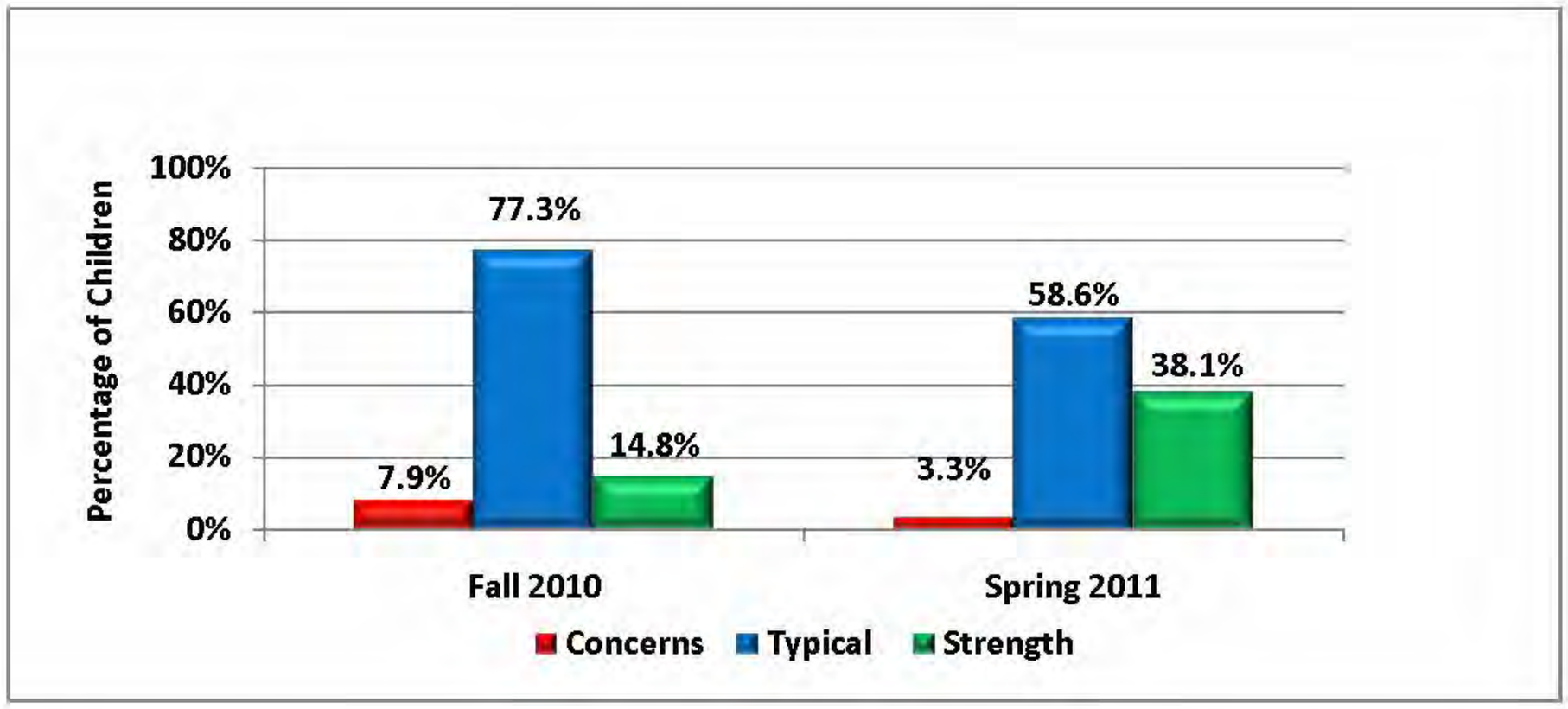
INITIATIVE

DECA results n = 5,159



Initiative is a child's ability to use independent thought and action to meet his or her needs. Children demonstrate initiative by choosing to do challenging tasks, asking questions, exploring and trying different ways to solve problems, and using creativity.

The number of children with typical levels of initiative decreased as many **children moved** from the **typical** category to the **strength**

The number of children exhibiting **strength** in initiative **increased** from **14.8%** to **38.1%**.

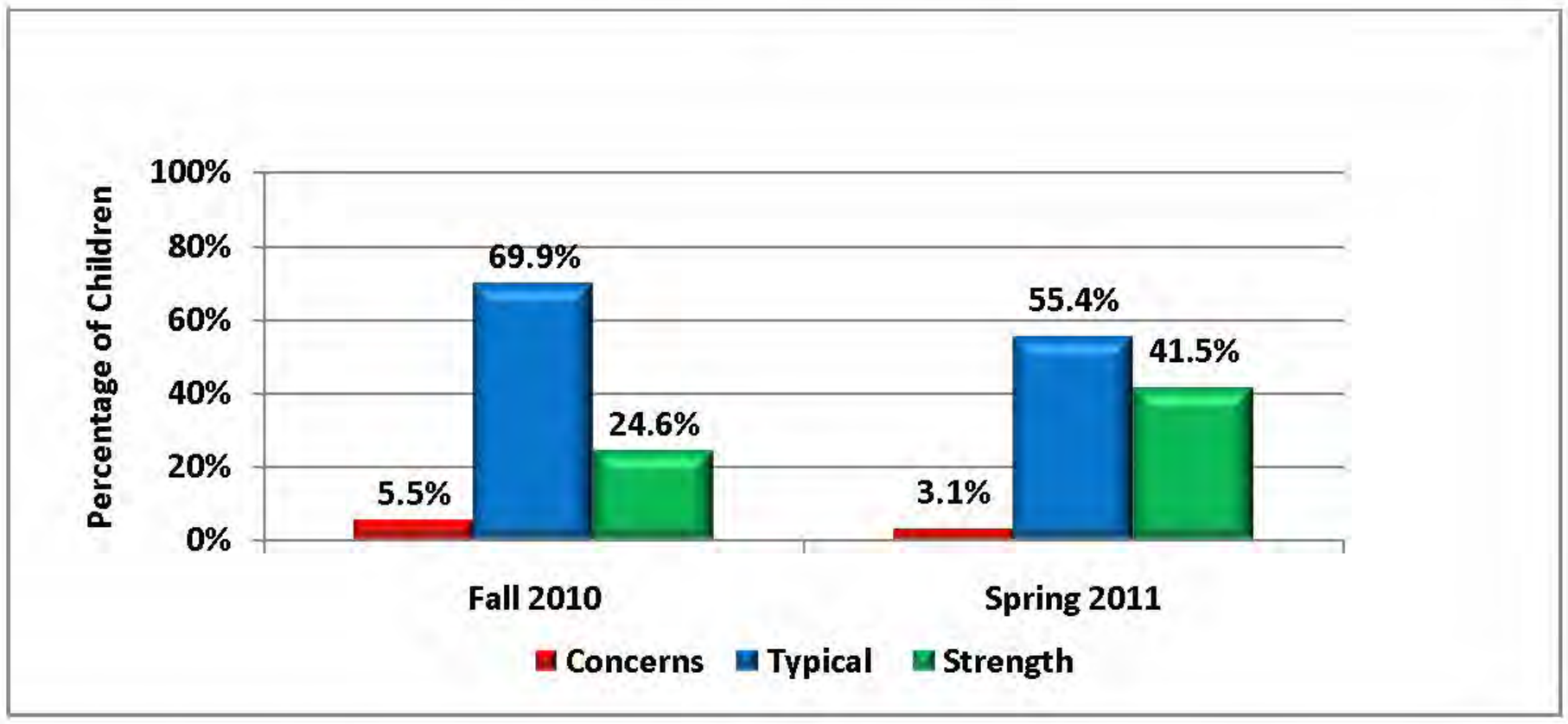
The number of children with serious **concerns** in initiative **decreased** from **7.9%** to **3.3%**.

(b)(6)

At the beginning of last year, one child was extremely shy. She wouldn't talk to anyone and refused to eat at school. By the end of the school year, she was talking to everyone, including children and adults, teasing teachers, eating at meal times and expressing genuine confidence in herself.

SELF-CONTROL

DECA results n = 5,159



Self-control is a child's ability to experience a range of feelings and emotions and express them using the words and actions society considers appropriate. Sharing, cooperating, showing patience and handling frustration well allow children to interact with peers and adults in a positive manner. This allows them to experience the full range of activities that prepare them for school and to manage their behaviors once they enter kindergarten. Having a consistent, predictable daily routine while in the ECEAP classroom contributes to a child's self-control.

This self-control measure closely aligns with "effortful control," a core aspect of self-regulation that predicts academic, social, and emotional success in both typical and at-risk children. It is a more robust predictor of early academic and social success than early verbal skills. It predicts school and adult success more accurately than family socioeconomic status or IQ. For at-risk children, effortful control serves as a protective factor, reducing the adverse impact of risk factors such as dangerous neighborhoods, family conflict or negative parenting.
(http://depts.washington.edu/ccfwb/Briefs.html)

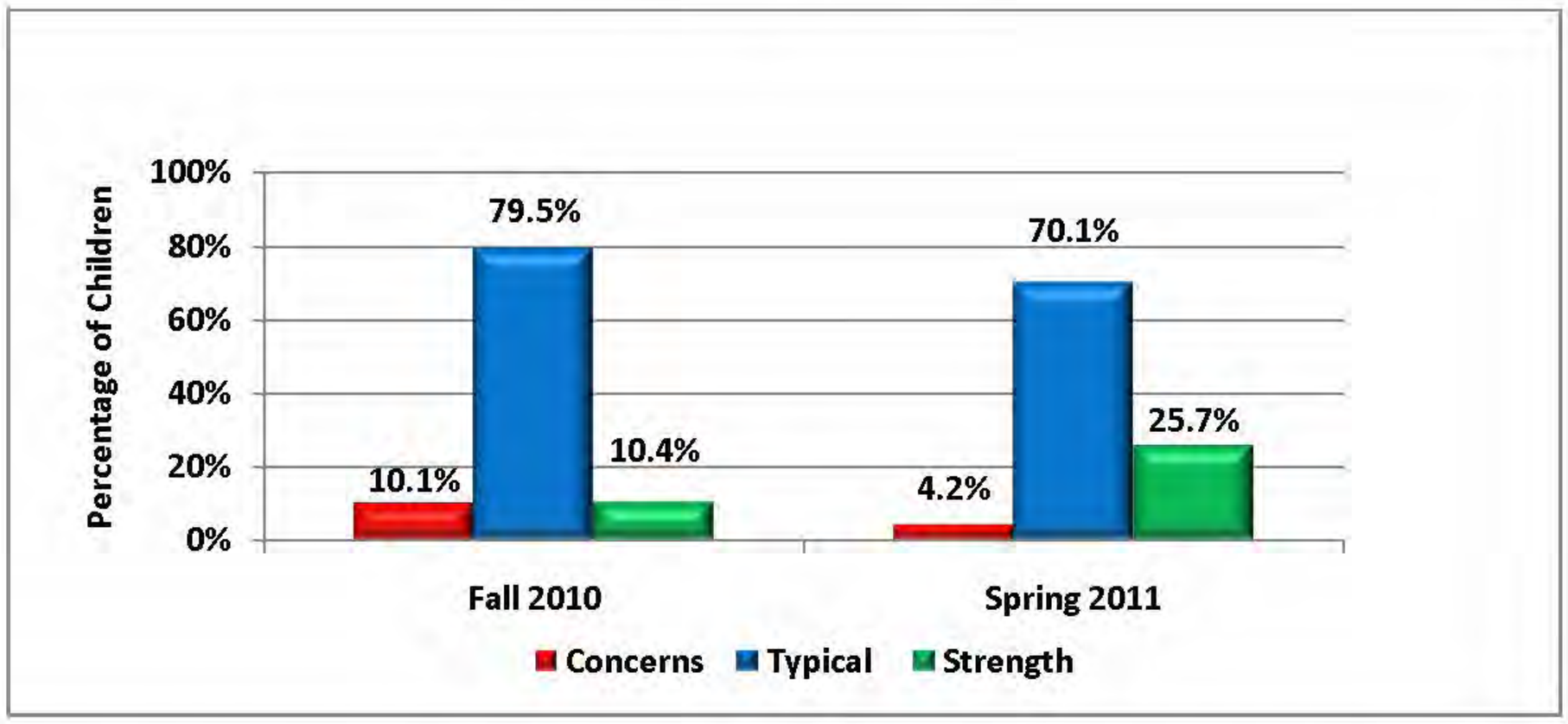
The number of children with typical levels of self control decreased as many **children moved** from the **typical** category to the **strength**

The number of children exhibiting **strength** in self control **increased** from **24.6**% to **41.5**%.

The number of children with serious **concerns** in self control **decreased** from **5.5**% to **3.1**%.

ATTACHMENT

DECA results n = 5,159



Attachment is the mutual, strong and long-lasting relationship between a child and significant adults such as parents, family members and teachers. Research shows a child needs just one secure attachment in life in order to be successful. Securely attached children trust adults, respond positively to them and can learn from them.

These attachment behaviors align with the emotional goals in Domain 2 – Social and Emotional Development of the *Washington State Early Learning and Development Benchmarks*.

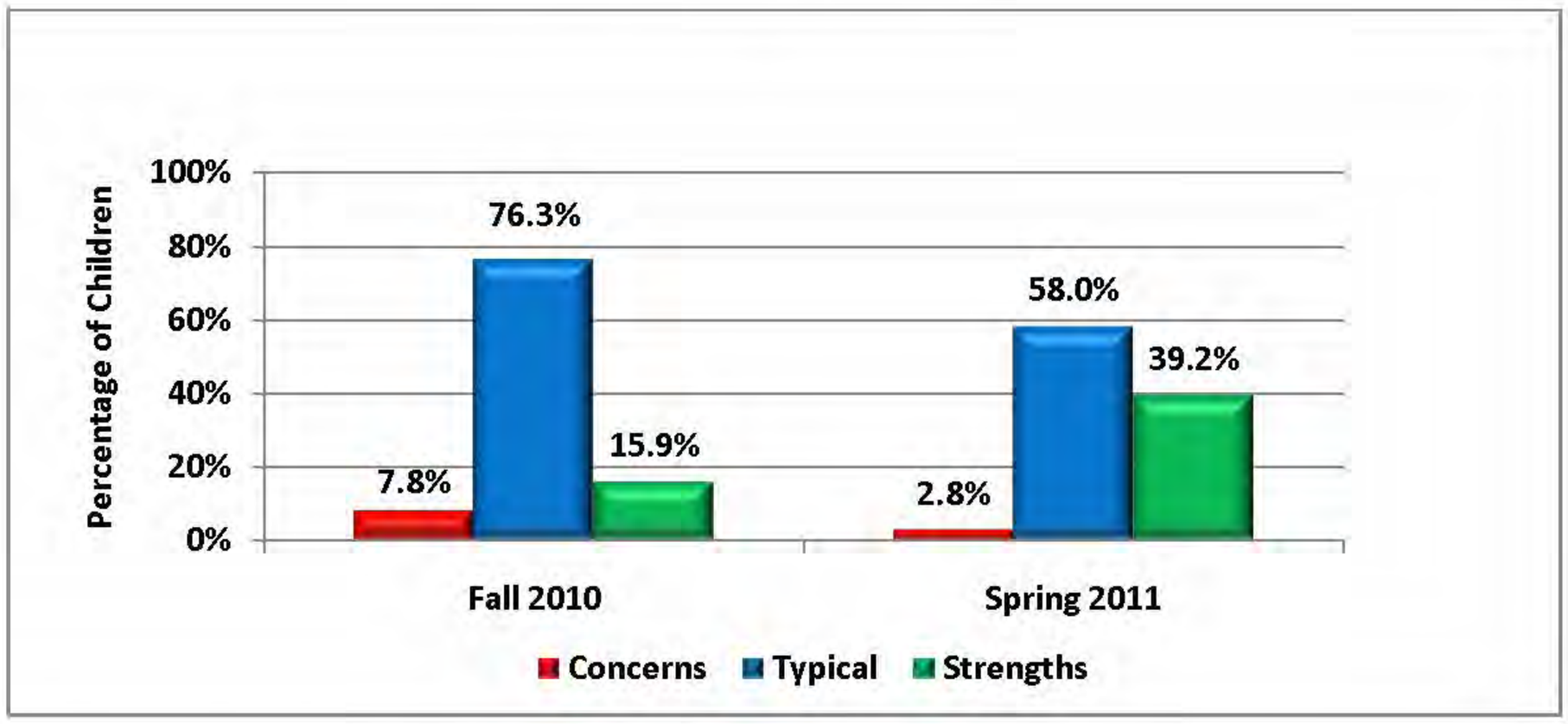
The number of children with typical levels of attachment decreased as many **children moved** from the **typical** category to the **strength**

The number of children exhibiting **strength** in attachment **increased** from **10.4**% to **25.7**%.

The number of children with serious **concerns** in attachment **decreased** from **10.1**% to **4.2**%.

TOTAL PROTECTIVE FACTORS

DECA results n = 5,159



The DECA Total Protective Factor Scale is an overall indicator of a child's strengths in initiative, attachment and self-control. These factors increase resilience in a child while decreasing behavior concerns at the same time. This scale is the most valid and reliable indicator of protective factors within the DECA, and is useful in outcomes measurement and program evaluation.

In national studies, about 16 percent of children show strengths in attachment, self-control and initiative. *(Paul LeBuffe, phone conversation, November 9, 2010)*

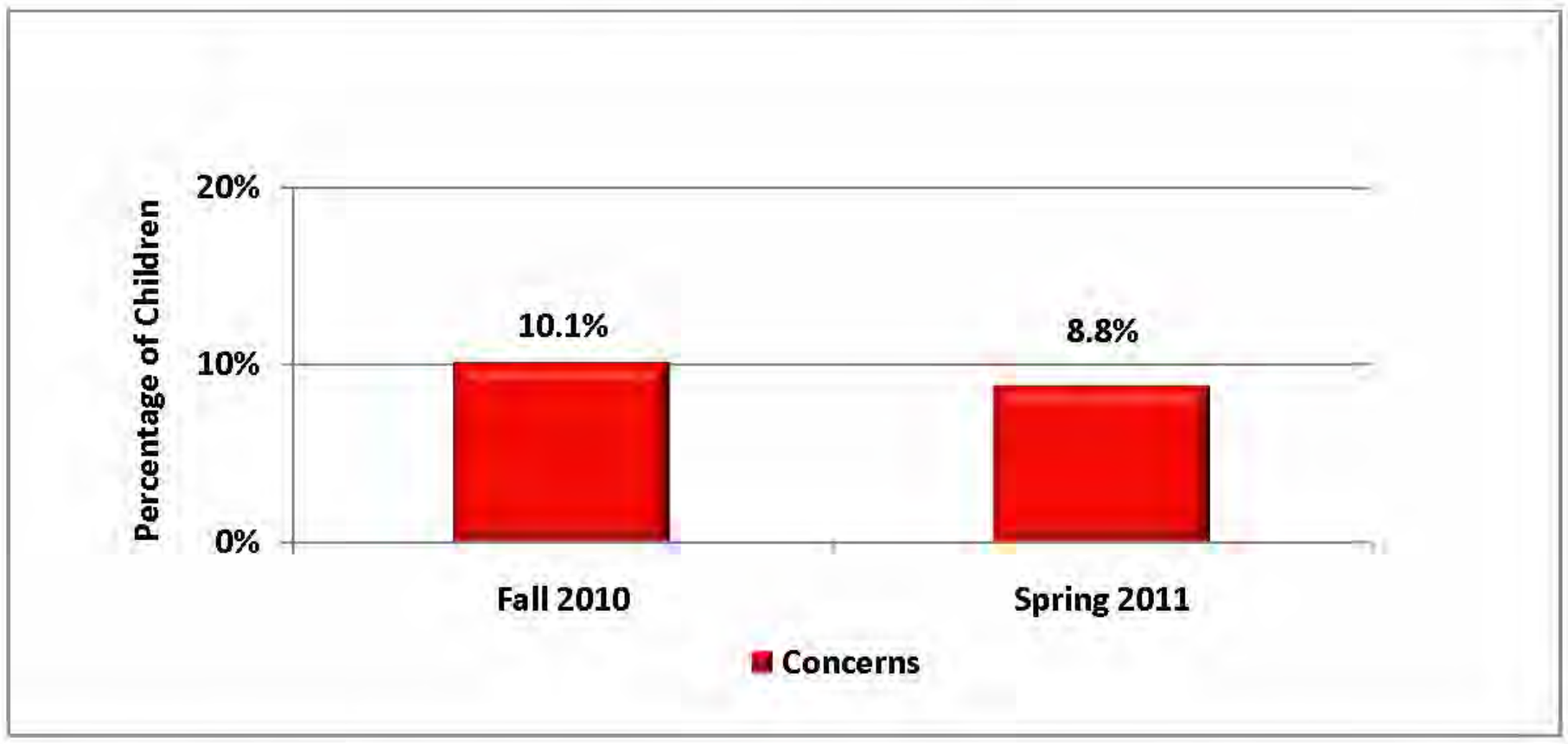
The number of children with typical levels of total protective factors decreased as many **children moved** from the **typical** category to the **strength** category.

The number of children exhibiting **strength** in total protective factors **increased** from **15.9%** to **39.2%**.

The number of children with serious **concerns** in total protective factors **decreased** from **7.8%** to **2.8%**.

BEHAVIORAL CONCERNS

DECA results n = 5,159



The DECA Behavioral Concerns Scale measures a wide variety of challenging behaviors. The behaviors included on this scale are typical of children who have problems with aggression, withdrawal, attention, and extreme emotions. Some of the individual behaviors, such as temper tantrums, may be developmentally appropriate for some children at certain developmental stages. Above average scores, however, are not typical and should trigger further observation. In the DECA system, challenging behaviors are first addressed by strengthening individual protective factors.

The number of children with serious behavioral concerns decreased from 10.1 percent to 8.8 percent.

- If this rate is applies to the overall ECEAP population, this means 770 children arrived at ECEAP with extreme behaviors and 128 resolved those behaviors by the end of the school year.

- Since a recent study showed an increase in DECA behavioral concerns over time in similar children without intervention, we presume this positive change is due to participation in ECEAP.

- Nationally, 4 percent of 4- to 7-year-olds have serious difficulty with emotions, concentration, behavior or getting along with others, a much smaller percentage than the ECEAP population. (2007 National Health Interview Survey, National Center for Health Statistics)

LEARNING OUTCOMES

All children in ECEAP are assessed for social-emotional, physical and cognitive development. Teachers use the results to plan individualized curriculum and child guidance. During the 2011-12 school year, DEL will choose a statewide assessment tool for this purpose. In 2010-11, ECEAP contractors chose a variety of assessment tools. Approximately one-third chose Teaching Strategies GOLD, newly released in June 2010. DEL collected data on children who were assessed using the online version of GOLD and had fall and spring ratings.

GOLD meets the assessment standards of the National Association for the Education of Young Children (NAEYC) and the National Association of State Early Childhood Specialists in State Departments of Education. It is a valid, reliable assessment system for children from birth through kindergarten. Teachers rate children on a scale of 1 to 9 on 36 objectives (plus two more for English language learners). Teachers observe children in natural settings over time, record their observations and use them to rate each objective for each child. These numbers represent developmental steps but not ages.

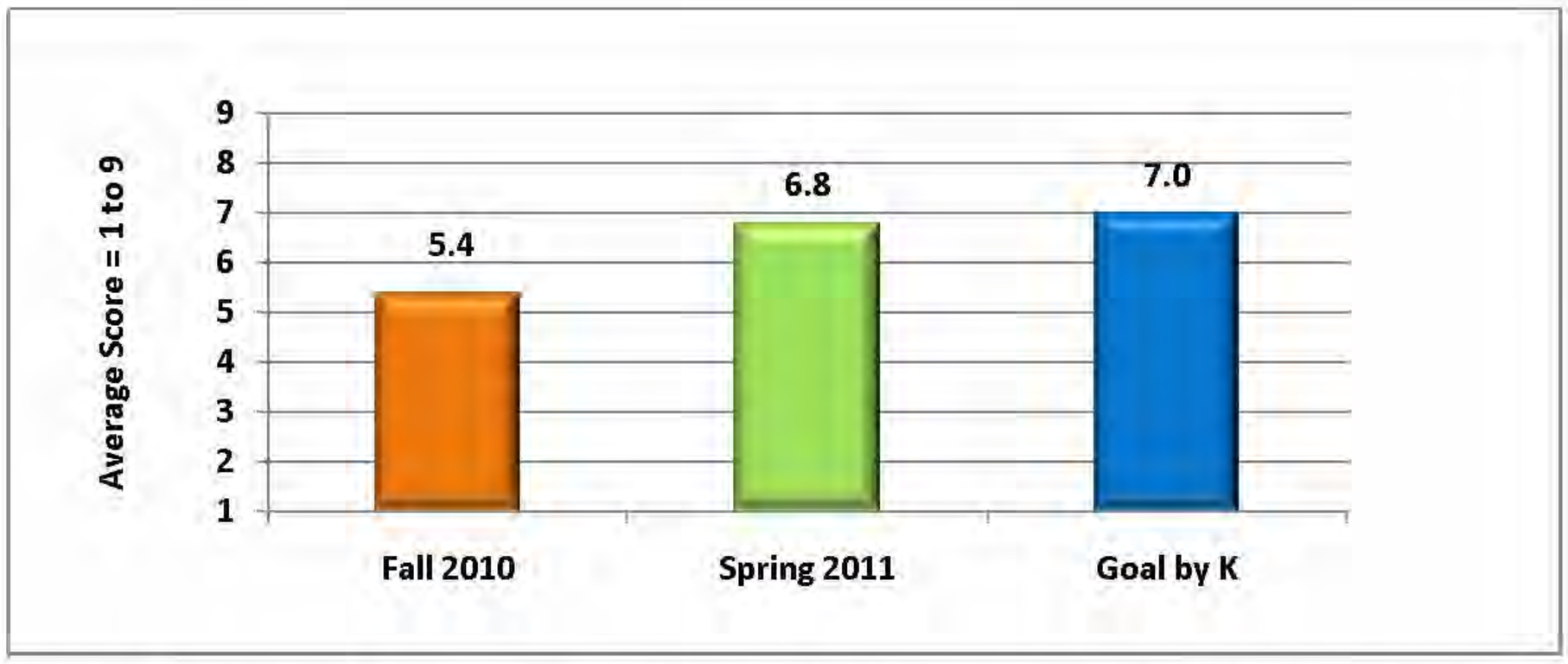
The ECEAP results below show the average ratings for 2,163 3- and 4-year-old children who were assessed at the beginning and end of the 2010-11 school year, though not all GOLD objectives were reported for all children. This is not a scientific sampling of ECEAP, but shows the kind of data we will be able to compile for ECEAP when we have a uniform assessment tool. In our charts, the orange bar is the average fall rating and the green bar is the spring rating. The blue bar is the "widely held expectation" for kindergarten entry, set by the developers of GOLD.

Ratings are presented below for the following developmental domains within GOLD: physical, language, cognitive, literacy and mathematical.

Note that the blue "Goal for K," bar is not the same number for each domain. For example, by kindergarten entry, children are expected to reach a rating of 7.0 in physical development and a rating of 4.2 in literacy development. The next steps in literacy development typically occur during the kindergarten year. We do not expect ratings of 9 in preschool.

During the 2010-11 school year, ECEAP children who were assessed using GOLD made progress in all domains. Children made the greatest progress in literacy and were, on average, above the goal for kindergarten entry in this area by the end of the year. Children made substantial progress in mathematics, but fell short of the widely held expectation for the first day of kindergarten. Some children in this sample still have more than one year before kindergarten. However, this sample implies that ECEAP could focus more on supporting children's development of mathematical skills.

PHYSICAL DEVELOPMENT



Physical development includes children's gross-motor (large muscle) and fine-motor (small muscle) skills. Physical development affects other areas of development. In fact, brain research points to the connection between early, positive movement experiences and brain development. Physical development is also linked to children's emotional development and school performance. The physical development objectives are:

Demonstrates traveling skills
Traveling involves moving the body through space. The early years are critical for the development of the large muscles needed for traveling. When children with disabilities achieve greater independent mobility, they show improved social and language development.

Demonstrates balancing skills
Turning, stretching, stopping, rolling, jumping, swinging, and dodging require balance. Children's ability to balance affects their performance of gross-motor tasks.

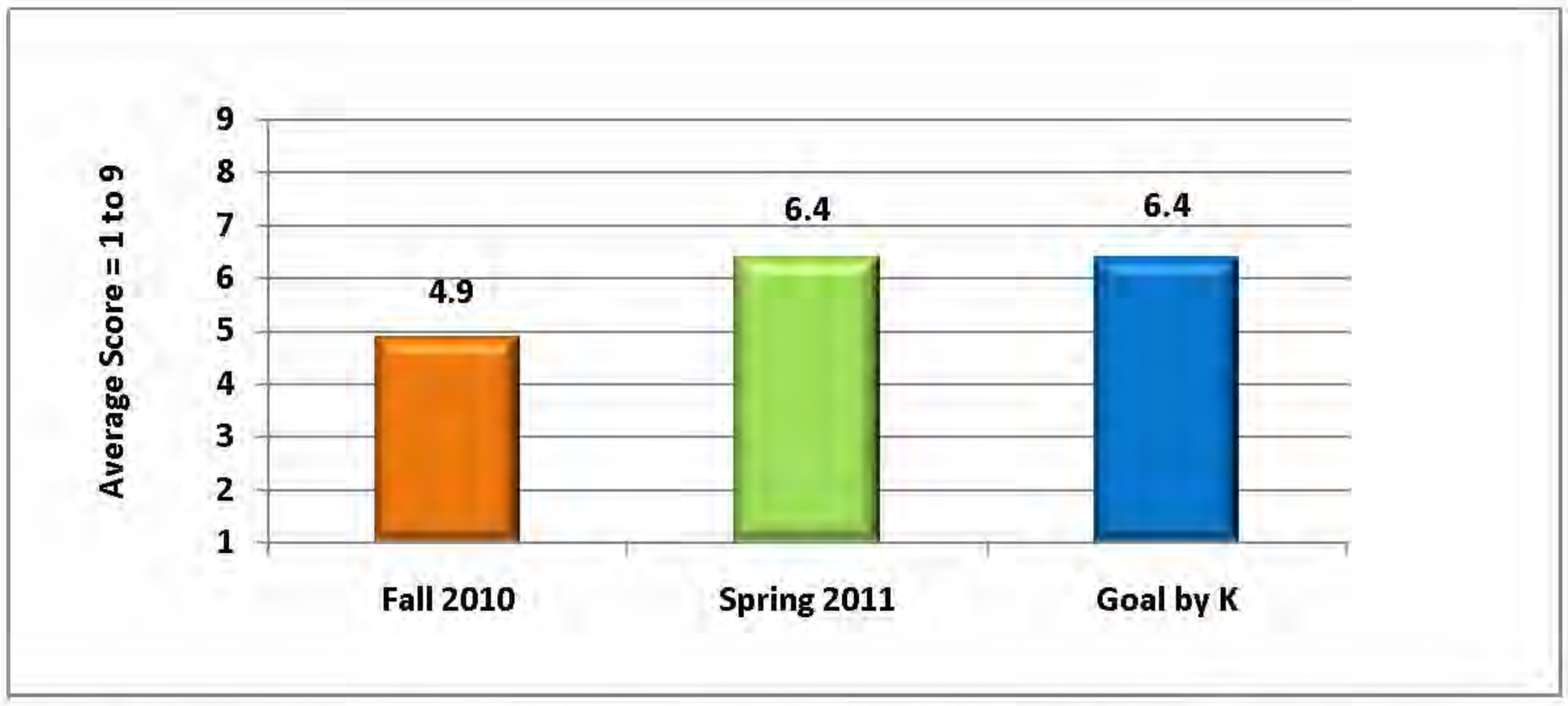
Demonstrates gross-motor manipulative skills
The early years are important for the development of fundamental gross-motor manipulative skills including throwing, catching, and kicking. When children are given discreet directions (e.g., "Watch the ball. Reach with your hands."), they learn to focus on the skill so they can perform it more efficiently.

(b)(6)

Demonstrates fine-motor strength and coordination
Fine-motor skills involve grasping and releasing objects using fingers and hands and coordinating movements with the eyes. These skills are important in the performance of daily routines and many school-related tasks. When teachers provide structure and guidance, children can increase their fine-motor skills.

From *Research Foundation: Teaching Strategies GOLD™ Assessment System* www.teachingstrategies.com/page/GOLD.cfm

LANGUAGE DEVELOPMENT



Strong language skills are essential for children's success in school and life. Oral language – including grammar, the ability to define words and listening comprehension – helps provide the foundation and is an ongoing support for literacy. The oral language objectives are:

Listens to and understands increasingly complex language
To comprehend language, children must focus their attention and listen with a purpose. They must accurately and quickly recognize and understand what they hear. Receptive language (including listening to, recognizing and understanding the communication of others) starts to develop before expressive language, but they are closely connected.

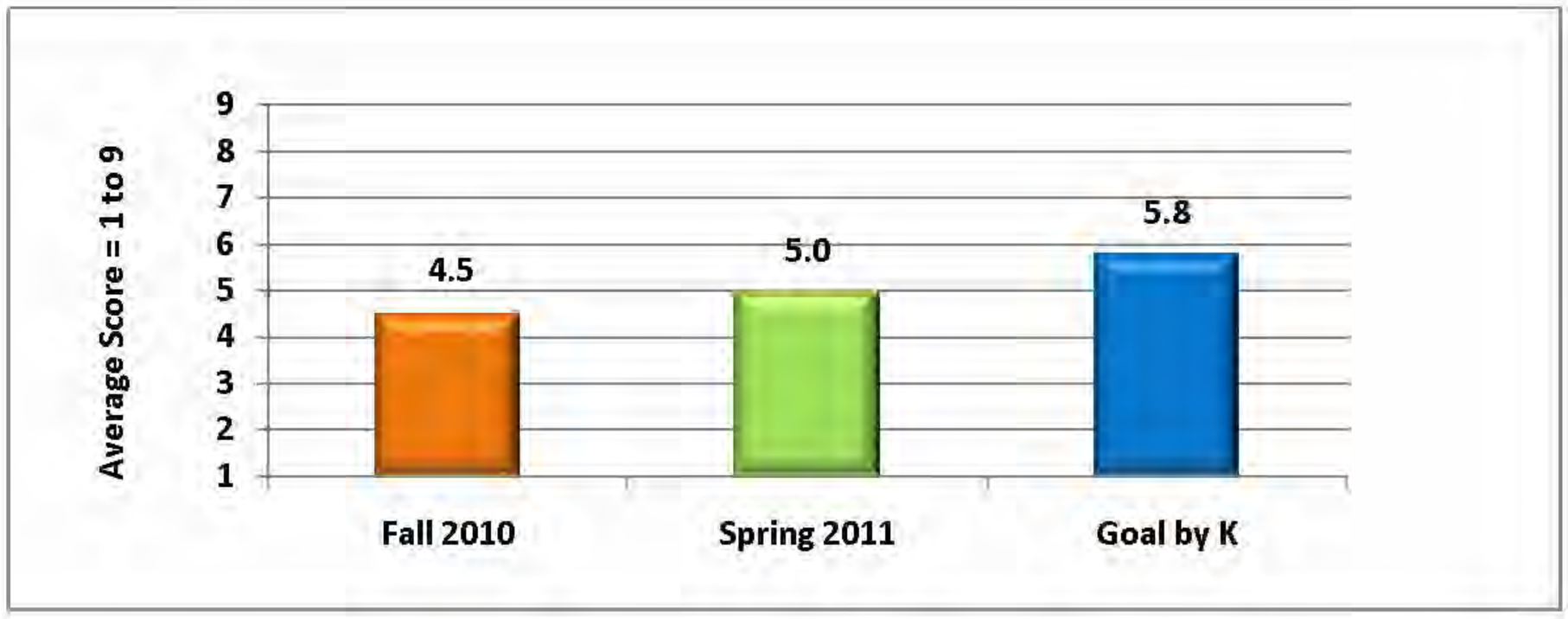
(b)(6)

Uses language to express thoughts and needs
Oral language is important to children's literacy development. Children's first writing experiences are usually based on what they learned through narrative talk, and their literacy development also is influenced by their ability to define words and their knowledge of grammar.

Uses appropriate conversational and other communication skills
Children benefit from conversations that include varied vocabulary and that challenge their thinking. Such conversations contribute to early reading success. In addition, conversations are important to children's cognitive and social-emotional learning.

From *Research Foundation: Teaching Strategies GOLD™ Assessment System* www.teachingstrategies.com/page/GOLD.cfm

COGNITIVE DEVELOPMENT



Cognitive development, also called intellectual development, is influenced by various factors including biological makeup, the environment, and how the child approaches learning tasks (e.g., attention, persistence, curiosity, and flexibility). A child's background knowledge, or knowledge base, also affects the way a child thinks. This background knowledge influences the child's information processing, memory, classification, problem solving, language acquisition, and reading and mathematics learning. The cognitive development objectives are:

Demonstrates positive approaches to learning

Children who have positive approaches to learning are more likely to succeed academically and to have more positive interactions with peers. The abilities to resist distractions, remain positively engaged, and persist at learning tasks are related positively to children's academic achievement, cognitive development, and peer interactions. In addition, cognitive flexibility is important for children's academic achievement, and flexible thinking is critical to children's development of sorting and categorization skills, understanding of concepts, problem-solving skills, reasoning skills, divergent thinking, and inventiveness.

(b)(6)

Remembers and connects experiences

As children develop their abilities to attend and to use memory strategies, their learning is enhanced. Adult scaffolding, or support, helps children attend and use memory strategies such as categorizing.

Uses classification skills

The ability to classify is important for learning and remembering. Exploration of objects, expanding knowledge of the world, and increased language skills contribute to children's ability to classify.

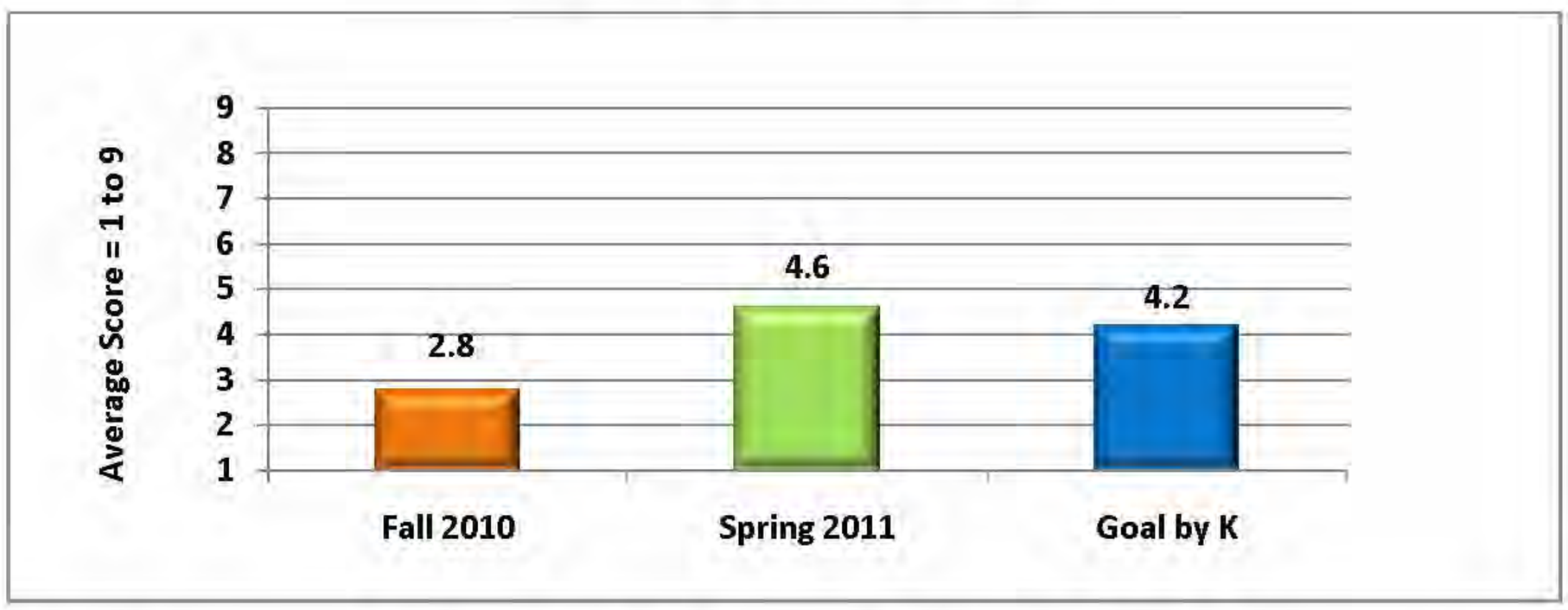
(b)(6)

Uses symbols and images to represent something not present

Thinking symbolically is necessary for language development, problem solving, reading, writing, mathematical thinking, and participating fully in society. Before children can effectively use symbols such as letters, numbers, or maps, they must understand implicitly that symbols represent other things. Dramatic play, sometimes called symbolic play, is an important vehicle for development and learning. Dramatic play contributes to children's development of abstract thinking and imagination and supports their school adjustment, memory, language, and self-regulation abilities.

From *Research Foundation: Teaching Strategies GOLD™ Assessment System* www.teachingstrategies.com/page/GOLD.cfm

LITERACY DEVELOPMENT



The early years are critical for literacy development. The level to which a child progresses in reading and writing is one of the best predictors of whether the child will function competently in school and in life. Effective instruction in the early years can have a large impact on children's literacy development. The assessment system has these literacy objectives:

Demonstrates phonological awareness
Phonological sensitivity is a strong predictor of later reading, writing, and spelling ability. Instruction that strengthens children's phonological awareness has been shown to contribute to later reading success.

Demonstrates knowledge of the alphabet
Young children's alphabet knowledge, especially their ability to rapidly name letters and numerals in random order, is a strong predictor of later reading, writing, and spelling ability. Children's knowledge of the alphabet is also closely related to their comprehension skills by the end of second grade.

(b)(6)

Demonstrates knowledge of print and its uses
Young children's concepts about print are a good predictor of later reading, writing, and spelling ability. In addition, understanding that print is meaningful is one of the first steps children take in learning to read and write.

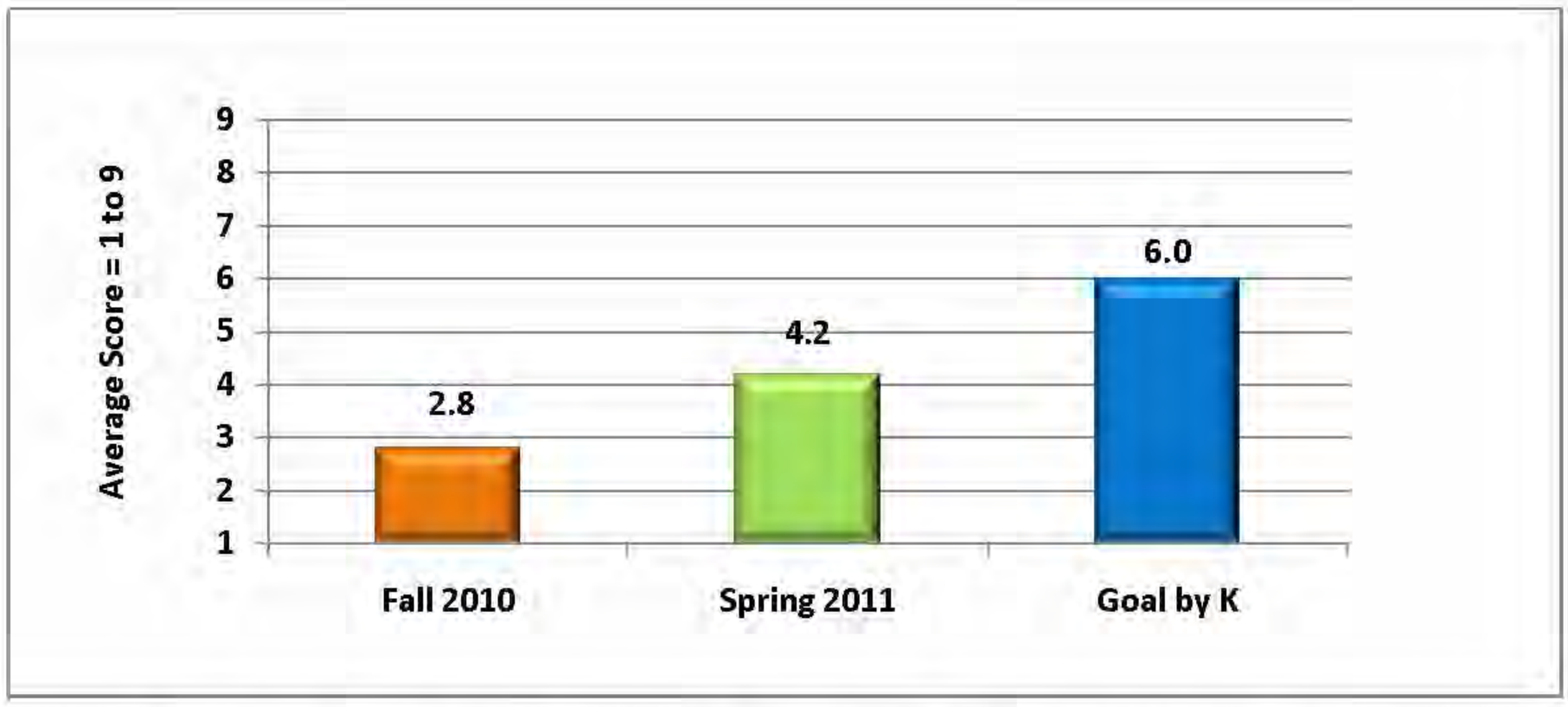
Comprehends and responds to books and other texts
Comprehension of oral language and simple texts is essential to future reading success; children learn to process what they hear and read. Children who engage in frequent activities with books have larger vocabularies. These children learn to read better than children who have few book experiences.

(b)(6)

Demonstrates emergent writing skills
Writing letters or name writing is a predictor of later literacy. By exploring writing, children learn about letters, sounds, and the meaning of text. Understanding the mechanics of the writing system (letter naming and letter-sound correspondence) has a moderate correlation with reading in the primary grades.

From *Research Foundation: Teaching Strategies GOLD™ Assessment System* www.teachingstrategies.com/page/GOLD.cfm

MATHEMATICS



Research has made a clear link between early math skills and later school reading and math achievement. Children's mathematical knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. Evidence shows that high-quality early childhood education programs can make a difference in children's mathematical learning. These mathematics objectives are:

Uses number concepts and operations
Children's understanding of counting, number symbols, and number operations are fundamental to their success with more complex mathematics. Through both everyday experiences and planned learning experiences, children begin to construct understandings of number concepts and operations.

Explores and describes spatial relationships and shapes
Understanding spatial relationships and shapes helps children build the foundation for understanding geometry. Children who have a strong spatial sense do better in mathematics.

Compares and measures
Children's initial ideas about size, quantity, and seriation involve comparisons related to their play materials and books. They experiment with measurement by lining up and comparing objects. They begin to connect number to length as they use nonstandard measurement tools, e.g., links, blocks, rods. In addition, children can benefit from exploring and using tools with uniform units (e.g., rulers and centimeter cubes) as their measurement ideas and skills are developing.

Demonstrates knowledge of patterns
Children begin to identify patterns in their environment at an early age. Guiding children to understand patterns is a foundational skill in mathematics. Learning experiences that focus on patterns facilitate children's generalizations about number combinations, counting strategies, and problem solving.

From *Research Foundation: Teaching Strategies GOLD™ Assessment System*
www.teachingstrategies.com/page/GOLD.cfm

(b)(6)

FAMILY ENGAGEMENT

ECEAP provides early learning experiences to children and also engages and supports their families. ECEAP staff use the nationally-recognized Family Support Principles when working with families, focusing on parent and family strengths. Families are invited to volunteer in the classroom, attend parent education sessions, participate in parent-teacher conferences, work with a family support specialist on family goals and develop leadership skills. ECEAP helps families build social networks and a sense of community; having these connections strengthens families so they are more resilient during difficult times. ECEAP increases parent's knowledge, skills and abilities, which builds their capabilities to support their children in kindergarten and beyond.

ECEAP FAMILY STORIES FROM 2010-11

FINDING MY VOICE

I'm a parent of an ECEAP child and I would like to share my story of how my life has changed because of ECEAP. When my daughter started ECEAP, I joined the Policy Council which makes decisions impacting our local ECEAP program. I got involved in the many subcommittees and seminars that were available. While doing this, I started to develop a new me. I developed self-esteem which made me more willing to excel instead of hide myself. I learned that I have a voice that people will listen to if I just let it be heard. Now I'm a substitute teacher for Head Start/ECEAP programs. This has been a beautiful experience for me. My spirits are high, and my drive to succeed is explosive. Thank you.

A Place to Call Home

A mom who was homeless when she enrolled her daughter in ECEAP credits the program with helping her family find housing and getting her child ready for school. When she enrolled her child, her husband had just lost his business. As a result she and her children were living in a motel. ECEAP helped them find stable and affordable housing and the family now rents an apartment. Family advocates worked hard to ensure that the child had a stable environment during this very difficult and chaotic time. Mom says the program has done a phenomenal job teaching her daughter her letters and numbers, ensuring that she has nutritious meals, and taking care of a dental problem that had previously been untreated.

Family Connections

A young immigrant mother has had three children in ECEAP. She appreciated the child development information she learned at ECEAP, as well as the feeling of community as parents got to know each other. She valued learning about other families' culture. As kindergarten approached, she said she knew each of them was ready.

(b)(6)

Family Home Child Care & FCCRS Crosswalk

Space and Furnishings

All references to chapter 170-296a WAC are references to proposed rules currently not in effect.
The rules currently in effect related to family home child care can be found at chapter 170-296 WAC.

Standard	Family Home Child Care WACs (170-296a) • Info in WAC that relates to ERS	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
Indoor space used for child care	**(4225) Indoor licensed space- minimum space** • Space - 35 square feet usable space per child. • Must use ventilation when inside temperature exceeds 80 degrees. **(4250) Indoor Temperature** • Temperature – a minimum of 60 degrees when napping, 65 degrees when awake. **(4275) Fan, air conditioning or cross ventilation** **(4360) Area lighting** • Lighting – bright in children's activity areas and safe. **(4325) Stairs** • Well lit, free of clutter, handrail, and safety gate. (Does not include in WAC: space has sound absorbing materials, is in good repair, clean and well-maintained)	• Enough space used in the home for child care children, play materials, and furnishings* • Adequate lighting ventilation, temperature control, and sound absorbing materials • Space is generally in good repair with no major problems that endanger children or compromise care* • Space is reasonable clean and well-maintained*	• Ample indoor space for child care children, play materials, and furnishings (Ex. Children and adults can move around freely; space allows many play materials to be accessible at same time; space for equipment needed by children with disabilities; spacious open area for children to play)* • Some direct natural lighting through windows, doors, or skylights • Space for children is accessible to all children and adults with disabilities currently using child care space (Ex. Ramps and handrails for people with disabilities; access for wheelchairs and walkers)*
Furniture for routine care, play and learning	Not in WAC	• Enough furniture for routine care* • Enough furniture for play and learning for all ages/abilities of children enrolled* • All furniture is sturdy and in good	• Most tables/chairs used for eating, play, and learning activities made suitable to children's size (Ex. Cushions or booster seats used with adult chairs to prevent need for children to kneel)*

Standard	Family Home Child Care WACs (170-296a) • Info in WAC that relates to ERS	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
		repair*	• Furnishings well cared for (Ex. Sheets changed weekly or more; tables washed and sanitized before and after eating or washed after art activity) • Furniture promotes self-help as needed (Ex. Steps near sink; special chair for child with physical disability; low open shelves for accessible toy storage; special storage accessible only to school-agers)* • Some storage used for extra toys and supplies • Some adult seating used in routine care*
Provision for relaxation and comfort	Not in WAC	• Some rug or other soft furnishing accessible during play (Ex. Large cushion, quilt on floor, couch, bean bag chair)* • Three or more soft toys accessible*	• Furnishings providing a substantial amount of softness are accessible much of the day* • Children using soft furnishings for relaxation are protected from active play* • Many soft toys accessible much of the day*
Arrangement of indoor space for child care	**(0010) Definitions** • Accessibility - "accessible to children" means areas of the facility and materials that children can easily get to on their own. **(5000) Play Equipment** • Must be inspected weekly for hazards, broken parts or damage. **(6725) Special needs accommodations** (Arrangement of space not in WAC)	• Furnishings placed to provide some open uncrowded space for play • Arrangement of space allows adequate supervision of children without major difficulties* • Space cleared of breakable objects and things dangerous to children* • Most spaces used for child care accessible to children with disabilities enrolled in the group	• Space is arranged so that routine care and play activities can be carried out to meet children's needs without major problems (Ex. Toileting/diapering area close to play area; food preparation area permits easy supervision of children at play; traffic patterns do not interfere with play activities) • Space provided to allow different kinds of activities to go on at the

Standard	Family Home Child Care WACs (170-296a) • Info in WAC that relates to ERS	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
			same time (Ex. Quiet and active play activities for younger and older children; protected space for homework or completing puzzles with many pieces) • Materials for different kinds of activities are usually organized by type for productive use by children (Ex. Sets of blocks stored separately; books on book shelf or in a basket; dramatic play materials gathered in one place; different types of toys not mixed in toy box)
Display for children	Not in WAC	• At least 3 colorful pictures and/or other materials displayed where child care children can easily see them (Ex. Mobiles, photos, posters)* • Content of display is generally appropriate (Ex. Not frightening; showing things that are meaningful to children) • At least two pieces of work done by the children currently enrolled is displayed where it can be easily seen by the children (Ex. Scribble pictures, drawings, paintings, written work)*	• Many colorful, simple pictures, posters, and/or photographs displayed throughout the space where children spend the majority of their time* • Many items displayed where children can easily see them, some within easy reach* • Much work done by the children is displayed* • Provider talks to the children about displayed materials*
Space for Privacy	Not in WAC	• Children are allowed to find or create space for privacy (Ex. Behind furniture or room dividers, in outdoor play equipment, in a quiet corner of the room) • All spaces used for privacy can be	• Space set aside for one or two children to play, protected from intrusion by others (Ex. Puts baby into protected area while using popular toys; no-interruption rule; small space protected by shelves)*

Standard	Family Home Child Care WACs (170-296a) • Info in WAC that relates to ERS	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
		easily supervised by provider*	• Space set aside for privacy accessible for use for much of day

Personal Care Routines

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
Greeting/departing	Not in WAC	• Most children greeted warmly (Ex. Provider seems pleased to see children; smiles; uses pleasant voice)* • Departure is safe and well organized (Ex. Child is released only to authorized person; children's things ready to go; diapers recently changed) • Parents enter caregiving area as part of daily greeting and departing routines* • Some sharing of child-related information between parents and provider (Ex. Medication needed; notified of illness in group; early pick-up; project school-ager is working on)	• Provider greets each child individually and provides pleasant, organized departure (Ex. Conversation on arrival; clothes ready for departure) • Problems with arrival/departure handled sensitively (Ex. Provider comforts crying child during separation; allows child to play while talking to parent; listens to school-agers about their day at school) • Each parent greeted warmly • Provider shares information about infant's routines with parents daily
Nap/rest	**(3725) Where children may sleep** • Size of bedding, space between bedding addressed **(3750) Mats, Cots and other sleeping equipment** • Clean, good repair, sanitized **(5750) Supervision** • Sight or hearing, able to respond promptly **(6800) Rest Periods**	• Nap/rest scheduled appropriately for each child (Ex. Individual schedule for infants; toddlers eased into group schedule; older children allowed to rest for shorter time) • Healthful provisions for nap/rest (Ex. Cribs/cots/mats not crowded; clean bedding for each child)* • Sufficient supervision provided for	• Children are helped to relax (Ex. Soft music; child soothed by patting back) • All cribs/cots/mats are 36 inches apart unless separated by a solid barrier • Supervision is pleasant, responsive, and warm*

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
	• Offered to all children 5 or under or any child who needs a rest (Does not specifically address supervision needs during napping)	children during nap*	
Meals/snacks	**(7500) Food must meet USDA guidelines** **(7625) Meal and Snack schedule** • 2-3 hours apart **(7650) Serving foods** • Family style • Closely supervised • Safe and sanitary • Respectful of child's cultural food practices • Sit with children during meals (Meeting child's timing for food, no posting requirement for allergies/dietary restrictions not in WAC)	• Meal/snack schedule meets each child's needs (Ex. Infants on individual schedules; children given snack if hungry before lunch; snack available for school-agers)* • Well-balanced aged-appropriate food served for meals and snacks* • Basic sanitary procedures maintained at least half of the time* • Appropriate feeding practices used (adequate supervision for ages and abilities of children) • Allergies/dietary restrictions posted, and food/beverage substitutions made	• Meal/snack times well organized (Ex. Food prepared ahead of time; different ages fed to avoid waiting; children safely involved in activities while provider prepares food and/or allowed to help) • Meals/snacks are relaxed and pleasant (Ex. Provider patient with messiness; slow eaters given plenty of time; conversations involving provider and children) • Basic sanitary procedures usually practiced* • Menus provided for parent (Ex. Posted in family child care home or copy given to parents)*
Diapering/toileting	**(3675) When handwashing is required** • After using the toilet • Before (staff) and after (staff, child) diapering **(3925) Cleaning, sanitizing, and disinfecting table** • Toilet seats, handles, bowl – daily or as needed • Potty chairs – after each use **(4675) Bathroom sinks** • Have warm running water **(5750) Supervision** • Sight or hearing, able to respond promptly **(7250) Diapering and Toileting** • Changing area must have sink with	• Sanitary conditions are maintained at least half of the time (Ex. If 1 sink is used, it is sanitized between diapering/toileting and any other use; potty chairs are emptied, cleaned, and sanitized after each use)* • Diapering/toileting needs usually met in an appropriate manner (Ex. Individual schedule that include visual checks of the diaper at least every 2 hours; toileting supplies readily available)* • Provider and children usually wash hands after diapering/toileting* • Adequate supervision for ages and	• Sanitary conditions usually maintained* • Sanitary conditions easy to maintain (Ex. No potty chairs used; warm running water near diapering area and toilets; easy-to-clean surfaces) • Pleasant provider-child interaction

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
	hot and cold running water • Have easily cleanable surfaces (Does not specifically address supervision needs during toileting)	abilities of children	
Health Practices	**(3400) Administering medications** **(3475) Administering prescription medication** **(3675) When handwashing is required** • After using the toilet • Before (staff) and after (staff, child) diapering • Before and after preparing foods, eating for feeding a child (staff), participating in food activities (child) • Touching bodily fluids • Being outdoors • Handling animals or waste (staff), handling/playing with animals (child) • Handling garbage and receptacle (staff) • Before and after giving medication or applying topical ointment (staff) **(3875) Cleaning and sanitizing toys** • After contact with another child's bodily fluids, after being visibly soiled, or weekly (Extra clothes not addressed in WAC)	• Provider acts to cut down on the spread of germs at least half of the time (Ex. Mouthed toys washed daily; different towel/washcloth used for each child; toothbrushes stored to avoid contamination; tissues used when needed and disposed of properly; pets handled to minimize health risks; no shared use of personal items such as combs, brushes) • Hands of children and provider washed at least 75% of the time when needed to protect health* • Extra clothes available and children changed when needed • All medications administered properly*	• Provider usually acts to cut down on the spread of germs (Ex. Litter boxes, pet food, and toys kept out of children's reach; sandbox used by children covered when not in use)* • Hand of children and the provider consistently washed to protect health, with only 1 or 2 lapses • Children are properly cared for to meet health needs indoors and outdoors (Ex. Dressed properly; wet or soiled clothes change; sun protection when outdoors)* • Provider is a good model of health practices (Ex. Eats only healthful foods in front of children; dresses properly for weather; fingernails easily cleaned)
Safety Practices	**(1825) First Aid and CPR certification** • Licensee and staff Required: **(2850) Disaster Plan**	• No more than 3 safety hazards that could result in serious injury indoors and outdoors, combined* • Adequate supervision to protect	• No safety hazards that could cause serious injury indoors or outdoors • Provider usually anticipates and takes action to eliminate safety

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
	(2950) Smoke and carbon monoxide detectors **(4075) First Aid Kit** **(6450) Off-site emergency information and supplies** **(5750) Supervision (child)** • Sight or Hearing	children's safety indoors and outdoors • Essentials needed to handle emergencies available (Ex. Well stocked first aid kit; written emergency procedures posted; adult present who is trained in pediatric first aid and CPR; working smoke alarm and fire extinguisher; substitute provider available for emergencies)	hazards (Ex. Removes toys under climbing equipment; closes gate or locks dangerous areas to keep children in safe place; wipes up spills to prevent falls) • Home has passed official fire inspection, and emergency evacuation procedures are practiced monthly with children

Listening and Talking

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
Helping children understand language	**(6000) Interactions with children** • Listen and respond to what the children have to say • Frequent verbal communication-positive, reinforcing, cheerful and soothing • Explain actions – even to babies • Speak to children at eye level • Be responsive, encouraging ideas and feelings • (many others)	• Moderate amount of talking to children during routines or play • Reasonably quiet in the home so children can hear language • Provider usually talks to children in a neutral or pleasant tone of voice • Content of talk is generally encouraging and positive rather than discouraging and negative	• Provider talks to the children frequently throughout the day during both routines and play* • Provider talk is meaningful to children (Ex. Talks about things the children are experiencing) • Verbal communication is personalized (Ex. Makes eye contact with child; uses child's name; talks to child in child's primary language; uses signing or alternative communication when needed) • Provider usually uses descriptive words for objects and actions in communication with children*
Helping children use language	**(6000) Interactions with children** • Listen and respond to what the children have to say	• Moderate amount of verbal or non-verbal positive response to children's communication	• Provider generally responds in a timely and positive manner to children's attempts to

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
	• Frequent verbal communication- positive, reinforcing, cheerful and soothing • Explain actions – even to babies • Speak to children at eye level • Be responsive, encouraging ideas and feelings • (many others)	throughout the day; little or no ignoring of children or negative response* • Some encouragement of children's communication (Ex. Attempts to interpret what child is trying to say; listens attentively; asks questions)* • Some social talking with children throughout the day (Ex. Conversations about child's interests; verbal play with babies; school-agers asked about their day) • Children allowed to talk much of the day	communication and follows through appropriately (Ex. Crying answered quickly; attends to verbal requests; responds to children's communications during play) • Provider frequently encourages children to communicate with her throughout the day • Provider encourages children to communicate with one another (Ex. School-agers work on project together; toddlers shown how to use words to avoid conflicts; children taught sign language to use with others)* • Provider has many turn-taking conversations with children (Ex. Imitates infant sounds in a back-and-forth "baby conversation"; repeats what toddler says, and then lets toddler add more; discuss ideas with older children)*
Using books	Not in WAC	• At least 6 appropriate books but no less than 3 for each age group enrolled accessible daily, for much of the day* • Almost all books are in good repair* • Provider reads books with children daily (either provider- or child-initiated)* • Participation encouraged only while children are interested; children not forced to participate	• At least 12 appropriate books for each age group, but no less than 2 for each child in each age group accessible daily for much of the day* • A wide selection of books is accessible* • Provider reads books informally with individuals or very small groups of interested children daily* • Book times are pleasant and interactive (Ex. Infant enjoys being

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
			held while book is read; toddler shows interest in turning pages and pointing to pictures; preschoolers allowed to ask questions and make comments; older children discuss content)*

Activities

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
Fine motor	**(6600) Toy and play materials** • Washable and clean, developmentally appropriate (not specifically addressing fine motor materials) **(6575) Activities to promote child growth and development** • Large and small muscle activities (Accessibility is not addressed in WAC with regard to fine motor materials)	• Some appropriate fine motor materials for each age group, accessible for daily use* • Materials are accessible for much of the day • Materials are generally in good repair	• Many and varied appropriate fine motor materials for each age group, accessible for much of the day* • Materials are well-organized for independent use (Ex. Similar toys stored together; sets of toys in separate containers; toys picked up, sorted, and restored as needed) • Provider interacts with children in relation to their play with the materials (Ex. Talks to baby about the sound of shaken rattle; helps child to fit puzzle pieces; shows older child how to use thimble)*
Art	**(6625) Art Materials** • Must be non-toxic (Specific information about art materials or how they are used are not in WAC)	• At least one appropriate drawing material used with toddlers (12-30 months) at least once a week; at least one drawing material accessible daily for preschoolers and older children* • All art materials used with children	• Toddlers offered some appropriate art material 3 times a week; preschoolers and older children have drawing materials accessible daily for much of the day* • At least two different materials from 4 of the types of art materials

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
		are nontoxic, and safe* • Children are not required to participate; alternative activities available • Some individual expression permitted with art materials (Ex. Children allowed to decorate pre-cut shapes in their own way; in addition to provider direct projects, some individualized work is permitted)*	are accessible daily to preschoolers and older children* • Individual expression encouraged (Ex. Expectations based on children's abilities; children carry out work in their own way)* • Provider facilitates appropriate use of materials (Ex. Tapes paper in place for scribbling; uses adaptive equipment when needed; encourages children to paint on paper and not on furniture or walls)
Music and movement	Not in WAC	• Some appropriate music materials, toys, or instruments accessible for free play daily (Ex. Rattles and other musical toys, simple instruments, CD player or computer with recorded music)* • Provider initiates at least 1 music or movement activity daily (Ex. Sings songs with children; soft music turned on at naptime; plays music for dancing) • Children not required to participate in group music activities; alternative activities available	• Many music materials accessible for children's use daily* • Some appropriate music materials accessible to each age group for much of the day* • Provider informally sings/chants daily with infants, toddlers, preschoolers* • Recorded music is used at limited times and with a positive purpose (Ex. Quiet music at nap; put on for dancing or singing and turned off when children lost interest)
Blocks	Not in WAC	• Some appropriate blocks for each age group (between 12 months and 7 years), accessible for daily use* • Some accessories for blocks accessible daily* • Some clear space used for block play*	• Many blocks and accessories for each age group (between 12 months and 7 years) accessible daily for much of the day* • Most blocks and accessories gathered together and sorted by type* • Enough space provided for block

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
			play, out of traffic, with a steady surface*
Dramatic play	Not in WAC	• Some materials accessible daily to carry out meaningful dramatic play (Ex. Toy buildings with appropriately sized props; materials to use with dolls; child-sized stove with pots and pans)* • Some appropriate materials accessible for each age group*	• Many and varied appropriate dramatic play materials accessible for each age group* • Materials for each age group are accessible for much of the day* • Materials are organized by type for independent use (Ex. Play dishes in separate container; dolls stored together; dress-up hats and purses hung on pegs; accessories stored with toy buildings) • Some child-sized play furniture for toddlers and preschoolers (Ex. Small sink or stove, baby stroller, shopping cart)*
Math/number	(6575) Activities to promote child growth and development • Numeracy • Special concepts	• Some developmentally appropriate math/number materials accessible daily for each age group* • Provider sometimes talk about math/number concepts during free play or routines*	• Many and varied appropriate materials accessible* • Materials are accessible daily for much of the day* • Materials are well organized and in good condition (Ex. Sorted by type; all pieces needed for games stored together)* • Provider talks about math/number concepts during both free play and routines*
Nature/science	Not in WAC	• Some pictures, books, game, or toys that represent nature realistically appropriate for each age group to use (Ex. Non-frightening posters showing real animals; realistic toy animals for younger children; nature/science magazines for school-agers)*	• At least 9 different examples of appropriate nature/science materials with at least three of the four categories represented accessible daily for preschoolers and school-agers for much of the day* • Outdoor experiences with nature

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
		• Materials accessible daily • Some opportunities to experience the natural world daily, either indoors or outdoors*	provided at least 2 times a week (Ex. Infants placed on blanket on grass; toddlers explore flowers and trees in yard or park; children taken for walk where provider points out natural things; school-agers help in garden)* • Some daily experiences with living plants or animals indoors (Ex. Plant in room easy for children to see; provider points out trees, flowers or birds from window; children observe aquarium) • Provider uses everyday events as a basis for helping children learn about nature/science (Ex. Feeding and caring for pets and discussing why it's important; watching rain or snow with preschoolers and discussing the natural causes)*
Sand and water play	Not in WAC (water play mentioned in relation to safety only)	• Some sand or water play provided outdoors or indoors at least once every 2 weeks year-round • Supervision of sand/water play is appropriate for ages and abilities of children* • Some toys used for sand/water play*	• Sand or water play provided at least once a week • Variety of toys used for sand/water play* • Sand or water activities set up to facilitate play (Ex. Not too crowded for toys; enough sand/water and space for number of children participating)
Promoting acceptance of diversity	**(6775) Diversity** • Environment reflects child's culture and diversity in society **(7650) Serving Food** • Be respectful of child's cultural food practices	• At least 3 examples of racial/cultural diversity observed in materials (Ex. Multiracial or multicultural dolls, books, pictures; music tapes or CDs from several cultures; in bilingual areas some materials accessible in children's	• Many books, pictures, and materials showing people of different races/ cultures, ages, abilities, and gender in non-stereotyping roles (Ex. Both historical and current images; males and females shown doing

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
	(Materials related to diversity or how to deal with prejudice not outlined in WAC)	primary language)* • Materials show diversity in a positive way* • No prejudice is observed *or* provider intervenes appropriately to counteract prejudice shown by children or other adults (Ex. Discusses similarities and differences; establishes rules for fair treatment of others)	many different types of work including traditional and non-traditional roles)* • At least 4 examples of props representing various races/cultures accessible for use in dramatic play (Ex. Dolls of different races; ethnic clothing; cooking and eating utensils from various cultural groups)*
Use of TV, video, and/or computer	**(6650) Screen time** • Limits content to educational, developmentally and age appropriate, no violent or adult content **(6675) Screen time – Limitation** • Limits time to two hours per day • Must provide alternate activities **(6700) Limiting screen time for children under two** • No screen time	• All materials children are exposed to are appropriate for ages of children, non-violent, and culturally sensitive* • At least 1 alternative activity accessible with TV/video/computer is used (Ex. Children do not have to sit in front of TV and may got to other activity) • Time allowed for children 12 months and older to use TV/video is limited appropriately for age of children (Use with children under 12 months of age is not permitted)*	• Materials children are exposed to are limited to those considered "good for children" (Ex. Educational stories, music, dance, and exercise; computer games and videos that promote learning of many types)* • At least 3 interesting alternative activities accessible for free choice while TV/video/computer is used • Provider is actively involved with the children in use of TV, video, or computer (Ex. Watch and discuss video with children; monitor school-agers use of TV and internet; help children learn to use the computer appropriately)
Active physical play	**(4925) Licensed out-door space** • 75 square feet per capacity **(5000) Play Equipment** • Developmentally appropriate • Safe working condition • Unsafe equipment repaired immediately	• Some uncrowded space, outdoors or indoors, used for active physical play 1 hour a day* • Spaces for active physical play are generally safe (Ex. Sufficient cushioning under climbing equipment; fenced in outdoor area)*	• Outdoor area is used 1 hour daily year-round, weather permitting* • Large outdoor active play area is not crowded or cluttered and is easily accessible* • Ample materials/equipment for physical play to keep children active and interested

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
	(5075) Ground Cover- Fall zones • Shock absorbing material (Minimum physical play time not in WAC)	• Some appropriate materials/equipment suitable for each child in the group, including child with disabilities, in enrolled, used daily* • Materials/equipment generally in good repair	• All space and equipment (outdoor and/or indoor) are safe and appropriate for children who are allowed to use them

Interaction

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
Supervision of play and learning	**(4975) Outdoor supervision** • Preschool or younger – must be able to see and hear the children at all times • Older children – sight or hearing **(5750) Indoor Supervision** • Sight or hearing on each level of home, able to respond promptly (Requirement that provider actively supervises children not in WAC. For instance, not do housework while the children are asleep	• Supervision is usually appropriate for ages and abilities of children (Ex. Infants/toddlers within sight and easy reach with only momentary lapses; provider stays outdoors with children) • Most supervision is non-punitive and control is exercised in a reasonable way* • Provider actively supervises: other work or interests do not take away from care-giving responsibilities (Ex. Housework done while children are asleep; telephone conversations kept brief)	• Consistently careful supervision of all children adjusted appropriately for different ages and abilities (Ex. Younger or more impulsive children supervised more closely) • Provider shows awareness of the whole group even when working with one child or a small group (Ex. Provider frequently scans room when working with one child) • Provider reacts quickly to solve problems in a comforting and supportive way • Provider participates in activities with children and shows interest in or appreciation of what they do (Ex. Gives children help and encouragement when needed; helps child who is wandering to get involved in play; helps baby access toys on shelf)
Provider-child	**(6000) Interactions with children**	• Provider is usually responsive to	• Provider uses frequent positive

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
interaction	• Listen and respond to what the children have to say • Frequent verbal communication-positive, reinforcing, cheerful and soothing • Explain actions – even to babies • Speak to children at eye level • Be responsive, encouraging ideas and feelings • (many others)	children and is involved with them* • Few, if any, unpleasant interactions; no harsh verbal or physical provider-child interactions • Occasional smiling and talking to children throughout the day • Some warm and responsive physical affection throughout the day in routines or play (Ex. Holds child gently while reading a book; cuddles baby during bottle feeding; puts arm around school-agers while helping with homework)	verbal and physical interaction with children throughout the day (Ex. Provider and children usually relaxed; voices pleasant; gentle touch) • Provider shows respect for children (Ex. Listens attentively; makes eye contact; treats children fairly; does not discriminate) • Provider responds sympathetically to help children who are upset, hurt, or angry*
Discipline	**(6000) Interactions with children** • Perform age-appropriate nurturing activities **(6025) Prohibited interactions** • Angry or hostile interactions • Name calling • Threaten any form of physical harm **(6050) Guidance and Discipline** • Must be fair, consistent and positive (Realistic expectations based on age and ability not in WAC)	• No physical punishment or severe methods ever used • Provider usually maintains enough control to prevent problems, such as children hurting one another, endangering themselves, or being destructive • Expectations are realistic and based on age and ability of children with few, if any exceptions (Ex. Sharing is not forced although it may be talked about; children not expected to wait for long periods)	• Program is set up to avoid conflict and promote appropriate interaction (Ex. Duplicate toys accessible; child with favorite toy protected from others; children not crowded; provider responds quickly to problems; smooth transitions) • Positive methods of discipline used effectively (Ex. Attention given when children are engaged and behaving well; redirecting child from negative situation to other activity; timely intervention to avoid problems) • Attention frequently given when children are behaving well (Ex. Provider watches, smiles, or participates while children are playing happily) • Provider reacts consistently to

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
			children's behavior*
Interactions among children	**(6125) Harmful or aggressive acts of children** • Immediately intervene (Encouraging positive interactions not in WAC).	• Interaction encouraged among children (Ex. Non-mobile babies placed where they can interact with others; children allowed to move freely so natural groupings and interactions can occur) • Provider usually stops negative and hurtful interactions (Ex. Stops name calling, fighting) • Most interactions among children are neutral or positive (Ex. Calmly play next to each other; older children careful with babies)	• Provider consistently models good social skills (Ex. Is kind to others, listens, empathizes, cooperates; is polite to children and not "bossy") • Provider facilitates positive peer interactions among all children (Ex. Places infants where they can watch and react to others; helps toddlers find duplicate toys; includes child with disability in play with others)

Program Structure

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
Schedule	**(6550) Developmental activities** • Must have a typical daily schedule • Types of activities • General timeline • Meals • Rest periods • Outdoor times (One indoor and outdoor time designated, both gross and less active occur daily -not specifically outlined in WAC – though assumed)	• Basic daily schedule exists that is familiar to children (Ex. Routines and activities occur in relatively the same sequence most days) • Schedule meets the needs of most of the children • At least one indoor and one outdoor play period (weather permitting) occurs daily* • Both gross motor and less active play occur daily	• Schedule is individualized for infants, with some flexibility for toddlers and older children (Ex. Each infant is on own schedule; toddlers eased into group schedule; outdoor play period lengthened in good weather) • A variety of play activities occur each day, some initiated by provider and some by children • No long period of waiting during transitions between daily events*
Free play	**(4975) Outdoor supervision** • Preschool or younger – must be able to see and hear the children at all times	• Free play occurs daily, indoors and outdoors, weather permitting* • Some supervision provided to protect children's safety and to	• Free play occurs daily for much of the day, some indoors and some outdoors, weather permitting* • Provider actively involved in

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
	• Older children – sight or hearing **(5750) Indoor Supervision** • Sight or hearing on each level of home, able to respond promptly (Free play not addressed in WAC, though assumed) (Adequate toys, materials and equipment accessible not in WAC)	facilitate play* • Adequate toys, materials, and equipment accessible for free play*	facilitating children's play throughout the day (Ex. Helps children get materials they need; helps children use materials that are hard to manage) • Ample and varied toys, materials, and equipment provided for free play*
Group time	Not in WAC	• Some opportunity for children to play individually, or be part of self-selected small groups • Activities done in whole group are usually appropriate • Provider is responsive and acceptant with children during whole-group time	• Whole-group gatherings limited to short periods, suited to age and individual needs of children* • Many play activities done in self-selected small groups or individually* • Alternative activities are accessible for children not participating in whole-group activity
Provisions for children with disabilities	**(6725) Special needs accommodations** • The department must approve modifications – provider must submit a written plan with supporting documentation from relevant professionals. (Goal setting with parents and involvement of children in ongoing activities not in WAC)	• Provider has information from available assessments • Minor modifications made to meet the needs of children with disabilities* • Some involvement of parents and provider in setting goals (Ex. Parents and provider attend IFSP or IEP meeting) • Some involvement of children with disabilities in ongoing activities with the other children	• Provider follows through with activities and interactions recommended by other professionals (Ex. Medical doctors, therapists, educators) to help children meet identified goals • Modifications made as needed in environment, program, and schedule so that children can participate in many activities with others • Parents frequently involved in sharing information with provider,

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
			setting goals, and giving feedback about how program is working

Parents and Provider

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
Provisions for parents	**(2375) Parent/guardian policies** • Parent Handbook required hours of operation, fees • How licensee will communicate child's progress twice a year • How licensee will support parents regarding parenting (How parents may participate in child's program, interactions with parents not in WAC).	• Parents given administrative information about program in writing (Ex. Fees, hours of service, health rules for attendance)* • Some sharing of child-related information between parents and provider (Ex. Informal communication; parent conferences upon request; some parenting materials) • Some possibilities for parents or other family members to be involved in children' s program • Interactions between child's family members and provider are generally respectful and positive	• Parents urged to observe family child care home prior to enrollment • Parents made aware in writing of philosophy and approaches practiced (Ex. Parent handbook; discipline policy; descriptions of activities; parent orientation meeting)* • Much sharing of child-related information between parents and provider (Ex. Frequent informal communication; parent meetings; newsletters; parenting information available on health and safety, and child development) • Variety of alternatives used to encourage family involvement in children's program (Ex. Bring birthday treat; eat lunch with child; attend family pot luck)
Balancing personal and caregiving responsibilities	Not in WAC	• Some accommodations made by provider to meet basic caregiving needs for children • Provider's primary focus during operating hours is on child care • Child care responsibilities usually do not interfere with personal or family responsibilities	• Family responsibilities and child care program seldom interfere with one another (Ex. Space is specified for child care children and family members; special time with own child given after child care hours) • Consistent care is provided;

Standard	Family Child Care WACs	Environmental Rating Scale – Minimal (3)	Environmental Rating Scale – Good (5)
		• Qualified substitutes are available and used as back-up help	substitutes rarely used • Warm relationships between provider, provider's family, children in child care, and their parents enrich the children's child care experience (Ex. Provider's school-age children read stories to preschoolers; provider's spouse play ball game with children; grandmother helps with homework)*
Opportunities for professional growth	**(1800) On-going training** • Ten- hour annual training for licensee and primary staff. (Provider resource materials not required in WAC)	• Provider participates in at least one formal professional growth activity each year (Ex. Attends one professional workshop per year or participates in distance education) • Provider has some child- and family-related resources in the home (Ex. Books on curriculum, magazines such as *Parent's Magazine, Young Children, Child Care Information Exhange*)	• Provider regularly participates in at least two formal professional development activities (Ex. Attends 2 workshops, takes online course, or has 2 on-site training visits each year) • Provider has at least 10 current professional resources in the home, including information on health and safety, child development ,curriculum, and working with families
Provisions for professional needs	**(2775) Telephone** • Working phone on premises (Requirements for file/storage space and time for record keeping and planning not in WAC)	• Convenient access to phone* • Access to some convenient file and storage space • Two to three hours set aside monthly for maintaining business records, planning and preparing materials/activities for children	• Access to ample file and storage space • Convenient space used for program administration and planning (Ex. Portable file boxes used at kitchen table, desk with family computer that can be used when teenagers are not using it) • At least 2 hours set aside weekly for child care business and curriculum preparation

CROSSWALK: HEAD START/EARLY HEAD START & QRIS STANDARDS

Notes:

- Monitoring occurs at the grantee level looking at a sample of sites. This reflects the fact that the grantee is the entity responsible for compliance issues rather than the individual site.
- The Monitoring Protocol is extensive. Relevant sections of the protocol are noted in the evidence column. The monitoring report given to grantees does not include notes for each of the compliance questions. If something is not mentioned in the report, it means that the grantee is in compliance with that requirement.
- The Program Information Report (PIR) is the primary source of HS/EHS data. Grantees fill out the PIR form once per year and the Office of Head Start compiles the data into a database. It provides descriptive and service data. PIR data is available only at the grantee level, not the site level.
- Requirements cited reference the Head Start Act and/or the Head Start Program Performance Standards based on which is relevant for the QRIS standard in question.

QRIS Standard	Head Start/Early Head Start Requirement	Evidence	Notes
Level One: Licensing or Certification			
Facility must be currently licensed or have recognized, approved certification (Military, Head Start, ECEAP, Tribal)			Status as HS/EHS grantee meets this requirement as stated.
Level Two: Professional Growth and Facility Management			
Serve children and families receiving subsidy			Only applicable in cases where grantees are using subsidy to provide extended hours but all HS/EHS programs are serving low-income children and families. Would make sense give a pass on this one.
Family child care must have served a minimum of 4 children within six months of application submission date as reflected by attendance			This question will only be relevant for HS/EHS if rating occurs at the site level.

records			
Active license (no suspensions, revocations, not on probation)	**Performance Standards-1306.3** **(c)** The facilities used by Early Head Start and Head Start grantee and delegate agencies for regularly scheduled center based and combination program option classroom activities or home based group socialization activities must comply with State and local requirements concerning licensing. In cases where these licensing standards are less comprehensive or less stringent than the Head Start regulations, or where no State or local licensing standards are applicable, grantee and delegate agencies are required to assure that their facilities are in compliance with the Head Start Program Performance Standards related to health and safety as found in 45 CFR 1304.53(a), Physical environment and facilities.	**Monitoring Protocol, Safe Environments Compliance Indicator 1A:** Do facilities used for center-based combination options, home-based group socialization activities, or family child care comply with State and local licensing requirements?	Not applicable to grantees serving preschool age children for less than 4 hours per day.
All facility staff must have an active "Professional Record" in MERIT			
Complete QRIS Application			

Complete Facility Profile in QRIS Data Base			
Complete ERS Self Assessment			
Director/FFC Owner/Program Supervisor: Attend QRIs Orientation			
Director/FFC Owner/Program Supervisor: Attend QRIS School Readiness Training			
Director/FFC Owner/Program Supervisor: Attend Standardized Trainings: • **Washington State Early Learning Guidelines** • **Washington State Core Competencies for ECE Professionals** • **Introduction to Cultural Competence** • **Strengthening Families**			These topics may be redundant for HS/EHS programs.
Levels Three through Five			
Child Outcomes			
Developmental screening is conducted within 90 days of enrollment and results are shared with parents (1 point)	**Performance Standards-1304.2** **(b)** Screening for developmental, sensory, and behavioral concerns. **(1)** In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child's developmental, sensory (visual and auditory), behavioral,	**Monitoring Protocol Health Services Compliance Framework #3- Health Screenings and Follow Ups** Compliance Indicators: **3.1** The program, in collaboration with each child's parent, performs or obtains the required linguistically and age appropriate screenings to identify concerns regarding children within 45 days of entry into the program, obtains guidance on	

	motor, language, social, cognitive, perceptual, and emotional skills (see 45 CFR 1308.6(b) (3) for additional information). To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background. **(2)** Grantee and delegate agencies must obtain direct guidance from a mental health or child development professional on how to use the findings to address identified needs. **(3)** Grantee and delegate agencies must utilize multiple sources of information on all aspects of each child's development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child's typical behavior.	how to use the screening results, and uses multiple source of information to make appropriate referrals.	
Daily individual child experience of quality (as measured by Focal Child) (CLASS 1 point/ ERS 1 point)			Don't know how this is being measured. Could look at child portfolio.
Ongoing assessment of children's strengths and needs to monitor progress (e.g., child portfolio/work sampling assessments) and inform	**Performance Standards-1304.21**	**Monitoring Protocol, Education and Early Childhood**	

instruction (Records Review 1 point/ Focal Child Analysis 1 point)	**(c) (2)** Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.	**Development Services Compliance Framework #3- Curriculum, Individualization and Assessment.** Compliance Indicators: **3.3** The program implements a curriculum that is linked to ongoing assessment and supports each child's individual characteristics, strengths and needs.	
Share individualized child data with parents (1 point)	**Performance Standards- 1304.4 (e)** **(5)** In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program (see 45 CFR 1304.21(a) (2) (iii) and 45 CFR 1304.40(i) for additional requirements about staff-parent conferences and home	**Monitoring Protocol, Family and Community Partnerships Framework #3- Promoting Parent and Family Engagement,** Compliance Indicators: **3.1** Program staff plan, and in partnership with parents, schedule and facilitate staff-parent conferences and no less than two home visits to discuss each child's development and progress.	

	visits).		
Evidence of family engagement, data sharing, and transition supports for individual children (as measured by Focal Child) (1 point)			Don't know how this is being measured. Could look at child portfolio.
Use of WaKIDS assessment tool or demonstration/documentation of alignment to WaKIDS process (1 point)	**Head Start Act of 2007- SEC 642.(f)(3)** Implement a research-based early childhood curriculum that- **e)** is aligned with the HS Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards	**Monitoring Protocol, Education and Early Childhood Development Services Compliance Framework #3- Curriculum, Individualization and Assessment.** <u>Compliance Indicators:</u> **3.3** The program implements a curriculum that is linked to ongoing assessment and supports each child's individual characteristics, strengths and needs.	Assessment must be linked to the curriculum and the curriculum must be aligned with the Head Start Child Outcomes Framework and State early learning standards. WaKIDS is aligned to the early learning guidelines; therefore you've got alignment, albeit with several steps. Many programs are already using Gold.
Individualized instruction for all children (1 point)	**Performance Standards- 1304.21 (c)** **(2)** Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.	**Monitoring Protocol, Education and Early Childhood Development Services Compliance Framework #3- Curriculum, Individualization and Assessment.** <u>Compliance Indicators:</u>	

		3.2 The program uses information from screenings; ongoing observations, evaluations and insight from parents to determine how best to respond to each child's individual characteristics, strengths and needs.	
Periodic review and use of child assessment data for continuous program improvement (e.g. analyze group patterns and behaviors) (1 point)			
Facility Curriculum and Learning Environment			
CLASS: Instructional Support • **2-3.4** (10 points) • **3.5-4.4** (15 points) • **4.5 & higher** (20 points)	**Head Start Act of 2007- SEC 641.(b)(2)** **(F)** Include as a part of the reviews, a valid and reliable research-based observational instrument, implemented by qualified individuals with demonstrated reliability, that assesses classroom quality, including assessing multiple dimensions of teacher-child interactions that are linked to positive child development and later achievement;	**Monitoring Protocol, Education and Early Childhood Development Services Compliance Framework #8- Teacher/Child Interactions,** <u>Compliance Indicators:</u> **8.1** Emotional Support **8.2** Classroom Organization **8.3** Instruction Support	Monitoring report includes CLASS scores.
CLASS: Emotional Support & Classroom Organization	Same as above.	Same as above.	

• **3.5-4.9** (10 points) • **5-5.9** (15 points) • **6 & higher** (20 points)			
ERS • **4** (5 points) • **5** (10 points) • **6** (15 points)			Will need to decide whether or not this makes sense for HS/EHS. Would be good to do an ERS/HS crosswalk.
Show evidence of Program Curriculum Philosophy (1 point)	**Head Start Act of 2007- SEC 642.(f)(3)** Implement a research-based early childhood curriculum that- **a)** Promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning; **b)** Is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation; **c)** Is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives;	**Monitoring Protocol, Education and Early Childhood Development Services Compliance Framework #3- Curriculum, Individualization and Assessment.** <u>Compliance Indicators:</u> **3.1** The program implements a curriculum based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation.	

	d) Is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development;		
Demonstrate alignment with WA Early Learning Guidelines (2 points)	**Head Start Act of 2007 SEC 642.(f)(3)** Implement a research-based early childhood curriculum that- **e)** is aligned with the HS Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards	**Monitoring Protocol, Education and Early Childhood Development Services Compliance Framework #3- Curriculum, Individualization and Assessment.** <u>Compliance Indicators:</u> **3.3** the program implements a curriculum that promotes children's language and cognitive development, early literacy and math skills, socio-emotional development, physical development and approaches to learning.	
Lead teaching staff or FCC owner trained on program curriculum philosophy (2 points)	**Performance Standards- 1306.23** **(b)** Head Start grantees must provide staff with information and training about the underlying philosophy and	**Monitoring Protocol Program Design and Management Compliance Framework #12- Human Resources: Training and Professional**	

	goals of Head Start and the program options being implemented.	**Development** Compliance Indicators: **12.3** The program provides opportunities for orientation, ongoing training and development for all staff that increase competency needed to fulfill their job responsibilities and give staff the knowledge and skills to implement the content of the Head Start Performance Standards and the Head Start Act.	
Lead teaching staff or FCC owner trained on WA Early Learning Guidelines (3 points)			This may be redundant for Head Start programs.
Ongoing mentoring of teaching staff to support improvement in curriculum and teacher child interactions (3 points)	**Head Start Act of 2007- Sec. 648A.** **(a)** Classroom Teachers- TEACHER IN-SERVICE REQUIREMENT- Each Head Start teacher shall attend not less than 15 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting	**Monitoring Protocol, Program Design and Management Compliance Framework #12,** Compliance Indicators: **12.2** The program ensures that all full-time Head Start employees who provide direct services to children have a professional development plan that	

	impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness. **Performance Standards-1304.52** **(j)** Staff performance appraisals. Grantee and delegate agencies must, at a minimum, perform annual performance reviews of each Early Head Start and Head Start staff member and use the results of these reviews to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies.	is evaluated regularly to assess its impact on teacher and staff effectiveness. **12.3** The program provides opportunities for orientation, ongoing training and development for all staff that increase competency needed to fulfill their job responsibilities and give staff the knowledge and skills to implement the content of the Head Start Performance Standards and the Head Start Act.	
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)			
Professional Development and Training Standard Area			
Center Director or Program Supervisor	**Performance Standards-**	**Monitoring Protocol**	Expertise is distributed

• **AA in ECE or related field** (1 point) • **BA in ECE or related field** (2 points) • **MA in ECE or related field** (4 points)	**1304.52** **(c)** Early Head Start or Head Start director qualifications. The Early Head Start or Head Start director must have demonstrated skills and abilities in a management capacity relevant to human services program management. **(d)** Qualifications of content area experts. Grantee and delegate agencies must hire staff or consultants who meet the qualifications listed below to provide content area expertise and oversight on an ongoing or regularly scheduled basis. Agencies must determine the appropriate staffing pattern necessary to provide these functions. See **1304.52 (d) (1)-(8)** for descriptions of content area expert requirements.	**Program Design and Management Compliance Framework #10- Human Resources: Staffing and Structure,** <u>Compliance Indicators:</u> **10.1** The program establishes an organizational structure that provides for adequate supervision and supports the required program management functions to ensure the accomplishment of program goals and objectives. **10.2** The program hires staff or consultants who meet the required qualifications, knowledge, skills and experience needed to responsibly perform their assigned job duties. **10.3** The Head Start Director or Early Head Start Director is qualified for the position	among staff in Head Start/Early Head Start programs so while the Director may not have specific content knowledge, content area experts will. All content area expert requirements are in addition to the general requirements for lead teachers.

		through demonstrated skills and abilities relevant to human services program management.	
Lead Teacher • **25% have CDA or One Year Certificate of Proficiency (45 credits) or higher** (1 point) • **25% have AA or higher in ECE or related field** (2 points) • **25% have BA or higher in ECE or related field** (3 points)	**Head Start Act of 2007-648A(a)(3)** **A)** HEAD START TEACHERS- The Secretary shall ensure that not later than September 30, 2013, at least 50 percent of Head Start teachers nationwide in center-based programs have— **(i)** a baccalaureate or advanced degree in early childhood education; or **(ii)** a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. PROGRESS- **(i)** IMPLEMENTATION- The Secretary shall— **(I)** require Head Start agencies to-- **(aa)** describe continuing	**Monitoring protocol, Education and Early Childhood Development Services Compliance Framework #2- Staff Qualifications,** <u>Compliance Indicators:</u> **2.1** The program hires teachers who have the required qualifications, training and experience See **Program Information Report:** Staff Qualifications Section for actual numbers	

	progress each year toward achieving the goals described in subparagraphs (A) and (B); and **(bb)** annually submit to the Secretary a report indicating the number and percentage of classroom personnel described in subparagraphs (A) and (B) in center-based programs with child development associate credentials or associate, baccalaureate, or advanced degrees; **(3)** ALTERNATIVE CREDENTIALING AND DEGREE REQUIREMENTS- The Secretary shall ensure that, for center-based programs, each Head Start classroom that does not have a teacher who meets the qualifications described in clause (i) or (ii) of paragraph (2)(A) is assigned one teacher who has the following during the period specified: As of October 1, 2011-- **(i)** an associate degree in early childhood education; **(ii)** an associate degree in a related field and coursework		

	equivalent to a major relating to early childhood education, with experience teaching preschool-age children; or **(iii)** a baccalaureate degree and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support from Teach For America's professional staff. See **SEC 648A(a)(3)(4)** For description of waiver process.		
Center Assistants/Aides • **25% have CDA or One Year Certificate of Proficiency (45 credits) or higher** (1 point) • **50% have CDA or One Year Certificate of Proficiency (45 credits) or higher** (2 points) • **25% have AA or higher in ECE or related field** (3 points)	**Head Start Act SEC 648A(a)(3)** **B)** ADDITIONAL STAFF- The Secretary shall ensure that, not later than September 30, 2013, all— Head Start teaching assistants nationwide in center-based programs have-- **(I)** at least a child development	**Monitoring protocol, Education and Early Childhood Development Services Compliance Framework #2- Staff Qualifications,** Compliance Indicators: **2.1** The program hires teachers who have the required qualifications, training and experience.	

	associate credential; **(II)** enrolled in a program leading to an associate or baccalaureate degree; or **(III)** enrolled in a child development associate credential program to be completed within 2 years	See **Program Information Report**: Staff Qualifications Section for actual numbers	
FCC Owner/Primary Educator • **CDA** (3 points) • **AA** (5 points) • **BA** (7 points) • **MA** (10 points)	**Performance Standards-1304.52** **h)** Family child care providers. **(1)** Head Start and Early Head Start grantee and delegate agencies must ensure that family child care providers have previous early child care experience and, at a minimum, enroll in a Child Development Associate (CDA) program or an Associates or Bachelor's degree program in child development or early childhood education within six months of beginning service provision. In addition, such grantee and delegate agencies must ensure that family child care providers acquire the CDA credential or Associate's or Bachelor's	**Monitoring Protocol Education and Early Childhood Development Services Compliance Framework #2- Staff Qualifications,** Compliance Indicators: **2.2** The program ensures that family child care providers have the required qualifications, training and experience.	

	degree within two years of February 7, 2008 or, thereafter, within two years of beginning service provision. **2)** Family child care providers who enroll Head Start children must have the knowledge and skill necessary to develop consistent, stable, and supportive relationships with young children and their families, and sufficient knowledge to implement the Head Start Performance Standards and other applicable regulations.		
Family Engagement and Partnership			
Complete modified Strengthening Families Self Assessment (Director/Owner) (1 point)	**Performance Standards-1304.4** **(a)** Family goal setting. **(1)** Grantee and delegate agencies must engage in a process of collaborative partnership-building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated	**Monitoring Protocol, Family and Community Partnerships Framework #2- Building Relationships and Strengthening Families,** <u>Compliance Indicators:</u> **2.1** The program partners with parents to establish a relationship of mutual trust and respect, providing ongoing opportunities	The information provided here is obviously not an exact correlation to the use of the SF self assessment but it describes how strength-based work with families is an embedded aspect of Head Start/Early Head Start programs.

	as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process. **(2)** As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them. In home-based program options, this agreement must include the above information as well as the specific roles of parents in home visits and group socialization activities (see 45 CFR 1306.33(b)). **(3)** To avoid duplication of effort, or conflict with, any preexisting family plans developed between other programs and the Early Head Start or Head Start family, the family partnership agreement must take into account, and	for interaction between staff and families throughout the year. **2.2** Program staff are familiar with the backgrounds of families and children and communications are respectful of each families cultural, ethnic and linguistic diversity, facilitated by bi-lingual staff or interpreter(s) as necessary **2.3** A strength based and family driven, collaborative partnership-building process is in place that offers all families the opportunity to develop achievable goals, engages them in assessing their needs and strengths, and supports them in taking actions to reach their goals. **2.4** The program provides, directly or through referrals,	

	build upon as appropriate, information obtained from the family and other community agencies concerning preexisting family plans. Grantee and delegate agencies must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in the preexisting plans. **(4)** A variety of opportunities must be created by grantee and delegate agencies for interaction with parents throughout the year. **(5)** Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.	resources and services responsive to families' needs, goals, and interests and conducts follow up to determine effectiveness of services received.	
Develop a Plan of Action based on Strengthening Families Self Assessment (1 point)			This is covered in the description of above re: strengthening families.
Provide evidence of continuous feedback and improvement (Plan of Action) (1 point)	**Performance Standards- 1304.4 (d)** **1)** In addition to involving parents in program policy-making and operations (see 45 CFR 1304.50), grantee and	**Monitoring Protocol Program Design and Management Compliance Framework #5- Program Planning,** Compliance Indicators:	Governing bodies and policy groups include parents. The requirements described here outline how parents are included in a continuous feedback loop for program improvement.

	delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. Other community agencies should be encouraged to assist in the planning and implementation of such programs.	**5.1** The grantee in consultation with staff, governing bodies, policy groups, and other community organizations routinely engages in a process of systematic planning which utilizes the results of the Community Assessment and Self Assessment and other information, and leads to the development of long and short term goals for improvement and written plans for service implementation.	
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)	**Performance Standards-1304.4 (e)** **3)** Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program staff (see 45 CFR 1304.21 for additional requirements related to parent involvement).	**Monitoring Protocol, Family and Community Partnerships Framework #3,** <u>Compliance Indicators:</u> **3.2** The program provides opportunities for parents to enhance their parenting skills, to become integrally involved in expanding their knowledge and understanding the education and developmental needs	Since this is a huge piece of what Head Start/Early Head Start does (as evidenced by the fact that Early Head Start was designated as one of the evidence based models for the purpose of applying for federal home visiting funds) it would seem reasonable to count Head Start/Early Head Start as a parenting support and education program.

		and experiences of their children.	
Provide information about community based programs available for parents in languages represented in the facility (e.g. community mental health, food banks, Child Find, medical/dental resources, etc.) (1 point)	**Performance Standards-1304.4** **(b)** Accessing community services and resources. **(1)** Grantee and delegate agencies must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals, including: **(i)** Emergency or crisis assistance in areas such as food, housing, clothing, and transportation; **(ii)** Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence; and **(iii)** Opportunities for	**Monitoring Protocol, Family and Community Partnerships Framework #2- Building Relationships and Strengthening Families,** Compliance Indicators: **2.4** The program provides, directly or through referrals, resources and services responsive to families' needs, goals, and interests and conducts follow up to determine effectiveness of services received.	

	continuing education and employment training and other employment services through formal and informal networks in the community. **(2)** Grantee and delegate agencies must follow-up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.		
Evidence of transition plans/policies in place for changes in settings an providers (3 points)	**Performance Standards-1304.4** **(c)** Transition services. **(1)** Grantee and delegate agencies must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or other child care settings. These	**Monitoring Protocol Family and Community Partnerships Framework #4- Building and Maintaining Community Partnerships,** Compliance Indicators: **4.3** The program has procedures to support successful transitions for enrolled children and families both into and out of Early Head Start and Head Start programs. Programs must coordinate with other agencies and	

	procedures must include: **(i)** Coordinating with the schools or other agencies to ensure that individual Early Head Start or Head Start children's relevant records are transferred to the school or next placement in which a child ill enroll or from earlier placements to Early Head Start or Head Start; **(ii)** Outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming; **(iii)** Initiating meetings involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children; and **(iv)** Initiating joint transition-related training for Early Head Start or Head Start staff and school or other child	encourage communication with Early Head Start, elementary school principals, and others involved in supporting children and families	

	development staff.		
Partner with parents to determine perception of child strengths and needs (2 points)			See description of family goal setting under strengthening families self assessment.

Crosswalk of
Classroom Assessment Scoring System (CLASS)
and ECEAP Performance Standards

September 28, 2011

This document is divided into the following domains of CLASS:

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives
- Behavior Management
- Productivity
- Instructional Learning Formats
- Concept Development
- Quality of Feedback
- Language Modeling

Positive Climate

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Relationships • Physical proximity • Shared activities • Peer assistance • Matched affect • Social conversation	E-3 Daily routine 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. ... The usual daily routine must include... meals or snacks with children and adults sitting together, engaging in relaxed conversation.... E-7 Adult-Child Interactions Contractors must ensure that staff build positive relationships with children. E-8 Child Guidance Staff must use positive guidance techniques to help children learn to get along with each other, which include: • Maintaining positive relationships with children.
Positive Affect • Smiling • Laughter • Enthusiasm	E-7 ... Staff must: • Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.
Positive Communication • Verbal affection • Physical affection • Positive expectations	E-7 ...Staff must: • Use positive language, saying what children can do instead of what they cannot do.
Respect • Eye contact • Warm, calm voice • Respectful language • Cooperation and/or sharing	E-7 ... Staff must: • Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.

Negative Climate

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Negative Affect • Irritability • Anger • Harsh voice • Peer aggression • Disconnected or escalating negativity	E-7 ... Staff must: • Use a warm, calm, and respectful tone of voice, eye contact, and facial expression.
Punitive Control • Yelling • Threats • Physical control • Harsh punishment	E-8 Child Guidance ... If limited restraint is used: • 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. ...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.
Sarcasm/Disrespect • Sarcastic voice/statement • Teasing • Humiliation	E-8 Contractor's guidance policy must prohibit any person on the premises from using... name calling, shaming, making derogatory remarks about a child or the child's family, or using language that threatens, humiliates, or frightens a child.
Severe Negativity • Victimization • Bullying • Physical punishment	E-8 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.

Teacher Sensitivity

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Awareness • Anticipates problems and plans appropriately • Notices lack of understanding and/or difficulties	E-7 ... Staff must: ... • Respond to children's requests and questions. • Show tolerance for mistakes and teach that mistakes are for learning.
Responsiveness • Acknowledges emotions • Provides comfort and assistance • Provides individualized support	E-3 ... This daily routine must...be predictable, yet flexible and responsive, to meet the interests and needs of the children. E-7 ... Staff must: ... • Validate children's feelings. • Observe what children do, with whom, and where they play. E-7 ... Staff must support children's play and learning by: ... • Helping children enter into and sustain play.
Addresses problems • Helps in an effective and timely manner • Helps resolve problems	E-8 Staff must use positive guidance techniques to help children learn to get along with each other, which include: ... • Modeling and teaching social skills, such as turn-taking, cooperation, waiting, treating others kindly, and conflict resolution.
Student Comfort • Seeks support and guidance • Freely participates • Takes risks	E-7 Staff must... 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.

Regard for Student Perspectives

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Flexibility and Student Focus • Shows flexibility • Incorporates student's ideas • Follows lead	E- 2 The materials and equipment must…address the children's current interests. E-3 … This daily routine must be predictable, yet flexible and responsive, to meet the interests and needs of the children. E-4 Contractors must ensure a developmentally appropriate curriculum emphasizing …topics and materials related to children's emergent interests. E- 5 The planned curriculum must encompass…enrolled children's learning styles, interests, special needs, and goals including Individualized Education Program (IEP) goals. E-7 … Staff must: … • 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. E-7 … Staff must support children's play and learning by: • Actively seeking and incorporating child-generated ideas.
Support for Autonomy and Leadership • Allows choice • Allows students to lead lessons • Gives students responsibilities	E-3 …During free choice, <u>children initiate their own activities</u> and engage in play-based learning. Staff converse with children to support decision-making, problem-solving, and higher-order thinking. E- 4 Contractors must ensure a developmentally appropriate curriculum emphasizing … • Choice, decision-making, and problem-solving. • Opportunities for children to direct their own learning, minimizing teacher-directed activities. E-7 … Staff must … 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.

Student Expression • Encourages student talk • Elicits ideas and/or perspectives	E-7 ... Staff must ... • listen reflectively, staying on the child's topic, and paraphrase their ideas. Staff must support children's play and learning by: • Actively seeking and incorporating child-generated ideas. • Coaching children to express their ideas. • Engaging in extended conversations with children to build on their ideas. • Leading discussions and activities during daily routines, such as meals, toothbrushing, and transitions. • Posing problems and open-ended questions to stimulate higher-order thinking.
Restriction of Movement • Allows movement • Is not rigid	E-3 This daily routine must ... • Be predictable, yet flexible and responsive, to meet the interests and needs of the children. • Allow periods of quiet and of activity, responding to children's needs. E-8 Staff must... (adapt) the environment, routine, and activities to the needs of enrolled children.

Behavior Management

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Clear Behavior Expectations • Clear expectations • Consistency • Clarity of rules	E-8 Child Guidance Staff must use positive guidance techniques to help children learn to get along with each other, which include: ... • Establishing consistent, reasonable expectations. • 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.
Proactive • Anticipates of problem behavior or escalation • Low reactivity • Monitors	E-8 Staff must use positive guidance techniques to help children learn to get along with each other, which include: ... • Adapting the environment, routine, and activities to the needs of enrolled children. • Foreshadowing events and expectations by letting children know what will happen next. • Supervising children's activities.

Redirection of Misbehavior • Effective reduction of misbehavior • Attention to the positive • Uses subtle cues to redirect • Efficient redirection	E-8 ... 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.
Student Behavior • Frequent compliance • Little aggression and defiance	

Productivity

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Maximizing Learning Time • Provision of activities • Choice when finished • Few disruptions • Effective completion of managerial tasks • Pacing	
Routines • Students know what to do • Clear instructions • Little wandering	E-3 Contractors must post a schedule of the daily routine for each classroom.
Transitions • Brief • Explicit follow-through • Learning opportunities within	E-3 This daily routine must... minimize the number of transitions so that there is more productive time and less waiting. E-7 Staff must support children's play and learning by... leading discussions and activities during daily routines, such as meals, toothbrushing, and transitions.
Preparation • Materials ready and accessible • Knows lessons	E-5 Curriculum Planning Contractors must ensure that staff plan early learning experiences, maintain written curriculum plans, and document emergent learning experiences. The planned curriculum must support kindergarten readiness and address the following domains of the *Washington State Early Learning and Development Benchmarks*: • Physical Well-Being, Health and Motor Development • Social and Emotional Development • Cognition and General Knowledge • Language, Communication, and Literacy

Instructional Learning Formats

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Effective Facilitation • Teacher involvement • Effective questioning • Expanding children's involvement	E-7 ... Staff must support children's play and learning by: ... • Helping children enter into and sustain play.
Variety of Modalities and Materials • Range of auditory, visual, and movement opportunities • Interesting and creative materials • Hands-on opportunities	E-2 Contractors must design a play and learning environment that: • Allows choice, exploration, and experimentation. • Promotes action and interaction. • Provides space for children to work individually, in small groups, and in a large group. The materials and equipment must: • 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. E-3 ... This daily routine must ... 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. E-4 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. E-7 ... Staff must support children's play and learning by: ... • Using a variety of teaching strategies to address children's learning styles, abilities, developmental levels, and temperament. • Providing materials to enrich children's explorations.

Students Interest • Active participation • Listening • Focused attention	
Clarity of Learning Objectives • Advanced organizers • Summaries • Reorientation statements	

Concept Development

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Analysis and Reasoning • Why and/or how questions • Problem solving • Prediction/experimentation • Classification/comparison • Evaluation	E-7 ... Staff must support children's play and learning by: ... • Posing problems and open-ended questions to stimulate higher-order thinking. • Describing and discussing children's learning processes, rather than focusing on products.
Creating • Brainstorming • Planning • Producing	
Integration • Connect concepts • Integrates with previous knowledge	
Connections to the Real World • Real-world applications • Related to student's lives	E-7 ... Staff must support children's play and learning by: ... • Noticing and responding to teachable moments.

Quality of Feedback

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Scaffolding • Hints • Assistance	
Feedback Loops • Back-and-forth exchanges • Persistence by teacher • Follow-up questions	E-7 ... Staff must support children's play and learning by: ... • Engaging in extended conversations with children to build on their ideas.
Prompting Thought Processes • Asks students to explain thinking • Queries responses and actions	E-7 ... Staff must: ... • Pay attention to children to learn about their individual interests, ideas, questions, and theories. E-3 Daily routine 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.
Providing Information • Expansion • Clarification • Specific feedback	
Encouragement and Affirmation • Recognition • Reinforcement • Students persistence	E-7 ...Staff must: ... • Give descriptive feedback, instead of generalized praise or criticism.

Language Modeling

CLASS Dimension	Early Childhood Education and Assistance Program (ECEAP) Performance Standard
Frequent Conversations • Back-and-forth exchanges • Contingent responding • Peer conversations	E-7 ... Staff must support children's play and learning by: ... • Engaging in extended conversations with children to build on their ideas.
Open-Ended Questions • Questions require more than a one-word response • Students respond	E-7 ... Staff must support children's play and learning by: ... • Posing problems and open-ended questions to stimulate higher-order thinking.
Repetition and Extension • Repeats • Extends/elaborates	E-7 ... Staff must: ... • Listen reflectively, staying on the child's topic, and paraphrasing their ideas. E-7 ... Staff must support children's play and learning by: ... • Coaching children to express their ideas.
Self- and Parallel Talk • Maps own actions with language • Maps student action with language	E-7 Staff must ... give descriptive feedback, instead of generalized praise or criticism. Staff must support children's play and learning by:... • Describing and discussing children's learning processes, rather than focusing on products.
Advanced Language • Variety of words • Connected to familiar words and/or ideas	E-7 ... Staff must support children's play and learning by: ... • Using varied vocabulary.

Executive Summary

The Department of Early Learning (DEL) and Thrive by Five Washington (Thrive) are leading the development of Seeds to Success, Washington State's voluntary quality rating and improvement system for licensed childcare businesses. In 2010-2011, DEL and Thrive conducted a second year of the Seeds to Success field test in five sites across Washington State: Clark, Kitsap, and Spokane counties, and White Center and East Yakima communities. A research team from the Childcare Quality and Early Learning (CQEL) Center at the University of Washington (UW), which included local coders from each community, was contracted to collect and analyze data from participating childcare businesses in the five field test sites. The overarching purposes of the field test in the second year were:

- To determine Fall childcare quality across the five returning communities;
- To examine the feasibility of implementing a full Seeds to Success Rating across all four quality standard areas;
- To inform whether coaching and professional development efforts increased Seed Ratings in participating programs;
- To make recommendations for implementing the Seeds model on a larger scale.

Compared to the 2009-2010 Seeds to Success Modified field test where participating providers in White Center and East Yakima were randomly assigned to a control or treatment group, in 2010-2011 all participating providers received training and coaching, and improvements following these efforts were examined by comparing pre and post scores. After the preliminary rating for each business program was assigned, members of the UW team provided participating programs, educators, and coaches training on the different measures that are embedded within the Seeds to Success Quality Standards; specifically, the Environmental Rating Scales (ERS) and the Classroom Assessment Scoring Scale (CLASS). In late Spring 2011, data was collected to examine the impact of program services provided in the field test, including professional development opportunities and coaching aimed at improving the quality of early care and education by using the Seeds to Success Quality Standards as a guiding model.

The final sample was comprised of 86 early learning and care providers from five Washington State communities mentioned above, including 49 Child Care Centers (CCC) and 37 Family Child Care Providers (FCC). Twenty-four of the FCC and 30 of the CCC were participants in year one of the Seeds to Success Modified field test, though services varied across communities. More specifically, there were a total of 18 providers in East Yakima (eight FCC and 10 CCC), 18 providers in White Center (eight FCC and 10 CCC), 19 providers in Spokane (nine FCC and 10 CCC), 19 providers in Clark (nine FCC and 10 CCC), and 12 providers in Kitsap (three FCC and nine CCC). According to self-reported information from participating providers that was not independently verified, there were 4,532 children enrolled across these participating programs.

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

This technical report details the results of the SEEDs 2010-2011 field test in terms of a quality improvement study. The results detail the scores at Fall and Spring and the improvement between those time points in terms of Seeds Ratings, CLASS scores, and ERS scores for each community.

Across all communities, Seeds Ratings and ERS scores improved significantly from Fall to Spring. There were also gains in the Emotional Support domain of the CLASS for Pre-K and Toddler CCC classrooms as well as an increase in the Classroom Organization domain for the Pre-K CCC classrooms. However, scores on the Instructional Support domain did not increase significantly in Toddler CCC classrooms and decreased significantly from Fall to Spring in Pre-K CCC classrooms and FCC. Table 1, shown on the following page, lists the descriptive statistics for Fall and Spring separately for CCC and FCC.

There was a decrease in the number of providers between Fall and Spring who were considered to be at provisional status.[1] In the Fall, 54% of the providers did not meet Seeds One criteria and were therefore assigned a provisional status. In the Spring, 13% of the providers were at provisional status.

Learning and Recommendations from the Modified Field Test Year Two

It was at times challenging to keep children's experiences as the focal point of the initiative. The quest for quality involves careful assessment from independent observers, complicated scheduling, imposed deadlines, and sometimes disappointing results. Individual providers, coaches, site coordinators and agencies can get distracted at any point by these elements and spend time and energy addressing these issues and potentially losing site of the children. Moving QRIS forward will require consistent messaging campaigns that **keep the focal point on improving outcomes for children.**

It is important to **include multiple measures** of quality in QRIS initiatives. The ERS assesses the necessary component of learning environment quality; it was not intended to be a strong measure of intentional teaching and curriculum, which provide the crucial link between child care quality and positive child outcomes (Epstein, 2007). From fall to spring, programs significantly increased their Seeds Ratings (from 1.08 to 1.48), and their mean ERS scores (from 4.01 to 4.75). However, the scores on the Instructional Domain of the CLASS – the measure of intentional teaching – showed either no improvement or a decrease in scores. These results, along with preliminary correlational analyses, showed us that the learning environment quality

[1] The requirements for provisional status changed between Fall and Spring. During Fall the requirements were that (1) programs meet with each family to about culture, languages, family structure and goals, (2) that the program obtain and maintain copies of the Washington Early Learning Benchmarks in all classrooms, and (3) programs give families general information about transitions between home and child care, between various child care settings, and between child care and school. During Spring the additional requirements of (4) providers having completed the Family Surveys as well as (5) attending the ERS and CLASS trainings were added. During Fall, it was assumed that all providers would have completed these steps as part of the SEEDs program.

and the quality of intentional teaching are not necessarily related and the inclusion of both measures is warranted in QRIS initiatives. It is important to note that in addition to intentional teaching, future evaluation may also point to the need to include measures of intentional curriculum planning which aligns to and incorporates the Washington State Early Learning Benchmarks. Currently, the standards only look for the presence of curriculum materials and that agencies obtain the benchmarks but not how they are used. The Benchmarks Curricular Planning and Assessment Framework (BCPAF) offers a value sensitive approach that empowers providers to make their curriculum more intentional by using the benchmarks during curricular planning and reflection (Feldman, 2010). Preliminary work with BCPAF in preschool classrooms suggests that it may facilitate increases in scores on the Instructional Support domain of the CLASS.

The translation from research to practice was challenging in terms of explaining the rationale to stakeholders about the sampling and scoring process. On the provider side of the system, the scores from quality measures may not mean much without careful and accurate interpretation, or alternatively the score may mean so much that they disconnect the score from the child's experience of care. **More explicit alignment between the quality measures and professional development** can assist in the translation and galvanize improvement efforts that transform professional development from being seen as a compulsory mandate to a compelling endeavor that results in commitment and satisfying work. One way to connect these sometimes seeming disparate components of Seeds would be to have providers send video records of their "best work" to be both scored by reliable raters on the CLASS and used for video feedback sessions during coaching.

A locally-centralized model, that maintains checks and balances between data collection and provider support services, is integral to maintaining objectivity and ensuring that the care provided to children is measured in a way that reflects their day-to-day experience. The evaluation/assessment, coaching, support (i.e., site coordinator), and administrator (i.e., DEL) roles vary greatly. Some states combine ratings and improvement processes with the same organization; however we maintain that these should remain separate to avoid conflicts of interest and increase credibility. Evaluation staff involved in the rating process must adhere to standardized policies and procedures, showing impartiality in their decision-making. Coaches and site coordinators build rapport with program staff as they establish long-term relationships that enable them to provide optimal guidance for improving quality. If the goal of the quality measure is to examine whether a quality initiative has been effective, the quality rating must be carried out by someone without a prior relationship with the provider and trained to the highest standards of reliability (Zaslow, Tout, Halle & Forry, 2009).

Although not responsible for ratings, we maintain that **coaches should be certified as reliable** on the CLASS and Toddler CLASS so that they are better able to identify and coach for instructional quality. Being able to identify and improve instructional support, including language development, should be considered a job-specific competency for a QRIS coach. Developing training and achieving reliability on key measures of instructional quality for coaches may result in higher instructional support scores, which in turn increases the probability of improved child school readiness. Additionally, operational definitions and fidelity measures of the Seeds coaching approach is needed.

Longitudinal research is necessary to study the extent to which the measures of program quality predict positive outcome and school readiness for children. The current Seeds to Success model focused on measuring the inputs quality of care. However, we still do not know about the output side. Integrating ongoing assessment of young children's development, aligned with WaKIDS assessment tool can create a comprehensive quality improvement and outcomes system for early learning in Washington State. Child outcomes data should be used for continuous improvements to all key components of the early childhood system including the quality rating standards, the professional development approach and coach competencies and the measures of quality. For example, it might be determined that the global quality measures are not specific enough to determine the necessary supports for language and literacy, math and science or self-regulation.

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

Two approaches could be incorporated into quality measures to investigate the extent to which children with special needs receive high quality care and education. First, the direct observation protocol could also include randomly selecting a focal child, or children, with special needs whose experiences are closely observed and rated. In short, the observer uses the CLASS and ERS to look specifically at the focal child's experience. Second, specific tools designed to assess how programs support young children with disabilities could be incorporated into the quality assessment battery. Three assessment tools have been designed to provide more specific measures of program practices around inclusion: the SpeciaLink child Care Inclusion Practices Profile and Principles Scale (Irwin, 2009), the Quality of Inclusion Experiences Measure (QuIEM; Wolery, Pauca, Brashers, & Grant, 2000); and the DEC Recommended Practices Program Assessment (Hemmetter, Joseph, Smith & Sandall, 2001). If more careful attention is paid to inclusion, it follows that coaches and providers should be afforded professional development opportunities targeted at high quality inclusive practices. Currently, many high quality and evidence based professional development materials and approaches are available at no to low costs through federal grants (e.g., the Head Start Center for Inclusion, project CONNECT). These approaches and materials could be included in the SEEDS quality improvement efforts.

Building manageable steps toward the goal of providing high quality services for children and families is essential – from licensing to national accreditation. The latest research should inform the decisions for combining, weighting, and assigning cut points. Based on our comparison analysis we recommend a **hybrid model for Seeds standards** be explored and validated. The hybrid model, in which the lower block levels are more easily, achieved steps such as licensing, and program enrollment in QRIS, and the higher levels are based on continuous and cumulative point attainment –allows for easy entre to the QRIS system, but also challenges and rewards

programs for achieving high quality in specialized areas. A commitment to using ongoing evaluation data to revisit and refine the model is vital to ensure that each "Seed" level is linked to discernable and meaningful differences for children and families.

	Fall Child Care Centers		Fall Family Child Care Providers		Spring Child Care Centers		Spring Family Child Care Providers	
Score	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Overall ERS	4.01	1.02	3.91	1	4.75	0.86	4.72	1.1
Space and Furnishings	4.09	1.19	3.76	1.32	4.65	1.09	4.5	1.27
Personal Care	2.75	1	2.67	1.04	3.58	1.26	3.73	1.38
Listening and Talking	4.38	1.61	4.51	1.45	5.23	1.29	5.24	1.52
Activities	3.52	1.18	3.25	1.04	2.33	1.98	4.3	1.3
Interaction	4.72	1.67	5.19	1.52	5.63	1.18	5.57	1.4
Program Structure	4.02	1.63	5.06	1.6	4.98	1.6	5.58	1.36
Parents and Provider	4.84	1.23	5.12	1.13	5.61	1.05	5.76	1.02
CLASS[a]								
Emotional Support	5.12	0.82	5.82	0.45	5.73	0.78	5.76	0.68
Classroom Organization	4.58	1.05	5.22	0.78	5.25	1.08	5.29	0.76
Instructional Support	3.35	1.08	3.05	0.97	3.11	1.15	2.68	0.43
Seeds Score	1.08	0.34	1	0	1.48	0.74	1.59	0.83
Total Number	50		43		49		37	

[a] Infant classrooms are not included in the CLASS

Data from Seeds to Success Modified Field Test Year Two

EXECUTIVE SUMMARY

In 2006, the Bill & Melinda Gates Foundation launched the Early Learning Initiative (ELI) to improve the school readiness of Washington State's children through three main strategies: (1) development of high-quality, community-wide early learning initiatives in two communities; (2) enhancement of statewide systems that support early learning; and (3) support for implementation of promising practices. The foundation joined with other private funders and state officials to form Thrive by Five (Thrive) Washington to energize development and support of high-quality early learning opportunities for all children in the state.

In tandem with the formation of Thrive, the Gates Foundation sought two communities with a high level of need for early learning services and the capacity to develop and implement high-quality, community-wide early learning initiatives. The Gates Foundation selected East Yakima, a neighborhood in the central Washington community of Yakima, and White Center, an unincorporated area just outside Seattle. Thrive has worked with an intermediary agency in each community to develop and implement the initiative. Educational Service District 105, through its Ready by Five project, serves as the intermediary in East Yakima. In White Center, Puget Sound Educational Service District (PSESD) serves as the intermediary for the White Center Early Learning Initiative (WCELI).

Thrive, the two communities, and other stakeholders worked closely with the Washington State Department of Early Learning (DEL) to develop Seeds to Success, a child care quality rating and improvement system (QRIS). In spring 2009, Thrive, Ready by Five, and Child Care Resources (PSESD's partner in White Center) began a six-month field test of a streamlined version of the DEL QRIS, referred to as the Seeds to Success Modified Field Test (Seeds).

Evaluation of Seeds

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

Overview of the Seeds to Success Model

For the field test, the Seeds model assessed two quality categories: (1) curriculum and learning environment, and (2) professional development and training. Each participating business received a Seeds rating based on its scores on the two quality categories. Quality ratings ranged from 1 to 5, with 5 being the highest. Businesses could achieve a 5 if they met the requirements in the curriculum and learning environment area (as measured by the Environment Rating Scales [ERS] and the ratio

of children to adults) and met the level 4 Seeds rating requirements in the two professional development and training areas (education and experience).

As part of the Seeds field test, participating providers (those assigned to the treatment group) received the following during the period June through December 2009:

- ***Coaching.*** Each family child care provider, center-based classroom, and center director was eligible to receive eight hours of coaching per month. Informed by their Seeds rating and ERS score, providers and coaches developed quality improvement plans (QIPs) to guide the coaching sessions.
- ***Quality Improvement Grants.*** Programs received quality improvement grants based on their Seeds rating, with higher-rated programs receiving more funding.
- ***Funds for Professional Development Opportunities, Plus Supports.*** Providers were offered professional development opportunities, including funds for training and course work, as well as funds to cover the costs of child care expenses, release time, and books.

Impact Study Main Findings

Data sources for the Seeds impact study included classroom observations, self-administered questionnaires for center directors and educators (lead and assistant teachers), and interviews with family child care providers. Observations conducted by Mathematica at the start (baseline) and at the end (followup) of the field test included the ERS, the Arnett Caregiver Interaction Scale, and counts of the children and adults. The observations and interview data collected at baseline demonstrated that the treatment and control groups were similar; this means that any differences between the two groups at followup were caused by Seeds. This section summarizes the impact study's main findings.

Impacts on Participation in Education and Professional Development Services

Over this relatively short period of time (June through December 2009), family child care providers in the treatment group were not more likely than providers in the control group to be enrolled in an education or training program. However, Seeds did improve center lead and assistant teacher enrollment in an education or training program, and significantly more lead teachers in the treatment group than in the control group attended college courses at least weekly. At followup, family child care providers and center-based lead and assistant teachers in the treatment group were much more likely than those in the control group to report visits from a coach at least weekly.

Impacts on Education and Experience Outcomes

Improvements in staff educational attainment and experience require sustained investments in supports for staff taking courses and in retaining staff in their positions. Because the Seeds evaluation follow-up data collection was only six months after the start of implementation of the Seeds model, the likelihood of observing impacts on educational attainment outcomes was low. Indeed, at followup, we found no consistent pattern of positive impacts of Seeds on family child care providers' educational attainment. More center-based teachers in the treatment group than in the control group earned three credits in the past six months, but Seeds had no impact on completion of a postsecondary degree for center lead teachers and assistants. Although Seeds significantly reduced center-based lead teacher turnover, treatment group lead teachers reported less experience than control group lead teachers at followup.

Impacts on Observed Quality

Child care businesses in the treatment group had significantly higher child care observed quality scores at followup than businesses in the control group. For both family child care providers and child care centers in the treatment group, the ERS total score and most of the ERS subscale scores were significantly higher than control group scores. Most of the differences in observed quality were larger than those reported in other recent studies of child care or preschool quality improvement interventions (Landry et al. 2009; Jackson et al. 2007; Neuman et al. 2009; Powell et al. 2010).

Impacts on Seeds Scores

Despite large differences in observed quality, the overall Seeds scores themselves were not affected by the coaching and quality improvement grants. In the Seeds model, a participating business had to meet all the requirements for curriculum and learning environment and professional development and training to qualify for a rating at that level (referred to as a building block QRIS model). Since no statistically significant impacts on the education and experience components of professional development were found, the very large gains in the ERS did not translate into gains in Seeds scores. For both types of child care businesses, the Seeds scores were not significantly different across treatment and control groups.

Implementation Study Main Findings

Data sources for the Seeds implementation study included (1) executive interviews and focus groups with site coordinators, coaches, and child care staff during site visits conducted in June and November 2009; and (2) service use data collected by coaches and site coordinators from June through December 2009 and analyzed by Mathematica in winter 2010. This section summarizes the implementation study's main findings.

Amount of Coaching Received

The coaches and providers were able to implement the intensive coaching component of the Seeds model. On average, the amount of coaching providers received adhered to the Seeds model; however, participants had a range of experiences. On average, family child care providers, center directors, and lead teachers received between 6 and 11 hours of coaching per month. Assistant teachers in White Center received, on average, less than two hours of coaching per month; in East Yakima, they received, on average, nearly six hours per month.

Uses of Quality Improvement Grants

Across all providers in East Yakima and White Center, quality improvement grants were most commonly used for supplies and materials. During focus groups, providers described using funds to pay for (1) materials, including books and art materials; (2) larger items, such as child-size tables and outdoor play equipment; and (3) safety improvements.

Access to Professional Development

According to administrative data, across communities, one-third to one-half of family child care providers and at least one staff person in each child care center received funding for professional development opportunities for their staff. Fewer providers accessed supports. During focus groups, providers described several barriers that deterred them from using the professional development

opportunities, including (1) limited availability of trainings and classes, particularly near their places of employment or homes; (2) lack of trainings and classes that provided new or relevant information; and (3) low perceived "payoffs" to professional development, because salaries were unlikely to increase as a result of completion of professional development.

Key Lessons

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

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

framework

A NEW FRAMEWORK FOR CHILD ABUSE AND NEGLECT PREVENTION

The Strengthening Families approach seeks to create a child abuse and neglect prevention framework that can help program developers, policymakers, and advocates embed effective prevention strategies into existing systems.

It begins with shifting the focus of child abuse and neglect prevention efforts from family risks and deficits to family strengths and resiliency. The reluctance of families to participate in programs that identify them as "at risk" is well documented and amounts to a significant barrier in interventions designed to reduce abuse and neglect. A more universal, evidence-based model built on promoting resilience is much more attractive to parents and, therefore, could be an effective way of reaching many more families long before a risk of child abuse or neglect emerges.

Strengthening Families' second goal is to create a widespread understanding of what all kinds of programs and providers can do—and in some cases already do—to promote healthy child development and reduce the incidence of child abuse and neglect. Research shows that early childhood programs in particular can serve as an effective "early warning system" to immediately and effectively address risky situations, and that strong early childhood programs can be enhanced to incorporate child abuse prevention strategies—in addition to their traditional role of promoting healthy child development.

WHY FOCUS ON EARLY CARE AND EDUCATION?

CSSP chose to focus on early care and education programs for this project because they represent the only systematic way to reach a large number of very young children (children younger than kindergarten age). The uniquely close relationship between caregiver/teacher and parents of very young children, the daily opportunities for observation and learning with parents, the relationship between early childhood programs and other resources for parents of young children, and the fact that parents interact with these programs as "empowered consumers" rather than as clients or recipients of a service make this focus a promising universal strategy. Early childhood programs have the potential to:

- **Reach large numbers of children and families**

With the 1996 passage of the Welfare Reform Act, more parents of young children than ever are in the workforce and more young children are in some kind of childcare program. By recent estimates, nearly 60 percent of all children under age six are in care out of their homes for at least part of the day. For children birth to age three, the percentage is even higher: 75 percent. This includes care in for-profit and non-profit day care centers, state-sponsored preschool education, church-based programs, and Head Start programs. While early care and education doesn't reach all families with young children, it is the only system that reaches a large proportion of young children and their parents on a daily basis.

- Establish intimate and trusting relationships with families

Early care and education providers are able to establish special relationships with children and families for a number of reasons. First, while contact with parents is often brief, its daily nature provides an opportunity to develop strong relationships over time and to reach out right away when parents appear to be stressed or in need of extra support. Second, most programs are located in the communities where participating families live and are staffed by community residents, thereby providing opportunities for relationships to be reinforced by regular contact outside their walls. Finally, the very nature of early care and education—a system in which parents and providers work in partnership to ensure the safety and optimal development of children—provides an unparalleled opportunity for parents to share intimate concerns and hopes for their children.

- Provide parents with encouragement and education

In contrast to many human service settings where families under stress go to receive help, early care and education centers provide an opportunity for families to access support in a non-stigmatizing context. Parents who take their children to these programs on a daily basis act, as one practitioner put it, as "empowered consumers." They are much more likely to accept assistance and advice from someone they have chosen themselves, whom they see every day, than to accept services offered only after problems emerge or they are identified as "at risk." Early childhood programs are grounded in the principles of identifying children's strengths and providing the encouragement that creates an open space for learning. This same philosophy, when applied to parents, creates an opportunity for staff to reach out to families in a non-threatening, non-judgmental way.

Early childhood programs are grounded in the principles of identifying strengths and providing the encouragement that creates an open space for learning.

- Act as an early warning and response system and intervene before abuse and neglect occurs

Young children from birth to age six are more vulnerable to child abuse and neglect than are older children, yet they and their families also have less regular contact with services or assistance that might help them. Home visitors, health care providers, family support programs, churches, recreational programs, and informal play groups contribute to shaping family life and promoting development for many families, but these resources are not consistently available to all families in all communities. A few states and selected individual centers have made early attempts to incorporate family support strategies into early education and care practice, and the research begun in this area has yielded promising results. For example, a recent evaluation of Early Head Start programs has shown improved parenting skills in mothers and a decrease in the use of harsh disciplinary techniques.[1] However, linking child abuse and neglect prevention and early care and education is a relatively new idea, and most centers do not consider their work with families to be "child abuse and neglect prevention."

- Build resiliency in children

For children who are not receiving adequate nurturing care at home, the work that early care and education programs do can be extremely important. The very existence of other caregivers in their lives and of opportunities for creative expression, growth of self-esteem, and exploration contribute to children's resiliency. This can be critical both in cases where the level of abuse and neglect is sufficiently severe to warrant state intervention and in cases where it is not.

- Continue to receive increased resources and attention from the government

Early care and education programs are among the few human services systems receiving attention—and new resources—from all levels of government, as well as the private sector. Recognition of the importance of the early years in shaping a child's developmental path and the increasing demand for childcare while parents are working have combined to create momentum for expanding the availability of early care and education for more families. States have invested heavily in expanding childcare services and in developing more preschool programs; these continue to be popular causes among legislators, even in a time of economic uncertainty.

Yet, the early childhood field continues to lack sufficient funding and resources. The increase in the number of children served has created new concerns about the quality of care and education that children are receiving. This climate has drawn attention to the content of training for teachers and other early childhood staff and the capacity of programs to provide both good care in the center and more effective outreach to parents. Yet for programs to more fully support children and families as envisioned in this project, all levels of government must commit to investing in an infrastructure of early care and education that will yield more high-quality programs.

A PROTECTIVE FACTORS APPROACH

For years, researchers have been studying risk factors for many social problems, including child abuse and neglect. This "risk factors" approach looks for characteristics that are common among families experiencing abuse and neglect—thus identifying families that might be "at risk" for abuse or neglect. In contrast, a "protective factors" approach looks for attributes that might serve as buffers, helping parents who might otherwise be at risk of abusing or neglecting their children to find alternate resources, supports, or coping strategies that allow them to parent effectively, even under stress. This is particularly important for parents who, as children, experienced abusive parenting.

Research Supports Protective Factors

" While the potential for severe negative consequences from childhood neglect exists, research is showing that "protective factors" may promote resilience among neglected children, enabling them to maintain healthy functioning in spite of the adversities they face. Protective factors can include individual characteristics such as intelligence, creativity, initiative, humor, and independence, or external factors such as access to good health care and a family's social support system, including alternative caregivers. The probability of "resilience" as an outcome increases when the number or significance of protective factors is sufficient to counteract the vulnerabilities or risk factors. In other words, if a child suffers from neglect (for example, his parents did not feed or clothe him adequately), he may not suffer long-term severe consequences if he also has protective factors such as a spirit of independence, creativity, or access to other caregivers."

—from *Acts of Omission: An Overview of Child Neglect* (Washington, D.C.: National Clearinghouse on Child Abuse and Neglect, April 2001), http://nccanch.acf.hhs.gov/pubs/focus/acts.cfm

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In keeping with the goal of focusing on strengths instead of deficits, the Strengthening Families approach uses a logic model for reducing child abuse and neglect based on building resiliency rather than reducing risk. An early scan of existing research revealed several protective factors linked to a lower incidence of child abuse and neglect. When these factors are present, child maltreatment appears to be less likely to occur.

Protective factors related to families include:

- Parental resilience
- An array of social connections
- Adequate knowledge of parenting and child development
- Concrete support in times of need, including access to necessary services, such as mental health

The protective factor related to children is:

- Healthy social and emotional development

This list of factors was determined after discussions with a national advisory panel and researchers and practitioners in the child abuse and neglect prevention, early childhood, and family support fields. The factors are not unique to this framework; they are addressed by many current child abuse and neglect prevention efforts. Prior to this study, they had not been used to describe prevention practices in early care and education programs. While the identified protective factors may also be linked to other positive

outcomes for young children, this study was concerned only with the link between the factors and a lower incidence of child abuse and neglect.

Although this approach builds on high-quality early care and education programs, adopting the broad goals of healthy child development and high-quality early care and education is not enough. High-quality care doesn't necessarily reduce the incidence of child abuse and neglect unless it includes specific strategies designed to work with families in particular ways. For example: An effective universal strategy against child abuse and neglect must include an "early warning system" that can immediately and effectively address risky situations. Many high-quality early care and education programs do not serve this function well, even though they employ excellent child development strategies.

A focus on protective factors does not ignore the relevance of risk factors in identifying families at risk of abuse and neglect. Early care and education programs should be well aware of the risk factors correlated with abuse and neglect. Focusing on protective factors, however, is more consistent with a universal, early intervention approach to child abuse and neglect prevention because:

- Protective factors are positive attributes that strengthen all families, not just those at risk; thus, programming based on protective factors can reach families who are at risk without making them feel singled out or judged.
- Working with families based on risk generally requires risk assessment, which is beyond the scope of most early care and education programs. It also sets up a relationship with families dominated by stigma and a sense of failure.
- By focusing on protective factors—which are attributes that families themselves often want to build—programs develop a partnership with parents that encourages them to seek out program staff if they are in need of extra support. This can be an important way to help parents change or prevent behaviors or circumstances that may place their families at risk that they otherwise might be reluctant to disclose.
- When programs work with families to build protective factors, they also help families build and draw on their natural support networks which will be critical to their long-term success.

High-quality care doesn't necessarily reduce the incidence of child abuse and neglect unless it includes specific strategies designed to work with families in particular ways.

Appendix 25

how early childhood programs help prevent child abuse and neglect

Excellent early care and education programs use common program strategies to build the protective factors known to reduce child abuse and neglect.

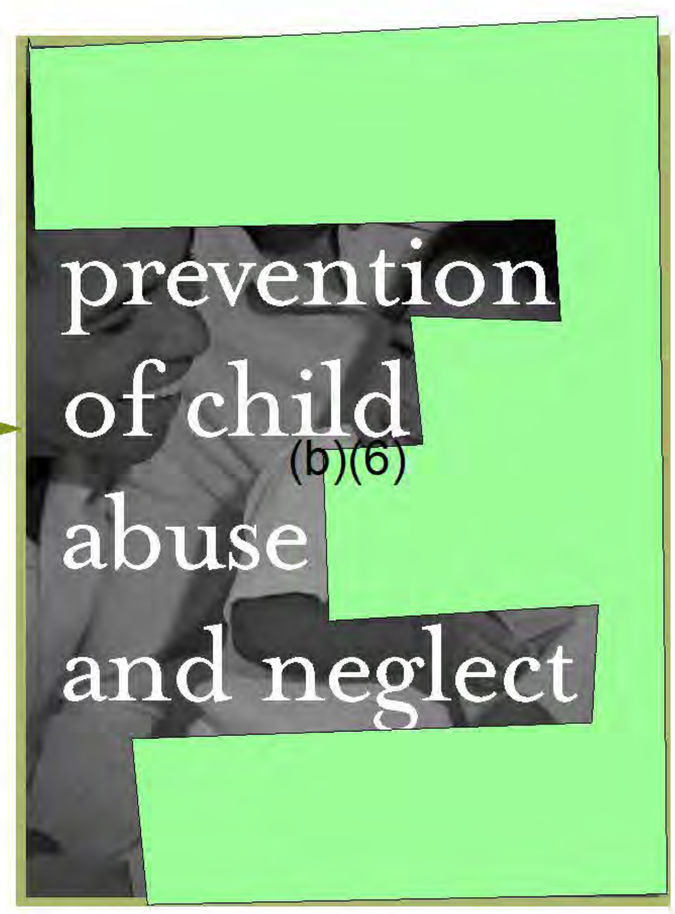
QUALITY EARLY CARE AND EDUCATION

Program strategies that:

- Facilitate friendships and mutual support
- Strengthen parenting
- Respond to family crises
- Link families to services and opportunities
- Facilitate children's social and emotional development
- Observe and respond to early warning signs of child abuse or neglect
- Value and support parents

PROTECTIVE FACTORS

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children



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What follows is a summary of the research evidence for each of the protective factors. (The full document is available from CSSP or www.cssp.org.) It is not an exhaustive list of all possible protective factors linked to child abuse and neglect prevention but rather a reflection of the synergy found between the literature base and the actual practice of early care and education programs.

REVIEW OF THE LITERATURE ON PROTECTIVE FACTORS[2]

Parental Resilience

Parental psychology plays an important role in both the causes and prevention of child abuse and neglect. Both a parent's individual developmental history and his or her personal psychological resources are important (Belsky and Vondra 1989; Rogosch et. al. 1995). While studies show that approximately 70 percent of maltreating parents were abused and/or neglected by their own parents during childhood, they also demonstrate that the majority (approximately 70 percent) of parents who were maltreated as children *do not* maltreat their own offspring (Egeland et. al. 2002; Rogosch et. al. 1995; Steele 1997).

What best explains why these parents are able to break what is evidently a very powerful tendency toward the intergenerational transmission of abuse and neglect? The single factor most commonly identified in the child abuse and neglect prevention literature is development of empathy for the self and others through caring relationships with friends, intimate partners, family members, or professional therapists or counselors (Steele 1997; Higgins 1994). Parents who are emotionally resilient are able to maintain a positive attitude, creatively solve problems, and effectively rise to challenges in their lives—and are less likely to abuse or neglect their children. Higgins (1994) conducted in-depth interviews with 40 resilient adults who had experienced multiple, significant stressors in childhood and adolescence and found that the primary factor for their development into psychologically healthy, highly functioning adults was their capacity to "love well"—to develop caring personal relationships, engage in personally meaningful work (including parenting), and have faith in the positive potential of themselves and the world around them. This capacity, she believes, was sparked and nurtured through the experience of supportive caring relationships, including, but not limited to, those involving professional therapists.

Early childhood education programs can promote parental resilience in a variety of ways. First, they can provide a warm and welcoming environment to parents as well as children. This can be as simple as training staff to warmly greet parents each day and create opportunities for parents in the program to meet and develop relationships. For programs with more resources, it can include providing family support services on site. In addition, focus groups with parents demonstrated that the social and emotional development activities programs offer for children in the classroom can also have an impact on parents. In school, children learned about the importance of communication and the need to share feelings and to respect the feelings of others—these classroom lessons impacted the way parents thought about their own behavior.

Social Connections

Extensive evidence links social isolation and child maltreatment. While the causal link between the two are unclear, fewer adults in the household and fewer interactions with kin, along with little respite from the stress of parenting, are related to child maltreatment (Guterman 2000). The complex research on this topic points to the need to address both community-level factors that contribute to isolation and social fragmentation and individual family characteristics that prevent the development of strong, positive relationships. Researchers who study social connections point to how poor, dangerous neighborhoods characterized by low social trust and cohesion produce high degrees of family isolation and stress; families who live in these neighborhoods, consequently, experience high risk of child maltreatment. From this perspective, one effective way to combat isolation is to strengthen the social cohesiveness of troubled communities (Garbarino and Stocking 1980).

Research also shows that social networks create common norms about childrearing. Parents who have positive social ties to the parents of their children's friends are able to discuss childrearing issues with them and establish a consensus on shared standards, as well as sanctions for violating those norms. Parents who do not have these connections, in contrast, do not know whether they can trust the parents of their children's friends to enforce the same standards. At the community level, the measure of parents' social relationships helps to explain the quality of the neighborhood environment for children (Coleman 1988; see also Morrow 1999; Portes 1998; Sampson et al. 1999).

Other research demonstrates that it is the quality of social relationships that distinguishes maltreating from non-maltreating mothers. Beeman (1997) found that trust, reciprocity, flexibility, and a balance of independence and mutuality characterize the relationships of non-neglecting mothers. Neglecting mothers, in contrast, are more dependent on others and have relationships characterized by conflict and distrust. Another study found that mothers who abused their children received less emotional and concrete support from their relationships than did non-abusing parents (Coohey 1996). It is not the simple fact of social connectedness, then, that protects against child abuse and neglect, but rather relationships that are positive, trusting, reciprocal, and flexible, and that embody pro-social, child-friendly values. Research also suggests that parents at risk for child maltreatment may need an individualized set of supports to enable them to develop and maintain positive relationships (Sampson et al. 1999).

Early childhood programs strengthen social connections by creating a community space and opportunities for parents to connect with other parents in a comfortable environment. Parents see other parents regularly at pick-up and drop-off times, a routine that encourages relationships to develop over time. They also have an existing and immediate point of connection—children who are in the same program. Additionally, many programs serve as a conduit for a variety of social activities, from holiday celebrations to bowling leagues.

Knowledge of Parenting and Child Development

Mental health professionals who work with maltreating parents have observed that child abuse and neglect are often related to a lack of understanding of basic child development. In particular, parents who abuse their children commonly have inappropriate expectations of children's abilities and respond to children's behaviors in excessively negative ways. Common stresses of childrearing—such as colic, waking up at night, separation anxiety, exploratory behavior, negativism, poor appetite, or resistance to toilet training—may trigger harsh punishments or episodes of abuse (Reppucci et al. 1997).

Some well-known parenting education programs have been successful in helping parents gain parenting knowledge and skills that can prevent child abuse and neglect. The MELD parent support group model, which has been used by thousands of parents in 25 states, has been found to help mothers develop more appropriate expectations of their children's abilities, increase their ability to be more aware of their children's needs, and strengthen their understanding and ability to respond to those needs appropriately (Hoelting et al. 1996). Although there is no single, best approach to parenting education designed to prevent child abuse and neglect, research has identified a number of factors that are associated with strong programs. These include:

- A program structure that offers long-term relationships between parents and program staff (two years or more), connects parents to additional support services, and creates support groups of parents with similar life experiences whose children are close to the same age
- Staffing patterns that feature dynamic leadership, peer facilitators (such as parents who have experienced life situations similar to those of group members), and ongoing staff training and supervision
- Interpersonal values that recognize the importance of developing trust between and among parents and staff, and of respecting individual and cultural differences
- An educational approach that consistently focuses on parents' strengths, emphasizes consistent decision making over time rather than quick fixes, and recognizes that the quality of interpersonal relationships is critical to any learning that may take place (Carter & Harvey 1996; Daro 2002; Hoelting et al. 1996; Reppucci et al. 1997)

These factors correspond well to the strengths and resources of high-quality early care and education programs, suggesting that they may be particularly well suited to support effective parenting education efforts.

It is not the simple fact of social connectedness, then, that protects against child abuse and neglect, but rather relationships that are positive, trusting, reciprocal, and flexible, and that embody pro-social, child-friendly values.

Early care and education programs also have the potential to provide parenting information and education in a series of informal "teachable moments" that apply and reinforce positive parenting principles in an everyday context. In their daily contact with parents, staff can use children's behavior and experiences in the classroom as an opportunity to raise difficult issues, provide advice and observation, or share strategies and ideas. The synergy between formal and informal learning that occurs in early childhood programs may be exceptionally effective in promoting the parental knowledge and understanding that protects against child maltreatment.

Support in Times of Need

Over the past several decades, the evidence about child maltreatment has shifted from focusing on parents' psychological problems to a broader understanding that emphasizes the complexity of interactions among individual, familial, community, and cultural factors. Many programs serve families facing multiple stressors and multiple risks. A study of Head Start, for example, found that many families in the program face multiple stresses, including substance abuse, domestic violence, HIV/AIDS, unemployment, depression, and community violence. And poverty has consistently been shown to be the factor most strongly correlated with child abuse and neglect. The most recent National Incidence Study (NIS) of Child Abuse and Neglect (1996) found that "family income was significantly related to maltreatment rates in nearly every category of maltreatment." Although researchers do not know precisely why this relationship exists, the leading theory is that while poor parents often experience high degrees of stress, they have low levels of material resources that could help them to cope effectively with it. In some cases, what appears to be neglect may simply be the direct result of lack of resources: for example, the single mother who must leave the house but can't afford a babysitter (Pelton 1994). In other cases, parents' lack of resources to meet their family's basic needs may contribute to psychological states associated with neglect, such as depression and low self-esteem.

Research suggests that helping families access material resources and/or behavioral health services represent two promising intervention strategies to reduce child abuse and neglect. Early care and education programs are in an especially good position to provide these interventions, since they work with parents and children on a daily basis. Their connection with the everyday lives of low-income families enables staff to detect the development of high-stress or crisis situations and to connect parents with resources when they are most needed.

Children's Healthy Social and Emotional Development

Research indicates that difficult child behaviors, such as defying parents or teachers, do not themselves cause maltreatment but are commonly part of an escalating cycle of negative parent–child interactions that may include physical abuse (Shonkoff and Phillips 2000; Ammerman 1991). Therefore, supporting children's healthy social and emotional development can be considered a protective factor against child maltreatment, particularly physical abuse. Early childhood professionals report that it is increasingly common to see infants and young children whose attachment to a parent has been severely limited, disrupted, or arrested. These children are at risk for serious developmental problems, including difficulty in regulating their emotions, delays in speech and language development, and an inability to productively explore their environment. They are also more likely to develop emotional problems found among older children, adolescents, and adults, such as depression, anxiety, and behavioral disorders including substance abuse (Koplow 1996; Yoshikawa 1997). Extensive research demonstrates that high-quality early care and education programs can significantly help such children.

Social and emotional development is highly dependent on the quality of a young child's primary relationships. Although all aspects of development involve a continuous interplay between "nature and nurture," how caregivers respond to children's emotional expression profoundly influences how they learn to process, understand, and cope with such feelings as anger, happiness, and sadness—feelings that are a fundamental part of the human experience. The quality of these primary relationships has a critical impact on children's understanding of both themselves and others (Hyson 1994; Shonkoff and Phillips 2000). Early childhood programs' impact on children's social and emotional development happens in two ways: through social and emotional development activities with children in the classroom and by working with parents to help them build positive relationships with their children. Research shows very positive relationships between children's participation in quality early childhood programs and virtually every social/emotional outcome that has been assessed, including self-regulatory behavior, cooperation with and attachment to adults, positive peer relations, social skills, and reduced conduct problems. Notably, the strongest effects of high-quality care are found among children from families with the fewest resources and under the greatest stress (Shonkoff and Phillips 2000).

Endnotes

1. See *Building Their Future How Early Head Start Programs are Enhancing the Lives of Infants and Toddlers in Low-Income Families* (Washington, D.C.: U.S. DHHS, January 2001.
2. Sources quoted in this section are listed and annotated in Appendix B.

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Washington State

Early Learning and Development Benchmarks

A Guide to Young Children's Learning
and Development: From Birth to Kindergarten Entry

Funding for the creation of the Washington State Early Learning and Development Benchmarks originated from two federal grants:

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Early Learning and Development Benchmarks

A Guide to Young Children's Learning and Development: From Birth to Kindergarten Entry

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Introduction

Welcome to Washington State's Early Learning and Development Benchmarks!

For all of you who care for and teach young children, the Benchmarks are a resource that you can use to help guide children's development and learning. We hope you will find this document useful and will share it with others.

The following three sections outline the background, principles, and structure of the Benchmarks. This information will help you understand why the Benchmarks were created and how they can be used.

I. Background

Without a doubt, the early years –from birth to age five – are the most extraordinary period of growth and development in a child's lifetime. Infants begin life totally dependent on adults, and then, seemingly miraculously, develop into children with abilities to walk, talk, write, express themselves, and communicate with the world around them. So amazing is human development during this period, some have called these years the "magic years." While this rapid change once seemed mysterious, today we know much more about how children grow and develop.

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We know that adults contribute greatly to children's growth; adults can and do make a difference in children's development and learning. Clearly, parents[1] are their children's first and most important teachers. But they are not alone. Parents are supported in their nurturing roles by many family members, community members, friends, pediatricians, and teachers. And while parents have the primary responsibility for nurturing and educating children prior to kindergarten entry, there are many resources to support parents during these critical early years. Throughout Washington State, communities provide a variety of programs that serve young children and their parents. In fact, many young children spend at least part of the day in the care of someone other than their parents.

[1] The term "parent" is used here broadly to include birth parents, adoptive parents, and other significant adults who serve as the primary caregiver to young children.

Grounded in Multiple Perspectives

There is no single, universally accepted theory of child development. Indeed, researchers and educators hold different sets of research-based beliefs, or theories, about how young children grow and develop (e.g., maturationist, behaviorist, psychoanalytic, cognitive-developmental, sociocultural, ecological systems). Some theories emphasize genetics, others stress children's experiences with their environment; some theories emphasize emotional development, others stress intellectual development; some theories support firm and directive parenting and teaching, while other theories endorse parenting and teaching that provides indirect guidance and communal learning to support child development. Beyond varying academic theoretical perspectives, families, communities, and cultures hold different perspectives and beliefs about how young children should experience and interact with the world around them.

Reflective of this, the Benchmarks are not grounded in any single theoretical perspective or in any single cultural context. These Benchmarks bring together different theoretical perspectives with established scientific research. In addition, these Benchmarks represent goals for young children's development that reflect the perspectives, values, and recommended practices of a diverse range of people, institutions, and communities throughout Washington State. The Benchmarks underscore that young children's learning is multi-dimensional; that is, because young children grow physically, socially, emotionally, linguistically, and cognitively at the same time, all dimensions of learning are critical to healthy development and must be valued.

While these Benchmarks may not encompass every hope and expectation of all families, communities, or cultures, they are a comprehensive foundation for addressing the learning and development of all young children. To that end, these Benchmarks can serve as a tool for discussion, dialogue, and sharing between parents, early childhood professionals, and community members.

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Aligning with the K-12 System

Beyond the early childhood field, the standards-based reform taking place in K-12 education in the United States impacts how the development and learning of young children is viewed. In Washington State, the passage of the Education Reform Act of 1993 created the framework for the establishment of standards and assessments for students in K-12 education settings. As a result, Washington State developed Essential Academic Learning Requirements (EALRs) for all content areas that describe learning standards for elementary, middle, and high school students. The Benchmarks can assist early childhood programs and K-12 schools to align what experiences children have before entering school with what they need to know and be able to do when they begin school.

II. Purpose and Goals of the Benchmarks

Given the many people who play a part in young children's development, it is not surprising that there is often little alignment in what is expected for children across the various settings in which they spend their day. Because of the importance of the early years, and because it is beneficial for children to experience consistency from the many adults who play a part in their development, the state of Washington decided to create a resource to develop a common understanding about what young children should know and be able to do at different stages in their lives. These expectations, often called early learning standards or benchmarks, provide essential information for those who love, care for, and educate young children. Increasingly, early learning standards are being used locally by communities, nationally by states, and internationally by countries to strengthen and coordinate early childhood practices, programs, and policies.

Broadly defined, the Benchmarks are a set of statements that reflect expectations for children's knowledge and behavior. They are designed to support the growth and development of young children from birth to kindergarten entry, whether the children are in their own homes, others' homes, in licensed child care, early intervention programs, Head Start, ECEAP, or in private or public preschools.

The Benchmarks serve as a source document, informing parents and caregivers in these settings about expectations for children's development and learning. As such, the Benchmarks represent our hopes for young children. Specifically, the Benchmarks provide a set of early learning standards that spell out what young children should know and be able to do by the time they reach the end of each of four critical stages of development: 18 months, 36 months, 60 months, and entry to kindergarten. These age ranges are broad and encompass large spans of time during which children grow and develop dramatically. While defining more precise age ranges may sound ideal, narrower age ranges would actually defy two key factors in early childhood development: [a] young children's development is highly episodic; and [b] finely grained age categories do not reflect the typical grouping of young children in most early childhood settings. The age ranges used in the Benchmarks are therefore flexible, allowing for variation within developmental ranges, while still providing helpful guidelines for parents and caregivers.

Parents and caregivers can use the Benchmarks as a way to better understand what they can expect to see as their children develop and to better support and enhance their children's development and learning. Teachers can use the Benchmarks as a framework for a learning continuum that will help ease children's transition from one stage of development to the next. By specifying skills and competencies for children, the Benchmarks have the potential to help reduce inequities in achievement as children mature. The Benchmarks can also be used as the basis for curriculum development and for the professional development of those who work with young children.

Moreover, the Benchmarks aspire to:

- Serve as a common tool for discussion, dialogue, and sharing between parents, early childhood professionals, and community members about reasonable expectations and practical strategies for all adults who care for and teach young children;
- Contribute to a unified vision for the early care and education system in Washington State; and
- Create a continuum of learning that links early care and development to later success in school and in life by aligning the benchmarks with Washington State's Essential Academic Learning Requirements (EALRs).

As important as it is to understand what the Benchmarks are, it is equally important to state what the Benchmarks are not. The Benchmarks are:

- Not an exhaustive guide to child development and should not be seen as a developmental checklist that provides the full scope, a fine breakdown, or an exact sequence of developmental indicators;
- Not a curriculum, although they can be adapted by teachers to supplement many different curricula;
- Not an assessment instrument to determine children's eligibility for various programs or services;
- Not an assessment instrument to gauge children's functioning or skills for an Individual Family Service Plan (IFSP) or Individual Education Plan (IEP);
- Not an assessment tool to collect statewide information on the overall status of children in Washington State. If an assessment system is desired, the Benchmarks can inform the content of, but not substitute for, a technically-developed reliable and valid assessment.

III. Process for Developing the Benchmarks

The Benchmarks were developed through a comprehensive and collaborative process involving many sources of information, expertise, and guidance.

A Core Team, comprised of Washington State-based representatives from the Office of the Governor, Office of the Superintendent of Public Instruction, Head Start-State Collaboration Office, Division of Child Care and Early Learning, and Early Childhood Education and Assistance Program (ECEAP), guided the development process. This team worked closely with the Benchmarks' authors at the National Center for Children and Families at Teachers College, Columbia University. Approximately 40 additional key stakeholders, who formed the Benchmarks Advisory Panel, advised the development process. Representing many constituencies, the Advisory Panel was comprised of individuals who are all knowledgeable about early childhood development. One of the earliest collaborative efforts was the creation and endorsement of a set of principles to guide the development of the Benchmarks. These guiding principles are presented in their entirety in the next section of this introduction.

The content of the Benchmarks was informed by two primary sources. First, extensive reviews of the latest research on early childhood development; international, national, and state level early learning standards documents; reports by federal agencies; guidelines issued by professional organizations; and quality child development texts written by leaders in the field.

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Second, extensive feedback from parents and professionals in Washington State. A broad group of Washington State stakeholders reviewed the initial draft of the document. Groups invited to review the first draft represented child care homes and centers, resource and referral agencies, ECEAP, Head Start, Even Start, early childhood special education and early intervention programs, private preschools, local school district preschool programs, higher education professionals, professional organizations, the academic research community , state agency program administrators, child care licensors and other program monitors, Educational Service Districts (ESDs), public/ private schools, advocates, multicultural and English language learner experts, private foundations, parents, parent groups, grant-making groups, and multiple public and private health professionals. Feedback from these reviews was incorporated into a second draft of the Benchmarks that was published for public review. This second draft was reviewed, and commented on, by more than 1000 individuals across the state of Washington. The final version of the Benchmarks reflects the countless thoughtful suggestions and comments made throughout this review process.

IV. Guiding Principles

One of the earliest collaborative efforts between the Core Team, the Advisory Panel, and the authors was the development and endorsement of a set of principles intended to guide the (A) content of the Benchmarks; (B) development of the Benchmarks; and (C) implementation and use of the Benchmarks. These principles established the foundation for the collaborative work on the Benchmarks.

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A. Principles Related to the Content of the Benchmarks

The content of the Benchmarks should acknowledge the important role played by families, communities, and the environment in the development of young children. The family is a significant contributor to children's lifelong learning and development. Benchmarks should recognize that children learn and develop in the context of interactions and relationships with primary caregivers, their community, and their environment.

The content of the Benchmarks should be age-appropriate, taking into consideration individual differences in children's rates of development. Each child is unique in his/her development, growth, and acquisition of skills and competencies. Children typically progress through similar stages of development, but at individual rates. All children within an age range should not be expected to reach a Benchmark at the same time or with the same degree of proficiency.

Benchmarks should recognize ALL children as capable of learning, achieving, and making developmental progress regardless of their physical/emotional conditions, backgrounds, or experiences. A universal set of benchmarks should be developed for all children regardless of cultural and economic differences, presenting disabilities, and physical and learning challenges. The benchmarks should take into consideration this diversity and make accommodations for the unique nature of each child's learning and development.

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The Benchmarks should recognize that young children are active learners. Children are not passive recipients of knowledge; they learn through play, active involvement, engagement, exploration, and use of their senses – sight, hearing, taste, etc. Benchmarks should recognize that children must be exposed to rich learning opportunities in a variety of ways and through multiple contexts and diverse traditions.

The content of the Benchmarks should acknowledge that early learning and development are multidimensional and that all developmental domains are interrelated. Consideration should be given to all domains because children's learning and development is multifaceted, occurring across domains simultaneously.

The content of the Benchmarks should acknowledge and respect children's cultural and linguistic differences. The importance of children's diverse and rich backgrounds and heritages, including immigrant families, indigenous and tribal populations, and multigenerational families, should be incorporated into the Benchmarks.

Benchmarks should recognize that children acquire skills from multiple teaching approaches and diverse environments. Early learning environments provide support and stimulation for the learning and development of young children. The Benchmarks should recognize that these early learning environments represent diversity in terms of teaching approaches and learning and development experiences.

The content of the Benchmarks should be guided by research and proven quality practices. As Benchmarks are often used to maximize the development of educational programs and the educational experiences of young children, they should be informed by reliable, rigorous, and realistic knowledge of child and family development. The benchmarks should build on prior work, incorporating validated knowledge and expertise.

The content of the Benchmarks should be aligned, where appropriate, with existing education Benchmarks in the state of Washington. In developing the Early Learning and Development Benchmarks, alignment with the existing educational Benchmarks, such as Washington State's Essential Academic Learning Requirements (EALR) and Head Start Child Outcomes Framework, will be considered. However, the Early Learning and Development Benchmarks should have their own independent value aside from alignment with existing educational benchmarks.

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Parents and caregivers can use the Benchmarks as a way to better understand what they can expect to see as their children develop and to better support and enhance their children's development and learning.

B. Principles Related to the Development of the Benchmarks

Involving families and communities in the development of Benchmarks should be central to the process. Families make the decisions for what is best for their children and communities and assist in creating environments they believe will benefit their children the most. Given the pivotal role played by families and communities in advancing children's development and learning, input from families and community representatives should be solicited in a systematic manner so as to influence the Benchmarks.

The process of developing the Benchmarks should be inclusive. The development process should include a diversity of stakeholders and voices. The development of the Benchmarks should rely on relevant and valid sources of expertise, wherever they may be found, in Washington State or nationally.

The Benchmarks should be developed so that parents, caregivers, and community members easily understand them. The Benchmarks should be developed in partnership with the intended users, such as families, caregivers, educators, and community members, so that they are easy to use and understand.

The Benchmarks should be developed so that they are useful at home and in a variety of settings. The Benchmarks should be appropriate for use by parents as well as caregivers.

C. Principles Related to the Implementation and Use of the Benchmarks

The well-being of children and respect for families should be given the highest priority in the implementation of the Benchmarks. Families are their children's first, most important, and lifelong teachers, caregivers, and decision makers. Family involvement should be seen as essential to implementing the Benchmarks.

The Benchmarks should be used to enhance and augment children's development, early childhood program design, and family practices. The Benchmarks should be used as tools to help young children, families, early childhood teachers, and early learning programs excel. Benchmarks should not be viewed as tools to criticize, exclude, or punish children, teachers, programs, families, or communities.

The Benchmarks should be used judiciously and for the specific purposes for which they were developed. The Benchmarks are being developed for use by families and those who primarily work with children. If the Benchmarks are used for accountability, there should be safeguards in place so they are not used to track, retain, or label children.

The Benchmarks should be reviewed and updated at least every five years. In order for Benchmarks to remain relevant, a systematic, interactive process should be set up for their periodic review and revision. The review must be conducted independently to ensure that it is fair and unbiased.

Implementation of the Benchmarks should be evaluated to ensure appropriate use by families, early childhood educational settings, and communities. The results of the evaluation should lead to better use and implementation of the Benchmarks.

Adequate resources and technical assistance should be allocated to ensure optimal use and implementation of the Benchmarks. Families, caregivers, teachers, and early child care providers should receive training in using the Benchmarks appropriately. This diverse group of users should be supported while they use and implement the Benchmarks at home and in early care and educational settings. Technical assistance should be provided to families and early learning teachers so they have appropriate strategies for supporting children's development in the domains of development outlined in the Benchmarks.

V. Valuing Diversity

Every child has unique characteristics, developing and learning in the context of their family, culture, and community. In this light, the Benchmarks acknowledge and embrace the tremendous diversity and variation that exists between young children. In building a resource to develop a common understanding, the Benchmarks have used a broad definition of diversity that includes – but is not limited to – socio-economic, cultural, racial, linguistic, ethnic, gender, abilities, and regional variations. The Benchmarks attempt to build upon and attempt to represent the rich cultural heritage and knowledge of all children and families in Washington State. In addition, efforts have been made to include the unique learning needs of children with disabilities and children whose home language is not English.

To this end, the goal statements are intended for all children, but the indicators and strategies attempt to incorporate modifications to reflect children's diversity. In addition, the ages indicated for achieving each of the indicators are broad guidelines: given the nature of children's diversity, we expect and treasure differences in when and in how children will achieve the indicators. Not all children will achieve all indicators in the time frame specified. Some children may achieve some of the indicators earlier than the age specified while other children may achieve them at a different reate, in a different order, or not at all. In all cases, the timelines offered are guidelines to inform, not to constrain, children's natural course of development.

The role of caring adults and communities is also reflected in the Benchmarks. The document provides some simple play, learning strategies and activities that adults can use to enhance children's development. It is critical to use the Benchmarks so that no child experiences any sense of failure. It is also essential to use the Benchmarks to accommodate different approaches toward learning. The intention is for parents and other caregivers to focus on the function of the goal, as opposed to the specific indicators. For example, while it is important for young children to use their own name as an indicator of self-concept, some children may demonstrate this by speaking their name aloud while other children may use sign language or other gestures to identify themselves.

Although a worthy goal, this document does not – and, indeed, cannot – fully account for the multiple ways in which children in Washington State communicate, learn, play, and interact with adults and peers. It is hoped, however, that every adult sees a little bit of his or her own unique life experience in the Benchmarks and uses the document as a basis for extending dialogue about the many contexts in which children grow and learn. On-going collective discussions among parents, caregivers, early learning professionals, teachers, and others will ensure that the Benchmarks are used in ways that represent the values, aspirations, and effective practices of all cultures and communities in Washington State.

VI. Structure and Content of the Benchmarks

Because children learn and develop by experiencing the world as a whole, the Washington State Benchmarks cover five major domains – or areas – of development. These five domains represent a commonly held, and research-based, organization of the dimensions of children's overall development. Though presented separately, the five domains of children's development are, in fact, inextricably interrelated. Children develop holistically; growth and development in one area often influences and/or depends upon development in other areas. It is, therefore, imperative to recognize the interconnectedness of children's early development and learning. For that reason, no single domain is more important than another.

The domains used to organize the Washington State Benchmarks are:

- **Physical Well-Being, Health, and Motor Development.** This domain encompasses children's physical health and ability to engage in daily activities.
- **Social and Emotional Development.** This domain addresses the emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.
- **Approaches Toward Learning.** This domain refers to a child's disposition, rather than skill, for becoming involved in learning and acquiring knowledge.
- **Cognition and General Knowledge.** This domain includes children's ability to understand and think about the physical and social worlds. In particular, this domain focuses on children's knowledge of objects in the world around them, their logic and mathematical knowledge, their knowledge of agreed-upon social conventions such as numbers and colors, and their understanding and appreciation of the arts in their lives.
- **Language, Literacy, and Communication.** This domain encompasses children's understanding and use of language, emerging reading and writing skills, and ability to communicate effectively.

Each of the five domain sections includes an introduction that presents the rationale and definitions for the domain. Each introduction also addresses considerations for how individual differences and diversity can be supported as children learn and develop knowledge and skills. The domain introductions conclude with global strategies that all caregivers can use to help ensure every child receives learning experiences that meet his/her unique needs.

The Benchmarks are structured as follows:

(Please see the chart on the following page to identify and locate each of these items.)

- **Domain:** A domain is defined as a broad category – or dimension – of children's learning and development. The domains are uneven in length and vary by the age of the child. This occurs because at different developmental stages, certain domains are more central.
- **Sub-Domain:** Each domain is broken into sub-domains that indicate one general facet of the domain. All sub-domains within a domain, taken together, represent the comprehensive conceptualization of the domain. Sub-domains are characterized by a number of domain components.
- **Domain Component:** Each domain component specifies one aspect of learning and development articulated within the sub-domain.
- **Goal Statement:** Each domain component is comprised of goal statements. Each goal, or over-arching statement of expectation, is presented on two pages and is applicable to the full span of age ranges (e.g., in this document: birth to 18 months, 18 to 36 months, 36 to 60 months, and 60 months to kindergarten entry). Each goal statement expresses a specific expectation of what children should know and be able to do. All goal statements within a domain component, taken together, represent the comprehensive conceptualization of the domain component.
- **Age Group:** Each goal is accompanied by a specific set of indicators and strategies for each of the four age groups.
- **Indicators:** The indicators describe expected observable behaviors or skills of children. There are several indicators for each age group that demonstrate progress toward the attainment of a particular goal. It is important to note that each child may have unique ways of demonstrating his or her developmental progress. The indicators represent some, not all, of the ways that children will demonstrate progress toward attaining the Benchmarks' goals.
- **Strategies:** Each age-related set of indicators is accompanied by strategies, which are suggested learning activities that adults can engage in with children at home or in an early care and education setting that will foster children's accomplishment of the indicators. These strategies represent some, not all, of the ways that adults can interact with children to nurture their learning and development.

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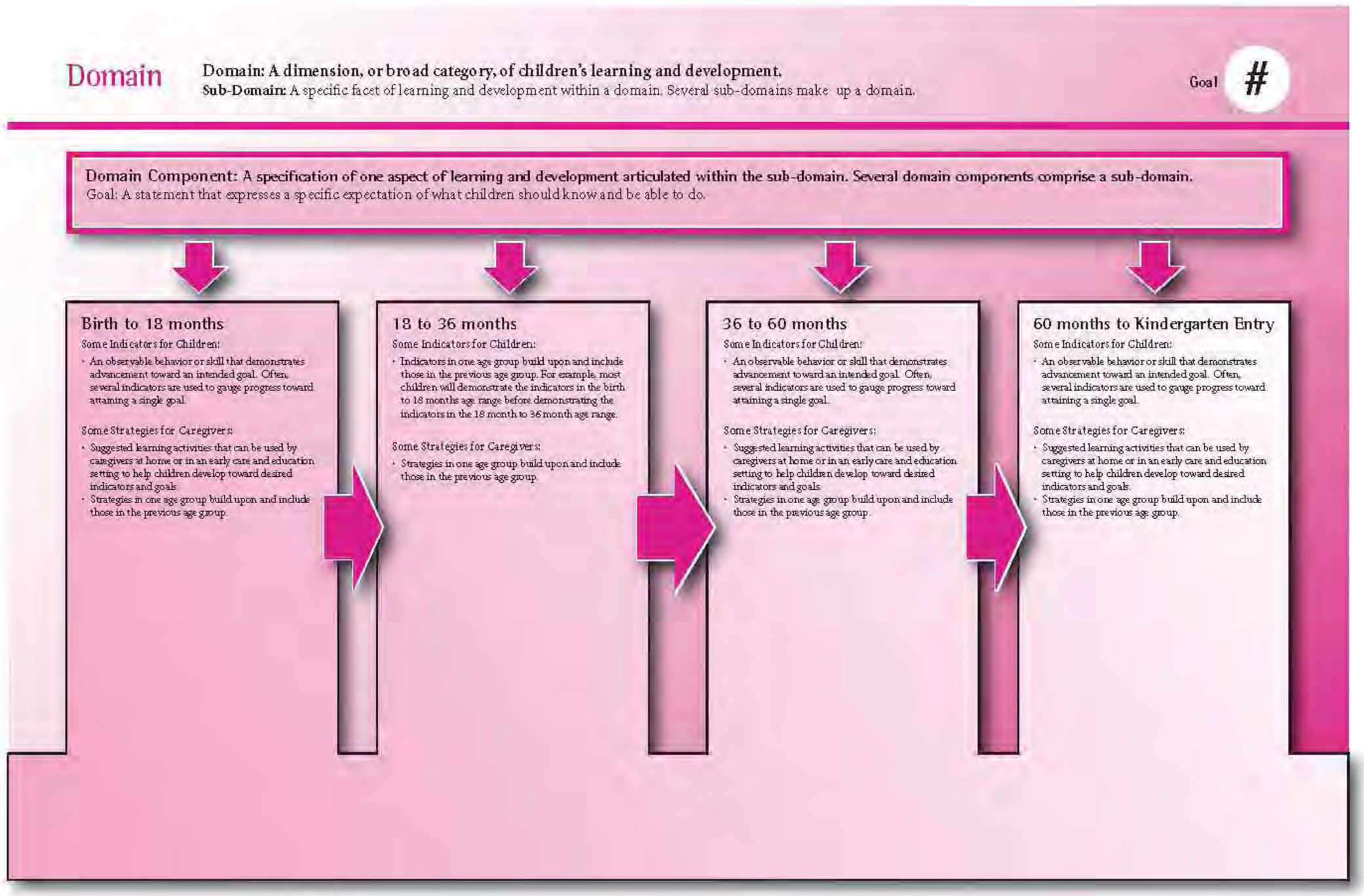

Using Indicators and Strategies Within and Across Age Ranges

Because some aspects of learning and development are more predominant in one age range than another, the number of indicators and strategies provided for each age range varies for most goal statements. The indicators build upon one another across the age ranges. In other words, it is expected that a child entering kindergarten will demonstrate the indicators in the 60 to kindergarten entry age range, as well as the indicators in the 36 to 60 month age range, 18 to 36 month age range, and birth to 18 month age range. Similarly, the strategies build upon one another across the age ranges. A strategy listed in the birth to 18 month age range may also be applicable to older children. For example, it is suggested that adults read with their child daily in the birth to 18 month age range; it is expected that adults will read to their child daily for children entering kindergarten as well.

Alignment with Head Start and K-12 Standards

In the Resources section at the end of the document, an Alignment Chart specifies how the goal statements in the Benchmarks are linked to and aligned with other educational standards used in Washington State. Given the multiple public programs that provide early childhood care and education, this alignment chart shows how the Benchmarks complement standards used by specific programs (e.g., Head Start, Early Head Start). In addition, the alignment chart shows that these Benchmarks are useful not only as a stand-alone set of expectations for young children, but also as precursors to more complex and detailed forms of learning and behavior that are expected in the K-12 education system and defined by the Essential Academic Learning Requirements (EALRs). It is important to note that the alignment does not represent a developmental continuum; rather it presents a framework for illustrating how the Benchmarks connect with other educational standards.

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Domain 1:

Physical Well-Being, Health, and Motor Development

I. Introduction

During the first few years of life the human body changes continuously and dramatically. These changes are not simply a matter of growing taller or gaining more weight; they also involve a complex series of changes in body composition, proportion, and motor development. Long acknowledged as cornerstones of early development and learning – and as key dimensions of school readiness – children's physical well-being, health, and motor development have received substantial attention in medical, educational, and developmental literature.

Through an interaction of maturation and experience, physical and motor development occur along a relatively predictable sequence from simple to more complex. Three general principles underlie the acquisition of motor skills. First, most children develop from head to toe; for example, young children gain control of their neck muscles before they develop the skill to control their arm movements, which, in turn, occurs before children learn to walk. Second, children develop skills from the center of their bodies outward; for example, young children gain control of balance and their center of gravity before they develop the skills to catch and throw using their arms. Third, children develop motor skills involving large portions of their body first and then progress to skills using specific body parts; for example, young children hold objects by grasping them between fingers and palm before using the thumb and index finger in a more sophisticated pincer grasp. The order in which these abilities are developed is virtually the same for most children around the world.

II. Rationale

Physical well-being, health, and motor development are central to children's entire learning experience and are building blocks to a lifelong active and healthy lifestyle. Physical well-being and movement are important contributors to young children's brain development. Good physical health gives children energy, stamina, and endurance to participate actively in a variety of experiences crucial to the learning process. Motor development is closely linked with children's language development (e.g., babbling, pointing to objects); cognition (e.g., exploring new environments); social competencies (e.g., hugging, shaking hands); and emotional development (e.g., smiling, laughing).

Despite the existence of the relatively predictable sequence of physical skills noted above, the development of young children's physical and motor skills is highly individualized and often uneven. Growth spurts in physical development influence children's ability to master certain gross and fine motor skills. For example, for typically developing children, it is not unusual for individual differences in creeping and crawling to vary by seven or eight months.

All children may be influenced by external factors such as access to and utilization of health care, and various social and environmental risks (e.g., lead, pesticides, inadequate or unhealthy water supplies, and violent homes and neighborhoods). Physical symptoms or medical appointments associated with poor health status may impact children's participation in learning activities in school and in life. Establishing a medical home for children, in which they receive comprehensive health care as well as diagnosis and intervention for health conditions, is critical. Similarly, when young children receive adequate nutrition and physical movement, their development is supported; lack of such experiences may delay mastery of some skills. Supporting young children's overall physical well-being, health, and motor development is vital to their learning and development.

III. General Definition

Parents in many societies define "healthy" children as happy, free from disease, and engaged in the world around them. For the purposes of the Washington State Early Learning and Development Benchmarks, the domain of Physical Well-Being, Health and Motor Development has four categories: Motor Development; Physical Development; Health and Personal Care; and Safety.

Motor Development

Motor development has three distinct components: gross motor skills, fine motor skills, and sensorimotor skills. Gross motor skills are characterized by movements of the entire body or large portions of the body and include the abilities to roll over, walk, run, jump, hop, skip, and climb. Fine motor skills involve the ability to coordinate smaller muscles in the arms, hands, and fingers, and include grasping, cutting with scissors, or fastening buttons. Sensorimotor skills require the ability to use the senses (sight, hearing, smell, taste, and touch) to guide motions. One of the key aspects of sensorimotor development is eye-hand coordination. Taken together, these skills provide a foundation for functional behavior in a range of activities for young children.

Physical Development

Early childhood is the time children develop active, healthy lifestyles. Physical fitness allows children to participate in group activities and maintain attention to, and interest in, tasks necessary to the learning process. Applying stamina, energy, strength, and flexibility to a variety of physical activities are major elements of physical development and fitness.

Health and Personal Care

Essential aspects of physical health are good personal hygiene and basic personal care practices, including daily living skills such as healthy sleep patterns, bathing, dressing, and dental hygiene. Also included in health and personal care is support and encouragement for children to eat a variety of nutritious foods. Recognizing and appropriately managing acute and chronic illness is also essential to promoting optimal health.

Safety

Safety is a critical aspect of physical well-being and includes protecting children from exposure to harmful substances and situations and helping children learn to avoid harmful objects and circumstances. In order to develop these abilities, children need to learn about safety rules and regulations, know when and how to ask for help, and recognize the boundary between safety and danger.

IV. Supporting Individual Differences and Diversity

Physical and motor development include aspects of biological maturation that reflect genetics, nutrition, health, and the environment. Even though the development of physical skills and abilities follows a more or less predictable progression, individual rates of physical and motor development vary for a variety of reasons. Because motor development varies widely among individuals, cultures, and contexts, inappropriate and premature labeling of children must be avoided. Differences should not be understood to be deficits.

Children's physical well-being, health, and motor development may be impacted by visual, hearing, neurological, or other disabilities. In general, young children who experience serious delays gain significant benefits from participation in early intervention programs that provide center-based or home-based education and family support. Early intervention positively reduces the effect of disabilities on children's perceptual and motor development. Children who have disabilities, developmental delays, or who are at risk for developmental delays may need assistive technology or equipment; changes in activities, space, or play objects; or other resources to support their participation in daily activities.

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Movement styles, physical activity levels, and motor abilities vary across cultures, too. For example, parents of some cultures are more active and physical in their interactions with young children; parents of other cultures are less so. Similarly, in some cultural groups quietness and stillness are valued while exuberant and animated interaction is valued in other cultures. Recognition, understanding, respect, and support of these variations will support the physical health, well-being, and motor development of all young children.

V. Global Strategies

Adults and caregivers should make every effort to optimize each child's individual growth and development, providing high expectations for all children regardless of prenatal conditions; child, family and environmental characteristics; and socioeconomic status.

Inappropriate use of media/screen time (e.g., television, videos, computer and video games) can negatively impact a child's physical health and development by decreasing physical activity, increasing intake of non-nutritious foods, and decreasing interactive activities. The American Academy of Pediatrics (AAP) recommends discouraging screen time for children younger than 2 and encouraging interactive activities that will promote brain development (e.g., playing, talking, singing, and reading together). For older children, the AAP recommends that caregivers limit children's total media/screen time to no more than 1 to 2 hours per day of quality children's programming.

The American Academy of Pediatrics (AAP) recommends discouraging screen time for children younger than 2 and encouraging interactive activities that will promote brain development.

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The following strategies should be used for all children from birth to school entry to encourage their physical well-being, health, and motor development. These strategies will help to ensure that every child receives learning experiences that meet his/her unique needs:

- Ensure children's health and safety by providing adult supervision and guidance;
- Ensure that children have a medical home in which they receive comprehensive health care, including preventative medical and dental check-ups, immunizations, and care for acute and chronic health problems;
- Seek advice from medical and developmental experts when concerned about children's physical health, development, and well-being;
- Ensure that children receive nutritious foods that promote optimal health and development;
- Provide children with daily opportunities to play actively, promoting health-related fitness and movement;
- Provide safe environments for children, both indoors and outdoors, that facilitate physical activity and do not restrict movement for prolonged periods of time;
- Ensure that materials, both indoors and outdoors, are easily accessible to all children (e.g., height, size, location);
- Ensure that parents and other caregivers have discussed family expectations for children's learning of personal care skills and are in consensus on the goals for children's physical development and health that reflect cultural beliefs and traditions;
- Incorporate song games, chants, drumming, dances, or other culturally specific large motor activities into children's daily routines;
- Ensure that the environment is safe from cultural or other forms of bias;
- Be open to discussions of physical characteristics, as well as individual preferences, as these are important aspects of self-identity and they inform children about others;
- Use verbal, visual, and physical cues to help children know what to do; and
- When appropriate, assign a similar-aged role model to a child to demonstrate actions and help with materials/equipment.
- Become familiar with the risk factors and signs of child abuse and neglect.

(b)(6)

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Motor Development

Gross Motor Skills

Goal: Children demonstrate strength and coordination of large motor muscles.

Birth to 18 months

Some Indicators for Children:

- Lifts head and chest while on tummy
- Gains control of arm and leg movements
- Rolls over
- Pounds on things with hands and kicks legs
- Reaches for feet and brings them to mouth
- Sits with support and, later, sits without support
- Rocks back and forth on hands and knees and, later, crawls
- Pulls self up to stand, holding on to something or someone
- Walks holding on to furniture, then later as the primary means of moving around
- Stoops over to explore things on the ground
- Tries to climb stairs, with assistance

Some Strategies for Caregivers:

- Provide periods of supervised "tummy time" when infant is awake
- Provide opportunities for child to move freely during waking hours
- Provide a variety of objects to be pulled, pushed, and held
- Play interactive games and sing songs from child's cultural background that involve child's hands and feet
- Provide a safe environment and objects for child to be physically active

18 to 36 months

Some Indicators for Children:

- Carries toys or objects while walking
- Walks and runs with skill, changing both speed and direction
- Walks backwards
- Climbs both in and out of bed or onto a steady adult chair
- Pounds object with intent and precision (e.g., hammers peg with accuracy)
- Kicks and throws a ball, but with little control of direction or speed
- Jumps in place
- Balances on one foot briefly
- Bends over easily without falling
- Walks in a straight line
- Walks up and down stairs, not alternating feet, without assistance

Some Strategies for Caregivers:

- Provide opportunities for child to run, throw, jump, and climb
- Provide a variety of materials and equipment (e.g., riding toys, low climbing structures)
- Provide physical activities that promote balance (e.g., rocking, swinging, rolling, spinning)
- Provide opportunities for child to try different body positions (e.g., bending, twisting)
- Modify activities to ensure participation of child with special needs (e.g., provide ramps or low steps to ensure access to climbing equipment)

Gross Motor Skills

Goal: Children demonstrate strength and coordination of large motor muscles.

36 to 60 months

Some Indicators for Children:

- Walks and runs in circular paths (e.g., around obstacles and corners)
- Crawls through a play tunnel or under tables
- Climbs on play equipment
- Throws large beanbags or ball with some accuracy
- Catches large balls with two hands
- Kicks ball forward
- Hops forward on one foot without losing balance
- Jumps on two feet and over small objects with balance and control
- Gallops with skill
- Pedals consistently when riding tricycle
- Walks up and down stairs, using alternating feet, with assistance

Some Strategies for Caregivers:

- Provide safe equipment and environments that vary in skill levels (e.g., tricycles, tires, hoops, balls, balance beam, climbing equipment)
- Teach child new skills (e.g., skip, throw overhand, jump rope, hula hoop, swim)
- Provide activities in which only one side of the body is used at a time (e.g., hopping, standing on one foot)
- Provide opportunities for dance and other movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing)

60 months to Kindergarten Entry

Some Indicators for Children:

- Runs smoothly and with few falls
- Hops first on one foot, then the other
- Maintains balance while bending, twisting, or stretching
- Walks up and down stairs while holding an object in one or both hands
- Moves body into position to catch a ball, then throws the ball in the right direction
- Kicks large ball to a given point with some accuracy
- Skips with skill
- Throws a medium-size ball with some accuracy

Some Strategies for Caregivers:

- Provide opportunities for child to participate in activities that develop large muscles (e.g., soccer, dance, basketball, freeform play with balls, bicycle riding)
- Include child in simple, small physical chores (e.g., taking out trash, raking leaves)

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Motor Development

Fine Motor Skills

Goal: Children demonstrate strength and coordination of small motor muscles.

Birth to 18 months

Some Indicators for Children:

- Grasps caregivers' fingers
- Consistently reaches for toys, objects, and bottles with both hands
- Mimics hand clapping or a good-bye wave
- Transfers small objects from hand to hand
- Empties objects from containers
- Picks up object with thumb and forefinger
- Turns pages of large books, often turning multiple pages at the same time
- Makes marks on paper with large writing/ drawing implements (e.g., thick pencil, crayon, marker)

Some Strategies for Caregivers:

- Provide opportunities for child to reach for objects
- Provide opportunities for child to grasp and hold a variety of objects
- Play hand games with child
- Give child appropriate finger foods to eat (e.g., dry cereal, cooked vegetables)
- Provide and encourage child to play with bath toys (e.g., scooping and pouring)

18 to 36 months

Some Indicators for Children:

- Turns book pages one page at a time, most of the time
- Scribbles with crayons and begins to imitate marks (e.g., a circle)
- Uses a paintbrush
- Folds blanket, cloth diaper, or paper, with assistance
- Pours liquid from small pitcher or cup
- Opens doors, with assistance, by turning and pulling doorknobs
- Uses some eating utensils appropriately
- Works simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box)

Some Strategies for Caregivers:

- Provide opportunities for child to scribble using crayons, chalk, and large pencils
- Provide experiences that support the use of hands in many different positions (e.g., painting at an upright easel)
- Engage child in activities that promote moving fingers individually (e.g., finger plays, typing on a toy keyboard, making music)
- Model uses of writing and drawing in everyday life
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)

Goal 2

Fine Motor Skills

Goal: Children demonstrate strength and coordination of small motor muscles.

36 to 60 months

Some Indicators for Children:

- Eats with utensils
- Uses various drawing and art materials (e.g., crayons, brushes, finger paint)
- Copies shapes and geometric designs
- Opens and closes blunt scissors with one hand
- Cuts a piece of paper on a straight line and on a curve. With blunt scissors, may not cut accurately
- Manipulates small objects with ease (e.g., strings beads, fits small objects into holes)
- Fastens large buttons
- Uses large zippers
- Uses stapler or paper punch
- Completes increasingly complex puzzles (e.g., single, cut-out figures to 10-piece puzzles)
- Writes some recognizable letters or numbers

Some Strategies for Caregivers:

- Provide activities that strengthen hand grasp (e.g., molding play dough, using a hand held hole punch)
- Provide opportunities for child to use pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers)
- Provide opportunities for child to practice tying, buttoning, and beading
- Provide opportunities for child to use a variety of writing materials
- Demonstrate and provide opportunities for child to use scissors safely
- Modify activities to ensure participation of child with special needs (e.g., attach rubber grips to pencils and pens)

60 months to Kindergarten Entry

Some Indicators for Children:

- Removes and replaces easy-to-open container lids
- Tears tape off a dispenser without letting the tape get stuck to itself, most of the time
- Folds paper and makes paper objects (e.g., airplanes, origami), with assistance
- Ties knots and shoe laces, with assistance
- Prints some letters in own name
- Buttons large buttons on clothing

Some Strategies for Caregivers:

- Involve child in activities using fine motor skills (e.g., setting a table, preparing food, sorting buttons)
- Play card games in which child must hold, pick up, and turn over cards (e.g., "Old Maid," "Go Fish")
- Provide daily opportunities for child to use art supplies that support fine motor skills (e.g., crayons, chalk, pencils, scissors, glue, stickers)

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Motor Development

Sensorimotor Skills

Goal: Children use their senses (sight, hearing, smell, taste, and touch) to guide motions.

Birth to 18 months

Some Indicators for Children:

- Responds by turning toward sound and touch
- Focuses eyes on near and far objects
- Enjoys swinging and rocking
- Explores the environment with mouth and hands
- Moves objects from one hand to the other
- Coordinates eye and hand movements (e.g., puts objects into large container)
- Explores and responds to different surface textures (e.g., hard top tables, soft cushions)

Some Strategies for Caregivers:

- Ensure child receives routine vision and hearing screenings
- Monitor child's environment for noise level (e.g., do not place electronic toys in crib, keep loud noises away from infant's ears)
- Place a mobile near, but safely out of reach of, infant's crib to stimulate vision and other senses
- Provide time daily for child to move freely on the floor in a safe environment
- Gently rock and swing the child using your body, rocking chairs, or play structures
- Provide materials and objects of various textures, shapes, colors, smells, and sounds
- Talk with child about the colors, sounds, temperatures, tastes, and smells of things during daily activities
- Explain when things are hot and too hot to touch safely; cold and too cold to touch safely

18 to 36 months

Some Indicators for Children:

- Performs basic creative movements, with adult guidance or alone (e.g., dances to music or rhythm)
- Eats foods that require more chewing
- Demonstrates awareness of own body in space (e.g., walks around table without bumping into it)
- Exhibits eye-hand coordination (e.g., builds with blocks, completes simple puzzles, or strings large beads)
- Enjoys climbing, walking up inclines, sliding, and swinging
- Plays with materials of different textures (e.g., sand, water, leaves)

Some Strategies for Caregivers:

- Provide physical experiences that integrate child's movements with all of the senses (e.g., shadow play, painting with feet, playground equipment)
- During play, comment positively and specifically about what child is doing
- Model movements and invite child to participate (e.g., dance or drum together)
- Provide objects for catching and throwing (e.g., large, soft balls; beanbags)

Goal 3

Sensorimotor Skills

Goal: Children use their senses (sight, hearing, smell, taste, and touch) to guide motions.

36 to 60 months

Some Indicators for Children:

- Physically reacts appropriately to the environment (e.g., bends knees to soften a landing, moves quickly to avoid obstacles)
- Demonstrates concepts through movement (e.g., imitates an animal through movement, sounds, dress, and dramatization)
- Improves eye-hand coordination (e.g., catches a bounced ball)
- Enjoys pushing objects, climbing short ladders, swinging on a swing, and sliding

Some Strategies for Caregivers:

- Play word games and sing songs that use the body (e.g., Follow the Leader; Che Che Cole; or Heads, Shoulders, Knees, and Toes)
- Set up an obstacle course of chairs, sticks, boxes and give directions (e.g., "Go over the box, under the chair, and beside the stick.")
- Provide opportunities for child to run up and down hills and winding pathways

60 months to Kindergarten Entry

Some Indicators for Children:

- Hits a medium-size ball (6" to 8") with a bat with some consistency
- Catches a ball thrown from a distance of five to ten feet
- Manipulates simple puppets
- Carries a glass of water or juice across the room without spilling it
- Enjoys vigorous, active play combined with social contact and game rules (e.g., freeze tag, hide and seek, Matarile)

Some Strategies for Caregivers:

- Provide play opportunities that involve eye-hand coordination (e.g., a ball and/or bat)
- Provide safe and supervised opportunities for child to try walking around large objects blindfolded
- Provide opportunities for play and games with other children

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Physical Development

Physical Fitness

Goal: Children demonstrate the stamina and energy to participate in daily activities.

Birth to 18 months

Some Indicators for Children:

- Shows alertness during waking periods
- Sustains structured physical activity for at least three to five minutes at a time
- Initiates active play, exploring and interacting with environment

Some Strategies for Caregivers:

- Provide child with several hours of unstructured movement every day
- Model daily physical activities (e.g., walking, running, lifting)
- Provide child with regular nap and bedtime routines
- Play games together that require movement and physical activity

18 to 36 months

Some Indicators for Children:

- Participates actively in games, outdoor play, and other forms of exercise
- Runs spontaneously across the room or yard
- Engages in unstructured physical activities for at least 60 minutes, and up to several hours each day
- Sustains physical activity for at least ten minutes at a time, for at least 30 minutes each day
- Sleeps well, awaking rested and ready for daily activities

Some Strategies for Caregivers:

- Provide child with a minimum of 60 minutes of physical activity each day
- Provide a safe and inviting play area that encourages movement, balance, and climbing
- Provide common objects for structured physical activity (e.g., child-size equipment, musical instruments, active follow-along songs and basic rhythms)
- Provide child with daily calm and rest periods or nap times
- Limit child's screen time (watching TV and videos, playing computer games) to no more than two hours of quality children's programming each day
- Go on daily short walks with child

Goal 4

Physical Fitness

Goal: Children demonstrate the stamina and energy to participate in daily activities.

36 to 60 months

Some Indicators for Children:

- Carries light objects or backpack for a short distance
- Repetitively practices new skills
- Engages in at least 60 minutes, and up to several hours, daily of unstructured physical activity
- Engages in organized physical activities for a total of at least 60 minutes each day, sustaining physical activity for at least 15 minutes at a time
- Stays awake except during nap time

Some Strategies for Caregivers:

- Provide a variety of daily opportunities for child to engage in physical activities
- Provide child with a minimum of 60 minutes of organized physical activities each day
- Make physical activity fun (e.g., set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporate movement to music)

60 months to Kindergarten Entry

Some Indicators for Children:

- Runs 50 to 75 yards without stopping
- Engages in structured physical activities for more than 60 minutes each day
- Initiates physical activities (e.g., movement games with other children, dancing to music)

Some Strategies for Caregivers:

- Provide opportunities for child to engage in daily physical activities (e.g., carrying light groceries, sweeping the floor)
- Provide opportunities for child to participate in activities that require some physical exertion
- Provide opportunities for child to reach new physical goals (e.g., hopping on one foot repeatedly, jumping over small boxes)

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Physical Development

Physical Fitness

Goal: Children engage in a variety of physical activities.

Birth to 18 months

Some Indicators for Children:

- Attempts new gross and fine motor activities, often with assistance
- Demonstrates willingness to try new games and toys
- Shows excitement when toys and objects are used in play

Some Strategies for Caregivers:

- Provide a variety of materials and toys for child to explore and play with
- Show enthusiasm and encouragement when child tries new motor activities
- Provide time daily for child to play both inside and outside
- Share child's excitement about and enjoyment of physical activities
- Incorporate play into child's daily activities
- Discourage television for child younger than 2 years old

18 to 36 months

Some Indicators for Children:

- Attempts new activities that require physical movement, without adult assistance
- Participates actively in games, dance, outdoor play, and other forms of exercise

Some Strategies for Caregivers:

- Talk with child about the positive effects of exercise
- Provide support as child attempts an activity that is challenging
- Play a variety of activity-based games with child (e.g., tag or a simple and safe obstacle course)
- Limit child's screen time (watching TV and videos, playing computer games) to no more than two hours of quality programming each day
- Move to music or sing songs with child that involve physical movement

Goal 5

Physical Fitness

Goal: Children engage in a variety of physical activities.

36 to 60 months

Some Indicators for Children:

- Participates in different physical activities (e.g., walking, climbing, throwing, dancing) with enthusiasm
- Incorporates various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom)

Some Strategies for Caregivers:

- Engage child in group exercise times/activities (e.g., bike rides, family walks)
- Engage child in different kinds of physical activities (e.g., throwing balls, climbing playground equipment, helping with chores, dancing)
- Provide child the opportunity to play in different settings (e.g., neighborhood park with outdoor play equipment, play groups with other children)

60 months to Kindergarten Entry

Some Indicators for Children:

- Regularly participates in physical activity (e.g., walks, dances, plays organized or informal sports)
- Helps with physical chores (e.g., raking leaves, sweeping the floor, carrying laundry, putting away toys)

Some Strategies for Caregivers:

- Provide opportunities for child to play song-games incorporating music, movement, and social interaction
- Participate in regular physical activities with child (e.g., swimming, walking, skating, hiking, playing ball, drumming)
- Provide opportunities for child to participate in activities that require new skill development

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Health and Personal Care

Daily Living Skills

Goal: Children practice basic personal care routines.

Birth to 18 months

Some Indicators for Children:

- Indicates anticipation of feeding on seeing breast, bottle, or food
- Assists caregiver with holding bottle, later grasps a cup, then eats with fingers
- Demonstrates increasing ability to self-soothe and fall asleep
- Removes loose clothing (e.g., socks, hats, mittens)
- Assists with undressing, dressing, and diapering

Some Strategies for Caregivers:

- Respond positively and promptly when child indicates need (e.g., need for food, diaper change, blanket)
- Model basic personal care routines
- Provide opportunities for older child to select safe foods and feed self
- Provide child-size eating utensils and cups with lids
- Provide child with a safe and comfortable sleeping environment
- Provide older babies with a consistent bedtime routine and schedule

18 to 36 months

Some Indicators for Children:

- Feeds self with spoon, without assistance
- Demonstrates interest in changing clothes when wet or muddy
- Participates in putting on shoes and socks
- Dresses and undresses completely, with assistance
- Uses personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth)
- Participates in sleeping routines such as getting and arranging his/her bedtime comfort items

Some Strategies for Caregivers:

- Provide opportunities for child to participate daily in personal care (e.g., choose clothes to wear, get dressed)
- Provide opportunities for child to be responsible for personal belongings (e.g., hanging up own jacket)
- Provide easy on/off clothing to allow child chance to practice personal care
- Read with child and practice other calming routines at bedtime
- Be aware of culturally based personal care strategies used by families to promote interdependence

Daily Living Skills

Goal: Children practice basic personal care routines.

36 to 60 months

Some Indicators for Children:

- Feeds self with fork and spoon, without assistance
- Gets drink of water from tap, without assistance
- Dresses and undresses, with minimal help
- Chooses own clothes to wear, when asked
- Puts shoes on, without assistance
- Decides, with few prompts, when to carry out self-help tasks (e.g., to wash hands when dirty and before meals)
- Chooses to rest when he/she is tired
- Participates in helping younger siblings with personal care routines

Some Strategies for Caregivers:

- Offer plenty of guidance and opportunities for child to take care of self (e.g., put on own coat, clean up after spills and messy projects)
- Give child enough time to take care of personal needs such as zipping and unzipping coat
- Help child recognize personal signs of fatigue and need for rest
- Provide opportunities for child to help younger siblings and other children with personal care routines
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses fork, spoon, and (sometimes) a blunt table knife
- Pours milk or juice easily and with minimal spills
- Dresses and undresses in easy pull-on clothes, without assistance
- Ties single knot in shoelaces, with assistance
- Brushes and combs hair, with assistance
- Helps select clothes appropriate for the weather

Some Strategies for Caregivers:

- Talk with child about positive personal care routines
- Provide opportunities for child to practice personal care (e.g., dressing, brushing hair)
- As appropriate, provide opportunities for child to take responsibility for own special personal care (e.g., eyeglasses, hearing aids)

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Health and Personal Care

Daily Living Skills

Goal: Children demonstrate personal health and hygiene skills.

Birth to 18 months

Some Indicators for Children:

- Relaxes during bathing routines
- Responds to vocalizations during diaper-changing routines
- Washes and dries hands, with assistance
- Begins to brush gums and teeth with assistance

Some Strategies for Caregivers:

- Establish on-going and regular medical and dental homes for child and ensure child receives routine preventative care
- Ensure child receives all age-appropriate immunizations
- Talk with child about what you're doing when bathing, diapering, dressing, cleaning
- Establish hygiene routines and model them (e.g., washing hands before eating, brushing teeth)
- Make bath time enjoyable (e.g., provide safe bath toys, sing songs, tell stories)
- Understand and recognize typical signs of illness in child and respond appropriately, seeking assistance as needed

18 to 36 months

Some Indicators for Children:

- Uses tissue to wipe nose, with assistance
- Indicates wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted
- Shows interest in toilet training and can use toilet regularly by 36 months, with assistance
- Washes and dries hands at appropriate times, with minimal assistance (e.g., after diapering/toileting, before meals, after blowing nose)
- Communicates with caregiver when he/she is not feeling well
- Cooperates and assists caregiver with toothbrushing

Some Strategies for Caregivers:

- Model and practice proper hand washing and drying with child
- Support child's efforts in toileting, brushing teeth, bathing, and washing hands
- Show child how to clean up after self, acknowledging child when he/she does clean up
- Talk with child about health rules (e.g., cover mouth when coughing, throw away soiled tissues in wastebasket)
- Model words to describe symptoms of illness (e.g., "I feel hot," "My tummy hurts.")
- Have a set of clean clothes always ready for child to change into

Goal 7

Daily Living Skills

Goal: Children demonstrate personal health and hygiene skills.

36 to 60 months

Some Indicators for Children:

- Uses tissue to wipe own nose and throws tissue in wastebasket
- Takes care of own toileting needs
- Washes and dries hands before eating and after toileting, without assistance
- Cooperates and assists caregiver with toothbrushing
- Identifies health products (e.g., shampoo, toothpaste, soap)
- Covers mouth when coughing
- Recognizes and communicates when experiencing symptoms of illness
- Understands the need for and participates in care for acute and chronic illness

Some Strategies for Caregivers:

- Provide opportunities for child to select personal hygiene items for self and others (e.g., select own toothbrush, washcloth)
- Make a place for child's personal grooming items
- Provide child with enough time to take care of personal hygiene

60 months to Kindergarten Entry

Some Indicators for Children:

- Brushes teeth and attempts flossing with supervision, then allows assistance to complete process
- Washes face, without assistance
- Covers mouth and nose when coughing and sneezing

Some Strategies for Caregivers:

- Encourage child to verbalize why personal hygiene is important
- Demonstrate and explain the importance of hygiene for good health

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Health and Personal Care

Nutrition

Goal: Children eat a variety of nutritious foods.

Birth to 18 months

Some Indicators for Children:

- Breastfeeds, if appropriate for family preferences and circumstances
- Regulates the speed and intensity with which he/she eats
- Consumes a variety of nutritious foods from all food groups
- Explores food with fingers

Some Strategies for Caregivers:

- Provide an environment that is supportive of breastfeeding
- Plan feeding times and practices around the individual cultural and feeding needs of child (e.g., if breastfeeding, use of breast milk or if bottle feeding, use of formula)
- Follow child's cues for when he/she is full or hungry
- Treat meal times as an opportunity to help child enjoy food and become independent in feeding
- Model nutritious eating habits
- Provide child with nutritious foods and snacks, including foods from various cultures
- Communicate with other caregivers about food allergies and provide a safe food environment for child of child abuse and neglect

18 to 36 months

Some Indicators for Children:

- Begins to recognize and eat a variety of nutritious foods
- Distinguishes between food and non-food items
- Makes personal food choices among several nutritious options
- Tries new foods when offered
- Consumes age appropriate amounts of nutritious beverages (e.g., water, milk, 100% juice - See CHILD Profile)

Some Strategies for Caregivers:

- Establish regular meal and snack times in daily schedule
- Prepare and provide a variety of nutritious snacks and meals from child's own cultural background and other cultures
- Talk with child about how food and water help us to be healthy
- When adding a food to the menu that is new to child, include other foods that are child's favorites
- Encourage child to drink plenty of water throughout the day
- If child has food allergies, talk with him/her about healthful food choices that fit his/her needs

Nutrition

Goal: Children eat a variety of nutritious foods.

36 to 60 months

Some Indicators for Children:

- Participates in preparing nutritious snacks
- Chooses to eat foods that are better for the body than others, with assistance
- Passes food at the table and takes appropriate-sized portions, or other culturally-specific family serving style

Some Strategies for Caregivers:

- Engage child in shopping for nutritious food (e.g., have child help pick out fruit)
- Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health
- Involve child in planting, growing, and harvesting a vegetable garden
- Provide opportunities for child to help prepare nutritious meals and snacks
- Discuss food likes and dislikes during meal times
- Show child how to wash fruits and vegetables and explain why

60 months to Kindergarten Entry

Some Indicators for Children:

- Explains the primary function of certain foods (e.g., milk helps build strong bones)
- Recognizes foods from different food groups, with assistance
- Provides simple explanations for own and others' food allergies

Some Strategies for Caregivers:

- Engage child in the preparation, serving, and eating of nutritious foods
- Talk with child about why certain foods are more nutritious than others (e.g., fruit is more nutritious than candy)
- Keep nutritious food at home

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Safety

Safe Practices

Goal: Children demonstrate knowledge about and avoid harmful objects and situations.

Birth to 18 months

Some Indicators for Children:

- Responds to cues from caregivers about warnings of danger
- Shows recognition of the difference between primary caregivers and strangers
- Reacts when caregiver says "no" but may need assistance to stop unsafe behavior

Some Strategies for Caregivers:

- Provide constant close adult supervision and guidance
- Put infant to sleep on his/her back
- Provide a safe "child-proof" environment (e.g., keep choking hazards and poisons out of child's reach, cover electrical outlets)
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)
- Explain when things are hot and too hot to touch safely; cold and too cold to touch safely
- Understand the risk factors and signs of child abuse and neglect and respond appropriately

18 to 36 months

Some Indicators for Children:

- Begins to avoid dangers (e.g., hot stoves, sharp knives) but cannot be relied upon to keep self safe
- Knows to hold caregiver's hand when walking in public places
- Tells adult when someone hurts him/her or makes him/her feel bad

Some Strategies for Caregivers:

- Provide constant close adult supervision and guidance
- Use poison symbols in classroom and at home and teach child what they mean
- Talk with child about harmful objects and substances
- Teach child to tell an adult if he/she is afraid, has been hurt by an adult or another child, or sees something that is not safe
- Introduce child to safety personnel and places (e.g., firefighters and fire stations; doctors and hospitals)
- Teach child that he/she is strong and capable, and can count on you to keep him/her safe
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)

Safe Practices

Goal: Children demonstrate knowledge about and avoid harmful objects and situations.

36 to 60 months

Some Indicators for Children:

- Communicates to peers and adults when sees dangerous behaviors (e.g., throwing rocks on the playground)
- Carries scissors and pencils with points down to avoid accidents
- Looks both ways before crossing street or road, and knows to cross with adult assistance
- Recognizes danger and poison symbols and avoids those objects or areas
- Does not touch or take medicine without adult assistance but knows that medicine can improve health when used properly
- Understands the difference between "safe touch" and "unsafe touch"

Some Strategies for Caregivers:

- Provide constant close adult supervision and guidance
- Participate in discussions with firefighters about fires and safety precautions
- Read stories in which children face harmful situations and discuss how they deal with them
- Provide puppets, role-play materials and songs/rhymes that help child focus on who and what can be trusted
- Provide role-playing situations for child to practice personal safety
- Demonstrate clear and consistent boundaries about harmful objects and situations (e.g., always put child in car safety seat when traveling in a vehicle)
- Become familiar with the risk factors and signs of child abuse and neglect

60 months to Kindergarten Entry

Some Indicators for Children:

- Does not accept rides, food, or money from strangers
- Understands that some practices may be personally dangerous (e.g., smoking, drinking alcohol, playing with matches, touching another person's blood)
- Identifies adults who can assist in dangerous situations (e.g., parent, teacher, police officer)

Some Strategies for Caregivers:

- Provide constant close adult supervision and guidance
- Participate with child in community health and safety programs (e.g., local and tribal clinics, dentist, doctor, veterinarian, firefighter, police officer)
- Talk with child about harmful situations and alternative strategies for dealing with them
- Take neighborhood walks with child and pretend to be community leaders looking for potential dangers

Domain 1 Physical Health, Well-Being, and Motor Development

Sub-Domain: Safety

Rules and Regulations

Goal: Children demonstrate awareness and understanding of safety rules.

Birth to 18 months

Some Indicators for Children:

- Can be distracted from unsafe behavior with words, physical prompts, or signal from adult but require constant supervision and guidance (e.g., stops unsafe activity when told "stop")
- Follows some consistently set rules and routines

Some Strategies for Caregivers:

- Provide a safe "child-proof" environment (e.g., cover electrical outlets, keep poisons and chokable items out of child's reach)
- Ensure that child uses age- and weight-appropriate car safety seat when riding in vehicles
- Model appropriate use of safety equipment (e.g., always wear a seatbelt, bike helmet)

18 to 36 months

Some Indicators for Children:

- Displays recognition of the rules, though may not always follow them
- Anticipates consequences for not following rules
- Pays attention to safety instructions, with assistance (e.g., cooperates when told, "I need to hold your hand when we cross the street.")

Some Strategies for Caregivers:

- Talk with child about the importance of wearing helmets while riding a tricycle
- Use teachable moments to demonstrate pedestrian/traffic safety
- Comment positively when child behaves safely
- Demonstrate, explain, and provide opportunities for child to practice safety around bodies of water (e.g., lakes, oceans, rivers)
- Provide frequent reminders about safety rules (e.g., "You should always hold my hand when we walk in a parking lot.")

Goal 10

Rules and Regulations

Goal: Children demonstrate awareness and understanding of safety rules.

36 to 60 months

Some Indicators for Children:

- Understands and anticipates the consequences of not following rules
- Identifies safety signs posted around the classroom and home
- Follows emergency drill instruction (e.g., fire, tornado, earthquake, tsunami, bomb)
- Follows basic safety rules, with assistance (e.g., bus, bicycle, playground, crossing street, stranger awareness)
- Initiates getting buckled into age- and weight-appropriate car safety seat in vehicles
- Puts on or asks for helmet before riding a bicycle or other wheeled toy

Some Strategies for Caregivers:

- Discuss safety rules with child (e.g., holding hands in crowds, wearing a bike helmet)
- Provide opportunities for child to practice appropriate emergency drills (e.g., fire, tornado, bomb)
- Provide basic safety equipment for all of child's activities
- Provide opportunities for child to learn and practice water safety

60 months to Kindergarten Entry

Some Indicators for Children:

- Consistently follows safety rules
- Understands why emergency drills are important
- Explains how to get help in emergency situations (e.g., calling 911, finding a police officer or responsible adult)
- Demonstrates safety rules as engages in dramatic play (e.g., "Tell your doll to keep her fingers away from the hot stove.")

Some Strategies for Caregivers:

- Provide opportunities for child to observe traffic safety rules as he/she travels in motor vehicles and public transportation
- Show and tell child how to call 911 in an emergency situation
- Identify different people child can ask for help in an emergency situation (e.g., police officer, librarian, bus driver)

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Domain 2:

Social and Emotional Development

I. Introduction

By nature, human beings are social creatures. Throughout all phases of life, people interact with one another. Learning how to be around others is essential. Indeed, children construct knowledge about their world through their social interaction. Healthy children in all cultures form early attachments with significant adults. For many families and cultural communities, the concept of being "well educated" includes social and emotional development, as it is the key to all other learning.

Even though emotions are a universal human phenomenon and social behavior is observed constantly in the world around us, social and emotional development have historically been somewhat difficult to define and measure. The challenges stem from: (a) the broad range of behaviors and concepts included within social and emotional development; (b) the difficulty of assessing what are primarily internal – and, therefore, not always visible – processes; and (c) social and emotional variability according to cultural and situational context. Nonetheless, there is agreement that social and emotional development serve as the foundation for relationships and interactions that give meaning to children's experiences in the home, at school, and in the larger community.

II. Rationale

Social and emotional development are significantly associated with children's overall success in school and in life. During the early years, children primarily interact with their parents, guardians, primary caregivers, other family members, and a limited number of peers. These relationships play a central role in fostering children's social and emotional well-being, providing a sense of stability and belonging, and allowing children to make the most of learning opportunities. Successful social and emotional development require secure, consistent, responsive, and physically and emotionally nurturing relationships. With guidance, children develop skills to cooperate, negotiate, lead and follow, be a friend, and express their feelings in a socially acceptable manner.

Forming warm and responsive bonds with others has also been found to protect children emotionally from negative effects associated with poverty, violence in the home or the community, parental depression, and other stressors that endanger mental health.

III. General Definition

Social and emotional development encompass children's ability and desire to interact effectively with adults and other children. Social development and emotional development are closely interrelated; skills in each are acquired in a relatively predictable sequence. For example, children establish warm and responsive interactions with adults (social development) before they develop emotional skills such as self-concept and self-control. These emotional skills typically precede the development of relationships with peers and groups (also social development).

Social Development

Young children's ability to form and sustain social relationships with adults and other children is at the heart of their social development. Children's social relationships with adults can be understood in terms of children's ability to trust and interact easily with adults as well as their ability to recognize adult roles. Children look to adults for guidance, cues, and information on how to act, think, and feel.

(b)(6)

As children grow, their ability to establish relationships with their peers also influences how children view themselves and the world. As children develop positive peer friendships, they exercise cooperation, the ability to form and maintain relationships, and the ability to negotiate in a positive manner. Cooperation with peers implies an understanding of other children's rights and the ability to balance one's own needs with those of others.

Children's recognition and appreciation of similarities and differences in other people, as well as their ability to interact comfortably with children and adults with different characteristics and backgrounds, facilitate the development of successful social relationships. Positive social relationships are formed and maintained when children develop adaptive social behavior – when they understand the effects of different behaviors, when they are able to adapt to diverse settings, and when they participate positively in group activities. Finally, social competence is demonstrated when children show empathy by understanding, respecting, and showing sensitivity towards similarities and differences.

Emotional Development

Children's ability to recognize and express their own feelings, and to understand and respond to the emotions of others, provides them with important emotional skills. Central to the understanding of emotional development is the construct of self-concept or children's overall perception of self, including traits, habits, abilities, motives, and social roles. As children acquire self-concept, they are beginning to answer the question, "Who am I?" Another aspect of emotional development is self-efficacy and the belief that one can succeed in accomplishing what one sets out to do. Self-efficacy creates feelings of self-confidence and positive emotions that children need to be successful in learning tasks at home and at school.

Emotional development includes understanding emotions and the ability to manage or regulate them in both personal and social contexts. Children's ability to understand their emotions and effectively and appropriately express themselves, their attitudes, and their feelings is another important aspect of emotional well-being. Emotional expression includes expressing primary emotions (e.g., joy, anger, fear), emotions linked to sensory stimulation (e.g., disgust, delight, horror), and self-appraisal emotions (e.g., pride, shame, guilt).

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IV. Supporting Individual Differences and Diversity

All children develop within and are influenced by their social and cultural experiences. Because diversity is the norm in the United States, children must learn to function in and appreciate a diverse society. Young children need to develop a positive sense of their own identity as well as a respect for others' identities. One's identity is shaped by many factors including gender, race, cultural and family background, language, religion, abilities, life experiences, and circumstances. Children need to develop respect and appreciation for people with ideas and experiences that are both similar to and different from their own. Differences should not be understood to be deficits.

Children who have disabilities, developmental delays, or who are at risk for developmental delays, may require special attention to promote their social and emotional development. For example, some children with special social and emotional needs may face particular challenges in developing successful peer relationships. Children with even mild delays tend to participate less in sustained play, spend more time alone when other children are playing, express more sadness when playing (or not being allowed to play) with other children, get angry more, and use less effective conflict resolution strategies. Since positive social interactions and emotional expression are important, some children may need extra assistance in building these skills. Diagnosis and intervention for developmental delays are critical. Early intervention efforts that provide center-based or home-based social and mental health services and family support, enhance young children's social and emotional behavior and functioning.

Be sensitive, responsive, and physically and emotionally available to children.

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Caregivers must appreciate and respect children's unique characteristics and the diverse contexts in which children develop. The values and practices of each child's family, community, and culture shape the feelings, knowledge, and expectations that influence social and emotional development. As a consequence, children's social interactions, communication patterns, and play interests vary. Social and emotional development are contingent upon the match between children's feelings/expressive behaviors and the expectations of the social situation in which they find themselves. Therefore, environments for young children should provide diverse, non-stereotyping atmospheres in which cultural, ethnic, racial, linguistic, age, gender, and ability differences are embraced and respected.

V. Global Strategies

Because children's social and emotional development are linked to the contexts, cultures, and relationships in which they grow and learn, parents and caregivers play the primary role in shaping children's positive social and emotional development.

Inappropriate use of media/screen time (e.g., television, videos, computer and video games) can negatively impact a child's social and emotional development by contributing to aggressive behavior, desensitization to violence, nightmares, and fear of being harmed. The American Academy of Pediatrics (AAP) recommends discouraging screen time for children younger than 2 and encouraging interactive activities that will promote brain development (e.g., playing, talking, singing, and reading together). For older children, the AAP recommends that caregivers limit children's total media/screen time to no more than 1 to 2 hours per day of quality children's programming.

The following strategies should be used for all children from birth to school entry to encourage positive social and emotional development. The following examples of strategies will help to ensure that every child receives learning experiences that meet his/her unique needs:

- Be sensitive, responsive, and physically and emotionally available to children;
- Promote trust, security, and exploration through nurturing relationships, and safe and stimulating environments;
- Help children learn to accept, understand, and manage their emotions;
- Offer an assortment of culturally appropriate activities, experiences, and materials that represent diversity;
- Encourage acceptance and appreciation of family culture;
- Strive for an environment that respects all people and is free of bias;
- Provide ongoing opportunities for children to interact successfully with peers and adults;
- Build on what children know and can do well; and
- Model and teach appropriate conflict resolution and problem-solving skills.
- Seek advice from medical and developmental experts when concerned about children's development and behavior
- Become familiar with the risk factors and signs of child abuse and neglect

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Interactions with Adults

Goal: Children trust and interact comfortably with familiar adults

Birth to 18 months

Some Indicators for Children:

- Quiets when comforted
- Shows preference for primary caregivers
- Establishes and maintains interactions with caregivers
- Imitates familiar adults' gestures and sounds
- Shows affection for adults through facial expressions and gestures
- Uses body movements to initiate social interactions (e.g., pats adult's face)
- Explores environment with guidance
- Distinguishes between familiar and unfamiliar adults (e.g., prefers comfort from familiar adult)
- Exhibits separation anxiety by crying when caregiver is not in sight or clinging to caregiver in the presence of strangers (separation anxiety increases over time and then diminishes)

Some Strategies for Caregivers:

- Hold, cuddle, hug, smile, and laugh with child
- Consistently and promptly respond to child's needs for comfort and reassurance
- Respond to child's cues and movements
- Talk with and sing to child frequently, especially during feeding and diaper changes
- Read and look at books with child in ways that foster feelings of trust and security
- Give child sense of security when around unfamiliar adults
- Model open and trusting interactions
- Show respect for child and everyone in his/her environment
- Provide environment with trustworthy adults

18 to 36 months

Some Indicators for Children:

- Establishes an attachment or bond with a consistent adult other than the primary caregiver
- Demonstrates feeling safe with significant adults by seeking them in uncomfortable or dangerous situations
- Imitates adult activities (e.g., pretends to cook, "reads" next to adult who is reading)
- Initiates interactions and play with adults
- Responds appropriately to adults' verbal greetings
- Communicates with adults about recent activities

Some Strategies for Caregivers:

- Respond to child's emotional and physical needs, verbal and non-verbal communications
- Show empathy and understanding to child
- Listen carefully and with interest to what child says and expand on the message
- Help child manage feelings of distress
- Provide opportunities for child to interact with familiar and trustworthy adults

Goal 11

Interactions with Adults

Goal: Children trust and interact comfortably with familiar adults

36 to 60 months

Some Indicators for Children:

- Separates with assistance from significant adults without demonstrating a great deal of anxiety (younger child may need extra help)
- Expresses affection for significant adults
- Approaches adults for assistance and offers to assist adults
- Carries out actions to please adults at times
- Expresses feelings about adults (e.g., "I love Auntie.")

Some Strategies for Caregivers:

- Establish one-on-one time when child can confide in caregiver on a daily basis (e.g., at bed time or after dinner)
- Use positive behavior and words when separating from child
- Model, explain, and provide opportunities for child to interact appropriately and be respectful of adults
- Reinforce and acknowledge child's positive behavior with adults
- Only make promises to child that you can keep
- Be honest with child

60 months to Kindergarten Entry

Some Indicators for Children:

- Interacts easily with familiar adults in the community (e.g. custodian, next-door neighbor, doctor, bus driver)
- Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (e.g., teachers)
- Confides in at least one adult
- Interacts with adults respectfully and appropriately (e.g. does not interrupt when adult is speaking)
- Demonstrates knowledge of culturally specific communication styles and their appropriate uses

Some Strategies for Caregivers:

- Talk with child about his/her feelings
- Support and validate child's feelings
- Engage in meaningful conversations with child, following child's cues
- Model and explain why it is important to be respectful to adults in a variety of settings and contexts

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Interactions with Adults

Goal: Children seek assistance from adults when needed.

Birth to 18 months

Some Indicators for Children:

- Cries, makes sounds, or uses body movements to signal caregiver for assistance, attention, or need for comfort
- Looks for caregivers' response in uncertain situations
- Tests caregiver responses to his/her behavior (e.g., reaches for a forbidden object and looks at caregiver to check response)
- Looks to adult for indication of appropriate and inappropriate behavior

Some Strategies for Caregivers:

- Nurture child with kind words, hugs, and cuddles
- Respond to child consistently
- Provide help and comfort when child is distressed
- Observe and stay close to child to be ready to offer support
- Respond to child's needs and reinforce small accomplishments
- Recognize that responses to child's calls for assistance are important opportunities to develop trust
- Show respect for child and everyone in his/her environment

18 to 36 months

Some Indicators for Children:

- Seeks adult assistance with challenges
- Periodically checks with caregiver for help or reassurance when playing by self or with peers
- Responds positively to guidance most of the time
- Starts activity after a caregiver makes suggestions, sometimes (e.g., uses adult's suggestions to find missing pieces to a toy or items needed for an art activity)
- Follows basic safety guidelines and requirements (e.g. "Hot – don't touch.")

Some Strategies for Caregivers:

- Respond positively to child's questions and calls for assistance
- Set appropriate and consistent limits
- Acknowledge and describe child's appropriate behavior (e.g., "You remembered to hang up your coat.")
- Follow child's cues and offer guidance when appropriate

Goal 12

Interactions with Adults

Goal: Children seek assistance from adults when needed.

36 to 60 months

Some Indicators for Children:

- Recognizes that adults have more experience and, therefore, they can provide assistance
- Asks questions of adults frequently to obtain information
- Follows caregivers' guidelines for appropriate behavior in different environments
- Brings simple problem situations to adults' attention
- Seeks emotional support from caregivers

Some Strategies for Caregivers:

- Communicate guidelines and expectations clearly
- Acknowledge and show appreciation for child's accomplishments
- Show respect for child's choices and attempts at solving problems (e.g., trade with child)
- Answer child's questions directly
- Share stories about how bias is addressed in community

60 months to Kindergarten Entry

Some Indicators for Children:

- Seeks assistance from adults in the community (e.g., neighbor, bus driver, librarian)
- Demonstrates understanding of when to bring issues to adult attention
- Asks questions before deviating from rules and routines

Some Strategies for Caregivers:

- Help child to learn to ask adults before deviating from rules or routines
- Offer child suggestions for overcoming challenges when he/she asks for assistance
- Encourage child to try to solve problems
- When child makes mistakes, talk with child about how he/she can learn from them
- Demonstrate openness for child to feel comfortable to come to you with questions and assistance
- Model cross-cultural communication and provide strategies for child to address bias

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers

Goal: Children develop friendships with peers.

Birth to 18 months

Some Indicators for Children:

- Smiles at and engages caregivers
- Smiles spontaneously at other children
- Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations
- Shows interest in other children by watching them and tracking their behavior (e.g., follows older siblings around)

Some Strategies for Caregivers:

- Respond positively to child's sounds, cries, and moods with verbal and facial expressions
- Respectfully imitate child while playing
- Name child's feelings
- Provide opportunities for child to play and interact with other children

18 to 36 months

Some Indicators for Children:

- Plays side-by-side with another child, at times
- Observes and imitates another child's behavior or activity
- Initiates social interaction with peers
- Shows enthusiasm about the company of other children
- Spontaneously shows preference for familiar playmates

Some Strategies for Caregivers:

- Spend time with child playing and interacting in a friendly manner
- Provide opportunities for child to play with other children from own and other cultural backgrounds regularly so that the child is familiar with one or more peers
- Provide toys that can be played with by two or more children at one time
- Facilitate cross-cultural skill development (e.g., support interdependence in group activities, provide children with play words in language other than home language)
- Support child if he/she plays with or discusses imaginary friends

Goal 13

Interactions with Peers

Goal: Children develop friendships with peers.

36 to 60 months

Some Indicators for Children:

- Shows enjoyment in playing with other children
- Initiates an activity with another child
- Separates willingly from adults to play with friends, most of the time
- Makes and maintains a friendship with at least one other child

Some Strategies for Caregivers:

- Engage in conversations with child so he/she can practice listening and talking with others
- Provide opportunities for child to engage in a variety of play activities with other children (e.g., dramatic play, art projects, free play outside, dance class)
- Balance opportunities for culturally consistent and cross-cultural skill development
- Help child join ongoing play
- Support the English language learner by giving him/ her key words for play in English (e.g., doll, block)
- Support child's play with peers by staying nearby, offering props, and assisting with conflict resolution

60 months to Kindergarten Entry

Some Indicators for Children:

- Gives social support to others (e.g., offers to help a peer who cannot find his/her toy)
- Shows loyalty to friends
- Follows suggestions given by a friend about how to proceed in their play
- Has friends in different settings (e.g., neighborhood, school)
- Maintains friendships with two or more peers

Some Strategies for Caregivers:

- Provide opportunities for child to play in small groups in which each child has a specific role and responsibility
- Encourage child to rely on and help other children
- Provide opportunities for child to be part of group activities (e.g., games, cultural events)
- Actively address bullying behavior or child's attempt to exclude others

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers

Goal: Children cooperate with peers.

Birth to 18 months

Some Indicators for Children:

- Observes other children and imitates their sounds, actions, and motions
- Shows enjoyment in interaction with other children, as expressed in gestures, facial expressions, and vocalizations
- Begins to take turns with primary caregiver during play, with assistance

Some Strategies for Caregivers:

- Show respect for child and everyone in his/her environment
- Model cooperation and sharing with others in daily tasks (e.g., preparing a meal with other family members)
- Provide opportunities for child to play and interact with other children
- Play turn-taking games with child (e.g., peek-a-boo)

18 to 36 months

Some Indicators for Children:

- Plays side-by-side with other children, at times
- Takes turns during play with peers, with considerable assistance
- Gives up and keeps objects during playful interactions with peers, with assistance

Some Strategies for Caregivers:

- Notice child's interests and engage child in play by following child's lead
- Demonstrate, explain, and provide opportunities for cooperation during your playful interactions
- Provide opportunities for sharing and taking turns when playing with child
- Provide toys that can be played with by two or more children at one time to promote sharing
- Facilitate play and communication between children of different linguistic and cultural backgrounds
- Provide child with ample time to play with toys until finished

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Interactions with Peers

Goal: Children cooperate with peers.

36 to 60 months

Some Indicators for Children:

- Plays with other children without prompting, at times
- Cooperates with other children, with assistance
- Shares materials and toys during play, with assistance
- Makes decisions with other children, with adult prompts as needed

Some Strategies for Caregivers:

- Cooperate with child and others in daily tasks
- Acknowledge cooperation when child plays with other children
- Provide opportunities for child to share materials
- Read stories or invent puppet plays in which characters share, take turns, and cooperate
- Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities

60 months to Kindergarten Entry

Some Indicators for Children:

- Shares materials and toys with other children
- Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play
- Completes simple projects with other children
- Plays different roles with children (e.g., leader, follower)
- Works with other children to overcome challenges

Some Strategies for Caregivers:

- Discuss and demonstrate how different things can be achieved when people work together
- Provide opportunities for child to help others (e.g., help at a community garden, draw pictures for people in a nursing home)
- Use strategies to help child take turns (e.g., a timer)
- Provide opportunities for child to work with others to accomplish something
- Promote linguistic, cultural, and other forms of respect

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers

Goal: Children demonstrate positive negotiation skills.

Birth to 18 months

Some Indicators for Children:

- Elicits attention of adults
- Communicates needs with vocalizations and gestures
- Reaches out to touch other children or grabs their toys
- Accepts adult intervention to negotiate disputes over toys

Some Strategies for Caregivers:

- Respond to child's vocalizations and gestures
- Nurture child during stressful times
- Model appropriate negotiation and conflict management behaviors with others
- Provide opportunities for child to play and interact with other children

18 to 36 months

Some Indicators for Children:

- Uses adult help to take turns, including giving up and keeping toys and other objects
- Asserts ownership by saying "mine"
- Communicates with other children to settle arguments, with assistance
- Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that? Are you still using it? Can Javier use it now? Do you want to keep it?")

Some Strategies for Caregivers:

- Listen respectfully and respond to child's needs and requests
- Discuss consequences of behavior, so child learns the "whys" for negotiation and compromise
- Talk with child about rules, limits, and options and explain how they help people get along
- Provide child with opportunities to make some choices
- State feelings and intentions when interacting with child and others
- Teach child to avoid aggressive behaviors (e.g., biting, hitting, racial name calling)
- Set limits and show disapproval for aggressive behavior
- Provide multiple copies of toys to reduce conflict in group settings
- Demonstrate and explain effects of taking turns (e.g., "When you gave Emma a turn on the swing, she was glad because she didn't have to wait anymore.")

Goal 15

Interactions with Peers

Goal: Children demonstrate positive negotiation skills.

36 to 60 months

Some Indicators for Children:

- Understands concept of "mine" and "his/hers"
- Approaches other children positively
- Uses different turn-taking strategies (e.g., bartering, trading, and beginning to share)
- Uses simple strategies to solve problems appropriately, either individually or in a group (e.g., seeks assistance from an adult)
- Negotiates with other children to solve a problem, with assistance
- States a position with reasons (e.g., "I do not want to play right now because I am tired.")

Some Strategies for Caregivers:

- Give suggestions to child for solving problems (e.g., "If we take turns then everyone gets to play.")
- Demonstrate and explain how child's behavior affects others
- Provide activities that allow child to negotiate social conflicts (e.g., dramatic play, blocks, multicultural dress-up clothes)
- Give child ample time to solve own problems before intervening
- Read stories or invent puppet plays in which characters solve conflicts constructively
- Be sensitive with child who may need additional assistance with negotiation (e.g., child with language delay)
- Find out how child's other caregivers negotiate and resolve disputes

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses multiple strategies to resolve conflicts (e.g., first uses words and then seeks assistance)
- Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights as well as the other child's needs, with assistance (e.g., "I'll use the paste for these two pieces of paper and then give it to you.")
- Uses and accepts compromise, with assistance
- Demonstrates beginning understanding of others' intentions or motives

Some Strategies for Caregivers:

- Guide child through conflict resolution by modeling appropriate responses
- Talk with child about how he/she handled a challenging situation
- Support child's attempts to problem-solve and manage conflicts (e.g., by asking "What should we do to solve this problem?")
- Discuss alternatives to situations

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

Goal: Children demonstrate awareness of behavior and its effects.

Birth to 18 months

Some Indicators for Children:

- Repeats actions many times to cause a desired effect (e.g., smiles because it make caregivers smile and laugh)
- Recognizes that certain adult actions are associated with expected behavior (e.g., "When caregiver puts me in crib, I am supposed to go to sleep.")
- Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds)

Some Strategies for Caregivers:

- Respond consistently to child's behaviors with similar actions, tone, and words
- Provide consistent responses, environments, and routines
- Be aware of your responses to child's behavior; reinforce positive behavior and redirect negative behavior
- Play turn-taking games with child (e.g., peek-a-boo)

18 to 36 months

Some Indicators for Children:

- Experiments with effects of own actions on objects and people
- Demonstrates understanding that playing with certain desirable or forbidden objects will get adults' attention
- Learns consequences of a specific behavior, but may not understand why the behavior warrants the consequence
- Recognizes that inappropriate behavior will elicit negative reaction from adults

Some Strategies for Caregivers:

- Play games with child that demonstrate how behavior and actions cause effects (e.g., dump and fill games, Simon Says)
- Read books with child that demonstrate how characters react to one another
- Talk with child about how his/her behavior might make others feel
- Demonstrate and explain adaptive behavior in own interactions (e.g., waiting your turn in grocery check-out line)

Goal 16

Adaptive Social Behavior

Goal: Children demonstrate awareness of behavior and its effects.

36 to 60 months

Some Indicators for Children:

- Takes turns and shares with peers, with assistance
- Asks "why" questions to show effort at understanding effects of behavior (e.g., "If I do this, why does that happen?")
- Demonstrates understanding of the consequences of own actions on others (e.g., "I gave Anna the toy and so she is playing with it now.")
- Describes other children's positive, thoughtful, kind behaviors
- Shows empathy for physically hurt or emotionally upset child

Some Strategies for Caregivers:

- Discuss the consequences of behavior (e.g., "When the baby's tired, she cries." "When Auntie is happy, she smiles.")
- Provide opportunities for dramatic play so that child can practice taking another's role or perspective
- Have child create "if-then" scenarios (e.g., "If I pick up toys, then we will go for a walk.")
- When there is a conflict between two children, demonstrate empathy and understanding for both children

60 months to Kindergarten Entry

Some Indicators for Children:

- Describes how own actions make others feel and behave
- Cooperates with peers to complete a project with little conflict
- Engages in empathetic, caring behavior so others respond positively
- Explains his/her response to others' actions and feelings (e.g., "I gave her a hug because she was sad.")
- Guesses how own and others' behavior will influence responses

Some Strategies for Caregivers:

- Help child to predict the consequences of positive and negative behavior
- Demonstrate and provide opportunities for child to take another's perspective before making decisions, (e.g., "What would Maria think or feel if you gave her your books?")
- Use dolls or puppets to build empathy
- Engage child in a discussion of how he/she likes or dislikes to be treated

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

Goal: Children participate positively in group activities.

Birth to 18 months

Some Indicators for Children:

- Smiles at other children and adults
- Reaches out to touch other children or grabs their toys
- Expresses contentment or joy when with other children or when a familiar adult is present
- Begins to participate in simple parallel play with other children

Some Strategies for Caregivers:

- Play with child near other children (e.g., on a playground)
- Provide opportunities for child to be a part of groups (e.g., play groups)
- Provide opportunities for child to play in a variety of environments with other children (e.g., park, friend's home)

18 to 36 months

Some Indicators for Children:

- Shows increasing enthusiasm about the company of others
- Begins to share and take turns, with assistance
- Participates in loosely structured group games (e.g., chase, dramatic play)
- Follows family routines (e.g., meal time behavior)

Some Strategies for Caregivers:

- Identify with child the groups of which he/she is a member (e.g., family, school, community, cultural communities)
- Provide opportunities for child to play with multiple children
- Conduct group activities on a regular basis with singing and movement games (e.g., circle time)
- Encourage child to participate in classroom duties and household chores

Goal 17

Adaptive Social Behavior

Goal: Children participate positively in group activities.

36 to 60 months

Some Indicators for Children:

- Seeks out other children to play with
- Notices and comments on who is absent from routine group settings (e.g., play groups)
- Identifies self as member of a group (e.g., refers to our family, our school, our team, our culture)
- Uses play to explore, practice, and understand social roles
- Joins a group of other children playing, with adult prompts as needed

Some Strategies for Caregivers:

- Promote a sense of community and interdependence within groups (e.g., clean up or meal preparation)
- Provide opportunities for dramatic play that promote group work and an understanding of social roles
- Provide times when child can participate in group activities (e.g., family meals, circle time)

60 months to Kindergarten Entry

Some Indicators for Children:

- Follows simple rules of participation in group activities
- Participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower)
- Participates in classroom and group routines (e.g., joins other children feeding the fish or building a structure)
- Willingly joins in the middle of an on-going group activity with friends
- Invents and sets up activities that include more than one child
- Is sometimes part of the audience, as well as an active participant in group events
- Assigns roles to other children during group play

Some Strategies for Caregivers:

- Provide opportunities for child to contribute ideas to group discussions and decision making
- Encourage participation in group games, allowing child to make up or modify rules
- Provide opportunities for child to observe adult decision making and cooperation

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

Goal: Children adapt to diverse settings.

Birth to 18 months

Some Indicators for Children:

- Actively observes surroundings
- Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance)
- Explores new settings with guidance from caregiver

Some Strategies for Caregivers:

- Provide child with a variety of safe environments to explore
- Reassure child and offer comfort in new setting by staying close
- Establish family rituals, routines, and activities
- Provide adequate transition time and talk with child about upcoming changes to schedule or setting
- Be sure to speak with child about a new setting in his/ her home language
- Provide child with consistent objects and routines to help adapt to changes in settings

18 to 36 months

Some Indicators for Children:

- Separates from primary caregiver in familiar settings outside the home environment
- Explores and plays in a range of familiar settings
- Asks questions or acts in other uncertain ways in unfamiliar settings and environments
- Displays ease and comfort in a variety of places with familiar adults (e.g., home, store, car, playground)

Some Strategies for Caregivers:

- Accept that child may be uncomfortable when routines change, and comfort him/her
- Introduce child to a variety of settings, including diverse cultural settings (e.g., libraries, general stores, post office)
- Talk with child about how one setting is different from another setting
- Create a care giving environment that reflects child's home culture, to create consistent settings

Goal 18

Adaptive Social Behavior

Goal: Children adapt to diverse settings.

36 to 60 months

Some Indicators for Children:

- Explores objects and materials, and interacts with others in a variety of group settings
- Makes smooth transitions from one activity/setting to the next during the day, with guidance
- Adjusts behavior to different settings (e.g., home, playground)

Some Strategies for Caregivers:

- Provide child with reminders when changes in schedule are planned
- Demonstrate and explain appropriate behavior for different settings
- Involve child in signaling transitions (e.g., ringing bell, singing particular song)
- Read books about transitions
- Demonstrate and explain to child how to stand up for self and others in the face of bias

60 months to Kindergarten Entry

Some Indicators for Children:

- Expresses anticipation of special events in different settings
- Accommodates a variety of settings throughout the day
- Anticipates diverse settings and what will be needed in them, with assistance (e.g., "We're going to the park so I'll bring a ball." "We're going to the lake, so I'll need my swim suit.")

Some Strategies for Caregivers:

- Prepare child for transitions to kindergarten through a variety of activities (e.g., visit a kindergarten classroom, practice taking a school bus)
- Encourage child to think about and be prepared for diverse cultural settings
- Ask child to describe or draw pictures of different places, including places from his/her cultural background
- Provide activities related to a variety of transitions (e.g., moving, traveling)

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

Goal: Children demonstrate empathy for others and the natural world.

Birth to 18 months

Some Indicators for Children:

- Watches and observes adults and children
- Smiles when sees a smiling face
- Reacts when someone is crying or upset
- Explores plants, flowers, and other living things with multiple senses

Some Strategies for Caregivers:

- Respond quickly to child's sounds, cries, and moods in a gentle and reassuring way
- Support and stay with child during stressful situations
- Provide mirrors and opportunities for child to see faces and emotions
- Name emotions
- Be aware and respectful of cultural differences in expression of emotions
- Model empathetic behavior with adults, children, and animals
- Provide child with regular opportunities for play outdoors
- Provide opportunities for child to observe animals in a safe environment

18 to 36 months

Some Indicators for Children:

- Notices other children who are happy or sad
- Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll)
- Names emotions of self and others (e.g., happy, sad)
- Expresses how another child might feel (e.g., "I think Tanya is sad because she is crying.")
- Expresses interest and excitement about animals and other living things

Some Strategies for Caregivers:

- Demonstrate and explain responses to loss, injury, or pain
- Encourage child to develop an understanding of the feelings, ideas, and actions of others
- Accept that we all naturally have feelings
- Help child understand and name feelings
- Provide opportunities to identify emotions by the use of pictures, posters, and mirrors
- Provide opportunities for dramatic play with simple themes and props, including plays, themes, and props from own and different cultures
- Share the wonders of the natural world with child (e.g., by playing outside together, reading books and tellings stories about the natural world)

Goal 19

Adaptive Social Behavior

Goal: Children demonstrate empathy for others and the natural world.

36 to 60 months

Some Indicators for Children:

- Notices and shows concern for peers' feelings
- Comforts peers when they are hurt or upset, with adult assistance
- Adopts a variety of roles and feelings during pretend play
- Communicates appropriate feelings for characters in stories
- Cares for and does not destroy plants, flowers, and other living things, with guidance
- Acts kindly and gently with safe, child-friendly animals

Some Strategies for Caregivers:

- Model a friendly, positive, and respectful manner when listening and responding to child's comments and suggestions
- Read stories with child and elicit responses to characters, including stories from diverse cultures and family structures (e.g., single parent, same sex parents)
- Name and discuss feelings (e.g., "You're sad because...")
- Imagine aloud together how animals and plants might feel
- Provide opportunities for child to play with friendly and gentle animals, with close supervision
- When there is a conflict between two children, demonstrate empathy for both children
- Play with other children to promote understanding of others' intentions and feelings

60 months to Kindergarten Entry

Some Indicators for Children:

- Communicates others' feelings
- Comforts family members or friends who aren't feeling well or are upset
- Expresses excitement about special events and accomplishments of others within cultural context and expectations
- Volunteers to assist and comfort peers by using words and actions
- Adjusts plans in consideration of others' wants and needs, at times
- Expresses emotion in response to hurt person or animal
- Treats the earth and living things with respect

Some Strategies for Caregivers:

- Provide opportunities for child to share and discuss feelings
- Help child to assist others and take others' perspectives into consideration
- Encourage child to draw a picture of a time a friend felt happy, sad, lonely, etc.
- Discuss why a character reacts as he/she did in a story, taking cultural differences into consideration
- Set an example for child by respecting the natural world and discussing why it is important (e.g., not littering)

Domain 2 Social and Emotional Development

Sub-Domain: Social Development

Appreciating Diversity

Goal: Children recognize, appreciate, and respect similarities and differences in people.

Birth to 18 months

Some Indicators for Children:

- Observes body parts and self in mirror
- Focuses attention on others
- Notices others' physical characteristics (e.g., pats others' hair)
- Distinguishes primary caregivers from others
- Interacts with others who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs

Some Strategies for Caregivers:

- Share and explore own culture with child (e.g., attend cultural events)
- Model appreciation for diversity with other adults and children
- Read books to child that explore people with diverse abilities and cultures
- Introduce child to a second language if you are bilingual
- Learn and practice care giving strategies that match those at home for child
- Learn phrases in and use child's home language, including sign language

18 to 36 months

Some Indicators for Children:

- Plays in the presence of other children
- Asks simple questions about other children (e.g., "Where's Tommy?")
- Identifies gender and other basic similarities and differences between self and others

Some Strategies for Caregivers:

- Provide opportunities for child to interact with children of diverse abilities, cultures, and ethnicities
- Provide child with a variety of dramatic play materials reflecting cultures of families in community
- Introduce child to people, experiences, interactions, and social settings that are diverse through books, songs, and people
- Encourage child to develop a sense of fairness for self and for others
- Infuse child's environment with multicultural objects, music, art, and language
- Model appreciation and interest in diversity
- Actively support the ongoing use of home language as the English language learner acquires English

Goal 20

Appreciating Diversity

Goal: Children recognize, appreciate, and respect similarities and differences in people.

36 to 60 months

Some Indicators for Children:

- Compares similarities or differences of others (e.g., height, hair color) in his/her circle of contact
- Develops awareness, knowledge, and appreciation of own gender and cultural identity
- Demonstrates understanding that different individuals have different abilities and information
- Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs, with guidance
- Asks questions about others' families, ethnicity, language, cultural heritage, and differences in physical characteristics

Some Strategies for Caregivers:

- Provide opportunities for child to describe own cultural and physical characteristics
- Provide experiences to teach respect and appreciation for self and others
- Celebrate cultural, linguistic, and physical similarities and differences of all children and families
- Provide many opportunities for child to see people in different roles
- Demonstrate and explain that one person may play different roles (e.g., father and employee)
- Accept each child's unique expression of gender

60 months to Kindergarten Entry

Some Indicators for Children:

- Shows concern about fairness within peer group (e.g., "Everyone gets a turn." "That's not fair.")
- Recognizes others' abilities in certain areas (e.g., "Jamie sings really well." "Marie is a fast runner.")
- Names and accepts differences and similarities in preferences (e.g., food preferences or favorite play activities)
- Notices that other children might use different words for the same object (e.g., "mother" is different in different languages)
- Examines a situation from another's perspective
- Recognizes stereotypes and culturally or linguistically unfair or biased behavior

Some Strategies for Caregivers:

- Demonstrate and explain physical characteristics and preferences as aspects of identity
- Invite families to share their unique traditions (e.g., holidays, food, games)
- Demonstrate and explain why it is positive to celebrate and learn about others' lives and experiences
- Provide opportunities for child to explore similarities and differences of other children (e.g., wear a blindfold to learn what it's like to be blind)
- Actively address bias behavior and teach anti-bias responses (e.g., correctly pronounce and use children's names)

Domain 2 Social and Emotional Development

Sub-Domain: Emotional Development

Self-Concept

Goal: Children perceive themselves as unique individuals

Birth to 18 months

Some Indicators for Children:

- Signals caregivers for assistance, attention, or need for comfort
- Explores own body (e.g., observes hands, reaches for toes)
- Explores the face and other body parts of others (e.g., touches caregivers' ears, hair, hands)
- Responds with gestures or vocalizations when name is spoken
- Shows awareness of self in voice, mirror image, and body
- Attempts to complete basic daily living tasks (e.g., eating, getting dressed)

Some Strategies for Caregivers:

- Cuddle, physically nurture, and be responsive to child to foster trust and attachment
- Make time to be alone and fully engaged with child
- Use child's name during interactions
- Provide unbreakable mirrors for child to look at self
- Help child learn to calm self (e.g., model calming behavior, offer soothing objects)
- Give child time to remain engaged in activities
- Recognize that many families value interdependence and some children will show varying levels of independence and stronger bonds with family and community

18 to 36 months

Some Indicators for Children:

- Tests limits and strives for independence
- Recognizes and calls attention to self when looking in the mirror or at photographs
- Identifies self and uses own name when asked (e.g., "I am a boy." "My name is Christina.")
- Shows awareness of being seen by others (e.g., exaggerates or repeats behavior when notices someone is watching)
- Occupies self appropriately for brief periods of time (e.g., 10 to 15 minutes)
- Identifies objects as belonging to him or her

Some Strategies for Caregivers:

- Give child appropriate and varied choices
- Give child limits and allow him/ her to test them
- Provide opportunities for child to talk about self and others, including cultural and linguistic characteristics
- Allow child to occupy himself/herself without your interaction, at times
- Be aware and respectful of cultural differences in valuing independence
- Be available to child when he/she asks for assistance
- Expect child to protest as he/she expresses individuality
- Avoid harshly reprimanding child

Goal 21

Self-Concept

Goal: Children perceive themselves as unique individuals

36 to 60 months

Some Indicators for Children:

- Describes self as a person with a mind, a body, and feelings
- Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in 3rd person
- Chooses individual activities (e.g., doing puzzles, painting)
- Expresses self in different roles during pretend play
- Describes family members and begins to understand their relationship to one another

Some Strategies for Caregivers:

- Acknowledge child's accomplishments
- Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions
- Help child distinguish people and relationships (e.g., brother, aunt, cousin)
- Assist child in making collages or an "All about Me" book with pictures and captions

60 months to Kindergarten Entry

Some Indicators for Children:

- Shares information about self with others
- Knows some important personal information (e.g., telephone number)
- Shows self-direction in actions
- Works independently and interdependently, and shows pleasure from it
- Accepts responsibilities and follows through on them (e.g., helps with chores)
- Requests quiet time and space

Some Strategies for Caregivers:

- Provide opportunities for child to share information about self in multiple ways (e.g., storytelling, drama, drawing, writing)
- Allow child to safely exercise independence when appropriate
- Talk with child about the characteristics he/she has that represent his/her cultural background
- Ensure child can see himself/herself in books, dolls, and dramatic play materials

Domain 2 Social and Emotional Development

Sub-Domain: Emotional Development

Self-Concept

Goal: Children demonstrate awareness of their abilities, characteristics, and preferences.

Birth to 18 months

Some Indicators for Children:

- Shows preference for primary caregivers
- Identifies familiar objects (e.g., bottle, blanket)
- Smiles at self in mirror
- Notices and explores hands, eventually becoming aware that they are attached and that they can be controlled to do things
- Points or moves toward desired people or objects
- Plays with one object more often than others
- Repeats a motion or noise to replicate a result
- Makes choices about what toys to play with
- Protests when does not want to do something (e.g., arches back when doesn't want to sit in high chair)
- Responds to requests for action (e.g., claps for the song)
- Points to at least two body parts, when asked

Some Strategies for Caregivers:

- Respond to child's individual needs
- Play with child, making eye-contact, talking, and gesturing
- Involve child in family traditions, rituals, and activities
- Provide child with choices of activities and objects to play with
- Follow child's lead during play and exploration
- Talk with child about body parts and body functions (e.g., "We use our teeth to chew.")
- Watch for and support child's nonverbal cues that indicate his/her preferences
- Narrate what child sees, does, and hears

18 to 36 months

Some Indicators for Children:

- Points to and names some of own body parts
- Shows preference for familiar adults and peers
- Makes choices (e.g., what clothes to wear)
- Shows preference for favorite books, toys, and activities
- Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that?" "Are you still using it?" "Can Joe use it now?")

Some Strategies for Caregivers:

- Provide opportunities for child to make appropriate and varied choices
- Share your enthusiasm and describe child's abilities and preferences (e.g., "You really like to draw with those crayons, don't you?" "You are walking carefully over tree roots.")
- Provide safe environments for active exploration
- Delight with child over accomplishments and explorations
- Explain family traditions, rituals, and activities
- Invite others to share their culture and traditions with child

Goal 22

Self-Concept

Goal: Children demonstrate awareness of their abilities, characteristics, and preferences.

36 to 60 months

Some Indicators for Children:

- Describes own basic physical characteristics
- Exerts will and preferences
- Experiments with own abilities by trying new activities and testing limits
- Develops awareness, knowledge, and appreciation of own gender and cultural identity
- Identifies feelings, likes and dislikes, and begins to be able to explain why he/she has them

Some Strategies for Caregivers:

- Provide child with a variety of materials and experiences that help child to discover preferences and abilities
- Support child's developing understanding of own characteristics and culture (e.g., "You have freckles just like your Grandma.")
- Provide opportunities for child to make choices
- Provide dress-up and pretend play materials from child's daily life and cultural background
- Compare, contrast, and celebrate physical similarities and differences in children (e.g., hair, skin, eye color, size of hands)

60 months to Kindergarten Entry

Some Indicators for Children:

- Describes self using several physical and behavioral characteristics (e.g., "I am tall and I can reach up high.")
- Describes own skills and abilities in certain areas (e.g., "I like to paint.")
- Suggests games and activities that demonstrate own preferences and abilities (e.g., sets up a game of catch)
- Differentiates between preferences for self and others (e.g., "I like to play with dolls and she likes to play with toy animals.")

Some Strategies for Caregivers:

- Provide opportunities for child to pursue his/her preferred activities
- Engage child in conversations about his/her preferences and abilities by asking who, what, where, when, why questions (e.g., "What do you like to do?" "Where do you like to go best?")

Domain 2 Social and Emotional Development

Sub-Domain: Emotional Development

Self Efficacy

Goal: Children demonstrate belief in their abilities.

Birth to 18 months

Some Indicators for Children:

- Repeats a sound or gesture that creates an effect (e.g., repeatedly shakes a rattle after discovering that it makes a sound)
- Recognizes that adults respond to cues
- Explores environment, at first in close contact with caregiver and then farther away from caregiver as child grows
- Looks to caregiver when accomplishing new tasks (e.g., standing or walking)
- Gives objects or toys to others (e.g., picks up rock then reaches to give it to caregiver)
- Smiles when succeeding in a task/activity

Some Strategies for Caregivers:

- Play with child individually every day
- Stay near child to give encouragement as needed
- Provide a safe environment for child to explore many activities
- Describe and acknowledge child's actions and accomplishments (e.g., by smiling and saying "You took off your socks.")

18 to 36 months

Some Indicators for Children:

- Wants to take care of self
- Recognizes own accomplishments
- Shows completed projects (e.g., drawing, pile of blocks) to caregiver
- Acts as though is capable of doing new tasks and activities (e.g., copies use of adult tools, tries to sweep the floor with an adult-sized broom)
- Seeks help after trying something new or challenging

Some Strategies for Caregivers:

- Provide opportunities for child to engage in new tasks
- Provide materials so child can experience success
- Provide safe environment for active exploration
- Delight with child over accomplishments and explorations
- Monitor child as he/she pushes self to try new things (e.g., keeps going higher when asked to stop)

Goal 23

Self Efficacy

Goal: Children demonstrate belief in their abilities.

36 to 60 months

Some Indicators for Children:

- Expresses delight with mastery of a skill (e.g., "I did it myself.")
- Asks others to view own creations (e.g., "Look at my picture.")
- Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" or has a big smile on their face when using a walker by themselves)
- Expresses own ideas and opinions
- Enjoys process of creating

Some Strategies for Caregivers:

- Model how to do something and provide opportunities for child to try to do it
- Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks
- Invite child to share thoughts and feelings when accomplishing a new task

60 months to Kindergarten Entry

Some Indicators for Children:

- Takes on new tasks and improves skills with practice (e.g., wheeling self in wheelchair)
- Expresses delight over a successful project and wants others to like it too

Some Strategies for Caregivers:

- Engage child in doable and challenging opportunities that will build on abilities
- Give child realistic chores and make a chart of all the work accomplished
- Demonstrate confidence in child by allowing him/her to make reasonable decisions and choices
- Ensure that environment is safe from cultural or other forms of bias (e.g., review materials to ensure there are no stereotypical or racist images in books, dolls, or other objects in the environment)

Domain 2 Social and Emotional Development

Sub-Domain: Emotional Development

Self-Control

Goal: Children understand and follow rules and routines.

Birth to 18 months

Some Indicators for Children:

- Develops increasing consistency in sleeping, waking, and eating patterns
- Engages in some regular behaviors (e.g., sings or babbles self to sleep, goes to high chair to be fed)
- Participates in routine interactions (e.g., quiets body when picked up; cooperates in dressing)
- Anticipates routine interactions (e.g., lifts arms toward caregiver to be picked up)
- Follows some consistently set rules and routines

Some Strategies for Caregivers:

- Be emotionally available and sensitive to child
- Establish routines for eating, sleeping, diapering and other regular activities while taking into account family's care practices and child's schedule
- Be consistent in your interactions with child

18 to 36 months

Some Indicators for Children:

- Tests limits and strives for independence
- Anticipates and follows simple routines, with reminders and assistance (e.g., washes hands and helps set table at snack time, helps to pick up and put away blocks at clean-up time)
- Anticipates and follows simple rules, with reminders (e.g., expects to be buckled up when he/she gets in car seat)
- Anticipates consequences for not following rules

Some Strategies for Caregivers:

- Establish routines while being flexible to meet child's needs
- Acknowledge child's appropriate behavior in different settings
- Balance limits with appropriate and varied choices
- Set simple rules and respond consistently to child's behavior
- Offer child two real choices that are both okay from the adults' point of view (e.g., "Do you want to wear a red or blue sweater?")
- Recognize that a child's protests of limits are a normal part of development

Goal 24

Self-Control

Goal: Children understand and follow rules and routines.

36 to 60 months

Some Indicators for Children:

- Participates easily in routine activities (e.g., meal time, snack time, bed time)
- Follows simple rules without reminders (e.g., handles toys with care)
- Demonstrates increasing ability to use materials purposefully, safely, and respectfully
- Adapts to changes in daily schedule
- Predicts what comes next in the day, when there is an established and consistent schedule

Some Strategies for Caregivers:

- Provide child with schedules and routines
- Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child
- Display visual cues for rules and routines
- Keep list of rules positive and short; include rules addressing bias and prejudice that are understood by child
- Enforce rules consistently and respectfully
- Engage child in setting appropriate rules

60 months to Kindergarten Entry

Some Indicators for Children:

- Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play)
- Child with a special health care need paricipates in own care routines
- Follows rules in different settings (e.g., lowers voice when enters library)
- Applies rules in new but similar situations
- Explains simple family or classroom rules to others

Some Strategies for Caregivers:

- Clearly communicate rules, routines and expected behaviors
- Make daily plans with child, underlining items that are different from the usual routine
- Talk with child about the positive reasons for having rules (e.g., so people don't get hurt)

Domain 2 Social and Emotional Development

Sub-Domain: Emotional Development

Self-Control

Goal: Children regulate their feelings and impulses.

Birth to 18 months

Some Indicators for Children:

- Signals needs with sounds or motions (e.g., cries when hungry or reaches for wanted object of comfort)
- Relaxes or stops crying when comforted (e.g., when swaddled or spoken to softly)
- Comforts self by clutching, sucking, or stroking when tired or stressed (e.g., calms while stroking or holding soft blanket)
- Communicates need for support or help from adults (e.g., holds out arms when tired)

Some Strategies for Caregivers:

- Snuggle, cuddle, and physically nurture child
- Respond to child's signals for attention
- Provide child with calming materials (e.g., soft blanket or toy)
- Stay with child during stressful situations to help him/her regulate emotions
- Check environment for appropriate levels of noise, temperature, light, and other stimulae
- Model managing own emotions and impulses
- Name own emotions when interacting with child
- Accept child's expression of a full range of emotions (e.g., display understanding when child shows anger)

18 to 36 months

Some Indicators for Children:

- Names some emotions (e.g., happy, excited, sad, mad, tired, scared)
- Seeks caregiver support and attention when feeling strong emotions
- Begins to control impulses (e.g., says "No" when reaching for forbidden object; restrains self from stepping on a book on the floor)

Some Strategies for Caregivers:

- Recognize and name child's feelings and behaviors (e.g., "You seem happy today.")
- Help child explore safe and appropriate ways to manage and express feelings and impulses (e.g., redirecting to appropriate activity when necessary)
- Intervene sensitively when child is having difficulty regulating impulses
- Read books with child that focus on emotions and emotional regulation

Goal 25

Self-Control

Goal: Children regulate their feelings and impulses.

36 to 60 months

Some Indicators for Children:

- Expresses strong emotions constructively, at times with assistance
- Expresses ownership of feelings and desire to control self, with assistance
- Calms self after having strong emotions, with guidance (e.g., goes to quiet area or requests favorite book to be read when upset)
- Waits for turn and shows patience during group activities, sometimes
- Sticks with difficult tasks without becoming overly frustrated

Some Strategies for Caregivers:

- Engage with child to provide support when he/she is having difficulty
- Provide guidance when child needs assistance regulating emotions
- Acknowledge child for expressing and regulating intense feelings
- Discuss upsets when they are over and child has become calm

60 months to Kindergarten Entry

Some Indicators for Children:

- Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)
- Shows ability to control destructive impulses, with guidance
- Seeks peaceful resolution to conflict
- Modifies behavior and expression of emotions for different environments
- Stops and listens to instructions before jumping into activity, with guidance

Some Strategies for Caregivers:

- Discuss how different ways to express impulses are appropriate in different environments
- Work with child to establish procedures for taking turns
- Encourage child to settle disputes with other children independently, but monitor to ensure children's safety
- Guide group discussions about problem solving and conflict management
- Help children understand and accept different ways of expressing emotion and communicating (e.g., set rules that prohibit children from making fun of each others' differences)

Domain 2 Social and Emotional Development

Sub-Domain: Emotional Development

Emotional Expression

Goal: Children express appropriately a range of emotions.

Birth to 18 months

Some Indicators for Children:

- Cries, uses other vocalizations, facial expressions, or body language to express emotions and to get needs met
- Responds to emotional cues and social situations (e.g., crying when other babies cry)
- Smiles, waves, or laughs in response to positive adult interaction
- Frowns in response to discomfort or inability to do something

Some Strategies for Caregivers:

- Be aware that young child cries to express a range of feelings, and respond appropriately
- Comfort a child quickly when he/she cries; this makes him/her feel safe
- Be aware of environmental factors that might cause distress (e.g., noise, light)
- Model facial expressions to express emotions
- Respond to child's displays of distress by staying with child and sensitively helping child with difficult feelings
- Nurture child with kind words, hugs, and cuddles
- Respond to child's displays of pleasure by matching child's emotions with facial expressions, tone, and words

18 to 36 months

Some Indicators for Children:

- Recognizes and expresses emotions towards familiar persons, pets, or possessions with appropriate facial expressions, words, gestures, signs, or other means
- Names emotions (e.g., happy, excited, sad, mad, tired, scared)
- Learns about own feelings and that it is okay to feel silly, sad, angry, and all other emotions

Some Strategies for Caregivers:

- Listen carefully and with interest to what child says, expanding on the message
- Provide opportunities for child to experience a range of emotions
- Use words to teach child to associate feelings with their proper names
- Support and comfort child if he/she develops fears
- Model a range of appropriate ways to express different feelings
- Talk with child about feelings
- Understand that child may need assistance in discussing and expressing feelings
- Recognize that some children may not express emotions verbally (e.g., invite child to draw pictures, use signs or gestures, or go for a walk to express emotions)
- Consider the values of families and cultural groups regarding emotional expression (e.g., do not force or deny child's emotional expression)

Goal 26

Emotional Expression

Goal: Children express appropriately a range of emotions.

36 to 60 months

Some Indicators for Children:

- Names and talks about own emotions
- Uses pretend play to understand and respond to emotions
- Associates emotions with words and facial expressions

Some Strategies for Caregivers:

- Provide opportunities for child to understand and discuss own and others' feelings
- Model appropriate expression of emotions and talk about how you feel (e.g., singing when you are happy, sighing when you are frustrated)
- Discuss how the characters in a book might feel while reading books with child
- Be aware of cultural and gender differences in expressing feelings
- Avoid stereotyping children's expression of emotion(e.g., validate boys when they cry, girls when they get angry)
- Incorporate books on feelings reflective of the language and cultural background of child

60 months to Kindergarten Entry

Some Indicators for Children:

- Expresses feelings through play
- Shares own excitement with peers, caregivers, and adults
- Acknowledges sadness about loss (e.g., change in caregiver, divorce, or death)
- Does not inhibit emotional expression (e.g., cries when feels sad)
- Names some levels of emotion (e.g., frustrated, angry)

Some Strategies for Caregivers:

- Provide opportunities for child to share and talk about feelings with adults and peers
- Positively acknowledge child for expressing emotions appropriately
- Help child express his/her feelings as he/she plays with others, pretends with toys, and listens to stories

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Domain 3:

Approaches Toward Learning

I. Introduction

The Approaches Toward Learning domain covers the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning. This domain is not about what skills children acquire, but how children orient themselves to learning a wide range of skills. Families, communities, early childhood practitioners, researchers, and policymakers regard Approaches Toward Learning as a critical domain for children's learning and school readiness. The widespread acknowledgement of the importance of this domain is prompting researchers and scientists to pursue work in understanding this dimension of development.

The manner in which children approach learning is influenced by characteristics with which they are born, such as gender and temperament, and by attitudes and inclinations fostered early in life through family, community, and cultural patterns and values. Approaches toward learning are at the core of social, emotional, and cognitive interactions.

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II. Rationale

Approaches toward learning frame the child's entire being and are interrelated with all other aspects of development. They are the platform on which learning takes place and include a skill set that predisposes children toward success in school and in life. The possession of a skill does not necessarily mean that it will be used. Children must be motivated and inclined to use their knowledge and skills for lifelong learning. For example, children may have the capacity to hear, but may not have the disposition to be listeners. A narrow focus on skills and knowledge as the end product of education may undermine children's capacity to apply their skills. By nurturing and supporting children's approaches toward learning, adults help children take their current knowledge and understanding of their world and use it as a basis for creating meaningful new experiences and ideas.

III. General Definition

Children's approaches toward learning encompass their motivation, attitudes, habits, and cognitive styles that are demonstrated as they engage in learning and respond to different situations. Even though the ways in which children express their approaches toward learning may vary according to their temperament or cultural contexts, the following goals are essential for children's success in school and in life. For the purposes of the Washington State Early Learning and Development Benchmarks, the Approaches Toward Learning domain includes:

- Curiosity and Interest, indicating children's sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn;
- Initiative, indicating children's willingness to take on tasks, volunteer to participate in learning activities, and take reasonable risks in learning new information;
- Persistence and Attentiveness, indicating children's ability to persist and concentrate attention to complete a task without being easily distracted or overly frustrated;
- Creativity and Invention, indicating children's ability to extend existing knowledge, using imagination and moving beyond conventional thinking into forms and images not present within the current context; and
- Reflection and Interpretation, indicating children's ability to absorb, think about, and understand knowledge and information to inform future actions and learning.

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IV. Supporting Individual Differences and Diversity

A discussion about approaches toward learning acknowledges that children learn and express themselves in different ways. These differences are not, and should not be understood to be, deficits. For the most part, many early care and education environments have focused on mainstream, Eurocentric, or "middle-class" approaches toward learning, rather than embracing broad variation. It is important to emphasize that a uniform approach to early care and education in which all children are thought about in precisely the same way is undesirable. Parents and caregivers should create non-critical environments in which all children are allowed to take risks and in which creative processes are nurtured and valued, with less emphasis on finished products.

Children who have disabilities, developmental delays, or who are at risk for development delays, may require special attention and adaptations to foster their engagement in learning. For example, those who do not understand a child's specific challenging condition may misinterpret the intentions of a child with special needs. In addition, some young children have specific learning disabilities; which makes it hard for these children to control their behavior and/or pay attention (e.g., Attention Deficit Hyperactivity Disorder (ADHD)). In order to achieve their full potential, young children who

experience delays gain significant benefits from participation in early intervention programs that provide center-based or home-based education, guidance, and family support.

Children are exposed to varying cultural patterns and values in their immediate context of family as well as in the neighborhood, community, and environment at large. At the family level, differences in child-rearing practices – including parental behaviors of instruction, modeling, and responses to children's initiatives – influence children's learning approaches. Culture may influence children's work styles, the way they approach and interpret experiences, and their orientation to action or reflection. Some cultures encourage children to be obedient and respectful of adult opinions while other cultures encourage children to question and dialogue with adults. Cultural patterns may also influence the way children learn. For example, some cultural settings promote learning through hands-on manipulation of materials, while others focus on visual representation, and still others focus on linguistic or more structured interactions. Whatever the cultural influence on children's predispositions, all learning styles should be embraced as equivalent, valued, and respected approaches toward learning.

V. Global Strategies

Perhaps no other domain of development is as prone to individual variation as Approaches Toward Learning. In order to value all learning styles and to embrace children's rich diversity of predispositions, attitudes, habits, and cultural patterns, the following strategies should be used for all children from birth to school entry. These examples of strategies will help to ensure that every child receives learning experiences that meet his/her unique needs:

- Interact and play with children each day, supporting and encouraging their exploration;
- Support and encourage children's creative processes, putting less emphasis on finished products;
- Take time to learn about children's everyday experiences at home and in their own community. Incorporate traditional (or long-standing) effective strategies used by children's home cultures to support learning and development;
- Ensure that children are provided with caregivers who interact in consistent ways, as much as possible;
- Provide multiple ways of teaching and learning, involving all of the senses (sight, hearing, touch, smell, and taste);
- Provide the same range of experiences to all children, even though their responses may differ and some children may need adaptations;
- Use appropriate verbal, visual, and physical cues in interactions and activities;
- Observe, recognize, and support children's unique ways of approaching new information and expressing themselves, taking into consideration their temperaments, inclinations, and attitudes;
- Ensure that the environment is safe from cultural or other forms of bias;
- Use vocabulary and phrases in children's home language when introducing new ideas or concepts; and
- Provide continued acknowledgements, in ways that reflect children's cultural beliefs and traditions, so all children feel valued.
- Seek medical or developmental expertise if concerned about child's learning and development

Domain 3 Approaches Toward Learning

Sub-Domain: Learning Approaches

Curiosity and Interest

Goal: Children are curious about and interested in learning new things and having new experiences.

Birth to 18 months

Some Indicators for Children:

- Shows interest in people by changing behavior
- Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions
- Shows interest, explores, manipulates, or stares at new objects in the environment
- Uses all senses to explore the environment (e.g., reaching out to touch rain)

Some Strategies for Caregivers:

- Play with child individually every day
- Create a safe, secure, and stimulating environment for child to explore
- Observe child to understand his/her temperament, learning styles, and unique ways of showing curiosity
- Show interest in introducing child to new people, places, and experiences
- Provide support for child who is hesitant about new objects and experiences
- Play with child using objects with different textures, sounds, and shapes
- Describe new places and what people are doing when out in the community
- Read a variety of books and tell stories to child every day

18 to 36 months

Some Indicators for Children:

- Explores the immediate environment to find out what is there (e.g., asks about a new object he/she finds, actively searches through collection of toys)
- Shows interest in new and others' activities
- Asks simple "wh" questions (e.g., why, what, where)
- Asks about people in own environment

Some Strategies for Caregivers:

- Make child's surroundings safe and inviting to encourage child to explore
- Provide child with a variety of safe and interesting objects that increase interest
- Interact with child by asking simple questions and responding to his/her questions
- Wonder aloud with child about why things happen
- When on walks with child, talk about what you see around you
- Read diverse books that introduce child to many people, places, and cultures
- Understand that child with a shy temperament may not demonstrate curiosity in the same ways as other children

Goal 27

Curiosity and Interest

Goal: Children are curious about and interested in learning new things and having new experiences.

36 to 60 months

Some Indicators for Children:

- Asks others for information (e.g., "What is that?" "Why is the moon round?")
- Investigates and experiments with materials
- Shows interest in how and why others do things
- Uses "Why" to get information about how his/her world works
- Develops personal interests (e.g., trains, farm animals)

Some Strategies for Caregivers:

- Provide opportunities and time for child to explore a variety of activities and materials, including those in the larger community and those from diverse cultures
- Assist child to find answers to own questions by exploring together (e.g., "I wonder... How could that work?... Any ideas?")
- Provide opportunities for child to explore ideas (e.g., ask questions)
- Identify and build upon child's individual interests
- Play question-and-answer games that inspire child's curiosity

60 months to Kindergarten Entry

Some Indicators for Children:

- Engages in discussions about new events and occurrences (e.g., "Why did this happen?")
- Asks questions about changes in his/her world
- Shows enthusiasm for field trips and other outings to new places
- Looks for new information and wants to know more about personal interests, with assistance

Some Strategies for Caregivers:

- Build on child's interests by providing books, videos, field trips, and other experiences related to similar topics
- Provide child with opportunities to use resources to answer questions, (e.g., if child wonders about dinosaurs, find a dinosaur book at the library or if possible, search a child appropriate website together)
- Take child to visit friends and family members to learn about different people and places (e.g., "What did we learn at Uncle's house?")
- Encourage child to invent make-believe stories
- Provide opportunities for child to observe and listen to adult conversations about why things happen

Domain 3 Approaches Toward Learning

Sub-Domain: Learning Approaches

Initiative

Goal: Children demonstrate initiative.

Birth to 18 months

Some Indicators for Children:

- Engages in and actively explores new surroundings
- Engages familiar adults and children in interactions (e.g., smiling, approaching, not withdrawing)
- Expresses desire to feed self
- Selects a book, toy, or item from several options
- Shows likes and dislikes for activities, experiences, and interactions

Some Strategies for Caregivers:

- Play with child individually every day
- Follow child's lead and/or choices in daily activities
- Provide opportunities for child to choose toys to play with and books to read
- Provide opportunities for child to take reasonable and safe risks (e.g., to stretch for an object beyond reach)
- Provide many opportunities for active exploration; discourage watching television or videos

18 to 36 months

Some Indicators for Children:

- Tries new ways of doing things and begins to take some risks
- Initiates play with others
- Chooses one activity over another and pursues it for a brief period of time
- Proposes an idea for how to spend time
- Shows interest in wanting to take care of self (e.g., dressing)
- Initiates activities at caregivers' suggestions
- Seeks and takes pleasure in new skills and experiences

Some Strategies for Caregivers:

- Provide child with many opportunities to play by self and with other children
- Try new tasks with child and describe them
- Support child's choices during daily activities (e.g., selecting books to read together)
- Provide opportunities and time for child to make choices
- Help child feel safe and capable of trying something new or taking reasonable risks in a variety of settings
- Demonstrate and discuss how adults take initiative

Goal 28

Initiative

Goal: Children demonstrate initiative.

36 to 60 months

Some Indicators for Children:

- Asks a peer to join in play
- Joins a play activity already in progress, with assistance
- Selects new activities during play time (e.g., selects characters for dress-up)
- Offers to help with chores (e.g., sweeping sand from the floor, helping to clean up spilled juice)
- Finds and uses materials to follow through on an idea (e.g., blocks for building a tower)
- Makes decisions about what activity or materials to work with from selection offered

Some Strategies for Caregivers:

- Encourage child to pursue favorite activities
- Demonstrate and explain to child that taking reasonable risks is acceptable
- Facilitate play in groups
- Modify group activities to ensure participation of children with special needs
- Acknowledge when child initiates pro-social activities and point out the positive outcomes
- Provide non-critical environments that create opportunities for child to initiate activities
- Recognize that child may not demonstrate and express initiative in the same way in all settings (e.g., may take initiative with peers but not in presence of elders)

60 months to Kindergarten Entry

Some Indicators for Children:

- Chooses to work on a project because the activity is of personal interest
- Invents projects and works on them with little assistance
- Forms a plan for an activity and acts on it
- Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance

Some Strategies for Caregivers:

- Provide opportunities for child to join other children playing
- Provide opportunities for child to play by self and with others
- Encourage child to follow through on own interests
- Provide opportunities for child to interact with a variety of people (e.g., peers, elders, shopkeepers, neighbors)
- Provide opportunities for child to form, design, and undertake activities and projects

Domain 3 Approaches Toward Learning

Sub-Domain: Learning Approaches

Persistence and Attentiveness

Goal: Children sustain attention to tasks and persist when facing challenges.

Birth to 18 months

Some Indicators for Children:

- Holds attention of caregiver (e.g., smiles, babbles, sustains eye-contact)
- Directs attention towards objects by reaching, grasping, or staring at them
- Examines a toy, rattle, or face for a brief period of time
- Repeats simple motions or activities (e.g., swats at mobile, consistently reaches for objects)
- Remembers where favorite items are stored
- Focuses on reader or story teller for brief periods of time
- Tries different ways of doing things

Some Strategies for Caregivers:

- Play with child individually every day
- Facilitate play and activities between child and others
- Provide space and times where child can play or work at tasks without interruptions
- Provide child with opportunities to explore different characteristics of an object (e.g., the toy has several parts; a face has eyes, ears, nose, and mouth)
- Observe child to learn which activities increase or sustain his/her interest

18 to 36 months

Some Indicators for Children:

- Wants to do favorite activities over and over again
- Completes simple projects (e.g., 3 to 5 piece puzzle)
- Continues to try a difficult task for a brief period of time (e.g., builds a block structure for 3 to 5 minutes)
- Insists on some choices (e.g., what to wear, completing a project)
- Seeks and accepts assistance when encountering a problem
- Listens and participates in story time (e.g., turning pages of book)

Some Strategies for Caregivers:

- Provide time for child to engage in sustained activities, be on "toddler time"
- Respond to child's requests for assistance
- Limit environmental distractions to help child sustain attention to activities (e.g., turn television off while child plays in the room)
- Talk with child about his/her activities using open-ended questions (e.g., "How did you do that? Tell me more.")
- Any parent or caregiver who has concerns about a child's behavior or development should seek medical or developmental expertise (in partnership with the family)

Goal 29

Persistence and Attentiveness

Goal: Children sustain attention to tasks and persist when facing challenges.

36 to 60 months

Some Indicators for Children:

- Focuses on tasks of interest to him/her
- Remains engaged in an activity for at least 5 to 10 minutes, at times
- Completes favorite tasks over and over again
- Persists in trying to complete a task after previous attempts have failed (e.g., complete a puzzle, build a tower)
- Uses at least two different strategies to solve a problem
- Participates in meal time with few distractions

Some Strategies for Caregivers:

- Be available and respond when child encounters problems, without being intrusive
- Comment positively on child's persistence and concentration
- Try child's suggested interventions when problems are encountered; talk with child about what worked and did not work
- Help child focus attention (e.g., "Look at this.", "I want you to pay attention to the story.")
- Modify expectations for persistence for children with learning disabilities (e.g., ADHD)

60 months to Kindergarten Entry

Some Indicators for Children:

- Maintains interest in a project or activity until finished
- Sets goals and follows through on plans, with assistance
- Sustains attention while peers and adults are the focus of attention (e.g., pays attention during storytelling or "show and tell")
- Works on a task over a period of time, leaving and returning to it (e.g., block structure)
- Shifts attention back to activity at hand after being distracted
- Focuses on projects despite distractions
- Accepts reasonable challenges and continues through frustration

Some Strategies for Caregivers:

- Provide opportunities for child to set and pursue goals
- Create projects for child to work on over time (e.g., planting seeds and nurturing them to watch them grow)
- Provide opportunities for child to take on activities or responsibilities that last more than one day (e.g., feeding the gerbil this week)
- Provide adequate time and support for child to complete increasingly complex games or tasks

Domain 3 Approaches Toward Learning

Sub-Domain: Learning Approaches

Creativity and Inventiveness

Goal: Children approach daily activities with creativity and inventiveness.

Birth to 18 months

Some Indicators for Children:

- Inspects own hands and feet (e.g., by mouthing)
- Mouths, shakes, bangs, drops, or throws objects
- Imitates action observed in another situation (e.g., tries to stack blocks after watching another child stack blocks, bangs on surface after watching drumming at a cultural event)
- Uses items differently and creatively (e.g., a bucket is turned upside down to build a tower base or to be a pedestal)

Some Strategies for Caregivers:

- Play with child individually every day
- Provide toys and experiences with a variety of colors, textures, sounds, shapes, and smells
- Change the materials, toys, and objects in child's environment regularly
- Provide child time and opportunities to be spontaneous, silly, and messy
- Play with child in creative ways (e.g., using soft toys to create a puppet show)

18 to 36 months

Some Indicators for Children:

- Invents new uses for every day materials, with assistance (e.g., bangs on pots and pans)
- Approaches tasks experimentally, adapting as the activity evolves
- Displays understanding of how objects work together (e.g., gets the dustpan when adult is sweeping the floor)
- Enjoys opportunities for pretend play and creating things
- Pretends and uses imagination during play

Some Strategies for Caregivers:

- Model use of a variety of familiar and new learning materials and activities
- Provide child with art materials and a place to use them
- Allow child to mix toys or materials
- Provide opportunities for child to remain absorbed in play
- Provide opportunities for child to create and complete different types of projects
- Use open-ended questions and descriptive language when interacting with child
- Ensure child has props from own culture to support pretend play
- Encourage child to pretend, make-believe, and use his/her imagination

Goal 30

Creativity and Inventiveness

Goal: Children approach daily activities with creativity and inventiveness.

36 to 60 months

Some Indicators for Children:

- Invents new activities or games
- Uses imagination to create a variety of ideas
- Creates acceptable rules for group activities
- Makes up words, songs, or stories
- Expresses ideas through art, construction, movement, or music
- Engages in extensive pretend play (e.g., plays "house" or "explorers")

Some Strategies for Caregivers:

- Create an environment where child is encouraged to experiment and use his/her imagination
- Ask open-ended questions to encourage creative thinking
- Provide tasks where the goal is trying different strategies rather than right or wrong answers
- Ask child how a story may have ended differently (e.g., "What if...")
- Provide opportunities for child to create and complete projects in own way
- Demonstrate and explain how to be flexible about changes in routines and plans (provide more structure for children with special needs)
- Provide child with access to artists and artwork from own and other cultures

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses dramatic or symbolic play to pretend
- Combines activities, materials, and equipment in new ways (e.g., builds tent by using sheet or blanket around table)
- Completes projects differently from other children (e.g., uses a unique approach in block structures and paintings)
- Makes changes to a familiar story by adding actions or characters
- Represents reality in a variety of ways (e.g., pretend play, drawing)

Some Strategies for Caregivers:

- Play make-believe games with child, including games that introduce the child to diverse people, places, and cultures (e.g., ask child, "If you were a frog, what would you think about the rain outside?")
- Ask open-ended questions that create an interaction and dialogue with child (e.g., "What do you think about...?")
- Provide a variety of creative outlets for child (e.g., opportunities to dance, paint, build, make music, invent stories)

Domain 3 Approaches Toward Learning

Sub-Domain: Learning Approaches

Reflection and Interpretation

Goal: Children learn from their experiences.

Birth to 18 months

Some Indicators for Children:

- Tracks people and objects by moving head as they move
- Behaves in consistent ways to elicit desired response (e.g., kicks a mobile)
- Plays games with primary caregiver that involve repetition (e.g., peek-a-boo)
- Experiments to see if similar objects will cause similar responses (e.g., shakes stuffed animal in the same way as a rattle to hear noise)
- Displays recognition and excitement about game or toys from previous day
- Applies knowledge to new situations (e.g., bangs on bucket instead of drum)

Some Strategies for Caregivers:

- Play with child individually every day
- Interact with child in consistent and predictable ways
- Provide child with toys and objects that react to specific actions
- Provide opportunities for child to try same action on different objects (e.g., shake a rattle, shake a stuffed animal, shake a ball)
- Comment when child applies knowledge to new situations, using descriptive language

18 to 36 months

Some Indicators for Children:

- Substitutes similar objects (e.g., stacks boxes like blocks)
- Realizes that behaviors can precede events (e.g., "If mom puts the pot on the stove, she is going to cook something to eat.")
- Alters behavior based on a past event and builds on it (e.g., "I did this and it didn't work, so I will do this instead.")
- Relates an experience today to one that happened in the past (e.g., hand -washing prior to meal time)

Some Strategies for Caregivers:

- Think "out loud" and talk about ideas with child using descriptive language (e.g., "You remembered where the puzzle piece fits.")
- Invite child to share thoughts and ideas about the world around him/her
- Provide materials that are similar but produce different results (e.g., crayons, markers, paint)
- Narrate child's play to him/her by describing what you see and hear
- Demonstrate, explain and provide opportunities for child to think about and avoid negative or dangerous behavior (e.g., The stove and iron are hot)

Goal 31

Reflection and Interpretation

Goal: Children learn from their experiences.

36 to 60 months

Some Indicators for Children:

- Tells others about events that happened in the past
- Represents things in environment with available materials, moving from simple to complex representations (e.g., recreates picture of a house, bridge, road with blocks)
- Thinks out loud and talks through a situation
- Works out problems mentally rather than through trial and error

Some Strategies for Caregivers:

- Talk with child about what he/she has seen, heard, or done
- Provide child with time to process experiences and information
- Help child remember experiences with photographs, mementos, and souvenirs
- Ask open-ended questions that encourage reflection (e.g., "What if...? How else could you do this?")
- Provide play interactions with other children that foster child's understanding of others' motives and intentions

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses a variety of methods to express thoughts and ideas (e.g., discussion, art activities)
- Demonstrates long-term memory of meaningful events and interesting ideas
- Describes or acts out a memory of a situation or action
- Seeks information for further understanding
- Uses multiple sources of information to complete projects and acquire new information, with assistance
- Plans activities and sets goals based on past experience
- Demonstrate beginning understanding of what others are thinking, their intentions, or motivations

Some Strategies for Caregivers:

- Provide opportunities for child to express thoughts through a variety of methods
- Provide opportunities for child to recall past experiences in planning new activities and setting new goals
- Provide opportunities for child to share the lessons learned from his/her experiences (e.g., story time)
- Support child with special needs who may have difficulty understanding others' motives and intentions

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Domain 4:

Cognition and General Knowledge

I. Introduction

During the first few years of life, remarkable changes occur in children's cognitive abilities. Children gain greater knowledge and understanding of their physical and social worlds and they develop skills in logic, reasoning, observation, imagination, and problem-solving. Children also learn social conventions, the kinds of knowledge that could not be reinvented by every generation of learners (e.g., that the words one, two, and three – or uno, dos, tres – correspond with the numerals 1, 2, and 3). Even though cognitive development is comprehensive and complex, it is often associated with a defined body of knowledge (e.g., knowledge of colors and numbers) that children must acquire before entering school. Defining cognition narrowly like this limits a full understanding of the complexity of this domain and can limit the range of children's learning. Cognition and General Knowledge includes both how children think and what children know.

II. Rationale

Cognitive development is essential for daily functioning and success across a range of educational and social contexts. Cognitive development refers to the process through which children develop their abilities to think, assimilate, and use information. Cognitive development occurs through both internal and external pathways. First, children use their natural ability to think about their own actions and experiences in the physical and social worlds to construct understanding from these experiences. Here, children discover and mentally construct new concepts just by being in and interacting with their environment; this may be regarded as discovered knowledge. Second, and in contrast, children gain information directly from adults and other children to acquire knowledge that they would not otherwise learn. This learned knowledge originates in the family, community, and culture and requires guidance and instruction from others.

Within the two broad pathways of discovery and learned knowledge, there are multiple ways in which children acquire cognitive skills and general knowledge. For example, children learn through language, logical-mathematical analysis, spatial representation, musical and creative thinking, and the use of the body to solve problems or to make things. It is important for parents, caregivers, and educators to understand and nurture all of the different modes through which children gain knowledge and understanding of the world around them.

Because both discovered and learned knowledge are fundamental to day-to-day life in any family, community, or culture, supporting cognitive development is vital to young children's overall learning and development.

III. General Definition

For the purposes of the Washington State Early Learning and Development Benchmarks, the domain of Cognition and General Knowledge is divided into six categories: logic and reasoning; mathematics and numeracy; science; social studies; family, community, and culture; and creative arts.

Logic and Reasoning

Logic and reasoning are skills that enable children to create and analyze general relationships (e.g., similarities, differences, associations) between objects, events, or people. Competencies that develop with logic and reasoning are causation, critical and analytical thinking, problem solving, and representational thought. These skills are considered by many to be the most complex kind of knowledge, making them the most difficult to describe and assess.

Mathematics and Numeracy

Mathematics and numeracy skills consist of the ability to understand and use numbers, mathematical operations, measurement, and properties of ordering. These skills are essential for children to be able to navigate mathematical situations that arise in everyday life settings.

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Science

Scientific thinking and knowledge skills include the ability to understand the natural world and to make predictions. It is the development of scientific thinking that helps children apply and test their knowledge through methodical inquiry and verification. By acquiring scientific knowledge, children gain an understanding of, and information about, the earth and living things.

Social Studies

Developing knowledge of social studies allows children to understand how people interact with and relate to the world around them in the past, present, and future. Here, social studies includes history and historical reasoning, geography, economics, ecology, and technology.

Family, Community, and Culture

Developing knowledge of one's own family, community, and culture enables children to make sense of the various relationship structures they interact with in their daily activities. This aspect of cognitive development involves understanding human interdependence at multiple levels – family functions, community roles, and cultural appreciation.

Creative Arts

Children's ability to express and represent themselves through dance, music, theater, and visual arts is a central aspect of cognition. Related to the ability to express and represent oneself through the arts is an understanding and appreciation of the arts. For some children, this includes learning the cultural arts traditions of their community or cultural group.

IV. Supporting Individual Differences and Diversity

Children not only differ in their rates of acquiring general knowledge, but also in the ways in which they learn, remember, and understand. Indeed, research recognizes and labels "multiple intelligences," highlighting that individuals use and combine different kinds of intelligences to complete tasks and solve problems. For example, some children might favor logical reasoning to tackle a certain learning task while other children might take a more creative or movement-based approach. Differences in children's cognitive development are not, and should not be viewed as, deficits.

Children who have disabilities, developmental delays, or who are at risk for developmental delays, may need adaptations to support their learning. To support the learning and development of all children, it is important for children of all abilities to play and learn together. To facilitate this, caregivers and parents may need to provide more direct guidance and materials of varying degrees of difficulty to children with cognitive challenges. Young children who experience delays gain significant benefits from participation in early intervention programs that provide center-based or home-based education, guidance, and family support.

Knowledge and cognitive skills are complex and intertwined with children's socio-cultural context. Culture influences not only the knowledge that is valued and transmitted to children, but also how children perceive events and actions. For example, family and parental attitudes, beliefs, and caregiving practices impact children's cognitive development by determining children's exposure to certain tasks, contexts, and knowledge. Given that children's cognitive abilities and understanding are context-dependent, it is imperative to provide learning opportunities that are culturally sensitive and adapt to children's varying patterns in learning, reasoning, and problem-solving abilities.

V. Global Strategies

Each child gains general knowledge about their physical and social worlds at different rates and in different ways. The following strategies should be used for all children from birth to school entry to encourage their cognitive development. These sample strategies will help to ensure that every child receives learning experiences that meet his/her unique needs:

- Take time to learn about each child's everyday experiences at home and his/her own community;
- Incorporate teaching and learning strategies from children's cultural background (e.g., use song-games, chants, music, and movement in coordination with cognitive development);
- Ensure that the environment is safe from cultural or other forms of bias;
- Simplify complicated tasks by breaking them into smaller parts or reducing the number of steps;
- Engage children in a variety of activities and routines throughout the day;
- Provide hands-on and sensory experiences (e.g., touching, holding, exploring, seeing, tasting, smelling, and manipulating) for all learning activities; and
- Match teaching methods to children's different abilities and ways of learning.

Domain 4 Cognition and General Knowledge
Logic and Reasoning

Causation
Goal: Children demonstrate awareness of cause and effect.

Birth to 18 months

Some Indicators for Children:

- Looks for or orients toward a dropped object
- Uses sounds, gestures, and movements to impact the environment and interactions
- Acts on an object to make a pleasing sight, sound, or motion (e.g., kicks or swats mobile, continues to bat at object to repeat sound)
- Repeats actions many times to cause desired effect

Some Strategies for Caregivers:

- Provide a safe and stimulating environment for child to explore
- Provide child with consistent responses, environments, and routines
- Play turn-taking games with child (e.g., peek-a-boo)
- Demonstrate and explain the relationships between things (e.g., "If you throw your toy out of the crib, you can't reach it.")
- Provide child with experiences and materials that demonstrate cause and effect relationships (e.g., place object on blanket, demonstrate to child how to pull blanket toward self to get the object)

18 to 36 months

Some Indicators for Children:

- Experiments with effect of own actions on objects and people
- Observes others' actions to see the effect they will have on objects and people
- Knows playing with certain desirable or forbidden objects will get adults' attention
- Expresses beginning understanding of cause and effect (e.g., "It's quiet because you turned off the radio.")

Some Strategies for Caregivers:

- Provide explicit explanations for cause and effect (e.g., when child touches something hot, say "You can't touch that burner because it is hot and it will hurt you.")
- Play with and manipulate different materials so child can see changes (e.g., mixing flour and water make dough)
- Provide opportunities for child to experiment with objects to see outcomes (e.g., turning lights on and off)
- Describe how objects change when acted upon (e.g., the batter turns into cake; the water turns into ice)

Goal 32

Causation

Goal: Children demonstrate awareness of cause and effect.

36 to 60 months

Some Indicators for Children:

- Identifies objects that influence or effect other objects (e.g. "The food coloring makes the water blue.")
- Asks "why" questions to show effort at understanding causation (e.g., "If I do this, why does that happen?")
- Explains the effects that simple actions may have on objects (e.g.,"It will be dark when you turn off the light.")
- Recognizes which element of an object causes the effect in simple relationships (e.g., the beads inside the box make the noise)

Some Strategies for Caregivers:

- Provide opportunities for child to play without adult guidance, discovering causal relationships
- Engage child in activities that demonstrate cause and effect (e.g., cooking projects, planting seeds to watch them grow)
- Demonstrate, explain, and provide opportunities for child to explore cause and effect (e.g., explore what it takes to make flowers grow)
- Provide opportunities for child to engage in efforts to address the effects of local issues (e.g., pollution, littering)

60 months to Kindergarten Entry

Some Indicators for Children:

- Structures experiments to see how changes in one factor influence changes in others (e.g., plants seeds and puts one in sunlight and one in dark room), with assistance
- Attempts to explain how things might change, given changes in circumstances (e.g., "When it's cloudy, it might rain.")
- Explains reasons why simple events occurred (e.g., "Carlos isn't here today because he got sick yesterday.")

Some Strategies for Caregivers:

- Provide opportunities for child to engage in cause-effect activities (e.g., freeze water with objects in it, observe how long it takes to melt)
- Provide child with a variety of materials to create cause and effect experiments (e.g., different colors of paint; water and flour)
- Demonstrate, explain, and engage child in taking steps to cause an outcome (e.g., explore together the steps needed to cook a meal)

Domain 4 Cognition and General Knowledge

Logic and Reasoning

Critical and Analytic Thinking

Goal: Children compare, contrast, examine, and evaluate experiences, tasks, and events

Birth to 18 months

Some Indicators for Children:

- Imitates others' actions, gestures, and sounds
- Explores objects in many different ways (e.g., mouthing, shaking, banging, throwing)
- Observes others' activities

Some Strategies for Caregivers:

- Provide child with different toys and objects from a variety of cultures to examine, compare, and contrast
- Describe comparisons during playful interactions
- Provide opportunities for child to examine his/her environment (e.g., point out different colors in the room, shake a variety of containers and toys)

18 to 36 months

Some Indicators for Children:

- Imitates behavior seen in another place and time
- Notices and describes how items are the same or different (e.g., "This ball is bigger than that one." "My shirt is the same as Jane's.")
- Uses actions or words to justify choices
- Makes choices when given options (e.g., which toy to play with)

Some Strategies for Caregivers:

- Demonstrate, explain, and engage child in comparing objects' size, shape, and other characteristics (e.g., explore how a plant is different from a tree)
- Demonstrate, explain, and engage child in discussing what he/she likes and does not like about experiences

Goal 33

Critical and Analytic Thinking

Goal: Children compare, contrast, examine, and evaluate experiences, tasks, and events.

36 to 60 months

Some Indicators for Children:

- Shows understanding of concepts of same and different
- Recognizes and labels aspects of an event (e.g., long, fun)
- Compares experiences, with adult assistance (e.g., recalls and compares play times with different children)
- Explains simple benefits and/or drawbacks of choosing one course of action, with assistance
- Organizes objects by more than one pre-selected characteristic (e.g., crayons and markers by color and type of implement)
- Uses comparative words (e.g., "Now the music is faster.")

Some Strategies for Caregivers:

- Provide child with opportunities to notice similarities and differences in the environment (e.g., different types of vehicles on the road)
- Provide opportunities for child to role play and assume others' perspectives
- Read stories to child and then talk about the characters' similarities and differences
- Use open-ended questions with child (e.g., "What if...?" "What do you think...?")

60 months to Kindergarten Entry

Some Indicators for Children:

- Identifies characteristics for comparison (e.g., size, color)
- Compares the main characters or events of stories
- Describes experiences using comparative language (e.g., "Today's walk was longer than yesterday's.")
- Considers peers' observations and perspectives when making decisions
- Explains how he/she made simple decisions

Some Strategies for Caregivers:

- Demonstrate, explain, and engage child in activities that show what he/she could do in certain circumstances
- Discuss pros and cons for making decisions
- Pose simple challenges with open-ended solutions (e.g., "Let's build a play house using only the objects we can see in this room."), then talk about the different solutions

Domain 4 Cognition and General Knowledge

Logic and Reasoning

Critical and Analytic Thinking

Goal: Children use past knowledge to build new knowledge.

Birth to 18 months

Some Indicators for Children:

- Shakes stuffed animal or object in same way as rattle to hear noise
- Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)
- Uses objects as intended (e.g., pushes buttons on plastic phone, drinks from cup)
- Understands how familiar objects are used in combination (e.g., spoon in bowl, socks on feet)

Some Strategies for Caregivers:

- Provide toys and objects of different textures that respond to actions of child (e.g., rattles, squeeze toys, cloth toys, soft balls)
- Play games with child that support understanding of object permanence (e.g., peek-a-boo, hide and seek)
- Demonstrate, explain, and engage child in activities that show how different experiences relate to one another (e.g., "Your shirt goes on over your head just like your sweater goes on over your head.")
- Use photos and objects to talk about child's past experiences (e.g., photos or toy animal after an outing to the park)

18 to 36 months

Some Indicators for Children:

- Generalizes ideas based on past experiences (e.g., watches caregiver blow on hot food before eating, then blows on food – hot or cold – at next meal)
- Connects objects and ideas (e.g., broom for sweeping; swimsuit for swimming)
- Labels that a person's apparel is based on the weather outside (e.g., "Wearing a sweater means it is cold outside.")

Some Strategies for Caregivers:

- Use child's home language, experience, and culture to make connections to new experiences
- Engage child in routine activities, explaining the why's (e.g., "We vacuum the floor to clean up the dirt.")
- Help child make generalizations (e.g., "If it is sunny here it will probably be sunny at school.")
- Acknowledge child when a past event is recalled and used as the basis for a choice

Goal 34

Critical and Analytic Thinking

Goal: Children use past knowledge to build new knowledge.

36 to 60 months

Some Indicators for Children:

- Applies new information or vocabulary to an activity
- Uses information gained through one modality and applies it to new context via another modality (e.g., tries to build a tower of blocks like the one seen in a book)
- Generates a strategy based on one learning event and extends it to a new learning opportunity (e.g., learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon)

Some Strategies for Caregivers:

- Provide child with time and opportunities to make connections by recalling past learnings and events (e.g., engage child in "remember when..." games and discussions)
- Demonstrate, explain, and engage child in activities that recall past events and relate what he/she learned from it
- Provide opportunities for child to generalize by asking open-ended questions (e.g., "Where else would this work? What if...?")

60 months to Kindergarten Entry

Some Indicators for Children:

- Restates understanding of a situation or problem in own words
- Explains that a person stays the same, even though appearance is changed through masks, costumes, or makeup

Some Strategies for Caregivers:

- Provide opportunities for child to try known strategies in new situations
- Demonstrate, explain, and engage child in activities that explore questions and guide him/her toward appropriate solutions
- Invite child to expand on what he/she meant by a certain response (e.g., "Tell me more about why you said that.")
- Engage child in discussing what he/she thinks another child meant by a given response (e.g., "Why do you think Josie did that?")

Domain 4 Cognition and General Knowledge
Logic and Reasoning

Problem Solving
Goal: Children find multiple solutions to questions, tasks, problems, and challenges.

Birth to 18 months

Some Indicators for Children:

- Reaches for a toy or object that has rolled away
- Seeks assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures
- Uses objects as a means to an end (e.g., uses a bucket to transport blocks from one room to another, uses spoon to reach for food)

Some Strategies for Caregivers:

- Respond to child's signals for assistance
- Provide different materials to engage child
- Demonstrate, explain, and engage child in trying things in different ways (e.g., stack blocks of different shapes and sizes, trying different combinations – square blocks on bottom, then round blocks on bottom)
- Positively acknowledge when child tries new things

18 to 36 months

Some Indicators for Children:

- Uses active exploration and trial and error to solve problems
- Tries several methods to solve a problem before asking for assistance
- Communicates to request assistance

Some Strategies for Caregivers:

- Provide opportunities for child to work out problems with and without assistance
- Talk out loud, or otherwise demonstrate possible solutions, while problem solving
- Play games that have many solutions
- Sequentially work through a problem with child to find the solution

Goal 35

Problem Solving

Goal: Children find multiple solutions to questions, tasks, problems, and challenges.

36 to 60 months

Some Indicators for Children:

- Explores various ways to solve a problem and selects one option
- Seeks assistance from another child or an adult to solve problems
- Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall)

Some Strategies for Caregivers:

- Be available to assist child with challenges, questions, and tasks to solve
- Demonstrate several alternatives to solving a problem
- Guide child through the problem solving process
- Apply problem-solving process to social problems at child's level (e.g., "Enrique and you both want to paint at the easel. What needs to happen for you to share the easel and paint together?")

60 months to Kindergarten Entry

Some Indicators for Children:

- Works in a group to find a solution, building on the group's problem solving strategies
- Demonstrates understanding of when something might be a problem or a challenge (e.g., "This puzzle's going to be hard to do.")

Some Strategies for Caregivers:

- Pose solvable problems to child and provide opportunities for child to find solutions
- Present the pros and cons of different solutions, encouraging child to help identify the best solution
- Provide opportunities for child to work with other children and adults to find solutions to problems

Domain 4 Cognition and General Knowledge
Logic and Reasoning

Representational Thought
Goal: Children use symbols to represent objects.

Birth to 18 months

Some Indicators for Children:

- Engages in sustained gazing or tracking of object with eyes
- Demonstrates object permanence (i.e., realizes that people or things exist even when out of view)
- Locates an object that has been hidden from view
- Recognizes people, animals, or objects in pictures or photographs

Some Strategies for Caregivers:

- Play games with child that encourage object permanence (e.g., peek-a-boo, hide and seek)
- Model symbolic use of objects (e.g., "drink" from a toy cup)
- Ensure that pictures and books in child's environment have children that look like child as well as children from other cultural groups

18 to 36 months

Some Indicators for Children:

- Finds objects after they have been hidden nearby
- Draws or scribbles and explains what the drawing is
- Experiments with new uses for familiar objects
- Provides a simple description of a person or object that is not present (e.g., child barks when asked what noise the dog makes)
- Reacts to mental images of objects or events (e.g., claps hands when told aunt/uncle is coming to visit)
- Identifies symbols for familiar objects correctly

Some Strategies for Caregivers:

- Provide opportunities for child to explore, supporting imaginative play
- Demonstrate, explain, and engage child in activities that show how objects not seen still exist

Goal 36

Representational Thought

Goal: Children use symbols to represent objects.

36 to 60 months

Some Indicators for Children:

- Provides more complex description of a person or object that is not present (e.g., child describes that the dog is black, soft, and runs around; child gestures to show how big)
- Uses symbols or pictures as representation for oral language
- Uses objects to represent real items in make believe play
- Recognizes objects, places, and ideas by symbols (e.g., recognizes which is the men's room and which is the women's room by looking at the stick figure symbols)

Some Strategies for Caregivers:

- Provide opportunities for child to engage in symbolic play (e.g., act happy, imitate a sad puppy)
- Provide opportunities for child to draw pictures of feelings, people, animals, and objects
- Tell stories without pictures and encourage child to visualize and express what he/she sees
- Identify and point out symbols during daily activities, demonstrating and explaining what symbols refer to

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses physical objects to demonstrate vocabulary (e.g., creates two piles of blocks – one with "more" blocks, one with "less")
- Represents simple objects through drawings, movement, mime, three-dimensional constructions

Some Strategies for Caregivers:

- Engage child in creating symbols to represent familiar objects (e.g., "What would a symbol for your bed look like?")
- Provide opportunities for child to participate in culturally specific representational activities (e.g., storytelling, oral history, dance, or oral interpretation)

Domain 4 Cognition and General Knowledge
Logic and Reasoning

Representational Thought
Goal: Children distinguish between fantasy and reality.

Birth to 18 months

Some Indicators for Children:

- Makes animal sounds
- Begins make-believe play (e.g., rocks or feeds a baby doll)

Some Strategies for Caregivers:

- Expose child to make-believe stories and songs that describe fantasy
- Demonstrate and engage child in making a variety of animal sounds

18 to 36 months

Some Indicators for Children:

- Plays make-believe with props, (e.g., dolls, animals, and people)
- May have an imaginary friend
- Reacts to people in costume as if they are the characters they portray
- Reacts to puppets as if they are real and not extensions of an adult or another child

Some Strategies for Caregivers:

- Participate in child's sense of imagination by engaging in make-believe play
- Dispel child's fears that result from confusion over fantasy and reality
- Discuss child's dreams, ideas, and imagination with him/her
- Allow child to have imaginary friends
- Read fiction and non-fiction books with child and discuss how they are different

Goal 37

Representational Thought

Goal: Children distinguish between fantasy and reality.

36 to 60 months

Some Indicators for Children:

- Takes on pretend roles and situations, using the appropriate language, tone, and movements (e.g., pretends to be a baby, crawling on the floor and making baby sounds)
- Engages in complex make-believe play (e.g., theme-oriented play that involves multiple characters and settings)
- Makes connections between characters in books or movies, with people in real-life
- Questions if characters in books and movies are real or not

Some Strategies for Caregivers:

- Provide opportunities for child to develop fantasy characters while helping them differentiate between make-believe and reality
- Help child distinguish between cartoons, puppets, characters in books and movies, and real people

60 months to Kindergarten Entry

Some Indicators for Children:

- Explains if a story is real or make-believe, when prompted
- Understands and expresses when fantasy is influencing actions (e.g., "I was just pretending to do that.")
- Recognizes that some characters, places, and objects in books, movies, and television shows are not real

Some Strategies for Caregivers:

- Provide opportunities for make-believe (e.g., tell a story and engage child in making up the ending)
- Demonstrate, explain, and provide opportunities for child to identify real characters, places, and objects in books, movies, and television shows

Domain 4 Cognition and General Knowledge
Mathematics and Numeracy

Number Sense and Operations
Goal: Children demonstrate knowledge of numbers and counting.

Birth to 18 months

Some Indicators for Children:

- Understands the concept of "more" in reference to food or play
- Uses gestures to request "more"
- Imitates rote counting using some names of numbers

Some Strategies for Caregivers:

- Count "out loud" objects in child's environment
- Demonstrate, explain, and engage child in activities that show "more" versus "less"
- Sing songs and read books with numbers and counting
- Provide number/numeral materials in child's environment (e.g., magnetic numerals)

18 to 36 months

Some Indicators for Children:

- Counts to at least five from memory (e.g., recites, "one, two, three...")
- Imitates counting rhymes or songs (e.g., "Three Little Monkeys")
- Recognizes some quantities (e.g., sees 2 blocks and says "two")
- Identifies quantity and comparisons of quantity (e.g., all, some, none, more, less)

Some Strategies for Caregivers:

- Use numerical concepts in everyday routines (e.g., ask child if he/she would like "One more or two more pieces of something.")
- Pair objects during daily activities (e.g. "One child gets one snack.")
- Provide child with math-related toys and objects from own and other cultural backgrounds
- Model using math and writing numerals in daily activities (e.g., paying bills)

Goal 38

Number Sense and Operations

Goal: Children demonstrate knowledge of numbers and counting.

36 to 60 months

Some Indicators for Children:

- Names some numerals
- Recognizes that a single object is "one" regardless of size, shape, or other attributes
- Understands that numbers represent quantity (e.g., gets three apples out of the box)
- Applies numbers and counting concepts to daily life (e.g., counts number of children who have raised their hand)
- Differentiates some letters from numerals
- Recognizes, names, and writes some numerals
- Counts to at least 20 from memory
- Counts at least ten objects in one-to-one correspondence, without assistance
- Uses numbers to predict and make realistic guesses (e.g., "I think there are about 20 marbles in that jar.")
- Tells what number comes before or after a given number up to ten

Some Strategies for Caregivers:

- Talk aloud while doing simple math computations (e.g., number of snacks for the number of children)
- Play card or board games with child that use counting
- Provide opportunities for child to count objects during daily routines
- Demonstrate to child that numbers have meaning (e.g., speed limits, temperature)
- Provide a variety of objects for child to handle and manipulate (e.g., buttons, stones, pine cones)

60 months to Kindergarten Entry

Some Indicators for Children:

- Counts to at least 31 from memory
- Understands that the last number counted represents the total quantity of objects
- Uses math manipulatives, games, toys, and coins in daily activities
- Uses basic numbers and counting operations (e.g., "I gave Sammy one of my blocks. Now he has two blocks.")
- Tells what number comes before or after a given number to 20, with assistance
- Explains the difference between addition and subtraction, with assistance

Some Strategies for Caregivers:

- Estimate how many objects you have or will see and then count out loud
- Pose math questions to child that apply to daily life (e.g., "How many days until your birthday?")
- Model writing simple math equations
- Provide opportunities for child to use numbers and counting (e.g., play grocery store, engage child in recording inventories of canned goods)

Domain 4 Cognition and General Knowledge
Mathematics and Numeracy

Measurement
Goal: Children demonstrate knowledge of size, volume, height, weight, and length.

Birth to 18 months

Some Indicators for Children:

- Plays with toys and objects with different sizes and shapes
- Orders a few objects by size, with assistance

Some Strategies for Caregivers:

- Provide opportunities to develop an understanding of volume (e.g., filling, emptying)
- Describe the size, volume, weight, and length of people, toys, and objects
- Provide child with toys that have incremental sizes (e.g., nesting cups, stackable rings) from own and other cultural backgrounds

18 to 36 months

Some Indicators for Children:

- Uses size words, such as "many," "big," and "little," appropriately
- Fills and empties containers (e.g., with sand or water)
- Compares the size of various every day objects (e.g., puts different people's shoes side by side to see which is longest)
- Identifies things that are big or small, heavy or light, and tall or short, with assistance
- Looks at two objects and identifies which one is bigger or smaller
- Explores measuring tools (e.g., measuring cup, ruler)
- Nests up to five cups

Some Strategies for Caregivers:

- Provide sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump
- Provide opportunities for child to measure (e.g., during cooking, art projects, grocery shopping)
- Help child to arrange blocks, toys, or objects from smallest to largest or longest to shortest
- Chart child's changes in height and weight

Goal 39

Measurement

Goal: Children demonstrate knowledge of size, volume, height, weight, and length.

36 to 60 months

Some Indicators for Children:

- Uses activities that explore and develop vocabulary for length and weight
- Uses measuring tools in play activities (e.g., measuring tape, measuring cups)
- Estimates size (e.g., "I'm as tall as the yellow bookshelf.")
- Labels objects using size words

Some Strategies for Caregivers:

- Engage child in measuring tasks (e.g., measuring ingredients, weighing a pet)
- Model use of conventional measuring tools and methods in every day situations
- Demonstrate, explain, and engage child in activities that use non-standard measurement (e.g., using handfuls to measure rice; using footsteps to measure distance)

60 months to Kindergarten Entry

Some Indicators for Children:

- Measures sand or water using a variety of containers
- Measures ingredients for a cooking project, with guidance
- Uses some conventional vocabulary of measurement (e.g., inch, cup, pound), though may not have exact understanding of meaning
- Estimates how many steps it will take to walk across the room
- Matches objects correctly (e.g., bolts to nuts, jars to lids, greeting cards to envelopes)

Some Strategies for Caregivers:

- Demonstrate, explain, and engage child in activities that measure with common measuring tools
- Play measuring games with child (e.g., "Which is heavier?" "Which is longer?")

Domain 4 Cognition and General Knowledge
Mathematics and Numeracy

Properties of Ordering
Goal: Children identify and label shapes.

Birth to 18 months

Some Indicators for Children:

- Plays with shape toys, though often does not match correctly (e.g., the round beanbag goes in the round hole; the square beanbag goes in the square hole)

Some Strategies for Caregivers:

- Provide child with toys that involve shapes (e.g., blocks and play dough)
- Sing songs and read books with child about shapes
- Identify different shapes in child's environment

18 to 36 months

Some Indicators for Children:

- Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles)
- Identifies two geometric shapes (e.g., circle, square)
- Creates and copies simple shapes made by others

Some Strategies for Caregivers:

- Use shape words in daily life (e.g., "Let's cut the cornbread into squares.")
- Identify the features of shapes when child plays with them
- Provide opportunities for child to look for shapes during daily activities (e.g., "Where do you see circles?")
- Provide play and art materials that have different shapes (e.g., circles, squares, triangles)
- Demonstrate, explain, and engage child in activities that identify culturally specific patterning in artwork or objects used in the environment

Goal 40

Properties of Ordering

Goal: Children identify and label shapes.

36 to 60 months

Some Indicators for Children:

- Identifies and labels different kinds of two-dimensional shapes (e.g., circle, rectangle, triangle)
- Compares shape and size of objects
- Creates, builds, or draws shapes
- Recognizes non-geometrical shapes in nature (e.g., clouds or other things that are not circles, squares, triangles)
- Orders shapes from smallest to largest (e.g., orders various circle sizes)

Some Strategies for Caregivers:

- Use accurate words to promote child's understanding of shapes
- Provide opportunities for child to recognize shapes in the environment (e.g., octagonal stop sign)
- Provide materials that can be connected and combined to create new shapes
- Take child to observe murals or other community artwork, exploring together the variety of shapes used

60 months to Kindergarten Entry

Some Indicators for Children:

- Describes familiar geometric and non-geometric shapes in environment, with assistance
- Puts together and takes apart shapes to make other shapes (e.g., uses two triangles to make a rectangle)

Some Strategies for Caregivers:

- Provide opportunities for child to create art projects that use shapes (e.g., "You can draw a house by putting a triangle on top of a square.")
- Play games that challenge child to describe and identify shapes
- Provide materials in shapes that can be used to represent or recreate murals or other art forms in the community

Domain 4 Cognition and General Knowledge
Mathematics and Numeracy

Properties of Ordering
Goal: Children sort, classify, and organize objects.

Birth to 18 months

Some Indicators for Children:

- Groups a few objects by color, shape, or size, with assistance

Some Strategies for Caregivers:

- Sing songs and read books that name colors or identify shapes and objects with similarities
- Demonstrate, explain, and provide opportunities for child to sort and classify (e.g., "Pick up all of the toys that are animals.")
- Provide child with objects in a variety of shapes, colors, and sizes (e.g., plastic containers, jar lids)

18 to 36 months

Some Indicators for Children:

- Collects items that have common characteristics (e.g., red blocks, shells, leaves)
- Arranges objects in lines (e.g., makes a row of blocks)
- Sorts objects by one characteristic (e.g., color)
- Recognizes objects arranged in series (e.g., small, medium, large)
- Identifies categories of objects (e.g., dogs, cats, and cows are all animals), with assistance

Some Strategies for Caregivers:

- Demonstrate and explain simple patterns using children, objects, or a flannel board
- Provide different materials and objects of the same shape and color (e.g., blocks, crayons)
- Provide opportunities for child to notice patterns in nature (e.g., types of leaves)
- Make color, shape, and sound patterns and encourage child to participate with you
- Play matching games with child, incorporating familiar patterns from child's cultural background, neighborhood, and community (e.g., artwork, murals, clothing, utensils)

Goal 41

Properties of Ordering

Goal: Children sort, classify, and organize objects.

36 to 60 months

Some Indicators for Children:

- Orders several objects on the basis of one characteristic through trial and error (e.g., puts 4 blocks in a row from smallest to largest)
- Creates own patterns with a variety of materials
- Classifies everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush)

Some Strategies for Caregivers:

- Demonstrate and explain examples of patterns for child to create and recreate
- Provide opportunities for child to look for patterns in the house, classroom, or nature
- Play classification games with child (e.g., gather a group of items that include pairs of objects that go together – shoe/sock, flower/vase – find the items that go together)

60 months to Kindergarten Entry

Some Indicators for Children:

- Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)
- Completes a given pattern
- Creates and describes a simple pattern
- Describes how and why objects are arranged or sorted the way they are

Some Strategies for Caregivers:

- Provide opportunities for child to create own patterns
- Provide opportunities for child to arrange collections into groupings using different rules that you make up together

Domain 4 Cognition and General Knowledge
Science

Scientific Thinking
Goal: Children collect information through observation and manipulation.

Birth to 18 months

Some Indicators for Children:

- Turns head toward sounds or voices
- Gathers information through the senses (e.g., mouthing, grasping, reaching)
- Uses more than one sense at one time (e.g., uses sight, touch, taste, and hearing by examining and shaking a toy)
- Observes objects in the environment for a brief period of time
- Uses another object or person as a tool (e.g., expresses the desire to be picked up to reach something, uses block to push buttons on a toy)

Some Strategies for Caregivers:

- Follow child's lead as he/she explores the environment
- Provide opportunities for safe observation and exploration (e.g., padded surfaces)
- Show child self in the mirror
- Demonstrate and explain how things can be manipulated to make them different and/or more useful
- Provide objects that invite exploration with multiple senses (e.g., rattle with bright colors and different textures)

18 to 36 months

Some Indicators for Children:

- Uses all five senses to examine different objects with attention to detail
- Observes and manipulates objects to identify similarities or differences
- Observes and examines natural phenomena through senses (e.g., notices different types of insects)

Some Strategies for Caregivers:

- Provide opportunities for child to explore natural objects and events
- Explore the environment with child and show interest in objects found and observed
- Provide materials for a variety of sensory experiences
- Provide opportunities for child to examine things in detail by asking open-ended questions

Goal 42

Scientific Thinking

Goal: Children collect information through observation and manipulation.

36 to 60 months

Some Indicators for Children:

- Identifies and distinguishes between senses (e.g., tastes, sounds, textures)
- Uses non-standard tools (e.g., blocks, paper tubes) to explore the environment
- Uses standard tools (e.g., magnets, magnifying glass) to explore the environment
- Participates in experiments provided by adults and describes observations (e.g., mixing vinegar and baking soda)

Some Strategies for Caregivers:

- Provide opportunities for child to learn through all of the senses (e.g., provide active and large motor strategies to support scientific thinking)
- Provide opportunities for child to share observations through pictures and words
- Help child represent his/her observations using charts and graphs

60 months to Kindergarten Entry

Some Indicators for Children:

- Seeks information through observation, exploration, and conversations
- Uses simple tools and equipment to extend the senses and gather data
- Identifies, describes, and compares properties of objects
- Recognizes charts and graphs as a way to collect, organize, record, and describe information

Some Strategies for Caregivers:

- Help child develop records of observations (e.g., drawings, objects, photos) from walks in the neighborhood
- Encourage child to draw pictures of observations

Domain 4 Cognition and General Knowledge

Science

Scientific Thinking

Goal: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations.

Birth to 18 months

Some Indicators for Children:

- Actively uses one or more sense to explore environment (e.g., touch, sight, taste, smell, hearing)
- Expresses a sense of wonder about the natural world
- Investigates new phenomena (e.g., reaches out to touch rain)
- Tries new activities, motions, experiences
- Progresses from trial and error to solving problems more systematically, with assistance

Some Strategies for Caregivers:

- Provide child with opportunities to play and explore the natural world
- Explore objects and the environment together with child

18 to 36 months

Some Indicators for Children:

- Asks simple questions about the natural world (e.g., "Where did the rainbow go?")
- Observes and/or manipulates objects and events to answer simple questions about the natural world
- Demonstrates ability to think before engaging in an activity
- Makes guesses about what might happen based on past experience

Some Strategies for Caregivers:

- Provide opportunities for child to ask questions about the environment and provide descriptive answers
- Provide opportunities for child to think ahead by asking "what if" questions about the natural world
- Provide opportunities for child to note patterns in behaviors and to discuss what comes next (e.g., "After we read a bed-time story, we turn out the lights.")

Goal 43

Scientific Thinking

Goal: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations.

36 to 60 months

Some Indicators for Children:

- Asks questions and finds answers through active exploration
- Records information from an experience (e.g., drawing, storytelling, writing, photographing)
- Makes predictions and develops generalizations based on past experiences
- Uses vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze)

Some Strategies for Caregivers:

- Help child to find the answers to "why" questions through active exploration and reflection
- Demonstrate, explain, and engage child in activities that make predictions about natural events (e.g., growing seeds, caring for animals, charting weather)
- Invent and conduct simple experiments with child (e.g., which object will sink and which will float)
- Engage child in simple and nutritious cooking projects from own and other cultural backgrounds, demonstrating simple scientific principles (e.g., freeze, melt, liquid, solid)

60 months to Kindergarten Entry

Some Indicators for Children:

- Collects information about objects and events in the natural world
- Communicates information learned from exploration of the natural world
- Makes reasonable explanations, without assistance
- Describes and discusses predictions, explanations, and generalizations based on past experiences

Some Strategies for Caregivers:

- Provide opportunities for child to engage in experiments with everyday items (e.g., water and flour)
- Engage child in "if – then" questions (e.g., "If I keep pouring water into this cup, what will happen?")
- Provide opportunities for child to think about scientific processes (e.g., "How can we find out what kind of insects live in this dirt?")

Domain 4 Cognition and General Knowledge
Science

Scientific Knowledge
Goal: Children observe and describe characteristics of living things.

Birth to 18 months

Some Indicators for Children:

- Notices plants, animals, and other people in the environment
- Explores characteristics of certain living things (e.g., picks up an earthworm, tries to catch ants)

Some Strategies for Caregivers:

- Sing songs and read books from a variety of cultural backgrounds with child that describe plants and animals and how they grow and change
- Take child on field trips to places where he/she can observe and explore living things (e.g., zoo, farm, park)

18 to 36 months

Some Indicators for Children:

- Explores and investigates physical properties of living and non-living things
- Demonstrates understanding of how things grow and change
- Comments on what it takes to make things grow (e.g., "That plant needs water.")

Some Strategies for Caregivers:

- Take advantage of every day events to talk with child about nature and science (e.g., the changing weather)
- Help child safely observe animals and insects around the home and neighborhood
- Provide child with opportunities to play outside
- Provide opportunities for child to observe and interact with live animals and plants (e.g., field trips to farm, zoo, veterinarian's office, science museum, aquarium, plant nursery)
- Read or act out stories and legends about plants and animals from child's cultural background

Goal 44

Scientific Knowledge

Goal: Children observe and describe characteristics of living things.

36 to 60 months

Some Indicators for Children:

- Identifies things as living or non-living based on their characteristics (e.g., breathes, moves, grows)
- Describes characteristics of plants, animals, and people (e.g., "That tree grew really tall!")
- Notices similarities, differences, and categories of plants and animals
- Demonstrates understanding of changes in the appearance, behavior, and habitats of living things (e.g., plants, spider webs)
- Asks questions about growth and change in plants and animals

Some Strategies for Caregivers:

- Provide opportunities for child to use all five senses to learn about the outdoor environment (e.g., listen for sounds of nature, watch small insects, smell freshly mowed grass, touch rough pine cones)
- Explain and engage child in activities that explore plants and animals, including those found in diverse cultures
- Provide opportunities for child to take care of living things (e.g., non-toxic houseplants, pets)

60 months to Kindergarten Entry

Some Indicators for Children:

- Observes and describes characteristics, basic needs, and simple life cycles of living things
- Describes simple relationships between animals, plants, and the environment (e.g., "Fish live in water." "Some animals eat plants.")
- Takes care of familiar plants and animals (e.g., waters houseplants, feeds pet fish)

Some Strategies for Caregivers:

- Provide opportunities for child to think about how things live, grow, change, and die
- Read stories to child about growth and change of living things
- Have child tell a story or draw a picture about an animal that changes
- Plant seeds with child, nurture them together, and monitor the changes

Domain 4 Cognition and General Knowledge

Science

Scientific Knowledge

Goal: Children observe and describe characteristics of the earth.

Birth to 18 months

Some Indicators for Children:

- Observes sun and clouds
- Enjoys outdoor play
- Enjoys playing with water, sand, and mud

Some Strategies for Caregivers:

- Take child on walks, describing what you see
- Read non-fiction books and sing songs with child that describe the properties of the earth
- Provide safe opportunities for child to explore dirt, sand, and water

18 to 36 months

Some Indicators for Children:

- Asks questions about the earth
- Identifies weather (e.g., sun, rain, snow)
- Identifies or labels earth's materials (e.g., water, rocks, dirt, leaves)
- Demonstrates curiosity about the natural environment by asking "why" questions (e.g., "Why is the grass green?")

Some Strategies for Caregivers:

- Provide opportunities for child to play safely with water
- Provide opportunities for child to play safely outside
- Introduce child to pictures of natural phenomena (e.g., sea, caves, waterfalls, forests)
- Provide opportunities for child to explore his/her natural environment
- Demonstrate, explain, and provide activities for child to take care of the environment

Goal 45

Scientific Knowledge

Goal: Children observe and describe characteristics of the earth.

36 to 60 months

Some Indicators for Children:

- Investigates properties of rocks, dirt, and water
- Recognizes and provides simple descriptions of the states of matter (e.g., Water is wet.")
- Makes simple observations of the characteristics and movement of sun, moon, stars, and clouds
- Discusses changes in the weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy)

Some Strategies for Caregivers:

- Provide opportunities for child to share observations of the earth
- Discuss the environment with child
- Help child develop a nature collection (e.g., leaves, shells)
- If possible, go to museums or community events that focus on the natural world (e.g., planetarium, aquarium, earth day event)

60 months to Kindergarten Entry

Some Indicators for Children:

- Identifies and distinguishes between landscapes (e.g., mountains/hills; rivers/lakes)
- Identifies changes that occur in nature over time
- Describes, draws, or writes about environmental changes (e.g., erosion, tides, earthquakes)
- Shows an emerging ability to "read" the weather (e.g., if cloudy, predicts that it might rain)

Some Strategies for Caregivers:

- Guide child's efforts to identify, record, and describe changes in weather
- Explore properties of the earth with child as found in his/her daily environment (e.g., dig in the soil, explore puddles)

Domain 4 Cognition and General Knowledge
Social Studies

History
Goal: Children differentiate between events that happen in the past, present, and future.

Birth to 18 months

Some Indicators for Children:

- Shows anticipation for regularly scheduled daily activities
- Recognizes the beginning and end of an event (e.g., claps at the end of a song)
- Recalls information about the immediate past (e.g., after eating, says "All done!")

Some Strategies for Caregivers:

- Demonstrate, explain, and give child routines, talking about what happens before and after
- Label events and routines (e.g., use time words such as today, tomorrow, next, later, long ago)
- Look at photo album or family videos with child

18 to 36 months

Some Indicators for Children:

- Anticipates recurring events in typical routines ("After I eat lunch, I will hear a story.")
- Connects new experiences to past experiences
- Experiments with general terms related to the elements of time (e.g., "Today we are going to Grandma's.")
- Makes predictions about what may occur

Some Strategies for Caregivers:

- Use pictures to talk with child about what will happen in the future and has happened in the past
- Tell stories from the past, indicating awareness of time by beginning, "A long time ago..."
- Talk with child to recall what happened yesterday or last night
- Show child pictures and tell stories about the way something or someone looked in the past compared to now
- Spend time with elderly relatives

Goal 46

History

Goal: Children differentiate between events that happen in the past, present, and future.

36 to 60 months

Some Indicators for Children:

- Retells a simple story or event in roughly sequential order
- Uses time-related words and concepts (e.g., first/last, morning/night, yesterday/today), though not always accurately
- Gives simple accounts of what happened that day
- Establishes causal patterns between past, present, and future events, with asistance
- Uses phrases that suggest awareness of the past (e.g., "When I was a baby...")

Some Strategies for Caregivers:

- Provide child with opportunities to play with time keeping materials (e.g., clocks, watches, timers, calendars)
- Demonstrate, explain, and provide activities for child about what will happen in the future and what has happened in the past ("What did you have for lunch today?")
- Provide opportunities for child to interact with family members about family and community history
- Count down days to an event with concrete materials (e.g., remove a link on paper chain each day)

60 months to Kindergarten Entry

Some Indicators for Children:

- Retells a more complex story or event in somewhat sequential order
- Begins to use the vocabulary for days of the week and names of the months
- Describes events or objects from his/her personal or family history
- Begins to understand that people in the past lived differently than people do today
- Uses the future tense to discuss plans
- Recognizes that other children have different past experiences from own

Some Strategies for Caregivers:

- Provide opportunities for child to draw or write about a memory from a family or community event
- Read books with child that have historical content
- Examine evidence of change over time in meaningful ways to child (e.g., photographs of him/herself)
- Help child make a scrapbook of his/her life
- Help child organize an event honoring elders, including simple interviews of elders

Domain 4 Cognition and General Knowledge
Social Studies

Geography
Goal: Children demonstrate awareness of location and spatial relationships.

Birth to 18 months

Some Indicators for Children:

- Explores environment in the presence of caregiver
- Explores spatial relationships (e.g., attempts to fit own body in boxes or tunnels)
- Develops awareness of own body and how much space it takes up

Some Strategies for Caregivers:

- Provide a safe "child-proof" environment (e.g., cover electrical outlets, keep poisons and chokable items out of child's reach)
- Provide many opportunities for child to explore the environment
- Explain what child sees and finds in the environment
- Provide child opportunities to experience different physical positions (e.g., floor time, carrying time)

18 to 36 months

Some Indicators for Children:

- Distinguishes between near and far
- Experiments with physical relationships (e.g., on/under, inside/outside)
- Shows interest in investigating geography tools (e.g., map, compass, globe)

Some Strategies for Caregivers:

- Use position words in a conscious way (e.g., suggest child puts magazine under the book that is on the table)
- Play with child, creating situations related to travel (e.g., take "trips" on a bus or plane, use road maps and pictures of different places he/she has been)

Goal 47

Geography

Goal: Children demonstrate awareness of location and spatial relationships.

36 to 60 months

Some Indicators for Children:

- Uses words to indicate direction, position, and size, not always accurately
- Creates representations of locations and space during play (e.g., builds steep mountain road in sandbox)
- Names street, neighborhood, city or town where he/she lives
- Understands physical relationships (e.g., on/under, inside/outside)

Some Strategies for Caregivers:

- Play games with child that incorporate using and responding to position words (e.g., left, right, first, last, big, little, top, bottom)
- When traveling, use directional terms (e.g., "We will turn left at the next street.")
- Take walking trips around the neighborhood, making note of geographic features and landmarks
- Incorporate pictures or murals of mountains or other landmarks in child's life (e.g., use laminating paper to secure pictures onto blocks for block play)

60 months to Kindergarten Entry

Some Indicators for Children:

- Talks about location using appropriate vocabulary (e.g., near/far, over/under, next to)
- Describes some concepts of distance or space (e.g., knows it's far to Grandpa's house)
- Recognizes that real places can be represented symbolically

Some Strategies for Caregivers:

- Provide opportunities for child to create representations of his/her immediate environment (e.g., home, classroom, neighborhood)
- Draw simple maps and directions that can be followed around the home or yard to find objects

Domain 4 Cognition and General Knowledge
Social Studies

Geography
Goal: Children demonstrate knowledge of the relationship between people, places, and regions.

Birth to 18 months
Some Indicators for Children:

- Recognizes some familiar places (e.g., home, store, grandparent's house)
- Knows where favorite toys or foods are stored in own home

Some Strategies for Caregivers:

- Give child many opportunities to explore the environment
- Narrate what child sees and finds in the environment

18 to 36 months
Some Indicators for Children:

- Distinguishes different environments by the people or signs that are a part of that environment (e.g., see pictures of fish and says "They live in water.")
- Recognizes own house when approaching
- Recognizes familiar buildings (e.g., school, restaurant, library)

Some Strategies for Caregivers:

- Read aloud books about children living in different climates and discuss how their food, clothing, and houses are different
- Take child to geographical locations that may be unfamiliar (e.g., parks, mountains, ocean, new neighborhoods)
- Take child for walks around the neighborhood and point out signs and landmarks that indicate locations

Goal 48

Geography

Goal: Children demonstrate knowledge of the relationship between people, places, and regions.

36 to 60 months

Some Indicators for Children:

- Matches objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park)
- Develops awareness of some characteristics of own geographic region (e.g., "It rains/snows here a lot.")
- Recognizes where he/she is while traveling in familiar areas, most of the time
- Recognizes that roads have signs or names and houses and apartments have numbers to help identify locations

Some Strategies for Caregivers:

- Explain and provide activities about where child has been on trips or other places he/she has lived
- Demonstrate and explain the use of maps and globes in the presence of child

60 months to Kindergarten Entry

Some Indicators for Children:

- Describes some physical characteristics (e.g., bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (e.g., types of shelter, clothing, food, jobs)
- Helps to navigate on journeys (e.g., "After you pass the big red barn, then my house is next." or "I live by the bus stop.")
- Understands that there are different places that people live

Some Strategies for Caregivers:

- Provide opportunities for child to make drawings, build with blocks, and create models of real places
- Help child make drawings or models of his/her neighborhood, house, or school
- Provide opportunities for child to explore other places that people live (e.g., books, magazines, documentary films)

Domain 4 Cognition and General Knowledge
Social Studies

Economics
Goal: Children demonstrate awareness of economic concepts.

Birth to 18 months
Some Indicators for Children:

- Depends on others to provide for wants and needs

Some Strategies for Caregivers:

- Read aloud books about different types of occupations
- Explain people's different jobs in context (e.g., "I'm going to work now.")

18 to 36 months
Some Indicators for Children:

- Recognizes relationship between supply and demand (e.g., understands that cannot have another cracker because they are all gone)
- Recognizes and uses objects for barter or trade during play, with assistance

Some Strategies for Caregivers:

- Provide child with play materials that have economic uses (e.g., cash registers, wallets, purses, checkbooks, credit cards, receipts) for dramatic play
- Use the names of coins and currency, demonstrating and explaining both their real and relative value
- Provide opportunities for child to make choices and discuss consequences of choices
- Read aloud to child books about jobs in different parts of the world

Goal 49

Economics

Goal: Children demonstrate awareness of economic concepts.

36 to 60 months

Some Indicators for Children:

- Demonstrates awareness of money being needed to purchase goods and services
- Plays store or restaurant with play or real money, receipts, credit cards, telephones
- Demonstrates understanding that coins of different sizes and colors have different names
- Talks about what wants to be when he/she grows up
- Demonstrates understanding of sharing and interdependence

Some Strategies for Caregivers:

- Provide play opportunities for child to purchase things in dramatic play (e.g., grocery store, bank, post office, shoe store)
- Involve child when using real currency and coins in every day situations
- Demonstrate, explain, and provide activities about how all people need food, shelter, and clothing
- Demonstrate, explain, and provide activities about how things can be used as a substitute for money (e.g., checks, coupons, credit/debit cards)
- Help child cooperate and share with others, demonstrating the value of interdependence

60 months to Kindergarten Entry

Some Indicators for Children:

- Realizes that making one choice means that you may not be able to do something else
- Recognizes that people rely on others for goods and services
- Understands the concept of saving resources for use in the future
- Accurately names some coins and money bills (e.g., penny, nickel, dollar bill)
- Recognizes that some things are owned by people and other things are collective goods

Some Strategies for Caregivers:

- Provide opportunities for child to make "trades" (e.g., trading two crayons for a marker during art time)
- Discuss why people save money and provide a piggy bank or savings account for child
- Model sound family budgeting, saving, and spending practices, explain how these family decisions are made
- Demonstrate and explain that there are some things that no one owns (e.g., sunshine, air, ocean)

Domain 4 Cognition and General Knowledge
Social Studies

Ecology
Goal: Children demonstrate awareness of the relationship between humans and the environment.

Birth to 18 months

Some Indicators for Children:

- Expresses interest in nature (e.g., flowers, a breeze, snow)
- Recognizes trash as trash
- Knows where the trash receptacle and recycle bin, if available, are in own home or learning setting

Some Strategies for Caregivers:

- Provide child with regular opportunities to play outdoors
- Model environmentally responsible behavior (e.g., not littering; picking up trash on a walk; discarding trash in appropriate receptacle)

18 to 36 months

Some Indicators for Children:

- Helps with home and class routines that keep the house/classroom clean
- Discards trash in appropriate receptacle
- Recognizes and responds to characteristics of the environment (e.g., exclaims out loud when sees bird or a very tall tree)
- Uses natural objects for play (e.g., makes mud pies, makes a house out of sticks, uses leaves for a pillow)

Some Strategies for Caregivers:

- Demonstrate, explain, and engage child in activities about the environment and what people can do to protect it
- Make taking care of the indoor and outdoor environment a normal part of the daily routine
- Use recycled materials to create props for play
- Carry a plastic bag on walks with child so you can safely pick up litter
- Collect and use natural materials for play

Goal 50

Ecology

Goal: Children demonstrate awareness of the relationship between humans and the environment.

36 to 60 months

Some Indicators for Children:

- Shows awareness of environment by noticing features of own home and other familiar places (e.g., recounts how water flowed over the road on the way to store)
- Recognizes things that do not belong in the environment (e.g., litter)
- Participates in protecting equipment and materials from weather or other natural phenomena
- Helps to sort cans, bottles, and paper into the proper recycling containers, where available

Some Strategies for Caregivers:

- Provide opportunities for child to keep a room or space clean and tidy
- Demonstrate, explain, and provide opportunities for child to see how re-using and recycling empty containers and papers helps the environment
- Discuss what it would be like if everyone threw their garbage on the ground instead of taking it to a trash receptacle
- Read or tell ecology-related stories set in various cultural communities

60 months to Kindergarten Entry

Some Indicators for Children:

- Recognizes, with adult support and guidance, how people can take care of or damage the earth
- Exhibits simple concepts of conservation (e.g., uses paper judiciously, does not waste water)
- Shows interest in understanding how animals gather and store food, sleep, and live

Some Strategies for Caregivers:

- Take child on a visit to an outdoor recreation area (e.g., local pond or park) and talk about what is found, what belongs there, what has been left by people, and what to do about that behavior
- Let child choose a regular chore to help clean up his/her immediate environment
- Demonstrate and explain what happens when cans, paper products, and plastic are thrown in trash bins

Domain 4 Cognition and General Knowledge
Social Studies

Technology
Goal: Children use technology appropriately.

Birth to 18 months

Some Indicators for Children:

- Enjoys listening to music from a CD player or radio
- Shows interest in technology (e.g., turns toward ringing telephone)
- Enjoys using play technology objects (e.g., wind-up toy)
- Turns a light switch on and off

Some Strategies for Caregivers:

- Provide a safe "child-proof" environment (e.g., cover electrical outlets, keep electronic appliances safely out of child's reach)
- Discourage use of television, videotapes, and computers
- Provide child with experiences and materials that demonstrate how objects can assist in accomplishing a task (e.g., place object on blanket, demonstrate to child how to pull blanket toward self to get the object)

18 to 36 months

Some Indicators for Children:

- Plays with battery-operated toys and learning objects, with assistance
- Operates a simple tape or CD player to listen to a recorded story, with assistance
- Makes mechanical toys work, if labeled safe for children under 3

Some Strategies for Caregivers:

- Demonstrate, explain, and provide opportunities for child to use phone skills (e.g., "Hello," "goodbye," words instead of gestures)
- Limit child's television/video/computer time to no more than 1 to 2 hours per day of quality children's programming
- Provide opportunities for child to listen to story tapes and music from own and other cultural backgrounds
- Ensure that all technology-based resources child is exposed to (e.g., television programming, computer software) reflect and affirm diverse cultures, languages, and ethnic heritages
- Eliminate all technology-based resources (e.g., television programming, computer software) that contain violence
- Demonstrate, explain, and provide opportunities for child to see how assistive-technology helps people (e.g., motorized wheelchairs, communication devices, standers)

Goal 51

Technology

Goal: Children use technology appropriately.

36 to 60 months

Some Indicators for Children:

- Communicates with family members or other familiar people using telephone or other communicative device, with assistance
- Identifies some materials as natural or as human-made and explains how he/she knows the difference
- Describes stories, images, or sounds experienced with technology (e.g., music on CD player, program on television, story heard on tape)
- Uses accurate vocabulary to identify technology (e.g., camera, computer, printer, television)

Some Strategies for Caregivers:

- Demonstrate, explain, and provide opportunities for child to feel and use a variety of natural materials (e.g., wood, cotton, fur, wool, stone, leather) and human-made materials (e.g., plastic, Styrofoam, paper) to learn their characteristics and capabilities
- Invent and construct simple objects or structures that can be used to assist in a task, using common tools and materials in a safe manner (e.g., a stick of wood with playdough on the tip to use to pick up pieces of paper without stooping over)
- Actively participate with child when watching television or using the computer
- Monitor and limit the quantity and quality of child's computer use

60 months to Kindergarten Entry

Some Indicators for Children:

- Identifies ways in which technology helps people accomplish specific tasks (e.g., "The wheelchair helps Cedric get from one place to another." "E-mail lets you communicate with your friend who lives far away.")
- Identifies alternate ways of doing things with and without technology (e.g., can use hands or dishwasher to clean dishes; can travel by foot or by car)
- Considers, with adult guidance, what it must have been like to live without technology in an earlier time
- Uses computer for simple 'point and click' operations on child-appropriate Web sites or software

Some Strategies for Caregivers:

- Provide opportunities for child to think about and discuss the use of technology in daily life
- Model using technology constructively and responsibly in daily living (e.g., use the computer to check the weather forecast)

Domain 4 Cognition and General Knowledge
Family, Community, and Culture

Family
Goal: Children demonstrate awareness of family characteristics and functions.

Birth to 18 months

Some Indicators for Children:

- Kicks legs and squeals when familiar adult appears
- Initiates contact with caregivers
- Shows affection (e.g., hugs and kisses) to familiar adults
- Develops and maintains trusting relationships with primary caregiver
- Addresses at least two family members by name
- Recognizes immediate family members in photographs

Some Strategies for Caregivers:

- Involve child in family traditions, rituals, and activities
- Help child identify and name family members and their relationships and roles
- Spend warm, nurturing time with child
- Provide opportunities for child to spend time together with family
- Create a baby-proof family album that child can explore

18 to 36 months

Some Indicators for Children:

- Recognizes family members by voice
- Knows own first and last name
- Recognizes roles within own home (e.g., "Daddy cooks supper and mommy washes the dishes.")
- Pretends to nurture a doll by feeding and talking to it
- Gives names to toys and dolls that reflect family and circle of friends
- Identifies boys and girls

Some Strategies for Caregivers:

- Provide opportunities for family members to talk with child about family history and culture
- Provide props and dress-up clothes for child to play different family roles (both male and female)
- Read aloud books that show people in a variety of roles
- Display photos of child and his/her family at child's eye level

Goal 52

Family

Goal: Children demonstrate awareness of family characteristics and functions.

36 to 60 months

Some Indicators for Children:

- Describes family members and begins to understand simple relationships to one another (e.g., "Marika is my sister.")
- Talks about grandparents or other family members and discusses how they look different from children
- Identifies self as a member of a specific family and cultural group
- Adopts the roles of different family members during dramatic play
- Tells stories about family routines
- Draws a family portrait

Some Strategies for Caregivers:

- Assist child in creating an All About Me book with pictures and captions
- Read stories about families and talk about child's own and others' families
- Help child distinguish people and relationships (e.g., brother, aunt, cousin)
- Provide opportunities for child to spend time with elderly relatives

60 months to Kindergarten Entry

Some Indicators for Children:

- Recognizes extended family members (e.g., cousins, aunts, uncles)
- Talks about how other children have different family compositions than own

Some Strategies for Caregivers:

- Provide opportunities for child to participate in family functions
- Provide opportunities for child to make friends with children who have different family compositions (e.g., children whose grandparents live with them)
- Help child to understand relationship between family members and their roles
- Take child to visit extended family

Domain 4 Cognition and General Knowledge
Family, Community, and Culture

Community
Goal: Children demonstrate awareness of their community, human interdependence, and social roles.

Birth to 18 months

Some Indicators for Children:

- Begins to watch other children
- Reaches out to touch other children or grabs their toys
- Recognizes the names of other children
- Shows recognition of the family members of other children
- Begins to participates in simple parallel play with other children

Some Strategies for Caregivers:

- Demonstrate, explain, and provide opportunities for child to interact with other children and adults who are in the room
- Provide opportunities for child to play in diverse environments with other children (e.g., play group, park, friend's home)
- Read aloud books about different types of occupations
- Read aloud books about families in other communities, cultures, or countries

18 to 36 months

Some Indicators for Children:

- Identifies the possessions of other children
- Shows interest in peers by including them in play, referring to them by name
- Recognizes that different people have different roles and jobs in the community
- Functions as a member of various communities (e.g., classroom, neighborhood, faith-based community)
- Shows interest in community workers (e.g., garbage collector, mail carrier, doctor)
- Participates in family routines

Some Strategies for Caregivers:

- Provide clothing and props for dramatic play that represent different roles in society
- Take field trips in the community to increase awareness of roles people play (e.g., library for story hour, nursery where child can pot plants)
- Encourage child to participate in classroom duties and household chores
- Display pictures, and read aloud books, that portray a variety of workers and community helpers reflective of women and people from child's own and other cultural backgrounds

Goal 53

Community

Goal: Children demonstrate awareness of their community, human interdependence, and social roles.

36 to 60 months

Some Indicators for Children:

- Identifies people by characteristics other than name, when asked
- Names a parent's job (e.g., nurse, plumber, farmer), but may not know what parent actually does at the job
- Recognizes some community workers and increases awareness of their jobs
- Pretends to be different community workers during play (e.g., grocery store clerk, construction worker, doctor, shoe salesperson)
- Recognizes that people have different communities (e.g., family, neighborhood, school, faith-based community, job)

Some Strategies for Caregivers:

- Take child on field trips to observe community workers
- As you go through the day, list with child all of the people you see doing jobs that help others
- Use group time (e.g., family dinner, circle time) to discuss the idea of community and interdependence
- Provide opportunities for child to express knowledge of social roles through creative art and drama
- Play song games (e.g., Matarile) to explore community helper roles
- Demonstrate, explain, and provide opportunities for child to help others, appreciating others' needs and perspectives

60 months to Kindergarten Entry

Some Indicators for Children:

- Recognizes others' capabilities in specific areas (e.g., "That woman is good at fixing cars.")
- Identifies some types of jobs and some of the tools used to perform those jobs
- Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g., "If you put away the toys, then I'll clean up the art table.")

Some Strategies for Caregivers:

- Take child on a neighborhood walk and have child draw a picture of his/her neighborhood
- Demonstrate, explain, and provide opportunities for child to observe how people in a community work together
- Provide play opportunities for child to take on different social roles (e.g., salesperson, mail carrier, police officer, physical therapist)
- Make a book, poster, or mural about people in the community and the jobs they do
- Support in-depth projects for child to explore his/her immediate community (e.g., field trips, simple interviews with community helpers)

Domain 4 Cognition and General Knowledge
Family, Community, and Culture

Community
Goal: Children demonstrate civic responsibility.

Birth to 18 months

Some Indicators for Children:

- Follows simple directions
- Tries out roles and relationships through imitation (e.g., smiles at self in mirror, plays peek-a-boo)
- Requests assistance when needed
- Looks to caregivers for assistance and guidance

Some Strategies for Caregivers:

- Be responsive and nurturing to child
- State rules in a manner that promotes positive thinking rather than negative thinking (e.g., "We use walking feet" instead of "No running")
- Offer child easy-to-follow directions, one at a time

18 to 36 months

Some Indicators for Children:

- Tries out roles and relationships through pretend play (e.g., smiles at self in mirror, plays peek-a-boo)
- Recognizes that there may be different rules in different places (e.g., school rules may be different from those at home) and follows appropriate set of rules, with assistance
- Participates actively as a member of the family or classroom community (e.g., helping during clean-up time)
- Helps adult with simple chores

Some Strategies for Caregivers:

- Discuss how each person, including adults, can share in classroom responsibilities (e.g., cleaning up play areas together)
- Give child options rather than commands
- Provide opportunities for child to make choices
- Demonstrate, explain, and provide opportunities for child to experience interdependent behavior (e.g., attend civic events and community projects)
- Promote linguistic, cultural, and other forms of respect

Goal 54

Community

Goal: Children demonstrate civic responsibility.

36 to 60 months

Some Indicators for Children:

- Shows awareness of group rules (e.g., waits before painting because the easels are full)
- Helps to make rules for free choice play (e.g., "Only 4 people at the sand table.")
- Follows rules while playing games and reminds others of the rules
- Responds to another child's needs by sometimes giving and sharing
- Notices if another child is missing an essential article to participate in the group (e.g., other child does not have crayons to draw with)
- Invites other children to join groups or other activities

Some Strategies for Caregivers:

- Include child in the development of rules to promote interdependence and understanding of the rules
- Establish rules that address bias and prejudice that are understood by child (e.g., "We call other children names that make them feel good about themselves.")
- Take child with you when you go to vote during elections
- Demonstrate and discuss public manners (e.g., asking permission to touch things, saying thank you and goodbye)
- Create opportunities for cooperation (e.g., ask two children to do a task together)

60 months to Kindergarten Entry

Some Indicators for Children:

- Exhibits positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs
- Participates in democratic group processes as a way of making choices (e.g., voting or discussion)
- Demonstrates awareness for the reasons for rules and laws
- Exhibits personal responsibility, choice, and leadership in the context of self-help skills and duties/roles that benefit the family or class
- Participates in community events that promote interdependence, with assistance

Some Strategies for Caregivers:

- Discuss with child how rules/standards protect everyone's rights and help to ensure that everybody is safe
- Provide opportunities for child to actively participate in interdependent events (e.g., community volunteer projects)
- Have child help organize clothes or household items to donate to community organizations
- Demonstrate and explain what could happen when child is not considerate of others

Domain 4 Cognition and General Knowledge
Family, Community, and Culture

Culture
Goal: Children demonstrate awareness and appreciation of their own and others' cultures.

Birth to 18 months

Some Indicators for Children:

- Recognizes simple differences between people (e.g., shows curiosity about someone who wears glasses or has skin color other than own)
- Interacts with other children who are of different ethnic and cultural backgrounds, of a different gender, who speak other languages, or have special needs

Some Strategies for Caregivers:

- Clarify with child's family what is the child's cultural membership
- Immerse child in his/her own culture
- Share stories, songs, and poems about child's own and other cultures
- Model caring and kindness for all people and treat others with respect and fairness
- Provide opportunities for child to interact with many children
- Establish family traditions, rituals, and activities

18 to 36 months

Some Indicators for Children:

- Enjoys poems, stories, and songs about a variety of people and cultures
- Displays knowledge of basic concepts of own heritage and background (e.g., shows pictures or objects from home)
- Asks simple questions about other children and adults (e.g., "Where is Simon?")

Some Strategies for Caregivers:

- Provide food, music, art materials, books, photos, and dramatic play props that reflect child's own family and culture
- Provide opportunities for child to interact with children of other cultures
- Display images reflective of child's own cultural heritage and physical appearance
- Talk about child's unique qualities and those qualities that are similar to other children
- Provide accurate and compassionate answers to help child develop a sense of appreciation for the differences of others

Goal 55

Culture

Goal: Children demonstrate awareness and appreciation of their own and others' cultures.

36 to 60 months

Some Indicators for Children:

- Asks questions about other children's appearance and behavior
- Asks questions about similarities and differences in other people (e.g., language, hair styles, clothing)
- Shows respect for similarities and differences (e.g., does not laugh at somebody who is different)
- Begins to develop awareness, knowledge, and appreciation of own culture
- Recognizes and celebrates similarities and differences between people of different cultures in his/her circle of contact

Some Strategies for Caregivers:

- Create charts and pictures, with child's help, showing names of objects in child's home language and in home languages of other children in child's circle of contact
- Introduce and talk with child about other cultures within his/her community (e.g., visit ethnic restaurants or grocery stores, cultural festivals)
- Teach child words in other languages (e.g., "hello" in Spanish is "hola," in Chinese it is "ni hao")
- Choose books, music, activities, and children's shows that celebrate diverse cultures
- Demonstrate, explain, and provide opportunities for child to develop cross-cultural skills

60 months to Kindergarten Entry

Some Indicators for Children:

- Talks about, compares, and explores similarities and differences in daily practices across cultures
- Enjoys learning about other children's cultures through conversations, dramatic play, interactions, and items from home
- Develops an understanding of familiar cultural or religious holidays
- Recognizes stereotypes and culturally or linguistically unfair or biased behavior

Some Strategies for Caregivers:

- Demonstrate and explain characteristics child has that represent his/her cultural background
- Broaden child's knowledge about children and families in other places and cultures through real-life experiences, books, stories, pictures, and videos
- Listen to music from other parts of the world and discuss its characteristics
- Reinforce the value of child's home language and culture
- Identify and discuss with child culturally or linguistically unfair or biased behaviors; demonstrate and explain anti-bias responses

Domain 4 Cognition and General Knowledge
Creative Arts

Expression and Representation

Goal: Children use creative arts to express and represent what they know, think, believe, or feel.

Birth to 18 months

Some Indicators for Children:

- Gazes at pictures, photographs, and mirror images
- Enjoys repetition
- Experiments with a variety of sound sources (e.g., rattles, bells)
- Exhibits an increased variety of movements to express self using different body parts
- Imitates sounds, facial expressions, and gestures of another person
- Imitates sounds or actions of an animal or object
- Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils)
- Shows preferences for certain colors

Some Strategies for Caregivers:

- Actively describe to child what you see
- Imitate and respond appropriately to child's sounds
- Provide opportunities for child to experiment with safe art materials and create simple art projects
- Sing songs to and with child (e.g., while working around the house or waiting for the bus)
- Provide visual and tactile textures for child to see and touch

18 to 36 months

Some Indicators for Children:

- Uses a variety of materials for tactile experience and exploration (e.g., paint, glue, 3-dimensional materials, musical instruments)
- Engages in the artistic process with enthusiasm
- Explores various ways of moving with or without music
- Explores simple songs using voice and/or instruments
- Engages in pretend play

Some Strategies for Caregivers:

- Express a sense of awe and appreciation of art work – those that child creates and those that others create
- Exhibit child's artwork
- View art materials as meaningful and provide a space for their use
- Introduce child to a variety of art materials and allow open-ended exploration
- Provide child with simple musical instruments (e.g., rhythm sticks, drums, tambourine)
- Display local and classic art forms from child's cultural background
- Expose child to a variety of live and recorded music

Goal 56

Expression and Representation

Goal: Children use creative arts to express and represent what they know, think, believe, or feel.

36 to 60 months

Some Indicators for Children:

- Participates in group music experiences (e.g., singing, finger plays, chants, musical instruments)
- Remembers the words to an oft-repeated song
- Asks to sing a particular song
- Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life)
- Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint)
- Performs simple elements of drama (e.g., audience, actors, stage)
- Pretends to be on stage and uses a microphone to sing

Some Strategies for Caregivers:

- Point out various types of art and materials found in books, photographs, and on the computer
- Provide daily creative art opportunities using a variety of materials (e.g., watercolors, collage materials, paints, paper, scissors, glue, crayons)
- Involve child in diverse musical activities (e.g., song, dance, rhythm, playing musical instruments) from his/her own and other cultural backgrounds

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses music to express thoughts, feelings, and energy
- Expresses his/her feelings and ideas through creative art, drama, and movement
- Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns
- Shows interest in more complicated instruments (e.g., piano, guitar, marimba)
- Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings
- Develops ability to plan, work both alone and with others, and demonstrate care and persistence in a variety of art projects

Some Strategies for Caregivers:

- Display art projects completed by child as well as copies of classic art, if possible
- Take child on trips to museums and community centers to view what other people have created and to share ideas and feelings about art
- Take child to music, dance, and theatre performances
- Encourage child to draw, paint, sing, or move the way he/she feels
- Introduce child to more complex musical instruments (e.g., guitar, piano) and instruments from diverse cultures

Domain 4 Cognition and General Knowledge
Creative Arts

Understanding and Appreciation
Goal: Children demonstrate understanding and appreciation of creative arts.

Birth to 18 months

Some Indicators for Children:

- Shows interest in sounds, tones, voices, music, colors, and shapes
- Enjoys rhythms and songs
- Prefers repetition of familiar songs and rhythmic patterns
- Interacts with others through touch and motion
- Enjoys looking at children's books of dance, music, theatre, and visual arts

Some Strategies for Caregivers:

- Expose child to a range of voice sounds (e.g., singing, speaking, humming)
- Expose child to music from a variety of cultures and styles (e.g., jazz, rock, ethnic, classical)
- Show an enjoyment of music and participate in musical activities around child (e.g., sing aloud)
- Sing songs with child
- Take walks with child and explore shapes in the immediate environment
- Comment aloud when you see interesting colors, pictures, or a nice view

18 to 36 months

Some Indicators for Children:

- Observes and responds to artwork produced by other individuals and/or cultures
- Imitates movement after participating in or watching others perform games or songs
- Exhibits interest when watching musical, dance, or theatre performances by other individuals
- Identifies favorite storybook characters

Some Strategies for Caregivers:

- Provide daily musical activities, games, instruments, singing, and books
- Display the work of artists through prints, posters, paintings, and books from child's own and other cultural backgrounds
- Provide multiple opportunities for child to listen to music of all cultures and styles

Goal 57

Understanding and Appreciation

Goal: Children demonstrate understanding and appreciation of creative arts.

36 to 60 months

Some Indicators for Children:

- Watches other children dance, then tries to mimic the dance steps
- Listens attentively at a children's concert, play, or puppet show
- Hums or moves to the rhythm of recorded music
- Shares various forms of art found in own environment
- Wonders about or asks questions about works of art, paintings, songs, dance, and theatre

Some Strategies for Caregivers:

- Attend and view live musical performances with child
- Provide various forms of dramatic expression (e.g., puppetry, story-telling, dance, plays, pantomime, theater)
- Provide opportunities for child to watch people creating arts and crafts
- Involve child in musical experiences that reflect diverse cultures (e.g., singing, dancing, listening, acting)
- Arrange for long-term art projects (e.g., mural, music, tile) with guest artists from child's own and other cultural backgrounds

60 months to Kindergarten Entry

Some Indicators for Children:

- Describes art work and considers potential intentions of the artist
- Appreciates the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument, sing, or act
- Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life
- Comments on the artwork of other children, asking simple questions about methods used and noticing details

Some Strategies for Caregivers:

- Take child on field trips to museums, or street fairs and encourage child to identify his/her favorite painting or object and discuss why
- Talk about feelings and opinions after seeing a performance or looking at a piece of art
- Provide opportunities for child to experience art forms and performing groups from own and other cultural backgrounds
- Take child on field trips to dance, musical and theatre events and performances (e.g., community programs, school performances, fairs)

(b)(6)

Domain 5:

Language, Communication, and Literacy

I. Introduction

Language, communication, and literacy have been recognized as essential for all individuals to function in all societies. The acquisition of language and literacy skills is a complex process during which, over the course of only a few years, children make great strides in learning the meaning and structure of words, how to use words to convey meaning, and how to understand and use printed materials. In acquiring language, children gain the ability to articulate ideas, share them with others, and respond to the ideas and actions of other people.

II. Rationale

A child who acquires language has acquired an incredibly complex and powerful system. The ability to communicate effectively – through oral language, the written word, and alternative means (especially for children with speech, language and hearing disabilities) – is essential for a broad range of activities that characterize daily living. Language plays a vital role in the development of cognition, logic, and reasoning skills by providing symbols that represent concepts. Language is also a mediator of social competence. Children need to be able to not only use language as a tool to express their own thoughts, feelings, and ideas to others, but also to receive, understand, and interpret communications from other people.

Children do not acquire language skills out of context. No matter which language is being learned (e.g., English, American Sign Language, Cantonese), the vital role of children's environment cannot be neglected. Language is fundamentally embedded in children's everyday relationships and experiences. Parents, primary caregivers, and teachers play a critical role in facilitating young children's language and literacy development by providing exposure to language and print-rich environments, interactions, and opportunities. External input from the environment, teaching of specific skills, and the rich cultural ways of life promote the acquisition of language and literacy skills.

Because language and literacy competencies are essential for success in school and life, supporting language, communication, and literacy are vital to young children's learning and development.

III. General Definition

The Washington State Early Learning and Development Benchmarks define language, communication, and literacy skills as separate components – language development, communication, and literacy development – in order to highlight the essential aspects of each. These three components, however, are highly interrelated. For example, the development of certain language skills is essential for early literacy development, just as the ability to communicate early on in life impacts the development of vocabulary skills.

Language Development

Language development is the acquisition of linguistic forms and procedures – and social rules and customs – for expressing and interpreting thoughts, feelings, and ideas. This knowledge of language has three key aspects – content (vocabulary and meaning), form (grammatical structure or syntax), and use (function). As children learn the sound system, the meaning of words, and the rules of form and grammar, they begin to use language constructively in social situations.

Communication

Children communicate before mastering symbolic language. Their "communicative competence" is dependent upon a complex set of skills including, but not limited to, awareness of the social conventions of language usage, the ability to listen, to understand, and to follow verbal conversation. Development of communication skills requires an understanding of the social context within which communication occurs, knowledge of the goals of the interaction, and the elements of emotion in communication. Communicative competence is closely interrelated with other domains of development, such as cognitive and social and emotional development.

Literacy Development

Literacy, as defined in the Washington State Early Learning and Development Benchmarks, encompasses reading, writing, other creative or analytic skills, and comprehension of the environment at large. Emergent literacy, acquired during the early years of life, refers to skills and behaviors that are precursors to conventional forms of reading and writing. These include emergent reading, print awareness, and writing processes.

IV. Supporting Individual Differences and Diversity

Children learn words and forms of language not simply to express their thoughts, feelings, and ideas; they also learn language to meet personal and social objectives as determined by the community and culture within which they are socialized. It is not surprising then that language, communication, and literacy are closely linked to social and cultural contexts. Because of this, the manner in which children use language to communicate varies widely.

Several million young children in the United States speak a language other than English in their homes. Children benefit cognitively from learning two or more languages. The ability to communicate in more than one language supports children's cognitive flexibility and meta-cognitive awareness. Children learn second languages in two ways – either by acquiring two or more languages at the same time, or by learning a second language after mastering the "home language" (i.e., first language learned and primary language used at home). Children who follow the former path to dual language learning (i.e., simultaneous learning of more than one language) are said to be "bilingual" as a first language. Children who learn two languages from birth operate with two separate language systems and it is typical that they may mix words from the two languages in the same sentence. For children who follow the latter path to dual language learning (i.e., sequential learning of more than one language), it is important that their competence in the home language is supported while they are learning a second language. If their home language is actively supported and valued, children will learn English faster.

The home language of children largely governs how children progress from simple to more complex speech. Because language patterns vary so much and because they greatly affect learning, it is vitally important to take into account children's home language when considering their language and literacy processes and achievements. Given the large number of young children in the state of Washington whose home language is not English, the Benchmarks provide indicators and strategies to support the development of children's home language while helping children acquire beginning proficiency in English.

(b)(6)

Children's language, communication, and literacy may be impacted by visual, hearing, neurological, or other disabilities. While it may take some children several months to master various aspects of language, it may take other children several years. Delays in language development may indicate that a child has a hearing loss or developmental delay or disorder. Diagnosis and intervention for language delays are critically important.

V. Global Strategies

Fundamentally, every child needs nurturing and support in the development of his/her communication, language, and literacy skills. The following strategies should be used for all children from birth to school entry. These sample strategies will help to ensure that every child receives learning experiences that meet his/her needs:

- Immerse children in language- and print-rich environments;
- Build and expand on what children say;
- Provide culturally and linguistically diverse models of communication, which could include voice, touch, gesture, and facial expression;
- Provide special or assistive devices, when necessary, to increase children's level of communication and/or participation;
- Encourage communication and/or participation by using culturally appropriate objects and activities from children's home environments;
- Ensure that the environment is safe from cultural or other forms of bias;
- Actively support and value children's home language by encouraging children to use it at home and across early learning settings; and
- Consistently and regularly encourage development in communication, language, and literacy while being sensitive to the cultural integrity of language and spoken communication.

Domain 5 Language, Communication, and Literacy

Language

Vocabulary

Goal: Children use receptive vocabulary.

Birth to 18 months

Some Indicators for Children:

- Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound)
- Recognizes familiar voice by turning towards speaker
- Responds appropriately to familiar words (e.g., "Clap," child claps)
- Points to familiar person/s when requested (e.g., "Where is mommy?")
- Points to objects when named (e.g., "Where is your blanket?")
- Has a receptive vocabulary of over fifty words in home language

Some Strategies for Caregivers:

- Descibe everyday objects found in the home using correct vocabulary (e.g., bed, door)
- Introduce new words in the context of daily life activities by narrating what child sees, hears, smells, touches, and tastes
- Provide opportunities for child to point to familiar objects and actions for which he/she knows the names
- Play labeling games with child (e.g., "Where is your nose?")
- Sing songs and play rhyming games with child
- Provide child with language-rich environment through conversation and books

18 to 36 months

Some Indicators for Children:

- Demonstrates understanding of familiar words by responding appropriately
- Identifies at least three body parts, when requested
- Identifies some people, objects, and actions by name
- Responds to directions that include verbs (e.g., run, jump, reach, open)

Some Strategies for Caregivers:

- Use as diverse of a vocabulary as possible when talking with child
- Name new materials and objects when introducing them to child
- When in a new environment make up games like "What do you see?" and label aloud what you see around you (e.g., animals in the environment, name them aloud)
- Read daily with child and explain new vocabulary
- Provide child with word books

Goal 58

Vocabulary

Goal: Children use receptive vocabulary.

36 to 60 months

Some Indicators for Children:

- Responds appropriately to a request (e.g., "Bring me the green towel.")
- Has a receptive vocabulary of several hundred words in home language
- Distinguishes between real and made-up words

Some Strategies for Caregivers:

- Use increasingly complex words, in context, and explain their meaning when talking with child
- Provide opportunities for child to listen for new words in the environment and identify them when heard
- Play "placing games" with child to show understanding of prepositions (e.g., "Put the ball under/on top of/beside the table.")
- Converse naturally with child about what he/she is doing, listening to, and seeing

60 months to Kindergarten Entry

Some Indicators for Children:

- Demonstrates understanding of an increasing number of technical and specialized words (e.g., pediatrician is a child's doctor)
- Understands synonyms (words that mean the same thing) and some antonyms (words that mean the opposite thing)

Some Strategies for Caregivers:

- Engage child in hands-on learning that builds upon conceptual understanding of words
- Positively acknowledge child when he/she demonstrates understanding of new words
- Build and expand on what child says by using more complex vocabulary
- If you choose to watch television, select quality children's programs for not more than1 to 2 hours per day, and explain to child the meaning of the vocabulary used

Domain 5 Language, Communication, and Literacy

Language

Vocabulary

Goal: Children use expressive vocabulary.

Birth to 18 months

Some Indicators for Children:

- Makes sounds or gestures that let others know that he/she is experiencing pleasure or pain or to express needs (e.g., coos and squeals when content)
- Babbles using many sounds (e.g., two-lip sounds: "p," "b," and, "m")
- Uses consistent sound combinations to indicate specific object or person (e.g., "da-da" for daddy)
- Combines words and gestures (e.g., waves when saying good-bye)
- Uses eight to ten understandable words (e.g., "daddy," "bottle," "up")

Some Strategies for Caregivers:

- Recognize and appreciate child's efforts to use new words
- Recognize that a child with certain learning disabilities might take longer to learn new words because he/she might find it harder to make sense of the meaning of sounds
- Expand upon child's attempts to use words (e.g. child says "baba," you say, "Yes, here is the bottle." or "Your bottle is empty.")
- Expose child to language by talking and reading with him/her

18 to 36 months

Some Indicators for Children:

- Uses new vocabulary in everyday experiences
- Demonstrates use of an expressive vocabulary of more than one hundred words, in home language
- Uses mostly two- and some three- syllable words
- Asks others to label unfamiliar objects
- Uses adjectives in speech (e.g., "red ball")
- Imitates simple two-word phrase/sentence

Some Strategies for Caregivers:

- Engage in rich and meaningful conversation about child's real life in child's home language
- For an English Language Learner (ELL), learn and use key words in child's home language
- Provide opportunities for child to experiment with new words by providing a sentence starter and asking child to complete the sentence
- Explain meanings of words to child during conversations
- Provide opportunities for child to distinguish between real and nonsense words in home language

Goal 59

Vocabulary

Goal: Children use expressive vocabulary.

36 to 60 months

Some Indicators for Children:

- Uses new vocabulary in spontaneous speech
- Asks the meaning of unfamiliar words and then experiments with using them
- Uses words to further describe actions or adjectives (e.g. "running fast" or "playing well")
- Uses multiple words to explain ideas (e.g., when talking about primary caregiver says "mother/father" and/or "parent")
- Uses words to express emotions (e.g., happy, sad, tired, scared)

Some Strategies for Caregivers:

- Provide opportunities for child to use and expand language (e.g., jokes, rhymes, songs)
- Model use of appropriate words to describe objects and events in the environment
- Interact with child by talking about books, laughing at his/her jokes
- Support ELL (or any second language learner) in acquiring a second language by avoiding translating everything for child and by using props, gestures, roleplays, physical movements, and demonstrations

60 months to Kindergarten Entry

Some Indicators for Children:

- Expresses most feelings and emotions
- Names some non-present objects using appropriate words
- Defines words, with assistance (e.g., "Dog is an animal with four legs.")

Some Strategies for Caregivers:

- Play word games with child that encourage the use of new words
- Engage child in making up rhymes
- Ask questions that encourage child to use abstract vocabulary (e.g., "What would this look like if...?")
- Demonstrate, explain and provide opportunities for child to understand how a word with the same sound can mean two different things (e.g., here and hear)
- Describe and explain the benefits of learning two or more languages and compare words and concepts between the languages with child
- Model rich vocabulary in context (e.g., when pointing to object instead of saying "thing," name the object)

Domain 5 Language, Communication, and Literacy

Language

Grammar and Syntax

Goal: Children demonstrate progression in grammar and syntax.

Birth to 18 months

Some Indicators for Children:

- Uses single word speech (e.g., one word to communicate message; child says "up" when wanting to be carried by adult)
- Uses some pronouns (e.g., mine)
- Uses short telegraphic sentences (e.g., "Me go." or "There mama.")

Some Strategies for Caregivers:

- Acknowledge child's efforts when he/she uses words to communicate
- Speak in simple sentences when communicating with child
- Use language in daily routines, talk with child, associate words with actions (e.g., "First, we wash our hands; then we dry them; next, we open the refrigerator; then we take out the milk; next, we pour it in a glass.")
- Make conversations enjoyable and fun for child
- Use finger plays, lullabies, and songs from child's home and other languages

18 to 36 months

Some Indicators for Children:

- Uses three to four-word sentences with noun and verb
- Describes a self-made drawing
- Uses simple questions in speech, but may not use correct grammar
- Uses plural forms for nouns, sometimes
- Uses negatives (e.g., "I don't want it.")
- Uses adjectives in phrases (e.g., big bag, green bear)

Some Strategies for Caregivers:

- Speak in complete sentences using correct grammar
- Engage child in conversations that require more than a single word response
- Read books from child's home language and in other languages, if possible
- When asking child questions, make sure to wait long enough for child to answer, as some children need more time to understand questions and put together words
- Recognize that English language learners may mix words from different languages in the same sentence; repeat what child said using all the words in the same language

Goal 60

Grammar and Syntax

Goal: Children demonstrate progression in grammar and syntax.

36 to 60 months

Some Indicators for Children:

- Talks in sentences with five to six words to describe people, places, events
- Uses more complex grammar and parts of speech
- Describes a task, project, and/or event sequentially in three or more sentences
- Asks questions for information/clarification
- Uses prepositions in everyday language, sometimes needing assistance (e.g., at, in, under)

Some Strategies for Caregivers:

- Provide child with opportunities to answer questions in complete sentences
- Engage child in meaningful conversations during daily routines
- Using a picture book, ask child to tell his/her own story
- Set aside a regular time during daily routine to engage child in meaningful conversation (if child is bilingual, in both languages separately at different times of the day)
- Let child know that you recognize all languages as a valid means of communication
- When reading with child, point out how text progresses from word to sentence to paragraphs

60 months to Kindergarten Entry

Some Indicators for Children:

- Demonstrates beginning skills in using sentences in a logical sequence
- Uses sentences, in home language, that show an emergence of grammatical correctness with subject/verb agreement
- Begins to use verb-tense appropriately with regular verbs, usually
- Begins to notice when simple sentences do not make sense, with assistance

Some Strategies for Caregivers:

- Use mealtimes as an occasion to encourage child to talk about the events of the day and things of interest
- Model correct grammar in your response when child experiments with grammar
- Provide opportunities for child to figure out and say correct phrase, through a game like, "Which is correct?" (e.g., "Which is correct: the bird blue big flew the nest around or, the big blue bird flew around the nest?")
- Respond to child's stories and descriptions of events
- Show value for regional variations of language, compare similarities and differences between languages, including academic school English

Domain 5 Language, Communication, and Literacy

Language

Comprehension

Goal: Children demonstrate comprehension and meaning in language.

Birth to 18 months

Some Indicators for Children:

- Turns to look at familiar object when it is named
- Imitates adult actions that go along with simple songs and rhymes (e.g., "Row, row, row your boat," "Pinpon," "La Bo")
- Follows single-step directions (e.g., "Please bring me the ball.")

Some Strategies for Caregivers:

- Demonstrate and explain to child while carrying out daily routines, so words are linked with actions
- Indicate to child that you comprehend what he/she is saying, gesturing, and expressing
- Engage in conversations with child about things seen or experienced in familiar environments
- Repeat questions and instructions, if necessary

18 to 36 months

Some Indicators for Children:

- Follows two-step directions with complex sentence structures (noun + verb + adverb; e.g., "Put dishes away quickly" "Put dishes in the cupboard.")
- Answers simple questions
- Asks questions that demonstrate knowledge of events or phenomena (e.g., "Why did the boy run away?" "How did the water turn blue?")

Some Strategies for Caregivers:

- Provide opportunities for ELL to ask questions in his/her home language first as that might be more closely linked to the development of understanding
- Use a game or echo song where child repeats what you say (e.g., "I met a bear" song)
- Read a story often, including stories from diverse cultures, and then engage child in conversation about it

Goal 61

Comprehension

Goal: Children demonstrate comprehension and meaning in language.

36 to 60 months

Some Indicators for Children:

- Follows directions that involve a two- or three-step sequence of actions, which may not be related (e.g., "Please pick up your toys and then get your shoes.")
- Responds to questions with verbal answers or gestures
- Extends/expands the thought or idea expressed by another
- Engages in conversation that develops a thought or idea (e.g., tells about a past event)

Some Strategies for Caregivers:

- Play games with child that involve following directions in sequence (e.g., Simon Says, Follow the Leader, Hokey Pokey)
- Provide opportunities for child to talk about a recent event by asking simple questions
- Provide opportunities for child to retell a story or event in own words

60 months to Kindergarten Entry

Some Indicators for Children:

- Follows two-part and three-part directions unfamiliar to the daily routine
- Uses and understands complex sentences
- Plays with language (e.g., jokes, riddles)
- Begins to represent a storyline though drawing, acting, or singing, with assistance
- Retells simple stories in sequence

Some Strategies for Caregivers:

- Demonstrate, explain and provide opportunities for child to play word games (e.g., making puns, asking riddles)
- Provide opportunities for child to listen to stories and time for discussion and interaction
- Use a game or song to help child learn to repeat multi-step directions by acting out the directions
- Have child act out or role play a story or legend to show comprehension; "interview" child afterward from his/her character's perspective

Domain 5 Language, Communication, and Literacy

Language

Expressive/Oral Language

Goal: Children use language for a variety of purposes.

Birth to 18 months

Some Indicators for Children:

- Vocalizes to get attention
- Uses a variety of inflections and sounds to express intent (e.g., coos to express happiness)
- Enjoys listening to oral stories
- Uses single words to express thoughts and ideas (e.g., when child sees the sun, he/she says "sun")

Some Strategies for Caregivers:

- Respond to child's vocalizations
- Tell stories to child
- Describe events to child or comment about what is happening
- Provide opportunities for child to contribute with single words as you make up a story
- Talk and interact with child throughout the day
- Ask wh-questions (e.g., why, what, where)
- Immerse child in a language-rich environment

18 to 36 months

Some Indicators for Children:

- Recounts an event, with assistance
- Begins to recall parts of a previously heard story
- Requests to hear familiar stories
- Begins to follow the sequence of events in an orally narrated story
- Uses a tape or CD player to listen to a recorded story, with assistance

Some Strategies for Caregivers:

- Tell child stories about his/her family, community and culture
- Incorporate songs, rhymes into stories you tell, so child can participate in story-telling
- Ask open-ended and wh-questions of child that will encourage him/her to describe an event or occurrence
- Set aside time daily to engage in storytelling, singing, and talking with child
- Discuss and explain the importance of child's home language

Goal 62

Expressive/Oral Language

Goal: Children use language for a variety of purposes.

36 to 60 months

Some Indicators for Children:

- Recounts some details of a recent event
- Tells a short make-believe story, with assistance
- Uses oral language to communicate a message
- Participates in conversations about a variety of topics
- Mimics animal sounds

Some Strategies for Caregivers:

- Tell child stories from diverse cultures
- Engage child in conversations that lend themselves to expressing different ideas (e.g., explanatory talk, conversations about science)
- Talk about daily events with child
- Provide opportunities for child to create make-believe stories and write them down as child tells the story out loud
- Provide opportunities for child to hear stories from traditional storytellers
- Model conversations with other adults and children

60 months to Kindergarten Entry

Some Indicators for Children:

- Describes the details of a recent event or occurrence
- Tells stories with descriptions of characters and events
- Uses oral language to express emotions and thoughts
- Enjoys listening to stories from diverse cultures
- Enjoys making up stories
- Tells jokes to elicit others' laughter
- Creates made-up words

Some Strategies for Caregivers:

- Make time daily to engage chid in different types of conversation (e.g., talking about daily events, re-telling or constructing multi-sequence stories)
- When telling stories from different cultures, respond when child indicates interest
- Provide opportunities for child to observe (or talk with person who runs) meetings or gatherings where translation equipment is used
- Provide child with opportunities to talk about use of technology in daily life

Domain 5 Language, Communication, and Literacy
Communication

Listening
Goal: Children demonstrate an understanding of language by listening.

Birth to 18 months

Some Indicators for Children:

- Turns to locate source of a sound
- Shows preference for human voices to other sounds (e.g., animal sounds)
- Orients to speaker in response to speaker's words
- Pays attention to what the speaker is looking at or pointing to
- Vocalizes or gestures in response to another person's voice or gesture

Some Strategies for Caregivers:

- Tell child stories, sing songs, and repeat rhymes from child's own culture and language
- Talk and interact with child during routine times (e.g., diaper changing, bath, meals, dressing)
- Read stories and nursery rhymes with child

18 to 36 months

Some Indicators for Children:

- Enjoys finger plays (e.g., songs and games that use hands)
- Responds to action words by performing the action
- Responds by looking when directed toward a certain object
- Attempts to locate objects when they are discussed by others
- Listens to short and simple stories

Some Strategies for Caregivers:

- Use puppets and/or other props when reading or telling stories
- Provide opportunities for child to listen to recorded stories and nursery rhymes
- Include songs and stories from child's home language in group activities
- Assist child to speak on the telephone and encourage child to listen to the person on the other end

Goal 63

Listening

Goal: Children demonstrate an understanding of language by listening.

36 to 60 months

Some Indicators for Children:

- Selects specific details in a story and repeats them
- Listens to others in a group discussion for a short period
- Responds to questions with appropriate answers
- Gains information through listening

Some Strategies for Caregivers:

- Provide child with pictures or other materials to stimulate talking and discussion
- Increase the length and complexity of books you read and stories you tell child
- Talk with child about pictures and accompanying stories in books, magazines, and catalogs
- Play games with child that require listening and understanding (e.g., Simon Says, Red light Green light)
- Provide ELL (or any second language learner) with many opportunities to participate in and understand a second language without translation (e.g., use gestures, props, demonstration so he/she can understand without translation)

60 months to Kindergarten Entry

Some Indicators for Children:

- Attends to book reading/story telling for at least five minutes
- Listens to others and responds in group conversations and discussions
- Notices different tones and cadences (e.g., adult speaking in a clipped/terse manner or speaking in a friendly tone)
- Enjoys listening to stories from different sources (e.g., in person, on the radio)

Some Strategies for Caregivers:

- Provide opportunities for child to be heard, to promote listening skills during group conversations (e.g., child must listen when other children speak)
- Create times when children in groups come together to listen to information
- Listen to an audio story or a story on the radio with child and help him/her to interpret the story (e.g., through words, art forms, dance, acting)

Domain 5 Language, Communication, and Literacy
Communication

Oral and Written Communication
Goal: Children communicate effectively.

Birth to 18 months

Some Indicators for Children:

- Vocalizes/uses words and gestures to solicit attention
- Communicates needs through facial expression, words, or actions (e.g., points to desired object)
- Changes volume and pitch to convey meaning
- Imitates words (e.g., simple greetings)

Some Strategies for Caregivers:

- Interpret and give meaning to what child says (e.g., "You are saying 'baba'. Do you want some water?")
- Repeat child's sounds
- Use different types of voice with child
- "Tune in" to the different ways child attempts to communicate by responding
- Recognize that child with certain physical disabilities, such as a cleft palate, might need more assistance in overcoming communication difficulties

18 to 36 months

Some Indicators for Children:

- Changes intonation and tone to communicate meaning
- Uses non-verbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug)
- Addresses listener appropriately to get attention (e.g., when speaking to another child, uses child's name)
- Uses jargon with regular words in conversation
- Uses descriptors to describe a thing or event (e.g., "big toy," "fun ride")
- Uses sound effects in play
- Dictates a story for adult to write out
- Draws simple pictures or scribbles word-like marks to communicate a message or an idea

Some Strategies for Caregivers:

- Listen to child and give him/her time to respond
- Model effective communication skills, such as speaking clearly
- Provide opportunities for child with communication difficulties to use non-verbal ways to express self so he/she feels that attempts to communicate are valued
- Respond with the correct pronunciation when child mispronounces a word
- Provide opportunities for child to communicate with other children

Goal 64

Oral and Written Communication

Goal: Children communicate effectively.

36 to 60 months

Some Indicators for Children:

- Speaks clearly enough to be understood by most listeners
- States point of view, likes/dislikes, and opinions using words, signs or picture boards
- Uses multiple word sentence/s to communicate needs, ideas, actions, and/or feelings
- Relays a simple message (e.g., from grandparent to parent)
- Repeats words or ideas to be sure information is communicated
- Uses pre-writing in play with other children when pretending to communicate
- Begins to draw representational figures

Some Strategies for Caregivers:

- Ask open-ended questions that can be answered by child in own way, thereby eliminating right or wrong answers
- Accept child's response to your open-ended questions
- Invent creative games like "message relay," where child retells a message in a group
- Play mime games that use the body to tell a story or express an idea

60 months to Kindergarten Entry

Some Indicators for Children:

- Initiates conversation by making statements or asking questions
- Expresses an idea in more than one way
- Adjusts communication style to listener (e.g., when talking to a younger child uses simple words)
- Uses character voices when retelling a story or event
- Understands the concept of writing to communicate information or messages (e.g., attempts to write a short phrase or greeting)
- Draws pictures with objects and people to communicate an idea or event, with assistance

Some Strategies for Caregivers:

- Engage child in conversation about a child-selected photograph or object
- Provide opportunities for child to speak publicly for a small group and acknowledge him/her in the effort
- Reduce a complicated story to seven or eight action sentences and act out movements with child (especially in support of English language learner)

Conventions of Social Communication

Goal: Children understand and use the conventions of social communication.

Birth to 18 months

Some Indicators for Children:

- Responds to speaker when name is called, sometimes
- Uses non-verbal gestures for social conventions of greeting (e.g., waves "bye")
- Participates in a one-on-one conversation by making sounds or using words, sometimes

Some Strategies for Caregivers:

- Use everyday routines, such as meal times, to role-play social language conventions (e.g., not interrupting the other speaker)
- Play games that involve turn-taking
- Provide child with opportunities to "talk" to other children and adults, with guidance
- Demonstrate, explain and provide opportunities for child to use a play or make-believe telephone
- Take turns talking with child, even before he/she use real words

18 to 36 months

Some Indicators for Children:

- Pays attention to speaker for at least a portion of a conversation
- Begins to demonstrate turn-taking in conversation
- Makes a related comment (e.g., adult says, "Here is your water," child says "Cup" or "Water cup")
- Makes a formal request or response (e.g., "May I," "Please," "Thank you")
- Follows non-verbal directions (e.g., signal for come here)

Some Strategies for Caregivers:

- Talk and interact with child throughout the day
- Take time daily to have conversations with child that are fun and engaging
- Value and celebrate child's home language
- Demonstrate, explain, and provide opportunities for child to practice culturally and socially appropriate courtesies

Goal 65

Conventions of Social Communication

Goal: Children understand and use the conventions of social communication.

36 to 60 months

Some Indicators for Children:

- Pays attention to speaker during conversation
- Takes turns during group conversations/ discussions, usually
- Recognizes rising and falling intonations and what they mean (e.g., difference between a "wh" question and a statement)
- Begins to demonstrate understanding of non-verbal cues (e.g., facial expressions for pride, displeasure, encouragement)
- Bilingual child adjusts his/her language and communication form according to person with whom he/she is speaking

Some Strategies for Caregivers:

- Use props and role play to encourage child to participate in group conversations
- Make special time to sit down for leisurely conversations of interest to child
- Provide opportunities for interaction within child's own social conventions and also other languages and cultural groups

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses language appropriately with different audiences (e.g., uses different words with peers and adults), most of the time
- Uses language appropriately depending upon the purpose (e.g. to tell stories, get information, ask for help), most of the time
- Adjusts intonation and volume in a variety of settings (e.g., whispers when a baby is sleeping)

Some Strategies for Caregivers:

- Engage child in play and conversations that help him/her practice appropriate social conventions (e.g., pretend to go to the grocery store or post office)
- Provide opportunities for child to engage in conversations in a variety of situations (e.g., at the playground with peers, at the post office with the postal worker)

Domain 5 Language, Communication, and Literacy

Literacy

Reading

Goal: Children demonstrate phonological awareness.

Birth to 18 months

Some Indicators for Children:

- Shows beginning sound awareness by reacting differentially to different sounds
- Imitates vocalizations and sounds
- Vocalizes familiar words when read to
- Recites last word of familiar rhymes, with assistance

Some Strategies for Caregivers:

- Engage in sound play with child (e.g., tap drums at different tempos)
- Practice and play with words with child
- Read books with rhymes, songs, and repetitive language with child
- Clap, stomp, dance, or finger tap to songs as they are sung

18 to 36 months

Some Indicators for Children:

- Recites phrases from familiar rhymes
- Completes a familiar rhyme by providing the last word
- Participates in rhyming games and songs with other children
- Imitates tempo and speed of sound (e.g., clapping hands fast and clapping hands slowly, speaking fast and speaking slowly)

Some Strategies for Caregivers:

- Make up rhyming songs using child's and other familiar people's names
- During everyday activities talk about words and sounds (e.g., at the grocery store, identify fruits with the same beginning sound, peach and pear)
- Read books to child that focus on sounds

Goal 66

Reading

Goal: Children demonstrate phonological awareness.

36 to 60 months

Some Indicators for Children:

- Participates in and creates songs, rhymes, and games that play with sounds of language (e.g., claps out sounds or rhythms of language)
- Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)
- Makes three or more letter-sound correspondences (e.g., identifies that "david," "day," and "dog" all begin with "d")
- Finds objects in a picture with the same beginning sound, with assistance
- Differentiates between similar- sounding words (e.g., three and tree)

Some Strategies for Caregivers:

- While listening to rhyming songs, pick out the rhyming words
- Make up own silly songs and chants
- Sing word songs, leaving out parts as you sing along (e.g., a dog BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or clap)

60 months to Kindergarten Entry

Some Indicators for Children:

- Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/)
- Begins to recognize vowel sounds, with assistance
- Begins to blend individual letter sounds to make a new word, with assistance (e.g., "/b/ /a/ /l/... what's the word? Ball")
- Recognizes which segment of a word is left off when spoken aloud , with assistance, (e.g., "picture," and can recognize the /p/ is left off when "icture" is said)
- When given a word ("man") and a new beginning sound (/f/), creates the familiar word ("fan")
- Divides words into syllables, with assistance
- Begins to create and invent words by substituting one sound for another (e.g., bandaid/dambaid)

Some Strategies for Caregivers:

- Speak clearly to child
- Demonstrate, explain and provide opportunities for child to pronounce words correctly, enunciating each part of word clearly
- Focus on parts of the word when presenting new words to child
- Play listening games with child where he/she blends the onset (the first part of a syllable) and rime (the ending part) into one word (e.g., r....an, m...an. Then change it to r...ice, r....oad)

Domain 5 Language, Communication, and Literacy

Literacy

Reading

Goal: Children demonstrate awareness of the alphabetic principle.

Birth to 18 months

Some Indicators for Children:

- Shows increasing awareness of sounds of spoken words by focusing on the speaker
- Imitates sounds when looking at words in a book
- Points to words in a book

Some Strategies for Caregivers:

- Write out child's name sounding out each letter
- Sing alphabet songs with child
- Point to words while reading with child
- Read alphabet books with child

18 to 36 months

Some Indicators for Children:

- Uses symbols or pictures to represent oral language
- Recites a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation)
- Begins to understand that print represents words (e.g., pretends to read text)

Some Strategies for Caregivers:

- Encourage child's attempts to identify letters
- Provide opportunities for child to point out letters and words in the environment (e.g., street names or on billboards)
- Sing a variety of alphabet songs together, providing opportunities for child to participate

Goal 67

Reading

Goal: Children demonstrate awareness of the alphabetic principle.

36 to 60 months

Some Indicators for Children:

- Recites all letters of the alphabet
- Knows that alphabet letters are a special category of symbols/pictures that can be individually named
- Associates the names of letters with their shapes
- Correctly identifies ten or more letters of the alphabet

Some Strategies for Caregivers:

- Play letter games with child (e.g., point to objects in the environment that begin with the same letter)
- Read alphabet books with child
- Solve alphabet puzzles with child

60 months to Kindergarten Entry

Some Indicators for Children:

- Demonstrates understanding that letters have a name and a sound
- Makes most letter/sound matches
- Identifies a letter for a given letter name, for most letters

Some Strategies for Caregivers:

- Play simple word games
- During daily routines (e.g., trip to the grocery store) point out the letters in the environment and ask child to identify them
- Identify frequently used words in print and have child point to words and repeat (e.g., to, I, me)

Domain 5 Language, Communication, and Literacy

Literacy

Reading

Goal: Children demonstrate awareness of print concepts.

Birth to 18 months

Some Indicators for Children:

- Explores physical features of books (e.g., chews on cloth books)
- Pays attention to pictures in books
- Shows increasing ability to handle books, without assistance
- Knows how to turn pages
- Uses interactive books, with assistance
- Attempts to position pictures in book right side up

Some Strategies for Caregivers:

- Read with child daily
- Model holding a book correctly and turning pages
- Read with child one-on-one, so that child observes and handles books often
- Provide child with board, cloth and plastic books that can be manipulated and explored with assistance
- Explore a variety of printed materials with child (e.g., photo albums, magazines, song books)
- Acknowledge when child is using printed matter appropriately

18 to 36 months

Some Indicators for Children:

- Knows the right side up of a book
- Turns pages, usually a single page at a time

Some Strategies for Caregivers:

- When reading with child, incorporate looking at the cover, reading the title and author's name
- Occasionally run finger along text while reading with child to demonstrate text progression
- Demonstrate text progression by using colored dots (e.g., green dots where the print begins and red dots where it ends)
- Demonstrate top to bottom progression by using paint or markers to draw lines from top to bottom on newsprint

Goal 68

Reading

Goal: Children demonstrate awareness of print concepts.

36 to 60 months

Some Indicators for Children:

- Knows first and last page of a book
- Identifies some individual letters in text
- Shows understanding that letters make up words
- Identifies words that look similar and different, with assistance
- Begins to understand that print progresses from left to right (for exceptions, e.g., see Arabic text)
- Recognizes some signs and symbols in the environment (e.g., "STOP")

Some Strategies for Caregivers:

- Create word games using familiar objects (e.g., BINGO)
- Provide opportunities for child to make picture books
- Assist child in creating books and other printed materials
- When reading with child, use punctuation to create natural breaks (e.g., Say to child "Let me finish this sentence before I answer your question." and when sentence is completed, point to period to indicate the end of the sentence

60 months to Kindergarten Entry

Some Indicators for Children:

- Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)
- Recognizes difference between letters and numerals
- Identifies letters in first name
- Points to the title of a book, when asked
- Reads familiar sight words (e. g., names on cereal boxes)
- Reads own first name and those of some peers
- Reads some environmental print (e.g., bus)
- Recognizes when something is written in his/her home language

Some Strategies for Caregivers:

- Demonstrate, explain, and provide opportunites for child to use books, introducing the parts of a book (e.g., title page, front and back covers)
- Use child-made books to identify parts of the book
- Acknowledge child when he/she uses printed matter appropriately (e.g., looks at the cover page to find out the author's name)

Domain 5 Language, Communication, and Literacy

Literacy

Reading

Goal: Children demonstrate comprehension of printed material.

Birth to 18 months

Some Indicators for Children:

- Points or makes sounds when looking at picture books
- Points to familiar pictures, characters, and objects in books
- Identifies familiar people and objects in photographs
- Focuses attention on simple picture books

Some Strategies for Caregivers:

- Introduce books from diverse cultures
- Read books with a predictable story line and sequence of events with child
- Point to pictures as you read and encourage child to do so as well
- Make books with pictures from child's life, cultural background and home language
- Label environment in two or more languages differentiated by color (e.g., Labels in Spanish are in blue and in English are in red)

18 to 36 months

Some Indicators for Children:

- Uses words for pictures
- Uses pictures to describe actions (e.g., picture of person running, child says "run")
- Recites familiar words in a book when read to
- Recalls specific characters or actions from familiar stories
- Produces a multiple-word response to printed materials
- Anticipates what comes next in known stories, with assistance (e.g., anticipates the next animal in an animal concept book)

Some Strategies for Caregivers:

- Make a name block for child with the name on one side and child's picture on the other
- Use cards with pictures and corresponding words in activities with child
- Have child help decorate labels for objects in child's environment (e.g., bookshelf, clothes closet, shelf)
- Read books with child from child's own and other cultural backgrounds

Goal 69

Reading

Goal: Children demonstrate comprehension of printed material.

36 to 60 months

Some Indicators for Children:

- Uses pictures to predict a story
- Recognizes own name when spelled out in letters
- Recites some words in familiar books from memory
- Fills in the blanks/missing information in a familiar story
- Identifies major characters in story
- Begins to understand the sequence of a story (e.g., beginning, middle, end)
- Makes up an ending for a story
- Pretends to read a familiar book

Some Strategies for Caregivers:

- Show the cover of a book and ask child to predict what happens in the story
- After reading a story, provide opportunities for child to act out the story like a play
- When reading with child, change roles; have child become the storyteller and "read" to you
- After child listens to story have him/her draw his/her favorite part of the story
- Engage with child in retelling a recently read or listened to story
- Assist child in illustrating verses from popular children's songs

60 months to Kindergarten Entry

Some Indicators for Children:

- Knows that print conveys meaning
- Compares stories with real life
- Uses pictures to infer or predict meaning in text read aloud and/or shared with others
- Uses strategies such as questioning or predicting to comprehend printed material
- Recalls a story with some level of detail pertaining to the characters and setting

Some Strategies for Caregivers:

- Read part of the story in a book and ask child to predict how the story ends
- Use simple stories to help child understand cause and effect (e.g., "Why did Humpty-Dumpty break into pieces?")
- After reading text, allow time for discussion and evaluation
- Try to read/look up answers to questions (e.g., for question "What should child wear today?" read the weather forecast in a printed form to find an answer)

Domain 5 Language, Communication, and Literacy

Literacy

Reading

Goal: Children demonstrate awareness that written materials can be used for a variety of purposes.

Birth to 18 months

Some Indicators for Children:

- Enjoys books about daily routines (e.g., eating, toileting)
- Purposefully uses pop-up and interactive books

Some Strategies for Caregivers:

- Demonstrate and explain when using a variety of printed materials for everyday purposes (e.g., phone books, recipe books, how-to manuals, flyers from cultural events)
- Share pictures that might be of interest to child, when reading a magazine or newspaper
- Read a variety of materials in child's presence

18 to 36 months

Some Indicators for Children:

- Enjoys books about different things (e.g., books about animals, occupations)
- Responds to emotional expressions in a book (e.g., points to a happy face)
- Recognizes print in the neighborhood, community, and environment (e.g., stop-signs, store signs)

Some Strategies for Caregivers:

- Expose child to different forms of printed matter so he/she understands the differing functions of print (e.g., invitation, flyers, bills, take-out menus)
- When walking in the neighborhood point out common signs to child
- Incorporate print found in child's everyday life into dramatic play and small-scale block play materials (e.g., murals with words on side of blocks)

Goal 70

Reading

Goal: Children demonstrate awareness that written materials can be used for a variety of purposes.

36 to 60 months

Some Indicators for Children:

- Identifies a variety of printed materials (e.g., books, newspapers, cereal boxes)
- Imitates common reading activities appropriately in play (e.g., pretends to use directions while putting something together)
- Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)

Some Strategies for Caregivers:

- Create a project with child that involves following directions from a manual or cookbook
- Model using a variety of printed materials for more complex activities (e.g., cookbook while cooking)
- Provide opportunities for child to help put something together based upon printed directions (for bilingual children, in both languages)
- Share with child written directions for assembling toys

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news)
- Recognizes function of common labels in the environment (e.g., restroom sign)
- Uses a simple cookbook, map, or similar printed material, with assistance

Some Strategies for Caregivers:

- Engage child in writing letters and cards to friends or family
- Talk about weather-related icons with child
- Identify and talk about different cultures and traditions represented in stories and books from different regions of the world
- Using a family recipe, cook and follow directions to demonstrate how useful and fun these written materials can be
- Promote family participation in literacy-related activities in both English and child's home language (e.g., ask parents to read their favorite book to child)

Domain 5 Language, Communication, and Literacy

Literacy

Reading

Goal: Children demonstrate appreciation and enjoyment of reading.

Birth to 18 months

Some Indicators for Children:

- Explores books (e.g., fingers through pages)
- Enjoys touching and carrying books
- Brings book to adult to read
- Shows preference for certain books
- Focuses attention for short periods of time when looking at books
- Shows pleasure when read to (e.g., smiles, vocalizes)

Some Strategies for Caregivers:

- Read with child daily in a relaxed and fun manner (e.g., sitting on your lap)
- Provide opportunities for child to observe adult reading daily
- Display interesting books
- Provide a variety of multicultural books in child's environments
- Create a book about child's daily life with photos of his/her significant people

18 to 36 months

Some Indicators for Children:

- Asks to be read to
- Requests favorite book to be read repeatedly
- Looks at books, magazines, and other printed matter, without assistance
- Looks through books and other printed matter as though reading
- Memorizes phrases from favorite books
- Makes comments on book
- Uses books during play
- Selects books and magazines when asked to select favorite objects/toys

Some Strategies for Caregivers:

- Read with child informally (e.g., during child-initiated play)
- Read books that reflect diversity and child's own and other cultural backgrounds
- Take child to library, bookstore, or places where child will have exposure to books
- Select books that are connected to child's life and help child make those connections (e.g., when reading a book about gifts for grandmother ask child what gift he/she would like to give his/her grandmother)
- Model reading for pleasure

Goal **71**

Reading

Goal: Children demonstrate appreciation and enjoyment of reading.

36 to 60 months

Some Indicators for Children:

- Expresses the title of a favorite book
- Gives opinion on books in terms of sections liked and enjoyed
- Enjoys a variety of genres (e.g., poetry, folk/ fairy tales, concept books, magazines)

Some Strategies for Caregivers:

- Demonstrate that books provide information (e.g., look at phone book before dialing a phone)
- Ask child his/her opinion of books, parts of stories, and characters
- Use books to enhance other activities (e.g., if child is making a castle, find books about castles)
- Provide child with opportunities to have "quiet time" daily to spend with books
- Make attractive books available that represent child's lived experiences, cultural background, and home language
- For English language learner (or other second language learners), facilitate child's ability to understand the book without translation by acting out the book, re-telling the story in action sentences with movements, and using props

60 months to Kindergarten Entry

Some Indicators for Children:

- Enjoys "how-to" books, non-fiction, and reference books
- Shares and talks about books with peers
- Looks for books of interest
- Shows interest in learning to read and makes attempts at 'reading' favorite books aloud
- Sits through entire picture book read aloud without disrupting
- Has a favorite author/illustrator or series of books by same author

Some Strategies for Caregivers:

- Take child to the local library and ask him/her to select books to check out
- Provide opportunities for child to listen to books on tape (for bilingual children in both languages)
- Provide child with books that build upon his/her interests
- Demonstrate to child how to extend knowledge, learn more, and enjoy the same information from a book that he/she obtains from a favorite educational television program

Writing

Goal: Children demonstrate alphabet knowledge.

Birth to 18 months

Some Indicators for Children:

- Focuses on marks on paper
- Makes marks on paper
- Points to words in a book
- Imitates other person's words, drawings, or scribbles by making own marks or scribbles

Some Strategies for Caregivers:

- Provide writing and drawing tools (e.g., crayons, chalk, finger paint) that can be used both indoors and outdoors
- Write out child's name calling out each letter
- Display pictures and posters with word labels
- Provide opportunities for child to write, acknowledging what is done

18 to 36 months

Some Indicators for Children:

- Notices both words and pictures on a page
- Labels pictures using scribble writing
- Uses symbols or pictures as representation of oral language
- Demonstrates an understanding that we hear and see words by pointing randomly to text while it is being read out loud (e.g., a spoken word is also represented in print)

Some Strategies for Caregivers:

- Draw attention to signs and symbols in the environment, (e.g., stop sign, Chinese writing on a Chinese restaurant sign)
- Provide alphabet puzzles for child to manipulate and play with
- Read alphabet books with child, including books from different cultures
- Provide opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words
- Positively acknowledge child's attempts at writing (e.g., display writing in visible locations)
- When reading with child, point out the letters and words as you read

Goal 72

Writing

Goal: Children demonstrate alphabet knowledge.

36 to 60 months

Some Indicators for Children:

- Knows the difference between printed letters and drawings
- Attempts to copy one or more letters of the alphabet
- Labels pictures using letter-like marks
- Knows that alphabet letters are a special category of graphics that can be individually named
- Identifies letters to match the said-aloud letter name
- Works at writing own name
- Shows awareness of the difference between own writing and conventional print
- Shows awareness of two different writing systems (especially appropriate for ELL)

Some Strategies for Caregivers:

- Use the letters of the alphabet as they come up in real life situations
- Call attention to names of children that begin with the same alphabet letter
- Print an uppercase letter on one shape and matching lowercase letter on another of the same shape. Show child how to match the shapes, thereby matching the letters
- Provide opportunities for child to write own name
- Create games for child to pretend to be the letters of the alphabet and call out alphabet names

60 months to Kindergarten Entry

Some Indicators for Children:

- Recognizes several upper case and lower case letters
- Prints some alphabet letters for given letter names
- Writes some upper case and lower case letters, without assistance
- Writes first names of others or some simple words
- Writes some simple words on paper after adult segments words into individual sounds out loud (e.g. /c/ /l/ /a/ /p/ = clap)

Some Strategies for Caregivers:

- Model appropriate upper case and lower case letters while writing
- Adapt the game "I spy" to help child locate upper case and lower case letters
- Provide opportunities for child to practice writing letters of the alphabet (e.g., ask child to help in making signs, or addressing an envelope)
- Provide opportunities for child to write letters
- Have child make own letter dictionaries, with assistance
- Assist child in recognizing common but irregularly spelled words (e.g., of)

Domain 5 Language, Communication, and Literacy

Literacy

Writing

Goal: Children use writing skills and demonstrate knowledge of writing conventions.

Birth to 18 months

Some Indicators for Children:

- Makes imprints on paper using finger paints
- Experiments with grasp when using a variety of writing tools (e.g., crayon, paint brush)
- Grasps marker or crayon with his/her fist and makes marks on paper without regard to location
- Scribbles on a page spontaneously
- Makes strokes on paper with paint brush
- Picks up small writing tools (e.g., thin crayons) using finger and thumb (pincer) grasp but possibly without control or pressure on paper

Some Strategies for Caregivers:

- Provide child with opportunities to write
- Provide child with writing tools (e.g., thick crayons, paint brushes) and writing surfaces (e.g., large paper, easel) to experiment and imitate writing

18 to 36 months

Some Indicators for Children:

- Scribbles and makes marks on paper purposefully
- Names scribbles (e.g., tells others what scribbles mean)
- Draws horizontal and vertical lines
- Uses a variety of writing tools (e.g., pencil, marker, paint brush)
- Paints using whole arm to make strokes
- Adjusts body position to enable writing/drawing on paper
- Pretends to write on paper, without regard to location or direction

Some Strategies for Caregivers:

- Provide opportunities for child to draw; and write down what child says he/she has drawn
- Write child's comments at the bottom of drawings, collages or photos
- Provide opportunities for child to draw and paint in a variety of positions (e.g., while standing, outdoors on a hard surface)

Goal 73

Writing

Goal: Children use writing skills and demonstrate knowledge of writing conventions.

36 to 60 months

Some Indicators for Children:

- Writes some letters or numerals
- Prints or copies first name
- Attempts to copy words from print
- Draws basic geometric shapes (e.g., circle, triangle)
- Uses pretend writing activities during play to show print conventions in home language
- Adjusts paper position when writing

Some Strategies for Caregivers:

- Provide paper and writing tools (and/or if you choose to use one, access to a computer) for child to use for specific purposes (e.g., create greeting cards)
- Positively acknowledge child's attempts to write
- Ask child to "sign" artwork, cards, and letters
- Point out the shapes of individual letters to help child learn letters
- Write down child's dictations and read back exactly what he/she said (for English language learner, in both languages)
- Provide opportunities to talk about what child notices about two different writing systems (especially appropriate for English language learner)

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses multiple writing tools (e.g., paint, crayons, pencils, and/or pens) to create a picture
- Adjusts grasp to size of writing tool
- Shows beginning knowledge of punctuation marks (e.g., period at the end of a sentence)

Some Strategies for Caregivers:

- Provide opportunities for child to develop projects that involve writing (e.g., producing a newspaper, recording events on a family/field trip)
- Create an accessible writing area for child with a smooth writing surface, writing tools, and paper
- Engage child in dictation projects so he/she learns that spoken words can be written (e.g., child dictates a simple story and 'scribe' writes it down)

Domain 5 Language, Communication, and Literacy

Literacy

Writing

Goal: Children use writing for a variety of purposes.

Birth to 18 months

Some Indicators for Children:

- Makes marks on paper and shows to others
- Makes marks with fingers (e.g., in food)

Some Strategies for Caregivers:

- Draw and label pictures while talking with child about an activity or idea
- Model uses of writing to child (e.g., making grocery lists, writing letters)
- Provide different materials for child to explore sensory use of materials and development of motor skills and writing (e.g., finger paints, shaving cream)
- Make greeting cards with child's hand prints

18 to 36 months

Some Indicators for Children:

- Uses scribbles and pictures to make lists, letters, and stories
- Recognizes some environmental print/symbols (e.g., a stop sign)
- Asks adult to label pictures that he/she has drawn
- Makes cards to give peers and significant adults, with assisance

Some Strategies for Caregivers:

- Create joint projects with child that involve writing (e.g., make a pretend grocery store and label all of the products)
- Leave fun notes for child in his/her bed or with his/her toys and when child finds the notes, read them aloud together
- Provide opportunities for child to tell stories out loud, write down what child says and read it back with child
- Provide opportunities for child to observe you writing for meaningful purposes

Goal 74

Writing

Goal: Children use writing for a variety of purposes.

36 to 60 months

Some Indicators for Children:

- Uses letter-like symbols to make lists, letters, and stories
- Copies some environmental print/symbols
- Uses letter-like symbols to express an idea
- Talks aloud about creative ideas and stories and asks adult to write them out
- Asks adult to write out rhymes to make a simple poem

Some Strategies for Caregivers:

- Provide opportunities for child to draw a story or idea and write out the dictation for that idea
- Model making lists for child (e.g., grocery list)
- When going through the mail describe the different items received (e.g., flyers, letters, bills, magazines)

60 months to Kindergarten Entry

Some Indicators for Children:

- Imitates common writing activities in play (e.g., letters, cards, newpaper)
- Writes simple expressions in greeting cards and letters (e.g., Hi; Hola)
- Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story

Some Strategies for Caregivers:

- Provide opportunities for child to write letters and make greeting cards for relatives and friends
- Make a storybook with child that includes both pictures and words
- Assist child in making labels for different sets of objects (e.g., cooking utensils, shoes)

Domain 5 Language, Communication, and Literacy
English Language Learners*

Dual Language Acquisition
Goal: Children demonstrate competency in home language while acquiring beginning proficiency in English.

Birth to 18 months

Some Indicators for Children:

- Responds to familiar words in home language (e.g. "clap" -the child claps) and attends to sounds in English (e.g., "clap" -looks towards speaker)
- Uses eight to ten understandable words in home language and may not possess any words in the English vocabulary
- Communicates needs through single-word speech in home language and through facial expression or actions (e.g., points to object desired) if attempting to communicate in English

Some Strategies for Caregivers:

- Support child's use of home language by talking to, reading, and singing in the home language
- When presenting child with words in English, present them in groups (e.g., animal names) and within a context
- Help child link English vocabulary to real-life experiences by using pictures, objects, and events
- Provide opportunities for parents to continue to use home language with child to build a strong home language base

* Notes: 1) This goal statement only applies to children whose home language is not English. 2) Language in this goal statement only refers to the "spoken word" or oral language and communication. It does not refer to the "written word" – reading, writing or other literacy skills.

18 to 36 months

Some Indicators for Children:

- Follows simple verbal direction in home language and attempts to make sense of a direction given in English when accompanied by a non-verbal gesture (e.g., signal for come here)
- Often uses sounds from home language when speaking in English (e.g., Spanish "v "may be pronounced like "b" so Spanish speaking child might say "bery" for "very")
- Has a larger vocabulary in home language and is beginning to acquire an English vocabulary
- Recalls words from simple songs in home language and recognizes words from songs in English
- Asks simple questions in home language; uses gestures or single words to ask questions in English
- Inserts words from home language while speaking in English, sometimes

Some Strategies for Caregivers:

- Read books with child in home language with supplemental reading in English
- Create a supportive environment for learning the home language while also exposing child to English
- Speak English in ways that help ELL understand (e.g., simple sentences, repetition, use of gestures)
- Provide an environment of acceptance that supports and respects the home language by bringing the home language to settings (other than home) where child may spend part of the day
- Have print materials available in both the home language and English

Goal 75

Dual Language Acquisition

Goal: Children demonstrate competency in home language while acquiring beginning proficiency in English.

36 to 60 months

Some Indicators for Children:

- Demonstrates understanding that there are languages other than the home language (e.g., identifies sentence spoken in home language in comparison to one spoken in English)
- Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language
- Focuses on the meaning of words rather than grammar in acquiring spoken English language competency
- Follows linguistic rules of home language and constructs own rules for English
- Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate
- Bilingual children adjust language and communication form used according to person with whom he/she is speaking

Some Strategies for Caregivers:

- Help child develop reasoning skills through use of home language
- Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English
- Sing songs that incorporate words from two languages (e.g., Pollito-Chicken, Galina-Hen)
- Identify and explain patterns in errors of spoken English to help child acquire language competency (Note: do not correct child but guide child by example)
- Model positive vocabulary learning strategies (e.g., reading cues from the context)

60 months to Kindergarten Entry

Some Indicators for Children:

- Follows multi-step directions in home language and single-step directions in English
- Demonstrates understanding of words used in home language that are different from English
- Makes consistent grammatical errors in English (e.g., mans for men)
- Re-tells a simple story told in the home language but may only be able to re-tell a few words from a story told in English
- Begins to understand that non-family adults and peers may not understand home language
- Chooses the language (home or English) and/or non-verbal gestures to communicate according to audience, purpose, and setting

Some Strategies for Caregivers:

- Provide opportunities for child to acquire competency in home language and English
- Provide opportunities for child to practice communicating in English through natural and meaningful conversation
- Provide opportunities for child to share words from home language with other children
- Be supportive in situations of stress, exhaustion, or emotional strain when child uses "interlanguage" (i.e., neither the home language nor English but 3rd language system based on both languages)
- Develop a plan for child's continued use of the home language and acquisition of English

Alignment Chart:

Linkages to Other Educational Standards

This alignment chart specifies how the goal statements in the Washington State Early Learning and Development Benchmarks link to and align with other educational standards used in Washington State. Given the multiple public programs that provide early childhood care and education, this alignment chart shows how the Benchmarks complement standards used by specific programs (e.g., Head Start, Early Head Start). In addition, the alignment chart shows that these Benchmarks are useful not only as a stand-alone set of expectations for young children, but also as precursors to more complex and detailed forms of learning and behavior that are expected in the K-12 education system. Specifically, the alignment chart shows linkages between the Benchmarks goal statements and:

- Program Performance Measures for Head Start Programs Serving Infants and Toddlers. These are referred to as Early Head Start in the alignment chart.
- Head Start Child Outcomes Framework Domain Elements. These are referred to as Head Start in the alignment chart.
- Office of the Superintendent of Public Instruction (OSPI) Essential Academic Learning Requirements (EALRs) Components. These are referred to as OSPI in the alignment chart.

It is important to note that the alignment does not represent a developmental continuum; rather it presents a framework for illustrating how the Benchmarks connect with other educational standards. As such, this chart is designed to be particularly useful to educators in Head Start, Early Head Start, and OSPI settings as they incorporate the Benchmarks into their programs.

Domain I: Physical Well-being, Health, and Motor Development

Motor Development

Gross Motor Skills

1 Children demonstrate strength and coordination of large muscles.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Gross Motor Skills • OSPI Health & Fitness: 1.1, Develop fundamental and complex movement skills, as developmentally appropriate.

Fine Motor Skills

2 Children demonstrate strength and coordination of small muscles.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Fine Motor Skills • OSPI Health & Fitness: 1.1, Develop fundamental and complex movement skills, as developmentally appropriate.

Sensorimotor Skills

3 Children use their senses (sight, hearing, smell, taste, and touch) to guide motions.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Fine Motor Skills

Physical Development

Physical Fitness

4 Children demonstrate the stamina and energy to participate in daily activities.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Health Status & Practices • OSPI Health & Fitness: 1.1, Develop fundamental and complex movement skills, as developmentally appropriate.

	5 Children readily engage in a variety of physical activities.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Health Status & Practices • OSPI Health & Fitness: 1.1, Develop fundamental and complex movement skills, as developmentally appropriate.
Health and Personal Care		
Daily Living Skills		
	6 Children practice basic personal care routines.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Health Status & Practices
	7 Children demonstrate personal health and hygiene skills.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Health Status & Practices • OSPI Health & Fitness: 2.3, Acquire skills to live safely and reduce health risks.
Nutrition		
	8 Children eat nutritious foods.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Health Status & Practices • OSPI: Health & Fitness 1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition.
Safety		
Safe Practices		
	9 Children demonstrate knowledge about and avoid harmful objects and situations.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Health Status & Practices • OSPI Health & Fitness: 1.2, Safely participates in a variety of physical activities.
Rules and Regulation		
	10 Children demonstrate awareness and understanding of safety rules.	• Early Head Start: Children demonstrate improved physical health and development. • Head Start: Physical Health & Development – Health Status & Practices

Domain II: Social and Emotional Development

Social Development		
Interactions with Adults		
	11 Children trust and interact easily with familiar adults.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Social Relationships
	12 Children seek assistance from adults when needed.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Social Relationships • OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations.
Interactions with Peers		
	13 Children develop friendships with peers.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Cooperation , Social Relationships

14	Children cooperate with peers.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Cooperation , Social Relationships • OSPI Social Studies – Skills: 2.1, Understand and use interpersonal and group process skills required by citizens in a democratic society. • OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations. • OSPI Communication: 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Work cooperatively as a member of a group.
15	Children demonstrate positive negotiation skills.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Cooperation • OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations. • OSPI Communication: 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Work cooperatively as a member of a group.
Adaptive Social Behavior		
16	Children demonstrate awareness of behavior and its effects.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Self Control, Social Relationships, and Cooperation
17	Children participate positively in group activities.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Cooperation • OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations. • OSPI Communication: 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Work cooperatively as a member of a group.
18	Children adapt to diverse settings.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Self Control, Social Relationships, and Cooperation • OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations.
19	Children demonstrate empathy for others and the natural world.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Social Relationships • OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations.
Appreciating Diversity		
20	Children recongnize, appreciate, and respect similarities and differences in people	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Knowledge of Families and Communities • Head Start: Social & Emotional Development – Knowledge of Families and Communities

Emotioal Development

Self-Concept

21 Children perceive themselves as unique individuals.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social &Emotional Development – Self Concept
22 Children demonstrate awareness of their abilities, characteristics, and preferences.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social &Emotional Development – Self Concept • OSPI Health & Fitness: 3.3, Use social skills to promote health and safety in a variety of situations.

Self-Efficacy

23 Children demonstrate belief in their abilities.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social &Emotional Development – Self Concept • OSPI Health & Fitness: 3.3 Use social skills to promote health and safety in a variety of situations.

Self-Control

24 Children understand and follow rules and routines.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social &Emotional Development – Self Control • OSPI Health & Fitness: 1.2, Safely participates in a variety of physical activities.
25 Children regulate their feelings and impulses.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social & Emotional Development – Self Control • OSPI Health & Fitness: 3.4, Understand how emotions influence decision making.

Emotional Expression

26 Children express appropriately a range of emotions.	• Early Head Start: Children demonstrate improved social behavior, emotion regulation, and emotional well-being. • Head Start: Social &Emotional Development – Self Control • OSPI Health & Fitness: 3.4, Understand how emotions influence decision making.

Domain III: Approaches Toward Learning

Learning Approaches

Curiosity and Interest

27 Children are curious about and interested in learning new things and having new experiences.	• Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills. • Head Start: Approaches to Learning – Initiative & Curiosity • OSPI Reading: 3.1, Read to learn new information. • OSPI Science: 2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

Initiative

28 Children demonstrate initiative.	• Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills. • Head Start: Approaches to Learning – Initiative & Curiosity

Persistence and Attentiveness

29 Children sustain attention to tasks and persist when facing challenges.	• Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills. • Head Start: Approaches to Learning – Engagement & Persistence • OSPI Science: 2.1, Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

Creativity and Inventiveness

30 Children approach daily activities with creativity and inventiveness.	• Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills. • Head Start: Approaches to Learning – Initiative & Curiosity • OSPI Science: 2.1, Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

Reflection and Interpretation

31 Children learn from their experiences.	• Early Head Start: Children demonstrate improved positive approaches toward learning, including improved attention skills. • Head Start: Approaches to Learning – Reasoning and Problem Solving • OSPI Writing: 3.1, Develops ideas and organizes writing. 4.2, Seeks and offers feedback. 4.3, Sets goals for improvement • OSPI Science: 2.1, Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

Domain IV: Cognition and General Knowledge

Logic and Reasoning

Causation

32 Children demonstrate awareness of cause and effect.	• Early Head Start: Children demonstrate improved general cognition skills. • Head Start: Science – Scientific Knowledge, Scientific Skills and Methods • OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry.

Critical and Analytic Thinking

33 Children compare, contrast, examine, and evaluate experiences, tasks, and events.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Approaches to Learning – Reasoning & Problem Solving • OSPI Reading: 2.3, Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. 2.4,Think critically and analyze authors' use of language, style, purpose, and perspective in informational and literary text. • OSPI Writing: 4.1, Analyzes effectiveness of written work. 4.2, Seeks and offers feedback. 4.3, Sets goals for improvement. • OSPI Mathematics: 3.1, Analyze information. 3.3, Verify results. • OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.
34 Children use past knowledge to build new knowledge.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Approaches to Learning – Reasoning & Problem Solving • OSPI Mathematics: 3.2, Make predictions, inference, conjectures, and draw conclusions. 5.2, Relate mathematical concepts to other disciplines. 5.3, Relate mathematical concepts to real-world situations. • OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry. 3.1, Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

Problem Solving

35 Children find multiple solutions to questions, tasks, problems, and challenges.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Approaches to Learning – Reasoning & Problem Solving • OSPI Social Studies – Skills: 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions. • OSPI Mathematics: 2.1, Understand problems. 2.2, Apply strategies to construct solutions. • OSPI Science: 3.1 Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.

Representational Thought

36 Children use symbols to represent objects.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Approaches to Learning – Reasoning & Problem Solving • OSPI Mathematics: 1.5, Understand and apply procedures from algebraic sense. 5.1, Relate concepts and procedures within mathematics.
37 Children distinguish between fantasy and reality.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Approaches to Learning – Reasoning & Problem Solving

Mathematics and Numeracy

Number Sense and Operations

38 Children demonstrate knowledge of numbers and counting.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Mathematics – Number & Operations • OSPI Mathematics: 1.1, Understand and apply concepts and procedures from number sense. 5.1, Relate concepts and procedures within mathematics.

Measurement

39 Children demonstrate knowledge of size, volume, height, weight, and length.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Mathematics – Patterns & Measurement • OSPI Mathematics: 1.2, Understand and apply concepts from measurement.

Properties of Ordering

40 Children identify and label shapes.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Mathematics – Geometry & Spatial Sense • OSPI Mathematics: 1.3, Understand and apply concepts from geometric sense.
41 Children sort, classify, and organize objects.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Mathematics – Patterns & Measurement • OSPI Mathematics: 1.3, Understand and apply concepts from geometric sense. 1.4, Understand and apply concepts and procedures from probability and statistics. 1.5, Understand and apply concepts and procedures from algebraic sense. 5.3, Relate mathematical concepts and procedures to real-world situations. • OSPI Science: 1.1, Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.

Science

Scientific Thinking

42 Children collect information through observation and manipulation.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Science – Scientific Skills & Methods • OSPI Mathematics: 4.1, Gather information. • OSPI Science: 2.2, Nature of Science: Understand the nature of scientific inquiry.
43 Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Science – Scientific Skills & Methods • OSPI Mathematics: 3.2, Make predictions, inference, conjecture, and draw conclusions. 3.3, Verify results. 4.2, Organizes, represents, and share information. • OSPI Science: 2.1, Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.

Scientific Knowledge

44 Children observe and describe characteristics of living things.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Science – Scientific Knowledge • OSPI Science: 1.1, Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.
45 Children observe and describe characteristics of the earth.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Science – Scientific Knowledge • OSPI Science: 1.1, Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.

Social Studies

History

46 Children differentiate between events that happen in the past, present, and future.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Science – Scientific Knowledge • OSPI Social Studies – History: 1.2, Understand events, trends, individuals, and movements shaping United States, world, and Washington State history

Geography

47 Children demonstrate awareness of location and spatial relationships.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Mathematics – Geometry and Spatial Sense • OSPI Social Studies – Geography: 1.2, Recognize spatial patterns on Earth's surface and understand the processes that create these patterns.
48 Children demonstrate knowledge of the relationship between people, places, and regions.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Social & Emotional Development – Knowledge of Families & Communities • OSPI Social Studies – Geography: 2.2 Describe the patterns humans make on places and regions.

Economics

49 Children demonstrate awareness of economic concepts.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Social & Emotional Development – Knowledge of Families & Communities • OSPI Social Studies – Economics: 1.1, Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.

Ecology

50 Children demonstrate awareness of the relationship between humans and the environment.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Science – Scientific Knowledge • OSPI Social Studies – Geography: 3.1, Identify and examine people's interaction with and impact on the environment

Technology

51 Children use technology appropriately.	• Early Head Start: Children demonstrate improved general cognitive skills. • OSPI Science: 3.2, Science, Technology and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.

Family, Community, and Culture

Family

52 Children demonstrate awareness of family characteristics and functions.	• Early Head Start: Children demonstrate improved general cognitive skills; Children demonstrate improved social behavior, emotional regulation, and emotional well-being. • Head Start: Social & Emotional Development – Knowledge of Families & Communities

Community

53 Children demonstrate awareness of their community, human interdependence, and social roles.	• Early Head Start: Children demonstrate improved general cognitive skills; Children demonstrate improved social behavior, emotional regulation, and emotional well-being. • Head Start: Social & Emotional Development – Knowledge of Families & Communities • OSPI Social Studies – Civics: 1.3, Examine representative government and citizen participation
54 Children demonstrate civic responsibility.	• Early Head Start: Children demonstrate improved general cognitive skills; Children demonstrate improved social behavior, emotional regulation, and emotional well-being. • Head Start: Social & Emotional Development – Knowledge of Families & Communities, Cooperation • OSPI Social Studies – Civics: 4.1 Understand individual rights and their accompanying responsibilities, including problem-solving and decision-making at the local, state, national, and international level.

Culture

55 Children demonstrate awareness and appreciation of their own and others' cultures.	• Early Head Start: Children demonstrate improved general cognitive skills; Children demonstrate improved social behavior, emotional regulation, and emotional well-being. • Head Start: Social & Emotional Development – Knowledge of Families & Communities • OSPI Reading: 3.4, Read for literary/ narrative experience in a variety of genres. • OSPI Communication: 2.1, Uses skills and strategies to constructively communicate interculturally. • OSPI Social Studies – History: 1.3, Examine the influence of culture on United States, world, and Washington State history.

Creative Arts

Expression and Representation

56 Children use creative arts to express and represent what they know, think, believe, or feel.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Creative Arts – Music, Art, Movement, Dramatic Play • OSPI The Arts: 1.2, Develops arts skills and techniques. 3.1, Uses the arts to express and present ideas and feelings. 3.2, Uses the arts to communicate for a specific purpose. 3.3, Develops personal aesthetic criteria to communicate artistic choices.

Understanding and Appreciation

57 Children demonstrate understanding and appreciation of creative arts.	• Early Head Start: Children demonstrate improved general cognitive skills. • Head Start: Creative Arts – Music, Art, Movement • OSPI The Arts: 4.4 Understands that the arts shape and reflect culture and history.

Domain V: Language, Communication, and Literacy

Language

Vocabulary

58 Children use receptive vocabulary.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Listening & Understanding • OSPI Communication: 1.1, Uses listening and observation strategies and skills to focus attention and process information.
59 Children use expressive vocabulary.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Speaking & Communicating • OSPI Communication: 2.1 Uses skills and strategies to constructively communicate interculturally, 2.2 Uses language to interact effectively and responsibly, 2.3 Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. • OSPI Reading: 1.3, Build vocabulary through wide reading.

Grammar and Syntax

60 Children demonstrate progression in grammar and syntax.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Speaking & Communicating • OSPI Communication: 2.2, Uses language to interact effectively and responsibly. • OSPI Writing: 1.3, Revises to improve text. 1.4, Edits text.

Comprehension

61 Children demonstrate comprehension and meaning in language.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Listening & Understanding, Speaking & Communicating • OSPI Communication: 2.1, Uses skills and strategies to constructively communicate interculturally. 2.2, Uses language to interact effectively and responsibly. 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task.

Expressive/ Oral Language

62 Children use language for a variety of purposes	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Listening & Understanding, Speaking & Communicating • OSPI Communication: 2.1, Uses skills and strategies to constructively communicate interculturally. 2.2, Uses language to interact effectively and responsibly. 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Uses knowledge of topic/theme, audience, and purpose in planning presentations. 3.2, Uses media and other resources to support presentations. 3.3, Uses effective delivery.

Communication

Listening

63 Children demonstrate an understanding of language by listening.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Listening & Understanding • OSPI Communication: 1.1 Uses listening and observation strategies and skills to focus attention and process information.

Oral and Written Communication

64 Children are able to communicate effectively.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Speaking & Communicating; Literacy – Early Writing • OSPI Communication: 2.1, Uses skills and strategies to constructively communicate interculturally. 2.2, Uses language to interact effectively and responsibly. 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Uses knowledge of topic/theme, audience, and purpose in planning presentations. 3.2, Uses media and other resources to support presentations. 3.3, Uses effective delivery. • OSPI Writing: 2.1, Writes for different audiences. 2.2, Writes for different purposes. 2.3, Writes in a variety of forms/genres.

Conventions of Social Communication

65 Children understand and use the conventions of social communication.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Listening & Understanding, Speaking & Communicating • OSPI Communication: 1.1, Uses listening and observation strategies and skills to focus attention and process information. 2.1, Uses skills and strategies to constructively communicate interculturally. 2.2, Uses language to interact effectively and responsibly. 2.3, Uses interpersonal skills and strategies to work collaboratively, solve problems, and perform a task. 3.1, Uses knowledge of topic/theme, audience, and purpose in planning presentations. 3.2, Uses media and other resources to support presentations. 3.3, Uses effective delivery.

Literacy

Reading

66 Children demonstrate phonological awareness.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Phonological Awareness • OSPI Reading: 1.1, Use word recognition skills and strategies to read and comprehend text. 1.4, Apply word recognition skills and strategies to read fluently. 4.2, Develop interests and share reading experiences.
67 Children demonstrate knowledge of the alphabetic principal	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Print Awareness Concepts • OSPI Reading: 1.1, Use word recognition skills and strategies to read and comprehend text

68	Children demonstrate awareness of print concepts.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Print Awareness & Concepts • OSPI Reading: 1.1, Use word recognition skills and strategies to read and comprehend text. 1.4, Apply word recognition skills and strategies to read fluently.
69	Children demonstrate comprehension of printed material.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Book Knowledge & Appreciation, Print Awareness & Concepts • OSPI Reading: 1.1, Use word recognition skills and strategies to read and comprehend text. 1.2, Use vocabulary (word meaning) strategies to comprehend text. 2.1, Demonstrate evidence of reading comprehension. 2.2, Understand and apply knowledge of text components to comprehend text. 2.3, Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text. 2.4, Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text. 3.1, Read to learn new information. 3.2, Read to perform a task. 3.4, Read for literary/narrative experience in a variety of genres.
70	Children demonstrate awareness that written materials can be used for a variety of purposes.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Print Awareness & Concepts • OSPI Reading: 3.1, Read to learn new information. 3.2, Read to perform a task. 3.4, Read for literary/narrative experience in a variety of genres.
71	Children demonstrate appreciation and enjoyment of reading.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Book Knowledge & Appreciation • OSPI Reading: 3.1, Read to learn new information. 3.2, Read to perform a task. 3., Read for literary/narrative experience in a variety of genres. 4.2, Develop interests and share reading experiences.
Writing		
72	Children demonstrate alphabet knowledge.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Alphabet Knowledge • OSPI Writing: 1.1, Prewrites to generate ideas. 1.2, Composes a draft. 1.3, Revises to improve text. 1.4, Edits text. 1.5, Publishes text to share with audience.
73	Children use writing skills and demonstrate knowledge of writing conventions.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Early Writing • OSPI Writing: 1.1, Prewrites to generate ideas. 1.2, Composes a draft. 1.3, Revises to improve text. 1.4, Edits text. 1.5, Publishes text to share with audience. 3.1, Develops ideas and organizes writing. 3.2, Uses appropriate style. 3.3, Knows and applies appropriate grade-level writing conventions.
74	Children use writing for a variety of purposes.	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Literacy – Early Writing • OSPI Writing: 1.1, Prewrites to generate ideas. 1.2, Composes a draft. 1.3, Revises to improve text. 1.4, Edits text. 1.5, Publishes text to share with audience. 2.1, Writes for different audiences. 2.2, Writes for different purposes. 2.3, Writes in a variety of forms/genres. • OSPI Social Studies – Skills: 1.1, Create a product that demonstrates understanding of information & responds to central questions; present product to a meaningful audience.
English Language Learners		
Dual Language Acquisition		
75	Children demonstrate competency in home language while acquiring beginning proficiency in English	• Early Head Start: Children demonstrate improved communication, language, and emergent literacy skills. • Head Start: Language Development – Listening & Understanding, Speaking & Communicating

Glossary

There are many different terms used across the United States to define and describe aspects and components of early learning and development benchmarks. Given the variation in terminology used, definitions of the terms used in the Washington State Early Learning and Development Benchmarks are provided below. These definitions specify how the terms are used in the present document and are derived from existing state-level early childhood standards documents; reports by federal agencies; guidelines issued by professional organizations; encyclopedias, dictionaries, and child development texts (for a detailed listing please see the reference section).

Adaptive Social Behavior: The degree to which individuals modify and adjust their social interactions with others to make them more effective.

Alphabetic Principle: The ability to associate sounds with letters and use those sounds to form words. It is the way in which western languages in general use letters to stand for phonemes (i.e., the smallest unit of language that affects meaning), thereby creating an unlimited quantity of words that can be constructed out of the relatively small set of letters.

Assessment: A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, and other sources that can be used to make judgments about characteristics of children or programs.

Behaviorist Theory: A theory of human development holding that all that children become is shaped by the environment. B.F. Skinner was a prominent behaviorist thinker.

Benchmarks: Clear, specific descriptions of knowledge or skills that can be supported through observations, descriptions, and documentations of a child's behavior and by samples of a child's work, often used in connection with more broadly stated content standards (i.e., what a child should know and be able to do in a specific content area at a particular level).

Caregiver: A parent, guardian, teacher or consistent significant adult who is responsible for providing direct care, teaching, and nurturance to one or more children.

Child Development: A field of study that seeks to account for the growth and development in children's abilities and capacities by both describing the changes in the observed behavior and functioning and investigating the processes that underlie these changes.

Cognitive-Developmental Theory: A theory of human development holding that knowledge is actively constructed by the child, and that active problem-solving, social interaction, and language are necessary for learning.

Culture: The unique collection of beliefs, practices, traditions, valued competencies, world views, and histories that characterize a particular group of people.

Developmental Delay: A child, birth through age eight, who has been identified by a multidisciplinary team as having either a significant delay in the function of one or more of the following areas: cognitive development; physical development; communicative development; social or emotional development; or adaptive behavior or skills development or a diagnosed physical or medical condition that has a high probability of resulting in a substantial delay in function in one or more of such areas.

Diversity: Refers to differences and/or heterogeneity of human qualities (e.g., age, ethnicity, educational background, learning styles, abilities) that are present in individuals, groups, society and institutions.

Domain: A broad category or dimension of children's learning and development.

Domain Component: A specification of one aspect of learning and development articulated within the sub-domain. Several domain components comprise a sub-domain.

Early Intervention: A program aimed at enhancing the development of infants, toddlers, and preschoolers, particularly those with special needs. Early intervention may include education, family support, and nutritional and health services.

Early Childhood Education and Assistance Program (ECEAP): A Washington statewide system of comprehensive early childhood education and assistance services to support the healthy development and future success of less advantaged children. The target ECEAP population is four-year old children whose family incomes are at or below 110 percent of the federal poverty level.

Early Head Start: A federally-funded demonstration program for pregnant women, children birth to age three and their families that is associated with the nation's Head start program.

Early Learning Standards: Statements that describe expectations for the learning and development of young children across domains of development (in this document, early learning standards are also referred to as Benchmarks).

Ecological Systems Theory: A theory of human development that holds that the interactions among family, school, neighborhood, society, and the larger culture influence children's learning and behavior. The theory suggests that individual development does not occur in a psychological vacuum, but is affected by larger society.

Educational Standards: Also sometimes referred to as Academic Standards are expectations of learning and scholastic achievement in formal educational institutions and settings.

Empathy: The capacity to experience the same emotion that someone else is experiencing.

English Language Learners (ELL): Children whose home language is not English and who are in the process of learning English.

Essential Academic Learning Requirements (EALRs): Washington State's academic standards that describe the specific knowledge and skills in core subject areas that public school students are expected to learn as they progress from Kindergarten through Grade 10. The EALRs define Washington State's expectations for student academic achievement in reading, writing, mathematics, communication, science, arts, social studies, health and fitness.

Ethnicity/ Ethnic Group: A group of people who share a common culture – i.e., same beliefs, practices, traditions, valued competencies, world views, and histories.

Expressive Vocabulary: Vocalizing, speaking, or indicating through sign language not just knowledge and understanding of a word but also expressing or using a word.

Goal Statements: A statement that expresses a specific expectation of what children should know and be able to do across all domains of development.

Grade Level Expectations (GLEs): The grade-by-grade expectations of what students should know and be able to do. GLEs build on the EALR indicators that were created for grades 4, 7 and 10. GLEs were designed to represent specific learning standards for students in grades K-10.

Head Start: A comprehensive child development program, funded by the federal government and administered by local organizations, that serves low-income preschool-aged children and their families with the overall goal of increasing school readiness and improving development and learning outcomes.

Head Start Outcomes Framework: The early learning standards that guide Head Start pedagogy and curriculum.

Home Language: The language a person acquires first in life or identifies with as a member of an ethnic group. It is sometimes referred to as the first, native, or primary language of a child.

Indicator: An observable behavior or skill that demonstrates advancement toward an intended goal. Often, several indicators are used to gauge progress toward attaining a single goal.

Individual Education Plan (IEP): A written education plan for a school-aged child with disabilities developed by a team of professionals (teachers, therapists, etc.) and the child's parents. IEP's are based on a multidisciplinary evaluation of the child and describe how the child is presently doing, what the child's learning needs are, and what services the child will need. They are reviewed and updated yearly. IEP's are required by the Individuals with Disabilities Education Act (IDEA). For children ages birth through 2 years, an IFSP is written.

Individual Family Service Plan (IFSP): A document that guides the early intervention process for children with disabilities and their families. The IFSP is the means for the implementation of effective early intervention in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). It contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities, and resources.

Maturationist Theory: A theory of human development holding that all that children become is predetermined by genetics. From this perspective, development is simply the unfolding of traits inherited from ancestors.

Medical Home: An approach to providing comprehensive primary health care that is accessible, continuous, comprehensive, family centered, coordinated, compassionate, and culturally effective.

Multicultural: The broad term used to refer to several cultures. It also relates to a social or educational approach that encourages interest in many cultures.

Phonological Awareness: Phonology is the system of sounds inherent to a language. Phonological awareness is knowledge of the basic units of sound and how they affect the meaning of words.

Physical Activity: Any bodily movement produced by skeletal muscles that results in expending energy. For young children, a more common way to describe physical activity is the term "movement."

Play: Spontaneous and joyful activity performed for its intrinsic reward and concerned more often with means than with ends. Children of all cultures play; games vary according to cultural traditions and socialization practices.

Print Concepts: Concepts that indicate a child's knowledge of the principles and rules that govern text (and to some extent pictures) in a particular language.

Print Rich: An environment in which reading and writing are used for a wide variety of authentic, everyday purposes.

Program Standards: Widely accepted expectations for the characteristics or quality of early childhood settings in homes, centers, and schools.

Psychoanalytic Theory: A theory of human development concerned with the formation of personality. Psychoanalysts believe that development is characterized by tensions between instinctual urges and the demands of the outside world, and that resolution of those tensions is needed to become a healthy adult.

Receptive Vocabulary: Understanding words without necessarily being able to speak or express them. Receptive vocabulary precedes expressive vocabulary.

Race/Racial Group: A distinct population of humans distinguished in some way from other humans. The most widely observed races are those based on skin color, facial features, ancestry, and genetics. The U.S. Census Bureau racial classification includes, Whites, Black or African-American, American-Indian or Alaskan Native, Asian, and Native Hawaiian and Other Pacific Islander.

Research: The systematic collection, aggregation, and interpretation of data based on a sound theoretical framework. It includes studies that: (a) collect data in a consistent manner, using a reliable protocol; (b) aggregate data according to established procedures and (c) analyze data objectively. Research must be valid and replicable and may include large-scale or small-scale, published or unpublished, multi-or unidisciplinary, qualitative, quantitative, or critical analyses.

Self-Concept: An individual's perception of his or her traits, habits, abilities, motives, social roles. Self-concept is separate from self-esteem in that it does not have a valence (positive or negative), rather it varies on a continuum of incomplete to complete.

Self-Efficacy: An individual's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave and can enhance accomplishments and personal well-being.

Socialization: The process by which adults within a family or community pass on to children the values, traditions, role expectations, and competencies of the culture.

Sociocultural Theory: A theory of human development asserting that social interaction and language are most important for learning. According to this theory, peers, parents, teachers, and others in society scaffold children's development by asking questions, arguing, giving hints, or in other ways guiding problem-solving. Lev Vygotsky was the prominent sociocultural thinker.

Socioeconomic Status (SES): A measure of a family's overall economic and social status. The most common way to assess SES is to examine the level of education, income, place of residence, and occupation of primary wage earners.

Special Needs: This refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term special is borrowed from the field of special education. This terminology should not be confused with cultural needs.

Strategies: Suggested learning activities that can be used by caregivers at home or in an early care and education setting to help children develop toward desired indicators and goals.

Sub-Domain: A general facet of learning and development within a domain. Several sub-domains make up a domain.

Syntax: An aspect of grammar that specifies how words are combined into phrases, clauses, and sentences.

Telegraphic speech: Two-word utterances that include only the words that are essential to convey the speaker's intent.

Temperament: An individual's typical manner of responding to the environment, including his/her activity level, emotional intensity, and attention span.

References

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Campaign Overview

Parents are their child's first and most important teachers, but many parents say they don't know how to make the most of this role to give their children the best possible start in school and life. Right now, Washington state is home to about 350,000 children under the age of 3 – that means there are a lot of parents who could use and might want a little help.

Thrive by Five Washington and statewide and local partners launched the "Love. Talk. Play." campaign. Using the people parents trust and places they go, this innovative effort aims to surround parents of children birth to age 3 with simple yet powerful, messages about the three things all parents can and should do with their children: love, talk and play.

Shaped by conversations with parents, information from national early learning experts, and input from the state's regional early learning coalitions and state partners, the campaign reaches out to parents – with an emphasis on vulnerable families – with these messages and provides ways they can take advantage of everyday moments. This campaign is not about overtaking existing efforts but about tapping into existing resources and relationships and better coordinating what parents hear from trusted messengers in their local communities.

Why "Love. Talk. Play."?
In 2010, Thrive by Five Washington asked national early learning experts to choose three things they believed all parents can and should be doing to support their child's healthy growth and development. We then shared that list with parents – with an income at the poverty line or below – of young children and asked them what they thought was most important. From these discussions and discussions with partners, the words "love," "talk" and "play" emerged. People liked the simplicity of a message that, if heeded, could have such a powerful, positive effect.

During our conversations with parents, we also learned that they believe **they** are their child's first and most important teacher, but they're not often sure what this means and where they can start in supporting their child. They're overwhelmed by all of the information coming at them. "Love. Talk. Play." can help them focus and prioritize.

What does the campaign hope to achieve?
- Simplify the noise coming at parents about what's important for their children's healthy growth and development
- Help more parents, as their children's first and most important teachers, feel as if they have the information, skills and confidence to support their children
- Improve parent interactions with their children
- Reach parents who often don't receive parenting information and resources

- Provide the early learning field with some simple, common messaging that helps connect efforts

Given the state's limited resources for early learning, why are we investing in a parent campaign now instead of programs?
For many very good reasons. Public awareness and parent outreach about the importance of early learning is a priority for the new state Early Learning Plan. We know that, if we want the early learning work happening in our state to be truly successful, we need parents not only believing they are their child's first and most important teacher but also taking the steps to support their child's healthy growth and development – from the beginning. By helping parents, we also show legislators and others that we understand change will come from more than just dollars for programs. The campaign is also another opportunity for the early learning field to coordinate its work and strengthen its influence. We are all stronger when we work together.

We chose to create a new campaign because no existing campaign was as simple in its approach as we want to be. Even Born Learning, which rightly focuses on maximizing every day learning moments, provides information that's too complex and tries to convey too much information.

Who is the audience for the campaign?

- Primary – Lower-income and at-risk parents with children age 3 and younger who need these messages and tips the most – though any parent will benefit.
  - **Parents who are connected to services** (e.g., home visiting, Play & Learn Groups, WIC, health clinics)
    - How we will reach: Work with regional early learning coalitions and their local service providers to get information to parents
  - **Parents who aren't connected to services** (e.g., Geographically remote, culturally isolated, transient, non-English speaking)
    - How we will reach: Work with regional early learning coalitions and their local community leaders about best ways to reach these parents
- Secondary – Messengers parents trust (Child care providers, pediatricians, dentists, nurses, libraries, children's museums, home visitors, social workers, religious leaders, local leaders, etc.)
- Tertiary – General public; Potential campaign partners and funders, policy makers, legislators, etc.

How will the campaign work?
The campaign will start simple and remain simple. We will share with parents why love, talk and play are so fundamental to their children's development and then show and tell them how they can make a big difference using life's daily moments to reinforce love, talk and play. We will NOT go beyond the scope of love, talk and play.

- **Surround parents with a common message.** Imagine what it would be like if every place a parent went, they heard that they should love, talk and play with their children? That's powerful. We want to work with organizations throughout the state to find ways that everyone can logically, realistically and seamlessly connect this campaign to the work they're already doing and conversations they're already having with parents.
- **Maximize what exists:** There are many organizations in Washington with great information for families, but limited budgets often prevent that information from getting to all of the parents who may need it. The "Love. Talk. Play." campaign will highlight and credit information used from other organizations and provide parents with links for more. We want the campaign to give great organizations MORE exposure, not less.
- **Encourage parents to "go local" whenever possible:** The campaign will have a central website and 1-800#, but, when possible, parents also will be given contact information for a key organization in their community. This organization will be designated by the regional early learning coalition.

Who are we working with to develop the campaign?
Thrive by Five Washington has talked with many organizations throughout the state (e.g., Dept. of Early Learning, DOH, DSHS, Neighborhood House, Talaris, WithinReach, Parent Trust for Washington Children, Foundation for Early Learning, Washington State Migrant Council) and the 10 regional early learning coalitions we support, about how they might connect to the campaign. We are also reaching out to organizations that serve important cultural and ethnic groups to get their input, support and leadership. The list of supporting statewide and local organizations is constantly growing. We are creating an advisory council that will help inform the campaign and help keep it a truly shared effort.

The campaign's 1-800# is Parent Trust for Washington Children's Family Help Line, which focuses on listening to and supporting parents. They can connect parents to other resources, like WithinReach, and organizations, if needed.

What will success look like?

1. Parents not only know about the campaign and the importance of the first few years of life but also change their behaviors to incorporate more love, talk and play into their daily routines with their young children.
2. Regional Early Learning Coalitions are engaged in the campaign and are using the campaign to help mobilize partners and better connect with parents in their communities.
3. Campaign partners are coordinating and streamlining communications to parents as best as possible.

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June 27, 2008

Parent Voices: A Statewide Look

Washington State Department of Early Learning Parent Needs Assessment: Phone Survey

SRI Project 18252

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OVERVIEW

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Purpose of the Parent Needs Assessment

The Washington State Department of Early Learning (DEL) is committed to supporting parents and others who care for and teach young children so that children are happy, healthy, and well prepared to succeed in school and life. To inform DEL's work, the Washington State Legislature funded a Parent Needs Assessment to gather information directly from parents and guardians (referred to as "parents" throughout the remainder of the report) about parent and family priorities, issues, strengths, and challenges. Through the Parent Needs Assessment, DEL wanted to learn about the types of services and information that parents use and desire as they nurture and educate their young children. The valuable findings of the assessment will help DEL set priorities and allocate resources in ways that are most likely to meet parents' needs and preferences. DEL contracted with SRI International (SRI) in November 2007 to conduct the Parent Needs Assessment.

To gather information from parents, the Parent Needs Assessment included a statewide phone survey. A random sample of parents were surveyed to provide findings that would be representative of all young children in Washington State and would also provide information about children belonging to different subpopulations—based on age, primary language, family income, and type of community (a more detailed description of these groups is provided below).

Data from the phone survey provide information about the following:

- Characteristics of children who are younger than age 6 and have not yet entered kindergarten in Washington State
- Types of early learning programs and services some parents have used and the reasons other parents have not
- Types of early learning information parents would like to receive more of and the sources from which they would like to receive that information
- Parents' experiences with, and preferences for, early care and education programs
- Concerns parents have about their child's development and access to appropriate services
- Family literacy practices involving their child

DEL also requested that focus groups be conducted across Washington State to learn about differences in ideas and preferences among parents with children participating in different early childhood programs and among parents from different cultural, language, and other backgrounds. The focus groups included parents who were most likely to use programs that DEL oversees (e.g., ECEAP—the Early Childhood Education and Assistance Program), as well as parent groups that may have been underrepresented in the phone survey, such as parents who spoke a language other than English or Spanish or did not have a home telephone.

Data from the focus groups provide information about the following:

- Services and resources important to parents of young children
- Accessibility and availability of services and information
- Parental perceptions of what defines high quality in child care and early education programs
- Parental preferences for how they receive services and information
- Services and resources of particular interest to specific parent groups

Holding the focus groups signifies DEL's ongoing commitment to enter into dialogue with parents from various ethnic, linguistic, and other diverse backgrounds across the state to learn about each group of parents' unique preferences and needs and to determine how DEL can better support all parents in Washington State.

Findings from the focus groups are available in a separate report, *Parent Voices: A Closer Look. Washington State Department of Early Learning Parent Needs Assessment: Focus Groups.*

Phone Survey Methods

The phone survey and focus group instruments were developed in coordination with each other and relied on similar processes. The methods used to develop the phone survey instrument, collect the data, and conduct data analyses are described below.

Development of the phone survey instrument. The phone survey instrument was developed in several steps. First, SRI reviewed the priorities for the types of information that DEL, in collaboration with the DEL parent advisory group and other stakeholders, wanted to capture in the Parent Needs Assessment.

Then SRI solicited information from more than 50 organizations that had conducted research over the past 3 years in Washington State to measure parental preferences, strengths, needs, and interest in early learning services and information. SRI reviewed and summarized relevant information from this research for DEL in a separate report, *Summary of Relevant Reports about Parents' Perspectives on Early Learning in Washington*. SRI's summary of the relevant research served to identify areas that had been well documented and that therefore did not necessarily need to be included in the Parent Needs Assessment, as well as areas for which additional information was needed.

Next, using the priorities identified by DEL and its stakeholders and the findings from the review of relevant research, SRI prepared an initial set of survey questions for DEL's consideration. SRI suggested using questions from national surveys for some of the concepts and helped DEL develop new questions when nationally used questions were not appropriate for the study population or did not address DEL's concerns. For example, SRI suggested using a set of survey items that assess parents' concerns about their children's development, behavior, and health that have been used in several large-scale studies and are known to be predictive of serious issues in these areas.[1] SRI also developed survey items that would capture what characteristics of early care and education programs are important to parents to inform DEL's work on development of a Quality Rating and Improvement System (QRIS). Similarly, SRI

[1] The items were drawn from the survey edition of the Parents' Evaluation of Developmental Status (PEDS) developed by Frances Glascoe and are listed in question E1 of the survey in Appendix A.

developed items that would gather parent perspectives that could inform DEL's family support efforts and communication strategies.

More questions were deliberately included in the draft phone survey than could be asked in the time allotted. Review of the draft by numerous DEL central and regional staff served to narrow the questions in the final survey to those that had direct implications for decisions DEL would make about activities and funding priorities. The survey was then translated from English into Spanish. Finally, the survey was pilot-tested with English- and Spanish-speaking parents to ensure that the questions were well understood by parents and that the answers would provide meaningful information.

Data collection. Before selecting the sample of parents from whom to collect data, SRI worked with DEL to determine key child and family characteristics for which the data needed to be analyzed and the natural incidence of those characteristics in the statewide population. DEL determined that the following child and family subpopulation characteristics were needed for data analysis:

- Children's ages (0 through 17 months, 18 through 35 months, and 3 through 5 years)
- Primary language spoken (English or Spanish)
- Family income level (at or below 100% of the federal poverty threshold [FPT], above 100% and at or below 185% of FPT, and above 185% of FPT)[2]
- Type of communities in which families live (rural or urban)
- Participation in Working Connections Child Care (WCCC) and ECEAP programs

SRI's subcontractor, LHK Partners Incorporated, conducted the phone survey interviews in the language of the home (either English or Spanish) between February 15 and March 30, 2008, with 823 randomly selected parents; the interviews lasted an average of 20 minutes. Each parent was interviewed about only one child, who was selected randomly (e.g., based on month of birth). Response rates for subpopulations of interest were monitored during the 6 weeks that interviews were conducted to determine whether supplemental sampling of certain subpopulations was needed to obtain enough completed surveys to provide reliable estimates that would generalize to the larger population. Families who completed the survey were entered in a drawing for a $50 gift certificate as an added incentive to participate; 20 gift certificates were awarded.

Parents in the general population statewide were selected for the survey through a simple random-digit-dialing sampling method. Given a known area code, a computer generated a telephone number at random and dialed it. Once connected, the interviewer conducted a brief screening interview to see whether the family qualified to be in the sample. If the family qualified to be in the sample, the interviewer asked to speak to the parent most knowledgeable about the children in the household. This method was used to complete 655 interviews.

From U.S. Census Bureau data on households in Washington State, SRI determined that the expected number of Spanish-speaking households in the sample would not be sufficient to provide reliable estimates. To ensure that at least 100 Spanish-speaking households were included, SRI purchased a supplemental sample of listed phone numbers with Hispanic

[2] For example, a family of four (with two children) would be at or below 100% of the federal poverty threshold if its income was less than $21,027 in 2007. That same family would be above 100% and at or below 185% of FPT if its income were $21,027 through $38,900. See Appendix B for a complete listing of the poverty index thresholds using family size and annual income.

surnames to increase the likelihood of reaching Hispanic households. Dialing these numbers randomly resulted in the completion of 102 interviews.

Finally, SRI tried to recruit 300 parents belonging to two programs that DEL oversees—200 WCCC subsidy families and 100 ECEAP families—through recruitment letters and postcards with a toll-free number to call to complete the survey. Unfortunately, that recruitment proved more challenging than anticipated within the project's time frame. Even though recruitment materials were sent to 1,600 WCCC families and 400 ECEAP families, only 36 WCCC families and 30 ECEAP families agreed to participate and completed the phone survey.

Exhibit 1 presents the percentage of parents interviewed in each subpopulation. As noted, each parent was interviewed about only one child.

Exhibit 1. Survey Sample

Demographics	Survey Sample (%) N = 823	Statewide Population (%) N = 487,484
Child's age		
0 through 17 months (infants)	21	27
18 through 35 months (toddlers)	28	27
3 through 5 years (preschoolers)	51	46
Child's primary language		
English	73	83
Spanish	24	7
Other	3	10
Family income level*		
At or below 100% of the federal poverty threshold (FPT)	32	18
Above 100% of FPT	68	82
Type of community		
Rural	20	16
Urban	80	84

*Statewide population data were not available for children living in families above 100% and at or below 185% of FPT.

Data analysis. The phone survey data were weighted to be representative of **all** Washington State children younger than 6 not yet in kindergarten and by each of the subpopulations studied. Weights based on Washington State population demographics obtained from the Washington State Office of Financial Management and other sources were used to correct for under- and overrepresentation of various demographic subpopulations. In addition, even though parents were interviewed about only one child, the sample was also weighted to reflect the number of children younger than 6 in each household. Thus, the information obtained from the survey respondents provides estimates of what would have been obtained if interviews had been conducted with the parents of every child age 0 through 5 in the state. Each estimate has a standard error, which can be used to determine the range of values within which the true population value would fall (reported in Appendix C).

Differences among subpopulations were tested for significance with a chi-square test. Only those differences that were statistically significant at the conservative level of $p < .01$ should be treated as true differences. In the charts throughout the report, significant differences are marked with green asterisks and numbers, both for individual entries in the exhibits that are significant and for entire exhibits (in the exhibit title) when all information in the exhibit is significant. Other estimates may appear different from one another but actually may be the same because of large confidence intervals.

Organization of the Report

This report presents findings from the parent phone survey about the following:

- Characteristics of children younger than age 6 and their families in Washington State
- Parental preferences for early learning services
- Parental preferences for early learning information
- Parental preferences for early care and education
- Children's development and parental concerns
- Family literacy practices

The early learning and family support services, programs, and resources that parents cited most frequently and indicated that they use, want, and value are described below. Each section presents statewide findings, followed by a presentation of findings for each subpopulation—age, primary language, family income level, and type of community.

Appendix A presents a copy of the phone survey instrument, Appendix B is a table of the federal poverty threshold guidelines, and Appendix C is a table with the standard errors for all the statewide and subpopulation estimates provided in this report.

CHARACTERISTICS OF CHILDREN YOUNGER THAN AGE 6 AND THEIR FAMILIES

(b)(6)

To set the context for understanding the data on families' uses of and preferences for services and information for children under age 6 in Washington State, it is important to understand their demographic characteristics. According to the Washington State Office of Financial Management, 487,484 children ages 0 through 5 were living in Washington State in 2005.

The demographic characteristics of children under age 6 who have not yet entered kindergarten statewide are as follows:

- Age: 27% are younger than 18 months, 27% are 18 through 35 months old, and 46% are 3 through 5 years old (Exhibit 2).
- Primary language: 83% speak English, 7% speak Spanish, and 10% speak another language (Exhibit 3).
- Family income level: 18% of children live at or below 100% of the federal poverty threshold, 21% live above 100% but at or below 185% of FPT, and 61% live above 185% of FPT (Exhibit 4).
- Type of community: 84% live in urban and 16% in rural communities (Exhibit 5).
- Maternal education: 11% of their mothers have less than a high school diploma/GED, 16% have a high school diploma/GED, 31% have some college, and 42% have a college degree (Exhibit 6).
- Paternal education: 12% of their fathers have less than a high school diploma/GED, 19% have a high school diploma/GED, 26% have some college, and 43% have a college degree (Exhibit 7).
- Marital status of mothers: 87% of their mothers are married or live with a partner, and 13% of their mothers are single parents (Exhibit 8).
- Number of children younger than age 6 in the household: 48% are the only child under age 6 in the household, 43% live in a household with two children under age 6, and 9% live in a household with three or more children under age 6 (Exhibit 9).

Exhibit 2. Young Children by Age in Washington State

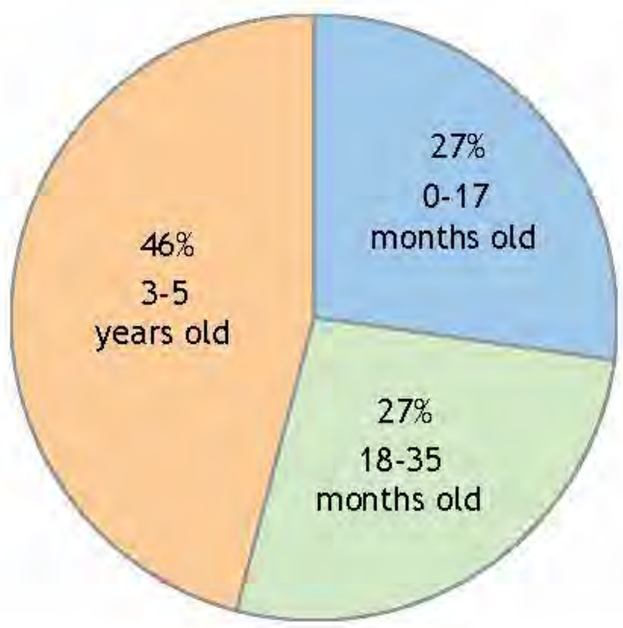


Exhibit 3. Primary Language of Children Ages 0 Through 5 in Washington State

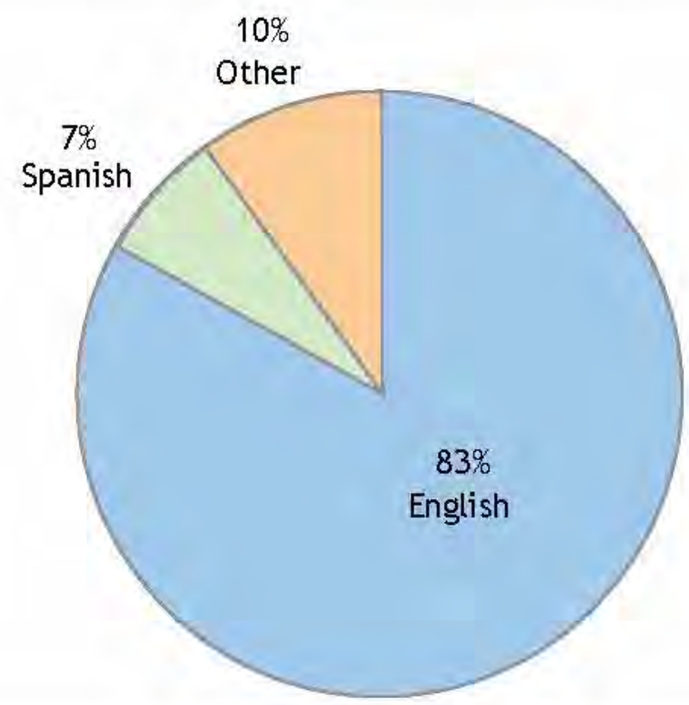


Exhibit 4. Family Income Level of Children Ages 0 Through 5 in Washington State, by Federal Poverty Threshold (FPT)

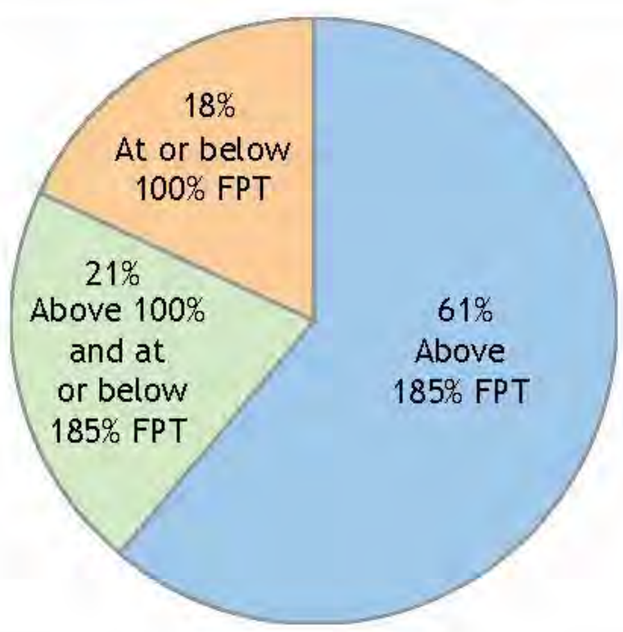


Exhibit 5. Type of Communities in Which Children Ages 0 Though 5 Reside in Washington State

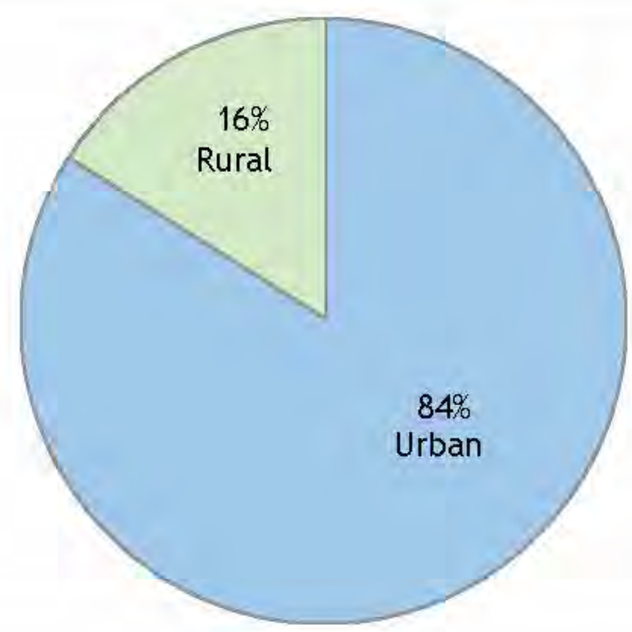


Exhibit 6. Level of Education of Mothers of Children Ages 0 Through 5 in Washington State

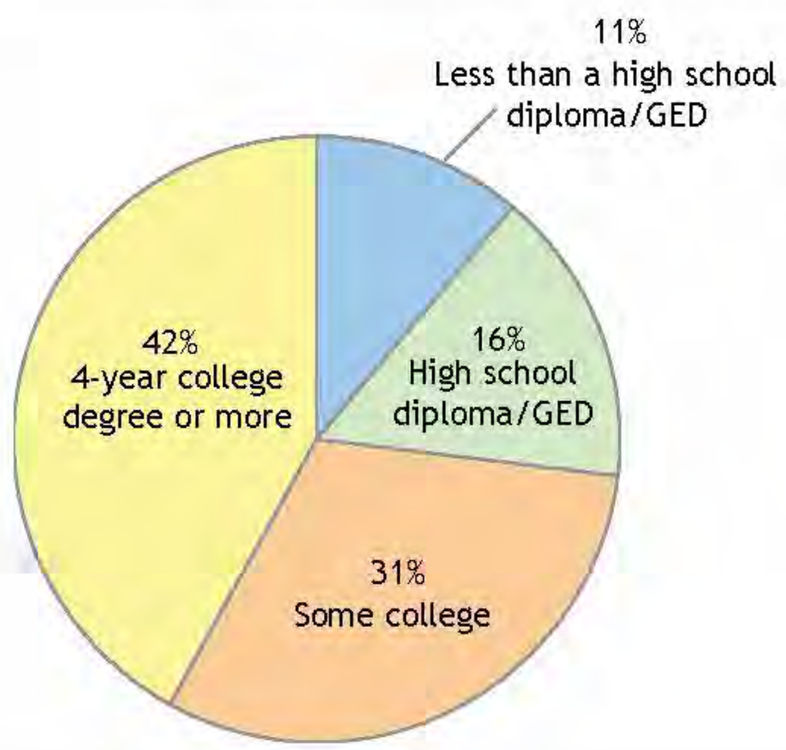


Exhibit 7. Level of Education of Fathers of Children Ages 0 Through 5 in Washington State

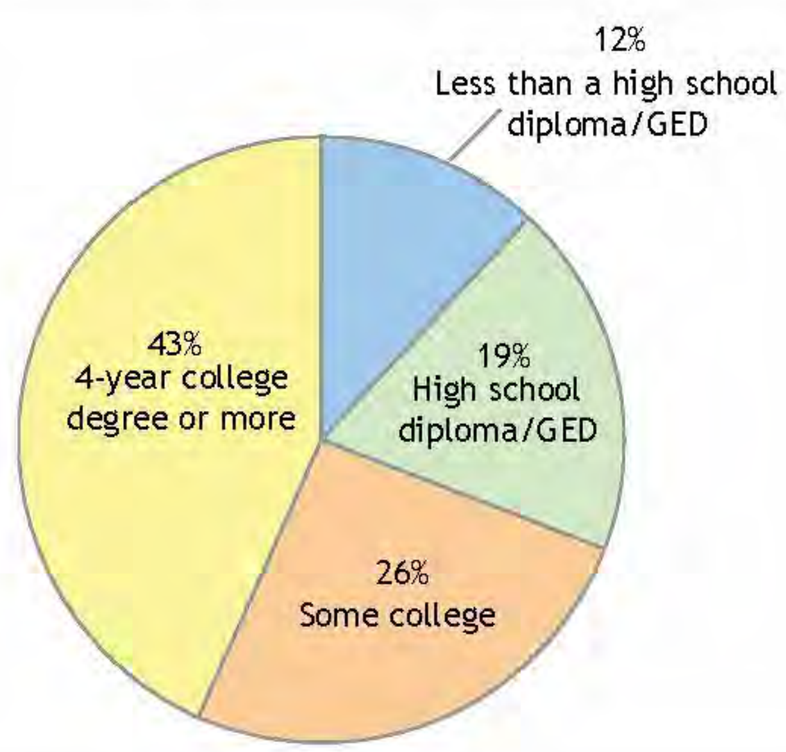
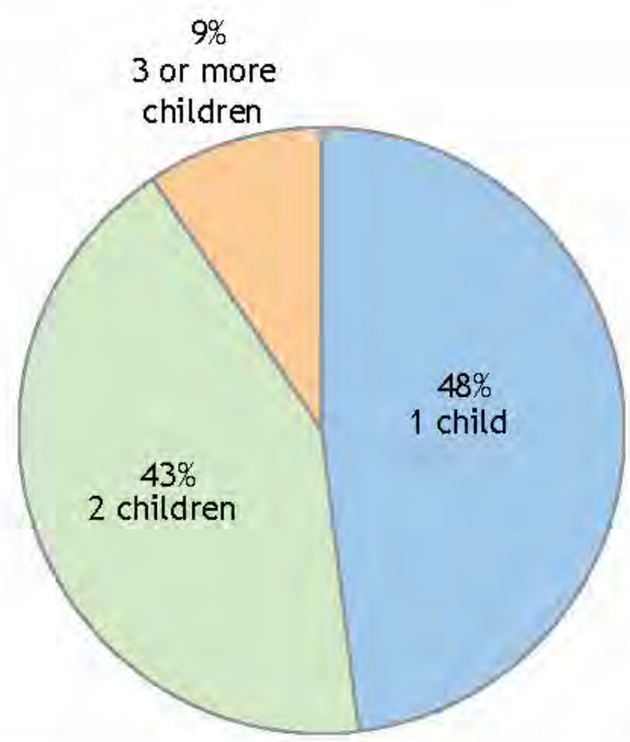


Exhibit 8. Marital Status of Mothers of Children Ages 0 Through 5 in Washington State

Exhibit 9. Number of Children Ages 0 Through 5 in the Household in Washington State



PARENTAL PREFERENCES FOR EARLY LEARNING SERVICES

(b)(6)

A Statewide Look at Participation in Early Learning Services

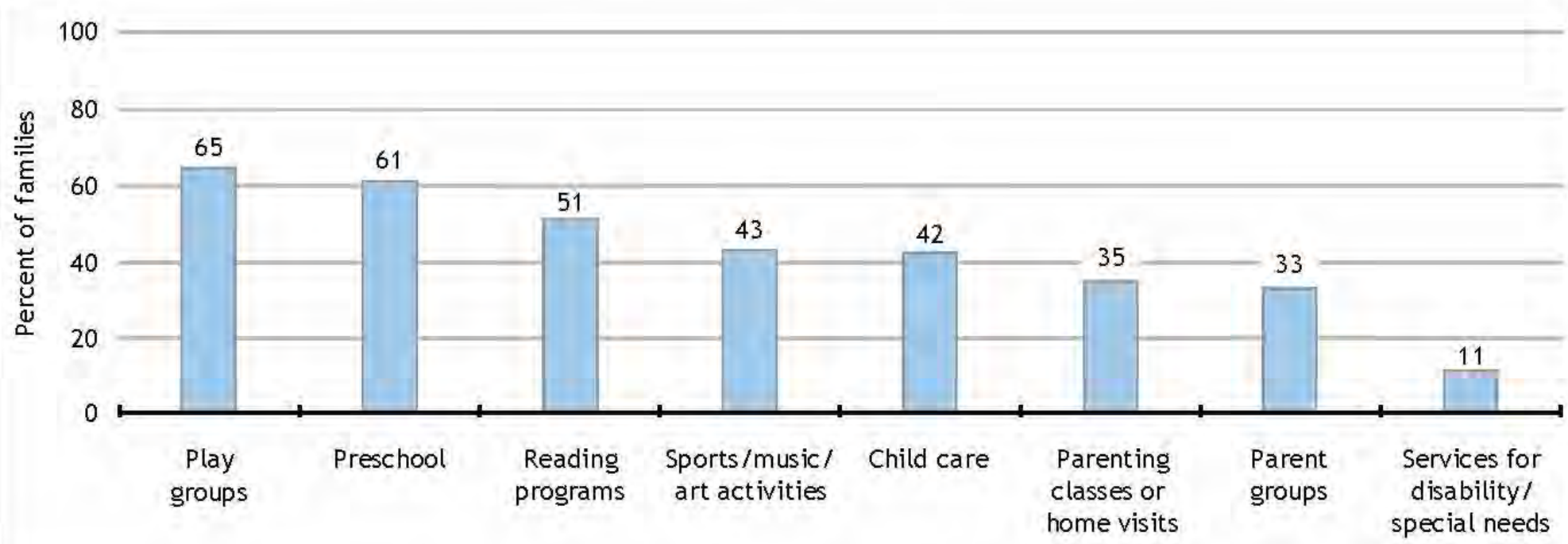
Parents of children ages 0 through 5 statewide were asked whether they or another family member had **ever** participated in a range of early learning services.

Many parents have used early learning services that focus on stimulating their child's learning and socialization. Almost two-thirds of families have had their child participate in a play group (Exhibit 10), approximately half have had their child participate in a story time or reading program, 43% have had their child participate in a recreation activity or class, and 42% have used child care for their child. Finally, 61% of parents of 3- through 5-year-old children have had their child attend a preschool program.

Fewer families have used services that focus on parenting. Approximately one-third of parents have participated in classes or home visits to help them support their child's learning and development, and a similar percentage of parents have participated in parent groups that provide support and advice.

Eleven percent of families have had their child participate in services for children with disabilities or other special needs. That percentage closely matches the percentage of children 0 through age 5 who have been identified with a disability or special need (10%), as discussed later in the report.

Exhibit 10. Participation in Early Learning Activities, Statewide



Note: All parents were asked about participation in every service except for preschool, which was asked only of parents with a child age 3 through 5.

A Closer Look at Early Learning Services, by Family Demographics

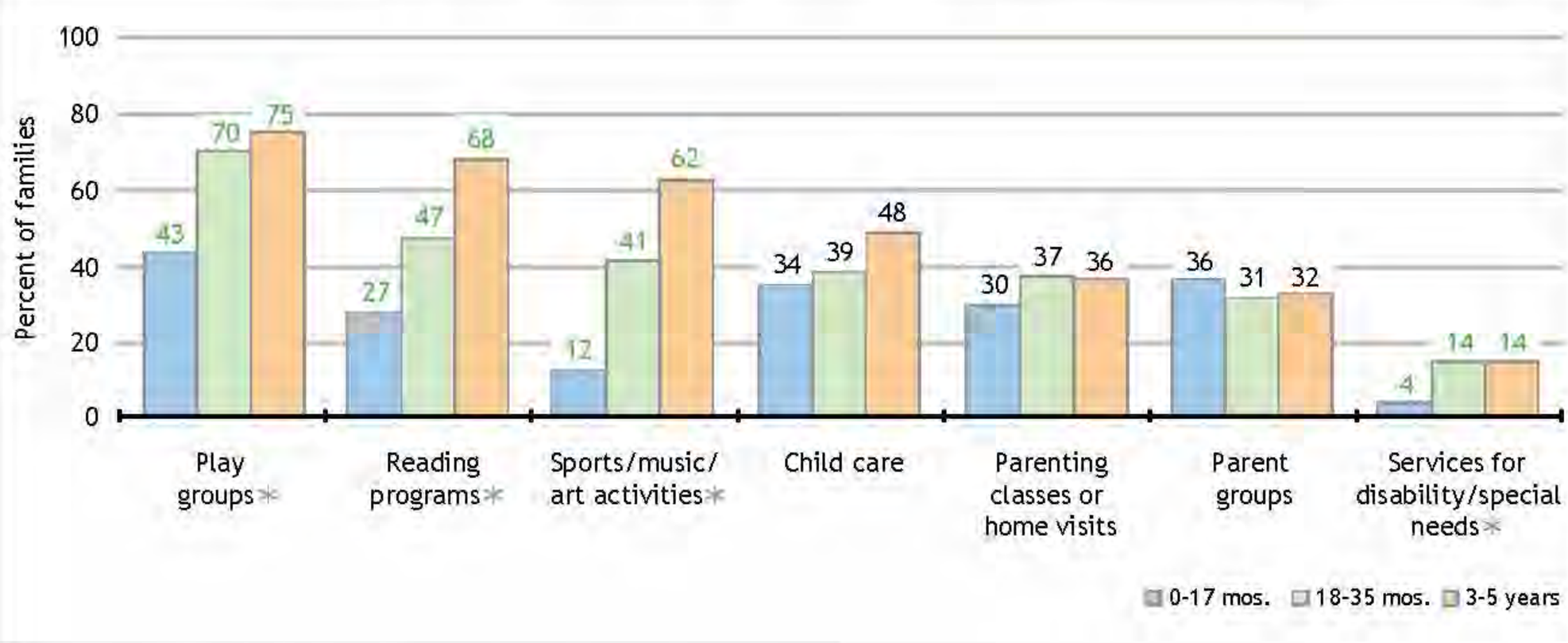
Whether a family's child has **ever** participated in certain early learning services differs in regard to the child's age and primary language and the family's income level. No significant differences in participation were found between children living in rural communities and those living in urban communities.

Age. The percentage of families who have ever used a variety of services that focus on children's learning and socialization—play groups, reading programs, recreation activities or classes, and services for children with disabilities and other special needs—increases with their child's age (Exhibit 11). However, the percentage of parents who have participated in parent-focused services such as parenting classes, home visits, or parent support groups does not rise significantly with their child's age.

Language. More English-speaking families than Spanish-speaking families have participated in certain services (Exhibit 12). In particular, more English-speaking families than Spanish-speaking families have participated in a play group, parent group, or services for children with disabilities and other special needs.

Family income level. More families with higher incomes than families with limited incomes (i.e., those at or below 100% or 185% of the federal poverty threshold) have participated in early learning services (Exhibit 13). For example, more families with higher incomes have had their child participate in play groups than families with incomes at or below the federal poverty threshold. Likewise, a child's participation in recreation activities or classes such as sports, music, and art has been higher among families above 185% of the federal poverty threshold.

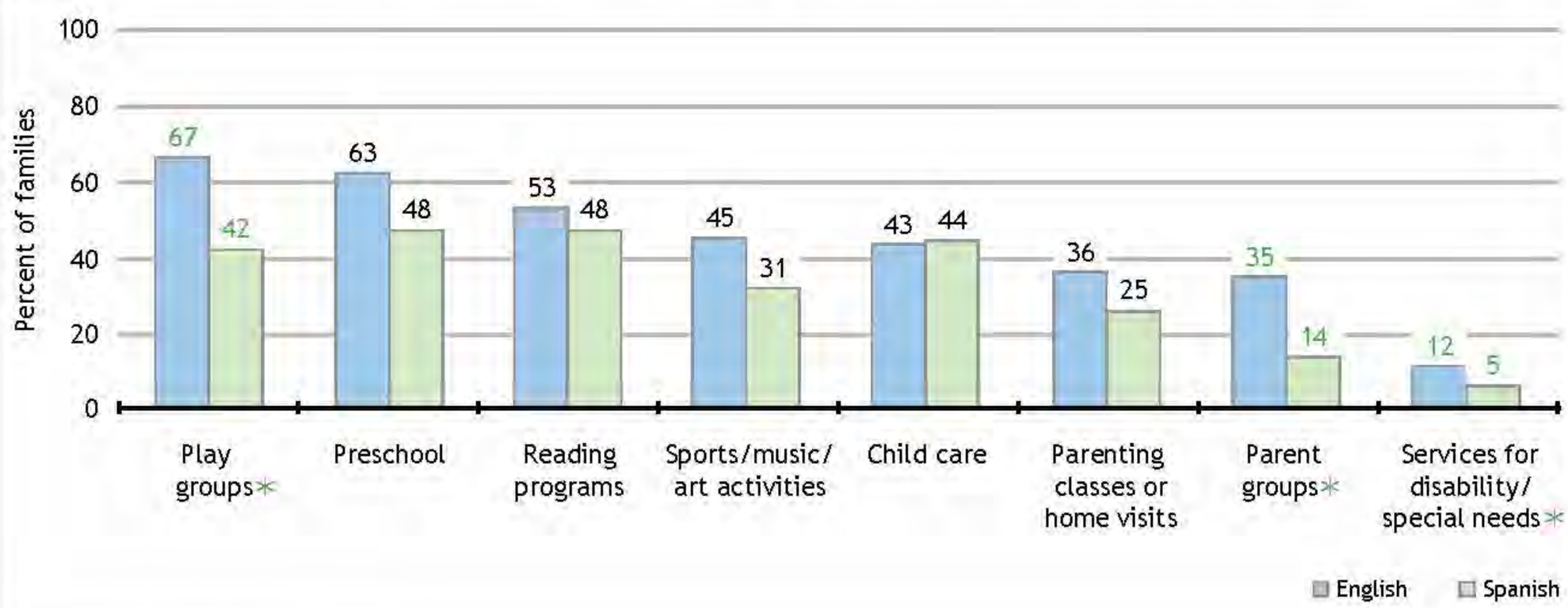
Exhibit 11. Participation in Early Learning Activities, by Child's Age



*Difference significant at $p < .01$.

Note: All parents were asked about participation in every service.

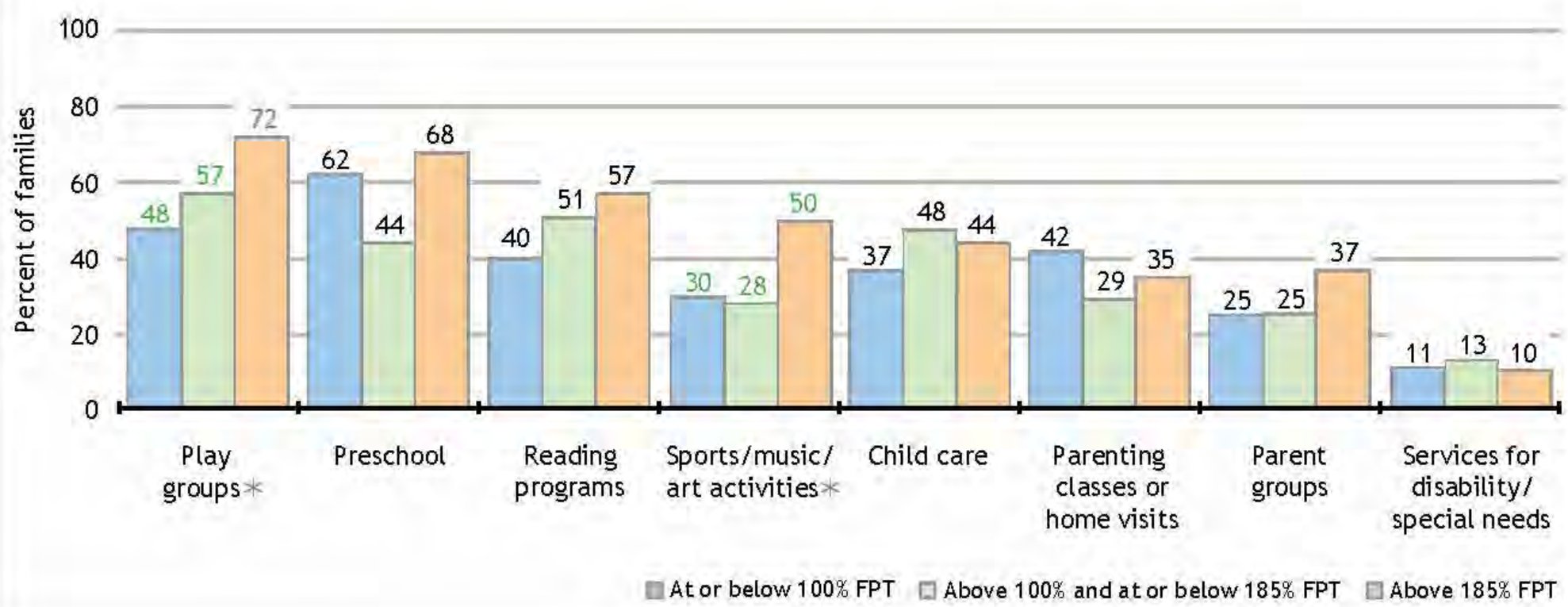
Exhibit 12. Participation in Early Learning Activities, by Child's Primary Language



*Difference significant at $p < .01$.

Note: All parents were asked about participation in every service except for preschool, which was asked only of parents with a child age 3 through 5.

Exhibit 13. Participation in Early Learning Activities, by Family Income Level



*Difference significant at $p < .01$.

Note: All parents were asked about participation in every service except for preschool, which was asked only of parents with a child age 3 through 5.

A Statewide Look at Reasons for Not Participating in Early Learning Services

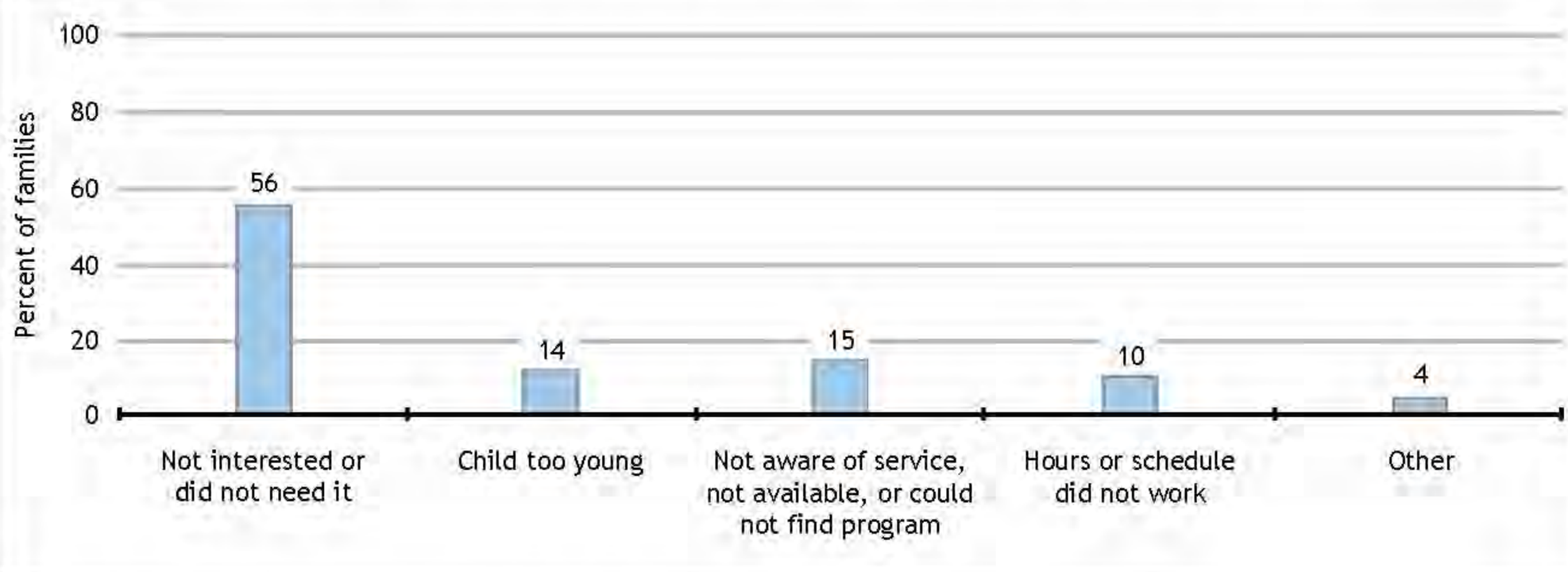
When applicable, parents also provided a reason for **not ever** having participated in each of the eight early learning services discussed above. Their responses were coded by the following possible reasons: the family was not interested in or did not need the service, the child was too young, the service was hard to get to or the family did not have transportation, the program was not offered at the hours or on the days of the week that were needed or did not work with the family's schedule, the program was too expensive or the family could not afford it, the family or child was not eligible for the program, the program was full, the parent did not like the quality of the program, the program staff did not speak the family's language, the family was not aware of any available program in their community, or another reason.

Not being interested in or not needing the service was the most common reason parents gave for not ever participating in seven of the services—play groups, reading programs, services for children with special needs, parenting classes/home visits, parent groups, child care, and preschool (Exhibits 14, 15, and 17 through 20). In contrast, parents whose child had not attended sports, music, and art recreation activities or classes were most likely to say that the child was too young to participate (53%). Another one-fourth of parents were not interested in or did not think their child needed them (Exhibit 16).

Other reasons some parents gave for not having participated in various services concerned accessibility. For example, some parents were not aware of the service, or the service was not available or the hours of the program were inconvenient for the family. Others reported not participating because the program was too expensive.

Some potential barriers to participation were reported infrequently. For almost all services, fewer than 1% of parents mentioned transportation barriers, staff who did not speak the family's language, a full program, lack of family eligibility, or dislike of the quality of the program as reasons for not participating in services.

Exhibit 14. Reason for Not Having Participated in a Play Group, Statewide



Note: Percentages do not add to 100 because of rounding.

Exhibit 15. Reason for Not Having Participated in a Reading Program, Statewide

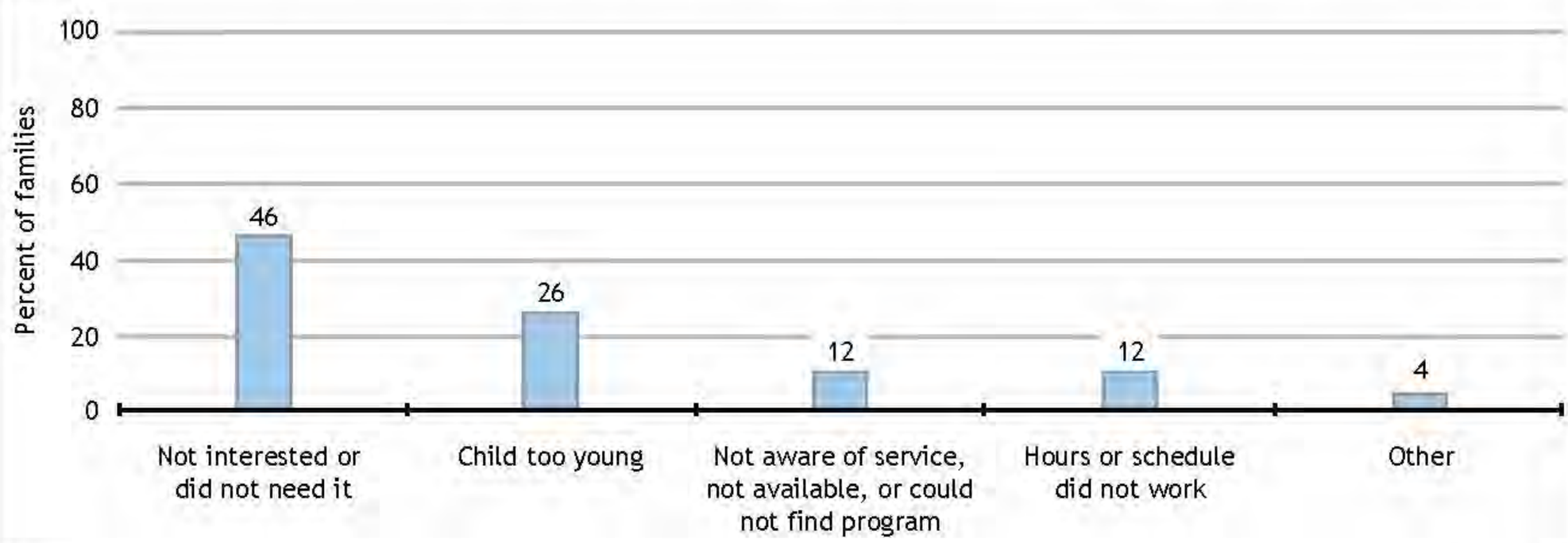
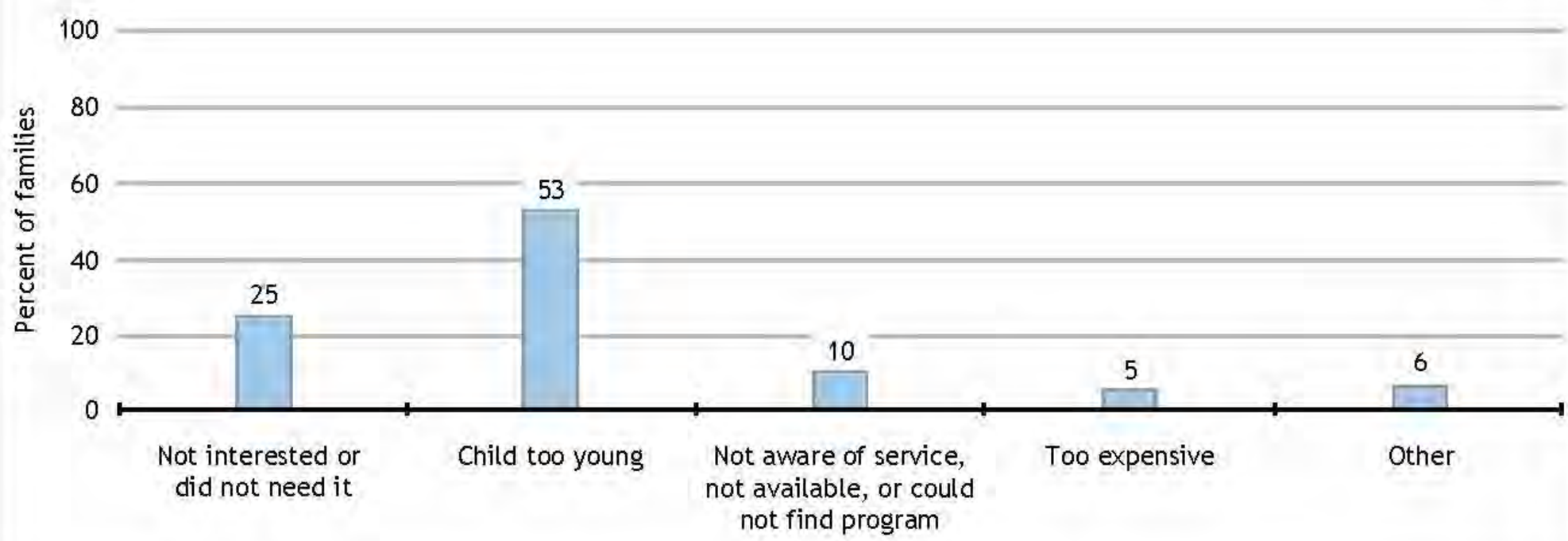


Exhibit 16. Reason for Not Having Participated in a Sports/Music/Art Activity or Class, Statewide



Note: Percentages do not add to 100 because of rounding.

Exhibit 17. Reason for Not Having Participated in Services for Children with Special Needs, Statewide

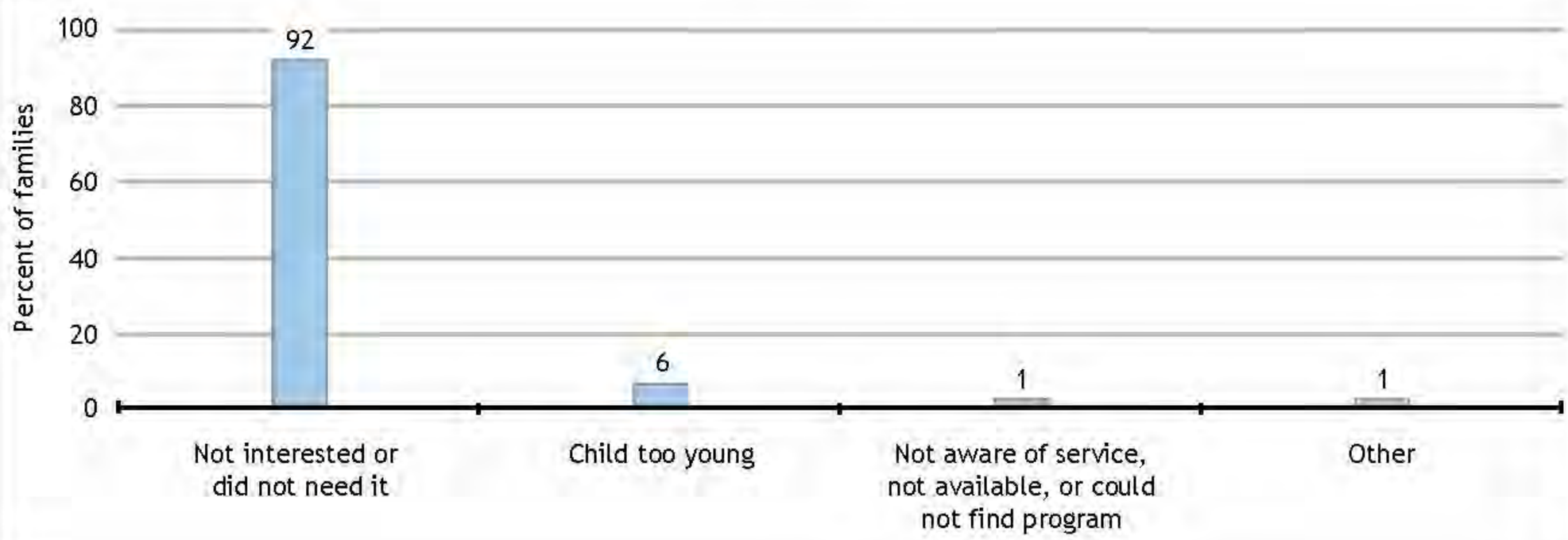
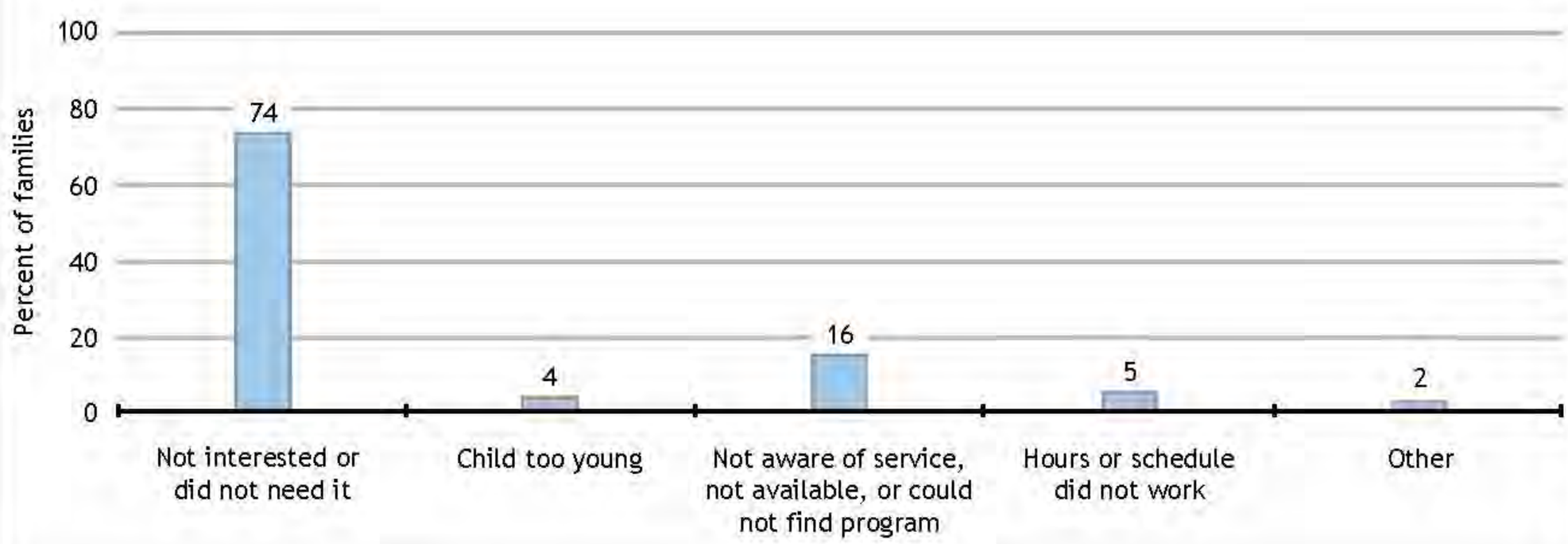


Exhibit 18. Reason for Not Having Participated in Parenting Classes or Home Visits, Statewide



Note: Percentages do not add to 100 because of rounding.

Exhibit 19. Reason for Not Having Participated in a Parent Group, Statewide

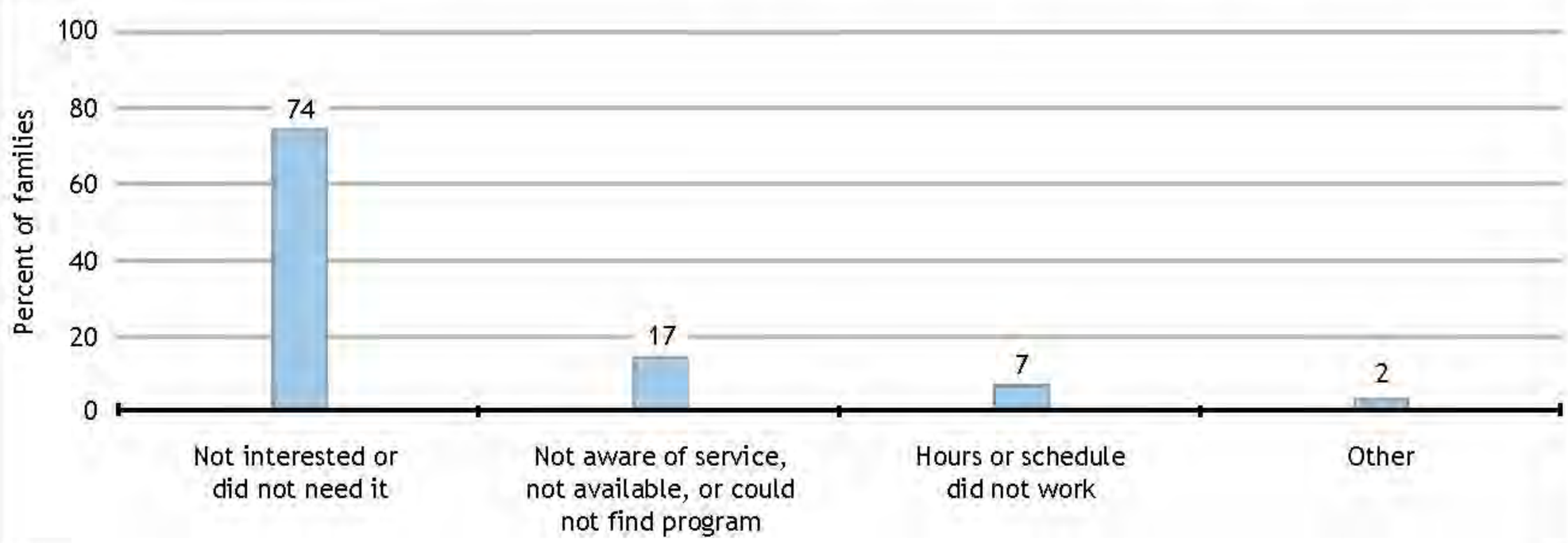


Exhibit 20. Reason for Not Having Used Child Care, Statewide

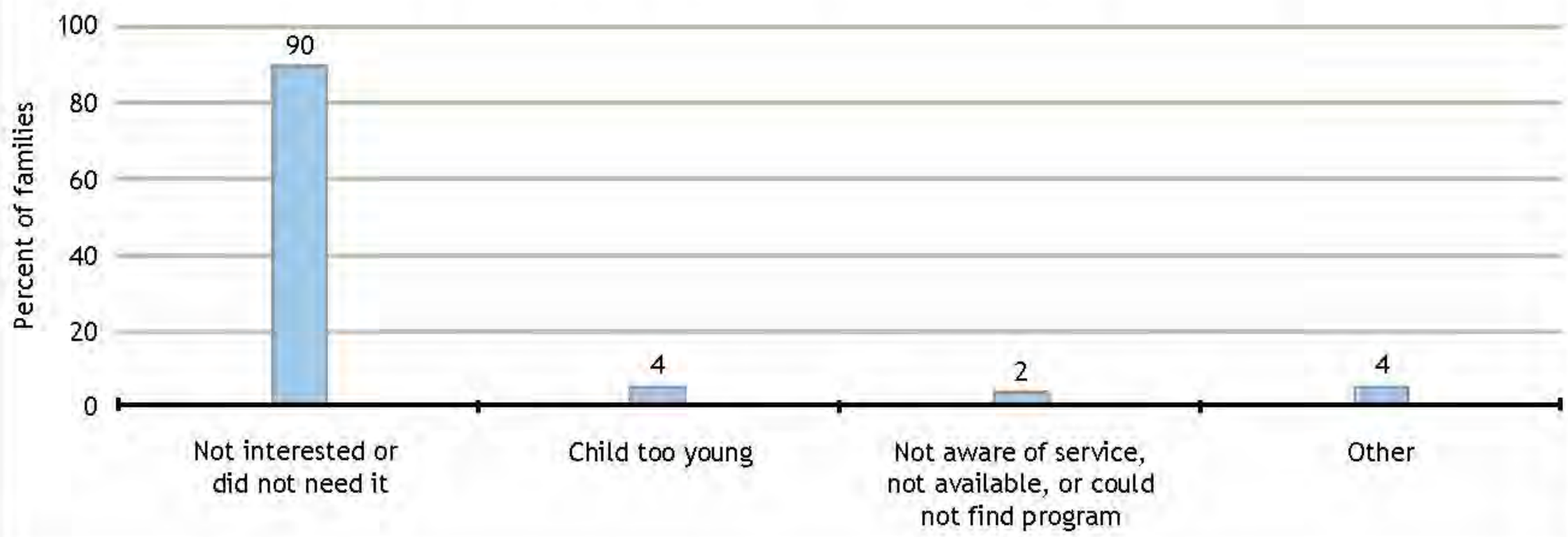
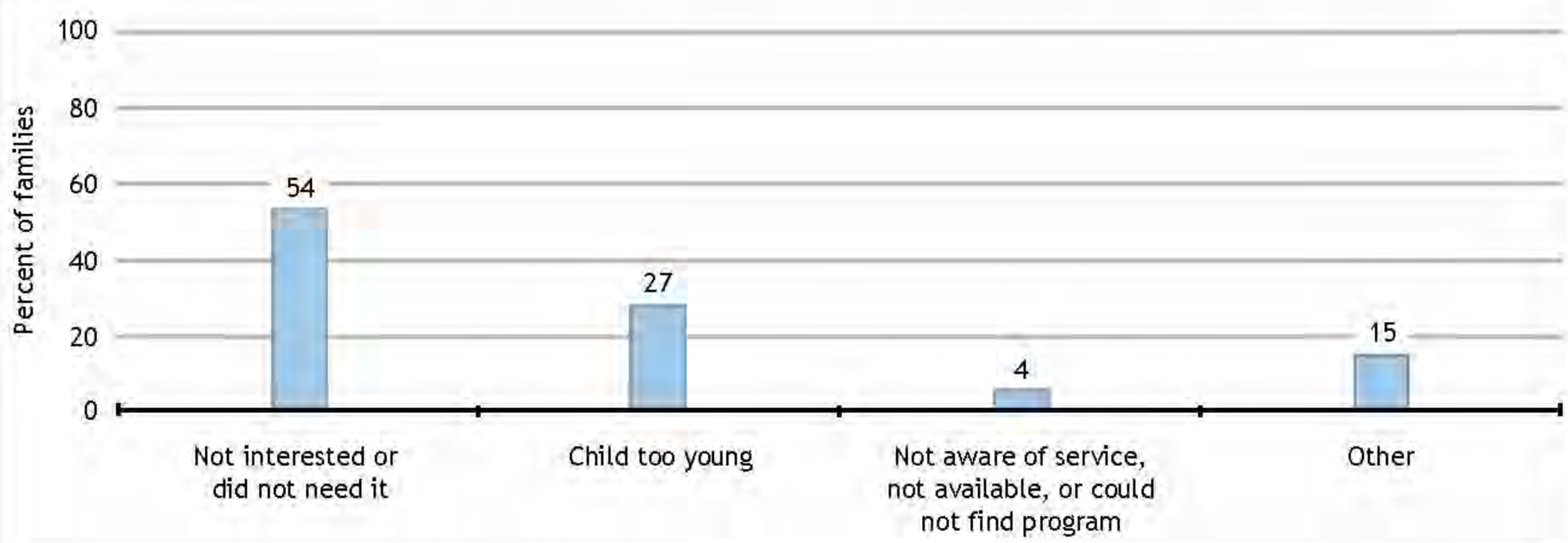


Exhibit 21. Reason for Not Having Participated in a Preschool Program, Statewide



Note: Only parents with a child age 3 through 5 were asked whether their child had attended a preschool program.

A Closer Look at Reasons Given for Not Participating in Early Learning Services, by Family Demographics

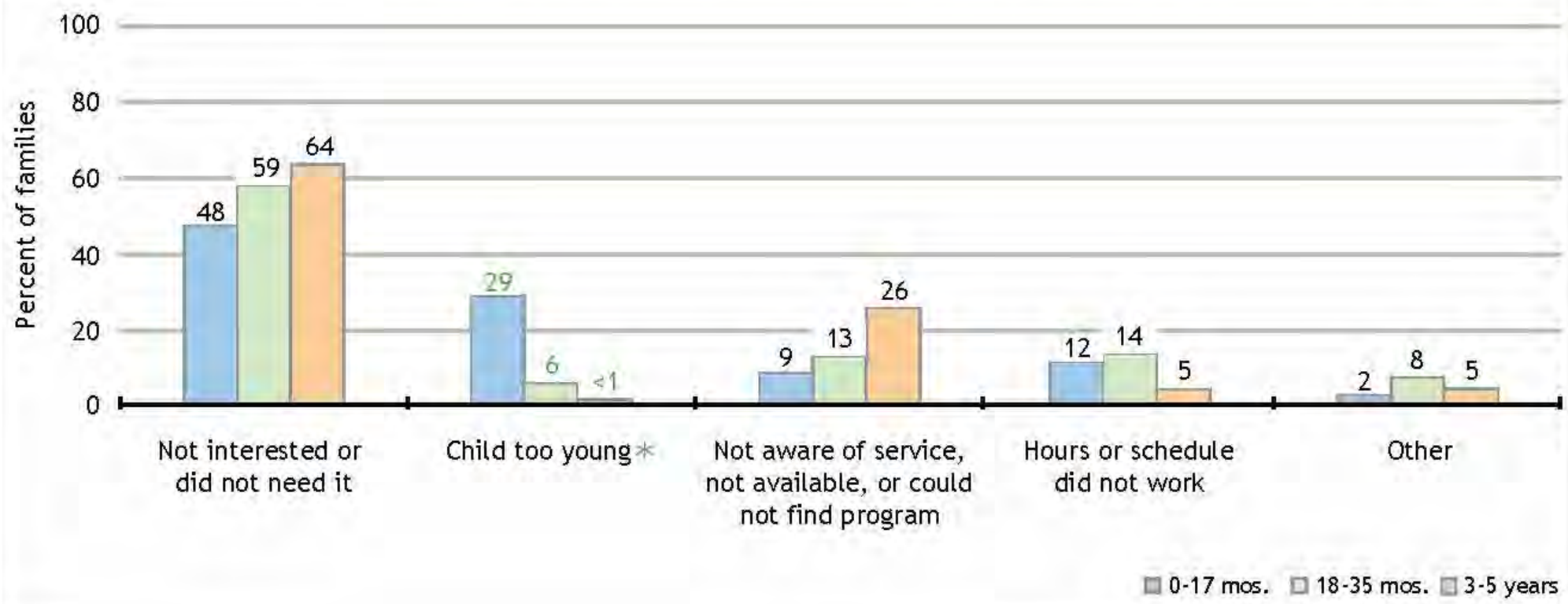
Differences in reasons parents gave for **not ever** having participated in services are discussed below by children's age, primary language, and family income level. As with parents' reports of participation in services, there were no significant differences in reasons for not having participated between children living in rural communities and those living in urban communities.

Age. Parents cited their child's age as the reason for not participating in four services that focus on learning and socialization: play groups; reading programs; sports, music, and art recreation activities or classes; and services for children with special needs. In regard to these services, parents of a younger child were more likely than parents of an older child to report that their child was too young as the reason for not having participated (Exhibits 22 through 25).

Language. English-speaking families gave different reasons than Spanish-speaking families for not having participated in 7 of the 8 early learning services (i.e., play groups; reading programs; sports, music, and art recreation activities or classes; parenting classes and home visits; parent groups; child care; and preschool). English-speaking families most often have not participated in services because they are not interested in or do not need the service or because their child is too young. Spanish-speaking families are more often not aware of an available service (Exhibits 26-32).

Family income level. Families with higher incomes had different reasons than families living at or below the federal poverty threshold for not participating in recreation activities or classes and in programs for children with disabilities or other special needs. In terms of sports, music, and art recreation activities or classes, families living at or below the federal poverty threshold more often were not aware of available programs and more often cited the program's expense as a barrier than more affluent families (Exhibit 33). Families living in poverty also were more likely than families with higher incomes to report not being aware of available programs for children with disabilities or other special needs (Exhibit 34).

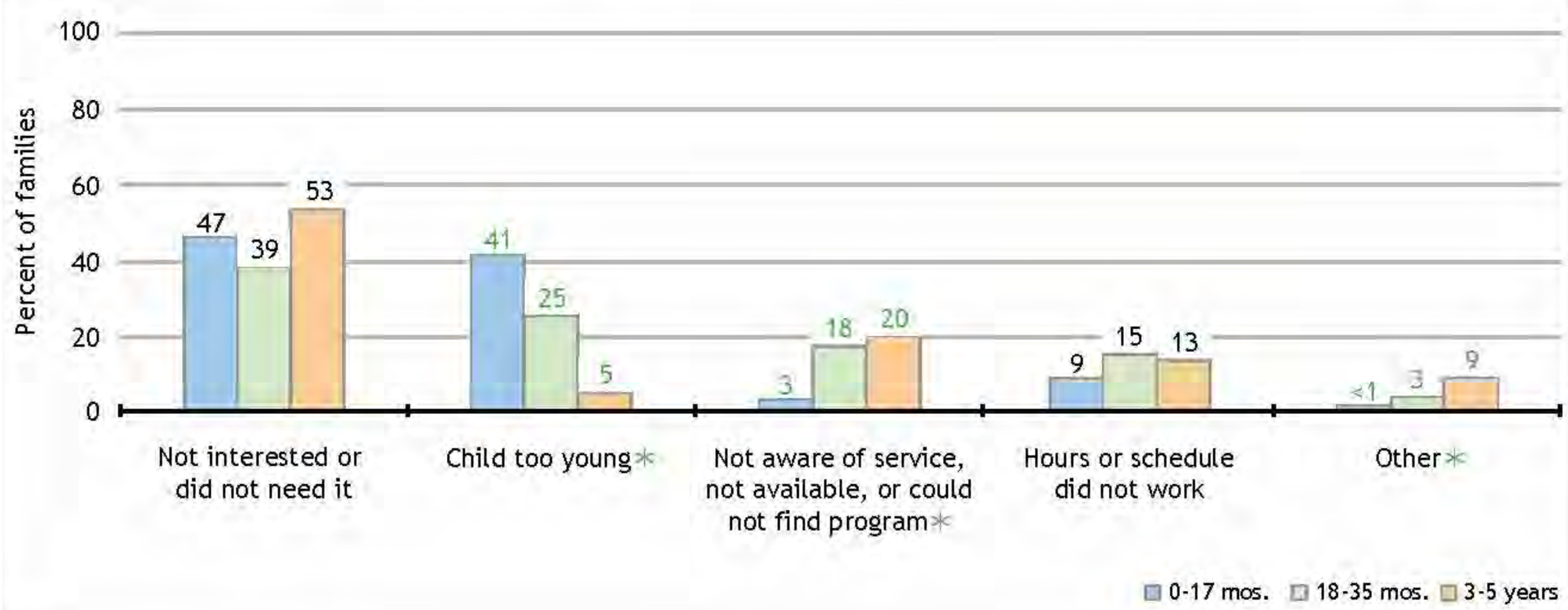
Exhibit 22. Reason for Not Having Participated in a Play Group, by Child's Age



*Difference significant at $p < .01$.

Note: Percentages may not add to 100 because of rounding.

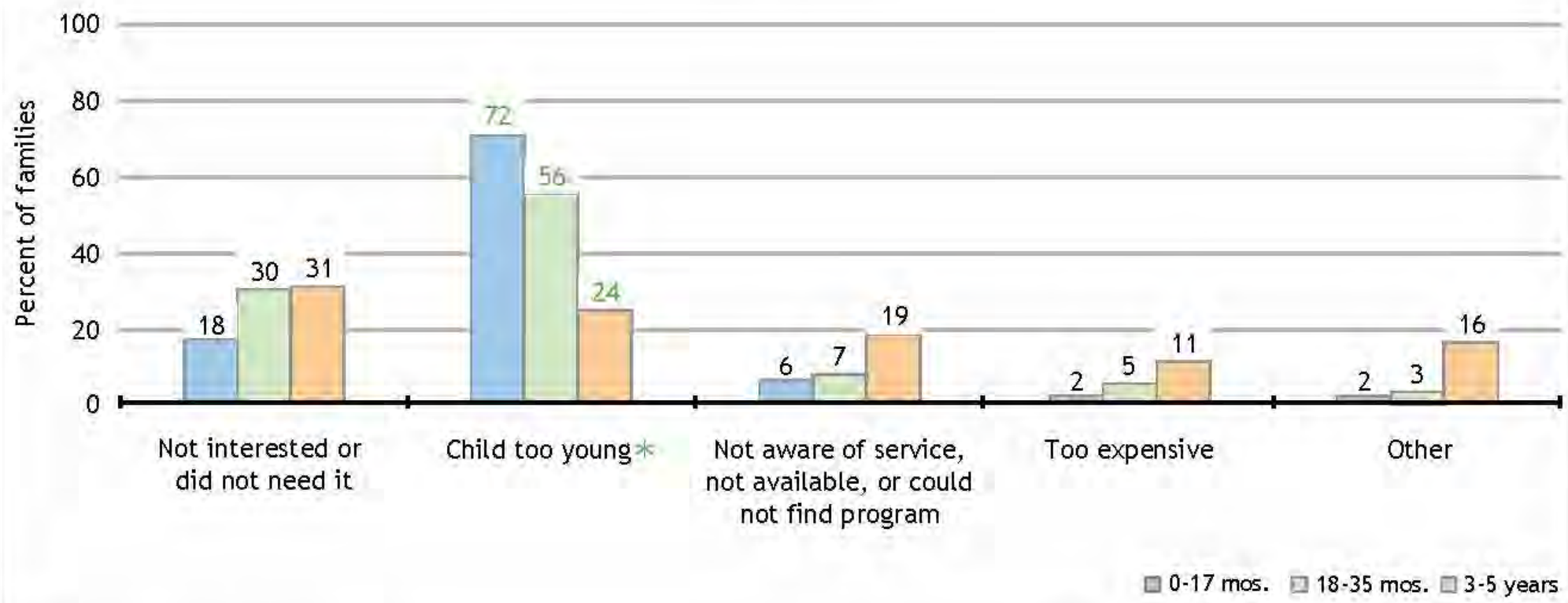
Exhibit 23. Reason for Not Having Participated in a Reading Program, by Child's Age



*Difference significant at $p < .01$.

Note: Percentages may not add to 100 because of rounding.

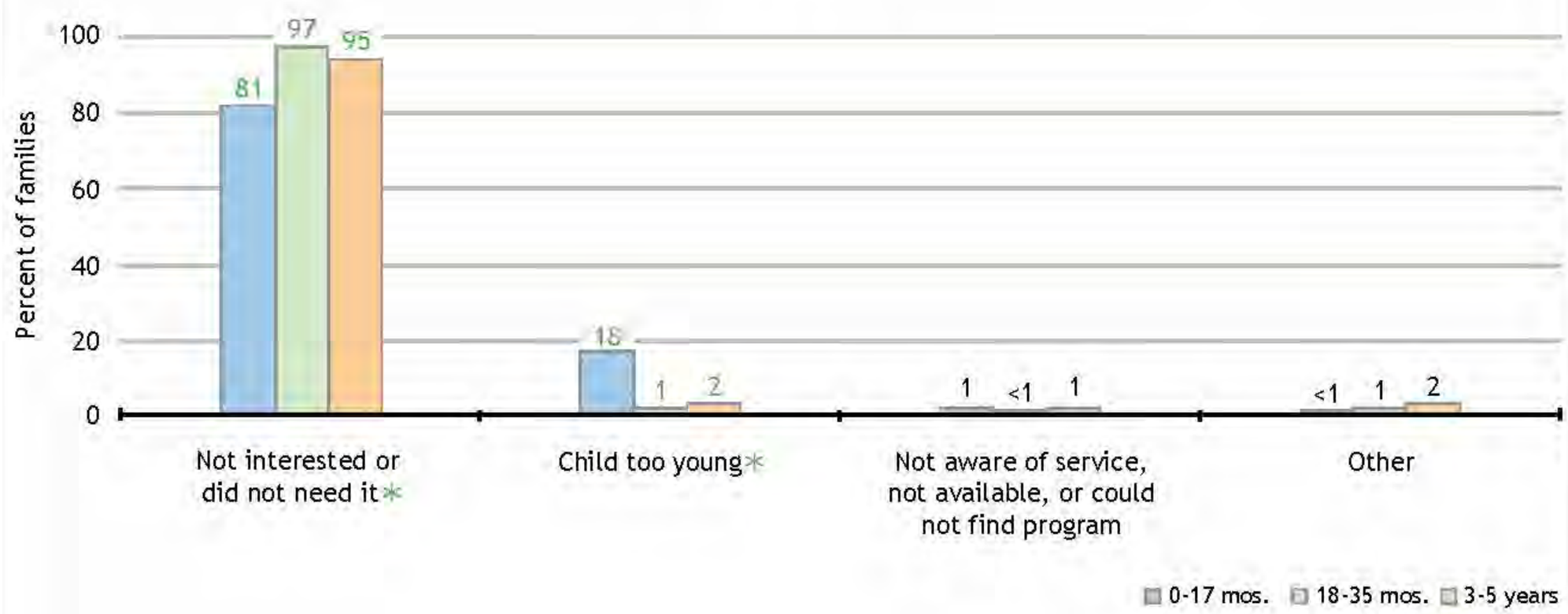
Exhibit 24. Reason for Not Having Participated in a Sports/Music/Art Activity or Class, by Child's Age



*Difference significant at $p < .01$.

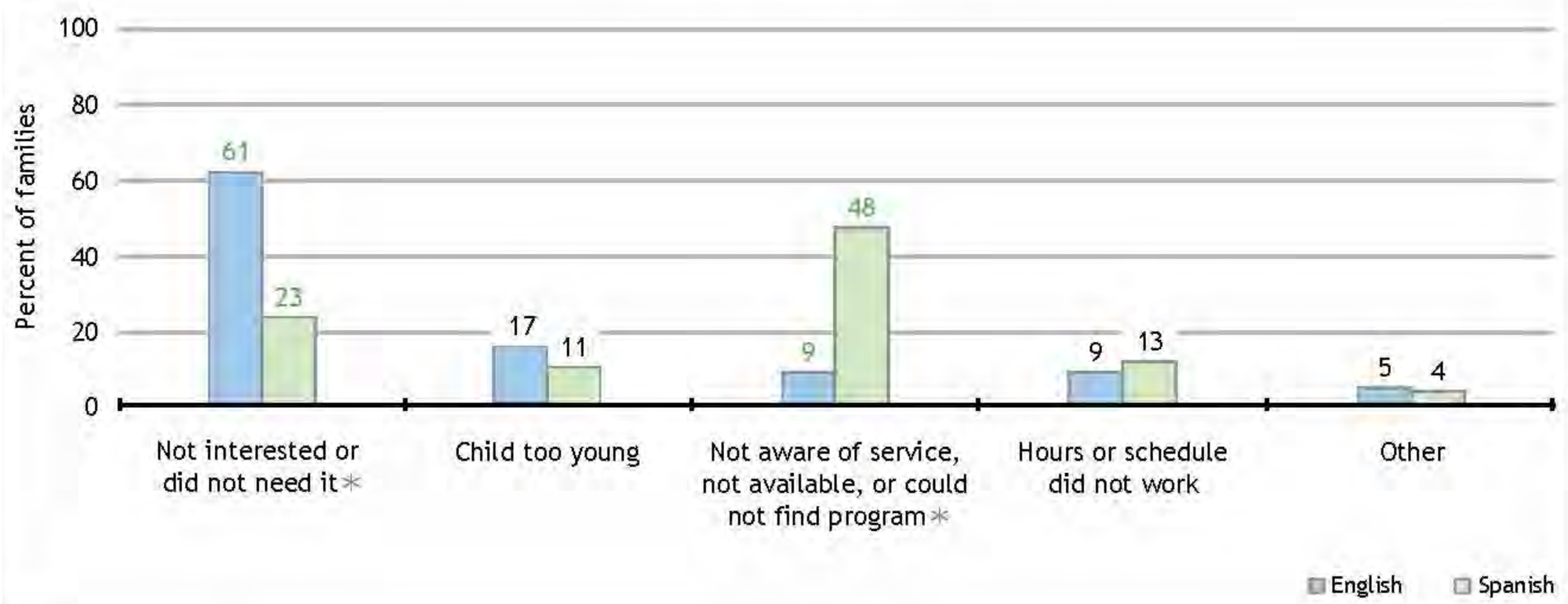
Note: Percentages may not add to 100 because of rounding.

Exhibit 25. Reason for Not Having Used Services for Children with Special Needs, by Child's Age



*Difference significant at $p < .01$.

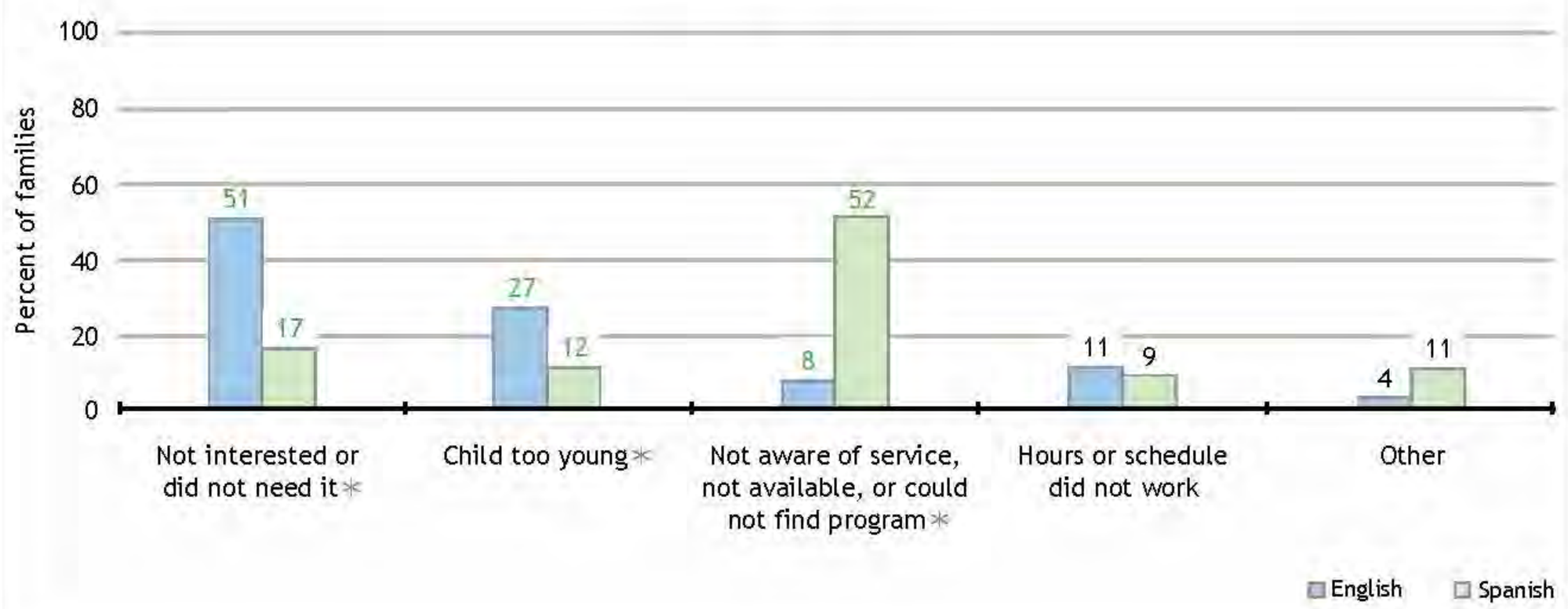
Exhibit 26. Reason for Not Having Participated in a Play Group, by Primary Language



*Difference significant at $p < .01$.

Note: Percentages do not add to 100 because of rounding.

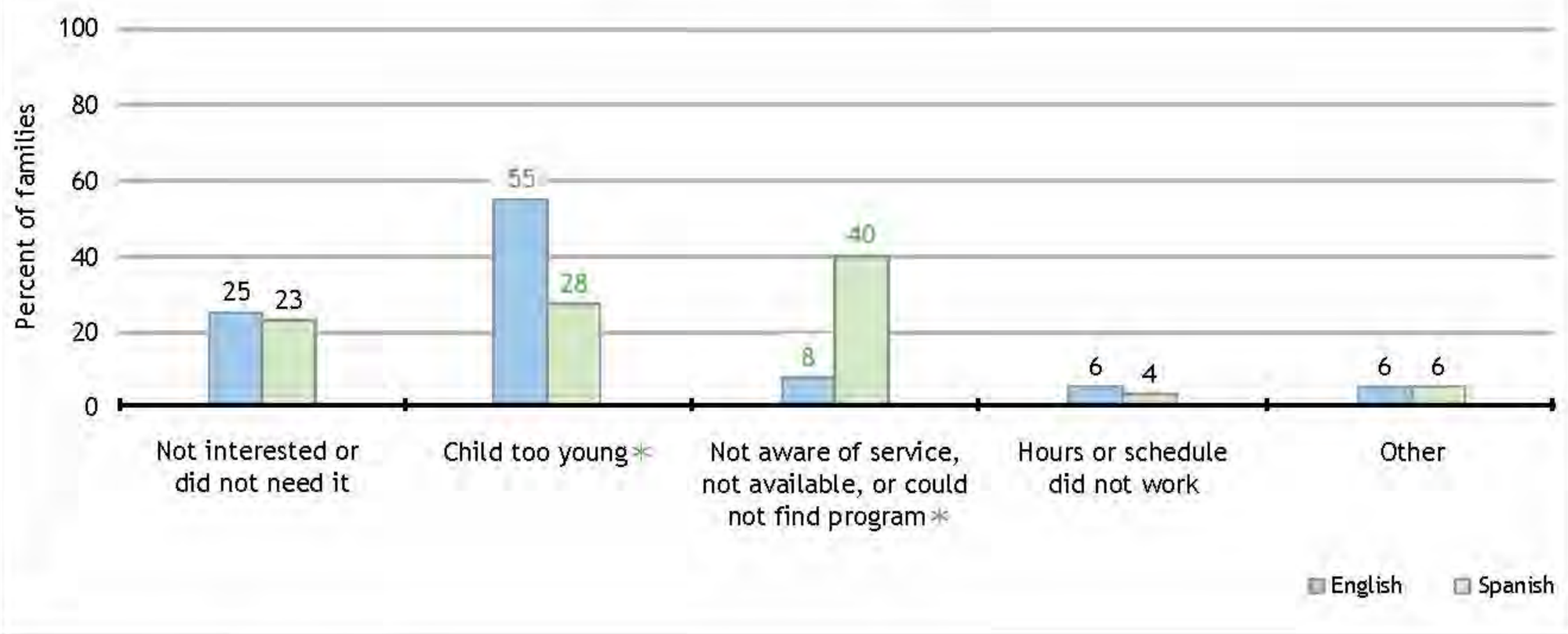
Exhibit 27. Reason for Not Having Participated in a Reading Program, by Primary Language



*Difference significant at $p < .01$.

Note: Percentages do not add to 100 because of rounding.

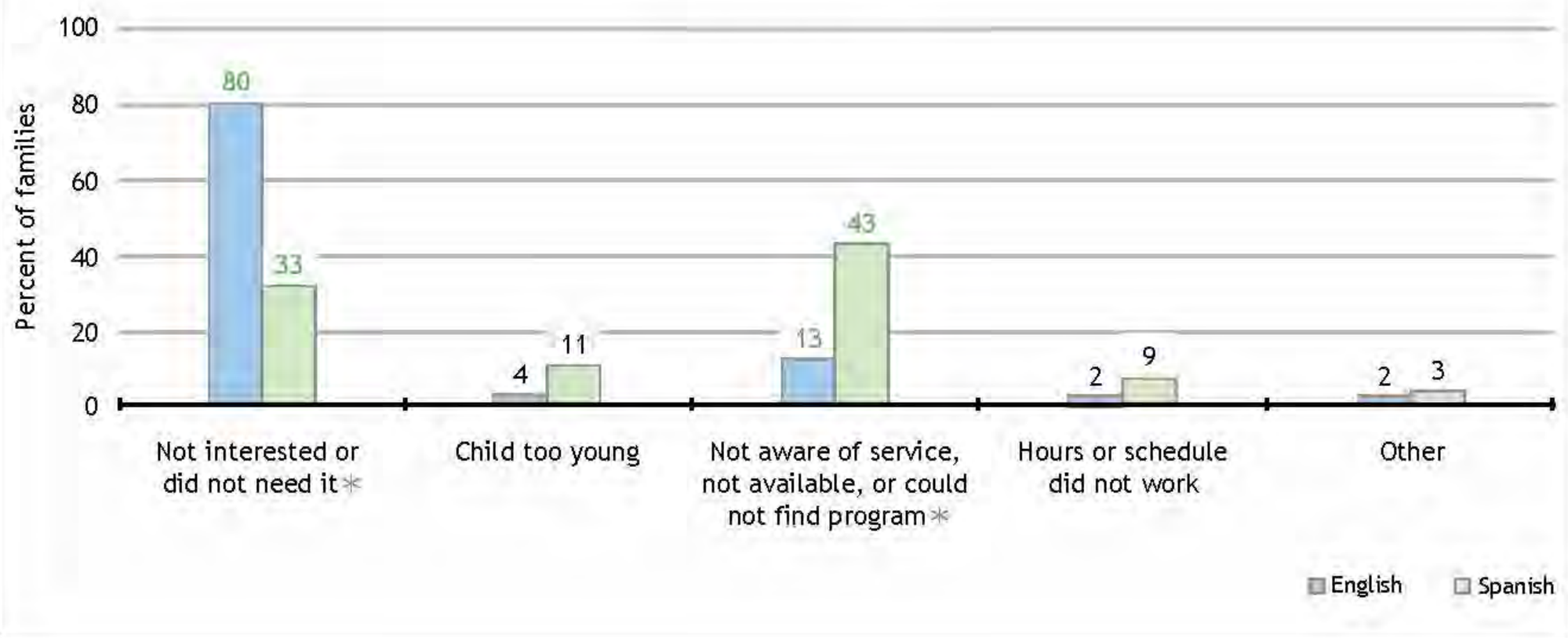
Exhibit 28. Reason for Not Having Participated in a Sports/Music/Art Activity or Class, by Primary Language



*Difference significant at $p < .01$.

Note: Percentages may not add to 100 because of rounding.

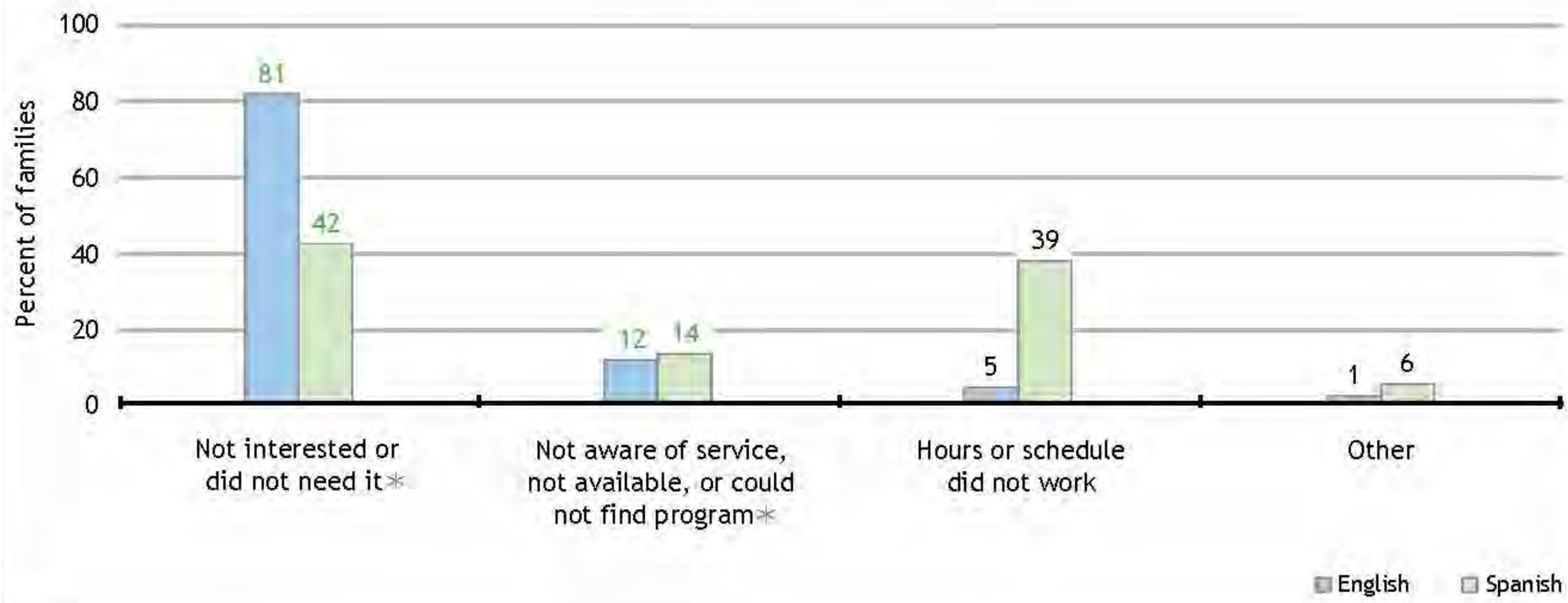
Exhibit 29. Reason for Not Having Participated in Parenting Classes or Home Visits, by Primary Language



*Difference significant at $p < .01$.

Note: Percentages do not add to 100 because of rounding.

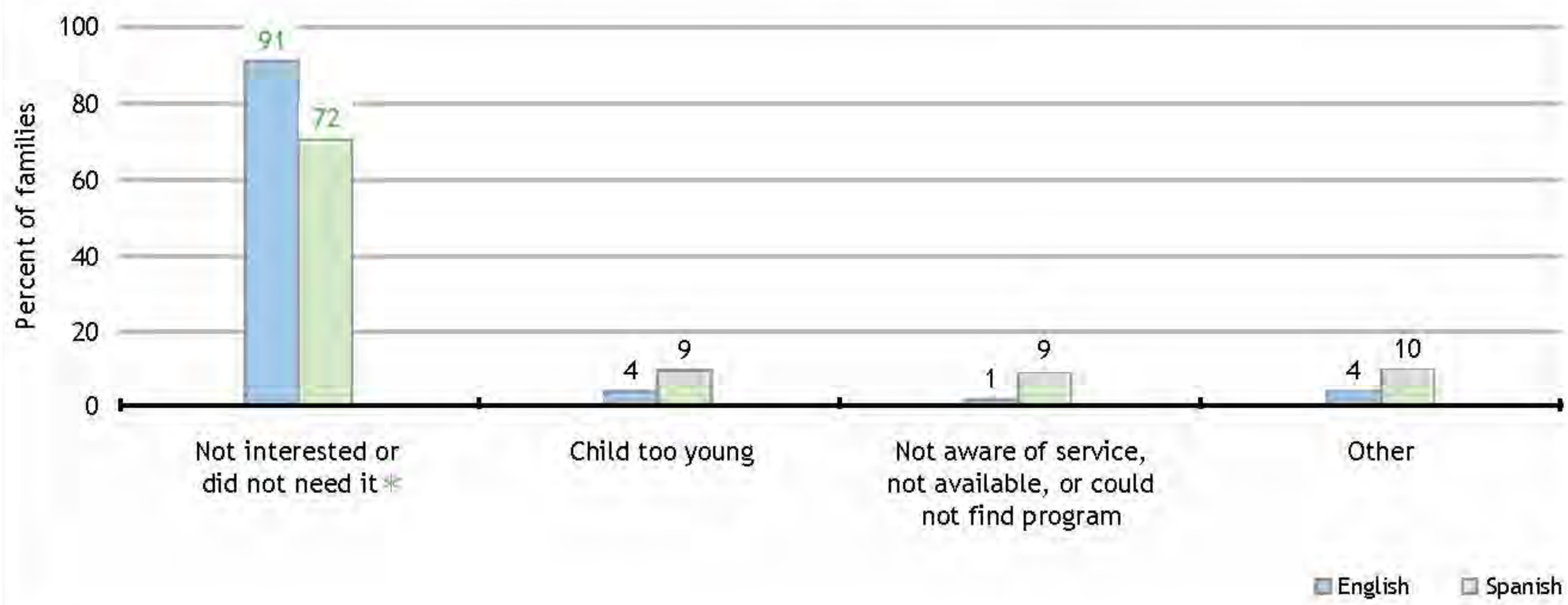
Exhibit 30. Reason for Not Having Participated in a Parent Group, by Primary Language



*Difference significant at $p < .01$.

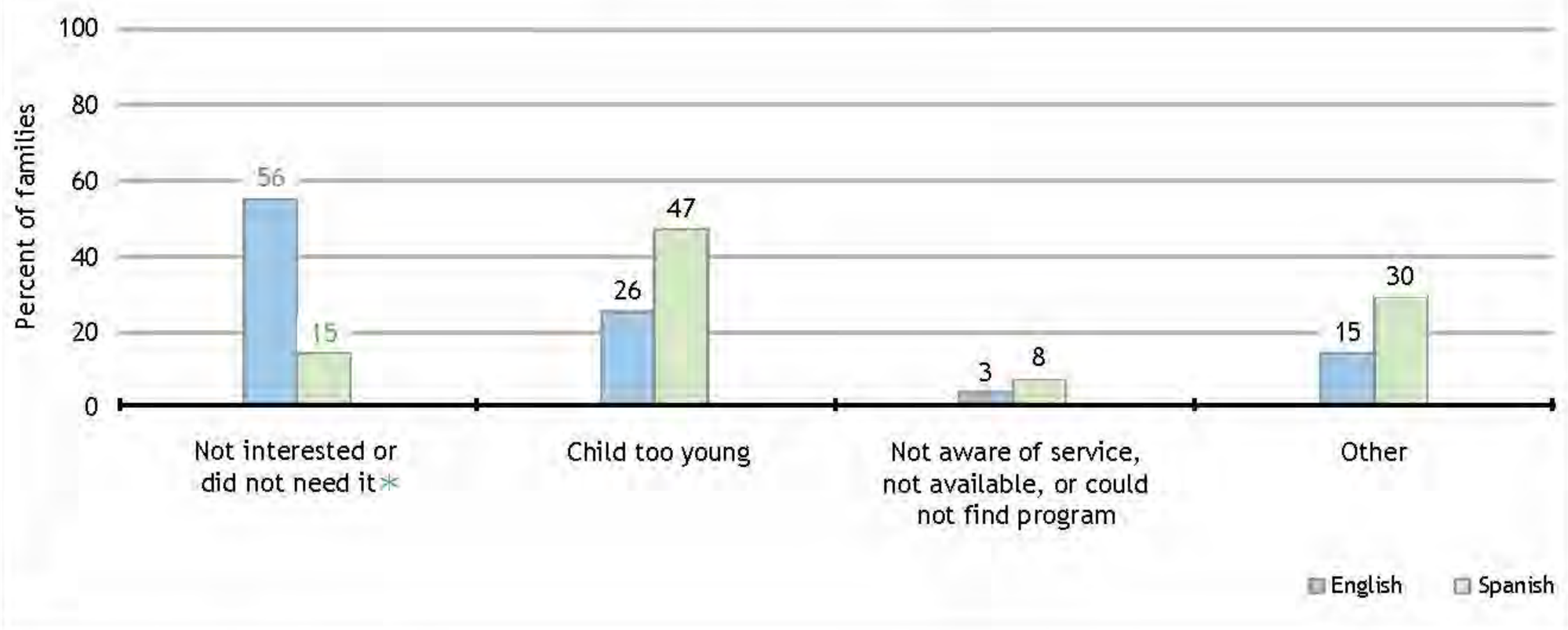
Note: Percentages do not add to 100 because of rounding.

Exhibit 31. Reason for Not Having Used Child Care, by Primary Language



*Difference significant at $p < .01$.

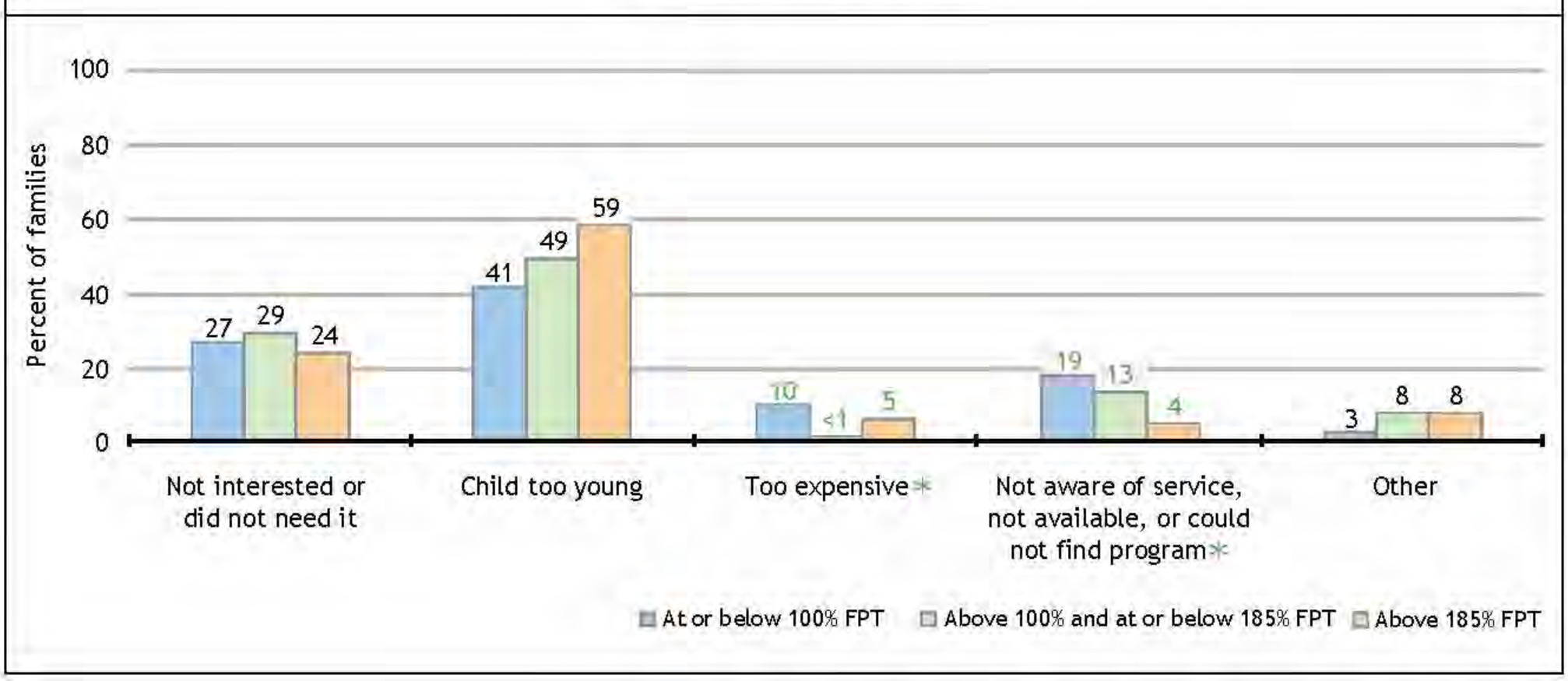
Exhibit 32. Reason for Not Having Participated in a Preschool Program, by Primary Language



*Difference significant at $p < .01$.

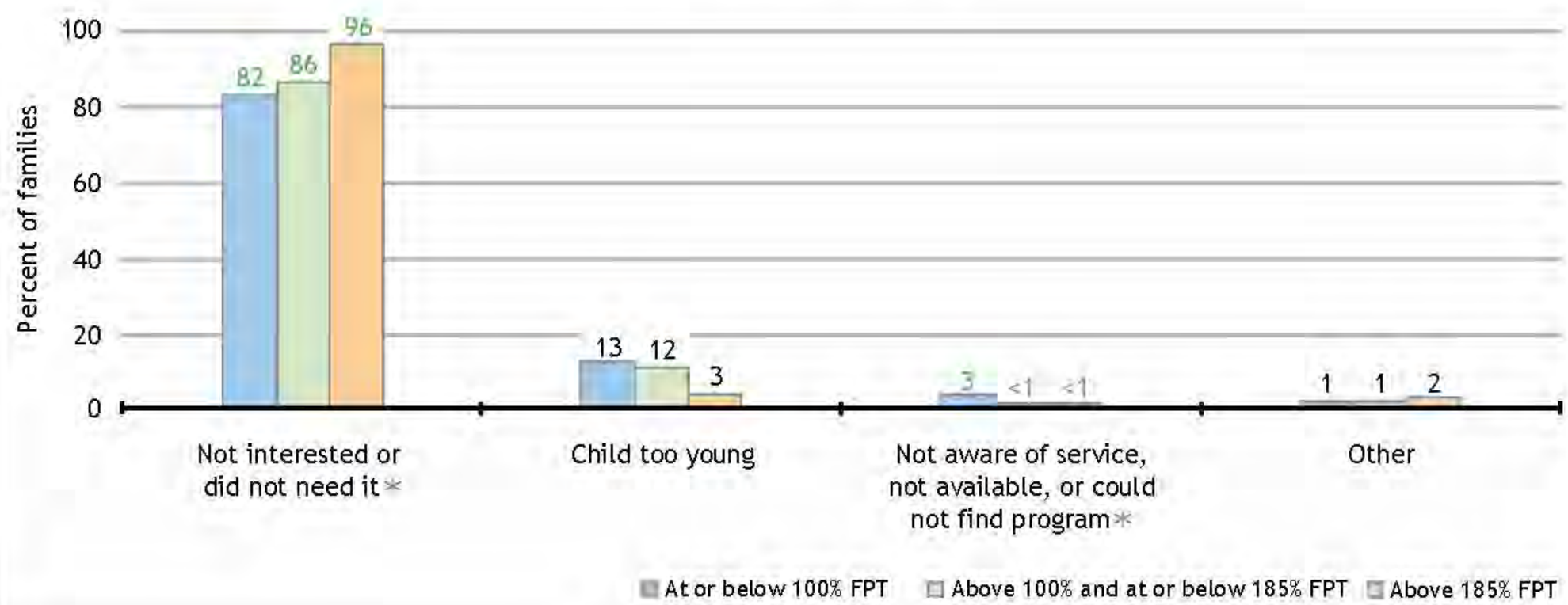
Note: Only parents with a child age 3 through 5 were asked whether their child had attended a preschool program.

Exhibit 33. Reason for Not Having Participated in a Sport/Music/Art Class, by Family Income Level



*Difference significant at $p < .01$.

Exhibit 34. Reason for Not Having Participated in Services for Children with Special Needs, by Family Income Level



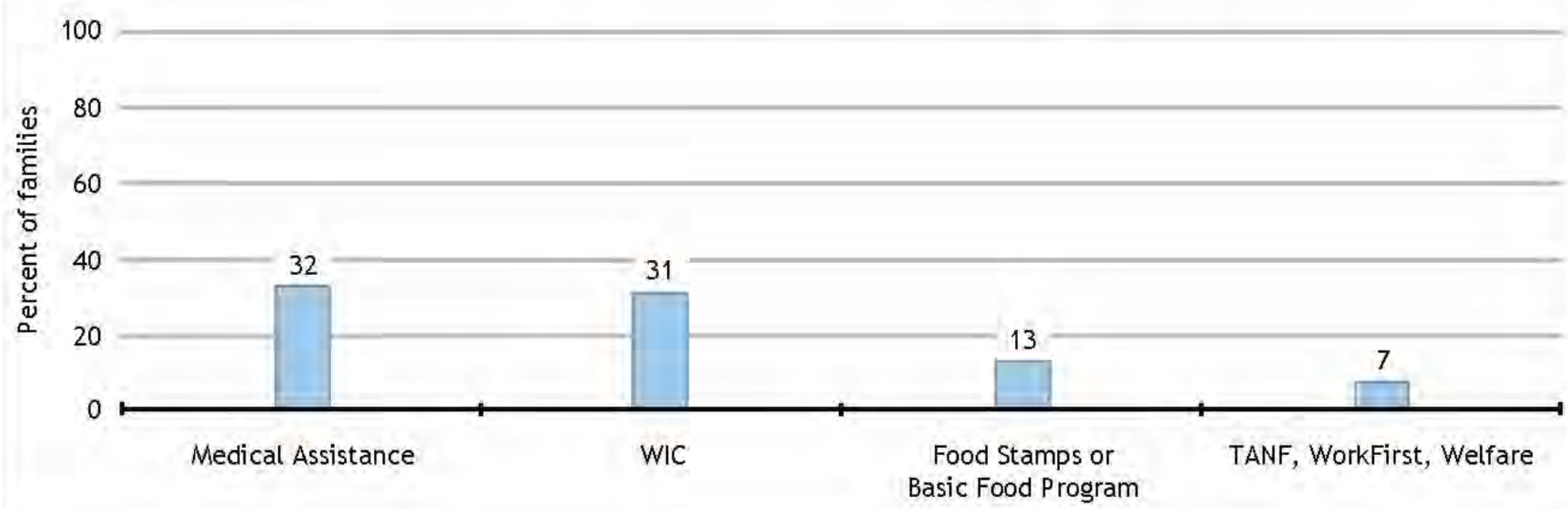
*Difference significant at $p < .01$.

Note: Percentages do not add to 100 because of rounding.

A Statewide Look at Participation in Public Medical, Nutrition, and Family Support Programs

Parents were asked whether they had received services or money in the past 12 months from various public medical, nutrition, and family support programs, which are designed to assist families having limited incomes. Almost one-third of parents with a child younger than age 6 participated in the Medical Assistance program in the past 12 months, and a similar percentage of parents participated in the Women, Infants, and Children (WIC) program. Family participation in the Food Stamp and state welfare programs was much less common (Exhibit 35).

Exhibit 35. Received Public Assistance Within the Past 12 Months, Statewide



A Closer Look at Participation in Public Medical, Nutrition, and Family Support Services, by Family Demographics

Families' participation in public assistance services within the past 12 months differs according to the child's age and primary language, the family's income level, and the type of community in which families live.

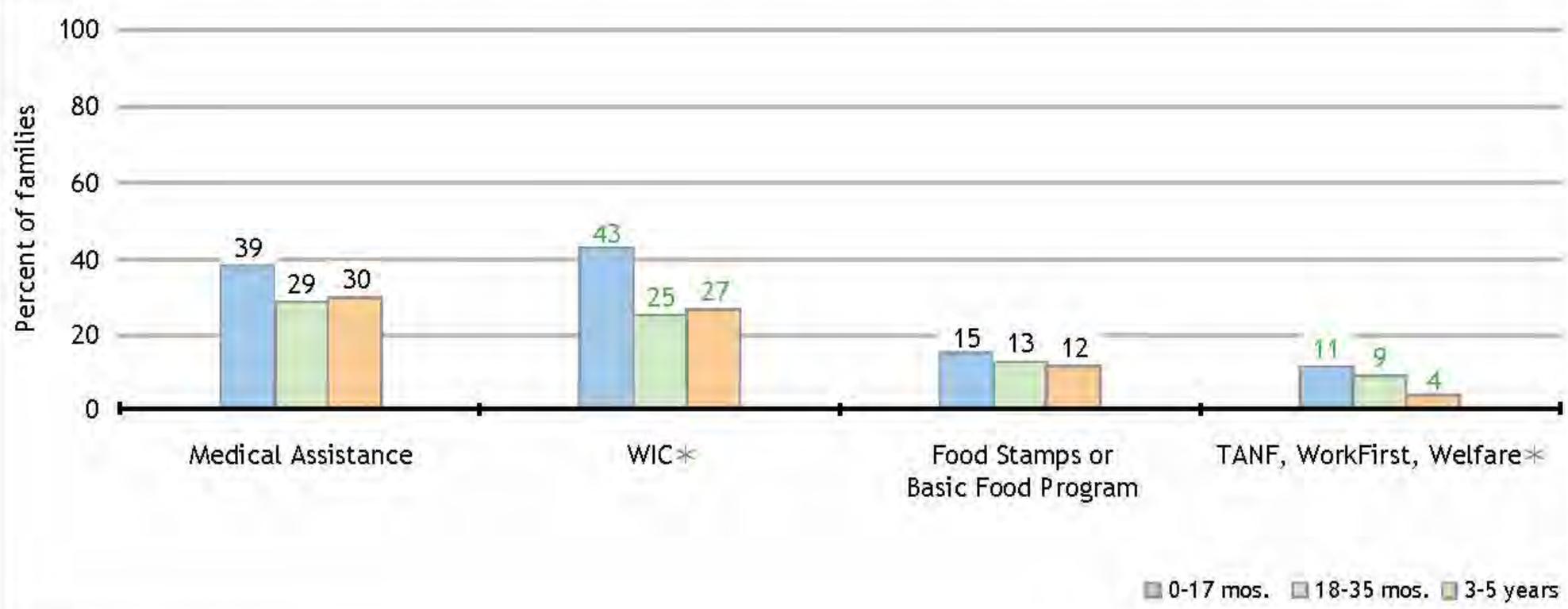
Age. Families having a younger child participated in certain public assistance services in the past 12 months more often than families having an older child. For example, 43% of parents of an infant participated in WIC, whereas only about one-quarter of parents of a preschool child participated (Exhibit 36). Likewise, more families having a child younger than 3 years received services from state welfare programs (e.g., TANF—Temporary Assistance for Needy Families—and WorkFirst) than families having a 3- through 5-year-old child (11% with infants and 9% with toddlers versus 4% with preschool-age children) (Exhibit 36).

Language. More Spanish-speaking families than English-speaking families participated in certain public assistance services within the past 12 months. About three-quarters of Spanish-speaking families participated in Medical Assistance and WIC programs, whereas fewer than one-third of English-speaking families did so. More Spanish-speaking families also participated in the Food Stamp program, although far fewer families speaking either language participated in this program than in Medical Assistance and WIC programs (Exhibit 37).

Family income level. Eligibility for participation in public service programs is determined partly by family income. For all the public assistance programs, more families having incomes at or below the federal poverty threshold than families having higher incomes participated in the past 12 months. Very few families whose incomes were more than 185% of the federal poverty threshold participated in any of these programs. Families living at or below the federal poverty threshold most often participated in Medical Assistance and WIC programs. More than half of families living at or below 185% of the federal poverty threshold participated in these programs. Also, half of families with incomes at or below the federal poverty threshold participated in the Food Stamp program, compared with only 16% of families whose incomes were between the federal poverty threshold and 185% of that level and only 1% of families with higher incomes. Nearly one-quarter of families having the lowest incomes also participated in a state welfare program, compared with only 2% of families whose incomes were above 185% of the federal poverty threshold (Exhibit 38).

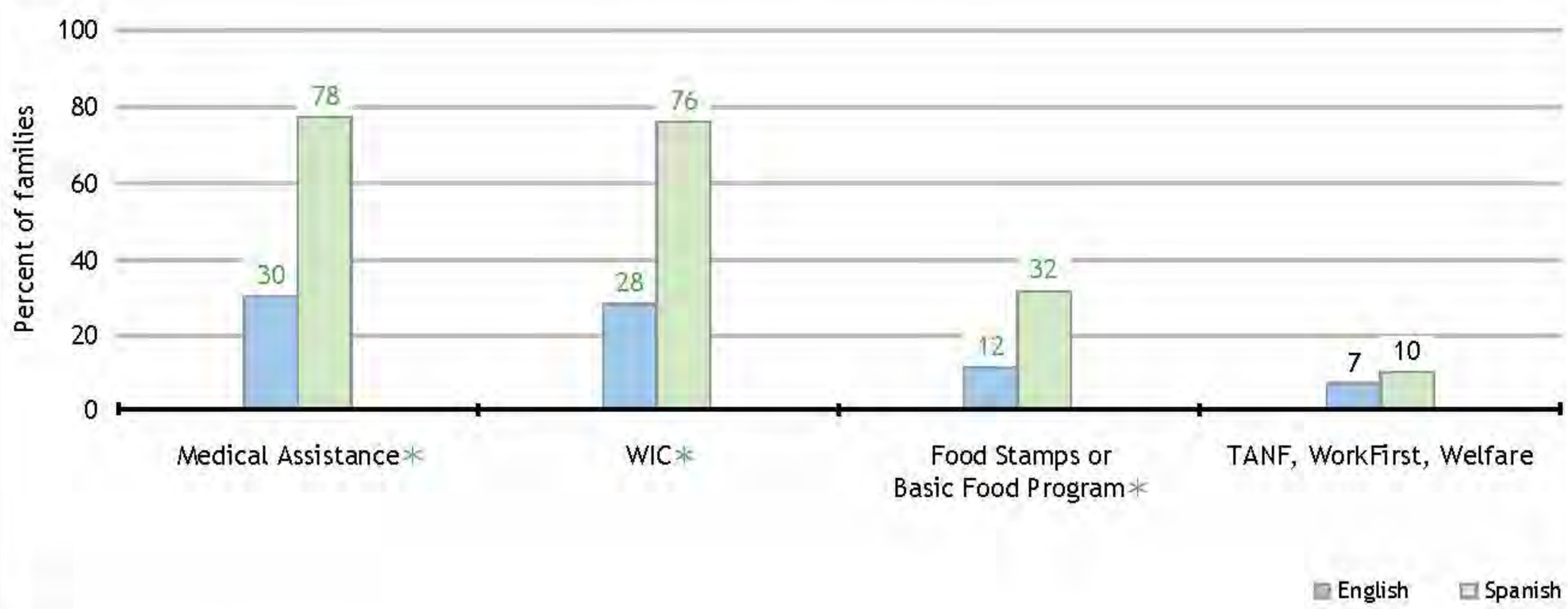
Type of community. In the past 12 months, more families living in rural communities than families living in urban communities (43% versus 28%) participated in WIC (not shown in an exhibit).

Exhibit 36. Received Public Assistance Within the Past 12 Months, by Child's Age



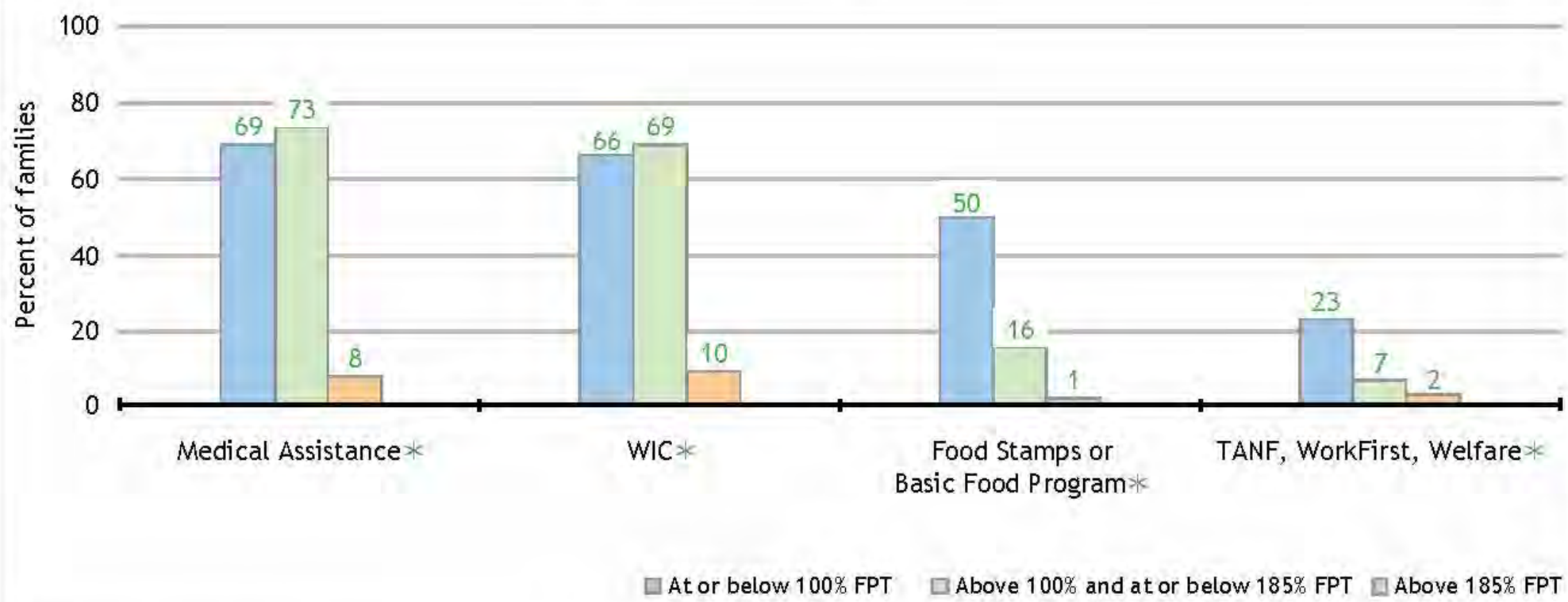
*Difference significant at $p < .01$.

Exhibit 37. Received Public Assistance Within the Past 12 Months, by Primary Language



*Difference significant at $p < .01$.

Exhibit 38. Received Public Assistance Within the Past 12 Months, by Family Income Level



*Difference significant at $p < .01$.

PARENTAL PREFERENCES FOR EARLY LEARNING INFORMATION

(b)(6)

A Statewide Look at Information Parents Want to Receive About Early Learning Topics

Parents were asked whether they would want more information about several topics related to their child's early learning. These topics included children's cognitive, physical, social, and emotional development, as well as information to help parents make decisions about services and care for their children.

A majority of parents would like to have more information on most of these topics. In particular, parents want more information about activities, events, and places in the community that are designed for families. More parents (80%) want this information than any other type of information discussed (Exhibit 39).

Parents are also interested in getting more information about how to support their child's early reading skills and how to help their child get ready for kindergarten. More than two-thirds of parents are interested in each of these topics.

A majority of parents want more information about how to support their child's social-emotional development, including helping their child manage emotions and get along with others. Many parents are also interested in receiving more information about positive ways to discipline their child.

More than half of parents want more information about how to promote their child's physical health (e.g., through diet and exercise) and about how to support their child's development at different ages. Half of parents also want more information about resources for parents who have concerns about their children's development or behavior.

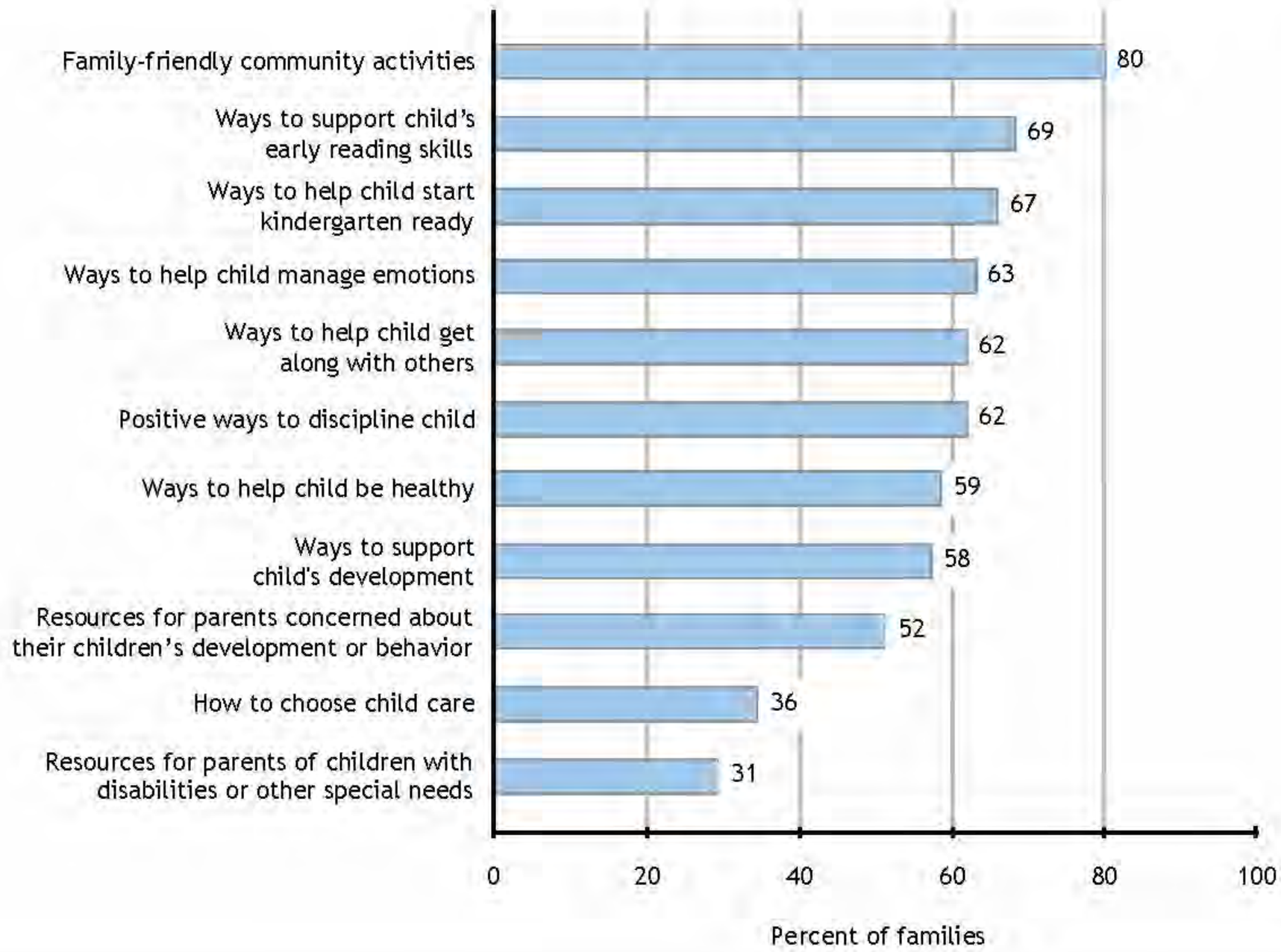
Fewer parents (36%) want more information about how to choose child care. Fewer may be interested in this topic than in others because parents who have their child in child care already have made a child care choice, and other parents may not need or want it (as discussed later in the report, only 50% of children under age 6 statewide are in nonparental care). Although relatively few parents are interested in getting more information on choosing child care, it is important to keep in mind that 36% translates to more than 150,000 parents statewide.

Nearly a third of parents (31%) are interested in having more information about resources for serving children with disabilities and other special needs. This percentage is similar to the percentage of parents who expressed a serious concern about their child's development, behavior, or health (29%), and it is three times that of parents who have been told that their child has a disability or developmental delay (10%). As reported above, half of parents want more information about resources for those who have concerns about their children, and some parents may seek more specific information about disabilities and other special needs.

Although many parents are interested in getting more information about various issues that apply to their child's early learning and development, parents may have a variety of reasons for

not wanting more information on some topics. They may not be interested in or need the information, or they may already be receiving good information.

Exhibit 39. Early Learning Topics About Which Families Would Like More Information, Statewide



A Closer Look at Information Parents Want to Receive About Early Learning Topics, by Family Demographics

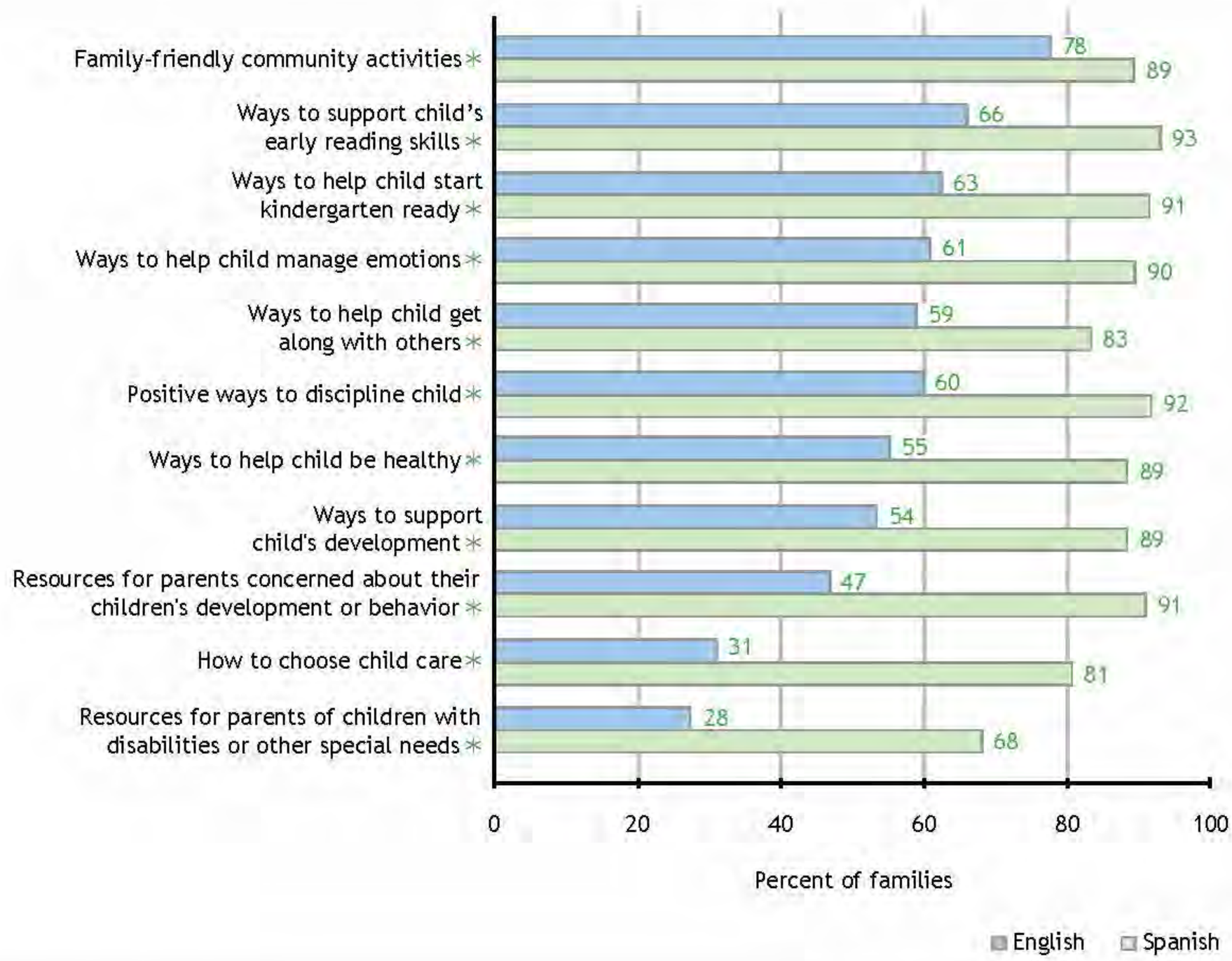
Depending on the child's primary language and the family's income level, parents' desires differ in regard to having more information about various topics in early learning. No significant differences in the types of information parents want were found relative to their child's age or between families living in rural communities and those living in urban communities.

Language. For most early learning topics discussed, a large majority of Spanish-speaking families would like more information. Moreover, for all of the topics, more Spanish-speaking families than English-speaking families want additional information. For example, 91% of Spanish-speaking families want information on resources for addressing concerns about children's development and behavior, compared with 47% of English-speaking families. Likewise, 68% of Spanish-speaking parents want more information about disabilities and other special needs, compared with only 28% of English-speaking families. A large majority of

Spanish-speaking parents are interested in having more information about child care (81%), compared with fewer than a third (31%) of English-speaking parents (Exhibit 40).

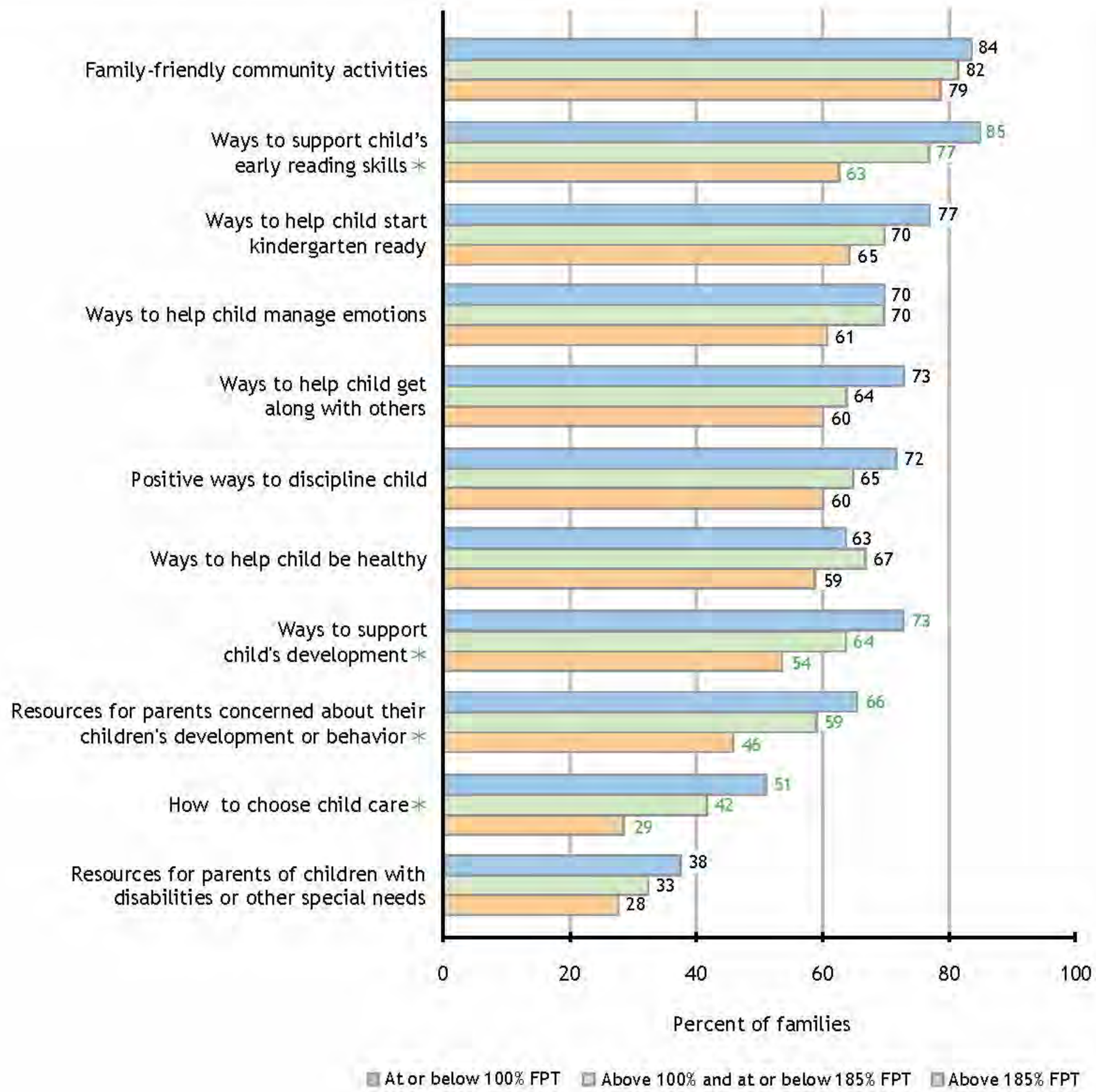
Family income level. Many more families with incomes at or below the federal poverty threshold than families having incomes above 185% of the federal poverty threshold want more information on several early learning topics: ways to support their child's early reading skills (85% versus 63%), ways to support their child's development at different ages (73% versus 54%), resources for addressing concerns about the child's development or behavior (66% versus 46%), and how to choose child care (51% versus 29%) (Exhibit 41).

Exhibit 40. Early Learning Topics About Which Families Would Like More Information, by Primary Language



*Difference significant at $p < .01$.

Exhibit 41. Early Learning Topics About Which Families Would Like More Information, by Family Income Level



*Difference significant at $p < .01$.

A Statewide Look at How Much Parents Trust and Want Early Learning Information from Various Sources

Parents were asked how much they would **both trust and want to receive** information about their child's learning, development, and health from 11 sources—a health care provider, a child care provider or teacher, a family member or friend, the parent's faith or religious community, a parenting class, magazines or books, a home visit, materials that come in the mail, the Internet, a toll-free parent advice line, and TV or radio. For each source, parents indicated that they trust and want the information "a lot," "a little," or "not at all."

There is no one source that all parents trust and want information from to support their child's learning, development, and health. Sources that some parents trust "a lot" are trusted "not at all" by many other parents. Nevertheless, more parents by far (71%) trust and want early learning information "a lot" from a health care provider. Another 22% of parents trust and want this information "a little." A child care provider is another highly trusted source. About half (53%) of parents want and trust information from a child care provider "a lot," whereas another 34% do so "a little" (Exhibit 42).

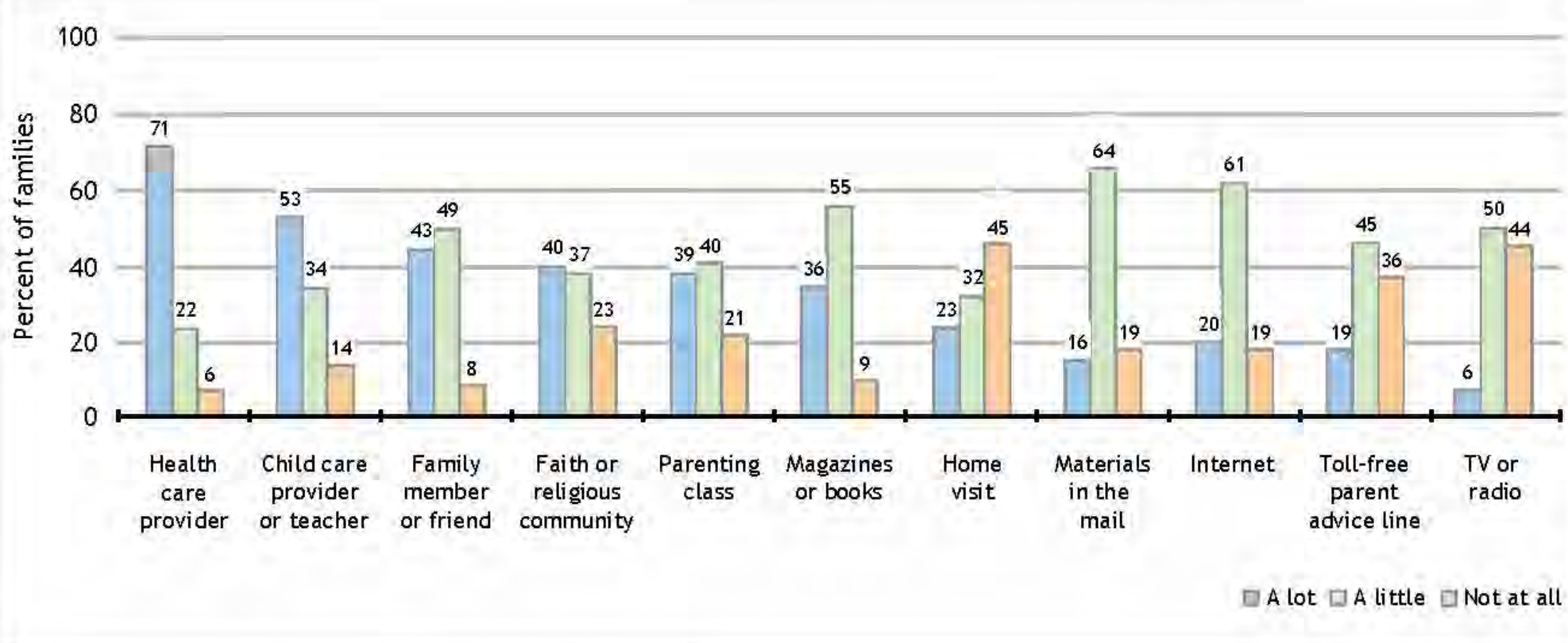
Personal connections such as friends, family, and the family's faith or religious community are sources of information about early learning that many parents trust and want. Many parents trust and want information from a family member or friend either "a lot" (43%) or "a little" (49%). Forty percent of parents trust and want information from their faith or religious community "a lot" and another 37% "a little." Close to a quarter of parents (23%) do "not at all" trust and want information from their faith or religious community. Nearly equivalent percentages of parents want and trust information from parenting class "a lot" (39%) or "a little" (40%), and a large minority (21%) do "not at all" want or trust this kind of information.

Many parents trust and want information from various reading materials only "a little." For example, a majority of parents trust and want information from magazines or books (55%), materials that come in the mail (64%), and the Internet (61%) only "a little."

The least trusted and wanted sources for early learning information among parents statewide are a home visit, a toll-free advice line, and TV or radio. Nearly half of parents do "not at all" trust or want information from a home visit and TV or radio programs. More than a third (36%) of parents do "not at all" trust or want information from a toll-free advice line for parents, and another 45% trust and want this information only "a little".

However, preferences in sources for early learning information differ considerably for subpopulations of parents.

Exhibit 42. Amount That Families Trust and Want Early Learning Information from Various Sources, Statewide



Note: Percentages may not add to 100 because of rounding.

A Closer Look at How Much Parents Trust and Want Early Learning Information from Various Sources, by Family Demographics

Differences in the extent to which families trust and want early learning information from various sources were noted by their child's age and primary language and the family's income level. There were no significant differences between children living in rural and urban communities.

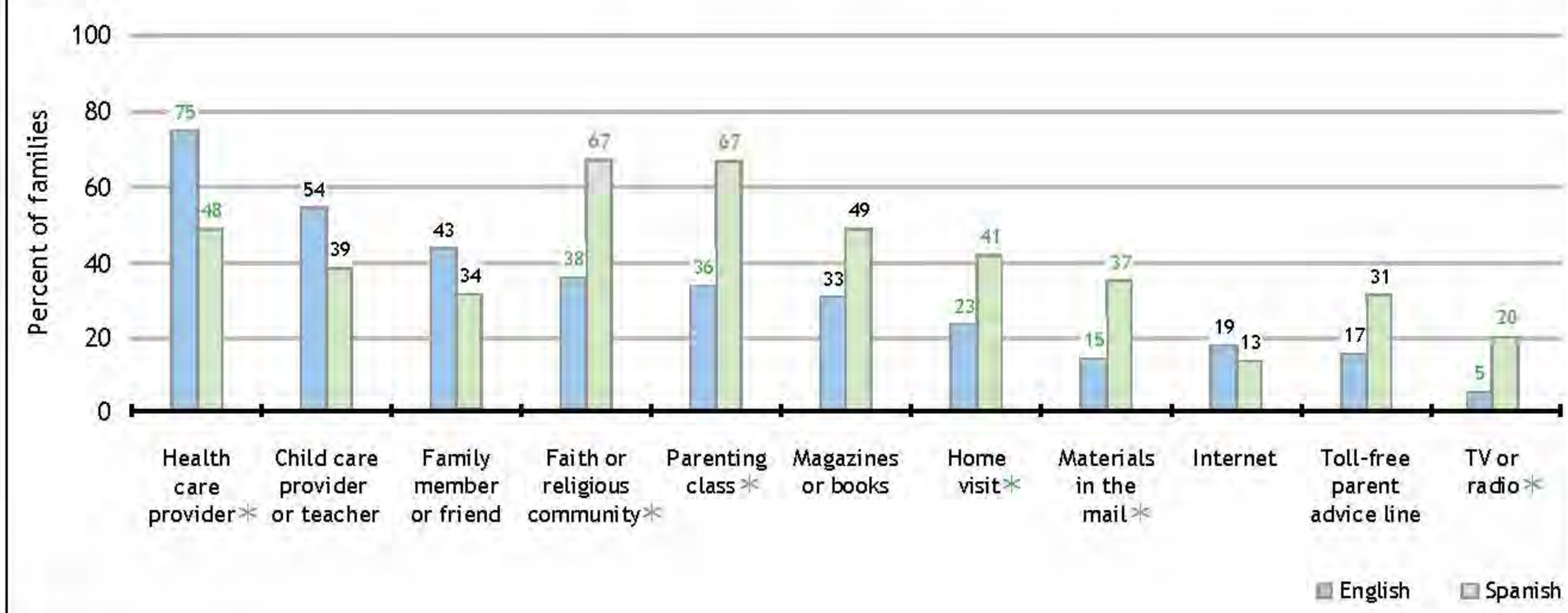
Age. Parents of a child ages 3 through 5 years trust and want to receive information from their child's care provider more than parents of a child younger than 18 months (not shown in an exhibit). This finding may reflect the fact that twice as many children ages 3 through 5 as children younger than 18 months attend child care.

Language. English- and Spanish-speaking families differ in their preferences for many sources of early learning information. First, they differ in the sources of information they trust and want "a lot." More Spanish-speaking than English-speaking families have "a lot" of trust in their faith or religious community (67% versus 38%), a parenting class (67% versus 36%), a home visit (41% versus 23%), materials that come in the mail (37% versus 15%), and information from radio or TV (20% versus 5%). Conversely, more English-speaking than Spanish-speaking families have "a lot" of trust in their health care provider (75% versus 48%) (Exhibit 43).

Spanish- and English-speaking families also differ in terms of the sources of information that they do "not at all" trust and want. More English-speaking families than Spanish-speaking families do "not at all" trust and want information from their faith or religious community (25% versus 7%), a parenting class (20% versus 10%), a home visit (47% versus 11%), a toll-free advice line (38% versus 19%), and radio or TV (45% versus 23%). In contrast, many more Spanish-speaking families than English-speaking families do "not at all" trust and want information from the Internet (42% versus19%) (Exhibit 44).

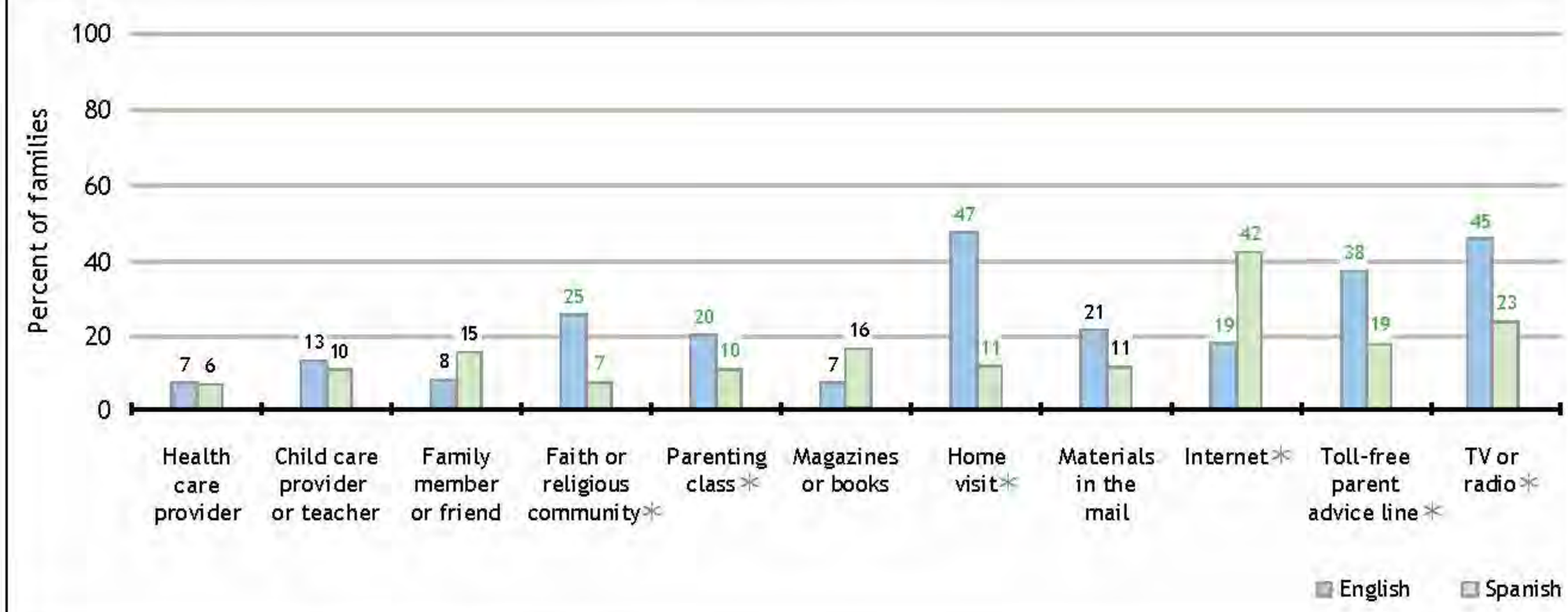
Family income level. Families with limited incomes at or below the poverty threshold differ from families having higher incomes in their preferences for some sources of information about early learning. More families with limited incomes trust and want information from a home visit "a lot," compared with families having higher incomes (40% versus 18%). The same is true of information from radio and TV (14% versus 3%) (Exhibit 45). More families with limited incomes do "not at all" trust and want information from the Internet, compared with families with higher incomes (32% versus 14%) (Exhibit 46).

Exhibit 43. Sources of Early Learning Information That Families Trust and Want "A Lot," by Primary Language



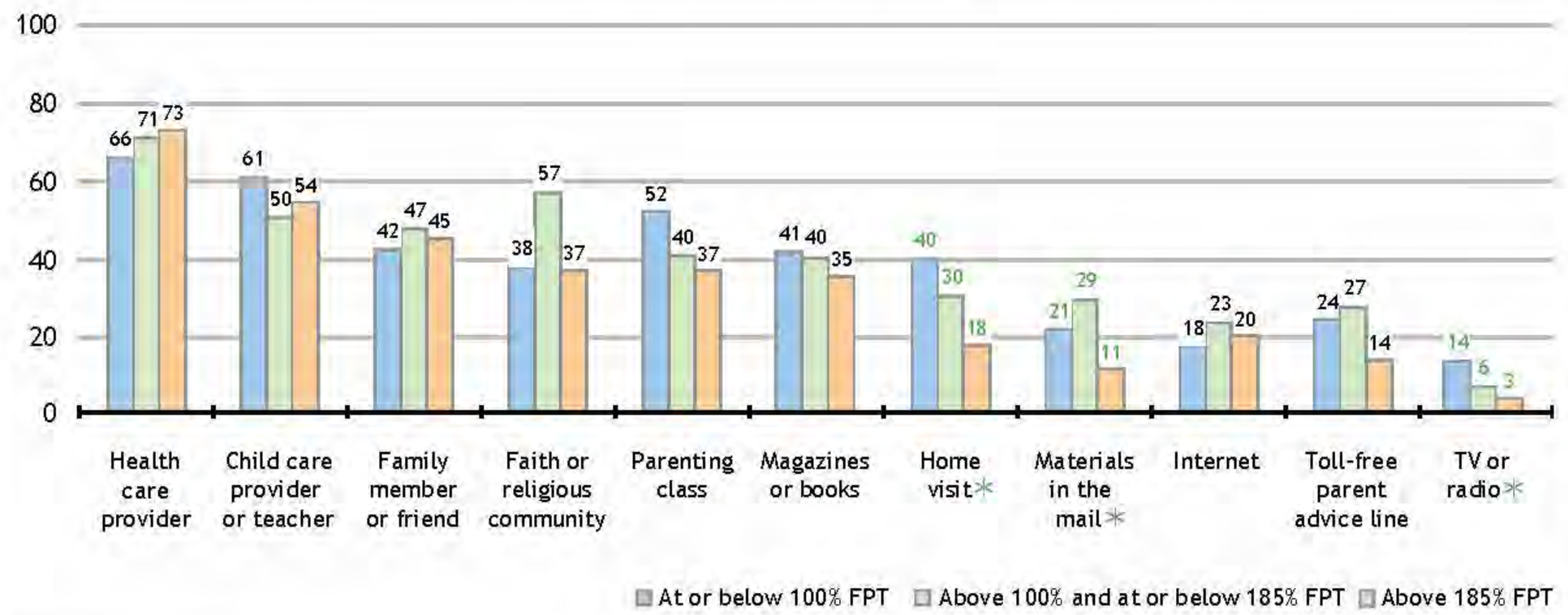
*Difference significant at $p < .01$.

Exhibit 44. Sources of Early Learning Information That Families Trust and Want "Not at All", by Primary Language



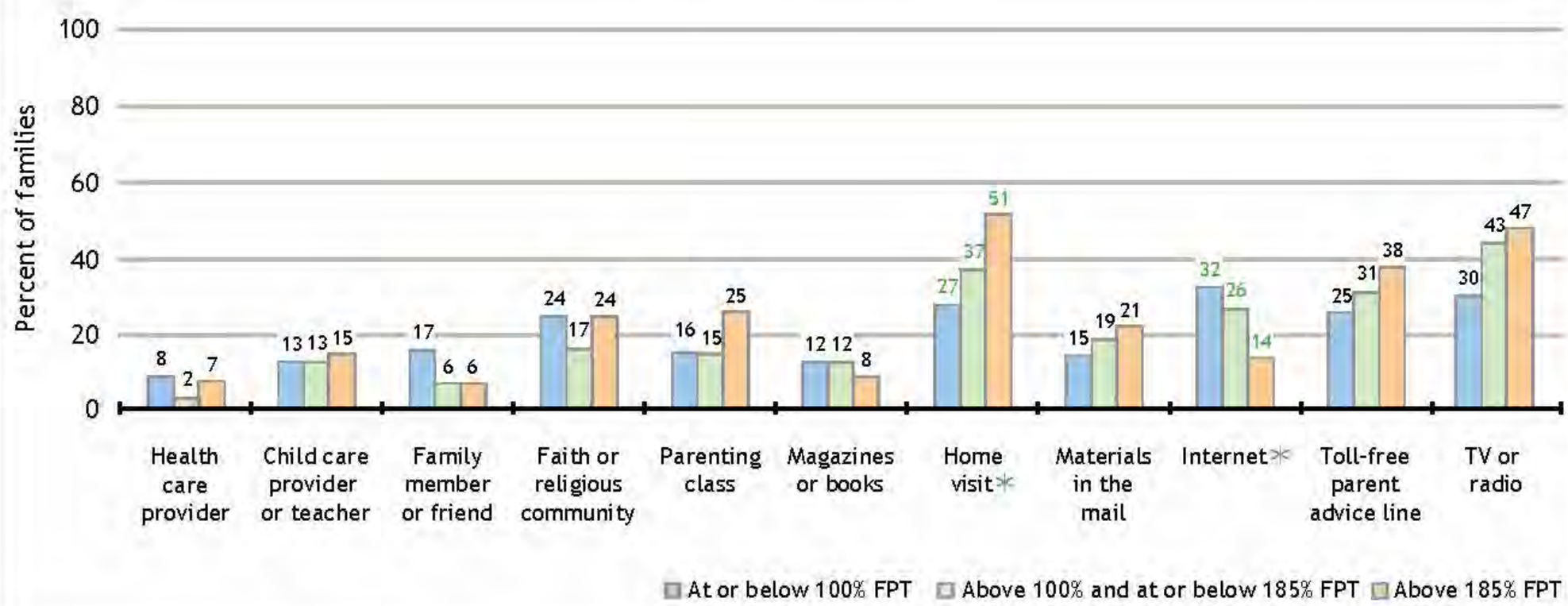
*Difference significant at $p < .01$.

Exhibit 45. Sources of Early Learning Information That Families Trust and Want "A Lot", by Family Income Level



*Difference significant at $p < .01$.

Exhibit 46. Sources of Early Learning Information That Families Trust or Want "Not at All," by Family Income Level



*Difference significant at $p < .01$.

PARENTAL PREFERENCES FOR EARLY CARE AND EDUCATION

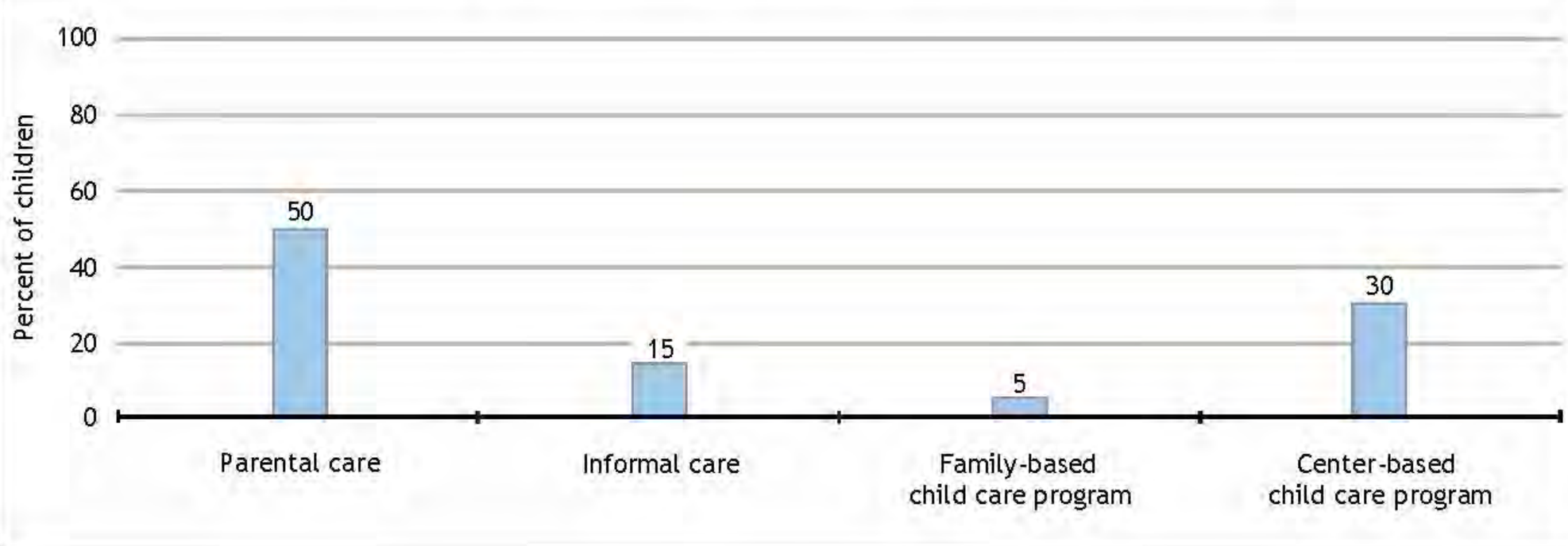
(b)(6)

A Statewide Look at Parents' Use of Various Child Care Arrangements

Parents were asked whether their child currently receives care from anyone other than a parent on a regular basis (i.e., at least two times a week). Care includes that provided by another family member, a friend, a neighbor, a nanny, or a child care or preschool program.

Half (50%) of the children younger than age 6 who have not yet entered kindergarten in the state do not participate in child care outside of their immediate family; they receive care only from a parent or guardian. Nearly a third of children (30%) are in center-based child care (preschool is considered to be center-based care). Fifteen percent of children are in informal care arrangements (i.e., have a relative, friend, or nanny who cares for them in either the parent's home or the home of the caregiver). Five percent of children receive care from a family-based child care program (i.e., a child care program run in a family's home with 12 or fewer children) (Exhibit 47).

Exhibit 47. Type of Usual Child Care Arrangement, Statewide

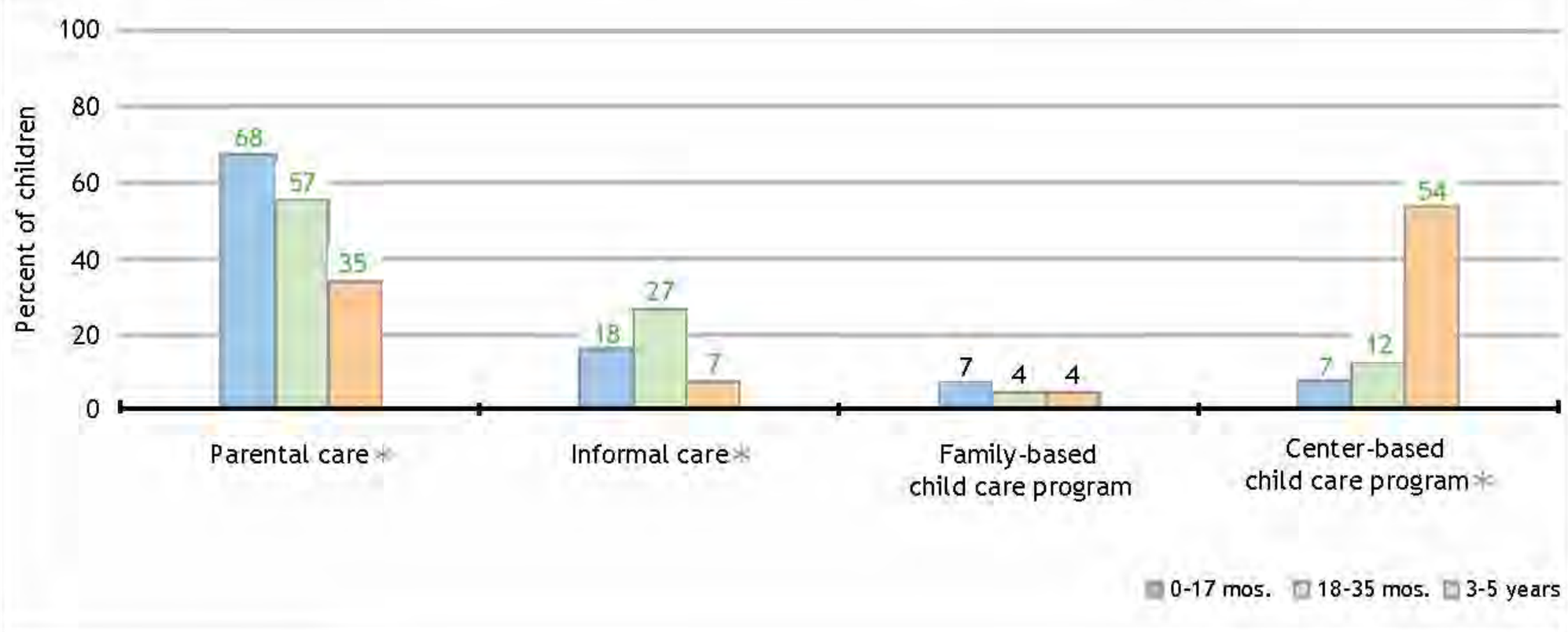


A Closer Look at Parents' Use of Various Child Care Arrangements, by Family Demographics

Types of child care arrangements vary according to the child's age. However, there were no significant differences in the types of arrangements used in terms of the child's primary language, the family's income level, or the type of community in which families live.

Age. Younger children are more likely to be in parental or informal child care arrangements, and older children are more likely to be in center-based care (preschool is considered to be center-based care). A majority of children younger than 18 months are cared for by their parent(s) (68%), compared with only about a third of children ages 3 through 5 years. Also, about three times as many children under age 3 as older children are in informal care. In contrast, only 7% of the youngest children attend a center-based child care program, compared with more than half of 3- through 5-year-old children (Exhibit 48).

Exhibit 48. Type of Usual Child Care Arrangement, by Child's Age



*Difference significant at $p < .01$.

A Statewide Look at Availability of Child Care/Preschool Programs That Meet Families' Needs

Parents with a child participating in child care or preschool were asked whether they had been able to find care for their child that meets the needs of their family most of the time. Parents responded "yes," "somewhat," or "no."

More than three-quarters of families have been able to find child care that meets their needs. However, 16% of families have been only "somewhat" able to find child care that meets their needs, and an additional 6% indicate they have not been able to find child care that meets their needs. Thus, 22% of families have at least some difficulty in finding child care that meets their needs (Exhibit 49).

There were no significant differences in families' ability to find child care that meets their needs among the subpopulations examined (i.e., age, language, income, and type of community).

A Statewide Look at Communication Between Parents and Child Care Providers

Parents with children in child care or preschool were asked whether in the past 12 months they had talked with their child care provider or preschool teacher about the kinds of activities they would like the provider to engage in with their child. These included learning and social activities.

More than three-quarters of the parents have talked with their child's care provider or preschool teacher at least once in the past 12 months about the kinds of learning and social activities they want for their child, but almost one-quarter of parents have not had such a conversation (Exhibit 50).

Parents' reports of communication with their child's care provider did not differ across the subpopulations examined.

Exhibit 49. Ability to Find Child Care That Usually Meets the Family's Needs, Statewide

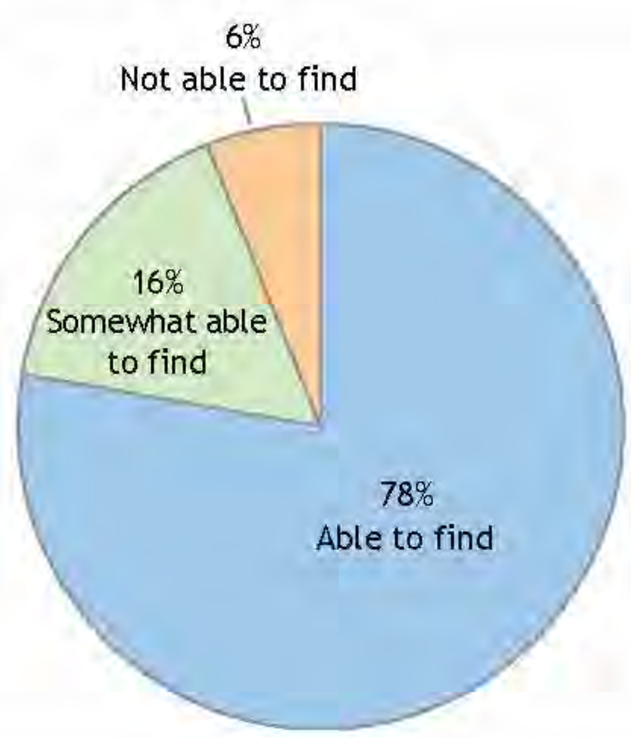


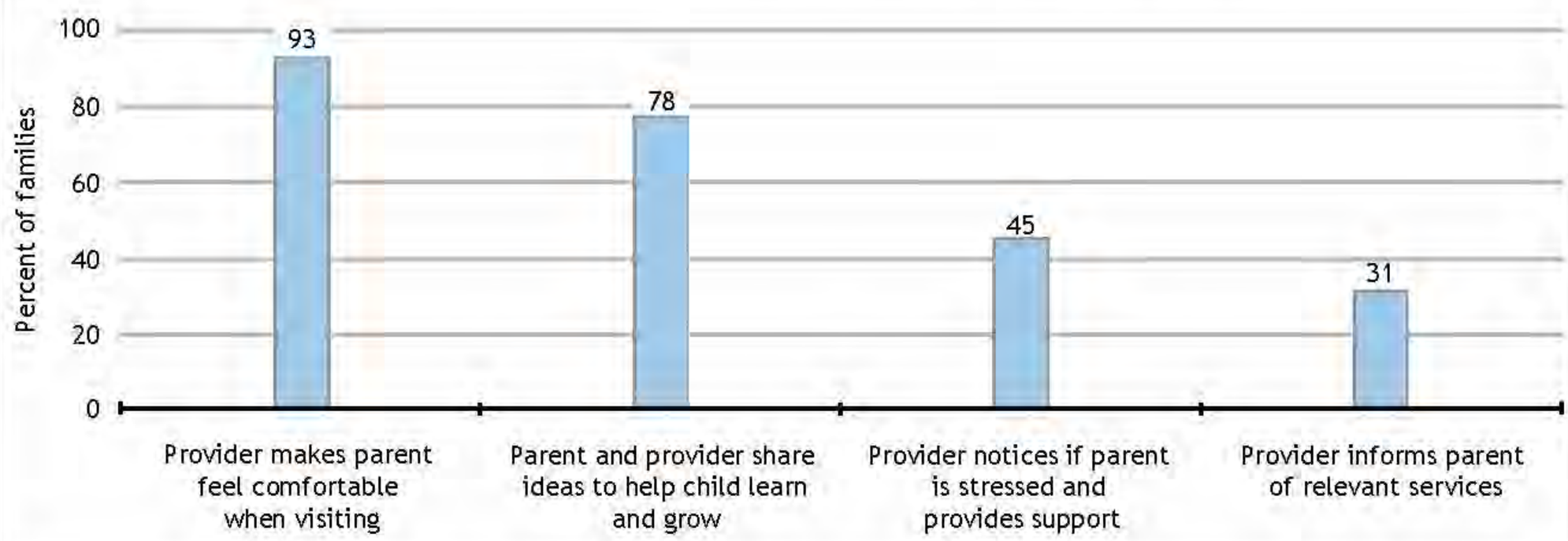
Exhibit 50. Parent and Child Care Provider Communicated in the Past 12 Months About Learning and Social Activities for the Child, Statewide

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

A Statewide Look at Family Support Received from Child Care Providers and Preschool Teachers

As noted earlier in the report, parents consider child care providers to be the second most preferred source of information about early learning. As part of the survey, parents whose child is in child care or preschool also were asked about four other types of support that their child's care provider or preschool teacher might offer—making the parent feel comfortable when visiting or observing, sharing ideas about how to help children learn and grow, noticing when the parent feels stressed and providing support, and informing the parent about community services that might interest or help the family. For each type of support, parents indicated that a statement was "very true," "somewhat true," or "not true" of their child's care provider (Exhibit 51).

Exhibit 51. Statements That Families Feel Are "Very True" About the Support They Receive from Their Child Care Providers or Preschool Teachers, Statewide



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

Almost all parents (93%) find that it is "very true" that their child's care provider makes them feel comfortable when visiting or observing. A large majority of parents (78%) also feel that it is "very true" that they share ideas with their provider about how to help their child learn and grow. (This percentage is similar to the 76% of parents noted in Exhibit 50 who have communicated with their provider in the past 12 months about learning and social activities for their child.)

Fewer than half (45%) of parents find that it is "very true" that their child's care provider or preschool teacher notices if they are stressed and checks with them about what they may need. Fewer than a third (31%) of parents find that it is "very true" that their child's care provider or preschool teacher lets them know about services in the community that may interest or help their family.

A Closer Look at Family Support Received from Child Care Providers and Preschool Teachers, by Family Demographics

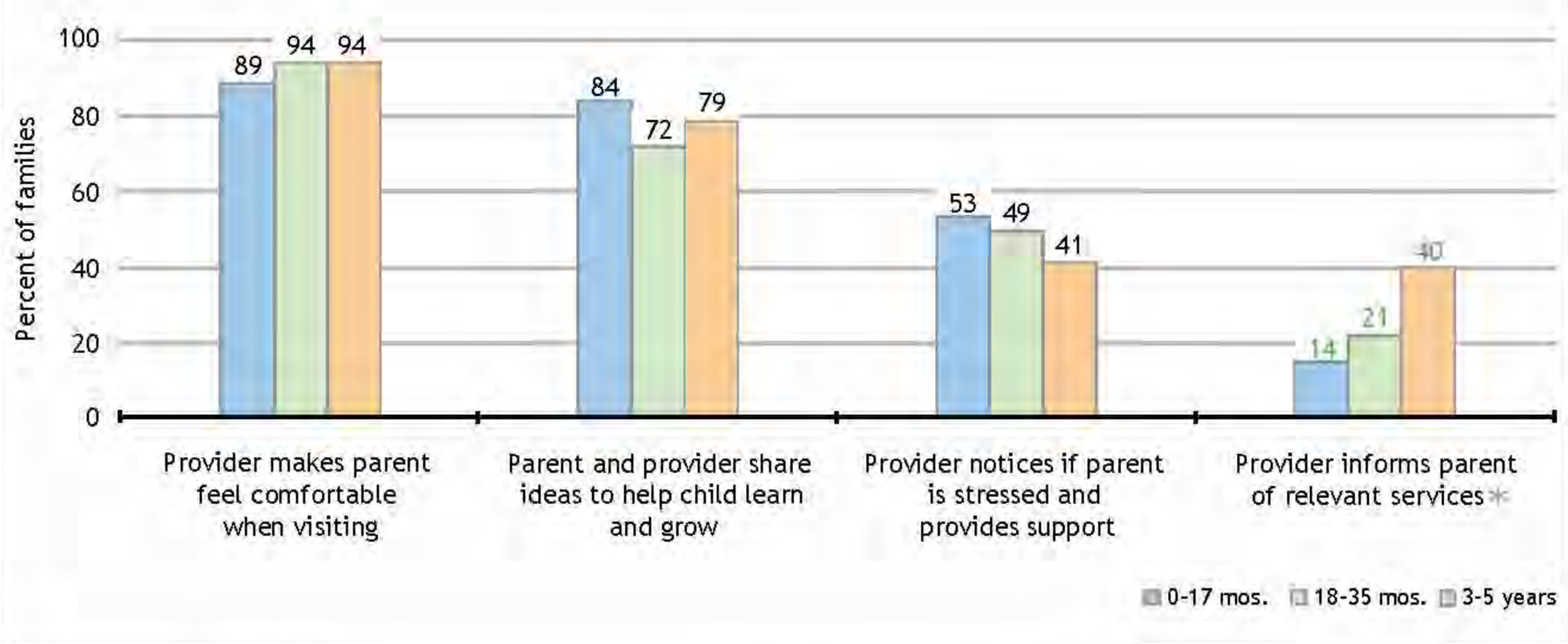
The extent to which parents receive support from child care providers differs according to their child's age and primary language and the family's income level. No significant differences were found between families living in rural and urban communities.

Age. More parents of older children than parents of younger children find it "very true" that their child's care provider or preschool teacher lets them know about services in the community that may interest or help their family. Forty percent of parents with children ages 3 through 5 years find this to be the case, compared with 21% of parents with children ages 18 months to less than 3 years and only 14% of parents with children younger than 18 months (Exhibit 52).

Language. More Spanish-speaking families than English-speaking families receive certain types of support from their care providers. Specifically, many more Spanish-speaking families than English-speaking families feel that it is "very true" that their child's care provider or preschool teacher notices if they are stressed and checks with them about what they may need (71% versus 44%). Likewise, more than twice as many Spanish-speaking families as English-speaking families feel that it is "very true" that their child's care provider or preschool teacher lets them know about community services that may interest or help their family (64% versus 31%) (Exhibit 53).

Family income level. More families with limited incomes than families with higher incomes feel it is "very true" that their child's care provider or preschool teacher lets them know about services that may interest or help their family. This is the case for more than half (54%) of those living at or below the federal poverty threshold, compared with about one-quarter (26%) of families having incomes above 185% of the federal poverty threshold (Exhibit 54).

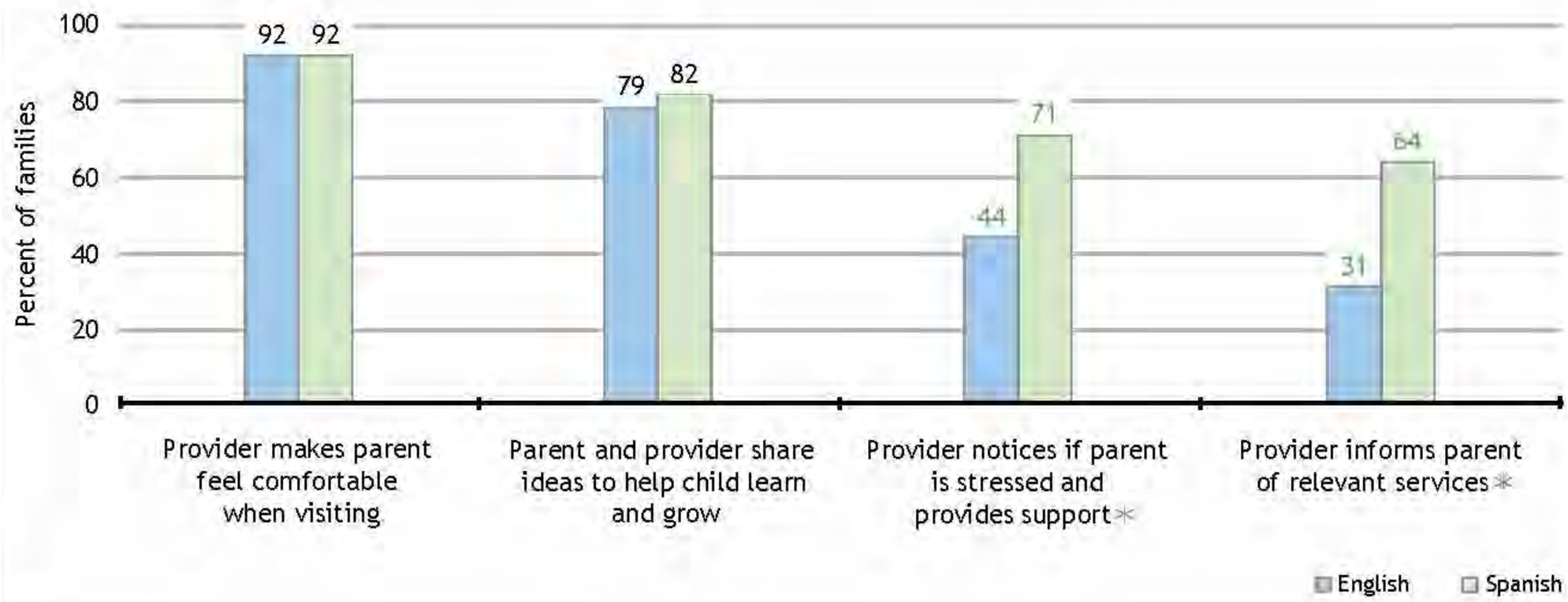
Exhibit 52. Statements That Families Feel Are "Very True" About the Support They Receive from Their Child Care Providers or Preschool Teachers, by Child's Age



*Difference significant at $p < .01$.

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

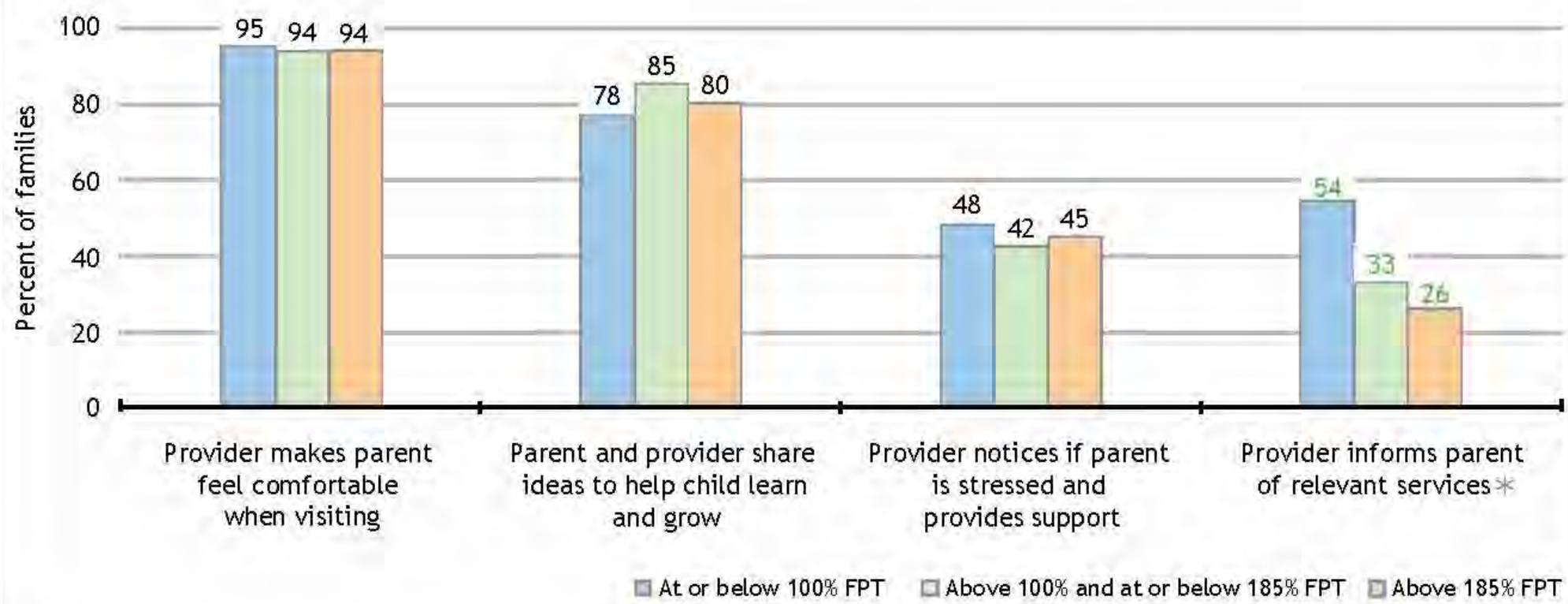
Exhibit 53. Statements That Families Feel Are "Very True" About the Support They Receive from Their Child Care Providers or Preschool Teachers, by Primary Language



*Difference significant at $p < .01$.

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

Exhibit 54. Statements That Families Feel Are "Very True" About the Support They Receive from Their Child Care Providers or Preschool Teachers, by Family Income Level



*Difference significant at $p < .01$.

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

A Statewide Look at Characteristics of Child Care That Are Very Important to Parents

Parents whose children attend a child care or preschool program were asked how important 15 reasons were in **choosing and keeping** their main child care arrangement. Parents indicated, for each reason, whether it was "very important," "somewhat important," or "not important."

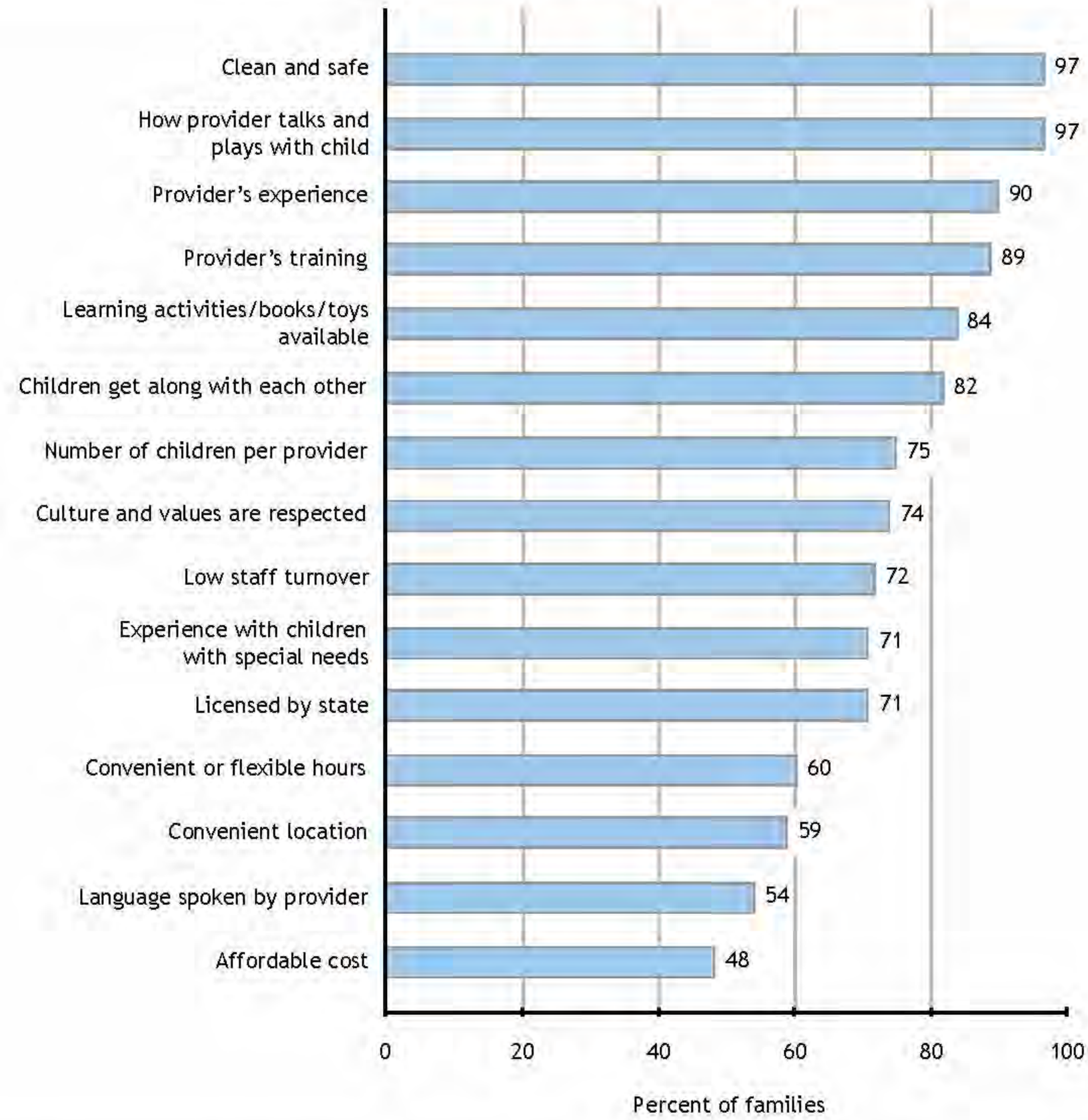
Parents consider many factors when choosing and keeping care arrangements for their children. For almost all parents, having a clean and safe environment and the way a provider talks and plays with their child are "very important" (Exhibit 55). As discussed below, most parents also pay attention to various aspects of program quality and program accessibility in their choices. In fact, the only program characteristic that fewer than half of parents consider "very important" is the program's affordability.

The vast majority of parents (82% to 90%) view several indicators of program quality as "very important." These indicators include the provider's experience and training, the learning activities and materials available for the child, and the social environment for the child (i.e., the way children play and get along together).

More than two-thirds of parents (71% to 75%) consider several other program quality characteristics "very important." These include the child-to-staff ratio, the provider's respect for their family's culture and values, low staff turnover, the provider's experience with children with special needs (including health needs such as asthma), and the provider's being licensed by the state.

Approximately half or more of parents (48% to 60%) consider certain aspects of the program's accessibility "very important," including convenient hours, a convenient location, the language spoken by the provider, and affordable cost.

Exhibit 55. "Very Important" Reasons for Parents in Choosing and Keeping Child Care Arrangements, Statewide



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

A Closer Look at Characteristics of Child Care That Are Very Important to Parents, by Family Demographics

The characteristics that are "very important" in parents' choosing and keeping a child care arrangement differ according to the family's primary language, income level, and type of community in which families live. No differences were seen in the priorities of parents of children of different ages.

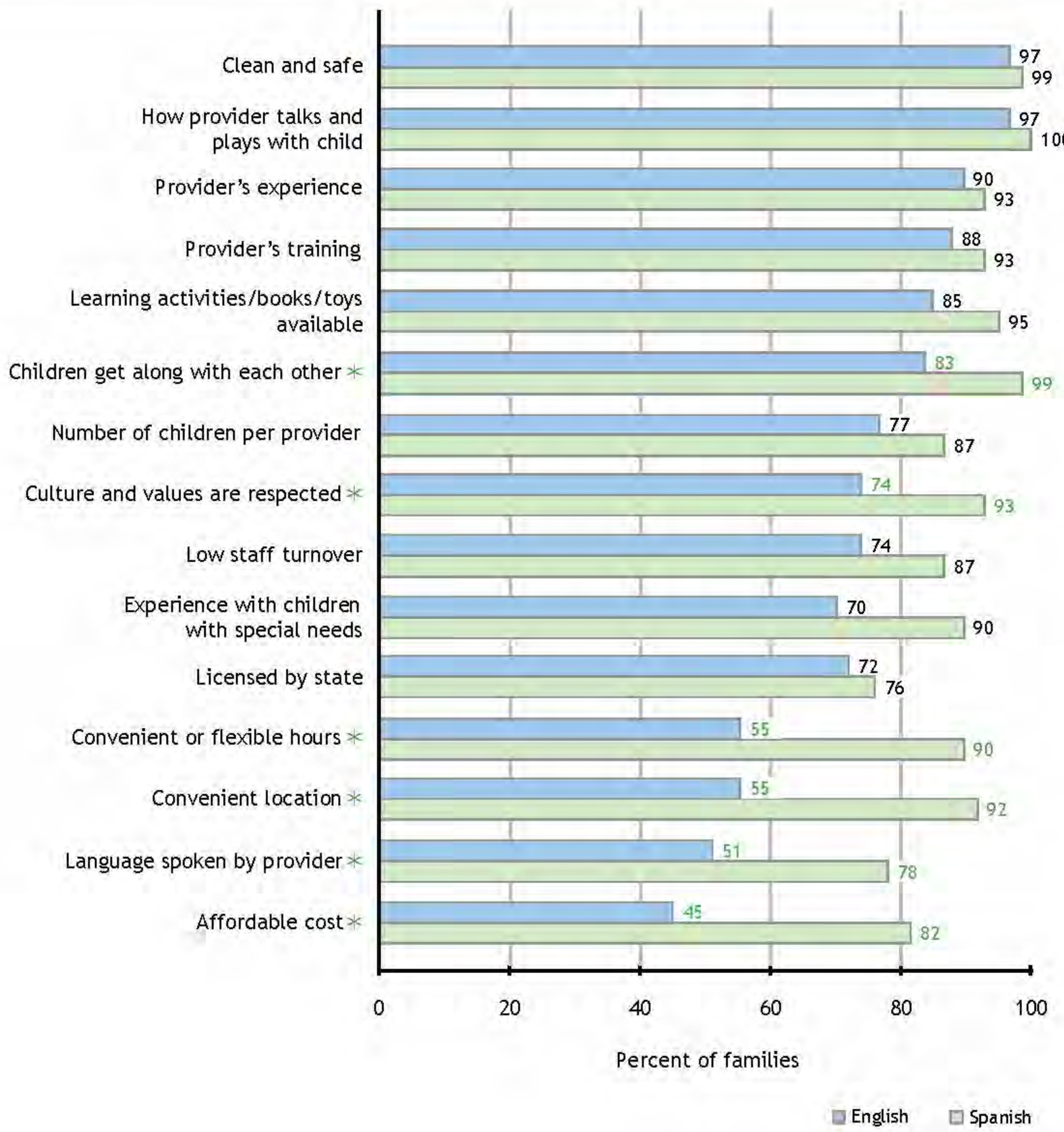
Language. More Spanish-speaking families than English-speaking families consider six characteristics of child care as "very important." Four of these characteristics have to do with program accessibility: convenient and flexible hours (90% versus 55%), convenient location (92% versus 55%), the language spoken by the provider (78% versus 51%), and affordable cost

(82% versus 45%). Spanish-speaking parents are also more likely than English-speaking parents to consider as "very important" the way children play and get along together (99% versus 83%) and the program's respect for culture and values (93% versus 74%) (Exhibit 56).

Family income level. More families with limited incomes than families with higher incomes consider two characteristics to be "very important." Fewer than half (45%) of families whose incomes are above 185% of the federal poverty threshold consider the language spoken by the provider to be "very important," compared with more than two-thirds (67%) of families having incomes at or below the federal poverty threshold. Likewise, the affordability of the program is "very important" to 61% of families with incomes at or below the federal poverty threshold, compared with 41% of families having incomes above 185% of the federal poverty threshold (Exhibit 57).

Type of community. Families living in rural and urban communities differ significantly in regard to one child care characteristic. More families living in rural communities (91%) than families living in urban communities (75%) consider the way children play and get along with each other as a "very important" reason for selecting and keeping their child care arrangement (not shown in an exhibit).

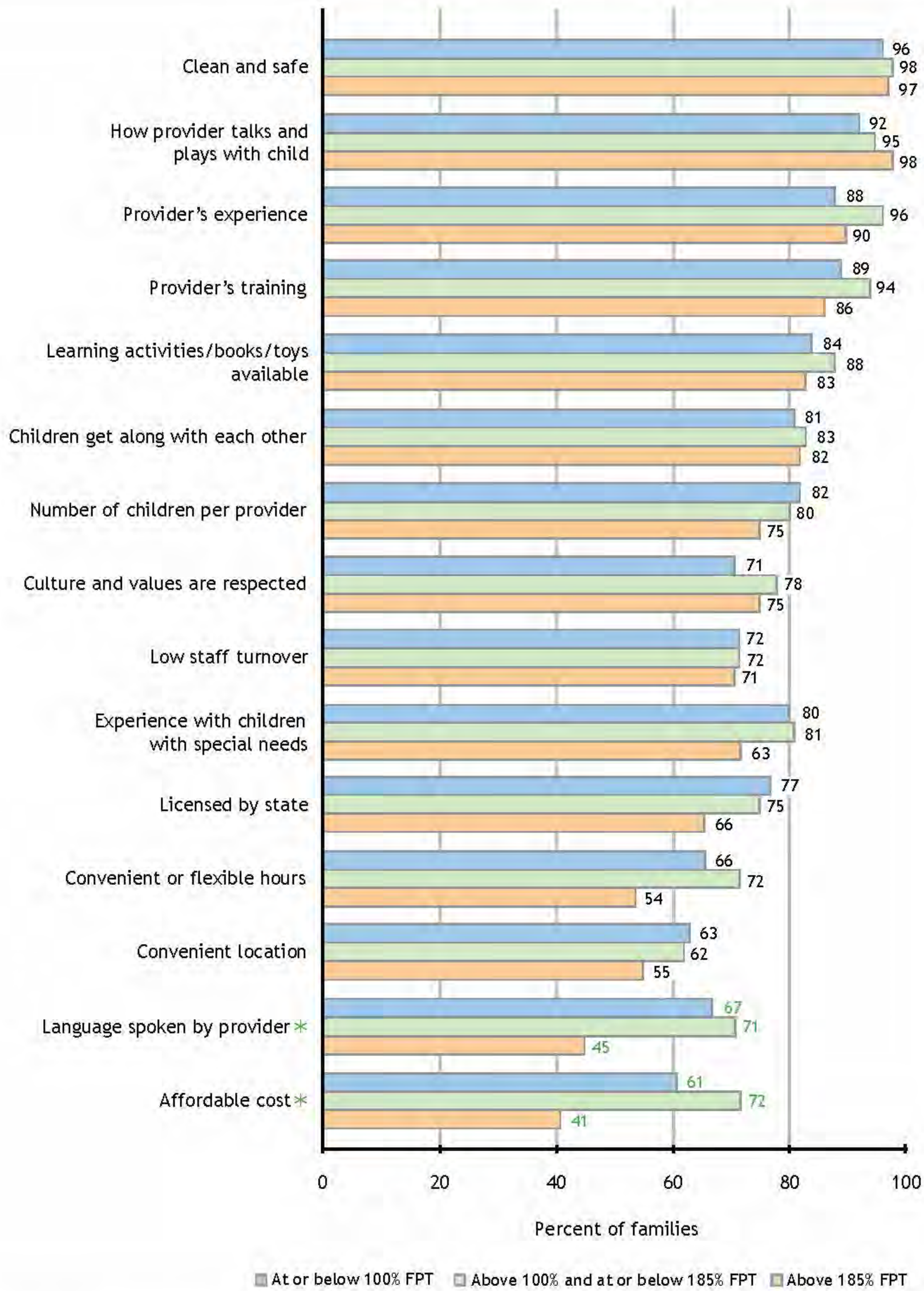
Exhibit 56. "Very Important" Reasons for Parents in Choosing and Keeping Child Care Arrangements, by Primary Language



*Difference significant at $p < .01$.

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

Exhibit 57. "Very Important" Reasons for Parents in Choosing and Keeping Child Care Arrangements, by Family Income Level



*Difference significant at $p < .01$.

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

A Statewide Look at Preschool Learning Goals

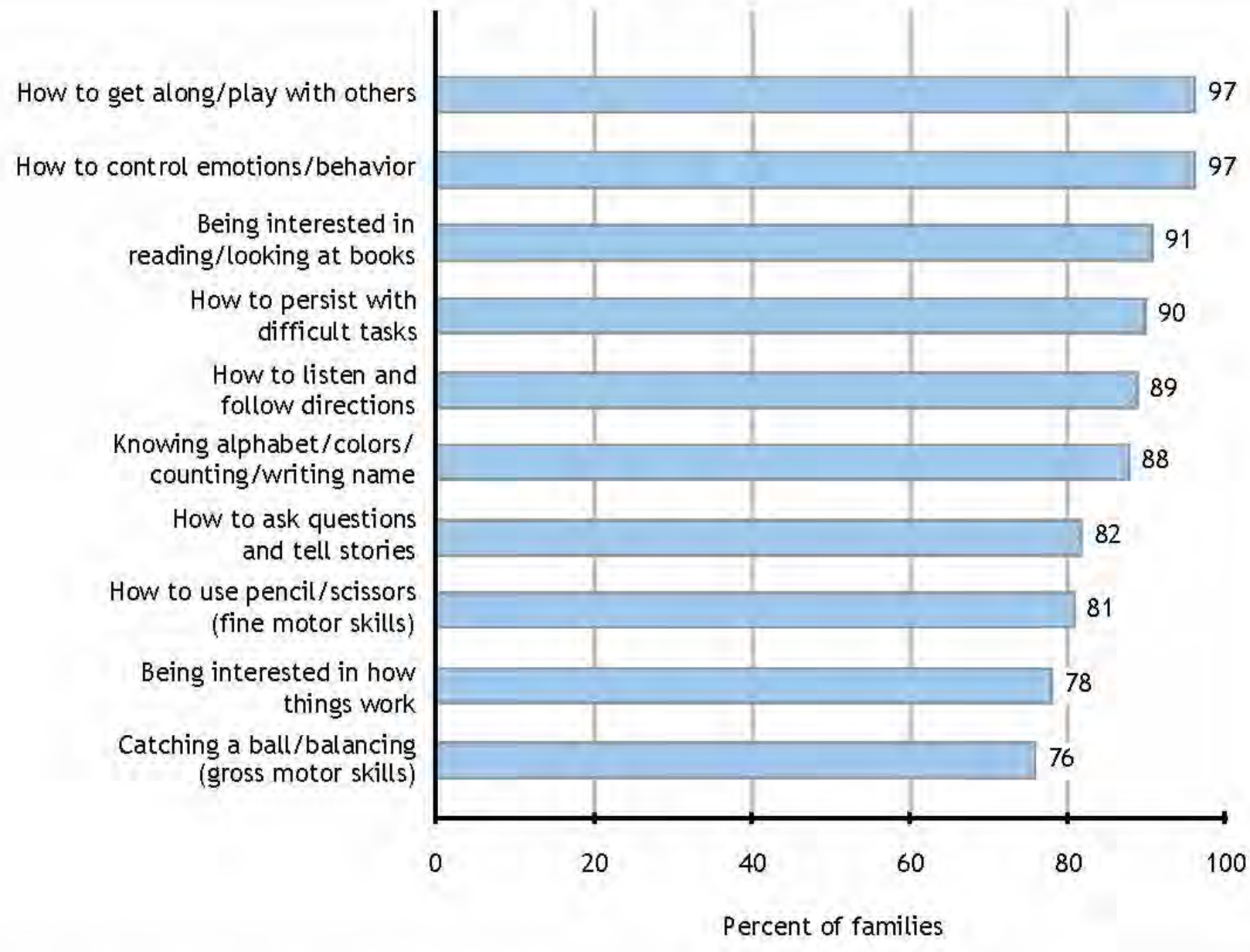
Parents of children ages 3 through 5 who were in a preschool or center-based child care program were asked how important it was that their child learn 10 different types of skills in those programs. These skills correspond to the National Education Goals Panel's five developmental domains of children's school readiness: cognition and knowledge, language and communication skills, approaches to learning, emotional well-being and social competence, and physical development. Parents indicated whether each skill was "very important," "somewhat important," or "not important."

The vast majority of parents consider some skills to be "very important." For example, 97% of parents consider skills related to emotional well-being and social competence, such as getting along with others and controlling emotions and behavior, as "very important" (Exhibit 58).

The next most frequently cited goals, which 88% to 91% of parents consider "very important," relate to cognition and general knowledge (being interested in books and learning the alphabet, colors, and numbers), approaches to learning (persisting at tasks), and communicative skills (following directions).

Other communicative skills (asking questions and telling stories), skills related to physical development (acquiring fine motor and gross motor skills), and skills related to approaches to learning (being interested in how things work) are among the skills parents are the least likely to rate as "very important" but are still "very important" to more than three-quarters of parents (76 to 82%).

Exhibit 58. Skills Parents Consider "Very Important" for Their Children to Learn in Preschool, Statewide



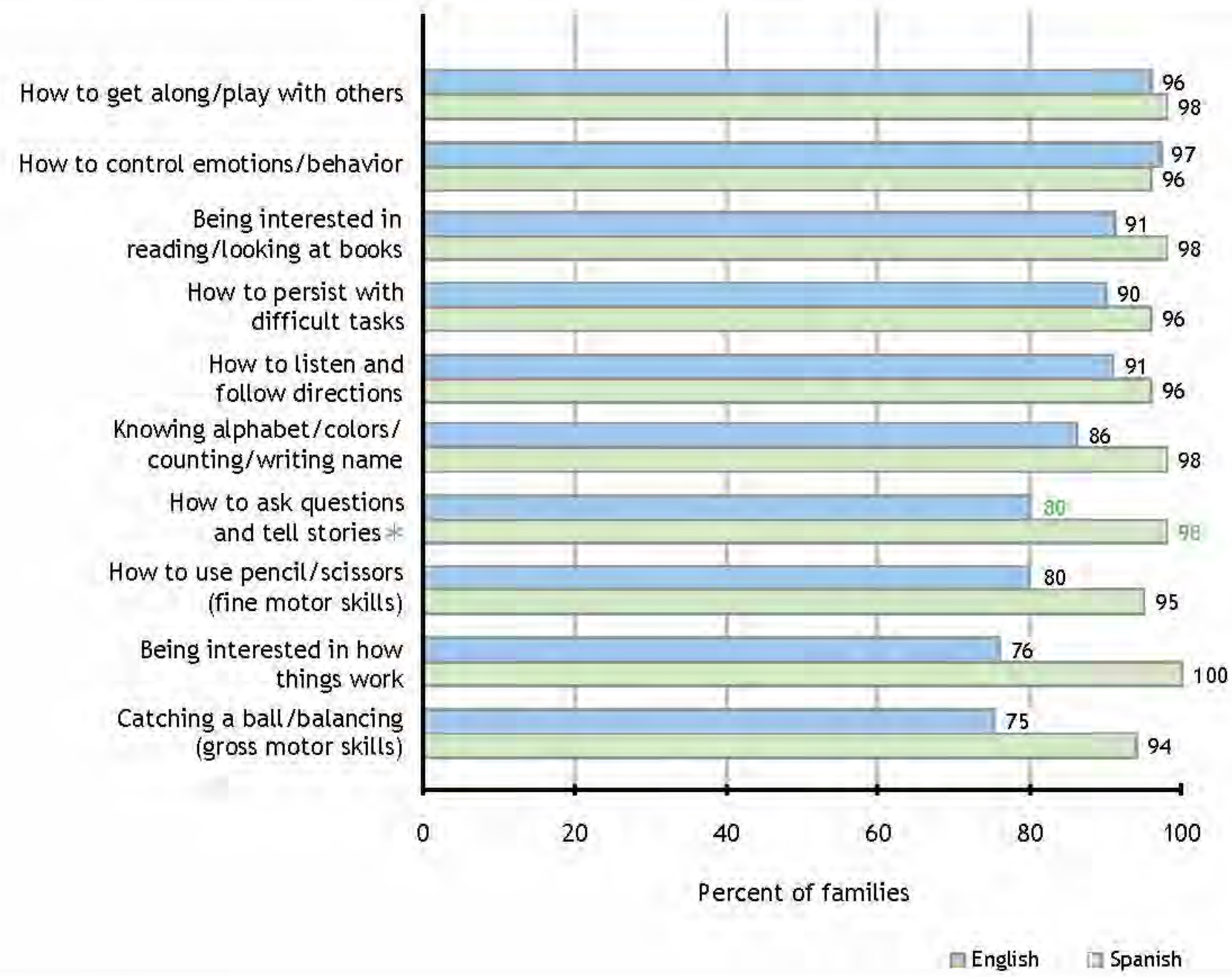
Note: Only parents with a child age 3 through 5 attending child care or preschool were asked these questions.

A Closer Look at Preschool Learning Goals, by Family Demographics

Spanish-speaking families differ from English-speaking families in the importance they place on some preschool skills. There were no significant differences by family income level or type of community in which families live. (Age differences were not examined because questions about preschool were asked only of parents of a child in the 3- through 5-year age category.)

Language. Spanish-speaking families with a child ages 3 through 5 in child care or preschool are almost unanimous (94% to100%) in indicating that every skill is very important for their child to learn in preschool, whereas English-speaking families vary in the importance they assign to learning these skills (75% to 97% report that the skills are very important) (Exhibit 59). In addition, Spanish-speaking families rate learning how to ask questions and tell stories (i.e., communication skills) as being very important more often than English-speaking families (98% versus 80%).

Exhibit 59. Skills Parents Consider "Very Important" for Their Children to Learn in Preschool, by Primary Language



*Difference significant at $p < .01$.

Note: Only parents with a child age 3 through 5 attending child care or preschool were asked these questions.

CHILDREN'S DEVELOPMENT AND PARENTAL CONCERNS

(b)(6)

Parental Concerns About Their Children's Development

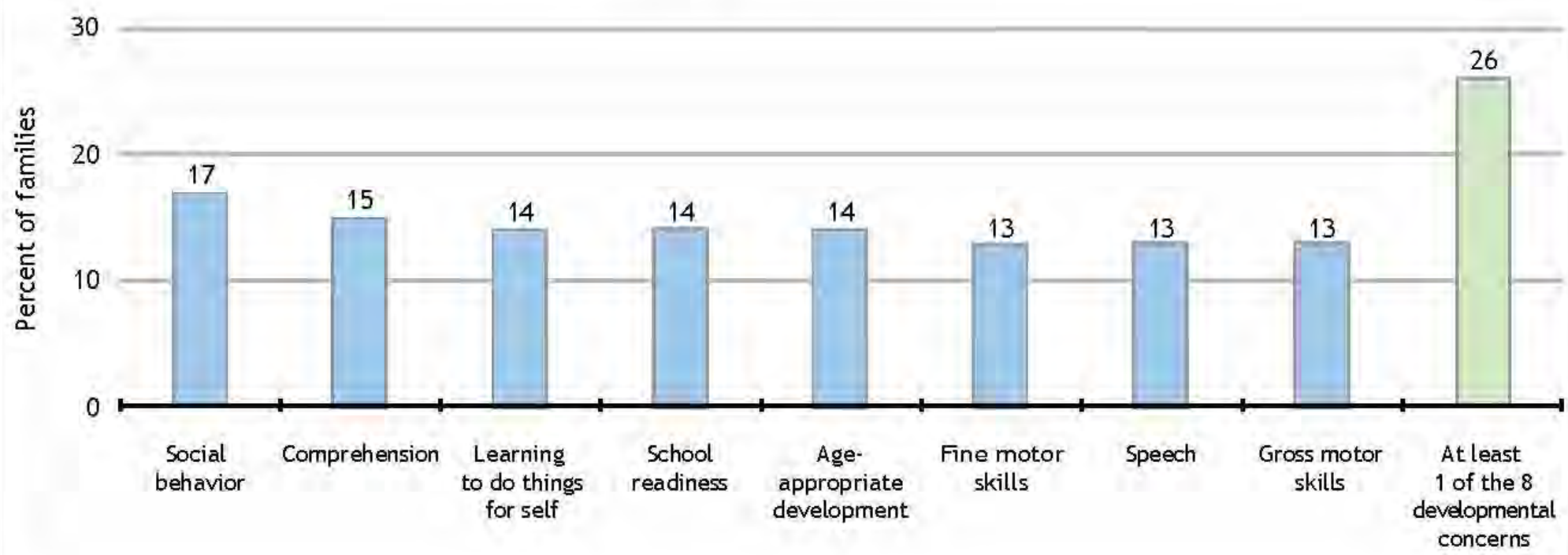
This section of the report summarizes the extent to which parents had serious concerns about their child's development, behavior, and/or health. The questions are part of the Parents' Evaluation of Developmental Status (PEDS) survey developed by Frances Glascoe. The PEDS survey items have been used in other large-scale studies and have been found to be a reliable and valid way of detecting potential developmental, behavioral, and health issues. This section also describes the extent to which parents have shared their concerns with a professional or been told by a professional that their child has a delay or disability.

A Statewide Look at Parental Concerns About Children's Development

All parents surveyed were asked whether they had concerns about their child in a variety of developmental areas. These developmental areas were speech, comprehension, fine motor skills (involving the use of hands and fingers), gross motor skills (involving the use of arms and legs), learning of preschool and school readiness skills, age-appropriate development, the child's social behavior and ability to get along with others, and the child's ability to learn to do things for himself/herself. For each developmental skill, parents were asked whether they were concerned about their child "a lot," "a little," or "not at all." (Parents could report concerns about their child in more than one developmental area.)

More than one-quarter (26%) of parents have "a lot" of concern for their child in at least 1 of the 8 developmental areas, and many (19%) have "a lot" of concern for their child in multiple areas. Parents' concerns are distributed fairly evenly across the developmental areas, with the percentage of parents expressing "a lot" of concern ranging from 13% to 17% across the eight areas (Exhibit 60).

Exhibit 60. Developmental Areas About Which Parents Express "A Lot" of Concern for Their Child, Statewide

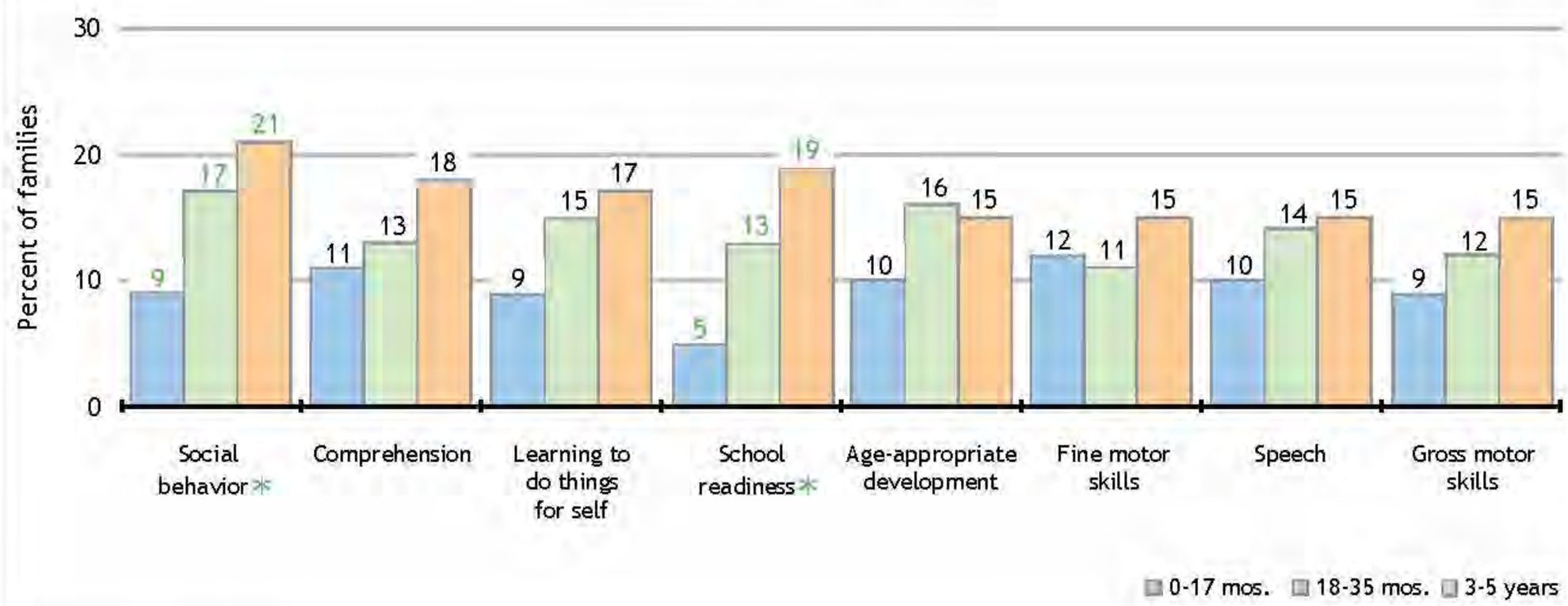


A Closer Look at Parental Concerns About Children's Development, by Family Demographics

The extent to which parents are concerned about their child's development varies with their child's age. No significant differences were found between children of English- and Spanish-speaking families, among children from families having different income levels, and between children living in rural and urban communities.

Age. More parents of an older child than parents of a younger child express concerns about their child's development. For example, in regard to children younger than 18 months, only 9% of parents express "a lot" of concern about social behavior, whereas many more parents (21%) have "a lot" of concern about the social behavior of their 3- through 5-year-old child. Parents' reports of their concerns about their child's school readiness are similar, with 19% of parents of the oldest children having "a lot" of concern, compared with only 5% of parents of the youngest children (Exhibit 61).

Exhibit 61. Developmental Areas About Which Parents Express "A Lot" of Concern for Their Child, by Child's Age



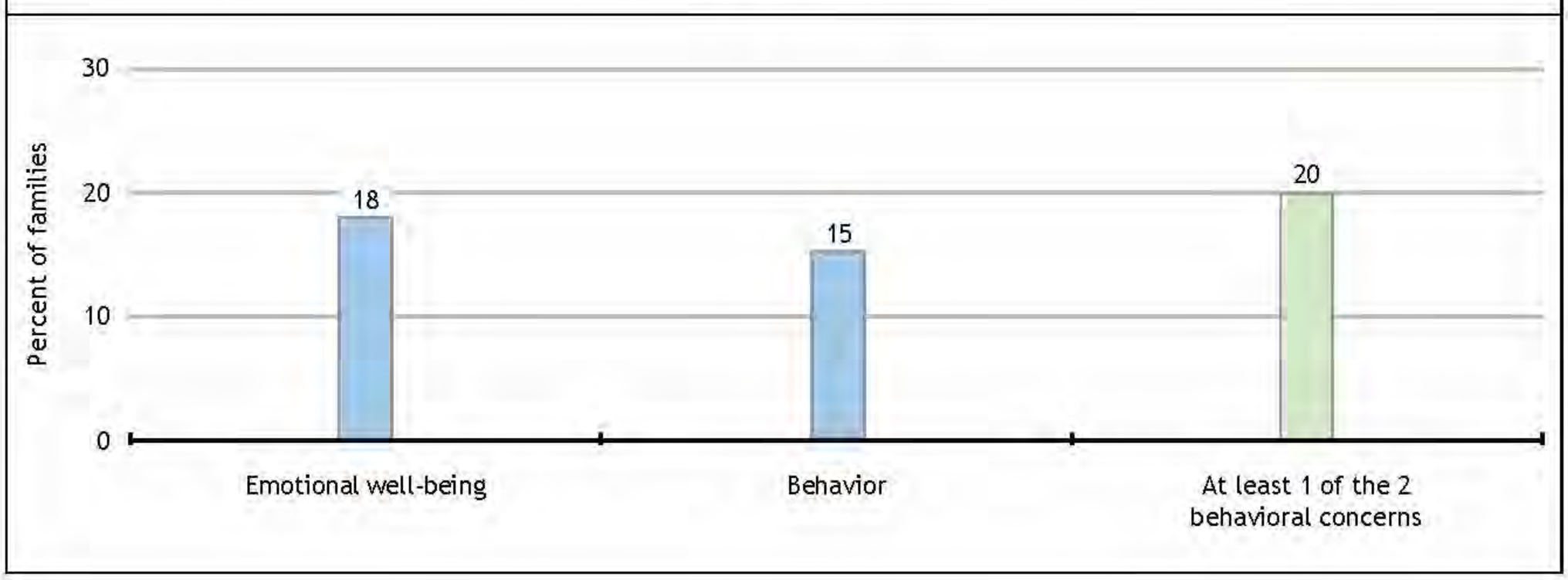
*Difference significant at $p < .01$.

A Statewide Look at Parental Concerns About Children's Behavior

Parents also were also asked whether they had any concerns about their child's emotional well-being and behavior. Parents could indicate that they were concerned "a lot," "a little," or "not at all" about these topics.

One-fifth of parents have "a lot" of concern for their child in at least 1 of the 2 behavioral areas (i.e., emotional well-being and behavior), and many (13%) have "a lot" of concern about both. In terms of specific concerns, 18% of parents have a serious concern about their child's emotional well-being, and 15% have a serious concern about how their child behaves (Exhibit 62).

Exhibit 62. Behavioral Areas About Which Parents Express "A Lot" of Concern for Their Child, Statewide

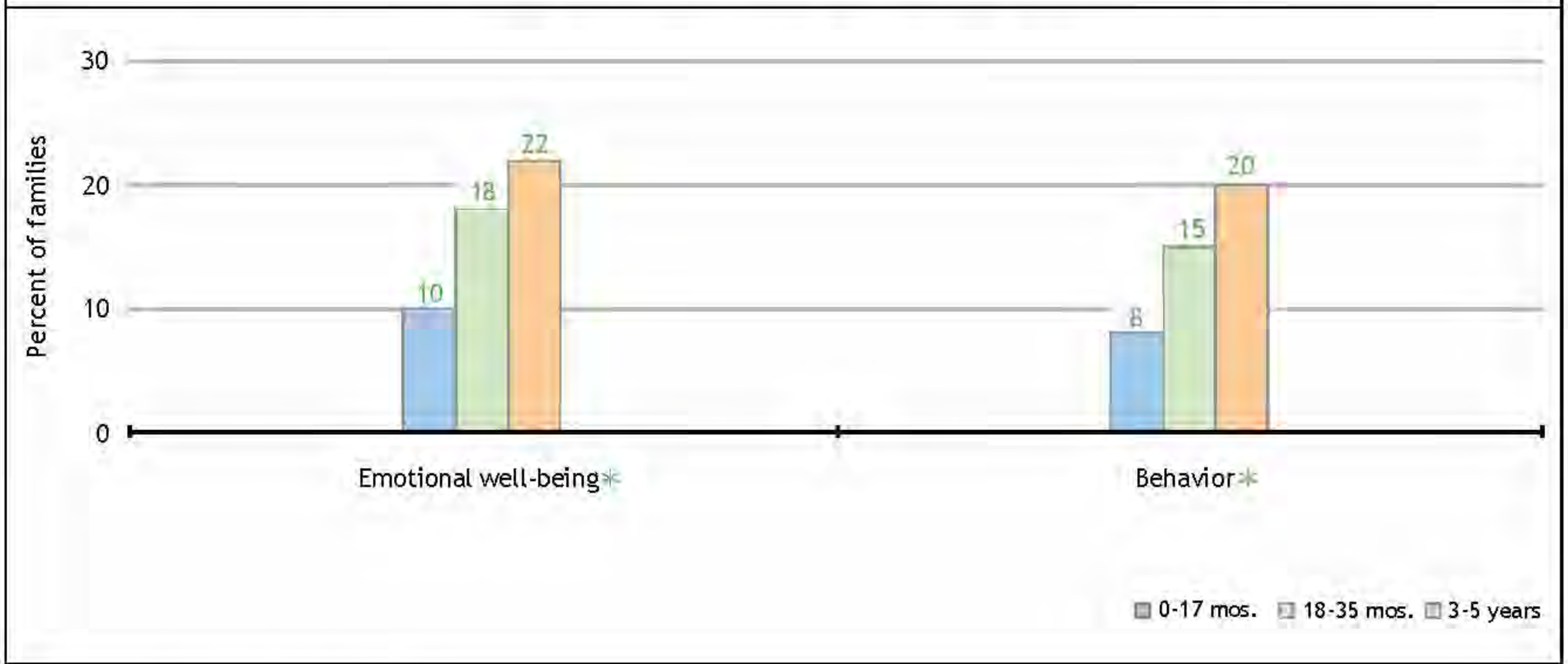


A Closer Look at Parental Concerns About Children's Behavior, by Family Demographics

Parents' concerns about their children's behavior vary with the age of their child. There were no significant differences in parent concerns about the child's behavior between English- and Spanish-speaking families, among families having different income levels, or between families living in urban and rural communities.

Age. More parents of an older child than parents of a younger child are concerned about their child's emotional well-being and behavior. For example, one-fifth or more of parents of a 3- through 5-year-old child have "a lot" of concern about the child's emotional well-being and/or behavior, compared with only 10% or fewer of parents of the youngest children (Exhibit 63).

Exhibit 63. Behavioral Areas About Which Parents Express "A Lot" of Concern for Their Child, by Child's Age



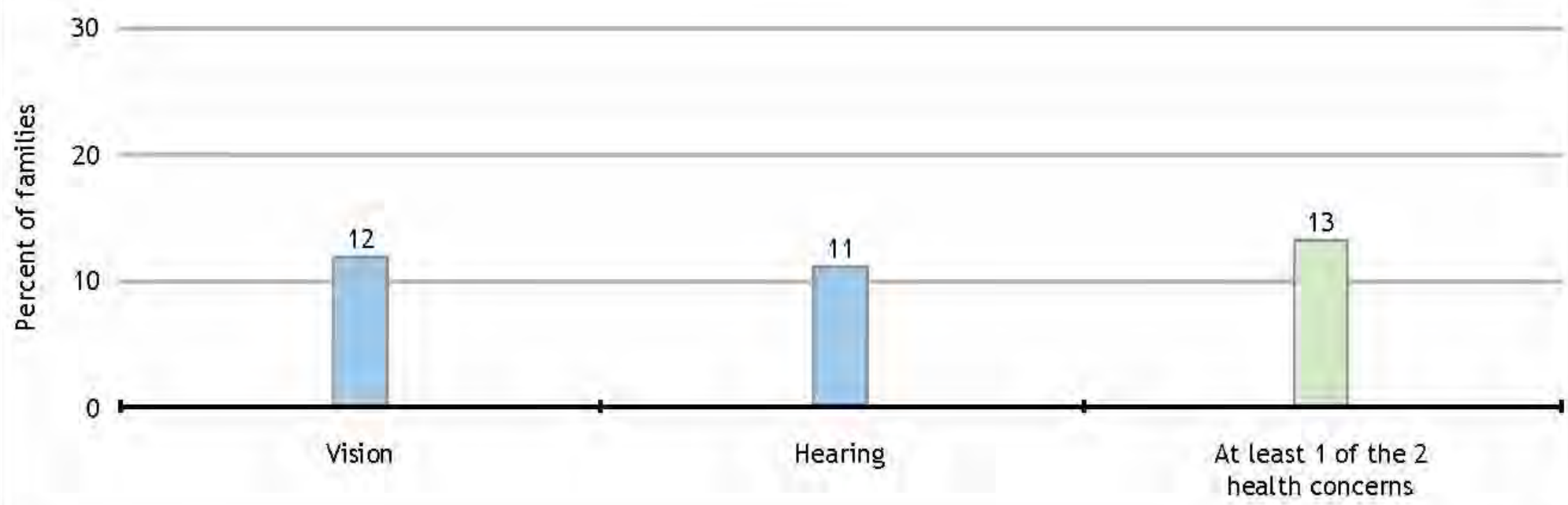
*Difference significant at $p < .01$.

A Statewide Look at Parental Concerns About Their Child's Health

Parents also were asked about their concerns for their child's vision and hearing. Thirteen percent of parents have "a lot" of concern for their child in at least 1 of the 2 health areas, and most of these parents (11%) have concerns about their child in both areas (Exhibit 64).

No significant differences were found among any of the subpopulations.

Exhibit 64. Health Areas About Which Parents Express "A Lot" of Concern for Their Child, Statewide



A Statewide Look at Sharing of Concerns with Professionals

Twenty-nine percent of parents have at least one serious developmental, behavioral, or health concern about their child (not shown in an exhibit). Most parents (78%) who have concerns have shared them with their child's doctor, child care provider, or another professional. However, more than 1 in 5 have not yet shared their concern (Exhibit 65).

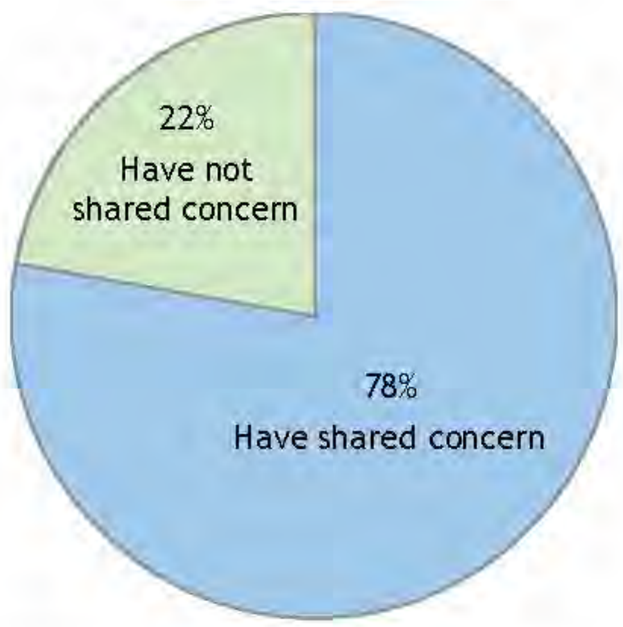
No significant differences were found among the subpopulations examined.

A Statewide Look at Identification of Disabilities and Developmental Delays

Parents were asked whether a doctor or other professional had ever told them that their child has a disability or developmental delay. Children having a developmental delay are somewhat slower physically or mentally than other children of the same age.

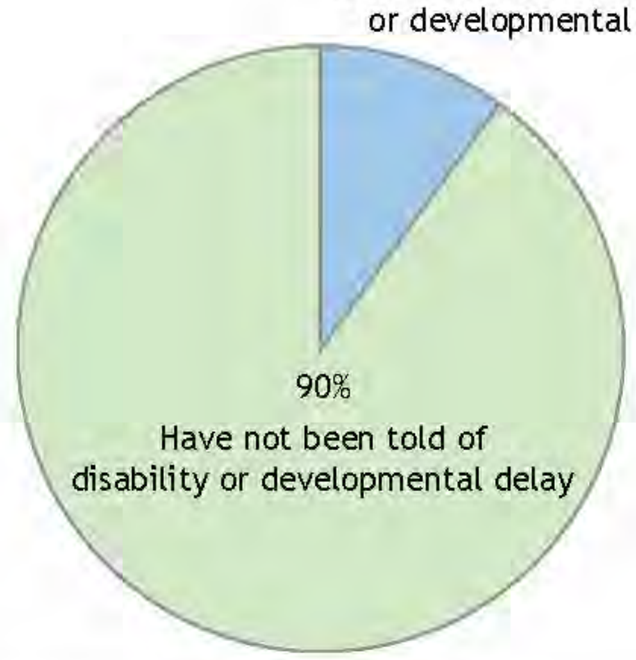
Ten percent of parents having a child younger than age 6 who has not yet started kindergarten have been told that their child has a disability or developmental delay (Exhibit 66).

Exhibit 65. Parents with a Developmental, Behavioral, or Health Concern About Their Child Who Have Shared That Concern with a Professional, Statewide



Note: Only parents who had "a lot" of concern about at least one developmental, behavioral, or health item were asked whether they had shared their concern with a professional.

Exhibit 66. Parents Who Have Been Told by a Professional That Their Child Has a Disability or Developmental Delay, Statewide



Note: All parents were asked this question.

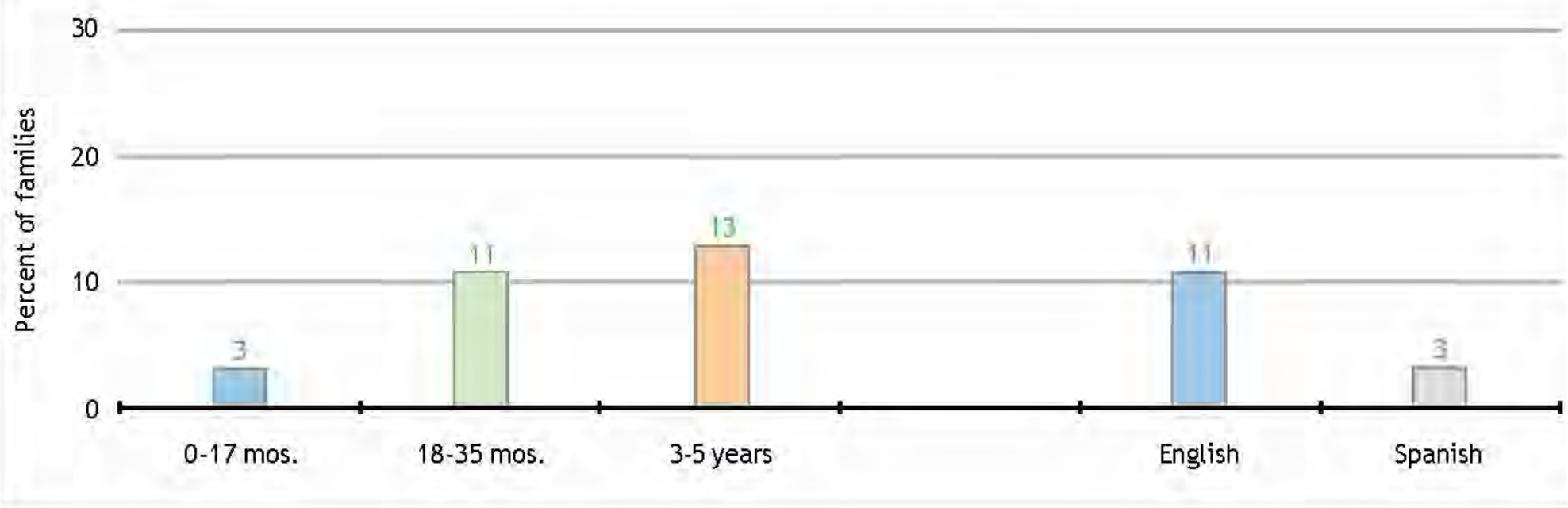
A Closer Look at Identification of Disabilities and Developmental Delays, by Family Demographics

The percentage of parents who have been told that their child has a disability or developmental delay varies with the child's age and primary language. No differences were seen among families having different income levels or living in rural and urban communities.

Age. Older children have been identified as having a disability or developmental delay more frequently than younger children. In particular, identification of disabilities and delays is much less likely for children younger than 18 months than for children ages 3 through 5 years (3% versus 13%) (Exhibit 67).

Language. More English-speaking children than Spanish-speaking children have been identified as having a disability or developmental delay (11% versus 3%) (Exhibit 67).

Exhibit 67. Indication by a Professional That the Child Has a Disability or Developmental Delay, by Child's Age* and Primary Language*



*Difference significant at $p < .01$.

FAMILY LITERACY PRACTICES

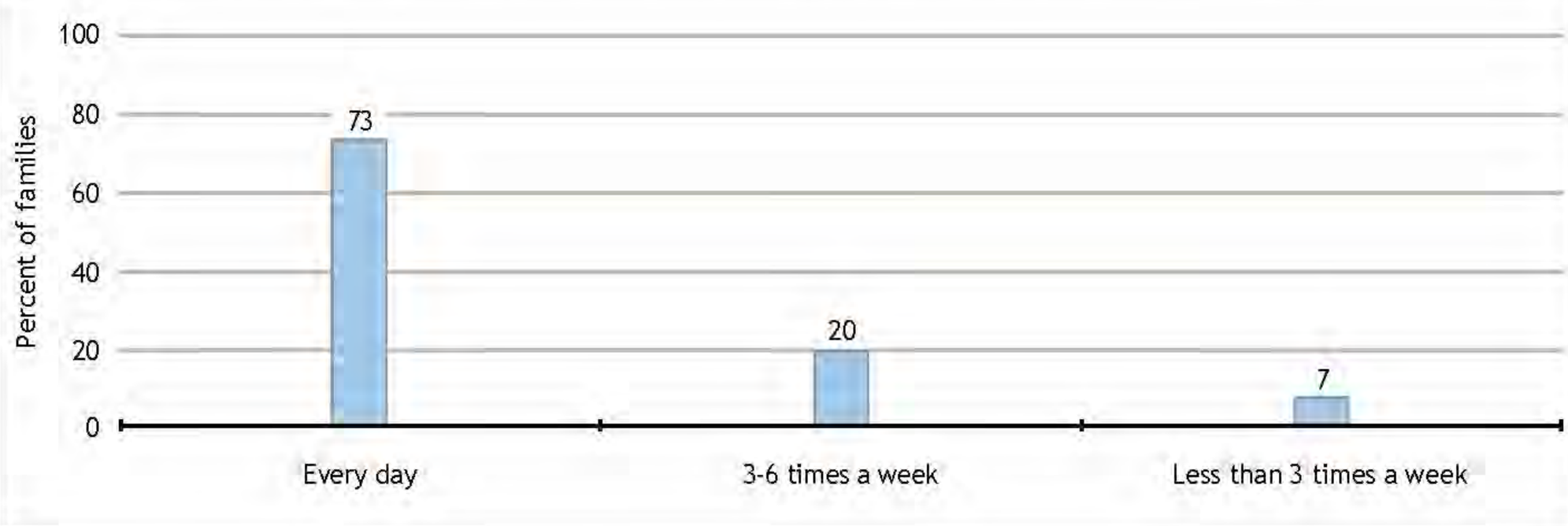
(b)(6)

A Statewide Look at Family Literacy Practices

Parents were asked how often a family member read or showed picture books with their child because national research has found that reading or showing picture books with children at least three times a week predicts higher levels of school readiness when children enter school.

Many parents (73%) read or show picture books with their child every day, and another 20% do so 3 to 6 times a week. Only 7% of parents engage in these literacy activities with their child less often than 3 times a week (Exhibit 68).

Exhibit 68. The Family Reads or Shows Picture Books with Their Child, Statewide



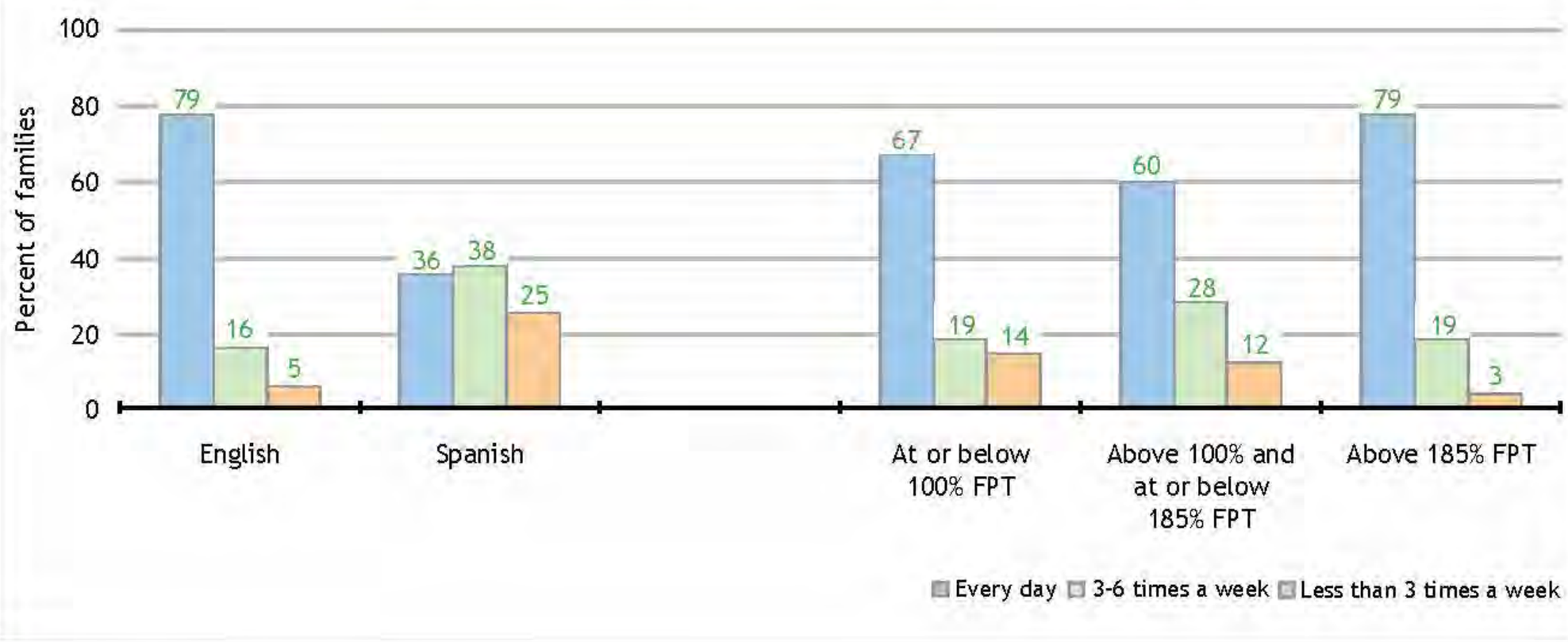
A Closer Look at Family Literacy Practices, by Family Demographics

Family participation in these literacy practices differs between English- and Spanish-speaking families and among families having higher and lower incomes. The child's age and the type of community in which families live are not related to these literacy practices.

Language. More English-speaking families than Spanish-speaking families read or show picture books with their child 3 or more times a week (95% versus 75%) and daily (79% versus 36%). One-quarter of Spanish-speaking families read or show picture books with their child less often than 3 times a week, compared with only 5% of English-speaking families (Exhibit 69).

Family income level. More families living above 185% of the federal poverty threshold than families with lower incomes read or show picture books with their child 3 or more times a week (97% versus 86% to 88%).

Exhibit 69. The Family Reads or Shows Picture Books with Their Child, by Primary Language* and Family Income Level*



*Difference significant at $p < .01$.

Note: Percentages may not add to 100 because of rounding.

CONCLUSION

(b)(6)

The phone survey conducted as part of DEL's Parent Needs Assessment provides new and valuable information about the preferences, issues, and experiences of families with young children in Washington State. In this section, we provide concluding comments that summarize key findings from the phone survey. These findings can help DEL to set priorities and allocate resources in ways that best support parents as they nurture and educate their young children.

Statewide Findings

Parents participate in a range of services to support their children's early learning. The most commonly used services and programs focus on stimulating children's learning and socialization (e.g., play groups; preschool programs; reading programs; sports, music, and art activities or classes).

The most common reasons parents give for not participating in services are not being interested in or not needing the service, having a child who is too young to participate in the particular service, being unaware of the service or the service not being available, and inconvenient hours of service.

As many as a third of Washington State families with children younger than 6 have received services or money from public support programs, including the Medical Assistance and/or WIC programs.

Parents want more information on a variety of early learning topics. Of greatest interest to parents is more information about family-friendly community events, ways to support their child's early reading skills, ways to prepare their child for kindergarten, and strategies to help their child manage his or her emotions and get along with others.

There is no one source that all parents trust and want information from to support their child's learning, development, and health. However, parents most often trust and want early learning information from a health care provider. Other trusted sources of information are a child care provider, a friend, and a family member. The least trusted and wanted sources for early learning information among parents statewide are a home visit, a toll-free advice line, and TV and radio. However, preferences for sources of early learning information vary considerably for parents based on their primary language and income level.

Half of children who are under age 6 and who have not yet started kindergarten do not participate in child care outside of their immediate family, receiving care only from a parent or guardian. Nearly an additional third of children are in center-based child care on a regular basis. Fifteen percent of children are in informal care arrangements, and 5% are in small family-based child care programs. Close to three-quarters of families have been able to find child care that meets their needs most of the time, but nearly one-quarter of Washington State families have had at least some difficulty in finding child care that meets their family's needs.

When selecting their child care arrangements, most parents highly value a clean and safe environment, the way in which the provider talks and plays with children, a provider with experience and training, and the use of appropriate learning activities/materials.

More than three-quarters of parents using child care have talked with their child's care provider or preschool teacher at least once in the past 12 months about the kinds of learning and social activities they want for their child. Most parents receive information from the child care provider about early learning and about how to help their child learn and grow, and most feel comfortable when they visit their child's care program. Fewer than a third of parents receive information from their child care provider or preschool teacher about services in the community that may interest or help their family.

For more than 80% of parents with a child ages 3 through 5 who attends an early care and education program, having their child learn how to get along with others is very important. Also very important is the child's learning how to control his or her emotions and behavior; developing an interest in books and reading; persisting at difficult tasks; listening to and following directions; learning the alphabet, colors, numbers, and how to write his or her name; learning how to ask questions and tell stories; and developing fine motor skills such as how to use pencils and scissors.

More than one-quarter of parents have at least one serious developmental, behavioral, or health concern about their child. More than 1 in 5 of these parents have not yet shared their concern with their child's doctor, child care provider, or another professional. Ten percent of parents with a child younger than age 6 who has not yet started kindergarten have been told by a professional that their child has a disability or developmental delay.

Nearly three-quarters of parents read or show picture books with their child every day, and 93% do so at least 3 times a week.

Subpopulation Findings

Even though parents in Washington State share many similar preferences and experiences, some subpopulations of parents have different opinions about and reasons for preferring or using early learning services, supports, and information.

Differences in families' preferences and practices are related to their child's age. For example, more families with older children than families with younger children have participated in a variety of early learning services (i.e., play groups, reading programs, recreation activities or classes, and services for children with disabilities and other special needs). In contrast, the percentage of families who have participated in parenting classes, home visits, and parent support groups does not increase with a child's age.

Parents of younger children are more likely than parents of older children to report that their child is too young as the reason for not having participated in activities that focus on children's early learning and socialization.

In the past 12 months, more families with an infant than families with a preschool child have participated in WIC. More families with a child younger than 3 years than families with a 3- through 5-year-old child have received services from state welfare programs (e.g., TANF, WorkFirst) in the past 12 months.

Parents of a child age 3 through 5 years trust and want to receive information from their child care provider more than do parents of a child younger than 18 months. This finding may reflect the fact that children younger than 18 months are nearly twice as likely as older children to be cared for by their parents and not be in child care. In contrast, older children are more likely to be in a center-based child care or preschool program.

Of those families with a child in nonparental care, more parents of older children than parents of younger children report that their child's care provider or preschool teacher lets them know about services in the community that may interest or help their family.

Fewer parents of younger children than parents of older children are concerned about their child's development, behavior, and emotional well-being.

Identification of disabilities and delays by a professional is much less likely for children younger than 18 months than for children ages 3 through 5 years.

Preferences for and experiences with early learning services are different for English- and Spanish-speaking families. For example, compared with English-speaking children and parents, fewer Spanish-speaking families have their child participate in a play group or services for children with disabilities and other special needs, and fewer Spanish-speaking parents participate in parenting classes. More Spanish-speaking families than English-speaking families participate in Medical Assistance, WIC, and Food Stamp programs.

Spanish-speaking families are more often not aware of an available service. English-speaking families more often do not participate in a service because they are not interested in or do not need the service or because their child is too young.

More Spanish-speaking families than English-speaking families want additional information on all topics to support their children's early learning.

More Spanish-speaking families than English-speaking families have "a lot" of trust in their faith or religious community, a parenting class, magazines or books, a home visit, materials that come in the mail, a toll-free advice line, and radio and TV as sources of information. Spanish-speaking families have less trust in their health care provider and the Internet as sources of information than do English-speaking families.

Many more Spanish-speaking parents than English-speaking parents report that their child's care provider or preschool teacher notices if they are stressed and checks with them about what they may need or tells them about community services that may interest or help their family.

More Spanish-speaking families than English-speaking families rate the child care provider's hours, location, cost, language spoken, socialization of their child, and respect for culture/values as "very important." Spanish-speaking families with a child age 3 through 5 in child care or preschool are almost unanimous in indicating that every skill on the survey is "very important" for their child to learn in preschool, whereas English-speaking families vary in the importance they assign to learning these skills.

Fewer Spanish-speaking children than English-speaking children have been identified by a professional as having a disability or developmental delay.

Fewer Spanish-speaking families than English-speaking families read or show picture books with their child 3 or more times a week.

Families with different income levels also differ in their experiences with and preferences for early learning services. For example, fewer families with lower incomes than families with higher incomes have their child participate in play groups and sports, music, and art activities or classes.

More families with lower incomes than families with higher incomes report not having participated in sports, music, and art activities or classes and services for children with disabilities and other special needs because of not being aware of available programs.

Given that eligibility for participation in public service programs is determined partly by family income, it makes sense that many more families with incomes at or below the federal poverty threshold than families with higher incomes participated in public assistance programs in the past 12 months.

Many more families living at or below the federal poverty level than families with higher incomes want information on additional topics (e.g., early reading skills, choosing child care, age-appropriate development).

More families with lower incomes than families with higher incomes trust and want some sources of information about early learning (e.g., a home visit, materials that come in the mail, and TV or radio).

More families with incomes at or below the federal poverty level than families with higher incomes have child care providers or preschool teachers who let them know about services in the community that may interest or help their family.

More families with incomes at or below 185% of the federal poverty threshold rate child care affordability as very important when choosing care, compared with families with higher incomes.

Fewer families with lower incomes than families with incomes above 185% of the federal poverty threshold read or show picture books with their child 3 or more times a week.

The early learning experiences and opinions of families living in rural and in urban communities differ in only a few regards. One difference is that more families living in rural communities than families living in urban communities have participated in the WIC nutrition program within the past 12 months. The other difference is that more families living in rural communities rate the way children play and get along with each other as a "very important" reason for selecting and keeping their child care arrangement.

The Parent Needs Assessment phone survey has provided a snapshot of the needs, preferences, and priorities of parents of young children in Washington State in 2008. DEL may want to repeat this kind of assessment on a regular basis to monitor how its work is addressing parents' needs and preferences and to identify emerging concerns and needs among parents of young children in Washington State.

APPENDIX A: PHONE SURVEY

Washington State Department of Early Learning (DEL)
Parent Needs Assessment

Parent Interview

Administered January/February 2008

Contents

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Notes for Reading the Parent Interview

- This interview is in Computer Assisted Telephone Interview (CATI) format.
- In CATI, words in capital letters are not read aloud; they are included only for the interviewer's use.
- Where [CHILD] is written, the computer program will insert the first name of the child whose parent/guardian is being interviewed.
- The interview contains a few skip patterns based on parent/guardian responses, but most questions are asked of every respondent.

Section S - Introduction

INSTRUCTIONS TO INTERVIEWER:

- SPEAK SLOWLY AND CLEARLY.
- IF THE RESPONDENT HESITATES BEFORE ANSWERING A QUESTION, CONSIDER THE POSSIBILITY THAT HE/SHE HAD DIFFICULTY UNDERSTANDING THE QUESTION OR SOME PART OF THE QUESTION. VOLUNTEER TO REPEAT THE QUESTION, SAYING: "I'd be happy to repeat the question if you like. Would you like me to repeat it?"
- IF THE RESPONDENT STILL SEEMS HESITANT, SAY, "Can I help make something a little more clear?"

TERMINATION SCRIPT A: Thank you very much for your time. RECORD REASON FOR TERMINATION AND ANY SUBJECT COMMENTS.

IF LANGUAGE BARRIER AND IF THE INTERVIEWER CAN IDENTIFY THE LANGUAGE SPOKEN IS SPANISH IN THE HOME, FLAG TO RETURN CALL IN CORRECT LANGUAGE.

SCREENING SCRIPT FOR RANDOM-DIGIT DIALING, WCCC, AND ECEAP

Random-digit dialing intro:

S1. Hello, my name is _____. I am calling on behalf of the Washington State Department of Early Learning. The State has asked us to contact households like yours to get your opinions about several programs and services that your household might use. .

S1a. First, including yourself, can you tell me how many family members are currently living in your household?

(ENTER NUMBER) _____

TERMINATION SCRIPT A	REFUSED	9

If more than one: Ask Q.S1b. If only one, TERMINATE

S1b. And how many of those living in your household are... (READ LIST)

	AGE 5 AND UNDER	1
	AGE 6 THROUGH 12	2
	AGE 13 THROUGH 17	3
	AGE 18 AND OVER	4
	(DO NOT READ)	
TERMINATION SCRIPT A	REFUSED	9

IF NONE AGE 5 AND UNDER, TERMINATE, ALL OTHERS CONTINUE.

S2. I would like to speak to the adult in the household who is 18 years of age or older, lives there, and who knows the most about the child or children that live there. Would that be you or someone else?

GO TO S5	YES, RESPONDENT ON PHONE	1
GO TO S3	NO, SOMEONE ELSE IS RESPONDENT	2
TERMINATION SCRIPT A	REFUSED	9

S3. May I please speak with that person?

GO TO S5	SUBJECT IS AVAILABLE	1
GO TO S4	SUBJECT NOT AVAILABLE	2
TERMINATION SCRIPT A	LANGUAGE BARRIER	3
	REFUSED	9

S4. Could you tell me the name of the person who could best talk about the child and [HIS/HER] experiences? [RECORD NAME].

NAME: _____

CHECKPOINT: ASK FOR BEST TIMES TO CALL PERSON NAMED AS BEST ADULT TO TALK TO. GO TO TERMINATION SCRIPT A.

TERMINATION SCRIPT A	REFUSED	9

CONTINUE WITH Screening Completion. GO TO S7

Working Connections intro:

S1. Hello, may I please speak with [NAME OF PARENT/GUARDIAN ON SAMPLE]? IF CHILD ANSWERS AND NEITHER RESPONDENT IS AVAILABLE, ASK FOR ANY OTHER ADULT IN THE HOUSEHOLD.

GO TO S2	YES, SUBJECT IS AVAILABLE	1
GO TO CHECKPOINT	SUBJECT(S) NOT AVAILABLE BUT WILL AT ANOTHER TIME; SET APPOINTMENT	2
GO TO S1a	SUBJECT AT A DIFFERENT PHONE NUMBER	3
TERMINATION SCRIPT A AND CALL BACK ANOTHER TIME	CHILD ANSWERS, OTHER ADULT NOT AVAILABLE, CALL ANOTHER TIME	4
IF POSSIBLE, INDICATE LANGUAGE RESPONDENT IS SPEAKING, THEN GO TO TERMINATION SCRIPT	LANGUAGE BARRIER	5
GO TO CONDOLENCE SCRIPT	SUBJECT HAS PASSED AWAY	6

CONDOLENCE SCRIPT: I'm terribly sorry. Please accept my deepest sympathy. I'll make sure no one from the study calls you again. Thank you. TERMINATE CALL.

CHECKPOINT: ASK FOR BEST TIMES TO CALL BACK. GO TO TERMINATION SCRIPT.

S1a Could you give me [NAME OF PARENT/GUARDIAN ON SAMPLE]'s phone number?

PHONE NUMBER: _____

S2. Hello, my name is _____. I am calling parents on behalf of the Washington State Department of Early Learning. We received a letter from you saying we could call you to be part of a phone survey. We are calling parents who receive child care subsidies from Working Connections to find out ways the state can offer new or more services and information that parents would find useful.

(ONLY MENTION YOUR COMPANY NAME IF PARENT ASKS MORE ABOUT WHO YOU ARE: American Institute of Consumer Studies representing SRI, formerly known as Stanford Research, commissioned by the State of Washington)

S3. I have some questions that will take about 15 minutes. Could I ask **you** those questions?

GO TO S7	YES	1
SET APPOINTMENT	WILL ANSWER, NOT NOW, SET APPOINTMENT	2
TERMINATION SCRIPT A	NO	3
	DON'T KNOW	8
	REFUSED	9

CHECKPOINT: ASK FOR BEST TIMES TO CALL PERSON NAMED AS BEST ADULT TO TALK TO. GO TO TERMINATION SCRIPT.

[DRAWING WILL BE FROM THE NAMES AND PHONE NUMBERS FROM COMPLETED INTERVIEWS.]

CONTINUE WITH Screening Completion. GO TO S7

Early Childhood Education and Assistance Program (ECEAP) intro:

S1. Hello, may I please speak with [NAME OF PARENT/GUARDIAN ON SAMPLE]? IF CHILD ANSWERS AND NEITHER RESPONDENT IS AVAILABLE, ASK FOR ANY OTHER ADULT IN THE HOUSEHOLD.

GO TO S2	YES, SUBJECT IS AVAILABLE	1
GO TO CHECKPOINT	SUBJECT(S) NOT AVAILABLE BUT WILL AT ANOTHER TIME; SET APPOINTMENT	2
GO TO S1a AND THEN GO TO TERMINATION SCRIPT A	SUBJECT AT A DIFFERENT PHONE NUMBER	3
TERMINATION SCRIPT A	CHILD ANSWERS, OTHER ADULT NOT AVAILABLE, CALL ANOTHER TIME	4
IF POSSIBLE, INDICATE LANGUAGE RESPONDENT IS SPEAKING, THEN GO TO TERMINATION SCRIPT A	LANGUAGE BARRIER	5
GO TO CONDOLENCE SCRIPT	SUBJECT HAS PASSED AWAY	6

CONDOLENCE SCRIPT: I'm terribly sorry. Please accept my sympathy. I'll make sure no one from the study calls you again. Thank you. TERMINATE CALL.

CHECKPOINT: ASK FOR BEST TIMES TO CALL BACK. GO TO TERMINATION SCRIPT A.

S1a. Could you give me [NAME OF PARENT/GUARDIAN ON SAMPLE]'s phone number?

PHONE NUMBER: _____

S2. Hello, my name is _____. I am calling parents on behalf of the Washington State Department of Early Learning. We received a letter from you saying we could call you to be part of a phone survey. We are calling some parents who have children in ECEAP state-funded preschool programs to find out ways the state can offer new or more services and information that parents would find useful.

[ONLY MENTION YOUR COMPANY NAME IF PARENT ASKS MORE ABOUT WHO YOU ARE: American Institute of Consumer Studies representing SRI, formerly known as Stanford Research, commissioned by the State of Washington]

S3. I have some questions that will take about 15 minutes about the child in the household who attends an ECEAP state-funded preschool program. Could I ask **you** those questions?

GO TO S7	YES	1
SET APPOINTMENT	WILL ANSWER, NOT NOW, SET APPOINTMENT	2
CONDOLENCE SCRIPT	CHILD IS DECEASED	3
TERMINATION SCRIPT	NO	4
	DON'T KNOW	8
	REFUSED	9

[DRAWING WILL BE FROM THE NAMES AND PHONE NUMBERS FROM COMPLETED INTERVIEWS. ONE OF EVERY 50 PEOPLE INTERVIEWED WILL RECEIVE A GIFT CERTIFICATE.]

CONTINUE WITH Screening Completion. GO TO S7.

SCREENING COMPLETION (FOR SAMPLE FROM SPECIAL PROGRAM GROUPS AND SAMPLE FROM RANDOM-DIGIT DIALING)

S7. Before we start, I want to make it clear that you do not have to be part of this study. If you choose to answer the questions, it's because you volunteer to do so. Everything you say will be private and confidential. When reporting the information we collect, we'll never identify you or the child or your family. Your household is one of 1,000 being surveyed throughout the State. Because we value your time, you will be entered into a drawing for a $50 gift certificate if you complete the survey. As we go along, you may decide *not* to answer a question that I ask, and that would be fine.

If this is a good time to talk, we can start now.

IF RESPONDENT HESITATES, SAY: "Why don't we start, and then I can always call back if you need to stop before we finish?"

CONTINUE WITH S8a	1
SET APPOINTMENT	2

IF YES, SAY: Thank you for sharing your experience as a parent. This will help us improve early learning opportunities for young children. CONTINUE WITH SURVEY.
IF NO, SAY: Thank you very much for your time. END CALL.

S8a. To begin with, how many children ages 5 and younger are there in your household who have not started kindergarten?

____

[ALLOW UP TO 10 in s8a.]

CHECKPOINT: IF 0 OR DON'T KNOW OR REFUSED, GO TO TERMINATION SCRIPT A.

S8b. How old are each of these children [is this child]? [IF UNDER TWO YEARS, MUST GET # OF MONTHS. PROBE: How many months old is that child?]

	[FOR WORKING CONNECTIONS FAMILIES WITH MORE THAN ONE CHILD:] Do you receive child care subsidies for all your children? What are the ages of the children who receive child care subsidies?	
_____ ☐# OF YEARS OR ☐# OF MONTHS	YES	NO
_____ ☐# OF YEARS OR ☐# OF MONTHS	YES	NO
_____ ☐# OF YEARS OR ☐# OF MONTHS	YES	NO
_____ ☐# OF YEARS OR ☐# OF MONTHS	YES	NO
_____ ☐# OF YEARS OR ☐# OF MONTHS	YES	NO

CHECKPOINT: Number in S8a = number of rows in S8b.

S9. **[IF S8a = 1]** Would you tell me the first name of your child?

[IF S8a > 1 AND SAMPLING QUOTAS ARE NOT YET FILLED] When you answer the questions I'm going to ask, I want you to focus on one child. Tell me the first name of the child with the name starting closest to "A"? (IF NEEDED: REMIND RESPONDENT THAT WE ARE TALKING ABOUT CHILDREN 5 YEARS OF AGE OR YOUNGER, AND WHO HAVE NOT STARTED KINDERGARTEN.)

[IF S8a > 1 AND SAMPLING QUOTAS ARE FILLED FOR A PARTICULAR AGE] When you answer the questions I'm going to ask, I want you to think about the child who is [under 18 months old, at least 18 months old but under 3 years old, at least 3 years old but under 6 years old]. Would you tell me the first name of that child?

IF ECEAP, ASK: Would you tell me the first name of your child who attends the ECEAP preschool?

IF WCCC NEED TO MAKE SURE THAT CHILD SELECTED IS ONE OF THE CHILDREN RECEIVING A WCCC SUBSIDY.

RECORD CHILD'S NAME.

NAME: _____

REFUSED	9

[IF S8a=1 AND RESPONDENT REFUSES TO GIVE NAME (Q.S9=9), REFER TO CHILD AS "YOUR CHILD" PREFACE WITH TRANSITION: "For the following questions, please think about your youngest child."

IF S8>1 AND RESPONDENT REFUSES TO GIVE NAME (Q.S9=9) AND QUOTAS NOT FILLED FOR A PARTICULAR AGE, REFER TO CHILD AS "YOUR YOUNGEST CHILD."

IF S8>1 AND RESPONDENT REFUSES TO GIVE NAME (Q.S9=9) AND QUOTAS FILLED FOR A PARTICULAR AGE, REFER TO CHILD AS "YOUR CHILD WHO IS [under 18 months old, at least 18 months old but under 3 years old, at least 3 years old but under 6 years old]" BASED ON SELECTED QUOTA.

ALL OTHERS WILL BE REFERED TO BY NAME GIVEN IN S9.]

S10a. What is your relationship to [CHILD]?

	MOTHER/FATHER (BIRTH, ADOPTIVE, STEP)	01
GO TO TERMINATION SCRIPT B	FOSTER MOTHER/FATHER	02
	SISTER/STEPSISTER OR BROTHER/STEPBROTHER	03
	AUNT/UNCLE	04
	GRANDMOTHER/GRANDFATHER	05
	OTHER (SPECIFY)	97
	DON'T KNOW	98
	REFUSED	99

S10b. WHAT IS THE GENDER OF THE RESPONDENT? [DO NOT READ THIS QUESTION.]

MALE	1
FEMALE	2

TERMINATION SCRIPT B: I'm sorry, we are not allowed to interview foster parents. Thank you for your time.

S11. Now I have some questions about [CHILD]. Is [CHILD] a boy or a girl?

BOY	1
GIRL	2

S12. In what month and year was [CHILD] born?

MONTH: _____

YEAR: _____

[IF REFUSED ASK FOR AGE RANGE OF CHILD: 0-17 MONTHS, 18-35 MONTHS OR 36-71 MONTHS]

S13. What language do family members speak mostly with [CHILD] at home?
[SELECT ONE.]

INTERVIEWER NOTE: IF RESPONDENT MENTIONS TWO OR MORE LANGUAGES, PROBE TO FIND OUT IF THE CHILD SPEAKS THEM EQUALLY OR IF IS THE CHILD SPEAKS ONE MOST OFTEN AND CODE ACCORDINGLY.

ARABIC	1
CAMBODIAN (KHMER)	2
CANTONESE	3
ENGLISH	4
FILIPINO LANGUAGE (TAGALOG)	5
FRENCH	6
GERMAN	7
GREEK	8
HAITIAN CREOLE	9
HMONG	10
ITALIAN	11
JAPANESE	12
KOREAN	13
MANDARIN	14
POLISH	15
PORTUGUESE	16
RUSSIAN	17
SPANISH	18
VIETNAMESE	19
ENGLISH AND SPANISH **EQUALLY**	20
ENGLISH AND OTHER SPECIFIED LANGUAGE **EQUALLY** (SPECIFY): _____	21
MULTIPLE OTHER SPECIFIED LANGUAGES **EQUALLY** (SPECIFY): _____	22
SOME OTHER LANGUAGE (SPECIFY): _____	97
DON'T KNOW	98
REFUSED	99

S14. What county do you live in?

ADAMS	01
ASOTIN	02
BENTON	03
CHELAN	04
CLALLAM	05
CLARK	06
COLUMBIA	07
COWLITZ	08
DOUGLAS	09
FERRY	10
FRANKLIN	11
GARFIELD	12
GRANT	13
GRAYS HARBOR	14
ISLAND	15
JEFFERSON	16
KING	17
KITSA[	18
KITTITAS	19
KLICKITAT	20
LEWIS	21
LINCOLN	22
MASON	23
OKANOGAN	24
PACIFIC	25
PEND OREILLE	26
PIERCE	27
SAN JUAN	28
SKAGIT	29
SKAMANIA	30
SNOHOMISH	31
SPOKANE	32
STEVENS	33
THURSTON	34
WAHKIAKUM	35
WALLA WALLA	36
WHATCOM	37
WHITMAN	38
YAKIMA	39
OTHER (SPECIFY)	97
DON'T KNOW	98
REFUSED	99

S15. What is your zip code?

ZIP: ___ ___ ___ ___ ___

DON'T KNOW	99998
REFUSED	99999

Section A: Parent Use and Interest in Early Learning Services and Information

I would like to ask you about services for families that you may have used. We know most families have used only a few of these services.

A1. Have you or another family member ever [SERVICE]?

CONTINUE WITH A1 (UNTIL COMPLETED WITH LIST)	YES	1
GO TO A2	NO	2
CONTINUE WITH A1 (UNTIL COMPLETED WITH LIST)	DON'T KNOW	8
CONTINUE WITH A1 (UNTIL COMPLETED WITH LIST)	REFUSED	9

List of services for A1 and A2.

a. Participated in parent groups that provide support and advice
b. Participated in classes or home visits to help you support [CHILD]'s learning and development
c. Participated in play groups for [CHILD] [CAN BE FORMAL OR. INFORMAL]
d. Participated in reading programs for [CHILD] (like story times at the library or in other group settings)
e. Had [CHILD] participate in activities or classes such as sports, music, or art
f. Had [CHILD] participate in services for a disability or other special need (such as occupational or speech therapy)
g. Had [CHILD] attend a preschool [IF CHILD IS YOUNGER THAN 3 YRS, DON'T ASK.]
h. Used child care or day care for [CHILD]

A1b. **[ASK if 1g = 1 (YES) FOR PRESCHOOL]**
What type of preschool has [CHILD] attended? [READ LIST]

MAKE SURE THEY ANSWER SECTION D	A state-funded ECEAP preschool [PRONOUNCED E-CAP], [ECEAP STANDS FOR EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM]	1
	a Head Start program	2
	a preschool for children with special needs	3
	a private preschool or nursery school	4
	a preschool class in a child care or day care setting	5
	a co-op preschool, or	6
	another type of preschool program (specify)	7
	DON'T KNOW	8
	REFUSED	9

A2. **There are many reasons why you may not have used this service.** Did you not need this service or why have you not [SERVICE]?
[MARK ONE. DO NOT READ REASONS.]

GO TO S1 UNTIL COMPLETED WITH LIST	NOT INTERESTED OR **DID NOT NEED** IT	1
	CHILD **TOO YOUNG**	2
	HARD TO GET TO OR DID NOT HAVE **TRANSPORTATION**	3
	DID NOT HAVE THE HOURS OR DAYS OF THE WEEK I NEEDED OR DID NOT WORK WITH MY **SCHEDULE** (FOR EXAMPLE, SCHOOL OR WORK)	4
	TOO **EXPENSIVE** OR COULD NOT AFFORD IT	5
	NOT ELIGIBLE FOR PROGRAM	6
	PROGRAM FULL OR ON WAIT LIST	7
	DID NOT LIKE **QUALITY** OF THE PROGRAM	8
	STAFF DID NOT SPEAK MY **LANGUAGE**	9
	DID NOT OCCUR TO ME OR WAS **NOT AWARE** OF SERVICE	10
	NOT AVAILABLE IN MY COMMUNITY OR COULD NOT FIND PROGRAM	11
	OTHER (SPECIFY)	97
	DON'T KNOW	98
	REFUSED	99

A3. Now, I'm now going to read you a list of some types of information that parents might want or need.

Would you want to have **more** information about [TOPIC]?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

List of topics for A3

a. Ways to support [CHILD]'s development at different ages
b. Ways to help [CHILD] start kindergarten ready to do [HIS/HER] best
c. Ways to support [CHILD]'s early reading skills
d. Ways to help [CHILD] manage [HIS/HER] own emotions
e. Ways to help [CHILD] get along with others
f. Ways to help [CHILD] have a healthy diet and be physically fit
g. Positive ways to discipline [CHILD]
h. Programs, events, and places to go in your community that are designed for families
i. How to choose child care for [CHILD]
j. Services and resources for parents concerned about their children's development or behavior
k. Services and resources for parents of children with disabilities and other special needs

A4. Parents get information about supporting their children's learning, development, and health in many ways.

I'm going to read a list of ways parents often get this type of information and would like to know if you would **trust and want** information from each of these sources a lot, a little or not at all.

How much would you **trust and want** information about supporting [CHILD]'s learning, development, and health from [SOURCE]?

AFTER FIRST ATTRIBUTE READ: How about from [SOURCE]? Would that be a lot, a little, or not at all?

[IF PARENT QUESTIONS THE PHRASE "TRUST AND WANT" SAY: We are interested in whether you would **both** trust and want information from this source.] [IF THEY SAY IT DEPENDS WHICH TV SHOW, ETC, THEN MARK IT DEPENDS.]

	A LOT	A LITTLE	NOT AT ALL	IT DEPENDS	NA	DK	REF
a. [CHILD]'s health care provider	1	2	3	4	7	8	9
b. [CHILD]'s day care provider or teacher	1	2	3	4	7	8	9
c. A family member or friend	1	2	3	4	7	8	9
d. Your faith or religious community	1	2	3	4	7	8	9
e. Written materials that come in the mail	1	2	3	4	7	8	9
f. A parenting class	1	2	3	4	7	8	9
g. A home visit	1	2	3	4	7	8	9
h. Television or radio	1	2	3	4	7	8	9
i. Magazines or books	1	2	3	4	7	8	9
j. An Internet site	1	2	3	4	7	8	9
k. A toll-free parent advice line	1	2	3	4	7	8	9

[IF PARENT WANTS TO CALL A TOLL-FREE ADVICE LINE, GIVE THEM THE PHONE NUMBER FOR FAMILY HELP LINE 1-800-932-HOPE (4673).]

Section B: Parent Preferences for Their Child's Care

[ECEAP RESPONDENTS SKIP TO B2.]

Now, I would like to ask you some questions about child care.

B0. [ASK ONLY IF A1G (ever attend preschool) = 1 (yes)]

Before you said that [CHILD] attended a preschool. Does [CHILD] currently attend preschool at least two times a week?

GO TO B1E	YES	1
GO TO B1A	NO	2
	DON'T KNOW	8
	REFUSED	9

B1a. Is [CHILD] being cared for by someone else **other than [HIS/HER] parent or guardian** such as another family member, friend, neighbor, nanny, -or a child care or day care worker, on a regular basis? *By a regular basis, we mean at least two times a week.*

GO TO B1B	YES	1
GO TO SECTION E	NO	2
GO TO B2	DON'T KNOW	8
	REFUSED	9

B1b. Where does [CHILD] spend most of [HIS/HER] time when [HE/SHE] is being cared for by someone else? [READ LIST]

IN [HIS/HER] HOME	1
OUTSIDE OF [HIS/HER] HOME	2
DON'T KNOW	8
REFUSED	9

B1c. **[IF B1b = 1]**
Who cares for [CHILD] in the home?

A GRANDPARENT OR ANOTHER FAMILY MEMBER	1
A FRIEND OR NEIGHBOR	2
A NANNY OR BABYSITTER	3
DON'T KNOW	8
REFUSED	9

B1d. **[IF B1b = 2]**
What type of child care setting is [CHILD] in? [READ LIST]

A child care center	1
A child care program run in a family's home with 12 or fewer children, or	2
The home of a babysitter, neighbor, family member, or friend	3
DON'T KNOW	8
REFUSED	9

B1e. Working Connections provides a subsidy from the state to help pay for child care. Do you receive a Working Connections Child Care subsidy for [CHILD]? [ASK IF B1a=1]

MAKE SURE THEY ANSWER SECTION C	YES	1
	NO	3
	DON'T KNOW	8
	REFUSED	9

B2. Are you able to find care for [CHILD] [INCLUDING PRESCHOOL] that meets the needs of your family most of the time? Would you say... [READ LIST]

YES	1
SOMEWHAT	2
NO	3
DON'T KNOW	8
REFUSED	9

[IF FAMILY EXPRESSES NEEDING HELP FINDING CHILD CARE, PROVIDE THEM WITH THE PHONE NUMBER FOR WA CHILD CARE RESOURCE AND REFERRAL 1-800-446-1144]

[IN ITEMS B3-B5, ALSO USE "OR PRESCHOOL" OR "OR PRESCHOOL TEACHER" IF B0 = 1. USE ONLY "MAIN CHILD CARE" OR "CARE PROVIDER," IF B1A = 1, 8, OR 9.]

B3. I'm now going to read some reasons that might be important in choosing and keeping your **main** child care arrangement for [CHILD] [IF IN PRESCHOOL SAY: This **may** be [CHILD]'s preschool. [IF NEED TO CLARIFY SAY: By main child care arrangement, I mean where [CHILD] spends most of HIS/HER time in care.]

Is [REASON] a very important, somewhat important, or not important reason in choosing and keeping your main child care arrangement for [CHILD]?

	VERY IMPOR-TANT	SOME-WHAT IMPOR-TANT	NOT IMPOR-TANT	DK	REF
a. Affordable cost	1	2	3	8	9
b. A convenient location	1	2	3	8	9
c. Having convenient and flexible hours	1	2	3	8	9
d. The training of [CHILD]'s care provider [OR PRESCHOOL TEACHER]	1	2	3	8	9
e. The experience of [CHILD]'s care provider [OR PRESCHOOL TEACHER]	1	2	3	8	9
f. The number of children per care provider [OR PRESCHOOL TEACHER]	1	2	3	8	9
g. Low staff turnover	1	2	3	8	9
h. A clean and safe environment	1	2	3	8	9
i. The care provider [OR PRESCHOOL] having a child care license from the state	1	2	3	8	9
j. The type of learning activities, books, and toys available for the children	1	2	3	8	9
k. The way children play and get along with each other	1	2	3	8	9
l. The way your care provider [OR PRE-SCHOOL TEACHER] talks and plays with [CHILD]	1	2	3	8	9
m. The care provider [OR PRESCHOOL TEACHER] knowing how to care for children with special needs, including health needs like asthma	1	2	3	8	9
n. The language spoken by your care provider [OR PRESCHOOL TEACHER]	1	2	3	8	9
o. Having your family's culture and values respected	1	2	3	8	9

B4. Now I am going to read a list of statements that might apply to [CHILD'S] [CARE PROVIDER [OR PRESCHOOL TEACHER]. [**READ IF B1A = 1, 8, OR 9:** By "care provider," we mean someone other than [CHILD'S] parent or guardian who regularly provides care for [CHILD].]

Please tell me if these statements are very true, somewhat true, or not true. [READ EACH STATEMENT. IF NEEDED, REPEAT RESPONSE OPTIONS: Is this statement very true, somewhat true, or not true?]

AFTER FIRST ATTRIBUTE READ: Would that be very true, somewhat true, or not true?

	VERY TRUE	SOME-WHAT TRUE	NOT TRUE	DK	REF
a. [CHILD]'s care provider [OR PRESCHOOL TEACHER] makes you feel comfortable when you visit or observe.	1	2	3	8	9
b. You and [CHILD]'s care provider [OR PRESCHOOL TEACHER] share ideas about how to help [CHILD] learn and grow.	1	2	3	8	9
c. If you are stressed out, [CHILD]'s care provider [OR PRESCHOOL TEACHER] notices and checks in with you about what you might need.	1	2	3	8	9
d. [CHILD]'s care provider [OR PRESCHOOL TEAHCER] lets you know about services in the community that might interest or help your family.	1	2	3	8	9

B5. For many parents, it can be hard to find the time to talk with their child's care provider [OR PRESCHOOL TEACHER] about the kinds of activities they would like the care provider [OR PRESCHOOL TEACHER] to do with their child. In the past 12 months, have you personally talked with [CHILD'S] CARE PROVIDER [OR PRESCHOOL TEACHER] about the kinds of learning and social activities you would like her or him to do with [CHILD]?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

B6. **[ONLY ASK QUESTION IF CHILD IN PRESCHOOL PROGRAM, if B0 = 1 or B1d=1 OR B1d = 2 and child is age 3 or older OR if ECEAP respondent]**
Now I would like to know how important it is that [CHILD] learns certain types of skills in child care or preschool.

Would you say that it is very important, somewhat important, or not important that [CHILD] learns skills like…

AFTER FIRST ATTRIBUTE READ: "How about learning skills like [SKILL]?

	VERY IMPOR-TANT	SOME-WHAT IMPOR-TANT	NOT IMPOR-TANT	DK	REF
a. Knowing the alphabet, colors, counting to 10, and writing [HIS/HER] name	1	2	3	8	9
b. How to get along and play well with others	1	2	3	8	9
c. How to listen to and follow directions in a group	1	2	3	8	9
d. How to control [HIS/HER] own behavior and emotions such as waiting for a turn and sharing toys	1	2	3	8	9
e. How to keep trying, even with things that are hard for [HIM/HER]	1	2	3	8	9
f. How to ask questions and tell stories	1	2	3	8	9
g. Showing interest in how things work	1	2	3	8	9
h. Showing an interest in reading and looking at books	1	2	3	8	9
i. Catching a ball and balancing that use coordination of big muscles like arms and legs	1	2	3	8	9
j. Using pencils, scissors, and other things that use coordination of small muscles in [HIS/HER] hands and fingers	1	2	3	8	9

Section C: Parent Experiences with and Preferences Concerning Child Care Subsidies

[THIS SECTION IS ONLY FOR WORKING CONNECTIONS FAMILIES.]

Now, I would like to ask you some questions about the Working Connections child care subsidy that [CHILD] receives.

C1. How did you apply for a Working Connections Child Care subsidy? Did you apply [READ LIST]? **[ANSWER CAN BE MULTIPLE.]**

		YES	NO	DK	REF
a.	ON-LINE	1	2	8	9
b.	BY PHONE	1	2	8	9
c.	BY MAIL	1	2	8	9
d.	IN PERSON	1	2	8	9

C2. Was the application process very easy, somewhat easy, somewhat difficult, or very difficult?

GO TO C4	VERY EASY	1
	SOMEWHAT EASY	2
GO TO C3	SOMEWHAT DIFFICULT	3
	VERY DIFFICULT	4
GO TO C4	DON'T KNOW	8
	REFUSED	9

C3. **[IF C2 = 3 or 4]**

Why was it difficult?
[ANSWER CAN BE MULTIPLE. DO NOT READ LIST.]

a.	LACK OF **TRANSPORTATION**	1
b.	APPLYING IN PERSON WAS **NOT CONVENIENT**	2
c.	**DIDN'T KNOW** IF **APPROVED**	3
d.	**STRUGGLED WITH PAPERWORK** OR DOCUMENTATION	4
e.	STATE **DELAYED THE PAPERWORK**	5
f.	CHILD'S CARE **PROVIDER DID NOT ACCEPT SUBSIDY**	6
g.	IN-HOME/RELATIVE CARE PROVIDER **DID NOT PASS BACKGROUND CHECK**	7
h.	HAD TO **WAIT TOO LONG ON THE PHONE** WHEN APPLYING	8
i.	**OTHER** BARRIER (SPECIFY)	97

C4. Has the process for reapplying to receive child care subsidies been very easy, somewhat easy, somewhat difficult, or very difficult?

VERY EASY	1
SOMEWHAT EASY	2
SOMEWHAT DIFFICULT	3
VERY DIFFICULT	4
DON'T KNOW	8
REFUSED	9

C5a. Did you have a "break" in receiving child care subsidies (by this I mean a time when you stopped receiving child care subsidies, and later restarted them)?

GO TO C5b	YES	1
GO TO C6	NO	2
	DON'T KNOW	8
	REFUSED	9

C5b. **[IF C5a = 1]**

What was the reason for a "break" in receiving child care subsidies?
[ANSWER CAN BE MULTIPLE. DO NOT READ LIST.]

a.	**LOST JOB**	1
b.	EARNED **TOO MUCH MONEY**	2
c.	**COPAY** WAS **TOO HIGH**	3
d.	CHILD'S CARE **PROVIDER STOPPED PROVIDING CARE** FOR MY CHILD	4
e.	REAPPLICATION **PROCESS DIFFICULT**	5
f.	**SECOND PARENT WAS AVAILABLE** TO PROVIDE CARE	6
g.	**OTHER** REASON FOR BREAK (SPECIFY)	97

C6. Now I am going to read a list of statements that describe how receiving a child care subsidy may have affected you.

Please tell me if these statements are very true, somewhat true, or not true.

Because of the child care subsidy.... [READ EACH STATEMENT.] [IF NEEDED, REPEAT RESPONSE OPTIONS: Is this statement very true, somewhat true, or not true?]

	VERY TRUE	SOME-WHAT TRUE	NOT TRUE	DK	REF
a. You are able to afford child care.	1	2	3	8	9
b. You are able to send [CHILD] to a care provider that you like.	1	2	3	8	9
c. You are able to go to work, school, or training when you need to.	1	2	3	8	9
d. You are able to pay your bills and get by.	1	2	3	8	9

Section D: Parent Experiences with and Preferences Concerning ECEAP
[THIS SECTION IS FOR ONLY ECEAP FAMILIES]

D1. How did you find out about ECEAP [IF PARENT ASKS WHAT ECEAP IS, SAY: ECEAP is the state-funded preschool your child attends]? [DON'T READ RESPONSES.]

a.	**FLYERS** OR BROCHURES	1
b.	**WEB** SITE	2
c.	OLDER CHILD **PREVIOUSLY ENROLLED**	3
d.	**COMMUNITY** SERVICES OFFICE **REFERRAL**	4
e.	INFORMATION FROM **PUBLIC SCHOOL**	5
f.	**MAILING** RECEIVED AT HOME	6
g.	**REFERRAL** FROM A DOCTOR OR OTHER **HEALTH PROFESSIONAL**	7
h.	INFORMATION FROM A **CHILD CARE PROVIDER**	8
i.	**FAMILY** OR **FRIEND**	9
j.	HOME **VISIT FROM ECEAP** TO TELL YOU ABOUT THE PROGRAM	10
k.	HOME **VISIT FROM ANOTHER** PROGRAM	11
l.	**OTHER** (SPECIFY)	97

D2. ECEAP provides care for only part of the day. Where does [CHILD] usually go for the other part of the day? [READ LIST]

DOES [CHILD] STAY IN THE SAME PLACE AS THE ECEAP CLASS	1
DOES [CHILD] MOVE TO A CHILD CARE PROGRAM IN A DIFFERENT LOCATION	2
IS [CHILD] CARED FOR AT HOME BY A PARENT	3
IS [CHILD] CARED FOR AT A HOME BY A GRANDPARENT OR OTHER RELATIVE	4
IS [CHILD] CARED FOR AT A HOME BY A NANNY OR BABYSITTER	5
IS [CHILD] CARED FOR AT A HOME BY A FRIEND OR NEIGHBOR	6
OTHER	7
DON'T KNOW	8
REFUSED	9

Section E: Child Characteristics

Now, I have a few questions specifically about [CHILD].

E1. Sometimes parents have concerns about their children. Are you concerned a lot, a little, or not at all about[1]:

	A LOT	A LITTLE	NOT AT ALL	NOT APPLICABLE	DK	REF
a. How [CHILD] talks or makes speech sounds?	1	2	3	4	8	9
b. How [CHILD] sees?	1	2	3	4	8	9
c. How [CHILD] hears?	1	2	3	4	8	9
d. How [CHILD] understands what you say?	1	2	3	4	8	9
e. How [CHILD] uses [HIS/HER] hands and fingers to do things?	1	2	3	4	8	9
f. How [CHILD] uses [HIS/HER] arms and legs?	1	2	3	4	8	9
g. How [CHILD] is learning preschool or school skills?	1	2	3	4	8	9
h. How [CHILD] gets along with others?	1	2	3	4	8	9
i. How [CHILD] behaves?	1	2	3	4	8	9
j. How [CHILD] is learning to do things for [himself/herself]?	1	2	3	4	8	9
k. Whether [CHILD] can do what other children [HIS/HER] age can do?	1	2	3	4	8	9
l. [CHILD]'s emotional well-being?	1	2	3	4	8	9

E2. **[IF ANSWERED "A LOT" TO ANY CONCERN IN E1]**

Have you shared your concern with [CHILD]'s doctor, child care provider, or any other professional?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

[FOR INFORMATION ABOUT CHILD DEVELOPMENT SCREENING SERVICES, AND RESOURCES FOR FAMILIES WITH CHILDREN WITH SPECIAL HEALTH CARE NEEDS, PARENTS CAN CALL THE FAMILY HEALTH HOTLINE: 1-800-322-2588.]

[FOR EMOTIONAL SUPPORT FOR PARENTS WITH CHILDREN WHO HAVE SPECIAL NEEDS OR DISABILITIES, PARENTS CAN CALL PARENT TO PARENT WA STATE 1-800-821-5927.]

[1] Note: The items in question E1 are drawn from the survey edition of Parents' Evaluation of Developmental Status (PEDS) and do not have an immediate clinical application. Users interested in early detection will need to purchase the actual test (www.pedstest.com). The survey version items are copyrighted and may not be used without express permission from the author (Frances.P.Glascoe@Vanderbilt.edu).

E3. Has a doctor or other professional ever told you that [CHILD] has a disability or developmental delay?

IF THE RESPONDENT DOES NOT SEEM TO UNDERSTAND THE QUESTION, SAY "A developmental delay means the child is somewhat slower physically or mentally than other children the same age. Usually if a child has a problem like this, the doctor will tell you that. If you haven't heard anything like that from your doctor, let's just go on to the next question." IF RESPONDENT SAYS CHILD HAS A SPEECH DELAY OR SPEECH DIFFICULTIES OR PROBLEMS, CODE AS YES.

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

E4. In a typical **week**, how often do you or any other family member read or show picture books with [CHILD]?

[**PROBE**: Would you say not at all, once or twice, 3-6 times, or every day?]

NOT AT ALL	1
ONCE OR TWICE A WEEK	2
3 TO 6 TIMES A WEEK	3
EVERY DAY	4
DON'T KNOW	8
REFUSED	9

Section F: Family and Household Characteristics

Now I have a few questions about your family's background.

F1. We'd like to know what [CHILD]'s ethnic background is. Is [CHILD] of Hispanic or Latino origin, such as Mexican-American, Central American, or Puerto Rican?

YES	1
NO	2
DON'T KNOW	8
REFUSED	9

F2. Is [CHILD] White, Black or African-American, Asian, Pacific Islander, American Indian or an Alaska native, a member of another race, or a combination of these?
[ANSWERS CAN BE MULTIPLE; CHOOSE ALL THAT APPLY.]

WHITE	1
BLACK/AFRICAN-AMERICAN	2
ASIAN	3
PACIFIC ISLANDER	4
ALASKA NATIVE OR AMERICAN INDIAN	5
HISPANIC/LATINO (IF VOLUNTEERED)	6
OTHER (SPECIFY)_____	97
DON'T KNOW	98
REFUSED	99

F3. IF MOTHER OR FEMALE GUARDIAN: What is your marital status? Are you...

IF FATHER OR MALE GUARDIAN ASK: What is the marital status of [CHILD]'s mother or female guardian? Is she...

	MARRIED,	01
	NOT MARRIED BUT LIVING WITH A PARTNER,	02
	WIDOWED, DIVORCED, OR SEPARATED, OR	03
	SINGLE (NEVER MARRIED)	04
DO NOT READ	MOTHER IS DECEASED	05
	OTHER (SPECIFY): _____	97
	DON'T KNOW	98
	REFUSED	99

F4a. We'd like to know about the education received by the parents or guardians who live with [CHILD]. What is the highest grade or year of school that [you/[CHILD]'s **mother or female guardian**] completed? [IF NO MOTHER OR FEMALE GUARDIAN IN HOUSEHOLD, DON'T ASK.]

[DO NOT READ LIST.]

NO MOTHER, OR MOTHER DOESN'T LIVE WITH THE CHILD	97
NEVER ATTENDED/NO FORMAL SCHOOLING	1
KINDERGARTEN - 6TH GRADE	2
7TH OR 8TH GRADE	3
9TH TO 12TH GRADE (BUT NO DIPLOMA)	4
HIGH SCHOOL DIPLOMA/EQUIVALENT (GED)	5
SOME COLLEGE OR TECHNICAL SHOOL (BUT NO DIPLOMA)	6
ASSOCIATE'S DEGREE (AA, AS) OR TECHNICAL DEGREE	7
BACHELOR'S DEGREE (BA, BS)	8
GRADUATE OR PROFESSIONAL DEGREE	9
DON'T KNOW	98
REFUSED	99

F4b. What is the highest grade or year of school that [you/[CHILD]'s **father or male guardian**] completed? [IF NO FATHER OR MALE GUARDIAN IN HOUSEHOLD, DON'T ASK.]

[DO NOT READ LIST.]

NO FATHER, OR FATHER DOESN'T LIVE WITH THE CHILD	97
NEVER ATTENDED/NO FORMAL SCHOOLING	1
KINDERGARTEN - 6TH GRADE	2
7TH OR 8TH GRADE	3
9TH TO 12TH GRADE (BUT NO DIPLOMA)	4
HIGH SCHOOL DIPLOMA/EQUIVALENT (GED)	5
SOME COLLEGE OR TECHNICAL SHOOL (BUT NO DIPLOMA)	6
ASSOCIATE'S DEGREE (AA, AS) OR TECHNICAL DEGREE	7
BACHELOR'S DEGREE (BA, BS)	8
GRADUATE OR PROFESSIONAL DEGREE	9
DON'T KNOW	98
REFUSED	99

F5a. Now, I have a few questions about [CHILD]'s household. This is the last group of questions I have. Including yourself, how many family members are there in the household?

____ ____

FAMILY MEMBERS IN HOUSEHOLD

DON'T KNOW	98
REFUSED	99

CHECKPOINT: IF F5a > 2, GO TO F5b. OTHERWISE, GO TO F6.

F5b. How many of these people are adults age 18 or older?

____ ____

FAMILY MEMBERS 18 OR OLDER

DON'T KNOW	98
REFUSED	99

F5c. Including [CHILD], how many are children younger than 18?

____ ____

FAMILY MEMBERS UNDER 18

DON'T KNOW	98
REFUSED	99

CHECKPOINT: RESPONSE TO F5b PLUS RESPONSE TO F5c MUST EQUAL RESPONSE TO F5a.

F6. In the past 12 months, has your family received money or services from any of the following programs? How about...

		YES	NO	DK	REF
a.	Women, Infants, and Children, or WIC?	1	2	8	9
b.	Food Stamps or the Basic Food Program?	1	2	8	9
c.	Temporary Assistance to Needy Families (TANF), WorkFirst, or welfare?	1	2	8	9
d.	Medical Assistance?	1	2	8	9

F7a. What was your total family income for 2007? Please include all types of income, including salaries and other earnings, interest, retirement, and so on for all family members in your household.

GO TO F8	$__,_____ PER YEAR	1
	$__,_____ PER MONTH	2
GO TO F7b	DON'T KNOW	8
	REFUSED	9

F7b. We don't need to know exactly, but which of the following categories best describes your total family income for the year 2007? Was it... **(READ CATEGORES. IF UNSURE, PROBE FOR BEST ESTIMATE)** (IF NECESSARY, SAY: "Just your best estimate is fine.")...?

YEARLY CATEGORIES

LESS THAN $10,000,	01
$10,000 TO LESS THAN $20,000,	02
$20,000 TO LESS THAN $30,000,	03
$30,000 TO LESS THAN $40,000,	04
$40,000 TO LESS THAN $50,000,	05
$50,000 TO LESS THAN $75,000, OR	06
$75,000 OR MORE?	07

*** **INTERVIEWER NOTE:** ONLY READ **MONTHLY** CATEGORIES IF RESPONDENT DOES NOT KNOW YEARLY RANGE.

MONTHLY CATEGORIES

LESS THAN $830,	08
$830 TO LESS THAN $1,660,	09
$1,660 TO LESS THAN $2,500,	10
$2,500 TO LESS THAN $3,330,	11
$3,330 TO LESS THAN $4,160,	12
$4,160 TO LESS THAN $6,250, OR	13
$6,250 OR MORE?	14
DON'T KNOW	98
REFUSED	99

F8. If we conduct another family survey, would you be willing to participate in it?

YES	1
NO	2
DON'T KNOW	98
REFUSED	99

F9. Could you tell me your name so we can notify you if you win a gift certificate?

NAME: _____

	REFUSED	9

[DRAWING WILL BE FROM THE NAMES AND PHONE NUMBERS FROM COMPLETED INTERVIEWS.]

[INTERVIEWER WILL SAVE PHONE NUMBER.]

CLOSING: That's all the questions I have for you. If you win the drawing for the $50 gift certificate, we will call you. Thank you very much for taking the time to help us with these questions. Good-bye.

APPENDIX B: FEDERAL POVERTY THRESHOLDS

Federal Poverty Thresholds for 2007 by Size of Family and Number of Related Children Under 18 Years

	Related children under 18 years								
Size of family unit	**None**	**One**	**Two**	**Three**	**Four**	**Five**	**Six**	**Seven**	**Eight or more**
One person (unrelated individual):									
– Under 65 years	10,787								
– 65 years and over	9,944								
Two persons:									
– Householder under 65 years	13,884	14,291							
– Householder 65 years and over	12,533	14,237							
Three persons	16,218	16,689	16,705						
Four persons	21,386	21,736	21,027	21,100					
Five persons	25,791	26,166	25,364	24,744	24,366				
Six persons	29,664	29,782	29,168	28,579	27,705	27,187			
Seven persons	34,132	34,345	33,610	33,098	32,144	31,031	29,810		
Eight persons	38,174	38,511	37,818	37,210	36,348	35,255	34,116	33,827	
Nine persons or more	45,921	46,143	45,529	45,014	44,168	43,004	41,952	41,691	40,085

Source: U.S. Census Bureau.
http://www.census.gov/hhes/www/poverty/threshld/thresh07.html

Appendix 28

APPENDIX C: ESTIMATED PERCENTAGES AND STANDARD ERRORS

The responses to the parent interview questions are presented here. They were weighted to represent all children 0 through 5 and not yet in kindergarten in Washington State.

The only way to say exactly what percentage of the population used a service or holds a particular attitude is to get responses from the entire population, which is not practical. Using weighted data from a sample, it is possible to say that we have a certain confidence that the population percentage lies in a certain interval.

To calculate a 90% confidence interval, we multiply the standard error by 1.65. For example, the first percentage and standard error in the table are:

Item	Overall Percentage	Overall Standard Error
A1a. Ever participated in parent groups	32.7	2.2

When the standard error of 2.2 is multiplied by 1.65, the result is 3.6. In other words, the 90% confidence interval would be plus or minus 3.6%. In the parent interview, 32.7% of the parents said that they ever participated in parent groups. If all the parents of young children in Washington were interviewed, the actual percentage would most likely fall between 29.1% and 36.3% (± 3.6%).

Care must be taken when comparing percentages from different groups. As an example, the confidence interval estimates were calculated for item A1b (ever participated in classes or home visits), by primary language.

Primary Language	Percentage	Standard Error	90% Confidence Interval Estimates	
English	35.8	2.2	31.9 to 39.7	± 3.9
Spanish	25.3	4.5	17.9 to 32.7	± 7.4

Although the percentages for the two groups seem different, the difference disappears when the 90% confidence interval is applied. In other words, the actual percentage for English-speaking families could be as low as 32% and the actual percentage for Spanish-speaking families could be as high as 33%.

In the table that follows, we present the weighted estimate and then the standard error for each phone survey item discussed in this report. This is done for both statewide data and data collected on each of the following subpopulations:

- Children's ages (0 through 17 months, 18 months through 35 months, and 3 through 5 years)
- Primary language spoken (English or Spanish)
- Family income level (at or below 100% of the federal poverty threshold [FPT], above 100% and at or below 185% of FPT, and above 185% of FPT)
- Type of communities in which families live (rural or urban)

Item and Response Category	Percentage										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Early Learning Services											
A1a. Ever participated in parent groups	32.7	35.9	31.3	31.6	35.1	13.8	25.1	24.7	36.8	34.3	24.1
A1b. Ever participated in classes or home visits	34.8	30.3	36.6	36.3	35.8	25.3	42.0	29.2	34.8	35.3	31.7
A1c. Ever participated in play groups	64.6	42.8	69.7	74.6	66.8	41.6	47.7	56.6	71.8	64.3	66.2
A1d. Ever participated in reading programs	51.3	27.4	47.4	67.9	52.6	47.7	40.1	50.5	56.8	51.2	52.1
A1e. Ever had child participate in activities or classes such as sports, music, art	42.7	12.0	40.6	62.3	44.8	31.3	30.0	27.6	49.7	42.7	42.6
A1f. Ever had child participate in services for disability or special need	11.1	3.9	13.9	13.8	12.3	5.4	10.6	12.9	9.9	11.4	9.9
A1g. Ever had child attend preschool *(3-5 years only)*	61.4	—	—	61.4	62.7	47.5	62.2	43.7	67.7	60.6	65.2
A1h. Ever used child care or day care for child	41.8	33.7	39.4	48.0	43.2	43.9	37.1	48.4	44.2	39.7	52.7
A2a. Reason did not participate in parent groups											
1: Not interested/needed	74.3	68.6	83.7	71.9	81.5	42.0	64.7	60.5	78.3	74.1	75.6
4: Hours or schedule	6.9	7.6	1.5	9.8	5.5	13.8	4.7	13.5	6.8	5.9	11.8
10: Not aware of service	17.2	21.8	13.6	16.7	11.7	38.5	27.8	24.0	13.8	18.2	12.3
97: Other	1.6	2.1	1.2	1.6	1.4	5.7	2.8	2.0	1.1	1.9	0.4
A2b. Reason did not participate in classes or home visits											
1: Not interested or needed	74.0	65.4	78.1	77.3	79.5	33.4	56.6	69.9	77.2	75.1	68.5
2: Child too young	3.8	7.7	3.4	1.4	3.6	11.4	9.8	6.1	2.4	4.1	2.4
4: Hours or schedule	4.8	8.9	2.5	3.3	1.8	9.2	0.4	5.1	7.2	3.8	9.6
10: Not aware of service	15.6	16.3	14.2	16.0	13.2	43.1	27.7	18.2	11.6	15.7	15.3
97: Other	1.8	1.7	1.8	1.9	2.0	2.9	5.6	0.6	1.6	1.4	4.1
A2c. Reason did not participate in play groups											
1: Not interested or needed	55.7	48.0	59.0	64.3	60.6	23.1	54.1	45.0	63.6	59.9	32.8
2: Child too young	14.4	28.8	5.6	0.2	17.0	10.9	14.6	16.5	12.6	14.8	12.4
4: Hours or schedule	10.2	9.4	13.1	25.7	8.5	48.5	21.6	20.7	9.0	14.3	21.5
10: Not aware of service	15.4	11.7	14.5	5.0	9.0	13.1	2.3	13.9	11.0	7.5	24.9
97: Other	4.3	2.1	7.9	4.9	4.9	4.5	7.3	3.9	3.7	3.6	8.4
A2d. Reason did not participate in reading programs											
1: Not interested or needed	46.3	46.6	39.0	53.3	50.8	16.6	41.1	31.4	51.5	49.0	31.8
2: Child too young	25.6	41.4	24.9	4.8	27.2	11.6	25.9	20.5	27.3	24.9	29.3
4: Hours or schedule	11.8	9.0	14.6	12.8	10.6	9.3	4.6	25.7	9.1	11.5	13.5
10: Not aware of service	12.4	2.5	18.3	19.8	7.8	51.6	25.1	17.3	7.4	11.5	17.4
97: Other	3.9	0.5	3.2	9.3	3.6	10.9	3.3	5.1	4.7	3.2	8.0
A2e. Reason did not have child participate in activities or classes such as sports, music, art											
1: Not interested or needed	25.1	18.0	29.9	30.6	24.8	23.2	26.8	29.3	23.5	25.9	20.5
2: Child too young	53.1	71.6	55.6	24.1	55.5	27.5	41.2	49.0	59.3	52.9	54.1
5: Expense	5.3	1.8	4.5	11.2	6.0	3.8	10.2	—	5.2	5.9	2.3
10: Not aware of service	10.3	6.5	7.4	18.6	7.9	39.6	19.2	13.2	4.0	9.2	16.4
97: Other	6.2	2.1	2.6	15.6	5.8	5.9	2.6	8.5	8.0	6.2	6.7

Item and Response Category	Standard Error										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Early Learning Services											
A1a. Ever participated in parent groups	2.2	5.2	3.8	2.9	2.3	3.7	4.4	4.9	3.3	2.5	4.2
A1b. Ever participated in classes or home visits	2.2	4.3	4.0	3.1	2.2	4.5	4.9	5.0	3.1	2.4	4.6
A1c. Ever participated in play groups	2.3	4.9	3.9	2.8	2.3	5.7	5.0	6.1	3.2	2.6	4.7
A1d. Ever participated in reading programs	2.3	4.2	4.1	3.0	2.4	5.8	4.7	6.1	3.3	2.6	5.0
A1e. Ever had child participate in activities or classes such as sports, music, art	2.3	2.9	4.0	3.2	2.3	5.6	4.4	4.9	3.3	2.5	5.0
A1f. Ever had child participate in services for disability or special need	1.4	1.6	3.0	2.1	1.6	1.4	2.8	3.6	1.8	1.5	3.0
A1g. Ever had child attend preschool *(3-5 years only)*	3.3	—	—	3.3	3.4	8.4	6.1	8.9	4.4	3.7	6.8
A1h. Ever used child care or day care for child	2.3	4.7	3.9	3.3	2.3	6.0	4.5	6.1	3.2	2.5	5.0
A2a. Reason did not participate in parent groups											
1: Not interested/needed	2.8	5.7	4.0	4.3	2.5	6.4	5.8	7.7	3.7	3.1	5.3
4: Hours or schedule	1.6	3.1	0.8	3.0	1.3	6.3	1.7	6.2	2.0	1.7	4.6
10: Not aware of service	2.5	5.4	3.9	3.7	2.2	6.6	5.7	7.1	3.4	2.9	3.5
97: Other	0.5	1.1	0.8	0.6	0.5	2.0	1.2	1.4	0.6	0.6	0.3
A2b. Reason did not participate in classes or home visits											
1: Not interested or needed	2.8	6.7	4.2	3.4	2.4	5.7	6.8	6.7	4.2	3.2	5.8
2: Child too young	1.1	2.9	2.1	1.1	1.2	6.1	5.1	3.7	0.9	1.3	1.5
4: Hours or schedule	2.2	6.5	2.1	1.7	0.8	7.2	0.3	3.3	4.0	2.5	4.4
10: Not aware of service	2.0	4.1	3.3	2.9	2.0	7.4	5.8	5.4	2.3	2.2	4.2
97: Other	0.7	1.6	1.0	0.8	0.8	1.3	3.7	0.4	0.7	0.7	1.9
A2c. Reason did not participate in play groups											
1: Not interested or needed	4.2	7.5	7.8	6.6	4.2	4.9	6.6	10.2	6.4	4.6	7.5
2: Child too young	2.7	5.8	2.7	0.2	3.3	3.4	5.2	6.3	3.9	3.0	5.7
4: Hours or schedule	2.8	3.4	3.9	6.2	2.2	8.2	4.6	7.5	3.8	3.2	5.6
10: Not aware of service	2.8	4.1	7.3	3.6	2.6	8.9	1.4	6.9	3.9	2.7	9.1
97: Other	1.2	1.3	3.4	2.3	1.6	1.8	3.5	2.4	1.8	1.2	4.4
A2d. Reason did not participate in reading programs											
1: Not interested or needed	3.5	6.3	5.8	6.0	3.4	4.2	6.8	7.7	5.2	3.9	6.6
2: Child too young	2.9	5.8	5.1	2.3	3.1	3.8	6.7	6.1	4.3	3.2	7.2
4: Hours or schedule	2.4	3.2	3.9	5.6	2.1	4.7	2.7	9.3	2.5	2.7	4.9
10: Not aware of service	2.2	1.1	4.6	5.0	1.7	7.3	6.2	6.8	2.6	2.5	4.5
97: Other	1.0	0.3	1.4	2.8	1.1	3.3	1.2	3.2	1.5	1.0	3.3
A2e. Reason did not have child participate in activities or classes such as sports, music, art											
1: Not interested or needed	2.8	3.7	5.2	5.5	2.8	6.5	6.1	7.0	4.0	3.1	5.0
2: Child too young	3.2	4.6	5.4	4.6	3.3	5.8	6.3	7.5	4.8	3.6	6.5
5: Expense	1.2	1.4	2.1	3.0	1.5	1.9	3.5	—	1.8	1.4	1.6
10: Not aware of service	1.7	2.3	2.0	4.0	1.6	7.0	3.8	4.6	1.4	1.8	3.9
97: Other	1.6	1.6	1.3	4.6	1.5	2.0	1.2	4.3	2.8	1.8	3.2

Item and Response Category	Percentage										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
A2e. Reason did not have child participate in activities or classes such as sports, music, art											
1: Not interested or needed	25.1	18.0	29.9	30.6	24.8	23.2	26.8	29.3	23.5	25.9	20.5
2: Child too young	53.1	71.6	55.6	24.1	55.5	27.5	41.2	49.0	59.3	52.9	54.1
5: Expense	5.3	1.8	4.5	11.2	6.0	3.8	10.2	—	5.2	5.9	2.3
10: Not aware of service	10.3	6.5	7.4	18.6	7.9	39.6	19.2	13.2	4.0	9.2	16.4
97: Other	6.2	2.1	2.6	15.6	5.8	5.9	2.6	8.5	8.0	6.2	6.7
A2f. Reason did not have child participate in services for disability or special need											
1: Not interested or needed	91.6	81.4	97.2	95.0	92.3	81.9	82.4	86.3	95.6	92.1	88.7
2: Child too young	6.5	17.9	1.2	1.9	7.1	8.7	13.4	12.1	2.7	5.9	9.4
10: Not aware of service	0.6	0.7	0.3	0.7	—	7.7	2.8	0.2	0.1	0.6	0.6
97: Other	1.4	0.1	1.3	2.4	0.6	1.7	1.4	1.5	1.6	1.5	1.2
A2g. Reason did not have child attend preschool *(3-5 years only)*											
1: Not interested or needed	54.0	—	—	54.0	55.6	14.9	23.4	61.0	61.2	55.2	46.9
2: Child too young	27.1	—	—	27.1	25.6	47.3	58.7	17.8	18.1	27.9	22.5
10: Not aware of service	3.6	—	—	3.6	3.5	7.9	1.7	12.3	—	3.6	3.4
97: Other	15.3	—	—	15.3	15.3	29.9	16.3	8.9	20.7	13.2	27.3
A2h. Reason did not use child care or day care for child											
1: Not interested or needed	90.5	88.0	92.8	90.7	91.4	72.0	87.9	96.6	92.2	89.9	94.5
2: Child too young	4.3	8.1	3.8	1.7	3.8	9.1	4.5	1.1	2.9	4.4	3.2
10: Not aware of service	1.6	0.9	0.1	3.1	1.3	8.7	2.4	0.6	1.6	1.6	1.2
97: Other	3.7	2.9	3.3	4.5	3.5	10.1	5.3	1.7	3.3	4.1	1.1
Money or services received from programs in the past 12 months:											
F6a. WIC	30.5	42.9	24.8	26.5	27.9	76.5	65.6	68.7	9.8	28.1	43.4
F6b. Food Stamps or Basic Food Program	12.9	14.6	13.0	11.9	11.9	31.6	50.0	16.4	1.3	11.5	20.3
F6c. TANF, WorkFirst, welfare	7.4	11.2	9.4	4.0	7.3	9.6	23.1	7.1	2.1	7.3	7.6
F6d. Medical Assistance	32.5	39.3	29.0	30.4	30.1	78.2	68.7	73.0	7.9	30.9	40.5
Early Learning Information											
Want more information about:											
A3a. Ways to support child's development	58.3	52.8	63.2	58.8	53.7	88.8	72.6	63.7	53.7	58.3	58.7
A3b. Ways to help child start kindergarten ready	66.9	68.1	68.8	65.0	62.7	91.3	76.6	70.2	64.8	67.4	64.3
A3c. Ways to support child's early reading skills	69.0	66.2	69.7	70.2	66.2	92.7	85.3	76.6	62.9	69.7	64.9
A3d. Ways to help child manage emotions	63.4	57.7	68.1	64.0	61.2	89.7	70.4	69.8	60.8	64.2	59.4
A3e. Ways to help child get along with others	62.1	63.3	62.4	61.2	59.1	83.3	72.7	64.1	60.3	62.5	60.0
A3f. Ways to help child have a healthy diet and be physically fit	59.4	61.7	56.6	59.6	55.2	89.4	62.6	66.8	58.5	59.2	60.4
A3g. Positive ways to discipline child	61.9	60.2	65.8	60.7	59.7	91.9	72.2	64.9	59.8	62.3	60.2
A3h. Programs, events, and places to go that are designed for families	80.4	80.0	82.1	79.6	77.6	89.4	84.3	81.9	79.0	81.2	76.4

Item and Response Category	Standard Error										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
A2e. Reason did not have child participate in activities or classes such as sports, music, art											
1: Not interested or needed	2.8	3.7	5.2	5.5	2.8	6.5	6.1	7.0	4.0	3.1	5.0
2: Child too young	3.2	4.6	5.4	4.6	3.3	5.8	6.3	7.5	4.8	3.6	6.5
5: Expense	1.2	1.4	2.1	3.0	1.5	1.9	3.5	—	1.8	1.4	1.6
10: Not aware of service	1.7	2.3	2.0	4.0	1.6	7.0	3.8	4.6	1.4	1.8	3.9
97: Other	1.6	1.6	1.3	4.6	1.5	2.0	1.2	4.3	2.8	1.8	3.2
A2f. Reason did not have child participate in services for disability or special need											
1: Not interested or needed	1.7	4.3	1.0	2.2	1.7	4.2	4.6	5.7	1.8	1.8	4.0
2: Child too young	1.5	4.3	0.7	1.2	1.7	3.8	4.5	5.6	1.1	1.6	4.0
10: Not aware of service	0.1	0.3	0.2	0.2	—	2.0	0.9	0.1	0.1	0.2	0.3
97: Other	0.8	0.1	0.7	1.9	0.3	0.9	0.7	1.0	1.5	1.0	0.9
A2g. Reason did not have child attend preschool *(3-5 years only)*											
1: Not interested or needed	5.5	—	—	5.5	6.0	5.5	7.7	12.0	8.2	6.0	12.8
2: Child too young	4.9	—	—	4.9	5.3	12.2	9.9	9.0	6.7	5.5	8.3
10: Not aware of service	2.2	—	—	2.2	2.8	3.6	1.2	8.4	—	2.6	1.8
97: Other	3.5	—	—	3.5	4.1	8.7	5.9	4.3	6.6	3.2	12.9
A2h. Reason did not use child care or day care for child											
1: Not interested or needed	1.7	3.5	3.0	2.4	1.9	5.1	3.4	1.2	2.4	1.9	2.6
2: Child too young	1.2	2.8	2.5	1.1	1.3	3.3	2.4	0.8	1.5	1.3	2.4
10: Not aware of service	0.6	0.5	0.1	1.5	0.8	3.0	1.0	0.4	1.1	0.7	0.7
97: Other	1.0	2.1	1.7	1.5	1.2	2.9	2.2	0.7	1.6	1.2	0.6
Money or services received from programs in the past 12 months:											
F6a. WIC	2.2	4.9	3.5	3.1	2.2	5.1	5.0	5.0	2.1	2.4	5.0
F6b. Food Stamps or Basic Food Program	1.3	3.1	2.6	1.7	1.4	4.5	5.0	4.2	0.5	1.4	3.7
F6c. TANF, WorkFirst, welfare	1.1	2.9	2.1	0.9	1.2	2.3	4.0	2.8	0.8	1.2	2.2
F6d. Medical Assistance	2.2	4.9	3.6	3.0	2.2	3.7	5.1	4.7	1.5	2.4	4.9
Early Learning Information											
Want more information about:											
A3a. Ways to support child's development	2.3	5.1	4.0	3.2	2.4	2.4	4.3	5.6	3.4	2.6	4.9
A3b. Ways to help child start kindergarten ready	2.1	4.5	3.8	3.1	2.3	2.1	4.3	5.2	3.1	2.4	4.8
A3c. Ways to support child's early reading skills	2.2	5.2	3.7	3.0	2.2	1.9	3.6	4.7	3.3	2.5	4.8
A3d. Ways to help child manage emotions	2.3	5.2	4.1	3.1	2.3	2.2	5.2	5.2	3.3	2.6	5.0
A3e. Ways to help child get along with others	2.2	4.7	4.1	3.2	2.3	4.6	4.8	5.6	3.2	2.5	4.9
A3f. Ways to help child have a healthy diet and be physically fit	2.3	4.7	4.2	3.2	2.4	2.3	5.0	5.4	3.2	2.5	4.9
A3g. Positive ways to discipline child	2.3	5.2	4.1	3.2	2.3	2.0	4.9	5.6	3.3	2.6	4.9
A3h. Programs, events, and places to go that are designed for families	1.7	3.7	3.1	2.5	2.0	2.4	3.6	4.2	2.6	1.9	4.4

Item and Response Category	Percentage										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Want more information about: *(continued)*											
A3i. How to choose child care for child	35.6	36.2	39.5	33.0	31.2	81.0	50.8	42.5	29.1	36.6	30.2
A3j. Services and resources for parents concerned about their children's development or behavior	52.2	51.0	51.3	53.4	46.6	91.0	66.1	59.0	45.9	51.9	53.3
A3k. Services and resources for parents of children with disabilities and other special needs	30.6	25.9	29.5	34.0	27.8	68.2	37.6	32.7	28.1	29.9	34.2
Trust and want information from:											
A4a. Child's health care provider											
1: A lot	71.5	76.4	73.0	67.6	75.1	48.1	65.7	71.2	73.0	71.9	68.9
2: A little	22.5	19.0	20.4	25.8	18.1	46.3	26.6	26.5	20.0	21.8	26.0
3: Not at all	6.1	4.6	6.7	6.6	6.8	5.6	7.8	2.3	7.0	6.3	5.0
A4b. Child's day care provider or teacher											
1: A lot	52.7	36.5	52.6	62.2	54.4	39.3	61.5	49.8	53.8	51.8	57.2
2: A little	33.8	41.2	34.1	29.2	32.4	50.3	25.2	37.2	31.1	34.4	30.6
3: Not at all	13.6	22.3	13.3	8.6	13.2	10.4	13.3	12.9	15.1	13.8	12.1
A4c. Family member or friend											
1: A lot	43.0	46.7	39.4	42.9	43.4	33.7	41.7	46.9	44.6	42.4	46.0
2: A little	49.3	46.8	49.5	50.6	48.8	51.7	40.9	46.9	49.5	49.9	46.2
3: Not at all	7.7	6.4	11.0	6.5	7.8	14.6	17.4	6.2	5.9	7.7	7.8
A4d. Faith or religious community											
1: A lot	39.5	36.9	38.1	42.0	37.7	67.0	37.7	56.6	36.6	38.8	43.6
2: A little	37.1	34.2	40.7	36.7	37.6	25.6	38.3	26.2	39.0	37.4	35.4
3: Not at all	23.4	28.9	21.2	21.3	24.7	7.4	24.0	17.2	24.4	23.8	21.0
A4e. Written materials that come in mail											
1: A lot	16.3	14.0	17.9	16.9	14.9	36.8	20.6	28.7	10.7	15.4	21.1
2: A little	64.3	63.2	65.9	64.1	64.3	52.7	64.8	52.1	68.2	65.7	57.4
3: Not at all	19.3	22.8	16.2	19.0	20.8	10.5	14.7	19.2	21.1	18.9	21.5
A4f. A parenting class											
1: A lot	39.1	32.4	40.3	42.5	36.2	66.8	51.7	40.0	36.7	37.6	46.6
2: A little	39.9	43.7	39.9	37.5	43.6	22.8	31.9	44.8	38.4	40.8	35.4
3: Not at all	21.0	23.9	19.8	20.0	20.1	10.4	16.4	15.2	25.0	21.6	18.0
A4g. A home visit											
1: A lot	23.2	27.6	20.2	22.5	23.4	40.8	39.5	30.0	18.1	22.9	24.9
2: A little	31.5	29.3	36.4	29.9	29.2	48.4	33.2	32.6	30.4	31.2	33.3
3: Not at all	45.2	43.1	43.4	47.6	47.4	10.8	27.3	37.5	51.5	45.9	41.7
A4h. Television or radio											
1: A lot	6.2	4.7	5.6	7.4	4.8	20.4	13.7	5.9	2.9	6.5	4.6
2: A little	49.7	45.3	51.1	51.4	49.8	56.2	56.4	51.4	49.6	47.4	61.6
3: Not at all	44.2	50.0	43.3	41.2	45.4	23.4	29.9	42.7	47.4	46.2	33.8
A4i. Magazines or books											
1: A lot	35.9	27.6	42.3	37.0	33.4	49.3	41.3	39.8	34.7	35.7	36.9
2: A little	55.3	62.0	49.2	55.0	59.2	35.0	47.1	47.8	57.4	55.2	55.7
3: Not at all	8.8	10.3	8.5	8.0	7.4	15.8	11.6	12.4	7.9	9.0	7.4

Item and Response Category	Standard Error										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Want more information about: *(continued)*											
A3i. How to choose child care for child	2.2	4.7	4.1	3.0	2.2	4.7	5.0	6.0	2.9	2.5	4.3
A3j. Services and resources for parents concerned about their children's development or behavior	2.3	5.1	4.1	3.3	2.4	2.1	4.7	5.7	3.3	2.6	5.0
A3k. Services and resources for parents of children with disabilities and other special needs	2.1	4.0	3.8	3.1	2.1	5.1	4.5	5.5	2.9	2.3	4.6
Trust and want information from:											
A4a. Child's health care provider											
1: A lot	2.2	4.9	3.7	3.1	2.0	5.7	4.9	5.3	3.3	2.5	4.5
2: A little	2.1	4.9	3.5	3.0	1.8	6.0	4.6	5.2	3.1	2.4	4.2
3: Not at all	1.0	1.7	1.9	1.5	1.1	2.5	2.5	1.2	1.5	1.1	2.0
A4b. Child's day care provider or teacher											
1: A lot	2.4	4.8	4.2	3.2	2.4	5.5	4.8	6.3	3.4	2.7	5.0
2: A little	2.2	5.1	4.1	2.9	2.3	5.8	4.0	6.2	3.0	2.5	4.5
3: Not at all	1.9	5.2	2.7	1.7	1.6	2.9	3.5	3.5	3.0	2.1	3.4
A4c. Family member or friend											
1: A lot	2.3	5.1	4.1	3.3	2.4	5.0	5.0	6.0	3.4	2.6	5.0
2: A little	2.4	5.0	4.2	3.3	2.4	5.9	4.9	6.2	3.4	2.6	5.1
3: Not at all	1.2	2.3	2.7	1.5	1.4	4.6	3.8	3.0	1.5	1.4	2.5
A4d. Faith or religious community											
1: A lot	2.3	4.8	4.1	3.3	2.4	4.5	4.7	5.9	3.2	2.6	5.1
2: A little	2.2	4.6	4.2	3.2	2.3	3.9	5.1	5.0	3.2	2.5	4.9
3: Not at all	2.1	5.3	3.3	2.5	2.1	1.8	4.2	4.2	3.2	2.4	3.9
A4e. Written materials that come in mail											
1: A lot	1.7	3.2	3.0	2.5	1.7	5.8	3.3	5.5	2.0	1.8	4.2
2: A little	2.2	4.7	3.9	3.2	2.3	6.0	4.5	6.2	3.1	2.4	5.0
3: Not at all	1.8	3.9	3.1	2.6	1.9	5.0	3.6	4.5	2.7	2.0	4.1
A4f. A parenting class											
1: A lot	2.2	4.3	4.1	3.2	2.2	5.3	5.0	5.7	3.1	2.5	5.0
2: A little	2.3	5.0	4.1	3.2	2.4	4.8	4.5	6.1	3.2	2.6	4.8
3: Not at all	2.1	5.1	3.3	2.9	1.9	2.9	3.8	4.8	3.3	2.4	3.8
A4g. A home visit											
1: A lot	1.9	4.3	3.2	2.6	2.0	5.7	4.9	5.3	2.4	2.1	4.5
2: A little	2.1	4.3	4.1	3.1	2.1	5.9	4.7	5.3	3.1	2.4	4.6
3: Not at all	2.4	5.2	4.1	3.4	2.4	2.6	4.6	5.9	3.4	2.6	5.0
A4h. Television or radio											
1: A lot	0.9	1.7	1.6	1.4	0.9	3.6	2.8	2.5	0.8	1.0	1.5
2: A little	2.3	5.0	4.2	3.3	2.4	5.9	5.0	6.1	3.3	2.6	4.8
3: Not at all	2.4	5.1	4.2	3.3	2.4	6.2	4.8	6.1	3.4	2.7	4.8
A4i. Magazines or books											
1: A lot	2.3	4.3	4.2	3.3	2.2	5.8	4.9	6.0	3.2	2.5	4.9
2: A little	2.4	5.3	4.2	3.3	2.3	5.1	5.0	6.2	3.4	2.7	5.0
3: Not at all	1.7	4.9	2.5	1.8	1.3	6.2	3.2	4.2	2.8	2.0	2.6

Item and Response Category	Percentage										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Trust and want information from: *(continued)*											
A4j. An Internet site											
1: A lot	20.3	16.3	26.5	19.0	19.3	12.8	17.8	23.3	20.1	21.5	13.8
2: A little	60.7	60.9	55.5	63.6	61.9	44.7	50.3	50.6	66.4	60.8	60.7
3: Not at all	19.0	22.8	17.9	17.4	18.8	42.4	31.9	26.0	13.5	17.7	25.5
A4k. A toll-free parent advice line											
1: A lot	18.8	15.1	22.0	19.1	16.9	31.2	23.5	26.9	14.3	18.4	20.7
2: A little	45.4	44.6	45.1	46.0	45.3	50.1	51.8	42.2	47.4	45.0	47.2
3: Not at all	35.9	40.3	32.9	34.9	37.8	18.7	24.7	30.9	38.3	36.6	32.2
Parental Preferences about Child Care and Preschool											
Child care arrangements:											
1: Parental care	49.7	67.5	56.8	34.8	50.8	45.3	51.7	53.9	47.4	49.9	48.3
2: Family-based/relative care	15.5	18.4	26.6	7.2	13.6	20.9	14.9	9.6	15.6	16.3	11.1
3: Home-based care	5.1	7.5	4.4	4.1	4.9	4.5	2.3	6.4	6.1	4.6	7.9
4: Center-based care	29.8	6.6	12.3	53.9	30.7	29.4	31.1	30.0	30.9	29.2	32.7
B2. Able to find child care that meets needs of family most of the time											
1: Yes	78.0	69.7	79.2	80.0	80.7	67.1	72.3	69.2	81.2	77.1	82.5
2: Somewhat or no	22.0	30.3	20.8	20.0	19.3	32.9	27.7	30.8	18.8	22.9	17.5
Importance in choosing and keeping main child care arrangement:											
B3a. Affordable cost											
1: Very important	48.5	54.4	49.3	46.4	44.7	81.8	60.9	71.9	41.5	49.1	45.3
2: Somewhat or not important	51.5	45.6	50.7	53.6	55.3	18.2	39.1	28.1	58.5	50.9	54.7
B3b. Convenient location											
1: Very important	58.6	64.7	62.0	55.4	55.3	91.7	62.7	61.7	55.3	58.5	59.1
2: Somewhat or not important	41.4	35.3	38.0	44.6	44.7	8.3	37.3	38.3	44.7	41.5	40.9
B3c. Convenient and flexible hours											
1: Very important	59.9	60.7	70.7	55.6	54.6	90.1	65.8	71.8	53.9	60.8	55.5
2: Somewhat or not important	40.1	39.3	29.3	44.4	45.4	9.9	34.2	28.2	46.1	39.2	44.5
B3d. Training of provider											
1: Very important	89.2	88.7	82.1	92.1	88.2	93.0	89.3	94.4	85.9	89.1	90.0
2: Somewhat or not important	10.8	11.3	17.9	7.9	11.8	7.0	10.7	5.6	14.1	10.9	10.0
B3e. Experience of provider											
1: Very important	89.9	89.4	86.9	91.2	89.7	92.9	87.8	95.9	89.7	89.5	92.1
2: Somewhat or not important	10.1	10.6	13.1	8.8	10.3	7.1	12.2	4.1	10.3	10.5	7.9
B3f. Number of children per provider											
1: Very important	75.4	87.9	74.2	72.1	77.3	87.1	82.3	79.7	74.8	75.8	73.3
2: Somewhat or not important	24.6	12.1	25.8	27.9	22.7	12.9	17.7	20.3	25.2	24.2	26.7
B3g. Low staff turnover											
1: Very important	71.9	72.1	76.0	70.2	74.1	87.2	71.6	72.3	71.2	72.7	67.5
2: Somewhat or not important	28.1	27.9	24.0	29.8	25.9	12.8	28.4	27.7	28.8	27.3	32.5
B3h. Clean and safe environment											
1: Very important	97.3	98.5	97.3	96.9	97.0	98.7	95.8	97.6	96.9	97.7	95.4
2: Somewhat or not important	2.7	1.5	2.7	3.1	3.0	1.3	4.2	2.4	3.1	2.3	4.6

Item and Response Category	Standard Error										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Trust and want information from: *(continued)*											
A4j. An Internet site											
1: A lot	1.9	3.5	3.7	2.6	1.8	2.9	3.8	5.6	2.4	2.1	3.3
2: A little	2.3	5.1	4.2	3.1	2.4	6.2	5.1	6.1	3.0	2.6	5.0
3: Not at all	1.8	4.5	3.3	2.2	2.0	5.9	4.8	5.6	2.2	2.0	4.5
A4k. A toll-free parent advice line											
1: A lot	1.8	3.0	3.6	2.7	1.7	5.5	4.0	5.7	2.0	2.0	4.0
2: A little	2.3	5.0	4.2	3.3	2.4	5.9	5.0	5.8	3.3	2.6	5.0
3: Not at all	2.3	5.4	3.8	3.1	2.4	3.5	4.2	5.9	3.4	2.6	4.7
Parental Preferences about Child Care and Preschool											
Child care arrangements:											
1: Parental care	2.3	4.7	4.1	3.2	2.4	5.4	4.9	6.1	3.3	2.6	5.0
2: Family-based/relative care	1.6	3.5	3.8	1.5	1.5	5.0	3.5	3.0	2.1	1.8	2.9
3: Home-based care	1.1	2.4	1.3	1.8	1.0	3.2	1.1	4.2	1.5	1.2	3.4
4: Center-based care	2.1	3.2	2.6	3.3	2.2	6.2	4.2	5.9	2.9	2.3	4.7
B2. Able to find child care that meets needs of family most of the time											
1: Yes	2.8	7.4	4.6	3.7	2.5	9.1	6.0	9.5	3.5	3.1	5.7
2: Somewhat or no	2.8	7.4	4.6	3.7	2.5	9.1	6.0	9.5	3.5	3.1	5.7
Importance in choosing and keeping main child care arrangement:											
B3a. Affordable cost											
1: Very important	3.2	8.8	6.3	4.0	3.2	4.9	6.1	10.1	4.0	3.5	7.2
2: Somewhat or not important	3.2	8.8	6.3	4.0	3.2	4.9	6.1	10.1	4.0	3.5	7.2
B3b. Convenient location											
1: Very important	3.1	8.7	5.9	4.0	3.3	2.9	6.3	10.6	4.0	3.5	7.0
2: Somewhat or not important	3.1	8.7	5.9	4.0	3.3	2.9	6.3	10.6	4.0	3.5	7.0
B3c. Convenient and flexible hours											
1: Very important	3.1	8.8	5.3	3.9	3.3	4.5	6.2	9.6	4.0	3.4	7.1
2: Somewhat or not important	3.1	8.8	5.3	3.9	3.3	4.5	6.2	9.6	4.0	3.4	7.1
B3d. Training of provider											
1: Very important	1.8	4.5	4.5	2.0	2.0	4.2	4.4	3.4	2.7	2.0	4.2
2: Somewhat or not important	1.8	4.5	4.5	2.0	2.0	4.2	4.4	3.4	2.7	2.0	4.2
B3e. Experience of provider											
1: Very important	1.7	4.7	3.7	2.0	1.8	4.2	3.9	2.6	2.3	1.9	3.3
2: Somewhat or not important	1.7	4.7	3.7	2.0	1.8	4.2	3.9	2.6	2.3	1.9	3.3
B3f. Number of children per provider											
1: Very important	2.9	4.8	6.1	4.0	2.7	5.1	4.7	9.2	3.8	3.3	6.3
2: Somewhat or not important	2.9	4.8	6.1	4.0	2.7	5.1	4.7	9.2	3.8	3.3	6.3
B3g. Low staff turnover											
1: Very important	3.0	7.5	5.3	4.1	2.9	3.8	5.7	9.8	4.0	3.4	6.8
2: Somewhat or not important	3.0	7.5	5.3	4.1	2.9	3.8	5.7	9.8	4.0	3.4	6.8
B3h. Clean and safe environment											
1: Very important	0.9	1.5	2.0	1.3	1.1	1.3	3.0	2.4	1.3	1.0	2.7
2: Somewhat or not important	0.9	1.5	2.0	1.3	1.1	1.3	3.0	2.4	1.3	1.0	2.7

Item and Response Category	Percentage										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Importance in choosing and keeping main child care arrangement: *(continued)*											
B3i. Provider has license from state											
1: Very important	70.6	78.0	59.3	72.8	71.6	75.8	76.6	75.1	66.1	70.6	70.6
2: Somewhat or not important	29.4	22.0	40.7	27.2	28.4	24.2	23.4	24.9	33.9	29.4	29.4
B3j. Type of learning activities, books, and toys available											
1: Very important	84.3	78.7	82.8	86.6	85.3	95.4	84.0	87.9	82.9	83.1	90.3
2: Somewhat or not important	15.7	21.3	17.2	13.4	14.7	4.6	16.0	12.1	17.1	16.9	9.7
B3k. Way children play and get along with each other											
1: Very important	81.9	84.1	80.7	81.8	82.5	98.6	80.9	83.3	81.8	79.9	92.4
2: Somewhat or not important	18.1	15.9	19.3	18.2	17.5	1.4	19.1	16.7	18.2	20.1	7.6
B3l. Way provider talks and plays with child											
1: Very important	96.7	99.9	97.4	95.4	96.6	100.0	92.3	95.4	97.6	96.1	99.3
2: Somewhat or not important	3.3	0.1	2.6	4.6	3.4	—	7.7	4.6	2.4	3.9	0.7
B3m. Provider knows how to care for children with special needs											
1: Very important	71.2	83.4	62.1	71.1	69.9	90.2	80.4	81.0	63.4	70.2	75.9
2: Somewhat or not important	28.8	16.6	37.9	28.9	30.1	9.8	19.6	19.0	36.6	29.8	24.1
B3n. Language spoken by provider											
1: Very important	54.5	52.7	39.9	60.7	51.3	77.9	67.0	71.1	45.3	54.0	56.8
2: Somewhat or not important	45.5	47.3	60.1	39.3	48.7	22.1	33.0	28.9	54.7	46.0	43.2
B3o. Family's culture and values respected											
1: Very important	74.2	81.3	66.8	74.9	74.2	92.7	71.0	78.4	74.5	71.7	86.5
2: Somewhat or not important	25.8	18.7	33.2	25.1	25.8	7.3	29.0	21.6	25.5	28.3	13.5
A1g. Type of preschool ever attended *(3-5 years only)*											
1: ECEAP	6.9	—	—	—	4.4	47.0	24.3	18.5	0.7	4.1	19.9
2: Head Start	11.8	—	—	—	9.1	32.6	16.6	37.1	6.0	12.1	10.9
3: Private (including co-op)	61.5	—	—	—	64.7	11.8	39.5	26.2	74.7	66.1	40.1
4: Special needs	7.2	—	—	—	6.8	6.4	8.8	12.7	6.4	6.5	10.7
5: Other	12.6	—	—	—	15.0	2.3	10.7	5.5	12.3	11.3	18.4
Importance that child learns skills in child care or preschool *(3-5 years only)*:											
B6a. Knowing the alphabet, colors, counting to 10, and writing name											
1: Very important	88.3	—	—	—	86.4	98.3	96.0	89.2	85.2	88.1	89.1
2: Somewhat or not important	11.7	—	—	—	13.6	1.7	4.0	10.8	14.8	11.9	10.9
B6b. How to get along and play well with others											
1: Very important	96.8	—	—	—	96.3	97.8	99.0	100.0	95.3	96.2	99.6
2: Somewhat or not important	3.2	—	—	—	3.7	2.2	1.0	—	4.7	3.8	0.4
B6c. How to listen to and follow directions in a group											
1: Very important	89.5	—	—	—	90.9	96.5	95.4	84.6	88.7	87.9	96.3
2: Somewhat or not important	10.5	—	—	—	9.1	3.5	4.6	15.4	11.3	12.1	3.7

Item and Response Category	Standard Error										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Importance in choosing and keeping main child care arrangement: *(continued)*											
B3i. Provider has license from state											
1: Very important	3.0	6.7	6.4	3.8	2.9	10.5	5.8	9.5	3.8	3.3	6.9
2: Somewhat or not important	3.0	6.7	6.4	3.8	2.9	10.5	5.8	9.5	3.8	3.3	6.9
B3j. Type of learning activities, books, and toys available											
1: Very important	2.4	6.5	4.4	3.2	2.3	2.2	5.3	8.6	3.1	2.8	3.8
2: Somewhat or not important	2.4	6.5	4.4	3.2	2.3	2.2	5.3	8.6	3.1	2.8	3.8
B3k. Way children play and get along with each other											
1: Very important	2.7	5.8	5.8	3.5	2.6	1.1	5.6	6.8	3.6	3.1	3.1
2: Somewhat or not important	2.7	5.8	5.8	3.5	2.6	1.1	5.6	6.8	3.6	3.1	3.1
B3l. Way provider talks and plays with child											
1: Very important	1.2	0.1	2.0	1.9	1.3	—	4.6	4.5	1.3	1.5	0.7
2: Somewhat or not important	1.2	0.1	2.0	1.9	1.3	—	4.6	4.5	1.3	1.5	0.7
B3m. Provider knows how to care for children with special needs											
1: Very important	2.9	5.7	6.2	3.8	3.0	7.7	5.6	9.4	3.9	3.2	6.2
2: Somewhat or not important	2.9	5.7	6.2	3.8	3.0	7.7	5.6	9.4	3.9	3.2	6.2
B3n. Language spoken by provider											
1: Very important	3.1	8.6	6.2	3.8	3.3	7.9	5.7	9.7	4.0	3.5	7.1
2: Somewhat or not important	3.1	8.6	6.2	3.8	3.3	7.9	5.7	9.7	4.0	3.5	7.1
B3o. Family's culture and values respected											
1: Very important	3.0	8.6	6.3	3.5	3.0	2.8	6.0	9.9	3.6	3.4	4.4
2: Somewhat or not important	3.0	8.6	6.3	3.5	3.0	2.8	6.0	9.9	3.6	3.4	4.4
A1g. Type of preschool ever attended *(3-5 years only)*											
1: ECEAP	1.7	—	—	—	1.1	13.6	5.5	10.8	0.2	1.1	7.6
2: Head Start	3.2	—	—	—	2.8	9.8	4.5	12.9	4.0	3.7	4.2
3: Private (including co-op)	4.0	—	—	—	4.0	6.3	8.5	10.7	5.0	4.4	8.8
4: Special needs	2.0	—	—	—	2.0	3.5	4.0	8.2	2.6	2.0	6.7
5: Other	2.4	—	—	—	2.8	2.3	4.4	5.4	3.0	2.5	6.6
Importance that child learns skills in child care or preschool *(3-5 years only)*:											
B6a. Knowing the alphabet, colors, counting to 10, and writing name											
1: Very important	2.4	—	—	—	2.8	1.7	2.4	7.5	3.5	2.7	5.6
2: Somewhat or not important	2.4	—	—	—	2.8	1.7	2.4	7.5	3.5	2.7	5.6
B6b. How to get along and play well with others											
1: Very important	1.3	—	—	—	1.6	1.6	0.7	—	2.2	1.6	0.4
2: Somewhat or not important	1.3	—	—	—	1.6	1.6	0.7	—	2.2	1.6	0.4
B6c. How to listen to and follow directions in a group											
1: Very important	3.2	—	—	—	2.8	2.8	2.5	10.4	4.7	3.8	2.3
2: Somewhat or not important	3.2	—	—	—	2.8	2.8	2.5	10.4	4.7	3.8	2.3

Item and Response Category	Percentage										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Importance that child learns skills in child care or preschool *(3-5 years only)*: *(continued)*											
B6d. How to control behavior and emotions											
1: Very important	96.6	—	—	—	96.7	95.7	98.0	95.0	95.7	96.1	98.7
2: Somewhat or not important	3.4	—	—	—	3.3	4.3	2.0	5.0	4.3	3.9	1.3
B6e. How to keep trying, even with things that are hard											
1: Very important	90.1	—	—	—	89.6	96.5	89.1	75.9	96.8	89.1	94.4
2: Somewhat or not important	9.9	—	—	—	10.4	3.5	10.9	24.1	3.2	10.9	5.6
B6f. How to ask questions and tell stories											
1: Very important	81.6	—	—	—	79.6	97.7	81.2	83.2	80.6	80.1	88.0
2: Somewhat or not important	18.4	—	—	—	20.4	2.3	18.8	16.8	19.4	19.9	12.0
B6g. Showing interest in how things work											
1: Very important	78.4	—	—	—	76.1	100.0	81.1	71.0	82.5	77.3	83.0
2: Somewhat or not important	21.6	—	—	—	23.9	—	18.9	29.0	17.5	22.7	17.0
B6h. Showing an interest in reading and looking at books											
1: Very important	90.8	—	—	—	91.4	97.9	89.0	81.6	93.3	91.3	88.6
2: Somewhat or not important	9.2	—	—	—	8.6	2.1	11.0	18.4	6.7	8.7	11.4
B6i. Catching a ball and balancing that use coordination of big muscles											
1: Very important	76.5	—	—	—	74.8	93.6	76.6	88.9	74.3	77.7	71.5
2: Somewhat or not important	23.5	—	—	—	25.2	6.4	23.4	11.1	25.7	22.3	28.5
B6j. Using pencils, scissors, and other things that use coordination of small muscles											
1: Very important	81.1	—	—	—	80.4	94.7	85.6	81.3	82.4	80.2	84.8
2: Somewhat or not important	18.9	—	—	—	19.6	5.3	14.4	18.7	17.6	19.8	15.2
B4a. Provider makes parent feel comfortable when visit or observe											
1: Very true	92.9	88.9	93.8	93.7	92.1	91.6	95.1	93.6	94.1	92.8	93.6
2: Somewhat true	6.4	9.2	4.5	6.3	7.1	8.4	4.9	6.4	4.6	6.4	6.4
3: Not true	0.7	1.9	1.7	—	0.9	—	—	—	1.3	0.9	—
B4b. Parent and provider share ideas about how to help child learn and grow											
1: Very true	77.9	84.5	71.6	78.6	79.4	82.1	78.3	85.3	80.0	75.3	91.1
2: Somewhat true	19.5	15.5	27.2	17.5	19.2	5.4	18.4	9.6	17.5	21.7	8.2
3: Not true	2.6	—	1.2	3.9	1.4	12.6	3.3	5.0	2.5	3.0	0.7
B4c. Provider notices if parent stressed and checks in with about needs											
1: Very true	44.8	53.4	48.6	40.7	43.8	71.3	48.5	41.9	45.1	42.5	55.9
2: Somewhat true	33.7	16.1	32.4	39.4	33.4	7.7	33.4	24.4	38.7	34.7	28.5
3: Not true	21.6	30.5	19.0	19.9	22.8	21.0	18.1	33.7	16.2	22.8	15.7
B4d. Provider lets parent know about services in the community											
1: Very true	31.1	13.7	21.4	40.1	31.2	64.1	53.8	33.2	25.6	28.3	44.9
2: Somewhat true	33.6	44.4	30.8	31.4	34.8	10.6	21.2	18.1	41.5	33.2	35.7
3: Not true	35.3	41.9	47.8	28.5	34.0	25.3	25.0	48.6	32.9	38.5	19.4

Item and Response Category	Standard Error										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
Importance that child learns skills in child care or preschool *(3-5 years only)*: *(continued)*											
B6d. How to control behavior and emotions											
1: Very important	1.4	—	—	—	1.7	2.8	1.2	5.0	2.2	1.8	1.0
2: Somewhat or not important	1.4	—	—	—	1.7	2.8	1.2	5.0	2.2	1.8	1.0
B6e. How to keep trying, even with things that are hard											
1: Very important	2.6	—	—	—	2.8	2.8	6.2	11.6	1.6	3.1	3.2
2: Somewhat or not important	2.6	—	—	—	2.8	2.8	6.2	11.6	1.6	3.1	3.2
B6f. How to ask questions and tell stories											
1: Very important	3.2	—	—	—	3.6	1.7	6.8	10.4	4.2	3.7	5.4
2: Somewhat or not important	3.2	—	—	—	3.6	1.7	6.8	10.4	4.2	3.7	5.4
B6g. Showing interest in how things work											
1: Very important	3.4	—	—	—	3.7	—	6.8	12.3	4.1	3.9	6.1
2: Somewhat or not important	3.4	—	—	—	3.7	—	6.8	12.3	4.1	3.9	6.1
B6h. Showing an interest in reading and looking at books											
1: Very important	2.4	—	—	—	2.4	2.2	6.3	9.3	2.6	2.7	5.3
2: Somewhat or not important	2.4	—	—	—	2.4	2.2	6.3	9.3	2.6	2.7	5.3
B6i. Catching a ball and balancing that use coordination of big muscles											
1: Very important	3.4	—	—	—	3.6	4.1	7.0	6.5	4.7	3.7	7.5
2: Somewhat or not important	3.4	—	—	—	3.6	4.1	7.0	6.5	4.7	3.7	7.5
B6j. Using pencils, scissors, and other things that use coordination of small muscles											
1: Very important	3.3	—	—	—	3.6	3.9	6.4	10.7	4.2	3.8	6.4
2: Somewhat or not important	3.3	—	—	—	3.6	3.9	6.4	10.7	4.2	3.8	6.4
B4a. Provider makes parent feel comfortable when visit or observe											
1: Very true	1.5	5.2	2.5	1.7	1.8	2.9	1.8	4.4	1.7	1.7	3.2
2: Somewhat true	1.4	5.0	2.2	1.7	1.7	2.9	1.8	4.4	1.6	1.6	3.2
3: Not true	0.4	1.9	1.2	—	0.5	—	—	—	0.8	0.5	—
B4b. Parent and provider share ideas about how to help child learn and grow											
1: Very true	2.7	6.3	6.2	3.3	2.6	8.6	5.6	6.1	3.2	3.1	3.7
2: Somewhat true	2.6	6.3	6.2	3.0	2.6	2.2	5.5	4.0	3.0	3.0	3.7
3: Not true	1.1	—	1.0	1.7	0.7	8.7	1.5	4.9	1.3	1.3	0.6
B4c. Provider notices if parent stressed and checks in with about needs											
1: Very true	3.1	8.8	6.3	3.9	3.3	9.1	6.5	9.3	4.1	3.5	7.1
2: Somewhat true	3.0	5.7	6.0	4.0	3.1	2.7	6.7	9.4	4.0	3.4	6.6
3: Not true	2.8	9.1	4.8	3.1	3.0	9.2	4.4	9.8	2.8	3.1	4.7
B4d. Provider lets parent know about services in the community											
1: Very true	2.7	4.5	4.7	3.8	3.0	9.5	6.4	8.6	3.4	2.9	7.1
2: Somewhat true	3.0	8.5	5.8	3.7	3.1	3.8	5.0	6.6	4.1	3.3	7.1
3: Not true	3.2	8.7	6.4	3.8	3.2	9.5	6.2	10.0	3.8	3.5	5.5

Item and Response Category	Percentage										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
B5. Talked with provider in past 12 months about activities parent would like provider to do	76.3	62.2	75.1	81.0	75.0	74.7	73.3	70.4	77.6	76.9	72.8
Children's Development and Parental Concerns											
Concerned a lot (at least 1 item) about developmental delay *(items E1a, E1d-E1h, Eij, and E1k)*	26.0	19.8	26.1	29.6	24.1	30.3	34.1	24.6	25.6	26.7	22.5
Concerned a lot (at least 1 item) about behavior *(items E1i and E1l)*	20.2	9.9	20.7	25.9	18.2	22.0	31.0	19.4	18.6	21.0	16.0
Concerned a lot (at least 1 item) about health *(items E1b and E1c)*	13.2	9.9	10.8	16.5	10.9	13.0	21.3	14.1	11.2	13.5	11.6
E1a. Concerned about how child talks											
1: A lot	13.2	9.8	13.9	14.7	11.8	10.9	16.8	10.9	13.5	13.7	10.4
2: A little	15.4	9.1	14.7	19.6	12.6	26.1	15.7	21.8	12.5	15.9	13.1
3: Not at all	71.4	81.1	71.4	65.6	75.6	63.0	67.6	67.3	74.0	70.4	76.5
E1b. Concerned about how child sees											
1: A lot	12.1	9.4	9.1	15.5	9.9	9.6	18.4	13.0	10.6	12.4	10.5
2: A little	8.5	7.6	6.2	10.3	7.2	10.3	10.3	11.1	7.3	9.5	2.9
3: Not at all	79.4	83.0	84.7	74.1	82.9	80.1	71.3	75.8	82.1	78.0	86.6
E1c. Concerned about how child hears											
1: A lot	11.2	9.5	9.1	13.5	8.9	10.5	19.8	9.3	9.4	11.3	10.7
2: A little	6.7	3.7	7.1	8.2	7.1	9.7	6.5	6.4	7.5	7.1	4.3
3: Not at all	82.1	86.8	83.8	78.3	84.0	79.7	73.8	84.3	83.1	81.6	84.9
E1d. Concerned about how child understands what is said											
1: A lot	14.9	11.4	12.5	18.2	13.0	12.8	21.6	15.8	13.5	15.1	13.4
2: A little	10.0	5.6	11.0	11.9	7.6	21.8	11.1	16.5	9.3	10.1	9.2
3: Not at all	75.1	83.0	76.5	69.8	79.3	65.4	67.3	67.7	77.1	74.7	77.4
E1e. Concerned about how child uses hands and fingers											
1: A lot	13.2	11.7	11.1	15.4	11.5	10.6	16.5	11.1	12.4	13.3	12.9
2: A little	7.2	4.0	5.0	10.5	6.8	9.5	10.9	7.9	7.7	8.1	2.5
3: Not at all	79.5	84.2	83.9	74.1	81.7	79.9	72.6	81.0	79.9	78.5	84.6
E1f. Concerned about how child uses arms and legs											
1: A lot	12.9	9.4	12.4	15.4	11.2	9.5	17.9	11.8	11.9	12.9	12.9
2: A little	5.1	5.3	4.0	5.6	5.0	8.6	6.7	5.0	5.6	5.4	3.3
3: Not at all	82.0	85.3	83.7	79.1	83.7	81.9	75.5	83.2	82.5	81.7	83.8
E1g. Concerned about how child is learning preschool or school skills											
1: A lot	14.1	5.4	13.1	18.9	12.7	14.5	16.0	19.1	12.9	14.3	13.1
2: A little	15.9	9.5	17.0	18.5	14.1	21.9	20.0	12.4	16.1	16.9	11.0
3: Not at all	70.0	85.1	69.9	62.6	73.2	63.6	63.9	68.4	71.0	68.8	76.0
E1h. Concerned about how child gets along with others											
1: A lot	17.0	9.2	17.3	21.3	14.3	17.8	25.2	18.5	16.2	17.8	13.1
2: A little	19.9	10.3	21.9	24.2	20.4	18.3	16.2	19.5	21.3	19.7	21.2
3: Not at all	63.0	80.5	60.9	54.5	65.3	64.0	58.6	62.0	62.5	62.5	65.7

Item and Response Category	Standard Error										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
B5. Talked with provider in past 12 months about activities parent would like provider to do	2.8	8.8	5.3	3.0	3.0	8.9	6.1	9.8	3.3	3.0	6.5
Children's Development and Parental Concerns											
Concerned a lot (at least 1 item) about developmental delay *(items E1a, E1d-E1h, Eij, and E1k)*	2.1	3.7	4.0	3.1	2.1	4.5	5.1	5.0	3.0	2.3	4.1
Concerned a lot (at least 1 item) about behavior *(items E1i and E1l)*	1.9	2.6	3.7	2.9	1.8	3.6	5.0	4.6	2.6	2.1	3.7
Concerned a lot (at least 1 item) about health *(items E1b and E1c)*	1.7	2.9	3.2	2.6	1.5	2.6	5.0	4.3	2.3	1.9	3.3
E1a. Concerned about how child talks											
1: A lot	1.7	2.8	3.5	2.5	1.6	2.4	4.4	3.6	2.4	1.9	2.9
2: A little	1.8	2.5	2.8	3.0	1.6	5.3	3.1	5.5	2.2	2.0	3.3
3: Not at all	2.2	3.6	4.0	3.3	2.1	5.5	4.8	5.9	3.0	2.5	4.1
E1b. Concerned about how child sees											
1: A lot	1.7	2.8	3.1	2.6	1.5	2.2	4.8	4.1	2.2	1.9	3.2
2: A little	1.4	2.4	2.2	2.5	1.3	2.5	2.5	4.7	1.9	1.7	1.6
3: Not at all	2.0	3.5	3.5	3.2	1.8	3.4	4.9	5.7	2.8	2.3	3.5
E1c. Concerned about how child hears											
1: A lot	1.6	2.8	3.1	2.5	1.4	2.3	4.8	3.5	2.2	1.8	3.2
2: A little	1.0	1.5	1.9	1.6	1.2	2.5	1.9	2.4	1.5	1.1	1.9
3: Not at all	1.8	3.1	3.4	2.8	1.7	3.5	4.9	4.1	2.5	2.0	3.6
E1d. Concerned about how child understands what is said											
1: A lot	1.8	3.1	3.4	2.7	1.7	2.5	4.9	4.4	2.5	2.0	3.6
2: A little	1.5	1.8	2.6	2.6	1.3	5.3	2.6	5.3	2.0	1.7	3.4
3: Not at all	2.1	3.5	3.9	3.3	2.0	5.4	5.0	6.0	2.9	2.4	4.5
E1e. Concerned about how child uses hands and fingers											
1: A lot	1.7	3.1	3.4	2.5	1.6	2.3	4.6	3.6	2.4	1.9	3.6
2: A little	1.2	1.5	1.6	2.2	1.2	2.3	2.7	3.2	1.8	1.4	1.0
3: Not at all	2.0	3.4	3.6	3.1	1.9	3.4	4.8	4.6	2.9	2.2	3.7
E1f. Concerned about how child uses arms and legs											
1: A lot	1.7	2.7	3.5	2.6	1.6	2.1	4.7	4.0	2.4	1.9	3.6
2: A little	0.9	1.9	1.4	1.4	1.0	2.3	2.4	2.1	1.4	1.1	1.3
3: Not at all	1.8	3.2	3.6	2.8	1.8	3.2	4.9	4.4	2.6	2.1	3.7
E1g. Concerned about how child is learning preschool or school skills											
1: A lot	1.7	2.1	3.3	2.7	1.6	3.3	3.7	4.7	2.4	1.9	3.7
2: A little	1.8	3.0	3.3	2.9	1.7	5.5	4.5	5.2	2.5	2.1	2.7
3: Not at all	2.3	3.6	4.1	3.3	2.2	5.8	5.1	6.1	3.2	2.6	4.3
E1h. Concerned about how child gets along with others											
1: A lot	1.9	2.8	3.7	2.9	1.7	3.5	4.9	4.6	2.7	2.1	3.5
2: A little	1.8	2.9	3.1	2.8	1.8	3.2	3.0	5.3	2.5	2.0	4.0
3: Not at all	2.3	3.8	4.1	3.3	2.2	4.9	4.9	6.0	3.2	2.5	4.7

	Item and Response Category	Percentage										
			Age			Language		Poverty (FPT)			Community	
		Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
E1i.	Concerned about how child behaves											
	1: A lot	15.4	7.8	15.0	20.2	13.1	14.3	25.1	15.0	14.3	16.1	11.7
	2: A little	25.8	15.5	29.9	29.6	26.6	23.4	18.2	31.0	26.1	26.4	22.7
	3: Not at all	58.8	76.8	55.0	50.2	60.3	62.3	56.7	54.0	59.6	57.5	65.6
E1j.	Concerned about how child is learning to do things for self											
	1: A lot	14.2	8.8	14.5	17.2	12.1	14.5	19.3	10.9	14.1	14.2	14.3
	2: A little	14.4	10.1	14.2	17.0	13.1	15.1	13.0	15.0	15.3	15.9	6.6
	3: Not at all	71.3	81.1	71.3	65.8	74.8	70.4	67.7	74.1	70.6	69.9	79.2
E1k.	Concerned about whether child can do what other children same age do											
	1: A lot	13.7	9.5	16.3	14.7	12.4	8.0	16.1	14.2	12.4	14.7	8.6
	2: A little	13.8	10.6	12.5	16.6	13.9	19.6	14.0	9.0	17.4	13.1	17.6
	3: Not at all	72.4	79.9	71.1	68.7	73.8	72.4	69.9	76.9	70.2	72.2	73.8
E1l.	Concerned about child's emotional well-being											
	1: A lot	17.7	9.5	17.9	22.4	15.7	17.6	23.1	15.9	17.1	18.5	13.6
	2: A little	14.6	11.3	16.7	15.5	14.0	17.8	15.9	6.7	16.3	15.3	11.1
	3: Not at all	67.7	79.2	65.4	62.1	70.3	64.6	61.0	77.4	66.5	66.2	75.3
E2.	Shared concerns about child with doctor, provider, other professional	77.8	76.2	82.1	76.0	78.8	64.0	63.9	80.3	83.5	77.6	79.1
E3.	Doctor or other professional ever told parent that child has a disability or developmental delay	9.8	3.4	10.9	12.9	11.1	3.4	7.7	11.9	9.0	9.8	9.3
	Family Literacy Practices											
E4.	Frequency family member reads or shows picture books with child in typical week											
	1,2: Less than 3 times a week	6.7	12.0	6.3	3.8	5.2	25.2	14.1	11.9	2.8	6.9	6.1
	3: 3 to 6 times a week	20.1	21.9	14.2	22.6	16.0	38.4	19.1	28.5	18.6	18.9	26.6
	4: Every day	73.2	66.1	79.5	73.6	78.8	36.5	66.8	59.6	78.6	74.3	67.3

Item and Response Category	Standard Error										
		Age			Language		Poverty (FPT)			Community	
	Overall	0-17 mos.	18-35 mos.	3-5 yrs.	English	Spanish	At/below 100%	101% to at/below 185%	Above 185%	Urban	Rural
E1i. Concerned about how child behaves											
1: A lot	1.7	2.4	3.4	2.7	1.5	2.8	4.8	4.0	2.4	1.9	3.2
2: A little	2.0	3.3	3.7	3.1	2.0	4.2	3.4	5.7	2.8	2.2	4.1
3: Not at all	2.3	3.9	4.1	3.3	2.3	5.1	5.0	6.0	3.2	2.6	4.7
E1j. Concerned about how child is learning to do things for self											
1: A lot	1.7	2.5	3.6	2.6	1.6	2.8	4.6	3.6	2.5	1.9	3.7
2: A little	1.7	3.0	2.8	2.8	1.6	3.0	3.1	5.0	2.4	2.0	1.9
3: Not at all	2.2	3.7	4.0	3.3	2.1	4.3	4.9	5.6	3.1	2.5	4.0
E1k. Concerned about whether child can do what other children same age do											
1: A lot	1.7	2.6	3.6	2.5	1.6	1.9	4.5	4.1	2.4	2.0	2.7
2: A little	1.5	2.6	2.5	2.4	1.6	3.5	2.9	2.8	2.4	1.6	4.1
3: Not at all	2.1	3.6	4.0	3.1	2.1	4.1	4.8	4.8	3.1	2.3	4.5
E1l. Concerned about child's emotional well-being											
1: A lot	1.8	2.5	3.6	2.8	1.7	3.2	4.8	4.2	2.6	2.0	3.6
2: A little	1.6	2.9	3.0	2.3	1.6	3.3	3.0	2.7	2.4	1.8	3.1
3: Not at all	2.2	3.7	4.1	3.2	2.1	4.7	4.9	4.8	3.1	2.4	4.4
E2. Shared concerns about child with doctor, provider, other professional	3.3	8.7	5.7	4.5	3.7	5.8	8.0	6.9	4.3	3.7	6.9
E3. Doctor or other professional ever told parent that child has a disability or developmental delay	1.3	1.5	2.8	2.2	1.5	1.2	2.5	3.8	1.8	1.4	3.3
Family Literacy Practices											
E4. Frequency family member reads or shows picture books with child in typical week											
1,2: Less than 3 times a week	1.0	2.7	2.0	1.1	1.1	4.4	3.0	3.5	1.1	1.2	1.7
3: 3 to 6 times a week	2.1	5.2	2.7	3.1	1.7	6.0	3.7	5.7	3.2	2.4	4.5
4: Every day	2.2	5.2	3.2	3.1	1.9	5.4	4.4	6.0	3.3	2.5	4.6

Appendix 29

Early Learning and Development Benchmarks	Domain Component	Core Competencies for Early Care and Education Professionals	QRIS Indicator of Quality
Domain 1: Physical Well-Being, Health, and Motor Development			
Motor Development	Gross Motor Skills	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum, Promoting Physical Development	ERS: Space and Furnishings
	Fine Motor Skills	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum, Promoting Physical Development	ERS: Activities
	Sensorimotor Skills	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum , Promoting Physical Development	ERS: Activities
Physical Development	Physical Fitness	Curriculum and Learning Environment: Promoting Physical Development	ERS: Interaction
Health and Personal Care	Daily Living Skills	Health, Safety and Nutrition: Responding to Health Needs of Children	ERS: Personal Care Routines
	Nutrition	Health, Safety and Nutrition: Nutrition	ERS: Personal Care Routines
Safety	Safe Practices	Health, Safety and Nutrition: Environmental Safety	ERS: Personal Care Routines
	Rules and Regulations	Health, Safety and Nutrition: Environmental Safety	ERS: Personal Care Routines
Domain 2: Social and Emotional Development			
Social Development	Interactions with Adults	Interactions: Providing Individual Guidance	ERS: Interaction CLASS: Emotional Support
	Interactions with Peers	Interactions: Enhancing Group Experiences	ERS: Interaction
	Adaptive Social Behavior	Curriculum and Learning Environment: Promoting Social/Emotional Development, Interactions: Enhancing Group Experiences	ERS: Interaction, Program Structure CLASS: Classroom Organization
	Appreciating Diversity	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum, Family and Community Partnerships: Relationships with Families	ERS: Language-Reasoning, Activities CLASS: Emotional Support
Emotional Development	Self-Concept	Curriculum and Learning Environment:	CLASS: Emotional Support

Early Learning and Development Benchmarks	Domain Component	Core Competencies for Early Care and Education Professionals	QRIS Indicator of Quality
		Promoting Social/Emotional Development	Family Engagement and Partnership: Partner with parents to determine perception of child strengths and needs
	Self-Efficacy	Child Growth and Development	CLASS: Emotional Support
	Self-Control	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum, Promoting Social/Emotional Development	CLASS: Classroom Organization
	Emotional Expression	Curriculum and Learning Environment: Promoting Social/Emotional Development	CLASS: Emotional Support
Domain 3: Approaches Toward Learning			
Learning Approaches	Curiosity and Interest	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum, Interactions: Providing Individual Guidance	ERS: Space and Furnishings CLASS: Instructional Support Child Outcomes: Individualized instruction for all children
	Initiative	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum	ERS: Program Structure CLASS: Emotional Support
	Persistence and Attentiveness	Curriculum and Learning Environment: Promoting Cognitive Development	CLASS: Instructional Support Child Outcomes: Ongoing assessment of children's strengths and needs to monitor progress and inform instruction
	Creativity and Inventiveness	Curriculum and Learning Environment: Promoting Creative Expression	ERS: Activities CLASS: Classroom Organization
	Reflection and Interpretation	Curriculum and Learning Environment: Promoting Social/Emotional Development	CLASS: Instructional Support
Domain 4: Cognition and General Knowledge			
Logic and Reasoning	Causation	Curriculum and Learning Environment: Promoting Cognitive Development	CLASS: Instructional Support
	Critical and Analytic Thinking	Curriculum and Learning Environment: Promoting Cognitive Development, Promoting Language/Communication	CLASS: Instructional Support

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Early Learning and Development Benchmarks	Domain Component	Core Competencies for Early Care and Education Professionals	QRIS Indicator of Quality
		Development	
	Problem Solving	Curriculum and Learning Environment: Promoting Cognitive Development, Promoting Social/Emotional Development	CLASS: Instructional Support
	Representational Thought	Curriculum and Learning Environment: Promoting Cognitive Development	ERS: Activities CLASS: Classroom Organization
Mathematics and Numeracy	Numbers and Operations	Curriculum and Learning Environment: Promoting Cognitive Development	ERS: Activities
	Measurement	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum , Promoting Cognitive Development	ERS: Activities
	Properties of Ordering	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum , Promoting Cognitive Development	ERS: Activities
Science	Scientific Thinking	Curriculum and Learning Environment: Promoting Cognitive Development	ERS: Activities
	Scientific Knowledge	Curriculum and Learning Environment: Promoting Cognitive Development	ERS: Activities ERS: Instructional Support
Social Studies	History	Curriculum and Learning Environment: Promoting Language/Communication Development	CLASS: Instructional Support
	Geography	Curriculum and Learning Environment: Promoting Cognitive Development	CLASS: Instructional Support
	Economics	Curriculum and Learning Environment: Promoting Cognitive Development	ERS: Activities
	Ecology	Health, Safety and Nutrition: Responding to Health Needs of Children	CLASS: Instructional Support
	Technology	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum	ERS: Activities
Family, Community, and Culture	Family	Family and Community Partnerships: Relationships with Families	ERS: Activities, Parents and Staff Child Outcomes: Evidence of family engagement, data sharing, and transition supports for individual children

Early Learning and Development Benchmarks	Domain Component	Core Competencies for Early Care and Education Professionals	QRIS Indicator of Quality
	Community	Family and Community Partnerships: Use of Community Resources, Interactions: Enhancing Group Experiences	ERS: Activities CLASS: Emotional Support, Classroom Organization
	Culture	Child Growth and Development, Family and Community Partnerships: Relationships with Families	ERS: Activities Professional Growth and Facility Management: Attend Introduction to Cultural Competence
Creative Arts	Expression and Representation	Curriculum and Learning Environment: Promoting Creative Expression	ERS: Activities
	Understanding and Appreciation	Curriculum and Learning Environment: Promoting Creative Expression	ERS: Activities CLASS: Instructional Support
Domain 5: Language, Communication, and Literacy			
Language	Vocabulary	Curriculum and Learning Environment: Promoting Language/Communication Development	ERS: Language-Reasoning CLASS: Instructional Support
	Grammar and Syntax	Curriculum and Learning Environment: Promoting Language/Communication Development	ERS: Language-Reasoning CLASS: Instructional Support
	Comprehension	Curriculum and Learning Environment: Promoting Cognitive Development, Promoting Language/Communication Development	CLASS: Classroom Organization, Instructional Support
	Expressive/Oral Language	Curriculum and Learning Environment: Promoting Language/Communication Development, Promoting Creative Expression	ERS: Language-Reasoning CLASS: Instructional Support
Communication	Listening	Curriculum and Learning Environment: Promoting Language/Communication Development	ERS: Language-Reasoning CLASS: Instructional Support
	Oral and Written Communication	Curriculum and Learning Environment: Promoting Language/Communication Development	ERS: Activities CLASS: Instructional Support
	Conventions of Social Communication	Curriculum and Learning Environment: Promoting Language/Communication Development,	ERS: Language-Reasoning, Interaction CLASS: Emotional Support

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Early Learning and Development Benchmarks	Domain Component	Core Competencies for Early Care and Education Professionals	QRIS Indicator of Quality
		Promotion Social/Emotional Development	
Literacy	Reading	Curriculum and Learning Environment: Promoting Language/Communication Development	ERS: Language-Reasoning CLASS: Instructional Support
	Writing	Curriculum and Learning Environment: Promoting Language/Communication Development, Promoting Creative Expression	ERS: Activities
English Language Learners	Dual Language Acquisition	Curriculum and Learning Environment: Promoting Language/Communication Development	ERS: Activities

QRIS Quality Rating Standards	QRIS Indicator of Quality	Core Competencies for Early Care and Education Professionals
Child Outcomes	Developmental screening is conducted within 90 days of enrollment and results are shared with parents	Child Growth and Development, Ongoing Measurement of Child Progress
	Daily individual child experience of quality (as measured by Focal Child)	Curriculum and Learning Environment, Interactions: Providing Individual Guidance
	Ongoing assessment of children's strengths and needs to monitor progress and inform instruction	Ongoing Measurement of Child Progress
	Share individualized child data with parents	Ongoing Measurement of Child Progress, Family and Community Partnerships: Relationships with Families
	Evidence of family engagement, data sharing, and transition supports for individual children (as measured by Focal Child)	Family and Community Partnerships: Relationships with Families
	Use of WaKIDS assessment tool or demonstration of alignment to WaKIDS assessment process	Ongoing Measurement of Child Progress
	Individualized instruction for all children	Curriculum and Learning Environment, Interactions: Providing Individual Guidance
	Periodic review and use of child assessment data for continuous program improvement (e.g. analyze group patterns and behaviors)	Ongoing Measurement of Child Progress, Interactions: Enhancing Group Experiences
Facility Curriculum and Learning Environment	Classroom/FCC Home Environment as measured by ERS	Curriculum and Learning Environment
	Classroom/FCC Home Environment as measured by CLASS	Interactions
	Curriculum Profile: Show evidence of Program Curriculum Philosophy and demonstrate alignment with WA Early	Program Planning and Development: Program Planning and Evaluation

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QRIS Quality Rating Standards	QRIS Indicator of Quality	Core Competencies for Early Care and Education Professionals
	Learning Guidelines	
	Training: Lead teaching staff or FCC owner trained on Program Curriculum Philosophy and WA Early Learning Guidelines	Professional Development and Leadership: Ongoing Professional Growth
	Ongoing mentoring of teaching staff to support improvement in curriculum and teacher –child interactions	Professional Development and Leadership: Displaying Professionalism in Practice
	Dedicated time for teaching staff planning time on a weekly basis	Curriculum and Learning Environment: Creating the Learning Environment and General Curriculum, Program Planning and Development: Program Planning and Evaluation
	Dedicated time for teaching staff to engage in reflective practice with peer group on a monthly basis	Professional Development and Leadership: Displaying Professionalism in Practice
Professional Development and Training	Verified staff education and certifications based on the Washington State Career Lattice.	Program Planning and Development: Personnel Management, Professional Development and Leadership: Ongoing Professional Growth
Family Engagement and Partnership	Complete modified Strengthening Families self-assessment	Family and Community Partnerships: Relationships with Families, Program Planning and Development: Program Planning and Evaluation
	Develop a plan of action based on Strengthening Families self-assessment	Program Planning and Development: Program Planning and Evaluation
	Provide evidence of continuous feedback and improvement for the plan of action	Family and Community Partnerships: Relationships with Families, Program Planning and Development: Program Planning and Evaluation
	Have a parenting support and education program in place	Family and Community Partnerships: Relationships with Families
	Provide information about community based programs available for parents in languages represented in the facility	Family and Community Partnerships: Use of Community Resources
	Evidence of transition plans/policies in place for changes in settings and providers	Family and Community Partnerships: Relationships with Families
	Partner with parents to determine perception of child strengths and needs	Family and Community Partnerships: Relationships with Families

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

Washington State Department of Early Learning

Core Competency Level	Step	Education Mastery	Requirements	Career opportunities
1	1 (1)	Entry-Level Professional	Meets minimum child care licensing standards or registered apprentice in high school	FCC Assistant CCC Assistant School-Age Care Assistant
	2 (2)		High school or equivalent and 20 Hour Basic STARS training or 2 college credits in Basics of Child Care course	FCC Owner/Primary Provider CCC Lead Teacher School-Age Lead Teacher
	3 (3)		At least 2 hours of training in each of the Core Compentency areas (level 1 trainings)	
2	4 (1)	Statewide Credential	80 hours of approved training toward the Child Development Associate (CDA) or 8 approved ECE or school-age college credits.	CCC Director Head Start Teacher Assistant ECEAP Assistant Teacher CCC Director CCC Program Supervisor
	5 (2)		CSEFL Training – Completion of 1 module training for infant/toddler or Preschool and Initial State Certificate (9-13 credits) **or** Child Development Associate (CDA) or Apprentice Journey-level Associate I	
	6 (2)		CSEFL Training – Completion of 2 module trainings for infant/toddler or Preschool and Short-term State Certificate (19 credits)	
	7 (3)		CSEFL Training – Completion of 3 module trainings for infant/toddler or Preschool and State Credential in ECE (45 credits)	
3	8 (2)	Associate Degree	65 college credits with 30 approved ECE or school-age college credits	CCC Director (without program supervisor) CCC Program Supervisor School-Age Program Director School-Age Site Coordinator
	9 (3)		ECE or related Associate degree with 30 or more approved ECE or school-age college credits **or** Apprentice Journey Level Associate II	ECEAP Lead Teachers ECEAP Family Support Specialist Head Start Lead Teacher (alternative pathway) Apprentice Trainer
4	10 (1)	Bachelor's Degree	120 credits towards Bachelor's degree with 20 or more approved ECE or school-age college credits	Head Start Teachers Head Start/ECEAP Education Coordinators CC Licensor Intermediate Trainer
	11 (2)		150 credits towards Bachelor's degree with 30 or more approved ECE or school age college credits	
	12 (3)		ECE or related Bachelor's degree with 30 or more approved ECE or school-age college credits	
5	13 (1)	Graduate degree	20 credits towards Master's degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	Administrator/Manager
	14 (2)		40 credits towards Master's degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	
	15 (3)		Master's or higher degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	ECE College Instructor/Professor Advanced Trainer
	① Minimum requirements for the aligned positions. ② Roughly halfway to education mastery. These qualifications can help employers identify position descriptions; quality assurance programs (such as QRIS) communicate staff qualifications; preparation of professional development plans. ③ Mastery of competencies commensurate with and aligned with formal education.		**Notes**: 1. Core competencies reflect the Washington State Core Competencies for Early Care and Education and the Washington State Core Competencies for Child and Youth Development Professionals. 2. Approved and related degrees/college credits refer to ECE and school-age content and coursework that is recogized by DEL.	**Acronyms** **FCC**: Family Child Care **CCC**: Child Care Center **ECE**: Early Childhood Education **ECEAP**: Early Childhood Education Assistance Program

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Washington State

Core Competencies for Early Care and Education Professionals

Washington State Department of
Early Learning

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For more information about professional development in Washington, visit **www.del.wa.gov/partnerships/development/**

Washington State Core Competencies for Early Care and Education Professionals

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Reviewed and edited by the Professional Standards Workgroup of the Washington State Professional Development Consortium (PDC) and ZERO TO THREE, National Center for Infants, Toddlers and Families.

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Kids' Potential, Our Purpose!

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Core Competencies: An Overview

In 2009, the Legislature directed the Department of Early Learning (DEL) to create a set of core competencies for early care and education professionals. This resource defines what these professionals need to know and be able to do to provide quality care for children.

Core competencies are important because they:

- Define what early care and education professionals need to know and be able to do to provide quality care and education for children.
- Serve as the foundation for decisions and practices carried out by professionals in all early care and education settings.
- Establish a set of standards for early care and education settings that support the professionalism of the field.
- Are an integral part of a comprehensive professional development system.

Different ways the core competencies may be used

Caregivers/Teachers	• Assess level of knowledge and skill in eight content areas. • Identify specific areas of need for professional development (e.g., training/education).
Directors, Program Administrators	• Specify professional development (e.g., training/education) requirements for staff job descriptions. • Develop staff professional development (e.g., training/education) plans and policies. • Establish a salary scale based on levels of competency.
Trainers, Training Organizations	• Plan and organize professional development (e.g., training/education). • Promote professional development (e.g., training/education) opportunities.
Higher Education Faculty, Staff and Administrators	• Coordinate and design course content to facilitate transfer and articulation agreements. • Assess current program content to determine course development.
Federal, State, and Local Agencies	• Develop and implement programs that will enhance professionalism in the field of early care and education.

The *Washington State Core Competencies for Early Care and Education Professionals* is organized by content areas and levels

Content areas

The areas of competency correspond with standard curricular areas in early care and education, and address development and learning across multiple domains of professionals. Each content area describes the knowledge and skills professionals need to work with children birth through 8 and their families. Professionals increase their knowledge and skills in the content areas through ongoing training/education.

When appropriate, content areas specify ways in which professionals fully include children from many cultural, ethnic, linguistic and socio-economic backgrounds. The content areas also address children with special needs in early care and education settings. More specific competencies for professionals working with infants and toddlers are noted within each content area. These specific infant-toddler competencies have been marked by an asterisk (*).

Professionals working with infants and toddlers should address the competencies marked with the asterisks and *all* competencies within a given content area to ensure that important information and skills are not being excluded. Likewise, professionals working with older children should know the competencies for infant and toddler professionals, as it can help them understand the continuum of child development and help support work with children who may be developmentally delayed.

I. Child Growth and Development: understand how children acquire language and creative expression and develop physically, cognitively and socially.

II. Curriculum and Learning Environment: establish an environment that provides learning experiences to meet children's needs, abilities and interests.

III. Ongoing Measurement of Child Progress: observe and assess what children know and can do in order to plan and provide curriculum that meets their developmental and learning needs.

IV. Families and Community Partnerships: develop strong relationships with families and work collaboratively with agencies/ organizations to meet children's needs and to encourage the community's involvement with early care and education.

V. Health, Safety, and Nutrition: establish and maintain an environment that ensures children's safety, health and nourishment.

VI. Interactions: establish supportive relationships with children and guide them as individuals and as part of a group.

VII. Program Planning and Development: establish, implement, evaluate and analyze an early care and education setting.

VIII. Professional Development and Leadership: serve children and families in a professional manner and participate in the community as a representative of early care and education.

The core competencies are a framework of the knowledge and skills for the five levels of professional preparation; however, they are not exhaustive. Some competencies reflected in the content areas require caregivers and teachers to perform specific actions, while others suggest areas for continued growth and knowledge. Caregivers and teachers may find that satisfying some competencies requires further training/education.

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Levels

The levels of competency start with the basic skills necessary to enter the field and go to an advanced level of academic preparation and varied experience. Caregivers/teachers progress from one level to another through a combination of formal and/or informal study and reflection on practice. Caregivers and teachers may have skills at varying levels in different areas depending on role, setting and experience.

The five levels are cumulative. For example, a caregiver/teacher working at Level 3 has knowledge and skills to meet the competencies at Level 1, 2, and 3. At all levels, caregivers/teachers who care for and educate young children continue their participation in professional development activities and increase their knowledge and skills within each of the content areas. Caregivers and teachers who reach Level 5 are encouraged to continue their professional development and growth.

- **Level 1** sets the foundation for early care and education and includes the basic knowledge and skills expected of a professional new to the early care and education field, or a professional who has been in the field but has had little opportunity for specialized mentoring, training or education.
- **Level 2** includes level 1 plus the knowledge and skills comparable to a Child Development Associate credential, a certificate in child development, or training/education.
- **Level 3** includes levels 1 and 2 plus knowledge and skills commensurate with an associate's degree in early childhood education or child development.
- **Level 4** includes levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.
- **Level 5** includes levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in early childhood education or child development.

Early care and education professionals may become increasingly specialized as they achieve higher levels of formal education. These professionals should demonstrate a general set of competencies within a specific area of specialization. In addition, these professionals should assume a leadership role in the field, collaborating with other professions to promote awareness about the importance of early care and education.

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The *Washington State Core Competencies for Early Care and Education Professionals* are based on current child development research and these premises:

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

This document is the result of the combined efforts of professionals from across Washington. Members of the Professional Development Consortium representing diverse areas of the early care and education field met multiple times, beginning in 2007, to develop the initial draft of competencies. This draft was disseminated for review and feedback in Washington and nationally by ZERO TO THREE, National Center for Infants, Toddlers and Families.

The Washington State school-age core competencies are being developed simultaneously to these core competencies. The school-age competencies are for caregivers and teachers working with children ages 5 through 12 years. These competencies delve more deeply into specific core knowledge and skills needed of school-age professionals who specialize in the care and education of children in kindergarten through high school. DEL and the PDC have worked with School's Out Washington to ensure that the school-age core competencies and these early care and education core competencies are aligned.

For more information about professional development in Washington, visit **www.del.wa.gov/partnerships/development/**

Kids' Potential, Our Purpose!

Content Area I: Child Growth and Development

Level 1

a. Recognizes that development occurs in a continuum.
b. Identifies basic developmental milestones of children identified in the *Washington State Early Learning and Development Benchmarks*.
c. Recognizes that infant and toddler development occurs within the context of a secure relationship with a consistent caregiver. *
d. Recognizes that children respond to situations differently.
e. Understands that children and families have different needs.
f. Recognizes that children learn and develop through play.
g. Adapts and modifies care and education to children's changing needs and unique personalities.
h. Respects and accepts cultural differences, including family values and strengths, and the positive effects those differences may have on behavior and development.

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Level 2

a. Recognizes that infant and toddler needs and caregiving routines set the framework for embedded learning. *
b. Identifies developmental milestones identified in the *Washington State Early Learning and Development Benchmarks*.
c. Identifies physical, cognitive, social/emotional, and communication developmental stage of children.
d. Recognizes different personalities and individual differences of children and families in development and their impact on children's needs.
e. Adapts care and education to children's changing needs.
f. Documents through child observation and screening any risk factors, delays or disabilities that may indicate a need for special services.
g. Builds children's understanding of their own and other cultures by providing opportunities for them to learn about the culture and traditions of the children and families within a setting.
h. Works with the family and intervention team to meet the requirements of children with special needs.

Level 3

a. Recognizes that interaction with people and the environment stimulates the child's brain function and therefore brain growth and development. *
b. Identifies developmental stages or milestones of infant development from birth through 12 months in three-month increments identified in the *Washington State Early Learning and Development Benchmarks*. *
c. Identifies developmental stages of toddler development from 13-36 months in six-month increments. *
d. Explains the physical, social/emotional and cognitive differences of children as relates to the children in their care.
e. Explains social and learning styles of children and various ways children learn.

f. Explains current theories and ongoing research in early care and education as it applies to the children in their care.
g. Creates environments and experiences that affirm and respect cultural, linguistic, ethnic and socio-economic diversity.
h. Encourages and promotes an inclusive and collaborative educational philosophy by fostering peer learning and acceptance when appropriate
i. Accesses and uses resources and services for families and children with special needs.

Level 4

a. Applies major theories and interrelationships across developmental areas of early care and education.
b. Integrates information on growth, development, and learning patterns of individuals and groups and applies to practice.
c. Shares information with families about the general principles of child growth and development.
d. Demonstrates knowledge of inclusive philosophy and practices
e. Demonstrates ability to embrace and integrate cultural, linguistic, ethnic and socio-economic diversity into the daily curriculum by partnering with families and caregivers to incorporate and value aspects of language and traditions into the daily routine.
f. Demonstrates knowledge of the effects of biological and environmental factors on development.
g. Demonstrates knowledge of inclusive philosophy and practices and recognizes the range of development in young children.

Level 5

a. Articulates, applies, analyzes, and evaluates current theory, research, and policy on child growth and development.
b. Communicates major theories, research and issues relevant to child growth and development to families in a way that is meaningful.

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Content Area II: Curriculum and Learning Environment

Creating the Learning Environment and General Curriculum

Level 1

a. Recognizes that infant and toddler needs and caregiving routines set the framework for a daily schedule. *
b. Follows a consistent yet flexible schedule that is appropriate for all children.
c. Plans regular daily activities that include indoor and outdoor activities.
d. Maintains a physically and emotionally safe environment and creates learning spaces with focus on safety, health, routines and play/exploration.
e. Recognizes that infants and toddlers need spaces that promote movement and exploration. *
f. Offers children choices.
g. Supports and encourages children's participation in a variety of activities.
h. Plans individual, small group and large group activities.
i. Provides a variety of activities that are at the different developmental levels of the children in a setting.
j. Ensures that educational materials are child-accessible and are changed or rotated with intentionality.

Level 2

a. Maintains and monitors a daily schedule that allows for individual infant routines and flexible toddler routines. *
b. Provides for a balance of infant-led and caregiver/teacher-guided activities, always following the infant's lead. *
c. Provides for a balance of child-directed and caregiver/teacher-guided activities throughout the day for toddlers. *
d. Recognizes that curriculum is delivered through environmental arrangement, learning activities and interactions.
e. Takes advantage of opportunities and child interests to modify curriculum and activities.
f. Creates a learning environment that has dedicated areas for sleeping, eating, diaper changing, food and bottle preparation, physical exploration and movement, individual play, group play, and storage.
g. Encourages children's learning through play and interactions.
h. Maintains, monitors and adapts a daily schedule appropriate for young children.
i. Provides an interesting and secure environment that encourages play, exploration, interaction and learning while recognizing that classroom/center space, materials, daily routines, and relationships all influence the environment.
j. Arranges effective and appropriate learning centers that promote active exploration and cooperative play.
k. Selects materials appropriate to the developmental levels of all children within a setting.
l. Provides space balanced between active and quiet areas, individual and group, and indoor and outdoor activities.
m. Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, ethnic, socio-economic and special needs.
n. Understands basic classroom management theories, individual guidance techniques and integration of children with special needs.

Level 3

a. Uses opportunities throughout the day to incorporate activities that facilitate development in language, fine/gross motor, social-emotional and cognitive areas.
b. Promotes children's development of age-appropriate, self-regulated behaviors by using routines, schedules and classroom design.
c. Builds children's understanding of their own and other cultures by providing cultural experiences using songs, stories and language familiar to the child.
d. Builds children's pride in their cultures, families and communities by creating learning centers that reflect culture and community members of the children (e.g., culturally reflective themes, home language reflected in print, items from home family photographs included in environment).

e. Plans and adapts curricula and environments, including the selection of materials appropriate to the developmental levels of the children within a setting.
f. Uses appropriate materials, activities and strategies in an integrated curriculum that includes literacy, math, science, social studies, health, safety, nutrition, art, music, dramatic play and movement.

Level 4

a. Builds infant-toddler curriculum using routines, child preferences, characteristics, and individual needs and abilities as the basis for the curriculum. *
b. Understands the different learning needs of young infants, mobile infants and toddlers, and designs curriculum that reflects those varying needs. *
c. Creates learning in the environment by using materials, child-choice and play as a context for enhancing development and active learning.
d. Plans, implements and evaluates the learning environment and curriculum to maximize learning potential and growth of all children individually and as a group, including children with special needs.
e. Chooses, uses and evaluates appropriate technologies for the age of the children within a setting.
f. Ensures the environment facilitates learning in all developmental areas: cognitive, language, physical, social and emotional as identified in the *Washington State Early Learning and Development Benchmarks*.
g. Plans environment for children with special needs or learning styles based upon recommendations and input from families and specialists.
h. Demonstrates the knowledge and ability to modify the environment to manage behaviors when necessary.
i. Develops strategies that allow children to play an important role in planning curriculum.
j. Explains and applies major theories of early care and education, including the foundational research behind theories.
k. Creates learning environments that allow individuals to retain and appreciate their own and each others' language, ethnicity and cultural heritage.
l. Develops strategies that support the children's, parent/family and school district personnel's role in informing curriculum planning and development.

Level 5

a. Designs curriculum and/or curriculum supports and shares curriculum design and supports with others.
b. Teaches others how to design curriculum.
c. Articulates, analyzes, evaluates and applies current theory and research on design of curriculum and environment.
d. Communicates major theories, research and issues relevant to infant-toddler early care and education.

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Appendix 31

Promoting Physical Development

Level 1

a. Understands that gross and fine motor skills develop along a continuum.
b. Allows infants and toddler daily opportunities for gross and fine motor play. *
c. Interacts appropriately with children during physical activities.
d. Plans for daily outdoor gross motor play time.
e. Plans for indoor gross motor play time when being outdoors is not possible due to inclement weather.
f. Participates actively in children's activities.
g. Ensure child safety during gross motor play.

Level 2

a. Plans indoor and outdoor activities for fine and gross motor skills.
b. Introduces sensory experiences to children.
c. Creates and identifies opportunities throughout the day when infants and toddlers can incorporate fine and gross motor play. *
d. Incorporates a variety of equipment, activities, materials and opportunities to promote the physical development of children.
e. Incorporates components of children's home and family culture into outdoor play setting.
f. Involves children with special needs in gross and fine motor activities and provides support and assistance when appropriate.
g. Plans activities that integrate physical development with the arts and all curriculum areas.

Level 3

a. Adapts activities for children with special needs.
b. Identifies developmental stages of infant fine and gross motor development from birth through 12 months in three-month increments as identified in the *Washington Early Learning and Development Benchmarks.* *
c. Identifies developmental stages of toddler fine and gross motor development from 13-36 months in six-month increments as identified in the *Washington Early Learning and Development Benchmarks.* *
d. Recognizes that fine and gross motor activities and opportunities with infants are derived from the infant's natural pattern of time awake and readiness to engage with adults and the environment. *
e. Identifies when benchmark milestones in physical development are not present and follows up with appropriate resources and referrals.
f. Explains, in a meaningful way, to families and other professionals the importance of combining fine and gross motor movement, with other developmental areas (language/literacy, cognition).

Level 4

a. Evaluates the effectiveness and appropriateness of physical development activities for infants and toddlers through observation of child responses and alters experiences as appropriate. *
b. Creates activities that encourage children at different ability levels to play and learn together.
c. Invites feedback and input from families to ensure that cultural norms and values are respected when designing gross and fine motor activities.
d. Uses observations and child feedback to evaluate the effectiveness and appropriateness of physical development activities for individuals and the group and modifies activities to meet the needs of individuals and the group.

Level 5

a. Understands that physical development in infants begins with the head and progresses downward to neck, torso, lower body and extremities and from the middle outward. *
b. Explains how physical development and other areas of development interrelate.
c. Uses knowledge of kinesthetic learning styles when teaching others.
d. Designs and fosters alternative approaches to learning.
e. Articulates, analyzes, evaluates and applies current theory and research on promoting physical development.
f. Works collaboratively with other agencies to research and communicate information about promoting physical development.

(b)(6)

Promoting Cognitive Development

Level 1

a. Understands that cognitive skills and abilities develop along a continuum.
b. Talks and plays with children throughout the day.
c. Provides children with a variety of materials with which to play and explore.
d. Provides predictable and consistent routines.
e. Responds to children when crying or visibly distressed.
f. Encourages curiosity and exploration and actively engages toddlers as a communication partner. *
g. Provides infants and toddlers opportunities to explore characteristics of safe, appropriate objects by allowing them to see, touch, taste (or mouth), smell and hear the object. *

Level 2

a. Engages in verbal interactions where the adult uses repetition of words, changes in inflection and tone, and nonverbal facial and body gestures to engage the child.
b. Recognizes that learning for infants and toddlers takes place in the context of a relationship.
c. Maintains adult's role as facilitator or partner in play by following the infant's lead, and allowing the infant to disengage from interaction when indicated by infant's reactions. *
d. Encourages play to promote cognitive development.
e. Offers a print-rich environment to create opportunities for emerging literacy.
f. Offers learning opportunities reflecting the cultural, linguistic, ethnic and socio-economic diversity of children in the setting.
g. Asks children relevant open-ended questions.
h. Provides activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of children.
i. Leads math, science, and nature exploration in response to children's emerging interests.
j. Provides learning experiences on a variety of developmental levels.

Level 3

a. Revisits learning activities with children so they can build memory and recognition overall to be successful.
b. Designs learning opportunities reflective of cultures represented in the community of the program.
c. Explains cognitive development and the relationship of children's earliest experiences to their individual differences.
d. Displays responsiveness to infants through interacting as a partner in interactions, setting up the environment, and providing interesting and appropriate materials. *
e. Recognizes when infants and toddlers are alert and ready for interaction with adults, other children, or materials in the environment as well as when infants and toddlers are disengaged. *
f. Identifies when benchmark milestones in cognitive development are not present and in need of further attention.
g. Helps children explore concepts such as space, time, shape and quantity in meaningful ways in their everyday routines.
h. Plans and guides math, science and nature exploration in response to children's emerging interests.
i. Provides opportunities for children to organize, compare, and contrast thoughts, words, objects, and sensations and to solve problems.
j. Provides activities that promote children's understanding of size, shape, color and directionality.
k. Builds upon and expands children's language by using descriptive words and sentences.

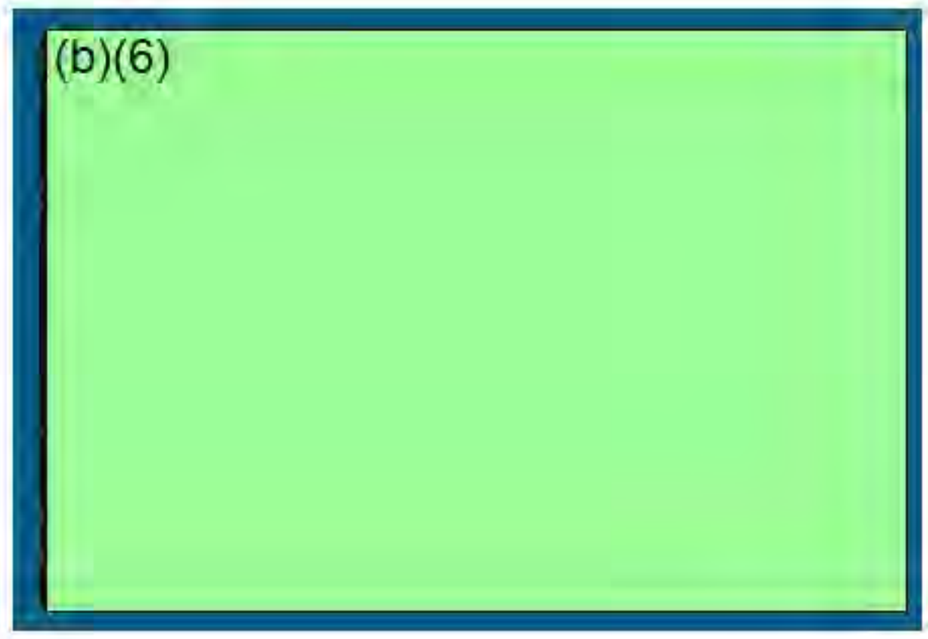
Level 4

a. Varies play and interactions to correspond to children's individual preferences, abilities and learning needs.
b. Plans, implements, evaluates and modifies curriculum to engage infants and toddlers in exploration and encourages them to construct their own knowledge. *

c. Plans, implements, evaluates and modifies curriculum to engage children in problem solving and encourage children to construct their own knowledge.
d. Ensures that infants and toddlers are cognitively enriched by selecting, organizing and using high-quality materials and equipment and by adapting the environment to support each child's skill acquisition and success.*
e. Ensures that children are intellectually challenged by selecting, organizing and using high-quality materials and equipment and by adapting the environment to support each child's skill acquisition and success.
f. Recognizes the level of alertness and activity of infants affects their ability to learn through adult interaction.*
g. Recognizes that family interactions with infants and toddlers and care giving routines are handled uniquely in each culture.*
h. Uses knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.

Level 5

a. Articulates, analyzes, evaluates, and applies current theory and research on promoting cognitive development.
b. Works collaboratively with community resources and agencies to research and communicate information on cognitive development.
c. Recognizes states of infant alertness and their readiness to interact with others. *
d. Recognizes when infants and toddlers are in distress and implements appropriate strategies that are effective in soothing and calming the child. *
e. Recognizes that infants and toddlers have a culturally-based approach to learning which is an essential part of caregiving and curriculum development. *



Promoting Language/Communication Development

Level 1

a. Talks with and encourages verbal and nonverbal communication with infants and toddlers.*
b. Understands that language and communication skills develop along a continuum.
c. Recognizes that crying, vocalizations, babbling and gestures are forms of communication for infants and toddlers. *
d. Responds to verbal and nonverbal forms of communication.
e. Reads to children daily.
f. Reads, sings and talks to children using varying levels of voice and inflection.
g. Uses nonverbal facial and body gestures when talking with children.
h. Recognizes when a child is ready to interact or communicate and uses opportunity to engage with child.
i. Recognizes when a child is not ready to interact or communicate and uses gentle approaches to engage child or waits until child is ready.
j. Encourages children to communicate with each other.

Level 2

a. Recognizes that language and communication in infants and toddlers is developed through interactions with adults and the environment. *
b. Communicates actively with infants and toddlers by talking with them and taking on the role of a conversational partner. *
c. Communicates actively with children by using language and questioning techniques throughout the day that reinforce familiar vocabulary and introduce new vocabulary.
d. Encourages and supports children's verbal and nonverbal interactions with others.

e. Provides opportunities and support to help children understand, acquire, and use verbal and nonverbal means of communicating their thoughts and feelings.
f. Uses a variety of familiar songs, finger plays, and age-appropriate activities to engage infants and toddlers in language play. *
g. Verbally identifies names for common objects and recurring activities in the infant and toddler daily routine.*
h. Uses a variety of songs, books and age-appropriate activities, including those from many cultures.
i. Encourages and demonstrates the relationship between spoken and printed words.

Level 3

a. Identifies developmental stages of infant language development from birth through 12 months in three-month increments as identified in the *Washington State Early Learning and Development Benchmarks.* *
b. Identifies developmental stages of toddler language development from 13-36 months in six-month increments as identified in the *Washington State Early Learning and Development Benchmarks.* *
c. Interacts with children in ways that facilitate and encourage the development of expressive language and thought.
d. Uses concrete experiences and play to enhance and extend young children's language development and emerging literacy.
e. Demonstrates an understanding of how children use language, as well as other forms of communication, at all ages and stages of development.
f. Shows knowledge of the role of culture in the development of communication skills.
g. Plans, implements and evaluates language experiences and activities.
h. Immerses children in a print-rich environment.
i. Facilitates the relationship between spoken and printed words.
j. Helps children who are learning a second language by providing them with supports (i.e., props, gestures and home language) so they can fully participate in classroom experiences.
k. Furthers children's listening, vocabulary and discourse skills through book reading by using prompts for discussion and follow-up.
l. Advances children's listening, understanding and communication skills by engaging children in extended conversations that involve analyzing, predicting and reflecting.
m. Recognizes that opportunities for language and communication activities with infants are derived from the infant's natural pattern of time awake and readiness to engage with adults and the environment.*
n. Identifies when benchmark milestones in language development are not present and in need of further attention.
o. Expands on vocalizations, babbling and early words to build expressive language and vocabulary.
p. Recognizes the importance of modeling turn-taking during verbal and non-verbal communication with infants and toddlers. *
q. Exposes children to various symbols of literacy.

Level 4

a. Uses ongoing culturally appropriate assessment and evaluation tools to adapt and modify interactions with children to meet the specific language development needs of individual children.
b. Designs curriculum consistent with current theories of language use and language acquisition.
c. Advances children's listening, understanding and communication skills by engaging children in extended conversations that involve analyzing, predicting and reflecting.
d. Recognizes, documents and responds to the general warning signs of communication/ language delays and communication/language disorders for children of various ages.
e. Shares with others, including families, the importance of adult-child and child-child interactions in children's language development.

Level 5

a. Collaborates with language specialists to modify and adapt curriculum activities and experiences to meet individual language and literacy development needs of each child.
b. Articulates, analyzes, evaluates, and applies current theory and research on emerging trends in language acquisition, development, and emerging literacy.

Appendix 31

Promoting Social/Emotional Development

Level 1

a. Understands that social skills develop along a continuum.
b. Understands that social interactions are infants' and toddlers' primary method of developing skills in all developmental areas. *
c. Recognizes that social interaction is necessary for infants and toddlers to be physically and emotionally healthy. *
d. Understands that children respond to events and stimuli differently.
e. Engages in everyday conversation with children.
f. Treats children as individuals who have their own strengths and needs.
g. Recognizes that periods of stress, separation and transition may affect children's social and emotional development.
h. Provides activities that encourage children to play and interact with each other, including parallel play opportunities.
i. Promotes age-appropriate, self-regulated behavior through the use of routines and schedules.
j. Provides children quiet areas or other safe ways to self-regulate when needed.
k. Provides a warm, safe and accepting environment.
l. Understands that family and community have different cultural, linguistic, ethnic and socio-economic experiences that play a role in how children respond socially to adults and other children.
m. Recognizes that crying and other sounds of distress from infants and toddlers signal need for food, warmth, safety, touch and/or comfort. *

(b)(6)

Level 2

a. Helps children learn to communicate verbally and nonverbally with adults and other children.
b. Models recognition and expression of feelings.
c. Encourages feelings of empathy and mutual respect among children and adults.
d. Helps infants and toddlers feel valued by responding to their needs. *
e. Helps children feel valued as members of the group.
f. Supports children emotionally through periods of stress, separation and transition.
g. Supports children's development of self-awareness and identity.
h. Provides children with constructive and safe ways to nonverbally identify and communicate feelings.
i. Provides families with information regarding the importance of social/emotional development.
j. Helps children identify positively with the events and experiences in their lives.
k. Provides many opportunities for children to participate in cooperative play.
l. Recognizes the importance of modeling turn-taking during verbal and non-verbal communication with infants and toddlers. *
m. Recognizes that secure relationships with caregivers promote exploration of the physical and social environment.
n. Recognizes that peer conflict between toddlers is age-appropriate and uses these opportunities to teach empathy and cooperation. *

Level 3

a. Articulates the importance of attachment in caring for infants and toddlers.*
b. Understands that infants' and toddlers' social/emotional development is influenced by their ability to form attachments.*
c. Recognizes the role of positive relationships in social/emotional development.
d. Guides children in expressing their feelings and asserting themselves in positive ways.
e. Guides children through problem solving and models conflict resolution strategies and interactions.
f. Recognizes that each infant and toddler will have unique temperaments that require individualized responses from the caregiver/teacher. *
g. Helps children develop empathy and respect for the rights and possessions of others.
h. Intervenes when necessary to help children develop socially by guiding behavior and using role-playing to develop empathy and compassion.
i. Plans activities incorporating multiple types of

social play (e.g. socio-dramatic, functional or constructive play).

j. Communicates and informs others of the link between positive social-emotional development and learning.
k. Identifies when benchmark milestones for social development are not present and in need of further attention.
l. Seeks outside resources and intervention when needed.
m. Provides a meaningful curriculum emphasizing social skills, relationships and friendships
n. Uses intervention strategies that affirm and respect family, cultural, socio-economic and linguistic diversity.

Level 4

a. Recognizes role in supporting secure attachments between families and infants.*
b. Articulates the theory and current research on attachment and the role of relationships in supporting healthy social emotional development.
c. Implements program practices that promote long-term consistency with caregivers in order to facilitate secure relationships for infants and toddlers. *
d. Recognizes that peer-to-peer interaction is important for social development.
e. Recognizes the importance for creating awareness and respect in children regarding individual differences.
f. Connects families and caregivers to community resources, including mental health resources, to provide families and caregivers with additional assistance when needed.
g. Works to create a community in the classroom and includes children who may be isolated.
h. Develops and implements strategies that encourage children's social development in various roles such as leadership.

Level 5

a. Applies, analyzes, and evaluates current theory and research on promoting social development.
b. Communicates to others the process for developing curriculum that promotes social development.
c. Teaches and mentors other teachers in responsive caregiving of infants and toddlers.*
d. Models responsive caregiving techniques to calm and soothe infants and toddlers in distress. *
e. Models engaging reciprocal interactions with infants using infant cues to lead interaction. *

Promoting Creative Expression

Level 1

a. Understands process as more important than product and knows the difference between process art versus product art.
b. Offers opportunities for creative expression at least one time per day.
c. Initiates at least one music/singing activity per day.
d. Encourages individuality, including unique individual expression.
e. Accepts cultural differences that may affect children's ways of expressing themselves creatively.
f. Insures that art materials are safe, non-toxic and appropriate to the age of the children.
g. Offers art material that support a range of ability levels (e.g. large and small crayons).
h. Teaches children how to appropriately use art and music materials.
i. Supervises children as they explore with and use art and music materials.

Level 2

a. Emphasizes the process of creating instead of the end product.
b. Allows time for spontaneous and extended play.
c. Provides unstructured materials.
d. Encourages children to express their creative abilities.
e. Models and encourages creativity through language, music, dramatic play, and art.
f. Implements curriculum and activities to promote creative expression.
g. Provides opportunities for safe, creative activities for infants and toddlers.*
h. Provides opportunities for expression through songs, finger plays and environmental materials.
i. Ensures creative activities are a daily part of the curriculum.

Level 3

a. Ensures that all children have access to opportunities that allow for individual creative expression.
b. Identifies the supports needed to ensure that creative materials are available and appropriate to all children.
c. Modifies curriculum and experiences to promote the creative expression of all children.
d. Observes children and provides creative activities that support and extend their learning and expression.
e. Incorporates suggestions from families on activities for self-expression that reflect family culture.
f. Facilitates children's ability to listen to, interact with, and appreciate different types of music by providing individual and group experiences with singing, finger plays, creative movement, and musical instruments.
g. Uses technology appropriately to support creative expression.
h. Views parents, families and community as a resource for creative experiences.
i. Values creative expression as necessary to the development of the whole child.

(b)(6)

Level 4

a. Demonstrates leadership in establishing partnerships with community organizations that stimulate creative experiences.
b. Develops children's imagination and creativity by providing both child-directed and caregiver/teacher-guided opportunities for them to express their thoughts, ideas, experiences, and feelings through various creative media (such as movement, dance, drama, music, visual arts).
c. Helps children learn about themselves and others by designing and implementing meaningful creative experiences to explore similarities and differences in people.
d. Shares with families the importance of individual creative expression and seeks their guidance in building curriculum.
e. Uses specific examples to explain how children represent their thoughts, feelings and ideas through creative outlets.
f. Supports each child's creative development by adapting the time to explore the space and materials to meet the needs and interests of individual children.
g. Communicates the theoretical concepts underlying the ways children use creative experiences to express themselves.

Level 5

a. Articulates, applies, analyzes, and evaluates current theory and research on promoting creative experience.
b. Exposes children to and helps develop their appreciation for creative and aesthetic experiences in their community.
c. Identifies and uses specialists in artistic disciplines to incorporate the building blocks of each art form into the program.

Content Area III: Ongoing Measurement of Child Progress

Level 1

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

Level 2

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

Level 3

a. Appreciates and accommodates the range of development and skills among children.
b. Observes children continually, analyzes and evaluates findings, and applies this knowledge to practice.
c. Applies basic elements of child development theory to observation.
d. Selects appropriate assessment methods.
e. Explains the importance of ongoing assessment to families and other staff.
f. Administers and interprets formal and informal assessments in a non-biased manner.
g. Recognizes environmental factors that may place children at risk.
h. Recognizes when development is not progressing at a typical rate in one or more developmental area and seeks guidance.
i. Identifies children who need referrals by reviewing child observation, screening and assessment data.
j. Understands the pre-referral and referral process.
k. Develops and implements individual plans.

Level 4

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

Level 5

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

Content Area IV: Family and Community Partnerships

Relationships with Families

Level 1

a. Greets families and children warmly and by name.
b. Respects the family's role as primary educator.
c. Establishes positive communication and relationships with families.
d. Acknowledges the varying structures of children's families.
e. Accepts differences in children and families.
f. Follows rules of confidentiality.

Level 2

a. Builds an understanding of the setting by communicating its philosophy, mission, and services to families and community.
b. Shares knowledge of general child development with families.
c. Invites family members to play an active role in their child's education, recognizing that family's attitudes influence children's ability and interest in learning.
d. Creates and maintains open, friendly and cooperative relations with families and communicates daily events.
e. Provides opportunities for families to share skills and talents.
f. Supports children's relationships with their families.
g. Recognizes stress factors affecting families.
h. Respects and supports cultural differences and diverse family structures.
i. Works effectively with families from a variety cultural, linguistic, ethnic and socio-economic backgrounds

(b)(6)

Level 3

a. Communicates with families about curriculum, individual child progress and developmental growth.
b. Understands how cultural perspectives influence the relationship among families, schools and communities.
c. Recognizes that information on cultural and family beliefs about child-rearing is learned through active outreach and engagement with parents.
d. Strives to ensure that community diversity and cultures are reflected in the setting.
e. Works with early intervention programs to implement family-centered intervention services when appropriate.
f. Facilitates transitions to other settings by engaging families, individuals and programs receiving or sending the child and other community members as appropriate.
g. Provides families with appropriate referrals to community resources.
h. Plans and conducts family conferences.
i. Implements effective conflict resolution techniques with families.

Level 4

a. Involves and supports families in development of Individualized Family Service Plans (IFSP).
b. Explains how families within many cultures are different and have different family structures.
c. Articulates the various theories of family systems and the effect of stress and crisis on families and their children.
d. Assesses, plans and conducts activities for family support and participation.
e. Articulates and applies theories of family development and dynamics within multi-cultural communities.
f. Promotes a unified approach to sharing child information with families by engaging in joint planning with other classroom staff and specialists to prepare for home visits and other family contacts.
g. Demonstrates knowledge of the potential impact of cultural, linguistic, ethnic and socio-economic diversity that can exist between the home and setting.

Level 5

a. Articulates, applies, analyzes, and evaluates current theory, research, and policy on importance of relationships with families within early care and education.
b. Accesses appropriate formalized family assessment and intervention resources for diverse families.
c. Involves family members as decision makers in settings.

(b)(6)

Use of Community Resources

Level 1

a. Recognizes the different resources available within the community.
b. Values and uses community resources that support and assist families.
c. Recognizes volunteers as a valuable community resource.
d. Works cooperatively and appropriately with volunteers.

Level 2

a. Identifies community agencies providing assistance for infants, toddlers and families.*
b. Helps families obtain clear and understandable information about their children's disabilities and information about the family's legal right to services.

Level 3

a. Provides families with appropriate community resource information when needed.
b. Assists with public awareness activities to inform the community about early care and education services.
c. Promotes public awareness about the importance of early care and education.
d. Assists with community outreach efforts.
e. Participates in community needs assessments.
f. Facilitates children's understanding of their community through play and language.

Level 4

a. Uses and refers families to community resources for support when needed.
b. Works collaboratively with other community resources providing services to children and families.
c. Implements and supports volunteer programs, if needed.

Level 5

a. Works to develop resources in the community.
b. Represents the early childhood field in collaborative community endeavors.
c. Investigates issues surrounding the uses of volunteerism in early care and education settings.
d. Develops and maintains relationships with other disciplines and specialties in related fields.

Appendix 31

Content Area V: Health, Safety and Nutrition

Knowledge of Regulations

Level 1

a. Verbally explains and can locate the safety and health policies for the setting.
b. Releases children only to authorized persons.
c. Demonstrates ability to administer basic pediatric first aid and cardiopulmonary resuscitation (CPR).
d. Follows regulations regarding health and safety.
e. Maintains emergency supplies and equipment.
f. Carries out disaster plans and drills.
g. Verbalizes and adheres to ratio requirements.
h. Explains and performs the mandated reporter role for child abuse and neglect.

Level 2

a. Ensures safety equipment, such as smoke detector and fire extinguisher, is in place and operable.
b. Demonstrates the use of safety equipment.
c. Uses diagrams, pictures and words understood by children and adults to post instructions for emergency procedures.
d. Implements procedures for fires and other emergencies, including safety procedures for children with disabilities.
e. Identifies and reports problems with staff/child ratios.
f. Assists in self-assessments of facility for licensing and accreditation.

Level 3

a. Verbalizes and adheres to emergency, illness and injury procedures.
b. Informs others of emergency procedures.

Level 4

a. Uses code of ethics to monitor violations of health and safety regulations.
b. Articulates and adheres to laws pertaining to children and families.
c. Participates in the revision of regulations and standards to meet program's needs.
d. Designs and documents emergency procedures.
e. Develops/documents contingency plans to meet ratio requirements in all situations.
f. Assesses how regulations affect the quality of the program.

Level 5

a. Conducts self-assessments of facility for licensing and accreditation.
b. Articulates, applies, analyzes, and evaluates current theory, research, and policy on health and safety.
c. Participates on an accreditation visitation team
d. Ensures that indoor and outdoor environments are structured so that all areas can be easily viewed.

(b)(6)

Environmental Safety

Level 1

a. Demonstrates awareness of the environmental safety precautions of program or center.
b. Maintains all areas, following regulations for safety.
c. Selects safe toys.
d. Actively supervises and interacts with children to ensure safety both indoors and outdoors.
e. Recognizes adult supervision is the best prevention against injuries.
f. Recognizes infants and toddlers need dedicated safe spaces to move within freely and explore.*
g. Maintains a healthy physical environment by following health, safety and sanitation procedures.
h. Ensures that indoor and outdoor environments are structured so that all areas can be easily viewed.

Level 2

a. Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries.
b. Adapts the indoor and outdoor environments to maximize the independence of children with special needs.
c. Ensures that children are protected from harsh weather elements when playing outdoors.
d. Teaches simple safety precautions and rules to children and enforces safety rules consistently.
e. Keeps informed about and shares safety information and resources with families.

Level 3

a. Designs and assesses environments that are safe and functionally appropriate inside and outside.
b. Assures that all equipment, furniture and materials are the appropriate size and type for the ages and developmental abilities of children in care.

Level 4

a. Advocates for environmental safety.
b. Advocates for outdoor areas that have protection from harsh weather elements.

Level 5

a. Participates in community groups to develop and implement strategies for improving the environmental safety of facilities serving children.
b. Identifies opportunities to fund environmental safety improvements.
c. Articulates, applies, analyzes, and evaluates current theory, research, and policy on environmental safety.

(b)(6)

Responding to Health Needs of Children

Level 1

a. Practices appropriate hand-washing techniques.
b. Washes hands for young infants.*
c. Helps children practice appropriate hand-washing techniques.
d. Practices safe diapering procedures.*
e. Implements practices to avoid/control blood-borne pathogens to ensure safety of children and adults.
f. Responds to children's injuries and fear of injuries, documents any injuries and notifies families, while assuring the comfort and care of other children.
g. Demonstrates knowledge of basic childhood illnesses.

Level 2

a. Promotes good health and provides an environment that contributes to the prevention of illness.
b. Communicates effectively to parents policies regarding appropriate clothing requirements for weather conditions.
c. Seeks information on and demonstrates good practice for children with health care needs.
d. Plans and guides self-help activities.
e. Follows procedure to avoid transmission of communicable diseases.
f. Follows instructions for administration of medicine and approved medical treatments, including related documentation.
g. Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children in an immediate and appropriate way.
h. Recognizes children's interest in bodies and integrates interest into curriculum.

Level 3

a. Designs and assesses sanitary environments inside and outside.
b. Models and provides direction on sanitation.
c. Talks with and provides resource information to families about health.
d. Identifies causes of stress and trauma and assesses children's resiliency.

e. Plans and implements safe field trips.
f. Designs and implements curriculum activities emphasizing healthy bodies, healthy lifestyles and a healthy environment

Level 4

a. Designs and documents sanitation procedures.
b. Works with health care professionals in community to ensure that the needs of the children are met.
c. Establishes procedures for documentation and notification of suspected abuse and neglect.
d. Helps others (families, staff) recognize and report abuse and neglect.

Level 5

a. Collaborates with community groups to identify health issues or concerns, including sanitation.
b. Articulates, applies, analyzes, and evaluates current theory, research, and policy on the health needs of all children.

(b)(6)

Nutrition

Level 1

a. Demonstrates awareness of basic daily nutritional needs of children.
b. Practices safe food handling and observes general sanitation practices.
c. Maintains sanitary environments.
d. Monitors eating habits to ensure a healthy diet, including the need of children to eat frequently.
e. Recognizes health hazards in meals (choking, allergies, etc.) and takes steps to prevent dangerous situations.
f. Maintains daily communication with families regarding new foods for infants and toddlers.*
g. Recognizes that food should not be used to reward or punish children.
h. Understands the difference between family style meals and non-family style meals.
i. Establishes a feeding schedule that is flexible with child's needs and with the family's practices.*

Level 2

a. Provides appropriate food and snacks in a pleasant environment.
b. Communicates with families about the food children need and prefer.
c. Plans and guides cooking experiences with children.
d. Demonstrates awareness of basic daily nutritional guidelines.
e. Understand that infants and toddlers can self-regulate their food intake.*

Level 3

a. Recognizes nutritional concerns.
b. Demonstrates knowledge of appropriate portion-sizes for children at each stage and age of development.
c. Plans and evaluates menus with assistance from a nutrition professional.
d. Includes foods from home culture.
e. Plans activities in which children learn to make healthy food choices.
f. Teaches and models good nutrition.
g. Share information with families about infants' and toddlers ability to self-regulate their food intake.*

Level 4

a. Assesses program's nutritional plan and adapts practices accordingly.
b. Coordinates food activities with cultural calendar and individual nutritional needs.

Level 5

a. Articulates, applies, analyzes, and evaluates current theory, research and policy on nutrition.
b. Collaborates with community groups to identify issues or concerns.
c. Advocates for policies and procedures that affect the nutritional welfare of the broader community.

Content Area VI: Interactions

Providing Individual Guidance

Level 1

a. Responds positively to children on a daily basis.
b. Recognizes that interactions and secure relationships form the basis for development.
c. Recognizes when a child is in distress and requires adult support to console or soothe the child.
d. Recognizes that children mirror emotions evident in adults.
e. Promotes interactions that reflect warmth, sensitivity, nurturance, acceptance and safety.
f. Avoids actions that would cause physical and emotional harm.
g. Provides appropriate supervision of children.
h. Interacts in a manner reflecting respect for the child's family, self and others.
i. Uses positive behavior guidance.

Level 2

a. Promotes children's security and attachment by responding promptly and consistently to their needs, providing frequent and affectionate one-on-one contact, and offering predictable daily routines and interactions.
b. Modifies play no longer appropriate for the learning environment.
c. Establishes and communicates limits for acceptable behavior.
d. Responds to children's behavior in ways that encourage self-control.
e. Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
f. Follows a variety of positive direct and indirect guidance methods and avoids negative methods.
g. Provides an environment that helps each child to know, accept, and take pride in him or herself and to develop a sense of independence and belonging.
h. Builds a trusting relationship with children, providing physical and emotional security.
i. Uses strategies to assist children in learning to express emotions in positive ways, solve problems and make decisions.
j. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.
k. Addresses problem behavior or situation, rather than labeling the child.
l. Adapts the learning environment and curriculum to minimize potential challenging behaviors.

(b)(6)

Level 3

a. Demonstrates understanding of infant behaviors and responds in a supportive and positive manner.*
b. Maintains appropriate expectations of infant and toddler attention spans, interests, social abilities, and physical needs.*
c. Allows infants and toddlers flexibility with activities throughout the daily routine.*
d. Provides an appropriate balance of child-led and child-directed activities with adult-guided activities.
e. Relates guidance practices to knowledge of children's personalities and levels of development.
f. Recognizes and responds to individual behavioral concerns related to developmental or emotional stress.

(b)(6)

Level 4

a. Recognizes that infants communicate their needs through a variety of behaviors that indicate whether an infant is ready to socially engage, not feeling physically comfortable, sleepy or in distress.*
b. Applies theories of child development to improve child guidance.
c. Uses child assessment to individualize and improve child guidance.
d. Demonstrates knowledge of instructional and guidance procedures for integrating children with and without special needs.
e. Collaborates with families to develop individually appropriate expectations for children's behavior.

Level 5

a. Develops written policies for responsive interactions and caregiving, including effective child guidance for toddlers.*
b. Articulates the principles for intervention and conflict resolution in children's play and learning.
c. Develops individual guidance plans, accessing relevant professionals for support as needed.
d. Articulates, applies, analyzes, and evaluates current theory and research on individual guidance.

Level 1

a. Provides continuous adult support and supervision to infants when interacting with each other.*
b. Provides adult support as needed when promoting interactions between multiple toddler-aged children.*
c. Provides organization and flexibility when working with children.
d. Allows infant and toddler caregiving routines to form daily routines.*
e. Handles activities and changes in schedule with clear directions and patience.

Level 2

a. Builds daily activity schedule for infants around infant caregiving routines working in group settings when appropriate.*
b. Builds daily activity schedule for toddlers using caregiving routines and knowledge of children's readiness to respond to consistent group routines and activities.*
c. Leads activities in a positive, relaxed and pleasant atmosphere.
d. Alerts children to changes in activities and routines well in advance.
e. Builds a trusting relationship with children as a foundation for positive guidance and self discipline.
f. Anticipates and defuses disruptive behavior in children.
g. Demonstrates awareness of each child's limitations and abilities uses guidance techniques accordingly, and explains rules at the child's level of understanding, using a variety of techniques.

Level 3

a. Provides a variety of opportunities in the environment through activities for infants to engage with each other.*
b. Provides experiences that engage children and respond to their interests.
c. Plans and guides activities to promote both parallel and cooperative play.
d. Plans and guides activities that promote children's supportive relationships with peers, family, staff, and community.
e. Encourages positive relationships, communication, and guidance strategies, including problem solving and negotiation within the learning environment.

Level 4

a. Applies theories of toddler development to group management techniques.*
b. Uses child assessment to individualize and improve group management.
c. Evaluates and adapts group experiences to ensure that all children are learning.
d. Integrates children of all abilities into the group, following appropriate instructional and guidance procedures.

Level 5

a. Develops cooperative group skills for toddlers that focus on working in small groups, negotiating, compromising and problem solving.*`
b. Articulates, applies, analyzes, and evaluates current theory and research on group experiences.

(b)(6)

Content Area VII: Program Planning and Development

Program Planning and Evaluation

Level 1

a. Behaves as a responsible staff member and participates in the program team.
b. Keeps appropriate records.
c. Complies with program policies and state child care licensing rules and laws.

Level 2

a. Supports the program mission statement.
b. Organizes plans, keeps records, and communicates with families and staff effectively.
c. Develops unit plans and curriculum for the classroom.
d. Selects appropriate equipment and material for practice.
e. Writes objectives and goals for activities.
f. Uses available resources to ensure an effective operation.
g. Assists in gathering information for evaluation.

(b)(6)

Level 3

a. Verbalizes the relationship between the program's philosophy and daily practice.
b. Plans parent orientations and education programs.
c. Plans and acquires appropriate equipment and materials for the program.
d. Participates in strategic planning and goal setting for the program.
e. Conducts program observations.
f. Recognizes the importance of evaluation, assisting in evaluating program's effectiveness.

Level 4

a. Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for infants and toddlers.*
b. Develops curriculum for program.
c. Manages program resources (financial, personnel, time) effectively.
d. Demonstrates the ability to organize and operate various types of early care and education programs.
e. Communicates effectively with board/advisory groups.
f. Identifies evaluation methods and understands their limitations.

Level 5

a. Articulates, applies, analyzes, and evaluates current theory, research, and policy on program planning and evaluation.
b. Develops public relations strategies to establish the program in the community.
c. Ensures the program meets diversity needs and reflects inclusion of children, families, staff, and community partners.
d. Identifies legal issues related to early care and education and collaborates with community groups to interpret them.
e. Develops and implements program policies.

Personnel Management

Level 1

a. Works effectively with support staff, volunteers, and professionals.

Level 2

a. Supports other staff members and professionals.

Level 3

a. Values and works to strengthen the setting's team of staff, administrators, and volunteers.
b. Provides effective lines of communication among staff and administrators.

Level 4

a. Plans for, recruits, orients, supervises and evaluates staff.
b. Plans for, recruits, orients and supervises volunteers.
c. Plans and carries out staff development opportunities.
d. Supervises student teachers and practicum students.
e. Provides strong leadership and visionary direction.

Level 5

a. Develops staff recruitment, selection and retention programs.
b. Designs and implements staff job descriptions and evaluation forms and procedures.
c. Articulates, analyzes, evaluates, and applies current theory, research, and policy on personnel management.

Financial Management

Level 1

a. Performs basic math computations and makes basic money transactions.
b. Follows bookkeeping procedures.

Level 2

a. Uses generally accepted business practices.
b. Operates within budget.

Level 3

a. Assists in budget planning.
b. Conducts and maintains the inventory of supplies, materials and equipment.

Level 4

a. Plans, reports on and maintains budget.
b. Develops fee structure.

Level 5

a. Develops and implements fiscal business plan.
b. Matches expenditures with program philosophies.
c. Develops marketing plan.
d. Seeks additional funding opportunities.
e. Writes grant proposals.
f. Articulates, applies, analyzes, and evaluates current theory, research, and policy on financial management.

(b)(6)

Content Area VIII: Professional Development and Leadership

Displaying Professionalism in Practice

Level 1

a. Understands that employees' personal behaviors and actions within the work setting reflect upon the setting.
b. Enjoys working with children and models a positive attitude.
c. Exhibits good hygiene and personal appearance.
d. Demonstrates good work habits.
e. Supports and complies with regulations and licensing standards.
f. Values reflection on teaching and learning, using staff interaction, training/education, and journals.
g. Demonstrates awareness of the professional code of ethics for early care and education and its main topics.
h. Shows commitment to the program's goals.

Level 2

a. Manages demands of personal and professional commitments.
b. Uses problem-solving skills in the setting.
c. Interacts in a manner reflecting value of self and respect for others.
d. Performs well as a team member.
e. Understands quality in child care services.
f. Demonstrates a commitment to professional code of ethics.

Level 3

a. Engages routinely in reflection of teaching practices and the behavior of children.
b. Exhibits familiarity with current trends in early childhood education, specifically infant-toddler early childhood education.*
c. Articulates professional code of ethics.
d. Recognizes potentially unethical practices.
e. Participates in program decision making.
f. Makes program decisions based on professional standards.
g. Maintains professional boundaries in relationship with staff and families.
h. Promotes quality in child care services.

Level 4

a. Participates in group problem solving of ethical dilemmas.
b. Articulates personal philosophy of early childhood education based on knowledge of child development and best practices.
c. Articulates and uses a professional code of ethics for making professional decisions.
d. Recognizes cause and symptoms of "burnout" and develops strategies to prevent it.
e. Evaluates current trends in early childhood education and revises practice as appropriate.

Level 5

a. Initiates and mediates group problem solving of ethical dilemmas.
b. Keeps up to date on research and policy relevant to early care and education.
c. Advances program practice by working collaboratively with other staff to understand and support the adoption of research and best practices for children, families, and staff.
d. Advocates for children and families.
e. Describes relationship between theory and practice.

Ongoing Professional Growth

Level 1

a. Seeks out knowledge to improve practice.
b. Demonstrates awareness of the professional development continuum for early care providers and educators.
c. Maintains ongoing compliance with continuing education requirements.

Level 2

a. Looks to and is aware of professional resources.
b. Takes advantage of opportunities to improve competence, both for personal and professional growth, and for the benefit of children and families.
c. Accepts advice and constructive criticism to improve practice.
d. Participates actively in a professional association.
e. Follows accreditation standards.
f. Evaluates own performance and sets goals to advance knowledge of field.

Level 3

a. Uses professional resources to improve practice.
b. Seeks out professional relationships to enhance professional growth (e.g., securing a mentor).
c. Develops and carries out a personal professional development plan.
d. Works toward credentials, degrees and/or program accreditation.

Level 4

a. Articulates a professional value system and implements ongoing professional self-reflection.
b. Participates actively in career development.
c. Integrates knowledge of historical, philosophical, psychological, and social foundations of education into planning and decision making.
d. Serves as a coach or provides technical assistance.
e. Builds upon personal strengths and identifies areas where growth can and needs to occur.

Level 5

a. Explores models of professional development and evaluates/assesses opportunities to promote others' professional growth.
b. Designs staff development opportunities for colleagues.
c. Participates at local, state, regional, and national conferences and events to disseminate knowledge and establish external professional relationships.
d. Identifies change process and develops practices to support professional growth.
e. Recognizes the differences in adult and early childhood learning styles and applies knowledge to practice.
f. Serves as a mentor.

(b)(6)

Leadership and Advocacy

Level 1

a. Recognizes professional behavior.

Level 2

a. Demonstrates support for licensed care.
b. Models professional behavior.

Level 3

a. Exhibits awareness that certain behaviors and types of communication among unfamiliar cultures can lead to misinterpretation and misunderstanding.
b. Identifies community needs that affect children, specifically infants and toddlers.*
c. Exhibits knowledge of advocacy issues.
d. Initiates problem solving and conflict resolution for program and staff.

Level 4

a. Justifies practice to families, administrators and colleagues.
b. Describes the legislative process, including legal and advocacy issues that impact children and their families, and communicates this information to others.
c. Explains how government policies affect early childhood care and education.
d. Demonstrates knowledge of the dynamics of team-building and has the ability to initiate problem-solving and conflict resolution strategies for the setting and staff.
e. Demonstrates a commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
f. Shares knowledge of the rights and responsibilities of children, parents/families, caregivers/teachers, and other professionals as related to exceptional learning needs.
g. Serves on professional boards and committees.

Level 5

a. Serves as a spokesperson to the community and the media on early care and education issues.
b. Provides a work culture that fosters staff initiative to solve problems and resolve conflict.
c. May hold office in a professional association.

Glossary

Advocacy
Parents (or families), organizations or volunteers working on behalf of the rights and interests of others (such as children or people with disabilities). Parents are the best advocates for their children.

Caregiving Routines
Routines that are determined by the child's physical, emotional, and learning needs.

Child-Accessible
Having materials or supplies located in areas where children are easily able to reach them and use them throughout the day.

Cognitive Development
Skills learned related to thinking and reasoning. This development takes place from childhood through adulthood.

Consistent Caregiver
Caregiver that is most consistently present in child's day.

Culture
The unique collection of beliefs, practices, traditions, valued competencies, world views, and histories that characterize a group of people.

DEL
Department of Early Learning:
State agency created in 2006 to elevate the focus on the importance of a child's earliest years, and integrate early learning efforts.

Development
The process in which a child gains skills in areas such as: social/emotional, cognitive, speech/language, and physical growth. This process includes both fine and gross motor skills.

Developmental Milestones
Term describing memorable accomplishments in child's growth. Examples include: rolling over, crawling, walking and talking.

Developmental Stages
An expected, sequential order of obtaining skills that children typically go through. Examples include: crawling before walking and using fingers to feed themselves before using utensils.

Diversity
Refers to differences and/or heterogeneity of human qualities that are present in individuals, groups, society, and institutions. Examples include: age, ethnicity, educational background, learning styles and abilities.

Dramatic Play
Engaging in pretend play or acting out a scenario.

Cardiopulmonary Resuscitation (CPR)
A first aid procedure for cardiac arrest involving compression of the chest wall alternating with artificial respiration.

Early Intervention
Programs or services designed to meet the developmental needs of infants or toddlers (birth to 3 years) and their families.

Early Learning
Early learning includes all learning and development for a child from birth to third grade.

Early Learning Professional
As used in this document, includes licensed child care providers in centers or family home child care, preschool teachers, after-school program staff, and center preschool and after-school directors and staff, along with school staff, including kindergarten through third grade teachers, family support workers, literacy coaches, food service managers, and administrators (e.g. principals and vice principals).

Early Childhood Education and Assistance Program (ECEAP)
A Washington state-funded comprehensive preschool program that supports the healthy development and future success of less advantaged children. The target ECEAP population is 4-year-old children whose family incomes are at or below 110 percent of the federal poverty level.

Empathy
The capacity to experience the same emotion that someone else is experiencing.

Families
As used in this document, children's immediate and extended families.

Fine Motor

Using the hands and fingers in a coordinated way for activities such as drawing, writing, cutting, eating or playing

Gross Motor

Using large body muscles for movement in a balanced way such as running, walking and playing ball.

Head Start

Comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused and have the overall goal of increasing the school readiness of young children in low-income families.

Home Language

The language a person acquires first in life or identifies with as a member of an ethnic group. It is sometimes referred to as the first, native or primary language of a child.

Inclusion

The practice in which children with special needs spend most or all of their time with typically developing children. Inclusion is about the child's right to participate and the program or school's duty to accept the child. Inclusion rejects the use of special programs or classrooms to separate children with disabilities from children without disabilities with the belief that:

- All children can learn and benefit from education.
- Schools and programs should adapt to the needs of children, rather than children adapting to the needs of the program or school.
- Individual differences between children are a source of richness and diversity.

Individualized Education Plan (IEP)

A written education plan for a school-aged child with disabilities developed by a team of professionals (teachers, therapists, etc) and the child's parents. IEPs are based on a multidisciplinary evaluation of the child and describe how the child is presently doing, what the child's learning needs are, and what services the child will need. They are reviewed and updated yearly. IEPs are required by the federal Individuals with Disabilities Education Act (IDEA).

Individualized Family Service Plan (IFSP)

A document that guides the early intervention process for children with disabilities and their families. The IFSP is the means for the implementation of effective early intervention in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). It contains information about the services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities, and resources.

Infant

A child birth to 12 months of age.

Infant's Lead/Infant Cues

Observing infant behavior and responding accordingly.

Intervention

Programs, supports or services (e.g., crisis support services, early intervention programs, early learning programs) designed to meet the specific needs of children and families.

Language

A system for communicating ideas and feeling using sounds, gestures, signs or marks.

Learning Styles

The way an individual adapts to his/her learning environment.

Literacy

An individual's ability to read, write, communicate and comprehend.

Mandated Reporter

Mandated reporters are individuals who, in the ordinary course of their work and because they have regular contact with children, are required to report (or cause a report to be made) whenever physical, sexual, or other types of abuse has been observed or is suspected, or when there is evidence of neglect, knowledge of an incident, or an imminent risk of serious harm.

Mental Health

How a person thinks, feels and acts when faced with life's situations. This includes handling stress, relating to other people and making decisions.

Mentor

A person who shares experience, knowledge and wisdom about a particular subject area.

Motor Skills

A person's ability to use large and small muscle groups. Gross motor skills refer to the use of large muscles in activities such as running or jumping. Fine motor skills refer to small muscle coordination required for things like writing or buttoning a shirt.

Print-rich Environment

An environment in which reading and writing are used for a wide variety of authentic, everyday purposes.

Professional Development

Refers to the skills and knowledge attained for both personal development and career advancement. Professional development includes all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. There are a variety of approaches to professional development, including coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Providers

As used in this document, includes early learning and health care professionals, depending on the context.

Referral

In the early childhood field, the process of helping a family or child care provider access a service, including connecting a child or family to a lead agency or school district for special education services.

Responsive Infant-Toddler Caregiving

Defined as caregiving that is observant of what interests the child, providing experiences for the child to interact with what interests him or her, expanding interactions, understanding that infants and toddler learning experiences *are* the curriculum.

Screening

A brief assessment designed to identify children who are at risk for health problems, developmental problems, and/or disabling conditions. These children may need to receive helpful intervention services as early as possible.

Self-Regulated Behaviors

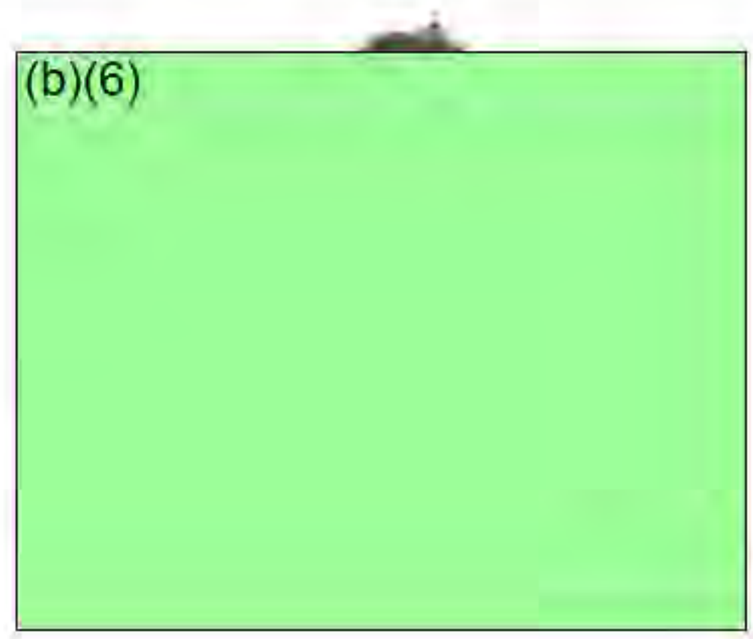
The ability to control one's emotions and behaviors.

Special Needs

This refers to the needs of children with social, emotional, communication, intellectual, or physical delays or disabilities. The term special is borrowed from the field of special education. This terminology should not be confused with cultural needs.

Strategies

Suggested learning activities that can be used by caregivers at home or in an early care and education setting to help children develop toward desired indicators and goals.



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Appendix 31

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Early Learning Professional Development System Report and Recommendations

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Submitted to the Washington State Legislature
by the Professional Development Consortium

December 2010

This report is available on the Department of Early Learning website at: www.del.wa.gov/government/legislature/reports.aspx

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The Washington State Professional Development Consortium (PDC) did the work of researching and developing the field's core competencies and recommendations detailed in this report. Thanks to the initiative and commitment of members of the early learning field, this group was already in motion at the time legislation was passed requiring this report. The PDC includes representatives from more than 40 organizations statewide that want to improve the quality of care and teaching provided by early learning professionals, and the quality of the system that support these professionals in pursuing their goals.

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Key Resource Documents

Washington Early Learning Plan (2010).

Washington State Core Competencies for Early Care and Education (2010).

Washington State Core Competencies for Child and Youth Development (2010).

Washington State Birth to 3 Plan (2010).

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Introduction

During the past 10 years, many entities have worked together to build a world-class early learning system in Washington: lawmakers, leaders in the early learning field, and public and private funding partners. This effort was enhanced in 2006 with the creation of the state Department of Early Learning (DEL) and Thrive by Five Washington, a statewide public-private partnership dedicated to early learning. Washington has become a recognized leader around the nation for our strategic work to coordinate the resources and leadership to build a statewide system.

A key component of such a system is ensuring adequate professional development opportunities exist for those who care for and teach children birth to 8.

House Bill 1943, passed during the 2009 legislative session, recognized that "well-prepared and appropriately supported teachers and caregivers are essential to improving the quality of early programs and enhancing the nature of children's experiences in those programs."

HB 1943 directed the Professional Development Consortium (PDC) already convened by DEL to "map current professional development resources and strategies across the state to identify gaps in the current system and make recommendations for improving the coordination of existing resources and strategies; define core competencies or core knowledge areas for early learning professionals; and develop recommendations for a plan to implement a statewide, comprehensive, and integrated pathway of preparation and continuing professional development and support for the early learning and school-age program work force."

HB 1943 directs that the recommendations include but not be limited to:

- Creation of a coherent system of professional development, including delineation of core competencies for early learning and school-age program staff, directors, and administrators;
- Requirements for articulation agreements between certificate and credential programs, degree-granting programs, professional development programs, and community-based training programs to enable students to transition effectively between two and four-year institutions of higher education and to apply approved training programs toward credit-based learning; and
- Creation of a comprehensive, integrated registry designed to capture information, including workforce and professional development data, for all early learning and school-age programs that is easily accessible, to the extent allowed by law, by early learning and school-age program professionals, directors, trainers, researchers, resource and referral networks, and the Department of Early Learning.

The report must include the following analysis and discussion:

- An analysis of gaps in available professional development programs and recommendations for programs to address the needs of early learning and school-age providers who serve children with physical or developmental disabilities, behavioral challenges, and other special needs;
- A discussion of evidence-based incentives and supports for the early learning and school-age program work force to obtain additional training and education;
- An analysis of evidence-based compensation policies that encourage and reward completion of professional development programs; and

- An exploration of strategies for providing professional development opportunities in languages other than English, and incorporation of these opportunities into the comprehensive pathway for preparation and professional development.

The full text of HB 1943 is included as Appendix A.

The goal of the recommendations in this report is to establish a professional development system in Washington that:

- promotes ready, successful and empowered early learning and school-age professionals to provide high-quality services to young children and their families; and
- supports professionals in promoting each child's cognitive, physical, social and emotional development through a system that addresses:
    - leadership
    - regulation and standards
    - education
    - articulation
    - training
    - compensation
    - evaluation

The recommendations presented in this report reflect the intent of the National Association for the Education of Young Children's (NAEYC) "Workforce Design: A Policy Blueprint for State Early Childhood Professional Development Systems," which focuses on child outcomes as the driving component for its recommendations for professional development in the early learning field. In it NAEYC states that "Research is clear that children who attend high-quality early childhood education programs are more likely to be ready for school and for life. A consistent, skilled, diverse and appropriately compensated early childhood workforce is key to providing such quality education and care." The logic model in section 2.0 shows how implementation of these recommendations would result in high-quality inputs into the policies, systems, and professionals who care for children—inputs directly related to improved outcomes for children.

The report reviews research and best practices, identifies systemic gaps and assets, and provides detailed recommendations for improving the knowledge and skills of professionals in the early learning field. As directed in HB 1943, DEL and the PDC have developed core competencies for early learning and school-age professionals. Those are available online at www.del.wa.gov/partnerships/development/core.aspx.

Challenges to building a statewide professional development system
Developing a strategic, aligned, high-quality early learning system is not easy.

First, the field is characterized by a history of working within a fragmented system of agencies and stakeholders with varying beliefs about what is best for children. As a result, the early learning field can be fraught with challenges and contradictions that make it a difficult to align and govern.

This challenge has been born out over a generation of systems building and investments in Washington's early learning system. Starting in the 1980s with the state's successful Early Childhood Education and Assistance Program (ECEAP) program, multiple efforts have been made to align and strategically build a system to serve children.

The strength of the variations in the system is that it gives families choices for the care of their children according to their own values, culture and interests; and provides early learning

businesses the opportunity to offer programs they believe are important. However, when the development of quality takes place in separate silos, each program and service has its own objectives, its own approach to eligibility, and its own understanding of what children should know and be able to do to be successful. Families have a harder time finding the services and information they want. Resources can be wasted because of duplication of effort. Different efforts may even work at cross-purposes.

A second challenge is that the early learning work force is characterized by moderate to low levels of education, high rates of poverty (poor compensation and benefits), and high rates of turnover. Adequate compensation is proven to increase quality and retention. Child care providers are paid hourly, often with no benefits. Wages do not increase with education, so there are few incentives to increase education or improve qualifications. Low-wage early learning professionals cannot afford college on their own and will not be able to achieve higher degrees and credentials without substantial public investment.

According to the best available research, about 25 percent of early learning professionals in Washington have obtained a two- or four-year degree in any subject. There is very little information about what portion of the work force has obtained a degree in a field related to early learning. The most recent child care market survey reports that of those family child care providers surveyed: "15.5 percent reported having an associate degree in Child Development or a CDA; only 4.0 percent had a bachelor or graduate degree in Early Childhood Development."

This report offers recommendations to build a professional development system as detailed in the "Ready and Successful Early Learning Professionals" and "Ready and Successful Early Learning Systems" sections of the 10-year *Washington State Early Learning Plan* (www.del.wa.gov/plan).

Creating a comprehensive professional development and compensation system is a significant undertaking. Even though there are costs involved, the integration and coordination of current professional development initiatives will ensure that state funds are used more efficiently and effectively, to benefit all children in early learning settings in Washington. Moreover, the early learning system will benefit by creating career pathways for professionals that may help increase retention in the field.

Professional Development Recommendations: Animating the "Ready and Successful Early Learning Professionals" and "Ready and Successful Early Learning Systems" of the *Early Learning Plan*

One of the most important improvements we can make to our statewide early learning system is to promote the quality of the professionals who care for and teach young children. These improvements include:

- making key policy changes that will hone the system of supports these professionals rely on for their development
- increasing the capacity of organizations that offer these supports

This would lead to more opportunities for early learning professionals to better their teaching abilities, knowledge, and understanding of child development and parent support.

The Harvard Family Research Project logic model on page 6 shows how professional development inputs in the early learning work force link to short- and long-term outcomes that impact children's experiences in early learning settings—and ultimately how they learn and grow.

The recommendations provided in this report are listed according to the three types of work force inputs listed in the logic model:

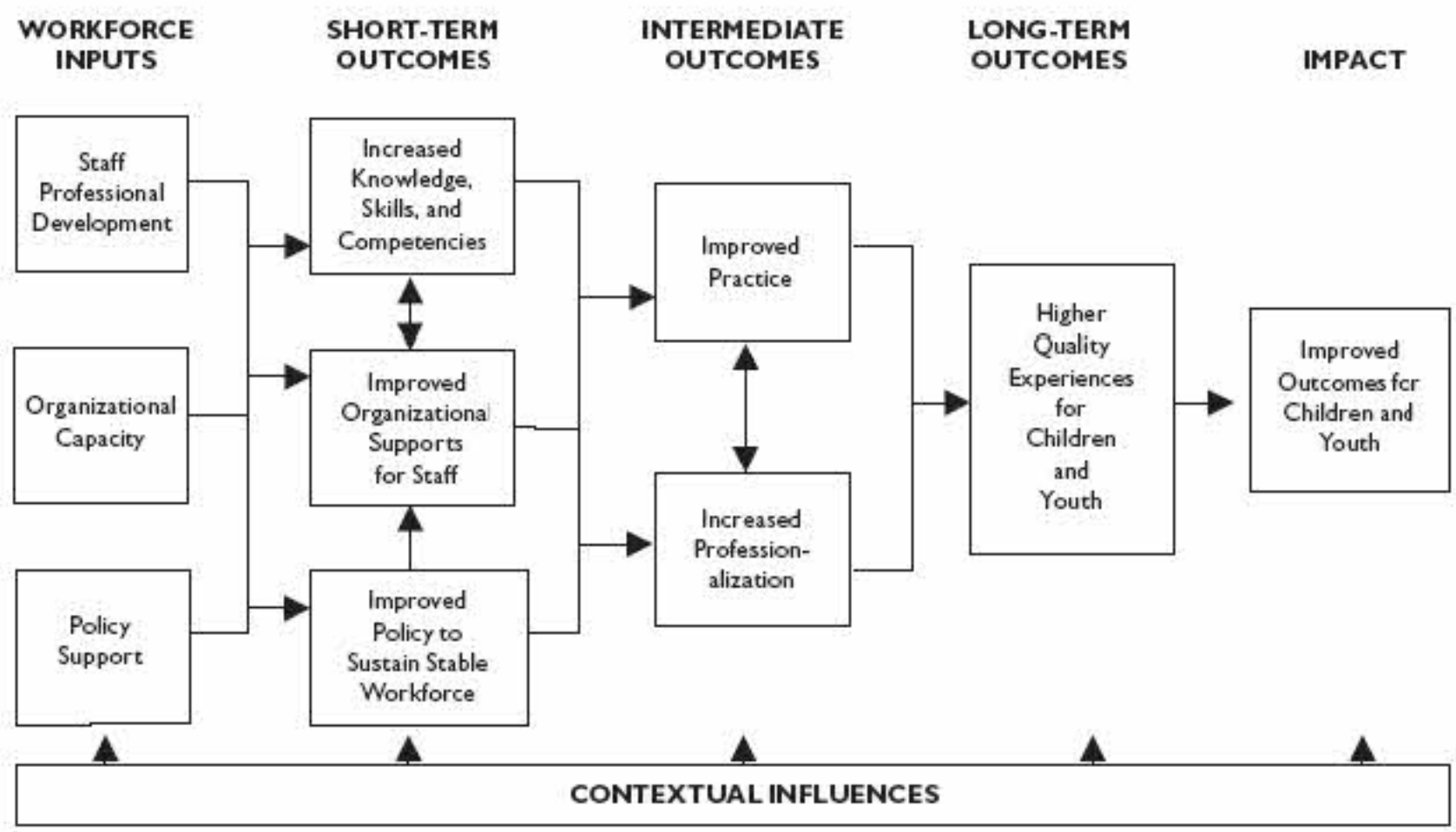
- policy support
- organizational capacity
- professional development of staff in early learning settings

Making changes that strengthen the foundation of the field through policy and organizational capacity will ensure that early learning professionals receive the support and incentives they need to increase their skills and qualifications.

Designers of this model found that incentives for teachers, the content and processes of training, and aligning the early care and education system with the K–12 education system are necessary to improve the quality of early learning classrooms and to achieve increased achievement of young children.[1] In the study, the authors arrived at four assumptions about the workforce as it relates to child outcomes:

1. Professional staff development is one key activity in a larger system of overall workforce development.
2. Policy and organizational support activities are necessary for improving child outcomes.
3. High quality relationships and interactions between staff and children/youth in all the service sectors lead to better child/youth outcomes.
4. Some activities that lead to improved outcomes are likely to differ across the service sectors.

Following is a graphical representation of how implementation of important inputs into improving the early learning work force will result in strategic, long-term positive outcomes for children.



Harvard Family Research Project 3 *The Evaluation Exchange* XI 4

Recommendations to Build Policy Support

A. **Adopt the *Washington State Core Competencies for Early Care and Education* and *Washington State Core Competencies for Child and Youth Development Professionals* as the state's foundation for all professional development policies, practices, strategies and initiatives.**

A-1: Increase minimum educational requirements for early learning professionals:

A-1(a): Licensed family child care providers will have high school completion or equivalent and 30 hours of approved pre-service training before becoming licensed.
A-1(b): School-age leads and center directors in licensed child care settings will have the equivalent of a one-year certificate of proficiency from a community college.
A-1(c): Lead teachers, child care center program supervisors, center directors (without program supervisors), and school-age coordinators in licensed settings will have an associate degree.

How it will benefit children
Improved practice will lead to higher quality experiences for children who will in turn reach higher developmental and educational gains and be ready for success in school and life.

Why it will work

Higher levels of education and training in the early learning and care professional will increase professionals' knowledge, skills and competencies, which will improve their practices. Establishing clear educational requirements for positions in the early learning field will support alignment and consistency of hiring across the field and will professionalize the field of early learning and school-age care.

A-2: Align early learning positions and education requirements for positions with the *Washington State Core Competencies for Early Care* and the *Washington State Core Competencies for Child and Youth Development Professionals*.

A-3: Require all child care providers who are left alone with children in licensed settings to have 30 hours of approved pre-service training/education and 15 hours annually (or one three-credit course every other year) of ongoing approved training/education.

Successful implementation of this recommendation will be possible with the development of approved trainings to align to trainer approval recommendations, core competencies and the MERIT registry system. Success also depends on the MERIT registry system being fully implemented to track professionals' individual educational and training records.

How it will benefit children
It is recognized nationally that there are identified competencies that early learning and school-age professionals need to have to provide quality care to children. Research shows that children in quality programs are better prepared at being ready for school and life. Children benefit when early learning and school-age professionals are well-trained and prepared in the skills and knowledge necessary to provide quality care.

Why it will work
- A pre-service training/education requirement will ensure that all professionals enter the field with the foundational content knowledge and skills to work with early learning and school-age children. An annual requirement for ongoing education will ensure early learning and school-age professionals will continue to support and enhance their professional growth and educational attainment.
- Preparing early learning and school-age professionals with the skills and knowledge to provide quality services for children and their families will lead to quality programs and positive outcomes for children.

A-4: Adopt the new education matrix (Appendix C), which will reflect mastery of the *Washington State Core Competencies for Early Care and Education* and the *Washington State Core Competencies for Child and Youth Development Professionals* within the educational continuum *and* within career opportunities in early learning.

How this will benefit children
- Children will benefit from being cared for and educated by professionals who are competent and skilled in facilitating optimal growth and development of children.
- Early learning professionals will have a set of common standards to measure their skills and level of mastery in the early learning and care field and will have a clear guide to direct their future learning and professional growth.

Why it will work
The competencies have been developed and are in a position of forming the foundation of the state's early learning professional development system. All systems and services responsible for providing training and education will have a common set of professional standards for alignment of adult learning programs in early learning.

B. **Implement Seeds to Success, Washington's quality rating and improvement system, statewide to offer support and resources to providers for improving quality, and consumer education for families.**

B-1: Ensure Seeds to Success includes items specific to infant/toddler care at every level prior to statewide implementation.

C. **Develop an infant/toddler credential in partnership with higher education and a system of training to support infant/toddler providers in acquiring the credential.** The credential must be credit-based and address the core body of knowledge and competencies for infant/toddler care.

D. **Require DEL, in consultation with stakeholders and representatives of the early learning profession, to develop a statewide (regionally-adjusted) salary scale for licensed child care and early learning professionals and programs, covering both centers and homes.** The salary scale would not be required, but rather would include recommendations for adequate compensation.

How it will benefit children
The research in early learning shows that compensation of professionals is closely linked to quality. Studies show that increases in compensation tied to educational achievements lead to increase in quality.

Why it will work
The lack of adequate compensation in early learning is one of the largest issues with attracting and retaining qualified, caring, and committed professionals. Increased compensation tied to educational achievement will decrease turnover, incentivize education attainment, attract new and educated teachers to the field, retain current professionals, and lead to increases in the quality of care provided. Currently child care providers in Washington earn 40 percent of the average wages of jobs that require an associate degree, 60 percent of those requiring moderate training.

E. **Expand funding for wage incentive programs to assist centers and homes in meeting basic levels on the state salary scale for early learning professionals** (through the current wage ladder program or an alternate program). Currently, no program exists for family child care providers. A parallel wage incentive scheme should be established for family child care providers to provide them with bonuses tied to their educational attainment.

In order to prevent state funding leading to wage replacement, contracts for funding with participating providers should include guidance clarifying that state funds are intended to supplement wages and that such funds cannot be used to supplant employer contributions to wages.

How it will benefit children
Increased wages tied to educational advancement will lead to decreased turnover, higher levels of knowledge about developmentally appropriate educational and caregiving practices, increased observed levels of quality and improved child outcomes.

Recommendations to Build Organizational Capacity

F. **Develop and implement a "registry"—an online, interactive website and database that collects, tracks, verifies, acknowledges and manages work force and professional development data.** The professional development data will include details about available training and education opportunities (e.g. title, description, location, date, time, language and price).

How it will benefit children
A registry will: increase effectiveness and efficiency; increase access to training; improve training quality; support providers' progression on a professional development pathway. All of these elements link to improved quality in early learning and school-age programs and positive outcomes for children.

Why it will work
A registry will:
1. Provide data about who is in the workforce for informed analysis and decision making.
2. Communicate a career continuum.
3. Unify the field by requiring cross-sector registration.
4. Improve the quality of training by setting higher trainer and training standards and support use of existing, credible systems of training and education.

G. **Require state agencies to develop clear and transparent articulation agreements between community/technical colleges and community-based training programs, and between community/technical colleges and four-year institutions.**

How it will benefit children
A cohesive articulation system that supports the professional development and career pathways for early learning and child care professionals will assist early learning and school-age care professionals in accelerating their progress towards advancement in the skills and knowledge necessary to provide quality services for children.

Why it will work
A clear and transparent articulation system will ensure smooth transition that is straightforward and transparent for early learning and school-age professionals. It would standardize community-based and higher education systems that would lead to improved quality and retention in the field.

H. **Develop an early childhood trainer professional development pathway that leads to a trainer credential and connects with college instructor skill standards and certification levels.**

This recommendation addresses the knowledge and skills of the trainer as a professional educator of adults.

The trainer credential will include trainer competencies in adult education theory and practice on a continuum from novice to mastery, as well as a requirement that trainers understand and demonstrate their ability to use the *Washington State Core Competencies for Early Care and Education Professionals* and/or the *Washington State Core Competencies for Children and Youth Development Professionals,* whichever applies, as a basis for developing curricula.

The trainer credential will include an initial, standardized trainer basics class, as well as an ongoing annual trainer professional development requirement, which could be fulfilled by classes in core competency content areas and/or adult education theory and practice.

How it will benefit children
Children benefit when caregivers provide quality environments as a result of enhancing their knowledge and skills. Caregiver knowledge and skills are enhanced through quality training and professional development offered by qualified, knowledgeable and prepared trainers and instructors.

Why it will work
Currently there are only minimal requirements in place to ensure that trainers have the appropriate skills and knowledge to effectively teach adults. A trainer credential based on the acquisition and application of adult learning theory and practice will ensure that early learning and school-age professionals have access to quality learning environments to advance their knowledge and skills, and thereby to enhance the quality of care they provide to children.

I. **Ensure trainers meet minimum trainer education and experience and their qualifications are matched to the *Core Competencies for Early Care and Education Professionals* and/or the *Washington State Core Competencies for Child and Youth Development* professionals level of the content material they teach.**

J. **Invest in strengthening of the early care and education leadership community and build a pipeline for quality improvement coaches.** These qualifications should align with the *Core Knowledge Early Learning Workforce Education Matrix* (Appendix C) that outlines minimum education and experience qualifications for the child care work force. In principle, trainers must meet the core knowledge competency level qualifications for at least one level higher than the level of the content and training audience for which their training is designed.

J-1: Invest in the development and support of directors/family child care providers who have earned four and five seeds in Seeds to Success to become mentors to new directors/family child care owners. Provide the mentors with additional recognition and compensation for this work.

J-2: Invest in the development and support of those who have earned four and five seed in Seeds to Success to become mentor teachers to students in early care and education programs. Provide the mentors with additional recognition and compensation for this work.

How it will benefit children

Children benefit when caregivers provide quality environments as a result of enhancing their knowledge and skills. Caregiver knowledge and skills are enhanced through quality training and professional development offered by qualified, knowledgeable and prepared trainers and instructors

Why it will work
A great teacher makes all the difference in a child's learning experience. The same is true for adults. Most early learning professionals participate annually in some type of educational opportunity offered as classes, in-service, workshops and conferences. Currently there are only minimal requirements in place to ensure that trainers have the appropriate skills and knowledge to effectively teach adults. A trainer credential based on the acquisition and application of adult learning theory and practice will ensure that early learning professionals have access to quality learning environments to advance their knowledge and skills, and thereby to enhance the quality of care they provide to children.

K. **Establish and fund a trainer approval process that verifies and aligns potential trainer education, experience and trainer credential with the level of core competency content to be taught, in the context of making quality professional development accessible in local communities.**

A trainer approval process is essential to ensuring that trainings offered to early learning professionals will increase the quality of teaching they provide to children. A trainer approval process requires adequate funding for successfully implementation. The trainer approval process will take into consideration the needs of local communities and involve trainers who can connect with and effectively teach English language learners, immigrants, those with low literacy skills and others who find it challenging to access quality professional development.

L. **Establish and fund a robust evaluation system for trainings offered to early childhood and child and youth development professionals.** This system will include the following components: curriculum review, participant evaluation, and trainer observation and assessment, all using standardized tools. The evaluation will be designed to measure the impact on training participants as well as improving the practice of the trainer.

Why it will work
Evaluation is a key component of any professional development system in order to ensure that the intended outcomes are met. Evaluation of the effectiveness of trainers will ensure that quality expectations for training delivery are being met.

M. **Develop coaching and mentoring competencies and coaching and mentoring education and experience requirements for coaches and mentors.** Development will include definitions of these roles as well as the role of the consultant.

How it will benefit children
Research has shown that one-on-one coaching and mentoring from qualified professionals results in gains in the quality of care provided by the early learning workforce.

Why it will work
Coaches and mentors have multiple strategies available for working with adult learners to reinforce what was taught in the classroom, including observation and

feedback, one-on-one instruction, and modeling effective behaviors. These strategies help adult learners build skills in very concrete and lasting ways.

N. **Establish an advisory group as a subgroup of the Early Learning Advisory Council (ELAC) to examine needs and provide policy recommendations to ELAC and DEL.** Members must include representation from diverse settings, auspices, and roles of the early learning and school-age field and professional development supports.

How it will benefit children
Children benefit when providers increase their skills, knowledge, and competency through participation in professional development opportunities. Providers will likely participate in professional development opportunities when their voices have shaped those opportunities and the coordinated professional development system.

Why it will work
Engaging stakeholders in policy development increases the effectiveness of new policy and eases its implementation.

O. **Improve accessibility of the early learning system for culturally and linguistically diverse families and providers, including through the adoption of standards and training related to cultural competence in Seeds to Success (QRIS).** The early learning system should be accessible to all infants and toddlers and their families.

Recommendations to Advance Professional Development of Staff in Early Learning Settings

Ready and successful professionals have the knowledge and responsiveness to children's different learning styles, capabilities and developmental goals so that they ensure a high-quality early learning experience for children.

P. **Develop guidance, trainings and implementation documents to accompany the *Core Competencies for Early Care and Education Professionals*.** Ensure that these documents are translated into Spanish for full implementation.

Implementation of these recommendations will ensure that early childhood educators in Washington have consistent expectations of excellence and are given the tools, resources and support they need to achieve their professional development goals. The excellence these professionals achieve will result in higher quality early learning environments for children and help to ensure that children in Washington have a solid foundation for success throughout their lives.

Q. **Provide interdisciplinary consultation to early learning professionals who serve infants and toddlers.** Interdisciplinary consultation is a model that includes professional services or guidance delivered on-site at a child care setting by a consultant with specific expertise along with a formal structure for communication between consultants for sharing information and discussing individual outcomes across disciplines. The direct services are designed to assist the early learning setting and its professional and paraprofessional staff and directly or indirectly impact children and families. The structural component facilitates collaboration and encourages regular team decision-making. Both aspects of the model are of equal importance.

R. **Provide coaching to early learning professionals who participate in Seeds to Success (QRIS), as well as other professionals who are committed to quality improvement plans.** Coaching should be provided to everyone in early learning settings, including directors, lead teachers, assistant teachers, family child care owners and primary educators, and family child care assistants.

How it will benefit children
Coaching provides relationship-based professional development as well as encouragement for professional development in traditional settings (e.g., classes, workshops). When professionals participate and commit to professional development, children benefit from having educators who better understand and can respond to their developmental needs. Children also benefit because professionals are more likely to stay in their positions/field, which increases continuity of care, which is important in children's socio-emotional development.

Why it will work
Early learning professionals will gain support, motivation and encouragement from direct coaching. Providers, especially directors and family child care-based educators, consistently mention feeling isolated and wanting to be connected to professionals who understand their work.

Through one-on-one coaching, directors and family child care owners will also gain the skill on how to coach and mentor their own staff. Directors and family child care owners also have to be committed to quality improvement and sustainability in order for the classroom teachers/family child care assistants to succeed in their efforts.

According to the National Child Care Information and Technical Assistance Center, there is strong evidence that relationship-based practices positively impact recipients and, to some degree, outcomes for children in child care settings.[2] Previous research has shown the importance of commitment to professional development and the overall quality of the child care program. Research also showed that the organizational climate created by the director that supports openness in decision making and that encourages self-sufficiency in making decisions helps to promote a high quality child care program.[3]

S. **Offer and support CDA/associate/bachelor's-track cohort learning opportunities for providers invested in long-term professional development goals.** Also include intensive coaching for participants to facilitate practice of knowledge gained.

How it will benefit children
When professionals participate and commit to professional development, children benefit from having educators who better understand and can respond to their developmental needs. Children also benefit because professionals are more likely to stay in their positions/field, which increases continuity of care, which is important in children's socio-emotional development.

Why it will work
Cohort-based learning has shown to be an effective approach for adult learners, especially those who are considered "non-traditional" learners. Many early childhood educators have either little or negative experiences related to formal post-secondary education. Providers are signing up for a long-term process if they want to earn their associate degrees and even longer for Bachelor's degrees. One bad

class or term can discourage a student, from pursuing further education, especially if he or she does not have a network of support. Learning with a group of peers strengthens the provider's confidence in him or herself as a learner. Cohort based learning has also shown to increase knowledge retention in learners. In addition, the intensive coaching will help the provider bring the learning back into the early childhood classroom, connecting the theory to practice. Training on implementation of curricula in early childhood education programs when accompanied by intensive coaching can produce large changes in practices that support children's developmental outcomes.[4,5]

T. **Increase outreach about and access to professional development opportunities for early learning and school-age professionals in Washington.** Engage in an outreach campaign about professional development opportunities and supports. Deliver professional development in a variety of ways so it is accessible.

How it will benefit children
Providers who participate in professional development are more likely to deliver quality programs contributing to positive outcomes for children. Participation is associated with higher levels of worker retention and benefits children.

Why it will work
Delivering professional development in a variety of ways across the state will help ensure equitable access for the diversity of early learning and afterschool professionals in Washington. To expand the number of providers who benefit from ongoing professional development opportunities, they need to be informed, have access to training or education and be supported.

U. **Expand funding for scholarship assistance to early learning professionals, through both the Washington Scholarships for Child Care Professionals program and the Opportunity Grant program.** Community colleges should be provided funds specifically dedicated to offer opportunity grants in early care and education coursework. Funds for the Washington Scholarships program should be increased to support 5,000-10,000 additional students over the next 10 years.

How it will benefit children
Increased educational attainment in child development and early learning is linked to higher quality and better child outcomes.

Why it will work
Increased educational requirements must be coupled with tuition support and financial assistance for other college costs in order for those already working in the field to increase their education.

V. **Provide access to well-funded compensation and scholarship programs to centers and homes participating in formal quality improvement initiatives so that staff members achieve required or suggested educational levels.** Such compensation and scholarship components should be embedded within any and all quality improvement initiatives' framework and funding.

W. **Ensure infant/toddler-specific curricula and training for all early learning providers (including center-based providers, family child care providers, family, friend and neighbor (FFN) caregivers receiving subsidies, and home visitors), as well as licensing**

and monitoring staff. Early learning providers must have knowledge on health, safety, and child development that is specific to infants and toddlers.

Quality Early Learning: What It Is and Why It Matters

Quality early learning environments are driven by the level of knowledge, skills and qualifications of staff, and the trusted bonds young children and their families make with the professionals as they work together to help their children grow and learn. This ability for a trusted teacher to stimulate, connect and encourage a child in partnership with his or her parents is quality. This trust cannot be mandated through policies and recommendations. However, our state *can* support and encourage quality, and help eliminate barriers that make it difficult for professionals to better their skills and for families to recognize and find quality services.

Research is clear that children who attend high-quality early learning programs are more likely to be ready for school and for life, and that qualified professionals are essential to ensuring the quality of these programs. High-quality teachers create a stimulating early learning environment that promotes social, intellectual, emotional and physical development. These teachers engage in reflective practice, regular child assessments, and adopt curricula aligned with those assessments to make a difference in children's growth and development.

Evaluations have found that children who attend high-quality programs gain intellectual, social, and emotional competence and do better academically and socially in school, and go onto live more productive lives as adults than children who have had poor early educational experiences (Rolnick & Grunewald, 2003; Lynch, 2004; Gilliam & Zigler, 2004; Barnett & Ackerman, 2006). Quality also is identified by low turnover of staff in an early learning environment.

Results from ongoing research about quality early learning environments are consistently clear: early development and learning are rooted in relationships. If young children are to succeed in school and life, teachers (who include family members and other caregivers) must have a deep understanding of child development, the skills to encourage and promote early learning, and the time to focus on individual children.

The National Institute for Early Education Research uses 10 standards to rate the quality of preschool programs: appropriate curriculum, teacher qualifications (bachelor's degree with specialization in child development preferred) and staff in-service training, vision/hearing/health screenings and family support services, healthy food and attention to nutrition, and site visits. Quality is also measured by looking at the ratios of staff to children. In addition to staff qualifications, other measures of quality address the experience of the school administrator, staff compensation, and staff turnover. The quality of the curriculum of the program is important to promote growth and learning in cognitive, language, social and emotional domains. Other indicators of quality include the nature of the learning environment, positive teacher interaction with the children in the classroom, the quality of small group activities, and the ability and willingness of teachers to engage parents in their child's development through reading and talking.

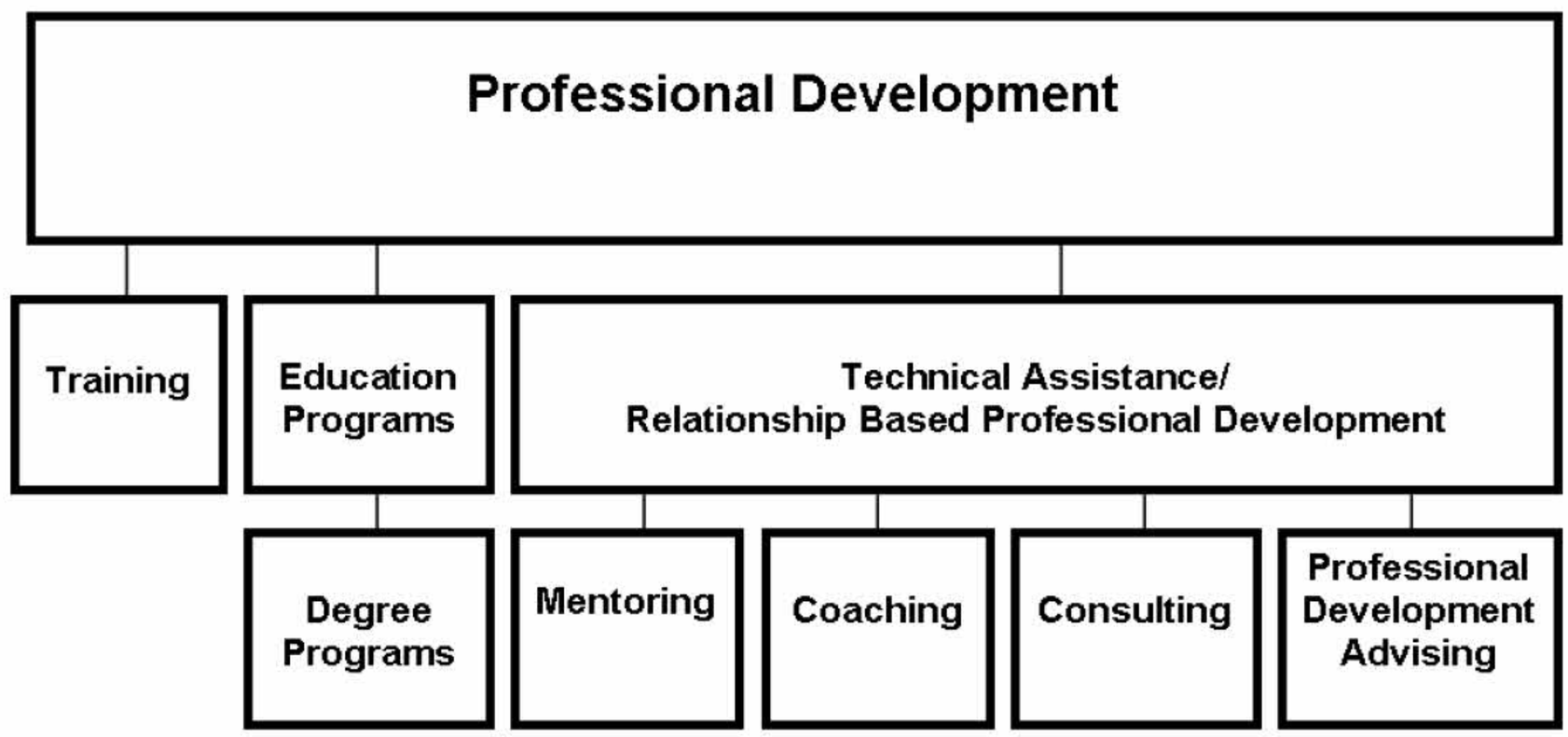
Developing Quality Early Learning Educators

An Oregon Community Foundation review of research and best practices identified three factors most closely associated with teacher quality:

1. Compensation

2. Professional development: education, training, and mentoring
3. Stability (low staff turnover), which is directly linked to compensation levels

Compensation is the strongest predicator of classroom quality in child care centers (Kagan et al., 2006). Professional development encompasses education, training, and models of relationship-based professional development (Relationship-based professional development: mentoring, coaching, consulting, technical assistance, and staffed family child care networks). Relationship-based professional development appears to be an effective tool, especially when delivered with training or education. Research indicates that education and training are associated with more positive and stimulating teacher/caregiver behavior and positive child outcomes.



- Training is a learning experience, or series of experiences, provided to early childhood education professionals, specific to an area of inquiry and set of skills or dispositions related to an area of inquiry.
- Mentoring is an ongoing, iterative, relationship-based process typically between colleagues in similar professional roles, most often with one more-experienced individual, the mentor, providing guidance and/or example to the less-experienced protégé or mentee.
- Coaching is a relationship-based process that requires interactions that build trust and respect. It is designed to promote capacity-building around professional dispositions, skills, and behaviors and is focused on a specific goal for an individual or group.

The definitions are from the *Defining the Work of the Early Childhood Education Professional Development Specialists*: A joint project of the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource & Referral Agencies (NACCRRA), October 2010 DRAFT.

Efforts to encourage and support increased education of the work force have been hindered by the inability of teachers/caregivers to use knowledge gained through training to earn college credits and degrees. It is also important to increase training and education of those who care for infants and toddlers. Quality of care has been demonstrated to be lowest for this group of children in center care (Vandell & Wolfe, 2000) and children are the most vulnerable at this age.

Evaluations of scholarship programs linked with compensation and retention initiatives have proved that this combined strategy is successful at getting members of the child care and early

education work force to move to higher levels on their state registries and/or to complete college certificates and degrees.

Relationship-based professional development is effective especially when combined with training/education and highly qualified mentors. In 2009, during the first year of the Seeds to Success field test, an independent evaluation team examined the impact the field test was having on participating communities. The team randomly selected 30 businesses to receive several hours of intensive coaching each month. The results confirmed that when child care providers get one-on-one coaching and a modest amount of money to make changes to their programs, the quality of the care they give children improves.

The Economics of Quality Early Learning

Not every family can find and afford quality early learning opportunities for their children. A key reason for a shortfall in quality is that there are often extra costs associated with higher-quality services that are difficult for early learning businesses to manage. Additionally, the cost of high-quality early care and education often exceeds the price most families are willing or able to pay (Pearce, 2006; Helburn & Bergmann, 2002).

So why don't more early learning businesses invest in quality? Louise Stoney's Issue Brief on Shared Services[6] cites the findings of economists at Cornell University (Warner et al., 2004; Warner, 2006) who have identified the following reasons why entrepreneurs in early learning market often have difficulty raising their incomes and reinvesting in quality:

- **Low profitability because labor expenses are high due to high staff/child ratios and small classes necessary for high-quality services.** Labor costs constitute the majority of expenses in early childhood programs (60-80 percent). Classroom staffing is directly linked to program labor costs and is defined by enrollment. This means that early learning programs must be at or near full enrollment in order to generate enough revenue to pay staff decent wages.

- **It is difficult both for consumers to get objective information on the quality of early learning services and for programs that offer high quality services to distinguish themselves in the market.**

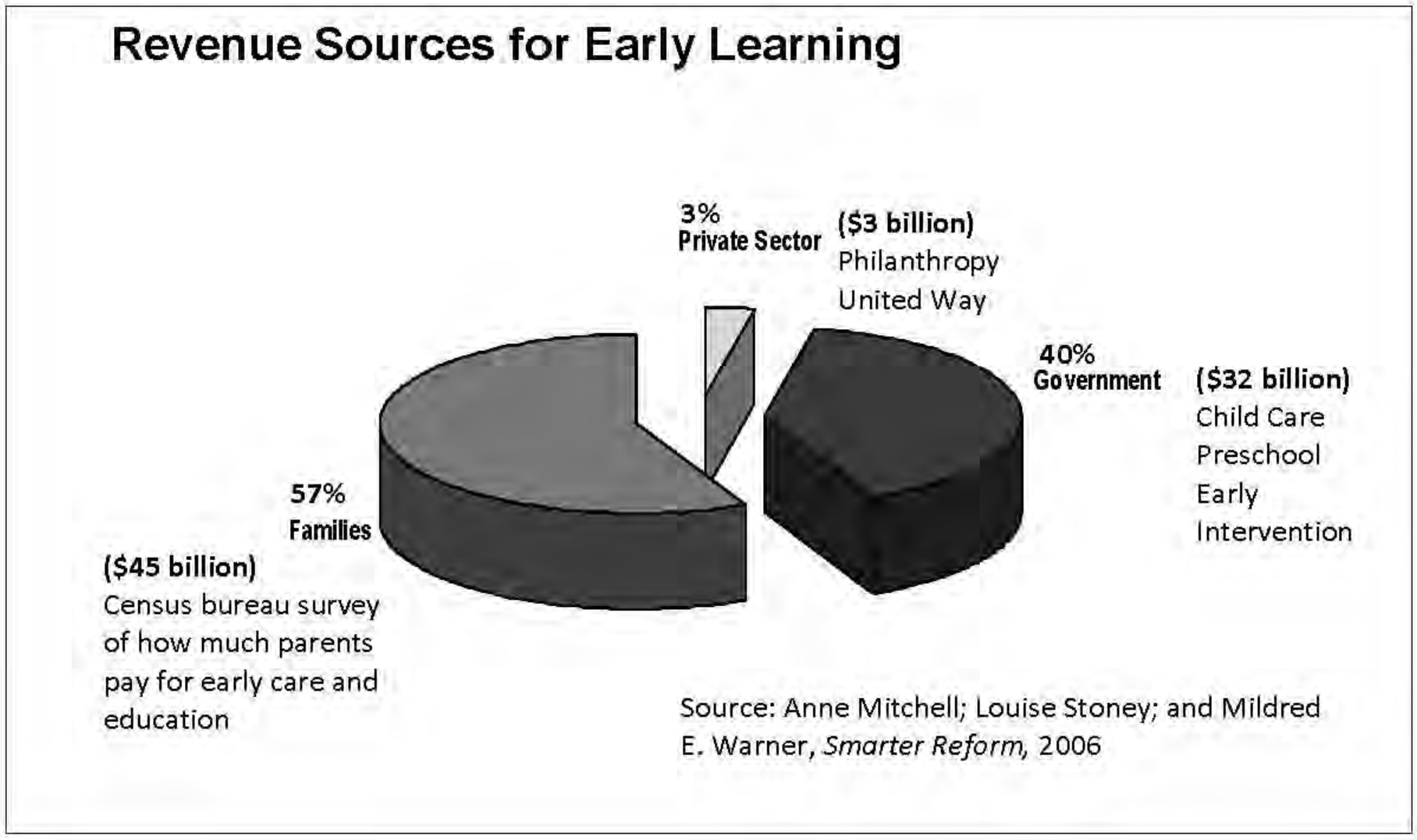
- **Lack of effective demand from consumers for high-quality services.** Quality early care and education is expensive. The average price for full-time services in a child care center for a preschooler is more than public college tuition in all states (NACCRRA, 2007). Yet families have years to save for college expenses and are often at the peak of their earning potential when children enter college; early education costs, on the other hand, must be paid when parents are young and typically have limited savings and wages. Not surprisingly, families are very price-sensitive when choosing early learning services. Market survey data suggest that the strongest predictor of the price of early care and education is not the cost of providing the services but the average family income in a market area (Stoney, 1994).

- **Few economies of scale.** Early care and education is largely composed of very small businesses, reducing opportunities for cost savings that are possible on a larger scale. Infrastructure: to create the kind of infrastructure for the early care and education industry that is available to most mainstream businesses in the U.S. The highly developed infrastructure for these businesses typically includes: common definitions and standards,

rating systems, standardized procedures, industry-wide data bases, technology, and support services.

Who Pays for the Cost of Developing Quality in the Early Learning Field?
The early learning and child care industry is unlike the public K-12 system and institutions of higher education: Most early learning businesses rely solely on tuition revenue. To remain economically viable, early learning programs must set fees high enough to cover costs, maintain full enrollment, and collect fees (or publicly funded vouchers/subsidies). This makes programs especially vulnerable to market conditions.[7]

For early learning businesses, these payments are too little to effectively pursue higher quality, and for families the cost of paying for quality is too much to be affordable. So both the educators and the families must compromise, negatively impacting quality and the early learning experiences of children.

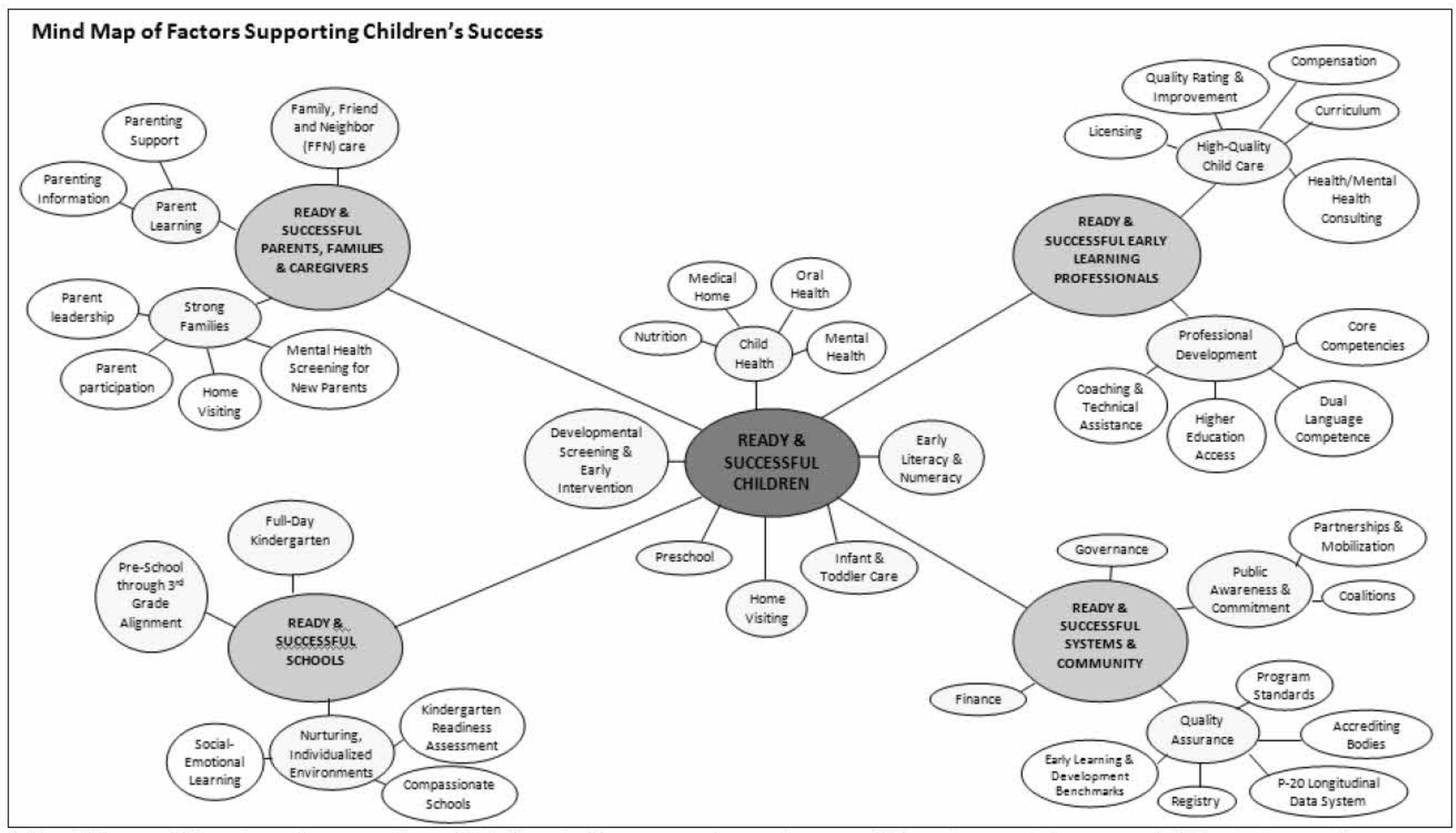


Early Learning System Assets

An early learning system is a way for people to work together in a coordinated way toward a common goal for children. The system is the various policies, programs and services for young children, and for the adults who care for and teach them. When these elements work well and align with the other elements, children will have the best opportunity to reach their full potential.

An early learning system brings together the independent systems for: prenatal care; child care and preschool; kindergarten through third grade; health and nutrition; social-emotional development and mental health; parent and community partnerships; parenting education and resources; higher education in child development and early learning; and professional development for early learning professionals.

As seen in the satellite map below, there are a number of sub-factors that contribute to a robustly networked support system for "Ready and Successful Children." The recommendations provided in this report address and align with two of the five pillars identified in the ELP model (and reflected in the satellite map): "Ready and Successful Early Learning Professionals" and "Ready and Successful Systems and Communities." Please see the table provided in Section 5.0 for alignments between the outcomes and strategies of the ELP with the recommendations in this report.



Mind Map of Factors Supporting Children's Success, focusing on "Ready and Successful Early Learning Professionals" and "Ready and Successful Systems & Community."

Career and Education Matrix

The Career and Education Matrix captures the main elements of the professional development planning process and reflects linkages between education, career choices, pathways for career goals, and core competencies for early learning professionals. (See Appendix C)

Levels of mastery of each of the core competencies are reflected in the qualifications and credentials each individual achieves, which in turn align with early care and education positions that have been identified as necessary to build a quality early learning system. This interrelationship is reflected in the matrix which provides the field with a roadmap to build the skills and education levels of professionals serving young children. This matrix reflects levels of excellence in the skills and knowledge needed to ensure quality early learning settings. The matrix refers to college course credits and training that a professional must possess for placement in certain educational levels. These courses and trainings are only applicable if transcripts and course syllabi show the course contents are reflective of the core competency content areas. The college credits referred to in the education matrix are directly related to core competency content areas.

Competency levels on the matrix are aligned with the *Core Competencies for Early Care and Education Professionals*. Therefore, a professional at level 2 would possess the education, skills and qualifications commensurate with level 2 skills and abilities in the core competencies.

MERIT Registry and Database
MERIT is a new registry and information tool developed by the DEL. This tool will revolutionize the professional development system by helping individuals track their professional development and providing the state with data crucial to decision making and analysis. This data aligns with the indicators suggested in the Early Learning Plan. (Please see Appendix D for details about MERIT and its value in building the state's early learning professional development system.)

Seeds to Success - Quality Rating and Improvement System
Seeds to Success is a voluntary quality rating and improvement system (QRIS) for licensed child care businesses that is being piloted in five cities throughout Washington, developed and managed through a partnership between Thrive by Five Washington and DEL. A key element of the QRIS is a rating schema for child care and early childhood educators that provides families with knowledge of the education, qualifications and quality of providers and educators in the system. In addition, QRIS is linked to avenues providers can undertake in order to improve their education, qualifications and quality so they can achieve a higher rating in the system, better serve children and families, and build the reputation (and hopefully profitability) of their business.

Seeds to Success Coaching Study Results
In 2009, during the first year of the Seeds to Success field test, Princeton-based Mathematica Policy Research, examined the impact the field test was having in two of the five participating communities: East Yakima and White Center. In these two communities, professional development opportunities were offered to 66 child care businesses: 14 child care centers and 52 family child care providers. Mathematica randomly selected half of the businesses to receive several hours of intensive coaching each month and quality improvement grants, which could be spent on scholarships for staff, curriculum and classroom materials, or parent engagement materials. (To read the full report, please visit www.mathematica-mpr.com/publications/PDFs/EarlyChildhood/seeds_to_success_mft.pdf)

The results confirm that when child care providers get one-on-one coaching and a modest amount of money to make changes to their program, the quality of the care they give children starts to improve – and pretty quickly.

According to the National Child Care Information and Technical Assistance Center, 22 states have developed rating systems that provide information to parents and providers about the quality of child care programs. But our state's system is one of the first to be evaluated by a randomized controlled trial – considered the gold standard of research design – so that we can better pinpoint which strategies are most effective in improving child care quality.

The results and recommendations from the study have helped inform year two of the Seeds to Success field test. During year two of the field test, more than 100 child care businesses and 300 child care providers in White Center, East Yakima and Spokane, Clark and Kitsap counties are expected to help test the system. DEL, Thrive by Five Washington and various key partners are working with the National Governors Association on a plan to expand Seeds to Success statewide.

Washington State Early Learning and Development Benchmarks
The Benchmarks are a guide to young children's learning and development from birth to kindergarten entry. This guide is designed to provide important child development information for all who care for and support young children - parents, family members, caregivers and teachers.

Washington State Department of Early Learning was created in 2006 to help all Washington children reach their full potential. DEL oversees the state-funded comprehensive preschool program, child care licensing, child care subsidies, and other initiatives and programs to support parents as children's first and most important teachers.

Thrive by Five Washington is the state's nonprofit public-partnership for early learning focused on mobilizing a long-term statewide commitment to early learning, so that all children can thrive in school and life. Thrive builds awareness and deepens knowledge around the importance of early learning, identifies best practices and proven models and creates ongoing momentum to ensure that children and families throughout the state have access to high-quality early learning support and opportunities.

The Washington State Early Learning Partnership Joint Resolution (August 11, 2009), in which DEL, the Office of Superintendent of Public Instruction and Thrive by Five Washington made a commitment to collaborate to support school readiness for all children.

Since 2007, the **Early Learning Advisory Council (ELAC)** has been meeting to advise DEL. ELAC consists of representatives from around the state. It meets regularly to provide advice and recommendations to the department so that strategies and actions are well-informed and broadly supported by parents, child care providers, health/safety experts and interested members of the public.

Since 2005, the **Kids Matter framework** has helped to give a common frame of reference to planning efforts in local communities and statewide (see www.earlylearning.org/resources/publications/kids-matter). These efforts have brought together people working in the areas of early education, health, K-12 schools, social services, family support, parenting education and others.

The **Professional Development Consortium** [the originators of this report] has been meeting since 2008 to develop recommendations for "improving the coordination of existing resources and strategies; define core competencies ... for early learning professionals; and develop recommendations for a plan to implement a statewide, comprehensive, and integrated pathway of preparation and continuing professional development and support for the early learning and school-age program workforce."

Washington is one of 38 states that have an active and vibrant school-age network that is working toward creating strong community and school partnerships. In addition, the **Washington Regional Afterschool Project** has been delivering professional development opportunities to providers across the state since 2000.

Kindergarten transition projects are under way in some school districts. These bring together families, school staff, child care providers, Head Start, and preschools to help children make a smooth transition into kindergarten and help schools prepare for the children who will soon enter their doors. The Yakima School District and Ready by Five hold a summer program for incoming kindergarteners where the children meet their teachers, get acquainted with the school, and

get an introduction to common classroom practices. In addition, the teachers visit the students' families at home.

Articulation Agreement
In 2010, the State Board of Community and Technical Colleges implemented a statewide articulation agreement between the colleges and community-based training organizations. The articulation agreement allows students who have completed a community–based STARS training by a college-approved instructor to seek two credits of STARS training from a local community or technical college. These credits are applied toward certificate or degree completion. A student must request credits from the granting institution. Credits are not given automatically upon completion of community-based training. The receiving institution will follow local policy regarding fee and tuition for granting credit.

Training Programs Available:

- Community-based training (e.g. STARS training)
- Credential programs (e.g. Child Development Associate)
- Certificate programs (e.g. short-term and specialized certificates)
- Degree granting programs (e.g. two- and four-year degrees)
- Professional development training programs (e.g. tech prep, apprenticeship program)
- Evidence-based incentives (e.g. Career and Wage Ladder, Washington Scholarships)
- Articulation of degrees
- Statewide graduates with certificates: Annually average of 370 per year over the past four years
- Statewide associate degrees: average of 225 per year

Licensing Programs Offer Professional Development
DEL licenses more than 7,800 child care centers and family home child care providers within Washington. Licensed child care providers follow the licensing standards set by the state to ensure children in licensed care are in safe, healthy and nurturing learning environments. DEL licensors provide orientation workshops, ensure provider application packets are complete, process background checks, inspect and monitor facilities, and take corrective action as necessary.

Integration and Coordination of the Early Learning System
At the state level in Washington, the 2009 Early Learning Partnership Joint Resolution among the DEL, Thrive by Five Washington and the Office of the Superintendent of Public Instruction (www.del.wa.gov/partnerships/joint/) is the beginning of a formal governance structure to manage at least part of an early learning agenda. It also recognizes that no one of these entities can do the job alone. In Washington, we have established two "high impact" demonstration projects or initiatives in White Center and East Yakima. In addition, regions and communities across the state have established local planning coalitions to focus attention on and build early learning systems in their communities. These coalitions have successfully built local support, raised public awareness and forged strong collaborations.

Regional/local coalitions also can often address issues of diversity and cultural competence more effectively than can be done at the state level. Communities in the state differ in their racial, cultural and language make-up, with young children leading the way in diversity. Developing culturally competent early learning systems is essential for success in a multicultural society, but must fit the cultural mix in the community. Community planning and governance helps to ensure that such issues are addressed in ways that fit local children and families.

Gaps: Professional Development Needs of Washington State Work Force

HB 1943 requires this report to include "an analysis of gaps in available professional development programs and recommendations for programs to address the needs of early learning and school-age providers who serve children with physical or developmental disabilities, behavioral challenges, and other special needs..."

In analyzing the gaps in the state's current professional development system, the following information related to early learning and school-age providers was considered:

1. Education levels of family child care providers
2. Education level of center-based providers
3. Race/ethnicity of teachers and providers
4. Language needs of early learning and school-age work force

Appendix E provides an in-depth overview, by county and region, of the current status of the professional development system as it relates to these important data points.

The PDC reviewed the following existing professional development resources for early learning and school-age professionals.

a. community-based training (e.g., STARS training)
b. credential programs (e.g., Child Development Associate)
c. certificate programs (e.g., short-term and specialized certificates at college level)
d. degree granting programs (e.g., two- and four-year degrees)
e. professional development training programs (e.g., tech prep, apprenticeship program)

What we know about the early learning work force:

- About 26,800 people worked in early learning and 26,500 people worked in school-age settings in Washington in 2008.
- Center-based providers and family care providers have similar education attainment levels.
    - 59 percent of center-based providers have some college or a degree while 40 percent have a high school diploma or less.
    - 57 percent of family care providers have some college credit or a degree while 37 percent have a high school diploma or less.
- Early learning and school-age providers are predominantly white or European American (60 percent in early learning and 92 percent in elementary education).
- Ethnic and racial diversity exists primarily among licensed family child care providers—37 percent of providers are people of color.
- Spanish is the second most spoken language after English in centers and family child care homes and among English language learner (ELL) students in public schools.

State requirements for early learning and school-age providers:
Licensed child care providers (including school-age providers) are governed by Washington Administrative Codes (WAC), which identify the following minimum requirements for working with children.

a) Twenty clock hours or two college quarter credits of basic training approved by the Washington state training and registry system (STARS); or
b) Current child development associate (CDA) or equivalent credential or 12 or more college quarter credits in early learning or child development; or
c) Associate or higher college degree in early learning, child development, school-age care, elementary education or special education.

Washington does not have identified core competencies outlined in the WAC.

Current opportunities for professional development:

- In 2008, there were 11,303 State Training and Registry System (STARS) approved trainings listed throughout the state on a variety of topics. This includes the following:
    - 20-hour STARS course
      Ongoing professional development that meets state requirements
    - A subset of early learning coursework through the community and technical colleges
    - Trainings that cover the areas necessary to obtain a Child Development Associate (CDA) credential
- There is a state apprenticeship program in early learning in collaboration with four community and technical colleges. This program has lost its state coordinator and funding.
- Community and technical colleges offer certificates and degrees throughout the state via on campus, online, hybrid, and evening and weekend options for working adults seeking to advance their education. In addition, community and technical colleges offer early learning I-BEST programs for low literacy and English Language Learning students.
- Most community and technical colleges offer early learning Tech Prep articulation agreements with local high schools.
- Four-year colleges and universities offer bachelor and graduate degrees in fields related to early learning.
- Four-year colleges and universities offer bachelor and graduate degrees in K-12 teaching certification.
- Financial aid and scholarship opportunities to fund professional development are decreasing with state budget cuts.

Gaps in early learning professional development:

- No higher education early learning program in Grays Harbor/Pacific counties.
- Limited early learning I-BEST options in King and Snohomish counties.
- Limited opportunities for providers who speak languages other than English. Limited bilingual and multilingual instructors or trainers in higher education and community based training offerings.
- Limited geographic dispersion of public bachelor's and graduate degree programs throughout the state
- Lack of a comprehensive work force baseline study to measure professional development progression
- Lack of a comprehensive data system that reports community-based training offerings
- No data available on the number of student enrolled in or completing four-year degree programs with a focus on early learning
- No state requirement or incentive for P-3 teachers to obtain early childhood education endorsement
- No wage incentive program for family child care providers to increase education

- Insufficient funds to support Career Wage Ladder initiative, which provides foundational support for provider to increase education
- Insufficient financial aid to support early learning and school-age providers to return to school. Most workers are low income and have limited access to scholarships with cutbacks in Opportunity Grants, Washington Scholarships for Child Care Professionals, State Need Grants, WAVE scholarships, Federal Financial Aid which mostly serves full-time students.
- No direct transfer agreement exists that seamlessly moves students from community and technical colleges to all public universities in early learning programs.

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[1] Weiss, et.al., Professional Development, The Evaluation Exchange, Winter 2005/2006, www.gse.harvard.edu/hfrp/eval/archives.html
[2] NCCIC. http://nccic.acf.hhs.gov/poptopics/ta_initiatives.html
[3] Iutcovich, Fiene, Johnson, Koppel, & Langan (1997). Investing in our children's future. Erie, PA: Keystone University Research Corporation.
[4] Cohort Based Learning: Application to Learning Organizations and Student Academic Success http://www.eric.ed.gov/PDFS/EJ852017.pdf
[5] Project Upgrade, Layzer et al. 2007
[6] Stoney, Louise, "Shared Services: A new business model to support scale and sustainability in early care and education." Early Learning Ventures, October 2009.
[7] Mitchell, Stoney and Dichter

Alignment of Early Learning Plan and Professional Development Recommendations

The following table aligns specific strategies and outcomes from the *Washington State Early Learning Plan (ELP)* with the recommendations in this report for building a high quality early learning workforce. The table is separated into two sections related to two of the five pillars of the ELP: "Ready and Successful Early Learning Professionals" and "Ready and Successful Early Learning System and Communities" Outcomes and Strategies.

"Ready and Successful Early Learning Professionals"		
ELP Strategy	ELP Outcomes	Professional Development Recommendations
#22. Enhance Child Care Licensing Policies **...what it means** Improve licensing through evidence-based rulemaking, training, opportunities, technology and coordination with Seeds to Success (Quality Rating and Improvement System).	**J:** All early learning professionals can demonstrate the competencies to provide children birth through third grade with developmentally and culturally appropriate early learning experiences in healthy and safe environments. **K:** All families have access to high-quality, culturally competent, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated. **L.** A fully-developed QRIS is established and maintained so that early learning and school-age providers have the support and resources necessary to improve the quality of their programs and environments, and so	**A. The *Washington State Core Competencies for Early Care and Education and Washington State Core Competencies for Child and Youth Development Professionals* (Core Competencies) will be adopted as the state's foundation for all professional development policies, practices, strategies and initiatives. A-1:** Increase minimum educational requirements for early learning professionals. **A-2:** Early learning positions and education requirements for positions will be aligned with the Core Competencies. **A-3:** All child care providers who are left alone with children in licensed settings will have 30 hours of approved pre-service training/ed and 15 hours annually of ongoing approved training/education. **A-4:** Washington will adopt the new education matrix reflecting mastery of the Core Competencies within the educational continuum and within career opportunities in early learning. **B. Implement Seeds to Success statewide to offer support and resources to providers for improving quality and consumer education for families.** **G. Develop clear and transparent articulation agreements between community-based training programs and community/technical colleges, and between community/technical colleges and four-year institutions.** **H. Develop an early childhood trainer professional development pathway that leads to a trainer credential and connects with college instructor skill standards and certification levels.** **I. Trainers meet minimum trainer education and experience qualifications matched to the *Core Competencies for Early Care and Education Professionals* and/or the *Core Competencies for Child and Youth Development Professionals* level of the content material they teach.**

	that families have the information they need to make the best early learning choices for their children.	**J. Invest in strengthening the early care and education leadership community and build a pipeline for quality improvement coaches.** **K. Establish and fund a trainer approval process that verifies and aligns potential trainer education, experience and trainer credential with the level of Core Competency content to be taught, in the context of making quality professional development accessible in local communities.** **L. Establish and fund a robust evaluation system for trainings offered to early childhood and child and youth development professionals.** **M. Develop coaching and mentoring competencies and coaching and mentoring education and experience requirements for coaches and mentors.** **P. Develop guidance, trainings and implementation documents to accompany the Core Competencies.** (Translate into Spanish) **S. Offer and support CDA/associate/Bachelor's-track cohort learning opportunities for providers invested in long-term professional development goals.** **T. Increase outreach about and access to professional development opportunities for early learning and school-age professionals in Washington state.** **U. Expand funding for scholarship assistance to early learning professionals, through both the Washington Scholarships for Child Care Professionals program and the Opportunity Grant program.** **W. Include infant/toddler-specific curricula in training for all early learning providers as well as licensing and monitoring staff.**
#23. Implement Comprehensive Professional Development and Compensation System **…what it means** Build a comprehensive, integrated, statewide system of professional development with fair compensation to attain	**ELP Outcomes: J, K, L**	**All (A – W) PDC recommendations apply.**

development.		
#24. Implement Quality Rating and Improvement System **… what it means:** Implement Seeds to Success (QRIS) statewide to offer support and resources to providers for improving quality, and consumer education for families.	**ELP Outcomes: J, K, L**	**B. Implement Seeds to Success statewide to offer support and resources to providers for improving quality and consumer education for families.** **J. Invest in strengthening the early care and education leadership community and build a pipeline for quality improvement coaches.** **O. Improve accessibility of the early learning system for culturally- and linguistically-diverse families and providers, including through the adoption of standards and training related to cultural competence in the QRIS.** **R. Provide coaching to early learning professionals who participate in Seeds to Success (QRIS).** **V. Centers and homes participating in formal quality improvement initiatives should be provided access to well-funded compensation and scholarship programs in order to assist teachers and staff in achieving required or suggested educational levels.**
#25. Provide Health, Mental Health and Social-Emotional Consultation in Early Learning Settings **… what it means:** Provide coordinated local-state consultation to early learning professionals.	**ELP Outcomes: J, K, L**	**J. Invest in strengthening the early care and education leadership community and build a pipeline for quality improvement coaches.** **M. Develop coaching and mentoring competencies and coaching and mentoring education and experience requirements for coaches and mentors.** **Q. Provide interdisciplinary consultation to early learning professionals who serve infants and toddlers.**

"Ready and Successful Systems and Communities"		
ELP Strategies	ELP Outcomes	PDC Recommendation
#31. Revise and Promote Use of Early Learning and Development Benchmarks **… what it means:** Refine the *Benchmarks* based on constituent input, then promote use in early learning settings, and align with PreK-third grade.	**P.** The early learning system in Washington uses evidence-based and/or demonstrated best practices (as available) to support families in fostering children's healthy development and learning, and to build high-quality, culturally competent early learning programs for children birth through third grade. **Q.** The early learning system in Washington works to close the preparation gap. **R.** The early learning system supports children with developmental disabilities and other special needs, and their families, to optimize each child's health, development and educational outcomes. **S.** Governance and accountability systems ensure progress toward achieving the vision for a high-quality, accessible, early learning system for all children in Washington.	**A. The *Washington State Core Competencies for Early Care and Education and Washington State Core Competencies for Child and Youth Development Professionals* (Core Competencies) will be adopted as the state's foundation for all professional development policies, practices, strategies and initiatives.** **K. Establish and fund a trainer approval process that verifies and aligns potential trainer education, experience and trainer credential with the level of Core Competency content to be taught, in the context of making quality professional development accessible in local communities.** **M. Develop coaching and mentoring competencies and coaching and mentoring education and experience requirements for coaches and mentors** **P. Develop guidance, trainings and implementation documents to accompany the *Core Competencies for Early Care and Education Professionals.*** (Translate into Spanish.) **Q. Provide interdisciplinary consultation to early learning professionals who serve infants and toddlers.** **W. Include infant/toddler-specific curricula in training for all early learning providers as well as licensing and monitoring staff.**

#32. Expand Registry for Early Learning Professionals **… what it means:** Create a comprehensive registry system for individuals' professional development, and for planning, evaluation and quality assurance.	**ELP Outcomes: P, Q, R, S**	**F. Develop and implement a registry - an online, interactive website and database that collects, tracks, verifies, acknowledges and manages workforce and professional development data.** **L. Establish and fund a robust evaluation system for trainings offered to early childhood and child and youth development professionals.**
#33. Improve Child Care Subsidies **… what it means:** Improve subsidy programs to support high–quality care, increase parental choice, and improve access to care.	**ELP Outcomes: P, Q, R, S**	**B. Implement Seeds to Success (QRIS) statewide to offer support and resources to providers for improving quality and consumer education for families.** **D. The Department of Early Learning, in consultation with stakeholders and representatives of the early learning profession, should develop a statewide (regionally-adjusted) salary scale for licensed child care and early learning professionals and programs, covering both centers and homes.** **E. Expand funding for wage incentive programs to assist centers and homes in meeting basic levels on the state salary scale for early learning professionals.** **V. Centers and homes participating in formal quality improvement initiatives should be provided access to well-funded compensation and scholarship programs in order to assist teachers and staff in achieving required or suggested educational levels.**
#34. Build Statewide Infrastructure for Partnerships and Mobilization **… what it means:** Build statewide infrastructure to strengthen	**ELP Outcomes: P, Q, R, S**	**C. Develop an infant/toddler credential in partnership with higher education and a system of training to support infant/toddler providers in acquiring the credential.** **G. Develop clear and transparent articulation agreements between community-based training programs and community/technical colleges, and between community/technical colleges and 4-year institutions.** **N. Establish an advisory group as a subgroup of the Early Learning Advisory Council (ELAC) to examine needs and provide policy recommendations to the ELAC and DEL.**

partnerships, build capacity and broaden reach and focus local mobilization efforts.		**O. Improve accessibility of the early learning system for culturally- and linguistically-diverse families and providers, including through the adoption of standards and training related to cultural competence in the QRIS.**
#35. Strengthen Public Awareness and Commitment **… what it means:** Expand public awareness campaigns to deepen the understanding, action and support of local leaders and public to make children a priority.	**ELP Outcomes: P, Q, R, S**	**B. Implement Seeds to Success (QRIS) statewide to offer support and resources to providers for improving quality and consumer education for families.** **O. Improve accessibility of the early learning system for culturally- and linguistically-diverse families and providers, including through the adoption of standards and training related to cultural competence in the QRIS.** **T. Increase outreach about and access to professional development opportunities for early learning and school-age professionals in Washington state.** Engage in an outreach campaign about professional development opportunities and supports.
#36. Expand P-20 Longitudinal Data System **… what it means:** Develop a seamless P-20 system that includes early learning services and programs outside the K-12 system.	**ELP Outcomes: P, Q, R, S**	**A. The *Washington State Core Competencies for Early Care and Education* and *Washington State Core Competencies for Child and Youth Development Professionals* (Core Competencies) will be adopted as the state's foundation for all professional development policies, practices, strategies and initiatives. A-1:** Increase minimum educational requirements for early learning professionals. **A-2:** Early learning positions and education requirements for positions will be aligned with the Core Competencies. **A-3:** All child care providers who are left alone with children in licensed settings will have 30 hours of approved pre-service training/ed and 15 hours annually of ongoing approved training/ed. **A-4:** Washington will adopt the new education matrix reflecting mastery of the core competencies within the educational continuum and within career opportunities in early learning.

Appendices

A. House Bill 1943 of 2009

B. Professional Development Consortium Fact Sheet

C. DRAFT PDC Career and Education Matrix

D. MERIT Information

E. Mapping and Gap Analysis and CDA Articulation Letter

F. Annotated Bibliography

APPENDIX A: HOUSE BILL 1943

CERTIFICATION OF ENROLLMENT

SUBSTITUTE HOUSE BILL 1943

Chapter 406, Laws of 2009

61st Legislature
2009 Regular Session

EARLY LEARNING AND SCHOOL-AGE PROGRAM WORKFORCE--PREPARATION AND DEVELOPMENT

EFFECTIVE DATE: 07/26/09

Passed by the House April 20, 2009
Yeas 94 Nays 0

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 9, 2009
Yeas 45 Nays 0

BRAD OWEN

President of the Senate

Approved May 7, 2009, 2:56 p.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 1943** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

May 8, 2009

Secretary of State
State of Washington

SUBSTITUTE HOUSE BILL 1943

AS AMENDED BY THE SENATE

Passed Legislature - 2009 Regular Session

State of Washington 61st Legislature 2009 Regular Session

By House Early Learning & Children's Services (originally sponsored by Representatives Kagi, Goodman, Priest, Walsh, Probst, Quall, Rolfes, Kenney, Dickerson, Kelley, and Santos)

READ FIRST TIME 02/17/09.

1 AN ACT Relating to creating a comprehensive statewide integrated
2 pathway of preparation and professional development for the early
3 learning and school-age program workforce; creating new sections; and
4 providing an expiration date.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 NEW SECTION. **Sec. 1.** The legislature finds that well-prepared and
7 appropriately supported teachers and caregivers are essential to
8 improving the quality of early learning programs and enhancing the
9 nature of children's experiences in those programs. The legislature
10 also finds that professional development programs and supports are most
11 effective when they are easily accessed by workers; aligned with other
12 elements of quality; and articulated with degree-granting programs and
13 clearly defined career pathways. In addition, the legislature
14 acknowledges the potential for early learning professionals to support
15 effective and positive parenting, and the benefits of making
16 information about early learning and development accessible to the many
17 family, friends, and neighbors providing care for Washington's infants,
18 toddlers, and preschoolers. The legislature further finds that the
19 professional development consortium convened by the early learning

1 advisory council has begun the work necessary to build an integrated
2 system of preparation and ongoing professional development for the
3 state's early learning and school-age program workforce. The
4 legislature intends to promote the momentum of the consortium's work
5 and to request periodic updates from the consortium before receiving a
6 comprehensive report of progress and recommendations.

7 NEW SECTION. **Sec. 2.** (1) In partnership with the department of
8 early learning, the professional development consortium convened by the
9 early learning advisory council in response to the early learning
10 partnership resolution between the department of early learning, the
11 nongovernmental private-public partnership created in RCW 43.215.070,
12 and the office of the superintendent of public instruction, shall
13 develop recommendations for a statewide system of preparation and
14 continuing professional development for the early learning and school-
15 age program workforce. To develop its recommendations, the consortium
16 shall collaborate or consult with existing work groups and similar
17 efforts underway in Washington.
18 (2) The professional development consortium shall include
19 representatives from a wide array of organizations, including but not
20 limited to:
21 (a) The department of early learning;
22 (b) The Washington state department of health;
23 (c) Educational service districts and school districts;
24 (d) The state board for community and technical colleges;
25 (e) The higher education coordinating board;
26 (f) The office of the superintendent of public instruction;
27 (g) Washington Indian tribes;
28 (h) The nongovernmental private-public partnership created in RCW
29 43.215.070;
30 (i) The Washington state child care resource and referral network;
31 and
32 (j) Any other organizations that represent, research, or provide
33 professional development to the early learning and school-age program
34 workforce.
35 (3) The professional development consortium shall map current
36 professional development resources and strategies across the state to
37 identify gaps in the current system and make recommendations for

improving the coordination of existing resources and strategies; define core competencies or core knowledge areas for early learning professionals; and develop recommendations for a plan to implement a statewide, comprehensive, and integrated pathway of preparation and continuing professional development and support for the early learning and school-age program workforce.

(4) Recommendations for the plan shall include but not be limited to:

(a) Creation of a coherent system of professional development, including delineation of core competencies for early learning and school-age program staff, directors, and administrators;

(b) Requirements for articulation agreements between certificate and credential programs, degree-granting programs, professional development programs, and community-based training programs to enable students to transition effectively between two and four-year institutions of higher education and to apply approved training programs toward credit-based learning; and

(c) Creation of a comprehensive, integrated registry designed to capture information, including workforce and professional development data, for all early learning and school-age programs that is easily accessible, to the extent allowed by law, by early learning and school-age program professionals, directors, trainers, researchers, resource and referral networks, and the department of early learning.

(5) The report from the professional development consortium shall also include:

(a) An analysis of gaps in available professional development programs and recommendations for programs to address the needs of early learning and school-age providers who serve children with physical or developmental disabilities, behavioral challenges, and other special needs;

(b) A discussion of evidence-based incentives and supports for the early learning and school-age program workforce to obtain additional training and education;

(c) An analysis of evidence-based compensation policies that encourage and reward completion of professional development programs; and

(d) An exploration of strategies for providing professional

development opportunities in languages other than English, and incorporation of these opportunities into the comprehensive pathway for preparation and professional development.

(6) The department of early learning and the professional development consortium shall report to the governor and the appropriate committees of the legislature by:

(a) September 15, 2009, and December 31, 2009, with a brief status update of the consortium's work plan; and

(b) December 31, 2010, with final recommendations for a comprehensive statewide integrated system of preparation and continuing professional development for the early learning and school-age program workforce.

(7) This section expires July 1, 2011.

Passed by the House April 20, 2009.
Passed by the Senate April 9, 2009.
Approved by the Governor May 7, 2009.
Filed in Office of Secretary of State May 8, 2009.

APPENDIX B: PROFESSIONAL DEVELOPMENT CONSORTIUM FACT SHEET

Professional Development Consortium Fact Sheet

Vision

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 age 12. 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.

Mission

Build a comprehensive, integrated, cross sector system of preparation and ongoing professional development for the state's early learning and school age care program workforce.

Goal

Ready, successful and empowered early learning and school age care professionals that provide high quality services to young children and their families.

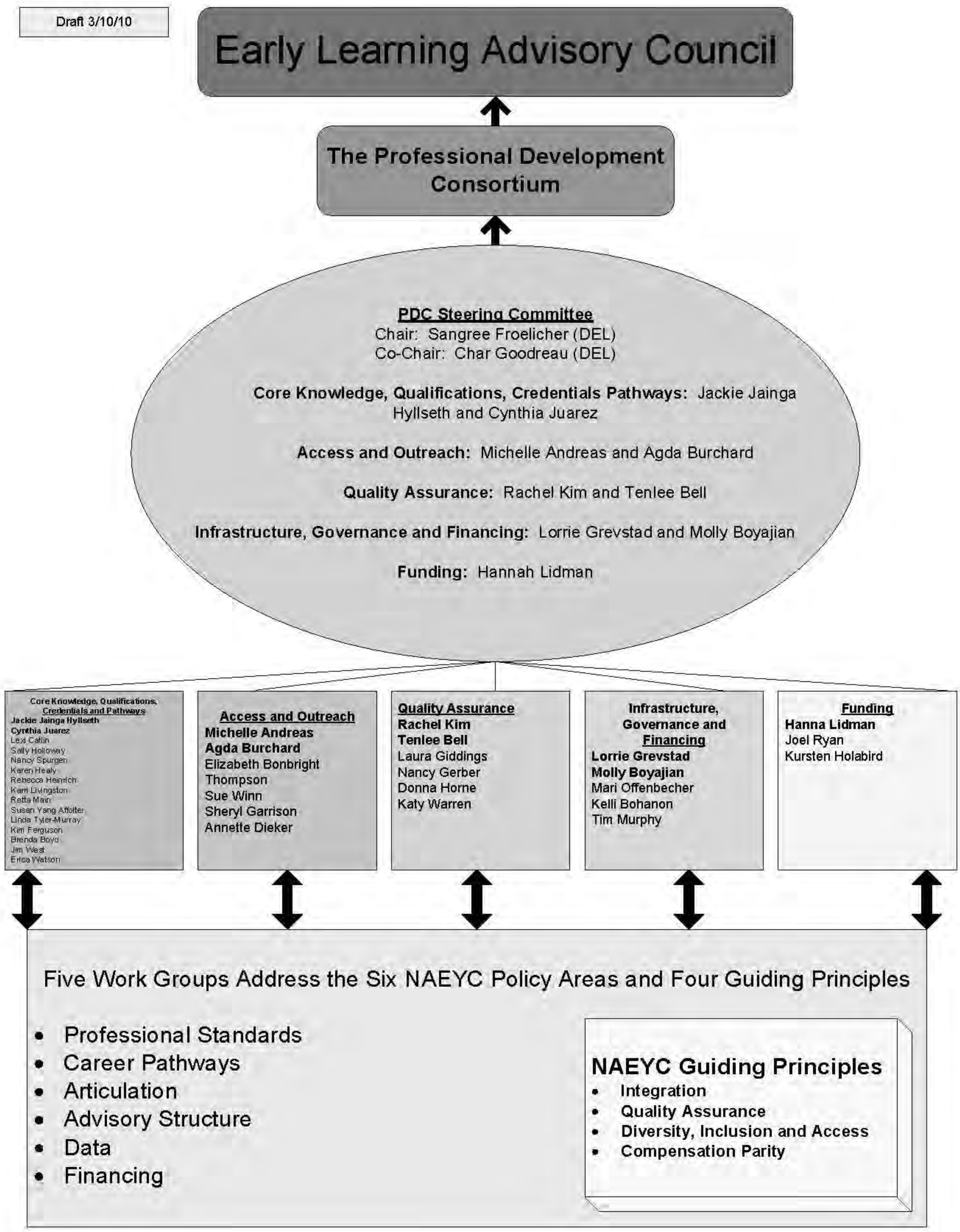
Guiding Values:

Washington's early learning and school-age care professional development system must be:

- **Accessible**—encouraging diversity and minimizing discrepancies in providing professional development resources and diverse opportunities
- **Efficient**—supportive, cohesive, aligned and seamless, encouraging professional development and compensation
- **High Quality**—assured by ongoing evaluations at the individual, program and system levels
- **Adaptive**---dynamic and flexible to meet changing needs of the workforce, children and families
- **User-friendly**—available to all early learning and school age care professionals in our state
- **Rewarding**—engagement leads to professionalism and increased compensation

Elements of Washington's professional development system

- Core Knowledge, Qualifications, Credentials and Pathways
- Access and Outreach
- Funding
- Quality Assurance
- Infrastructure, Governance and Financing


Draft 3/10/10
Early Learning Advisory Council
The Professional Development Consortium
PDC Steering Committee
Chair: Sangree Froelicher (DEL)
Co-Chair: Char Goodreau (DEL)
Core Knowledge, Qualifications, Credentials Pathways: Jackie Jainga Hyllseth and Cynthia Juarez
Access and Outreach: Michelle Andreas and Agda Burchard
Quality Assurance: Rachel Kim and Tenlee Bell
Infrastructure, Governance and Financing: Lorrie Grevstad and Molly Boyajian
Funding: Hannah Lidman
Core Knowledge, Qualifications, Credentials and Pathways
Jackie Jainga Hyllseth
Cynthia Juarez
Lexi Catlin
Sally Holloway
Nancy Spurgen
Karen Healy
Rebecca Heinrich
Karri Livingston
Retta Main
Susan Yang Affolter
Linda Tyler-Murray
Kim Ferguson
Brenda Boyd
Jim West
Erica Watson
Access and Outreach
Michelle Andreas
Agda Burchard
Elizabeth Bonbright Thompson
Sue Winn
Sheryl Garrison
Annette Dieker
Quality Assurance
Rachel Kim
Tenlee Bell
Laura Giddings
Nancy Gerber
Donna Horne
Katy Warren
Infrastructure, Governance and Financing
Lorrie Grevstad
Molly Boyajian
Mari Offenbecher
Kelli Bohanon
Tim Murphy
Funding
Hanna Lidman
Joel Ryan
Kursten Holabird
Five Work Groups Address the Six NAEYC Policy Areas and Four Guiding Principles
• Professional Standards
• Career Pathways
• Articulation
• Advisory Structure
• Data
• Financing
NAEYC Guiding Principles
• Integration
• Quality Assurance
• Diversity, Inclusion and Access
• Compensation Parity

APPENDIX C: DRAFT PDC CAREER AND EDUCATION MATRIX

DRAFT WASHINGTON STATE EARLY LEARNING WORKFORCE EDUCATION MATRIX					
Core Competency Level					
*Core Competency Level	Level 1	Level 2	Level 3	Level 4	Level 5
Education Benchmarks	Minimum Qualifications	1 Year Certificate of Proficiency	Associate Degree	Bachelor's Degree	Graduate Degree
A-Beginning Benchmark	**High School or equivalent	CDA/YDC or **Certificate of Achievement** OR At least 9 approved ECE or Child & Youth college credits	90 college credits with less than 20 approved ECE or Child & Youth college credits	ECE related Bachelor's degree with a minimum of 20 approved ECE or Child & Youth college credits	ECE related Master's degree with a minimum of 20 approved ECE or child & youth college credits
B- Inter-mediate Benchmark	High School or equivalent	CDA/YDC with additional 12 approved ECE or Child & Youth college credits OR 20-44 approved ECE or Child & Youth college credits	90 college credits with 20-30 approved ECE or Child & Youth college credits	ECE related Bachelor's degree with minimum of 30 approved ECE or Child & Youth college credits	ECE related Master's degree with a minimum of 30 ECE or Child & Youth approved college credits
C- Mastery Benchmark	High school or equivalent AND 1- 8 approved ECE or Child and Youth college credits	1 year **Certificate of Proficiency** or 45 college credits with 30 or more approved ECE or Child & Youth college credits	ECE Associate Degree or Associate degree with 30 or more approved ECE or Child & Youth college credits	ECE related Bachelor's degree.	ECE related Master's or higher degree
Pre-service requirement 30 hours (3 credits) Basic Training or exemption **Ongoing Professional Development**: 15 hours annually or one 3 credit college course every other year	Position Opportunities				
	1-A: FCC Assistant, CCC Assistant, School-Age Care Assistant; 1-B: Family Child Care Owner/Primary Provider,				
		CCC Director (with Program Supervisor), School-Age Care Lead, Head Start Teacher Assistant			
			CCC Director (without Program Supervisor), CCC Program Supervisor, CCC Lead Teacher, ECEAP Assistant Teachers, School-Age Care Site Coordinator		
				Head Start/ECEAP Lead Teachers, CC Licensor, Head Start/ECEAP Education Coordinators, Family Advocate, School-Age Care Program Director	
					ECE College Instructor/Professor, Administrator/Manager

- FCC (Family Child Care); CCC (Child Care Center); ECE (Early Childhood Education); YDC (Youth Development Certificate)
- A-**Beginning Benchmarks** are the minimum requirements for the aligned positions. **B-Intermediate** and **C- Mastery Benchmarks** can be used by employers to determine qualifications required for specific staff positions, by quality assurance programs (such as QRIS) in communicating staff qualifications, and by individuals preparing professional development plans. The Educational Benchmarks provide a guideline for career pathway planning.
- **On-going professional development** will reflect increased knowledge and skills within in each of the Content Areas in the Core Competencies
- The term "**approved ECE college credits**" refers to college coursework that focuses on and assesses for one or more of the content areas of the Core Competencies
- All college credits are stated in quarter credits. Semester credits can be calculated by dividing quarter credit by 1.5.
- **Certificates of Achievement** are short certificates recognizing initial work or specializations within ECE programs usually between 9-12 college credits
- **Certificates of Proficiency** are certificates made up completely of ECE coursework (no general education courses) under 19 credits
- **ECE Certificates** require ECE coursework, some ECE Specialty requirements, plus General Education coursework usually between 40-50 credits

*Core Competency Levels are representative of the Washington State Core Competencies for Early Care and Education and the Washington State Core Competencies for Child and Youth Development Professionals.

**Assistant Teachers who are under 19 and attending high school do not require high school completion or equivalent.

APPENDIX D: MERIT INFORMATION

MERIT Information

Description

The Managed Education and Registry Information Tool (MERIT) is the Department of Early Learning's (DEL) statewide online training database for early learning professionals. It helps manage State Training and Registry System (STARS) training which is required for certain staff at licensed centers, family homes and school age facilities. Available 24/7 to administrators, trainers, and early learning professionals, MERIT is the repository for available trainings, training and educational completion records and the portal to various on-line applications and application tracking for trainers and early learning professionals.

MERIT is a malleable system that allows enhancements and adjustments as needs are identified. It remains however, a supporting tool to the larger professional development system and DEL policy, users and stakeholders are the ultimate driving force behind current and future functionality.

While at the heart of MERIT there is an accessible statewide data base, it will also be a comprehensive professional development registry that boasts a variety of efficiencies and management tools for early learning professionals, trainers, and MERIT administrators.

Development Process and Criteria

The phase-in of MERIT starting in late June 2010 was the result of a culmination of concentrated work over the past two years. DEL has been diligent about including critical stakeholders and gathering past work by STARS improvement workgroups and to incorporate recommendations whenever feasible. Among those included in this work has been:

- Steering Committee – DEL Deputy Director, Chief Information Officer, Technical Project Manager, and Business Owner
- Business Advisory Team – Technical team plus other DEL staff, STARS Administrator and stakeholders
- Technical Team – DEL staff and contracted staff
- User Focus Groups and Usability Testing – Trainers, DEL licensors, DEL staff, stakeholders, contractors, early learning professionals

In addition, DEL completed an Information Technology Investment Plan which was approved by the Washington State Department of Information Services (DIS) for the MERIT project. DEL has been assigned an Oversight Consultant who has meet with DEL at least once per month to monitor progress on this investment where the major areas of focus have been budget, scope, schedule and risk. Some of the more critical processes and criteria for initial and continued development include:

1. The STARS data base and associated policies and processes were used as a template for initial design. Policies, processes and paper forms were thoroughly analyzed and common core content were identified and documented. Common experiences were created for each content area that are re-used; therefore reducing programming maintenance efforts and improving

overall data entry. Once the data has been entered into the system, it is available in the future making the renewal and other processes more streamlined, valid and user-friendly.

2. This specific technology was asked to solve a business problem but without clear definitions in all areas of what the improved system must do –paper forms were referenced as a starting place and devised business rules using our best judgment and logic.
3. DEL had to own and manage the system to insure consistent administration, accessibility, and in-house expertise.
4. The system had to be flexible and easily adapt to change and continuous improvement based on available resources, user feedback and feature requests.
5. Take into account DEL licensing and subsidy rules and current SEIU 925 collective bargaining agreement.
6. DEL recently joined The National Registry Alliance (TNRA) which is a "voluntary organization of state early childhood and school-age workforce registry and professional development leaders." A representative from DEL also participated in the annual registry conference. Membership with TNRA allows access to resources, technical assistance forums and collaborative guidelines for best practices and data sharing.
7. Review and consideration for inclusion of the Professional Development Consortium (PDC) recommendations.

Current and Forecasted Benefits of MERIT

MERIT has the potential to serve many functions and realize significant benefits at the individual and system levels. We have great confidence that it will not only make the input and tracking of information for early learning professionals and trainers easier, but it will also encourage consistency among early learning regulators and regulations; help identify gaps in programs and services; provide data for the state, legislature and national agencies to inform and make policy and funding decisions.

MERIT has achieved or offers the probability of realizing the following benefits at the individual level:

1. Improved application usability for customers and agency staff.
2. Empowered users to better manage their data with minimal intervention and verification by agency staff.
3. Improve user accessibility with comprehensive data and notifications to monitor training compliance.
4. Empower early learning professionals to use their personal data for the purpose of educational and career development.
5. Reduce turnaround time for processing applications and user requests.
6. Reduction in input errors, loss of paperwork, incomplete entries.

Data use/reporting to adapt and bring efficiencies to the Professional Development System

DEL anticipates a significant number of efficiencies at the system level once MERIT is fully functional. Base-line performance metrics will be established and are likely to find incorporation in DEL's agency outcomes. MERIT has achieved or offers the probability of realizing the following benefits and efficiencies at the system level:

1. Reduced the amount of administrative resources required for data entry, processing paper, and technical assistance.
2. Clearer and quicker electronic communication with early learning professionals, trainers and stakeholders.
3. Increase purposeful professional data connections within DEL and between DEL and stakeholder data bases.
4. Production of reliable and timely reports to support regulatory and administrative obligations.
5. Reduce fragmentation of the collection and storage of early learning professional's data.
6. Increase collection and access to standardized and validated trainer and professional development data.
7. Ability to report on data as mandated in Legislation.
8. Streamline compliance activities for DEL licensors, child care owners and directors.
9. Consistent and systematic application of verification policies, procedures and documentation.
10. Increased usage of the system by child care providers, DEL Licensors, trainers and early learning professionals. The goal is for the system to be a tool rather than an after the fact for compliance.

APPENDIX E: MAPPING AND GAP ANALYSIS AND CDA ARTICULATION LETTER

Mapping and Gap Analysis Subcommittee
Report and Recommendations for
Department of Early Learning Professional Development Consortium
May 2010

PURPOSE

The mapping and gap analysis subcommittee of the Professional Development Consortium (PDC) was created to map current professional development resources against identified gaps in the delivery system with recommendations for improvement.

BACKGROUND

House Bill 1943 was authorized by the Washington State legislature in 2009. The purpose of the bill was for the Department of Early Learning (DEL) to "develop recommendations for a statewide system of preparation and continuing professional development for the early learning and school age workforce."

The PDC determined that outcomes related to House Bill 1943 should be

- Aligned with the legislation, National Association for the Education of Young Children (NAEYC) Blueprint, Benchmarks, Career Wage Ladder, Skill Standards, and other existing or in-the-works efforts.
- Practical and user-friendly for all levels early learning and school age professionals
- Supported by a wide range of constituents of early learning and school age practice.

The mapping and gap analysis subcommittee considered the following information related early learning and school age providers.

5. Education levels of family child care providers
6. Education level of center-based providers
7. Race/ethnicity of teachers and providers
8. Language needs of early learning and afterschool workforce

The subcommittee reviewed existing professional development resources for early learning and school age professionals.

f. community-based training (e.g. STARS training)
g. credential programs (e.g. Child Development Associates)
h. certificate programs (e.g. short-term and specialized certificates at college level)
i. degree granting programs (e.g. two and four year degrees)
j. professional development training programs (e.g. tech prep, apprenticeship program)

The subcommittee identified gaps in current professional development opportunities and made recommendations for filling those professional development gaps.

FINDINGS

The workforce:

- It is estimated that approximately 26,819 people worked in early learning and 26,500 people worked in school age settings in Washington State in 2008.

- Center-based providers and family care providers have similar education attainment levels.
    - 59% of center-based providers have some college or a degree while 40% have a high school diploma or less.
    - 57% of family care providers have some college credit or a degree while 37% have a high school diploma or less.

- Early learning and school-age providers are predominantly White or European American (60% early learning and 92% elementary education).

- Ethnic and racial diversity exists primarily among licensed family child care providers -- 37% of providers are People of Color.

- Spanish is the second most spoken language next to English in centers and family child care homes and among English Language Learner (ELL) children in public schools.

State Requirements for early learning and school age providers:
Early learning and school age state licensed providers are governed by Washington Administrative Codes which identify the following minimum requirements for working with children.

a) Twenty clock hours or two college quarter credits of basic training approved by the Washington state training and registry system (STARS); or
b) Current child development associate (CDA) or equivalent credential or twelve or more college quarter credits in early childhood education or child development; or
c) Associate of arts or AAS or higher college degree in early childhood education, child development, school age care, elementary education or special education.

Washington State does not have identified core competencies outlined in the Washington Administrative Code.

Current opportunities for professional development:

- In 2008, there were 11,303 State Training and Registry System (STARS) approved trainings listed throughout the state on a variety of topics. This includes the following:
    - 20 hour STARS course
      Ongoing professional development that meets state requirements
    - A subset of early childhood education coursework through the community and technical colleges

  - Trainings that cover the areas necessary to obtain a Child Development Associate (CDA) credentials

- There is a state apprenticeship program in early childhood education in collaboration with four community and technical colleges. This program has lost its state coordinator and funding.

- Community and technical colleges offer certificates and degrees throughout the state via on campus, online, hybrid, and evening and weekend options for working adults seeking to advance their education. In addition, community and technical colleges offer early learning I-BEST programs for low literacy and English Language Learning students.

- Most community and technical colleges offer early learning Tech Prep articulation agreements with local high schools.

- Four-year colleges and universities offer bachelor and graduate degrees in fields related to early childhood education.

- Four-year colleges and universities offer bachelor and graduate degrees in K-12 teaching certification.

- Financial aid and scholarship opportunities to fund professional development are decreasing with state budget cuts.

Gaps in early learning professional development:

- No higher education early learning program in Grays Harbor/Pacific counties.

- Limited early learning I-BEST options in King and Snohomish counties.

- Limited opportunities for providers who speak languages other than English. Limited bilingual and multilingual instructors or trainers in higher education and community based training offerings.

- Limited geographic dispersion of public bachelor and graduate degree programs throughout the state.

- Lack of a comprehensive workforce baseline study to measure professional development progression

- Lack of a comprehensive data system that reports community-based training offerings

- No data is available on the number of student enrolled in or completing four-year degree programs with a focus on early learning.

- No state requirement or incentive for P-3 teachers to obtain early childhood education endorsement.

- No wage incentive program like Career and Wage Ladder for family child care providers to increase education.

- Insufficient funds to support Career Wage Ladder initiative which provides foundational support for provider to increase education.

- Insufficient financial aid to support early learning and school age providers to return to school. Most workers are low income and have limited access to scholarships with cutbacks in Opportunity Grants, Washington Scholarships for Child Care Professionals, State Need Grants, WAVE scholarships, Federal Financial Aid which mostly serves full-time students.

- No direct transfer agreement exists that seamlessly moves students from community and technical colleges to all public universities in early learning programs.

RECOMMENDATIONS

Based upon the information gathered by the map and gap analysis subcommittee, we recommend the following to fill professional development needs for early learning and school age providers.

- Align professional development system to core competencies and professional standards that are linked to positive child outcomes.

- Establish community-based training guidelines and community-based trainer guidelines that align with the core competencies and professional standards.

- Build enrollment and training capacity to support and develop bilingual and multi-lingual trainers/instructors, focusing on top three languages spoken in communities.

- Provide sufficient financial supports/incentives to ensure access to all forms of professional development for the range of those in the workforce (e.g. entry level teacher, trainers, college instructors, technical experts in the field).

- Build, over time, a compensation structure to match the desired core competencies and professional standards for all early learning professionals.

- Invest in a baseline workforce study along with continued data collection and analysis to measure progress in meeting state standards. Data requirements would include but not be limited to:
    - Individual providers
        - Years of service

    - Position title
    - Education level
    - Demographics
    - Language needs
    - Where and when received education/training
    - Levels of professional development completed
- Professional Development Provider Background (e.g. college instructors, community-based trainers)
    - Education level
    - Demographics
    - Expertise
    - Competencies
    - Years of experience
    - Language capabilities
    -
- Ongoing Data Collection on
    - Retention of staff and family child care providers
    - Compensation

APPENDIX F: ANNOTATED BIBLIOGRAPHY

Washington State Professional Development Consortium Annotated Bibliography of Resources

This annotated list of resources is organized into the following sections:

I. **National:** Research and analysis from national leaders in the field of professional development
II. **Other States:** Structure, governance, policies, and guidance from other states
III. **Washington State:** documents, studies, and briefs from the PDC and others who have contributed knowledge to guide PDC recommendations.

I. National

Goffin, S. G. (2009). Field-Wide Leadership: Insight from Five Fields of Practice. Washington D.C.: Goffin Strategy Group LLC. Accessed online 7/1/2010: http://www.goffinstrategygroup.com

"In *Ready or Not: Leadership Choices in Early Care and Education (Ready or Not)*, the authors confronted the early care and education field with a question: 'What defines and bounds early care and education as a field?' There are no clear auspices for orchestrating field-wide leadership on behalf of the early care and education field." This study sought to answer two questions – 1. Is field-wide leadership exercised by other fields? 2. If so, how? The Study examined Professional Development in Nursing, Social Work, Financial Planning, Opportunity Finance, and Quality Management. For all these fields, membership organizations exercised leadership to address issues of field-wide importance. Organizations providing field-wide leadership provided people to do the work and were sensitive to the field's context and are future- and action-oriented. **The absence of a field-wide leadership infrastructure marks ECE as different from the five fields of practice that are the subject of this study.**

LeMoine, S., *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems,* National Association for the Education of Young Children (NAEYC) Public Policy Report, 2008. Access online at: http://www.journal.naeyc.org

NAEYC developed this blueprint as part of their Early Childhood Workforce System Initiative, which was established in response to increasing attention of policymakers on children's readiness for school. Research is clear that children who attend high-quality early childhood education (ECE) programs are more likely to be ready for school and that qualified professionals are essential to ensuring the quality of these programs. The difficulty is that there is a lack of cross-sector systems of professional development for these educators and wages are low, even with the growing emphasis being placed on quality ECE. Additionally, the qualifications of these educators is declining, turnover is high, and the majority are not prepared to educate children with disabilities.

This document details the principles and policy areas NAEYC considers essential for a strong, ongoing professional development system for early childhood education professionals. They define an integrated professional development

system as: A comprehensive system of preparation and ongoing development and support for all early childhood education professionals working with and on behalf of young children. Principles of good policymaking in support of a high quality professional development system include: Integration, Quality Assurance, Diversity, Inclusion and Access, and Compensation Parity. Six policy areas include: Professional Standards, Career Pathways, Articulation, Advisory Structure, Data, and Financing. (Principles and Policy Areas are discussed in detail and represent the majority of this document.) Their goal is to create policy aimed at the development and retention of a competent and stable early childhood workforce that is effective, diverse and adequately compensated.

In most states professional standards/requirements vary with funding and programs, such as:

- No legal requirements for an EC educator to have training/education in child development
- Reauthorization of Head Start Act (2007) requires that by 2013 all HS teachers will have at least an Associate's degree and 50% will have Bachelor's degrees in early childhood development.
- Meanwhile in many states teachers in a state-funded Pre-K are required to have Bachelor's degrees.
- Child Care licensing regulators/staff are required to have a Bachelor's degree, but not mandated to be in childhood education coursework.
- NAEYC's EC Associate Degree Accreditation requires faculty to have a graduate degree in ECE, child development or individual-family studies.

Federal and State Policies add to importance of improving professional development:

- Good Start, Grow Smart emphasizes providing information to parents and ECEs. States are required to develop voluntary EL guidelines for young children and professional development.
- Head Start 2007 requirements include an interagency State Advisory Council on ECE and Care, increased qualifications and professional development for staff.
- Higher Education opportunity Act includes a new program of grants to states to develop professional development systems for ECE, with loan forgiveness.
- 25 states have Bachelor's degree requirements for teachers working in state-financed preschool programs.

Mitchell, A., LeMoine, S., *Cross-Sector Early Childhood Professional Development Technical Assistance Paper,* National Child Care Information and Technical Assistance Center (NCCIC). Revised for Washington, December 2004.

This document provides examples of cross-sector early childhood professional development system from multiple U.S. States. Contents include an Introductory section with the following topics: Why a professional development system?, Characteristics of professional development systems, What do we mean by 'cross-system'?, Learning from other states. State examples include: Cross Sector System Planning in Pennsylvania, West Virginia and Wisconsin; Cross-Sector Elements in Arizona, Connecticut, Massachusetts, Nebraska, and New Mexico.

Lastly the paper outlines Next Steps including advice from the states highlighted in the report and suggested action steps. This paper was originally developed by the NCCIC to meet the specific technical assistance needs of Massachusetts, and has been revised to meet the needs of the Washington Professional Development Committee. The objective of this paper is to present information on state cross-sector early care and education professional development systems for Washington's Professional Development Committee. Information contained in this report was gathered February through June, 2004.

National Child Care Information and Technical Assistance Center (NCCIC), Professional Development Mapping Tool Activity, April 2009. Access online at: http://nccic.acf.hhs.gov **or** http://nccic.org

This facilitated activity provides participants with a comprehensive review of State professional development systems through the creation of system maps that illustrate system components and how they are linked. Through the creation of system maps, participants graphically represent their professional development systems, which will help stimulate discussion about how participants' systems work, where the gaps are, and how components create a system. It also provides a visual orientation for each State's system, which can be used for comparison and discussion. Participants create maps of their professional development systems. Kit includes nine pages of worksheets for facilitators.

Weiss, et.al., Professional Development, The Evaluation Exchange, Winter 2005/2006, www.gse.harvard.edu/hfrp/eval/archives.html.

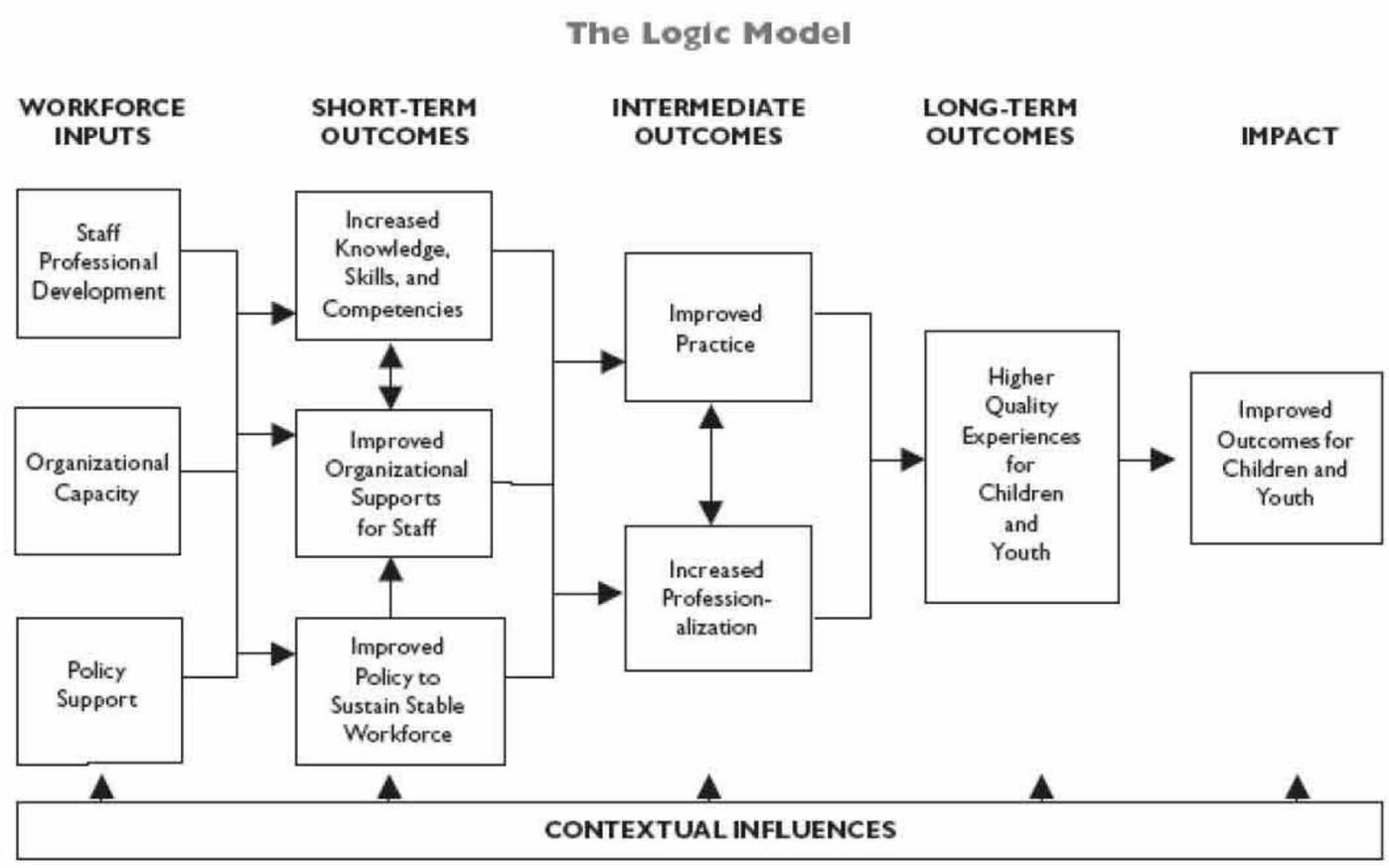
The Evaluation Exchange is a periodical from the Harvard Family Research Project (HFRP) that collects compendiums on emerging strategies in evaluating child and family services. This edition includes a review of research and articles on Professional Development. Article titles include: "Pathways from Workforce Development to Child Outcomes, "Evaluating the Impact of Professional Development," "Classroom Observation, Professional Development, and Teacher Quality," "Key Strategies to Educate Public Child Welfare Workers and Improve Child Welfare Systems," "Coaching for Quality," "Examining the Efficacy of Two Models of Preschool Professional Development in Language and Literacy," "Building an Evaluation Tool Kit for Professional Development", "Evaluating a Professional Development "Cascade": From Facilitators to University Faculty to Early Childhood Providers"

The first article outlines work with the Annie E. Casey Foundation. Cornerstones for Kids (C4K), has developed a multiyear project to learn more about enhancing the human services workforce. C4K has engaged HFRP to examine the connections between the workforce and child outcomes. To accomplish this task, HFRP is conducting a literature review and interviewing thought leaders to look at the linkages between professional workforce development and child outcomes in four sectors—child welfare, early childhood, juvenile justice, and youth development. The work is focused on finding existing evidence of a connection between the human services workforce and child outcomes.

This article answers five research questions:
1. In each sector, what evidence is available to test the hypothesis that a better trained, and supported human services workforce will result in improved services and better child outcomes?
2. What are the strengths, limitations, and gaps in the evidence, and what, if any, research is in progress to address them?
3. How strong a case can be made for or against this hypothesis?
4. What are the most strategic future research priorities?
5. What does the evidence suggest are the proven or the most promising ways to strengthen the performance of the human service workforce?

The authors arrived at four assumptions about the workforce as it relates to child outcomes:
1. Professional staff development is one key activity in a larger system of overall workforce development.
2. Policy and organizational support activities are necessary for improving child outcomes.
3. High quality relationships and interactions between staff and children/youth in all the service sectors lead to better child/youth outcomes.
4. Some activities that lead to improved outcomes are likely to differ across the service sectors.

In addition incentives for teachers, the content and processes of training, and integrating the early education system with the K–12 education system are necessary to improve the quality of early learning classrooms and to achieve increased achievement of young children. HFRP has created a logic model to begin conceptualizing what the linkages and pathways between the workforce and child outcomes look like.



Harvard Family Research Project 3 *The Evaluation Exchange* XI 4

In "A conversation with Thomas R. Guskey, Ph.D.," a professor in the College of Education at the University of Kentucky and an expert in research and evaluation. In this article he discusses his five-step process for evaluating professional development in education and its connection to professional development planning. Five Levels of Professional Development Evaluation (Chart): 1. Participants' reactions, 2. Participants' learning, 3. organization Support &Change, 4. Participants' use of new Knowledge and Skills, 5. Student learning outcomes

II. Other States

Early Childhood Iowa. Iowa Professional Development Steering Committee Implementation Plan 11/10/09. Accessed online 7/2/2010: http://www.earlychildhoddiowa.org/professionaldevelopment

Implementation Plan for activities from 2009 -2011. No financing recommendations or funding sources provided in this document. Annual Report is one of recommendations. Structure includes four Leadership Committees. The mission of Iowa's Early Childhood Professional Development System will be a system of integrated supports for early childhood professionals that empower them to improve the quality of services provided to young children and their families. Five Goals:
1. Provide leadership and oversight for the ECI Professional Development structure, comprised of four early childhood professional development leadership teams.
2. Provide leadership and oversight for implementation of the Professional Development Framework Principles and Implementation Plan.
3. Advance the top priorities for Iowa's Early Childhood Professional Development System.
4. Assist in planning efforts for the annual Early Childhood Iowa Congress.
5. Incorporate Early Childhood Iowa's Diversity Advisory Committee recommendations into professional development system-building efforts.

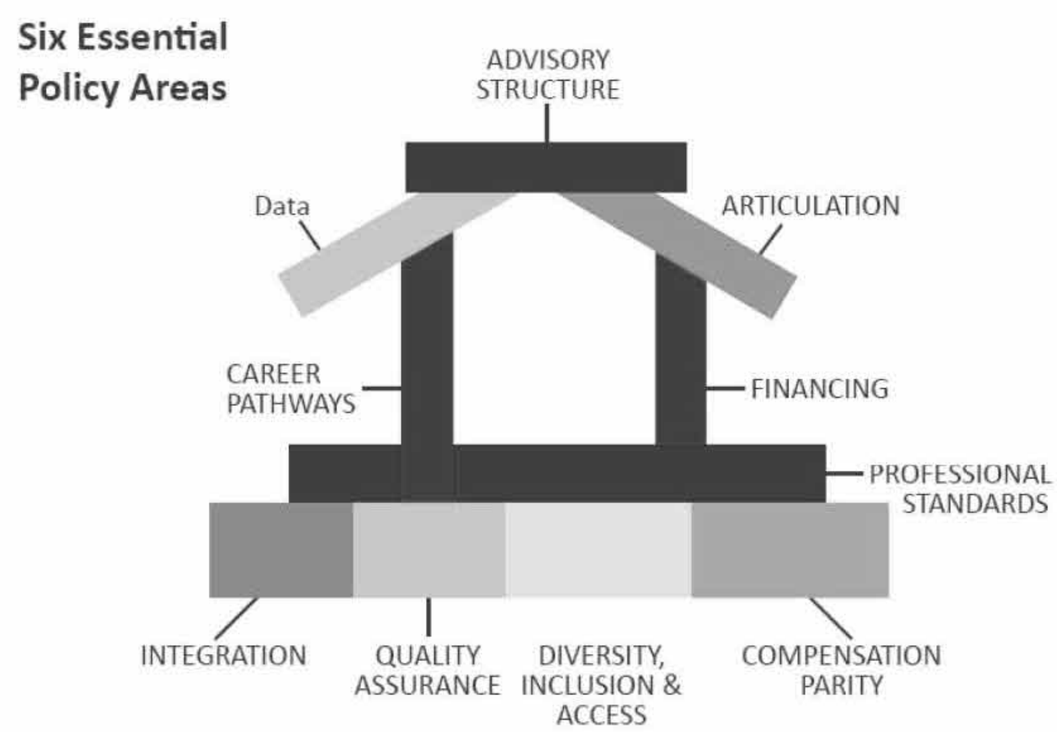
Early Childhood Iowa. A Policy Framework for an Early Childhood Iowa Professional Development System. 2009.

The following description is largely verbatim from the document's executive summary: This policy framework provides a roadmap to create a comprehensive professional development system; addressing professional standards, career pathways, articulation, leadership, evaluation and financing by its delineation of results and performance measures. Iowa's Early Childhood Professional Development System is fragmented, duplicative and lacks essential resources. This framework addresses these weaknesses by focusing on policies that connect professional development activities to support effective implementation of a coordinated system. Iowa's Early Childhood Professional Development System will be a system of integrated supports for early childhood professionals that

empower them to improve the quality of services provided to young children and their families.

This framework highlights the principles and policy areas that will build and sustain an integrated, comprehensive system uniting the early childhood sectors1 of early learning, family support, special needs/early intervention and health, mental health and nutrition – and addresses the needs of children ages 0 to 5 and their families. This framework is addressed to policy makers, stakeholders and early childhood professionals. Early childhood professionals need preparation, ongoing development and support to ensure that Iowa's youngest children and their families have quality early childhood experiences. In turn, Iowa's professional development system needs the support of public policies to offer this essential development. As defined by the National Association for the Education of Young Children's *Workforce Designs* initiative, the principles and policy areas look beyond the status quo; they intentionally promote building and supporting an efficient cross-sector system that decreases duplication and increases accountability and sustainability. The integrated policies are aimed at the development and retention of a qualified, stable and well-compensated early childhood workforce.

The document sections include: Principles for Policymaking (Integration; Quality Assurance; Diversity, Inclusion & Access; and, Compensation Parity); Six Essential Policy Areas (Professional Standards, Career Pathways, Data, Advisory Structure, Articulation, and Financing). The policy system proposed is demonstrated in the following figure.



Each section includes an overview, a review of Iowa's current system, Next Steps and a unifying Goal for each of the 6 Policy Areas. Financing is defined as appropriate funding to operate Iowa's Early Childhood Professional Development System.

Lastly the document outlines Priorities and Opportunities. **The following five top priorities were identified for advancing Iowa's professional development system:**

1. Support a lead agency/office and provide infrastructure and funding to coordinate an Early Childhood Professional Development system in Iowa.
2. Support adequate compensation linked to professional development outcomes for practitioners.
3. Develop and implement pathways, competencies and levels utilizing nationally or state recognized professional preparation standards.
4. Link professional development to increased standards, competencies and outcomes.
5. Support the implementation of the Iowa Professional Development Model.

Early Childhood Iowa, *Professional Development Issue Brief #1* (not dated).

This issue brief is the first in a series developed by the Early Childhood Iowa Professional Development Component Group. This issue brief is intended to help inform policy makers about the importance of a system of professional development to support early care, health, and education providers. The Document asks the following questions: What is a Professional Development System for Early Childhood? Why is it Important to have a Professional Development System? What Activities are Currently Funded? Professional Development System Building Activities - What do we recommend?

The Recommendations provided in Issue Brief #1 are:
• Continue to assess progress in the areas of leadership, regulation and standards, education,
articulation, training, compensation, and evaluation
• Design a coordinating structure that will assist the state in integrating and linking current
professional development initiatives
• Legislate licensing of all child care programs
• Support child care program participation in the Quality Rating System (QRS)
• Increase minimum qualifications for practitioners
• Legislate articulation between publicly funded community colleges and universities
• Provide training and technical assistance to strengthen training evaluation
• Commission a new work force study
• Support T.E.A.C.H. Early Childhood Iowa for all interested early childhood providers statewide
• Implement W.A.G.E.S

***Professional Development Chart*, Idaho STARS Professional Development System.**
Accessed with permission, July 2010.

Washington State Professional Development Consortium

Kansas/Missouri Core Competencies for Early Care and Education Professionals, **January 2001.** Accessed online August 11, 2010: https://www.openinitiative.org/content/pdfs/CoreCompetencies/EC-CoreCompetencies.pdf

Bi-State Core Competencies are organized by content areas and levels. The Table of Contents is as follows:

I. Introduction: (Reasons why core competencies are critical to the field, Different ways core competencies may be used, The Bi-State Core Competencies are organized by content areas and levels, The Bi-State Core Competencies were developed in response to research findings, The Bi-State Core Competencies are based on these premises, The Bi-State Core Competencies are the result of collaboration.

II. Core Competencies:

- Content Area I: Child Growth and Development
- Content Area II: Learning Environment and Curriculum
- Content Area III: Child Observation and Assessment
- Content Area IV: Families and Communities
- Content Area V: Health, Safety, and Nutrition
- Content Area VI: Interactions with Children
- Content Area VII: Program Planning and Development
- Content Area VIII: Professional Development and Leadership

Minnesota Early Child Care and School Age Professional Development System, April 2009.

This document includes a series of charts outlining the planning, development, and recommendations for building the Professional Development System for Minnesota's Early Child Care and School Age providers. Charts include: Logic Model Overview, System elements, Funding Support Logic Model, Core Knowledge Logic Model, Quality Assurance Logic Model, Qualifications & Credentials Logic Model, Outreach and Access Logic Model, and an Integrated Logic Model.

Oregon's Early Childhood Education and Child Care System (not dated).

This chart outlines the governance and content structure of Oregon's professional development system including a Core Knowledge Tree outline Quality Assurance, Access & Outreach, Qualifications, Credentials and Pathways Goals and Strategies.

III. Washington State Professional Development Research and Analysis

Andreas, Michelle, *Professional Development Process Chart,* Professional Development Consortium Steering Committee, May 12, 2010.

This chart describes the alignment of the Professional Development Process as follows: Core competencies aligned with Positions aligned with Qualifications aligned with Credentials which
are reflected in a Career lattice.

Hyde, Betty, PhD., *Professional Development Consortium Update to the Governor and Legislature.* Department of Early Learning, December 31, 2009. Access online at: http://www.del.wa.gov/partnerships/development/consortium.aspx

This document offers a brief status update on the work of the Professional Development Consortium as required in Washington State Substitute House Bill 1943. SHB 1943 directs the Department of Early Learning (DEL) and the PDC to develop recommendations for the creation of an integrated system of preparation and continuing education for early learning and school-age program work force. These recommendations are to be reported to the Governor and appropriate committees of the Legislature by December 31, 2010. This work is important to help ensure quality early learning programs around the state. As stated in the bill, "...well-prepared and appropriately supported teachers and caregivers are essential to improving the quality of early programs and enhancing the nature of children's experiences in those programs."

From SHB 1943: "The PDC shall map current professional development resources and strategies across the state to identify gaps in the current system and make recommendations for improving the coordination of existing resources and strategies; define core competencies or core knowledge area for early learning professionals; and develop recommendations for a plan to implement a statewide, comprehensive and integrated pathway of preparation and continuing professional development and support for the early learning and

school-age program workforce. Recommendations for the plan shall include but not be limited to:

1. Creation of a coherent system of professional development, including delineation of core competencies for early learning and school-age program staff, directors, and administrators;
2. Requirements for articulation agreements between certificate and credential programs, degree granting programs, professional development programs, and community-based training programs to enable students to transition effectively between two and four-year institutions of higher education and to apply approved training programs toward credit-based learning;
3. Creation of a comprehensive, integrated-registry designed to capture information, including workforce and professional data, for all early learning and school-age programs that is easily accessible, to the extent allowed by law, by early learning and school-age professionals, directors, trainers, researchers, resource and referral networks, and the department of early learning. The report from the professional development consortium shall also include:
4. An analysis of gaps in available professional development programs and recommendations for programs to address the needs of early learning and school-age providers who serve children with physical or developmental disabilities, behavioral challenges, and other special needs;
5. A discussion of evidence-based incentives and supports for the early learning and school-age program workforce to obtain additional training and education;
6. An analysis of evidence-based compensation policies that encourage and reward completion of professional development programs; and
7. An exploration of strategies for providing professional development opportunities in languages other than English, and incorporation of these opportunities into the comprehensive pathway for preparation and professional development."

The document goes on to list PDC Members and Guiding Principles. The Principles are based on the National Association for the Education of Young Children (NAEYC) policy blueprint *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems. The policy focuses on six policy areas:* Professional Standards, Career Pathways, Articulation, Advisory Structure, Data, Financing.

At the time of this document (2009), three work groups were meeting in conjunction with the large group meetings: *Professional Standards,* led by Sally Holloway of Whatcom Community College, *Mapping and Gap Analysis,* led by Susan Yang-Affolter of CCR&R and *Communications and Connections,* led by Joel Ryan of the Washington State Association of Head Start and ECEAP.

The **Professional Standards Work Group** has reviewed existing Core Competencies and Core Knowledge Areas from various states using the *Criteria for State Selection* to guide the selection process. The PDC selected the *Kansas/Missouri Core Competencies for Early Care and Education Professionals* as a framework to guide the work of competency development for Washington.

The Professional Standards work group identified gaps within the *Kansas/Missouri Core Competencies for Early Care and Education Professionals* that need to be addressed to ensure the document meets the unique needs of early learning and school-age professionals in Washington. Creating competencies specific to professionals working with infants and toddlers is a priority for the PD Consortium. These will be developed using national research, best practice as defined by early learning experts and existing state examples that align with PD Consortium priorities.

The **Mapping and Gap Analysis Work Group** gathered the following data points:

1. estimated work force numbers
2. special needs data (e.g. Infant Toddler Early Intervention Program, OSPI data, children receiving special needs subsidy)
3. English language learner data
4. credentialing opportunities (e.g. Child Development Associates)
5. certificate programs (e.g. short-term and specialized certificates)
6. degree granting programs (e.g. two- and four-year degrees)
7. Integrated Basic Education Skills and Training (IBEST) programs in early childhood education at two-year colleges
8. early childhood, early childhood special needs endorsements
9. professional development programs (e.g. tech prep, apprenticeship program)
10. community-based training (e.g. STARS training)
11. evidence-based incentives (e.g. Career & Wage Ladder, WA Scholarships)

The **Communications and Connections Work Group** provided a status report to the Early Learning Advisory Council (ELAC) and submitted recommendations to the December 1st Drafting Team and the Early Learning Plan Steering Committee.

Registry Development: SHB 1943 requires DEL to create "a comprehensive, integrated-registry designed to capture information, including workforce and professional data, for all early learning and school-age programs that is easily accessible, to the extent allowed by law,
by early learning and school-age professionals, directors, trainers, researchers, resource and referral networks, and the department of early learning." DEL is working to update and enhance the existing STARS database for this purpose. (**Update:** the MERIT Registry database has been established for this purpose.)

Next steps for the PDC at the time of this document were as follows:

1. Developing recommendations for preparing professionals who serve children with special needs and addressing the needs of English language learners
2. Initiation of the *Career Pathways and Articulation Work Group*
3. Regenerate the *Compensation and Incentives to Support Professional Growth* Work Group
4. Community feedback and review of completed products
5. Completion of Core Competencies and Core Knowledge Areas
6. Developing an outline for qualifications, credentials and standards

Juarez, C., Lexi, C., Washington State Professional Development Core Competencies for Early Care and Education Professionals, ESD 105, DRAFT July, 2010.

This draft document was developed by ESD 105, reviewed by Professional Standards Workgroup of the PDC and ZERO TO THREE. Acknowledgements list the members of the PDC. Core competencies define what early care and education professionals need to know and be able to do to provide quality care and education for children. They serve as the foundation for decisions and practices carried out by professionals in all early care and education settings. They establish a set of standards for early care and education settings that support the professionalism of the field. And they are an integral part of a comprehensive professional development system. Core competencies are useful to caregivers/teachers, program administrators, trainers, higher education, and government entities as a common set of integrated standards for the field.

The document is organized by content areas and competency levels describing the knowledge and skills professionals need to work with children birth through 8 (including children with special needs) and their families. Content Areas include: Child Growth and Development, Curriculum and Learning Environment, Measurement of Child Progress, Family and Community Partnerships, Health, Safety & Nutrition, Interactions, Program Planning and Development, Professional Development and Leadership. Infant/Toddler competencies are indicated by an asterisk. There are five levels of competency outlined in the document starting with the basic skills necessary to enter the field progressing to an advanced level of academic preparation and varied experience.

Lidman, H., Clark C., Diamond, C., *Paving the Pathways to Quality – Washington State's Professional Development Landscape,* Economic Opportunity Institute and Service Employees International Union Local 925, 2009.

The report investigates how Washington state addresses the quality of care via the early childhood education workforce, focusing on the availability of programs and supports that enable early learning providers to engage in relevant professional development. The purpose is to inventory programs and document the environment affecting the quality of care. Another goal of the analysis is the identification of gaps and opportunities in the delivery of effective programs resulting in increases in quality. Chapters are:

1. Professional Development and Quality Initiatives
2. Professional Development and Education Requirements
3. Review of WA St's Higher Ed ECE Training Programs
4. Financial Aid Assistance to ECE and Training
5. National Review of Wage and Incentive Programs
6. Workforce Assistance Programs
7. Early Care and Education Workforce Profile
8. Cost of Child Care and Family Income.

Findings: The diverse early learning workforce is characterized by moderate levels of education, high rates of poverty, poor levels of compensation and benefits, and high rates of turnover. A wealth of formal and informal professional development opportunities exist across the state. A lack of coordination hinders

the existing professional development opportunities. The scarcity of financial incentives and supports deter the early learning workforce from pursuing training and education. There is strong desire for the creation of a coordinated and integrated statewide professional development system with robust linkages between professional development options and financial supports. The current landscape of professional development combined with the lack of broadly-available incentives in Washington is not sufficient to ensure high-quality early learning for all children.

Washington State Professional Development Consortium, *Map of Work.* September 3, 2009. Access online at:
http://www.del.wa.gov/partnerships/development/consortium.aspx

One page, graphic display of Map of Work mandated by HB 1943 and in response to the Early Learning Partnership between OSPI, DEL, and Thrive by Five. The Map includes an outline of the "Planning and Recommendations" stage [PDC Report of Recommendations], which will be provided to the Legislature with source documents to determine "Anticipated Outcomes Dependent on Recommendations and Funding" and justify resources to create an Integrated Professional Development System.

Washington State Professional Development Consortium, *Fact Sheet.* 2009. Access online at: http://www.del.wa.gov/partnerships/development/consortium.aspx

Provides the Vision, Mission, Goals, and Advisory Council Structure of the PDC. Mission: Build a comprehensive, integrated, cross sector system of preparation and ongoing professional development for the state's early learning and school age professionals. Structure: PDC Steering Committee Chair: Sangree Froelicher Co-Chair: Char Goodreau Core Knowledge, Qualifications, Credentials Pathways: Jackie Jainga Hyllseth and Cynthia Juarez Access and Outreach: Michelle Andreas and Agda Burchard Quality Assurance: Rachel Kim and Tenlee Bell Infrastructure, Governance and Financing: Lorrie Grevstad and Molly Boyajian Funding: Hannah Lidman.

Washington State Professional Development Consortium, *Timeline and Work Plan.* 2009. Access online at: http://www.del.wa.gov/partnerships/development/consortium.aspx

This document outlines the recommendations required by HB 1943 and the Timeline of Work. HB 1943 requires the Professional Development Consortium to create and/or make recommendations for the following:

1. Map of current professional development resources and strategies across the state.
2. Identify gaps and make recommendations for improving coordination of services.
3. Core Competencies for early learning, school age, program staff, directors and administrators.
4. Qualifications & Credentials that include standards and incentives and requirements

5. Pathway for preparation and continuing professional development, and a plan to implement it for early learning and school-age workforce.
6. Analysis of evidence-based compensation policies that encourage and reward completion of professional development programs.
7. Creation of a comprehensive, integrated registry designed to capture information, including workforce and professional development data.

This document provides a Timeline of PDC work starting on 9/3/2009 and ending 12/1/2010 with a Final report of recommendations to the Legislature (due 12/31/10 – to be completed ahead of schedule to dovetail effectively with the state budget and pre-legislative sessions).

Washington State Child Care Resource & Referral Network, ***Establishing a Comprehensive, Integrated Professional Development System in Washington State for the Early Learning and Afterschool Workforce,*** **February 28, 2010**

This policy brief focuses on the professional development of licensed child care providers in Washington state, including a description of trends and some of the most significant barriers facing the early learning and afterschool Workforce. There are five major areas that require strong leadership and governance for Washington state to move forward in a systemic way around establishing a comprehensive, high quality professional development system:

1. A clear vision and policy framework for defining and identifying high quality early learning and afterschool programs;
2. A clear vision and policy framework for defining school readiness for children.
3 A professional development framework that defines the core competencies and professional expectations for the Workforce and aligns them with outcomes for children;
4. An articulation of education and training standards and supports that aligns with the quality, school readiness and professional development frameworks; and
5. A technological infrastructure that integrates and tracks the professional development activities of the individuals in the Workforce around the established frameworks, core competencies and standards.

The content is organized as subheadings to the overall heading: Establishing an Operational Framework. Sub-sections include: Core Competencies, Professional Standards, Pros and Cons of Credentialing, Pros and Cons of Requiring a Degree, Pros and Cons of Degree Requirements (including an analysis of the implications on the racial and ethnic minority populations), Cost of Professional Development, Cost of Quality Care on Families and Compensation for the Workforce, Comprehensive Registry and Background on the Workforce, Quality Rating Improvement System and the Washington state Early Learning Benchmarks.

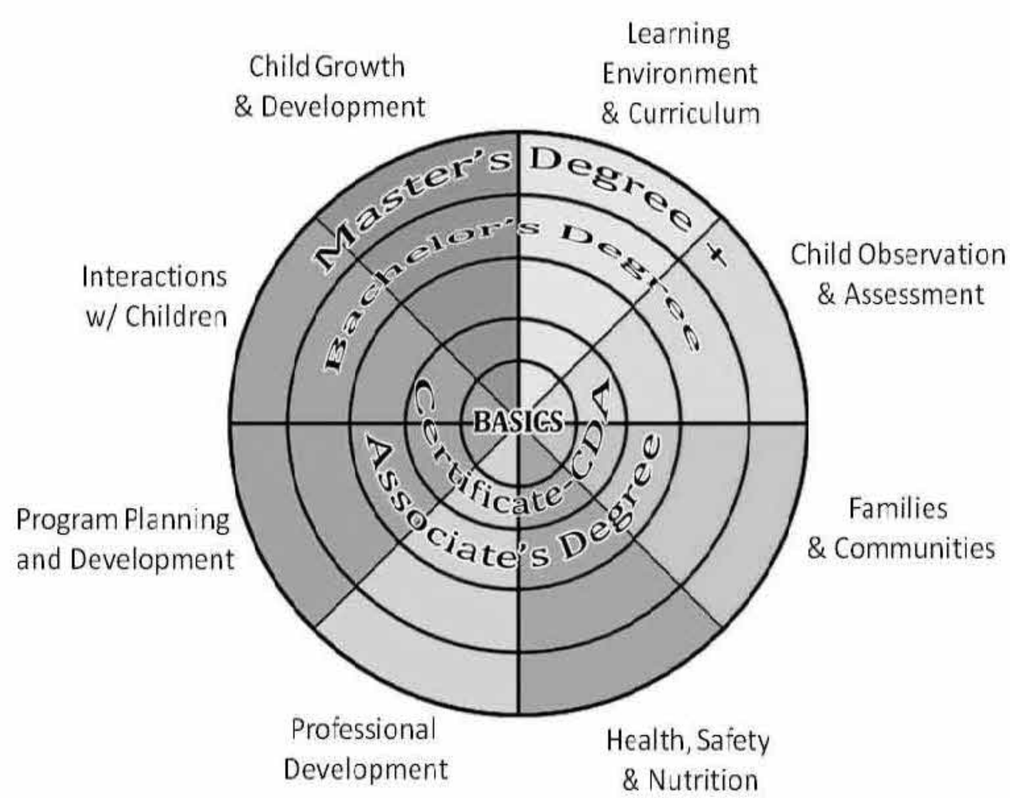
Appendix: Professional Development Policy Recommendations
1. Adopt a Statewide Quality Rating Improvement System (QRIS) framework and work towards statewide implementation of QRIS
2. Revise and Adopt Washington State Early Learning Benchmarks

3. Establish a Professional Development Framework that adopts statewide core competencies and professional expectations that align with QRIS and Early Learning Benchmarks
4. Establish education and training standards and supports that align with the quality vision for the Workforce and children.
5. Invest in a technological infrastructure that integrates and tracks the professional development activities of the Workforce around the established frameworks, standards and vision for Washington state.

Washington State Professional Development Consortium's Workgroup for Core Knowledge, Qualifications, Credentials, and Pathways Workgroup, *Washington State Education Matrix,* July 2010. (Companion documents: WA PDC Matrix Current, PDC Matrix 5 year, and PDC Matrix 10 year).

The PDC chose to use the Missouri education matrix as a base model for the Washington State education matrix. Missouri's matrix reflects linkages between education, career choices, pathways for career goals, and core competencies for early learning professionals. Missouri's matrix also reflects the Washington Workgroup's belief that professionals should be able to choose to stay within their preferred positions even as they attain higher levels of education.

The document Includes core elements of the Washington State Professional Development System: Core Competencies, Alignment with Positions, Alignment with Qualifications, Credentials, and a Career Lattice (visual document). Each element is indicated by colored shading in the cells of the matrix. Included is a table summarizing the connection between competency levels and recognized benchmarks in professional development and graphics demonstrating the connection between Content Areas (8) and Content Area Mastery (5 levels).



Washington State Professional Development Consortium

Washington Professional Development Consortium, Mapping and Gap Analysis Subcommittee, *Analysis and Matrix.* July 2010.
(Companion document is the **Mapping and Gap Analysis Matrix** with the following data tabs: General Data, Statewide ECEAPHS, HS/ECEAP Slots, Tribal Care, ELLPublicSchools, 2yearColleges, P3K8 Endorsements, 4YearandGraduate, Special Needs)

This document outlines the goals and analysis of the committee as it relates to mapping and gap analysis of the professional development in Washington State's Early Care and Education field. Objectives of committee: Identify current professional development resources for early learning and afterschool professionals, Identify specific professional development resources and gaps for early learning and afterschool professions in languages other than English, Identify specific professional development resources and gaps to support early learning and afterschool professionals who serve children with special needs, Identify gaps in the professional development system.

The committee will develop:
1. A matrix that highlights by county the available professional development resources available;
2. Recommendation for addressing the resource gaps for the professional development system

The document goes on to outline workforce and education data in the field, providing a baseline for analysis. It lists the Professional Development Requirements of the Workforce. Then outlines 'What is Known About the PD System that Supports the Workforce,' including the community based training, two, and four year college training programs. The Professional Development Resources and Gaps section provides an analysis of the resources and gaps for the STARS training program, Child Development Associates (CDA) and Professional Development Training Programs, Certificate Programs, Two Year College programs, and Four-Tear/Teacher Certification and Graduate Degree Granting Programs. The gap analysis continues by addressing Evidence-Based Incentives and Other Financial Resources, English Language Learners, Special Needs, Articulation of Community Based Training to Community College, and Articulation of Community and Technical College Credits to Two Year and Four Year Colleges.

Preliminary Draft Recommendations from the Committee:

- Align professional development system to core competencies and professional standards that are linked to positive child outcomes
- Establish community-based training guidelines and community-based trainer guidelines that align with the core competencies and professional standards
- Build capacity to support and develop bilingual and multi-lingual trainers/instructors, focusing on top three languages spoken in communities
- Provide sufficient financial supports/incentives to ensure access to all forms of professional development for the range of those in the workforce (e.g. entry level teacher, trainers, college instructors, technical experts in the field)
- Build over time a compensation structure to match the desired core competencies and professional standards for all early learning professionals

- Invest in the collection of baseline and ongoing comprehensive data and analysis of the workforce to measure progress and gaps towards end goal of ensuring professionals have access to a coordinated, integrated and comprehensive professional development system of preparation and ongoing development and support.

Core Knowledge

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Weber report:
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Job descriptions:
http://www.dop.wa.gov/CompClass/JobClassesSalaries/Pages/ClassifiedJoblisting-E.aspx - ECPS 1-4 Salary Scale:
http://www.dop.wa.gov/SiteCollectionDocuments/CompensationAndJobClasses/Salary%20Schedules/Sept08/Sept08GSGridNonRep.pdf - bands: 30, 36, 42, and 49

Wage Ladder research findings:
Phase I: http://www.eoionline.org/early_learning/more/CWL%20Phase%201%20Eval%20-%20Full.pdf
Phase II:
http://www.eoionline.org/early_learning/more/CWL%20Phase%202%20Eval%20-%20Full.pdf
Post Eval:
http://www.eoionline.org/early_learning/more/CWL%20Phase%202%20Eval%20-%20Full.pdf
NCCIC Report on Wage Incentives:
http://www.ccw.org/storage/ccworkforce/documents/275_0810_wageincentives.doc

Appendix 32

WaKIDS Pilot

Preliminary Report

Prepared by
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Sara Stull

childcare quality & early learning
CENTER FOR RESEARCH AND TRAINING
UNIVERSITY OF WASHINGTON

WAKIDS PILOT
Fall 2010 Report

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WaKIDS Preliminary Report

Executive Summary

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten assessment process that is being piloted throughout the 2010-11 school year by the Washington State Department of Early Learning and the Office of Superintendent of Public Instruction (OSPI), in consultation with Thrive by Five Washington, and with the generous support of the Bill & Melinda Gates Foundation. OSPI contracted with the Childcare Quality and Early Learning Center for Research and Training at the University of Washington College of Education to lead the research and data analysis involved in the WaKIDS pilot. This Fall 2010 report summarizes information gathered during the first half of this pilot.

Project overview

WaKIDS provides information about children's development and learning to determine kindergarten readiness. It strives to inform the K-12 system, early care and education providers, and families of the most effective methods to understand children's learning strengths and needs. An essential goal is to identify a common method to compare children across the state. There are three main components of the WaKIDS pilot: **family connection**, in which WaKIDS asked teachers to connect with students and their families at the beginning of the school year; **whole child assessment**, in which three kindergarten assessment tools are being piloted and student data was collected from September 27 to October 15, 2010; and an **early learning collaboration**, consisting of 10 focus groups with early learning providers and kindergarten teachers, five of which were conducted during Fall 2010.

WaKIDS used three data-gathering tools to inform the content of this preliminary report: an initial teacher survey in August 2010 that 108 teachers completed; a whole child assessment in which three assessment tools were used; and a teacher survey conducted at the end of the assessment period with 105 teachers responding. The school sample included a total of 115 classrooms in 63 schools, distributed throughout the state and balanced by race and ethnicity and SES status as measured by eligibility for reduced-priced school lunches. Seventy-eight percent of all classrooms were full-day, and 22% were part-day.

Family Connection

The family connection component encourages and provides an opportunity for teachers to engage with families before the school year in order to build positive relationships, gain information about entering students, and to focus on their children's learning. The WaKIDS team asked teachers to connect with students and their families either one-on-one or in small groups of families prior to the beginning of the school year.

WaKIDS will collect information about the usefulness of this booklet and transition practices from both teacher and parents' perspectives in Winter 2011 and include data in a final report in Summer 2011

Whole child assessment

The preliminary report presents detailed findings of the 2010 pilot of three assessment instruments: Teaching Strategies GOLD, The Work Sampling System (WSS; Pearson), and Developing Skills Checklist (DSC; CTB/McGraw-Hill). The team assigned teachers to one tool set and asked them to complete the assessment with all students in their classes during a three-week window: September 27–October 15, 2010.

WaKIDS chose to measure 15 performance goals across four domains of the *Washington State Early Learning and Development Benchmarks*: Physical Well-Being, Health and Motor Development; Social and Emotional Development; Cognition and General Knowledge; and Language, Communication and Literacy.

Teacher assessments of 1,760 children beginning kindergarten suggest that more than a third enter kindergarten below expected skill levels as revealed by the three different instruments. In the area of language, communication, and literacy, nearly half of all children enter with skills below the expected grade level. These differences are even vaster for economically disadvantaged children

Evaluation of the Three Tool Sets

Teachers were asked to evaluate the helpfulness of the training for each tool. The full preliminary report presents data showing teachers' responses concerning the adequacy of the training associated with each of the tool sets, the relative ease of using them, the time required, and the degree to which the assessment tools were consistent with their teaching philosophies and routines. Many teachers remain undecided about whether they would use any of the tools again in the same academic year, and fewer than half say they would recommend the assessment tools to other kindergarten teachers.

An overarching aim of the WaKIDS pilot was to recommend one assessment tool. All three instruments are comprehensive and address the identified *Washington State Early Learning and Development Benchmarks*. Based upon teacher feedback on instructional utility and naturalistic method, the recommendations can be narrowed to two: WSS or GOLD. More data collection is needed, however, before WaKIDS can recommend one instrument. Important considerations include cultural biases of the instruments, accommodations for children with disabilities, parent involvement, use of the results to differentiate instruction, and cost-benefit.

Early Learning Collaboration

Best practices and position statements from the National Association for the Education of Young Children (NAEYC) and the research literature recommend collecting information from teachers who worked with children prior to their entry to kindergarten (National Association for the Education of Young Children, 2005). WaKIDS distributed an initial questionnaire to 108 teachers on the first day of participation in the project. Questions addressed teachers' experience and practice with information exchange between early learning providers and kindergarten teachers. Just over a third of teachers received *some* type of information from early learning

providers about *some* of their entering kindergartners, including IEPs, assessment information, and information about social and behavioral skills and problems. When asked what type of information they would like to know about entering kindergartners, the teachers mentioned information about social-emotional or behavioral skill levels, family backgrounds, children's academic skills, their health status, and information about disabilities or special needs.

WaKIDS is also conducting focus groups with early learning providers and kindergarten teachers to collect information about the types of assessment information available and ways to improve the transfer of this information to kindergarten teachers. Findings from the 2010 and 2011 focus groups will be presented in the final report of the WaKIDS project in Summer 2011.

Summary, Recommendations, and Next Steps

This report provides important information about a statewide kindergarten assessment process pilot in Washington State. Three assessment instruments offer insights regarding young children's developing skills at kindergarten entry, and teachers' feedback across the assessment tools provide valuable information for narrowing the WaKIDS selection of the most effective instrument and process.

Kindergarten data in Washington State

The WaKIDS pilot provides the first statewide kindergarten assessment information across multiple domains of child development and achievement. Teacher assessments of 1,760 children beginning kindergarten suggest that more than a third enter kindergarten below expected skill levels as revealed by the three different instruments. In the area of language, communication, and literacy, nearly half of all children enter with skills below the expected grade level. These differences are even vaster for economically disadvantaged children, pointing to the continued need for accessible, high quality early learning programs for low income children and families.

Notable differences across instruments

The project found notable, but expected, differences in children's skill levels across the three instruments. For example, the instrument Teaching Strategies GOLD in general found a larger share of children regarded as below expectations across the four domains. Another instrument, the DSC, found a larger percent of children exceeding expectations across the four domains. One reason for these differences is that the developmental reference was dissimilar across the instruments. Teachers using GOLD were asked to assess children against end-of-year kindergarten expectations; teachers using DSC were measuring children's performance against beginning of kindergarten expectations. And teachers using a third instrument, the WSS, were asked to assess children against end-of-preschool expectations. The instruments also differed from one another in terms of the number of items in each domain (for example, 4 items in the general knowledge and cognition domain on the WSS compared with 11 on GOLD), differing levels of specificity, and characteristics of training sessions, which were condensed for this pilot, and as a result, may have left some teachers less prepared in implementing the assessments as specified.

Best practices

With few exceptions, teachers regard the WaKIDS assessment tools and process as meeting best practices. Two instruments, GOLD and WSS, were considered useful for planning instruction and collected assessment information in a naturalistic way. Few of the teachers in the pilot reported using comprehensive assessment processes prior to their involvement in WaKIDS. Most teachers report that the instruments piloted with WaKIDS provided information on multiple areas of children's skills. In general, teachers found the instruments used in this pilot to be helpful with assessing the class as a whole and for planning individual instruction.

Many teachers who used WSS report they will use it again this year. A majority of teachers are undecided about continued use with GOLD, however. One plausible reason for this difference and ambivalence with GOLD in particular is the perceived difficulty and experienced learning curve across the instruments. While both instruments are regarded as useful with assessment and planning instruction, teachers reported needing more training and support with GOLD. This may be because GOLD requires teachers to make finer discriminations across assessment items. GOLD was also offered online, which presented an additional learning challenge for some teachers. WaKIDS will continue to investigate the issue of teachers' repeated use of the instruments during early Winter 2011.

Need for more research

More research is needed before one tool can be recommended. WaKIDS must look more closely at such issues as cultural responsiveness, accommodations and usefulness for children with disabilities, parent involvement and satisfaction, potential for improving instruction, and cost benefits. Additionally, educators, administrators, and policy makers would be interested in knowing how these tools predict future school success.

Recommendations for future implementation

Based on the findings summarized in this preliminary report, we provide the following recommendations for implementation improvement for WaKIDS 2011-2012:

1. **Provide more training on assessment tools and online administration to teachers and administrators.** WaKIDS provided all teacher training sessions in one day— half the time typically provided for training by assessment publishers. The quality of assessment data relies heavily in the accuracy of implementation. If assessments are not done well, the data collected may not provide the information sought or may inaccurately represent children's performance (Golan, Peterson & Spiker, 2008). It is also important that teachers feel supported by their building and district administrators. Providing overview training on the assessment instruments for administrators may galvanize necessary support.

2. **Provide sufficient time to complete and report assessment.** Many teachers felt that it was difficult to administer the tool and to record and report the assessment results in only three weeks. Observation-based assessments require more time to accurately discern a child's competencies in a naturalistic setting. This may be especially important at the beginning of the year when teachers are just getting to know their students, and students are just getting used to know peers and adults. Time is also critical to teachers who are

teaching half-day classes; these teachers may have twice the pupils and half the time to complete their assessments.

3. **Provide training on family participation and input**. Position statements and research literature about best practices agree that parents are essential participants in a valid and useful assessment process, both as informants about their children's skills and as recipients of assessment information (Golan, S., Peterson, D. & Spiker, D., 2008). Teachers agreed that the formalized parent component of each instrument would be helpful. Additional time is needed to train teachers on the administration of these instruments, as are alternatives for gathering the information from diverse families and for interpreting the information. Teachers may also benefit from training on data-sharing with parents.

4. **Study and recommend best practices to facilitate information-sharing between early learning providers and kindergarten teachers.** Kindergarten teachers agree that information from early learning providers about entering kindergarten students would be helpful. Few teachers in this study received helpful information from early learning providers, and most were unsure of if and where the child attended prekindergarten programs. Further study is recommended to understand the types of assessment data early learning providers gather and how to facilitate data-sharing that is optimally beneficial to students and families. Data-sharing can improve instructional decisions by kindergarten teachers and can also serve to improve the quality of early learning programs.

Next steps

The WaKIDS pilot and evaluation will continue through June 2011. Future evaluation activities include:

1. Parent focus groups throughout the state to understand their perceived usefulness of the assessment data and process;

2. Kindergarten teacher surveys regarding continued assessment use and satisfaction;

3. Early learning connection focus groups; and

4. Further analysis of kindergarten entry child data.

This information will be presented in a final project evaluation report in June 2011.

I. Introduction

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten assessment process that is being piloted throughout the 2010-11 school year by the Washington State Department of Early Learning and the Office of Superintendent of Public Instruction (OSPI), in consultation with Thrive by Five Washington, and with the generous support of the Bill & Melinda Gates Foundation. OSPI contracted with a team of faculty and graduate students from the University of Washington College of Education to lead the research and data analysis involved in the WaKIDS pilot. This preliminary report summarizes information gathered during the first half of this pilot.

Overview of project

WaKIDS provides information about children's development and learning to determine kindergarten readiness. There are three main components of the WaKIDS pilot: 1) strengthening the family's connection to the child's education environment, 2) a comprehensive assessment of the whole child for teachers to gather information on the skills, abilities, and areas for growth in their students entering kindergarten, and 3) a collaboration between early learning providers and kindergarten teachers to improve information-sharing and the transition of students from early learning environments to kindergarten.

The WaKIDS team established planning committees to lead components of the design and implementation process. The committees are the Oversight Committee, Work Team, State Advisory Team, Theoretical Advisory Committee, and Technical Advisory Committee. (See Appendix A for lists of committee members.) Committees made several key decisions during this planning process, including:

- Identifying the best classroom practices for teachers to support individual students
- Determining the most effective approaches to reach out and engage families
- Deciding where to focus future investments
- Comparing three different assessment tools to determine which one is best suited for kindergarten teachers, families, early learning providers, school districts, communities, and the state as a whole to improve the learning of Washington children
- Identifying the most effective family connection component to involve teachers meeting with families before or at the start of kindergarten to welcome them to the K-12 system and begin building relationships
- Suggesting that the early learning collaboration consist of facilitated discussions to improve the connection between early learning providers and kindergarten teachers.

The WaKIDS team also decided to measure 15 performance goals from the *Washington State Early Learning and Development Benchmarks.* These goals were chosen based on an analysis of kindergarten readiness programs and current research, and they were aligned with end-of-year kindergarten standards. Table 1 provides a description.

Table 1. Fifteen WaKIDS Performance Goals

Performance Goals Washington State Early Learning and Development Benchmarks	
DOMAIN	**Sub-Domain**
Physical Well-Being, Health, and Motor Development	**#1**—Sub-Domain: Motor Development Domain component: Gross Motor Skills Goal: Children demonstrate strength and coordination of large motor muscles.
	#2—Sub-Domain: Motor Development Domain component: Fine Motor Skills Goal: Children demonstrate strength and coordination of small motor muscles.
	#6—Sub-Domain: Health and Personal Care Domain component: Daily Living Skills Goal: Children practice basic personal care routines.
Social and Emotional Development	**#13**—Sub-Domain: Social Development Domain component: Interactions with Peers Goal: Children cooperate with peers.
	#24—Sub-Domain: Emotional Development Domain component: Self-Control Goal: Children understand and follow rules and routines.
Cognition and General Knowledge	**#33**—Sub-Domain: Logic and Reasoning Domain Component: Critical and Analytic Thinking Goal: Children compare, contrast, examine, and evaluate experiences, tasks, and events.
	#38—Sub-Domain: Mathematics and Numeracy Domain component: Number Sense and Operations Goal: Children demonstrate knowledge of numbers and counting.
	#39—Sub-Domain: Mathematics and Numeracy Domain Component: Measurement Goal: Children demonstrate knowledge of size, volume, height, weight, and length.
	# 41—Sub-Domain: Mathematics and Numeracy Domain Component: Properties of Ordering Goal: Children sort, classify, and organize objects.
Language, Communication, and Literacy	**#62**—Sub-Domain: Language Domain component: Expressive/Oral Language Goal: Children use language for a variety of purposes.
	#66— Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate phonological awareness.
	#67—Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate awareness of the alphabetic principle.
	#68—Sub-Domain: Literacy Domain component: Reading Goal: Children demonstrate awareness of print concepts.
	#69—Sub-Domain: Literacy Domain Component: Reading Goal: Children demonstrate comprehension of printed material.
	#74—Sub-Domain: Literacy Domain component: Writing Goal: Children use writing for a variety of purposes.

Finally, the oversight committee decided that the University of Washington would be contracted to assist with data analysis and research involved in the pilot and to provide third-party objectivity and support for teachers throughout the pilot.

Overall, WaKIDS strives to inform the K-12 system, early care and education providers, and families of the most effective methods to understand children's learning strengths and needs. An essential goal of this work is to identify a common method to compare children across the state.

II. Design of Research and Evaluation of WaKIDS Pilot

WaKIDS Pilot: Overview of the Three Components

The WaKIDS assessment process is not a single test or an assessment tool. Rather it is a process that consists of three components: family connection, whole child assessment, and an early learning collaboration. These three areas combine to improve understanding of data regarding teacher transition practices, kindergartners' academic and social achievement, and the most effective information-sharing and collaborative techniques for early learning providers and kindergarten teachers. Each component is described below.

- **Family connection**. The family connection component encourages and provides an opportunity for teachers to engage with families before the school year in order to build positive relationships, gain information about entering students, and to focus on their children's learning. The WaKIDS team asked teachers to connect with students and their families either one-on-one or in small groups of families prior to the beginning of the school year. A booklet, *Introducing Me*, was also provided to all teachers in English and Spanish. (See Appendix B.) *Introducing Me* is intended to help teachers to gather important information from parents about entering kindergarten children.

- **Whole child assessment**. Research suggests that a process to assess what children know and can do when they enter kindergarten should be multifaceted and should include measures of a range of skills and across multiple domains of development (Maxwell, 2004). WaKIDS chose three tools for kindergarten assessment based on their attention to individual detail and ability to provide information on multiple aspects of development: Teaching Strategies GOLD, the Work Sampling System (WSS), and the Developing Skills Checklist (DSC). All three assessments were administered and data collected from September 27 to October 15, 2010.

- **Early learning collaboration (ELC)**. Best practices and position statements from the National Association for the Education of Young Children (NAEYC) and the research literature recommend collecting information from teachers who worked with children prior to their entry to kindergarten (National Association for the Education of Young Children, 2005). Early learning providers have unique perspectives in children's early development and learning, and can also provide assessment information that could improve kindergarten teachers' understanding of and service to incoming students. Information about children's prekindergarten experiences can promote continuity for children, families, and educators between preschool and early elementary school.

The ELC component of WaKIDS consists of a set of Fall and Spring focus groups created to bring together members of the early childhood community to design and implement successful transition and information-sharing techniques. The five Fall 2010 focus groups consisted of early learning providers and kindergarten teachers who volunteered to take part in the collaboration. Focus groups met in five locations around the state. WaKIDS will hold five additional focus groups during Spring 2011 with the remaining pilot study participants.

Evaluation Design

WaKIDS uses a mixed-methods design to examine the implementation of its pilot. Key research and evaluation questions are:

1. How are entering kindergarten students doing according to pilot assessment tools?
2. How useful are the pilot assessment tools for teachers and parents?
3. What are considered ideal information-sharing practices between early learning settings and elementary schools?

This report provides preliminary information on these questions based on information collected during August through November 2010. Beginning in January 2011, the WaKIDS UW team will collect additional evaluation data, including more qualitative and quantitative analyses of parents' perceptions of the usefulness of the assessment information, teacher perceptions of the utility and ease of continued assessment, and early learning providers' transition and assessment practices. These data will be presented in a final report expected in Summer 2011.

Data Collection Tools

Beginning in August 2010, WaKIDS developed and implemented six different data collection tools. This section provides detailed information about three that WaKIDS used to inform the content of this preliminary report:

- **Initial teacher questionnaire**. The UW team asked all participating teachers to complete an initial questionnaire at their assessment tool training in August 2010. (See Appendix C.) The UW team designed the questionnaire to collect demographic information about teachers' background and training and to gather data about their assessment and transition practices. A total of 108 teachers completed the questionnaire at their training sessions.

- **Whole child assessment**. The WaKIDS team piloted three assessment tools during 2010 with participating kindergarten teachers: Teaching Strategies GOLD, The Work Sampling System (WSS; Pearson), and Developing Skills Checklist (DSC; CTB/McGraw-Hill). The team assigned teachers to one tool set and asked to complete the assessment with all students in their classes during a three-week window: September 27–October 15, 2010.

- **Teacher questionnaire #1**. At the completion of the child assessment period, the WaKIDS UW team e-mailed an electronic survey to all teachers to gather feedback about their experiences with training, implementation, reporting, and use of information gathered from their assigned assessment tool. (See Appendix D.) The team customized the survey for each of the three assessment tools. Teachers received two reminder e-mails to complete the survey. Of the 116 participating teachers, 105 (91%) responded to the survey.

School sample

Dr. Cathy Taylor of the University of Washington College of Education led the selection process of participating schools. Individual teachers applied to be part of the WaKIDS pilot, and once the full list was compiled, schools were coded in terms of SES level (using percent of students qualifying for free or reduced-priced lunch as a proxy) and representation of ethnic minority

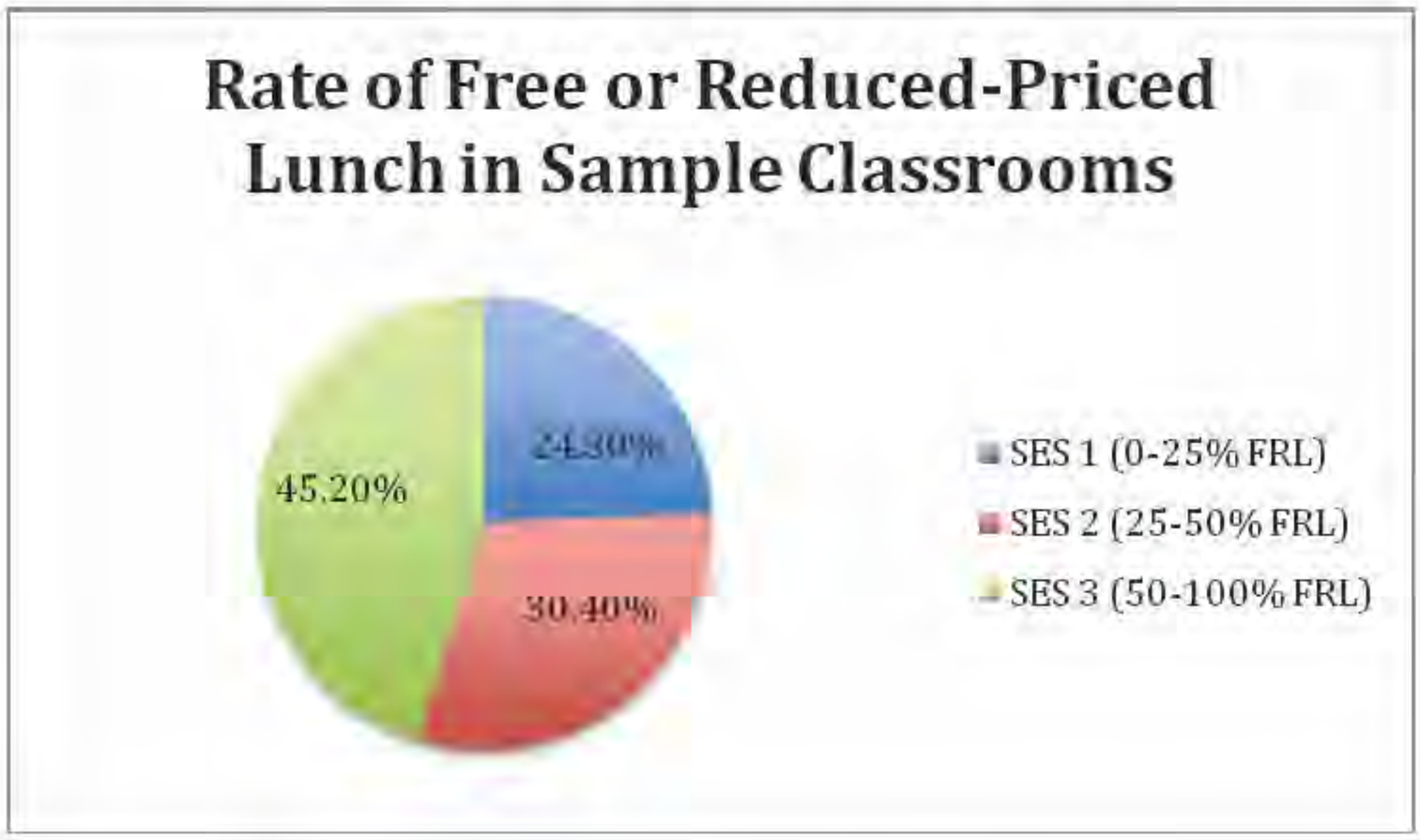
groups (Black/African American, Native American, Asian American, and Latino/Hispanic). Classrooms were then randomly selected within each of five identified regions of Washington State and then adjusted to ensure that there was sufficient representation of SES levels and school districts that had applied to participate. Typically, all teachers who applied from the same school were invited to be part of the pilot.

The sample included a total of 115 classrooms in 63 schools, distributed across the five regions. Region 1 contained 21 classrooms; region 2 contained 25; region 3 contained 31; region 4 contained 20; and region 5 contained 18. Due to the rigorous sampling procedures, the sample is assumed to be representative across the regions. Thus, the remainder of the demographic information collapses across all regions. Seventy-eight percent of all classrooms were full-day, and 22% were part-day.

Figure 1. Map of participating schools

The majority of the classrooms (55%) are contained within small districts (0–4,000 students). The remaining classrooms are evenly distributed across the larger districts: 4,001–12,000 students (16% of classrooms); 12,001–21,000 students (13% of classrooms); and 21,001 or more students (16% of classrooms). Slightly less than a one fourth of the classrooms have 0–25% of the students receiving free or reduced-priced lunch. The greatest share of classrooms (45%) in the sample has a high rate of free or reduced-priced lunch (50–100% of the students), as shown in Figure 2.

Figure 2. Share of Free or Reduced-Priced Lunch in Sample Classrooms



Teacher sample

At their assessment instrument training, teachers completed a questionnaire that included demographic information as well as questions about their current assessment and transition practices. The UW team received 108 questionnaires. When declaring their ethnicity, 74% of teachers identified themselves as white, 8% as Hispanic, 7% as multiple origin, 2% as Black/African American, 2% as Native American, and 1% as Asian/Pacific Islander; 6% did not answer the question. More than half (58%) of the participants have master's degrees. Based on these characteristics, teachers in this pilot hold similar qualifications to the broader teaching force in Washington State (Plecki, Elfers & Knapp, 2003).

Eighty-eight percent of participants taught kindergarten before participating in this pilot. And nearly one third (29%) of participating kindergarten teachers had experience teaching in early learning settings with children younger than 5 years.

Participant compensation

WaKIDS compensated participating teachers $320 for the training for their tool set, and $250 for completing the child assessment data and other evaluation measures.

III. Preliminary Data Findings

Component One: Family Connection

WaKIDS teachers participated in an informational webinar in August 2010 regarding their level of participation and engagement with incoming students and their families. OSPI created three levels of engagement to categorize transition and information-gathering activities teachers used before the beginning of the school year. The three categories are:

- Level 1—Encouraging parents to attend a whole group open house, back to school night, etc.
- Level 2—Having an open house with stations before school begins. Stations provide families and children with an opportunity to meet their teachers in a small group setting.
- Level 3—Holding a one-on-one meeting with each family before school starts.

WaKIDS asked each teacher to engage in one of two practices before the end of the summer: either to meet one-on-one with each incoming family (Level 3) or meet with small groups of families (Level 2). Teachers then responded to the family connection survey to describe their selected engagement method.

Participating teachers were also provided with the booklet *Introducing Me.* The booklet (available in both English and Spanish) was adapted by Gail Joseph at the University of Washington from *Getting to Know My Child: A Guide for My Child's Kindergarten Teacher by the National Center for Learning Disabilities* and served to help kindergarten teachers gather information from parents about entering kindergarten children. Information includes details regarding family members, the child's early learning setting, likes and dislikes, and how they might act when feeling mad, sad, hungry, or excited.

WaKIDS will collect information about the usefulness of this booklet from both teacher and parents' perspectives in Winter 2011 and include data in a final report in Summer 2011.

Component Two: Whole Child Assessment

The first part of this section presents information about the three assessment instruments that make up the WaKIDS whole child inventory, including the selection of tools, an overview of each tool, data collection procedures, and student data across four domains on each tool. The second part presents information about teacher use and satisfaction of each assessment tool.

WaKIDS selected assessment tools using the guidelines set forth in the project RFQQ of July 2010. Each submission required four major sections: 1) Letter of Submittal, 2) Technical Proposal, 3) Cost Proposal, and 4) Required Addenda. The team compared the Technical Proposal for each tool to the key performance goals set forth in the *Washington State Early Learning and Development Benchmarks* selected for WaKIDS. (See Table 1.) The team evaluated the Technical Proposal section of each submission using the RFQQ Evaluation Criteria

and Rating System, rating the ability of each tool to empirically and reliably measure data for each of the four WaKIDS domains. Table 2 provides a side-by-side description of each tool across common criteria.

Table 2. Overview of Three Piloted Assessments

Characteristics	GOLD	WSS	DSC
Type of assessment	Ongoing assessment	Ongoing assessment	Performance assessment
Comparative reference	Year-long kindergarten expectations	End of preschool expectations	Kindergarten entry expectations
How information is collected	Observation and documentation; whole class or small group	Observation and checklists; whole class or small group	Direct test and observation (social emotional items only); primarily one-on-one, also whole class or small group for select items
Who can collect	Teachers with support of specialists (optional)	Teachers with support of specialists (optional)	Teachers, parents .and paraeducators
Available online	Yes	Yes, but not used in WaKIDS pilot	No
Number of assessment items per domain			
Physical Health	6	6	2
Social Emotional	3	4	7
Language and Communication	11	7	23
Cognition and General Knowledge	11	4	8
Scoring	Levels 1-9	Not Yet, In Process, Proficient	Observed, Unobserved
Spanish	Yes, but not used in WaKIDS	Yes, but not used in WaKIDS	Yes
Parents can contribute data	Yes, but not used in WaKIDS	No	Yes
WaKIDS customization of tool	Yes	Yes	No

Assessment training and support

WaKIDS held one-day "train the trainers" sessions in late July 2010 at OSPI in Olympia, WA. The "train the trainers" sessions were led by representatives sent by assessment publishers. Participants were identified by OSPI and would serve as trainers for WaKIDS teachers across the state. Training content was similar across instruments and included an overview of the instrument purpose, background, and research basis; overview of assessment kit contents and materials; video administration of the assessment; practice sessions; and time for questions. Teaching Strategies GOLD training also included a demonstration of GOLD Online. In total, 15 individuals were trained as trainers (6 for GOLD, 4 for WSS, 5 for DSC).

These trainers then led group trainings for participating WaKIDS teachers across the state. These "train the teachers" sessions were held during the first two weeks of August 2010, with a few make-up sessions held for teachers who were not available during their assigned training sessions. Trainings mirrored the train the trainer sessions in terms of length and content. It is important to note that both the GOLD and WSS trainings would typically be held over a two day span, but were condensed to one day in WaKIDS pilot. The shorter training sessions used for WaKIDS may not have provided enough time for teachers to both learn the tool administration and interpretation and, for GOLD, the web-based component.

Following the "train the teachers" sessions, representatives from Teaching Strategies followed up with teachers via e-mail to offer assistance using GOLD and the online site. Teaching Strategies offers one-hour webinars as part of its subscription, and teachers were encouraged to participate as needed. In addition, teachers were invited to contact representatives from Teaching Strategies if any additional questions arose about how to assess students or report data online.

Following the DSC and WSS training sessions, the teachers were invited to contact a UW WaKIDS team member trained on the specific instrument with any questions. Pearson provided bi-weekly telephone support to the UW WaKIDS team member regarding WSS.

Assessment Tool 1: Teaching Strategies GOLD (GOLD)

Overview*

*From Teaching Strategies (2010). *Teaching Strategies GOLD*. Washington DC: Teaching Strategies, Inc.

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

The primary purposes of the Teaching Strategies GOLD assessment system are to help teachers to:

- *Observe and document children's development and learning over time.*
- *Support, guide, and inform planning and instruction.*
- *Identify children who might benefit from special help, screening, or further evaluation.*
- *Report and communicate with family members and others.*

The secondary purposes are to help teachers to:

- *Collect child outcome information as one part of a larger accountability system.*
- *Provide reports to administrators to guide program planning and professional development opportunities.*

Teaching Strategies GOLD is not designed as a screening or diagnostic tool, a readiness or achievement test, or a teacher or program evaluation tool. For accountability purposes, the information obtained should be used as just one part of a larger system of data collection for decision-making.

The tool has 38 objectives, including 2 objectives related to English language acquisition.

Thirty-six objectives are organized into nine areas of development and learning. The first four are major areas of child development and learning:

- *Social-Emotional*
- *Physical*

- *Language*
- *Cognitive*

The content learning that are usually identified in early learning standards are organized in the following five areas:

- *Literacy*
- *Mathematics*
- *Science and technology*
- *Social studies*
- *The arts*

The objectives in a tenth area, English language acquisition, help teachers follow a child's progress in acquiring receptive and expressive skills in English.

To use Teaching Strategies GOLD, each teacher is given a manual entitled *Objectives for Development and Learning*. The manual contains an overview of each area of development and learning and explains the research about why each area is important. The objectives included for each area are listed in a shaded box. The research foundation page for each objective summarizes the important research findings related to the objective. It provides a broad picture of development and learning from birth through kindergarten, and it explains what is being measured and why. Cultural and linguistic considerations, as well as considerations for children with disabilities, are included in this foundation.

The manual also outlines the progressions of development and learning and includes indicators and examples tied to chronological ages. The progressions are based on standard developmental and learning expectations and the rating scale is used to assign a value to the child's level on a particular progression. The "in-between" boxes allow for more steps in the progression, so teachers can indicate that a child's skills are emerging in this area but not yet solid. These in-between ratings also enable the teacher to indicate that a child needs adult support (verbal, physical, or visual) to accomplish the indicator.

Colors for each year of life and kindergarten are used to show the age ranges for these expectations.

- Red = Birth to 1 year
- Orange =1 to 2 years
- Yellow = 2 to 3 years
- Green = 3 to 4 years
- Blue = 4 to 5 years
- Purple = kindergarten

Some colored bands of a progression are longer or shorter than others. Some bands begin in the "Not Yet" category. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. Sometimes a skill does not begin to develop until a child is 2 years old, and another skill may not emerge until age 3 or 4. For example, the colored bands show teachers at a glance that it is typical for children to enter

the pre-K year (age 4-5) with a particular skill emerging at level 5 and then for the children to progress to level 8 by the end of the year if they are given appropriate support and experiences.

Finally, the strategies page for each objective offers ways to promote development and learning in relation to the objective.

For the purposes of the WaKIDS pilot, Teaching Strategies identified the alignment of the GOLD assessment system with Washington State kindergarten entry benchmarks that were targeted for the pilot. (See Appendix F.) These identified objectives were skills expected to be mastered at the end of the kindergarten year. Although teachers could choose to complete the entire GOLD assessment, they were required to assess their students on only 36 of the 66 objectives/dimensions (55%).

Information about GOLD Online

Reporting of Teaching Strategies GOLD child data can be completed using traditional paper methods (score booklets for each child) or online. For the pilot, Teaching Strategies offered a complimentary subscription to GOLD Online, which also included online access to information provided in their manuals and additional tutorials. Teachers were given individual accounts to access the web-based system and were required to record all of their student assessment data via GOLD Online.

Implementation of assessment

All WaKIDS teachers were given a three-week period to assess their students. During September 27 through October 15, 2010, teachers were asked to complete the required components of the GOLD assessment. Implementation of the GOLD assessment consisted of teachers observing their students, documenting their observations online or through other note-taking approaches (notebooks, sticky notes, etc.), and selecting scores for their students' performance via GOLD Online. The majority of the teachers' observations could be completed during their regular classroom activities. In some instances, teachers asked for support from school specialists or observed their students in other school day activities to complete the assessment. For example, some of assessments related to students' gross motor skills might have been informed by the school's physical education teacher, or the classroom teacher might have observed her or his class during P.E. All student data were to be submitted via GOLD Online by October 15, 2010.

GOLD assessment data

In total, 38 teachers were assigned to complete the GOLD assessment. Of these, nine teachers and their students were excluded from the following analyses due to incomplete data. In addition, 90 students were removed due to missing demographic information. Therefore, the analyses to follow represent data from 29 teachers and their 535 students.

For each of the GOLD objectives/dimensions, an identified color band indicates the expected progression of certain skills. As mentioned above, kindergarten skills are marked in purple, and they correspond to certain scores on the rating scale for each objective/dimension. Thus, Teaching Strategies provided ranges to categorize each child's composite scores into below, meeting, or exceeding kindergarten-level expectations for each of the four WaKIDS domains: 1) Physical Well-Being, Health, and Motor Development, 2) Social and Emotional Development, 3) Cognition and General Knowledge; and 4) Language, Communication, and Literacy. (See

Appendix F for an outline of the GOLD objectives/dimensions that fall under each domain.) Data are reported for all students and then disaggregated by gender, free or reduced-price lunch eligibility, ethnicity, and primary language. OSPI provided student demographic information.

Achievement scores for students across all four domains are not available. Teaching Strategies does not recommend collapsing scores across different domains.

GOLD achievement in four domains for all students

Actual numbers of students vary within each analysis due to missing data—either because teachers did not submit complete assessment data or because certain demographic information was unavailable from OSPI. Following is an overview of the student data across the four domains:

- In the Physical Well-Being, Health, and Motor Development domain, 512 students had valid data. Of these students, 270 students (52.7%) were below grade-level, 241 students (47.1%) were meeting grade-level, and 1 student (0.2%) was exceeding grade-level expectations as defined by Teaching Strategies GOLD.

- In the Social and Emotional Development domain, 490 students had valid data. Of these students, 154 students (31.4%) were below grade-level, 334 students (68.2%) were meeting grade-level, and 2 students (0.4%) were exceeding grade-level expectations as defined by Teaching Strategies GOLD.

- In the Cognition and General Knowledge domain, 488 students had valid data. Of these students, 362 students (74.2%) were below grade-level, 126 students (25.8%) were meeting grade-level, and 0 students (0%) were exceeding grade-level expectations as defined by Teaching Strategies GOLD.

- In the Language, Communication, and Literacy domain, 488 students had valid data. Of these students, 276 students (56.6%) were below grade-level, 211 students (43.2%) were meeting grade-level, and 1 student (0.2%) was exceeding grade-level expectations as defined by Teaching Strategies GOLD.

These data are also summarized in Figure 3 on the following page.

Figure 3. GOLD Grade-Level Achievement in Four Domains for All Students

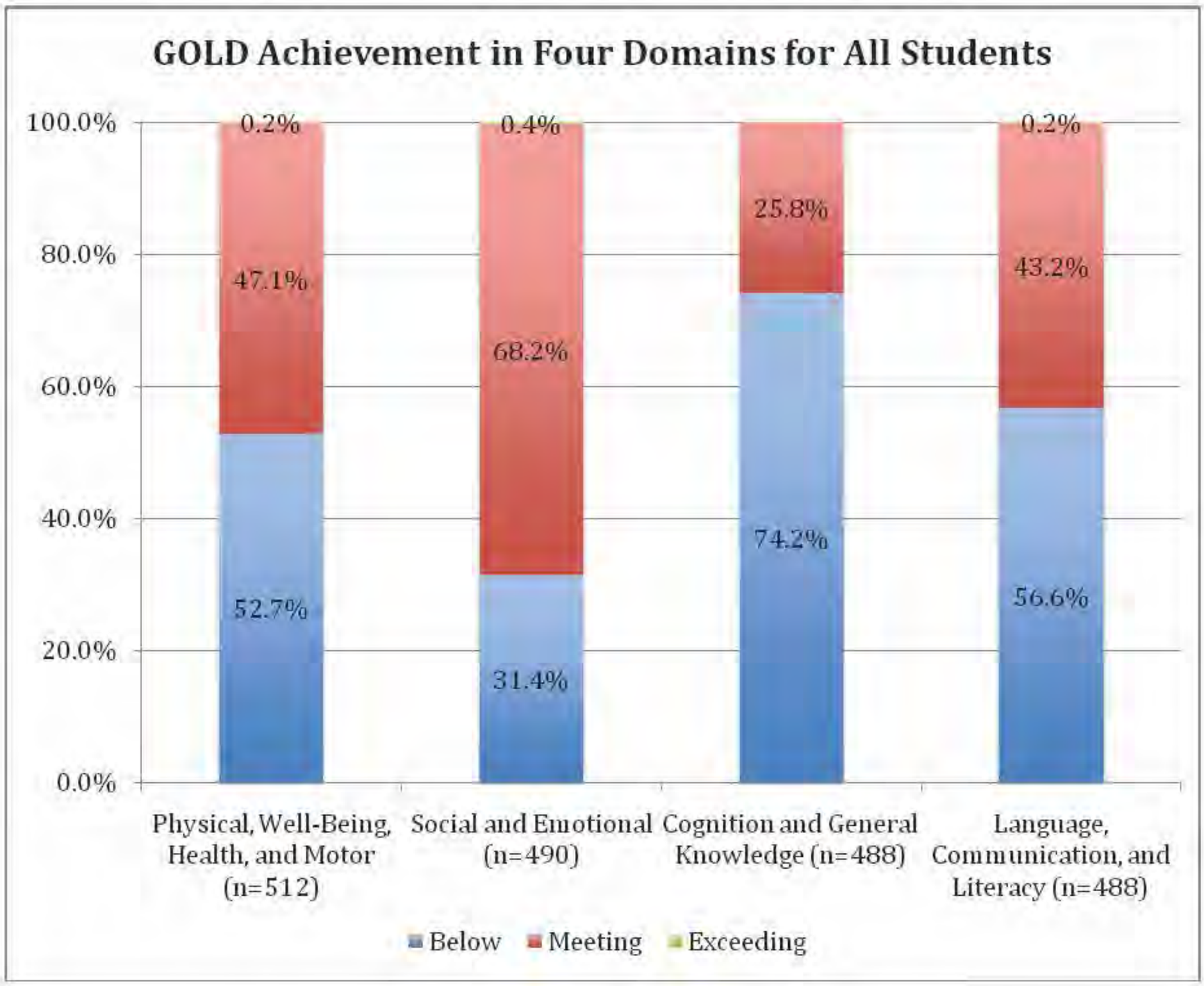


Table 3, shown on the following page, provides student data across all four domains by subcategory characteristics. It is important to note that students with valid data vary across categories and domains. These discrepancies are noted in the table.

Table 3. Percent of children across subgroup characteristics (gender, free and reduced-priced lunch eligibility status, language spoken, race and ethnicity) below (B), meeting (M), or exceeding (E) standards in the four domains on GOLD

	Language, Literacy, and Communication				**Cognitive and General Knowledge**				**Social and Emotional Development**				**Physical Well-Being, Health, and Motor Development**			
	n	B	M	E	n	B	M	E	n	B	M	E	n	B	M	E
Male	229	61.1	38.9	0	229	75.5	24.5	0	230	38.7	61.3	0	241	57.3	42.7	0
Female	259	52.5	47.1	.4	259	73.0	27.0	0	260	25.0	74.2	.8	271	48.7	50.9	.4
FRL-eligible	240	74.2	25.8	0	240	89.2	10.8	0	242	37.2	62.4	.4	242	44.2	55.8	0
FRL-non-eligible	329	39.5	60.1	.4	248	59.7	40.3	0	248	25.8	73.8	.4	270	60.4	39.3	.4
English	401	51.1	48.6	.2	401	69.6	30.4	0	402	31.3	68.2	.5	420	55.2	44.5	.2
Spanish	69	84.1	15.9	0	69	95.7	4.3	0	70	30.0	70.0	0	70	37.1	62.9	0
American Indian	19	52.6	47.4	0	19	57.9	42.1	0	19	21.1	73.7	5.3	20	55.0	45.0	0
Asian	6	-	-	-	6	-	-	-	6	-	-	-	6	-	-	-
Black or African American	17	88.2	11.8	0	17	94.1	5.9	0	17	46.1	35.3	0.0	18	61.1	38.9	0
Hispanic or Latino	100	84.0	16.0	0	100	92.0	8.0	0	101	34.7	65.3	0	101	39.6	60.4	0
Native Hawaiian	7	-	-	-	7	-	-	-	7	-	-	-	8	-	-	-
Of more than one race or ethnicity	24	58.3	41.7	0	24	91.7	8.3	0	24	20.8	79.2	0	n=28	53.6	46.4	0
Caucasian or White	185	52.4	47.6	0	185	73.0	27.0	0	186	28	71.5	.5	n=201	48.8	50.7	.5

Assessment Tool 2: The Work Sampling System (WSS)

Overview*

*From Pearson (2001). *Work sampling in the Classroom*. Minneapolis, MN: Pearson

The Work Sampling System® is a curriculum-embedded, criterion-referenced performance assessment that is intended to document and evaluate what children are learning and have begun to master by providing information to teachers about individual students' academic, personal and social, and other cognitive and non-cognitive achievements. WSS is highly systematic in structure. In its reliance on observing, recording, and evaluating, the WSS organizes the assessment process so that it is both comprehensive in scope and manageable for teachers and students.

In its entirety, WSS contains three components: (1) Checklists and Guidelines/Standards, (2) Portfolios, and (3) Summary Reports. These elements are all classroom-focused and instructionally relevant, reflecting the objectives of the classroom teacher. Multiple customized adaptations of WSS have been created by Pearson for state education agencies, local education agencies, and Head Start. The following describes the full content of WSS.

Checklists for each age level (preschool-sixth) consist of items that measure seven domains of development: Personal and Social, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, Physical Development, and Health. The checklist assists teachers in observing, recording, and evaluating an individual child's skills, knowledge, behaviors, and accomplishments. It is intended to help teachers monitor what children know and can do, and to assist teachers in planning learning experiences throughout the year. The behaviors and skills described in the checklist are those considered to be developmentally appropriate for most children in the specific checklist grade level. Teachers should be able to complete the checklist without actually testing their children, although some items may require teachers to set up specific opportunities or activities that enable their students to demonstrate specific skills.

Each skill, behavior, or accomplishment included on the checklist is presented in the form of a one-sentence performance indicator (for example, "Follows directions that involve a series of actions") that is designed to help teachers document each student's performance. Accompanying the checklists are detailed developmental guidelines. These content standards present the rationale for each performance indicator and briefly outline reasonable expectations for children of that age. Examples show several ways children might demonstrate the skill or accomplishment represented by the indicator. The guidelines promote consistency of interpretation and evaluation among different teachers, children, and schools. Children are observed as they interact and complete classroom tasks, providing authentic, developmentally appropriate information to guide teachers' instructional planning.

As teachers review the checklist, they make ratings based on observations using a three-point scale that describes performance mastery. The rating categories reflect the degree to which students have acquired the skill, knowledge, or behavior and/or demonstrated the accomplishments delineated by each performance indicator described in the Developmental Guidelines and listed on the checklist. Three types of ratings are possible:

- Not Yet *indicates that the skill, knowledge, or behavior has not been demonstrated.*
- In Process *indicates that the skill, knowledge, or behavior is emergent and is not demonstrated consistently.*
- Proficient *indicates that the skill, knowledge, or behavior is firmly within the child's range of performance.*

The WSS is designed as a year-long observational tool to help teachers achieve specific observational and planning goals throughout the course of the year with three collection periods. In the Fall, after becoming acquainted with the child, the teacher can use observations and the checklist ratings to begin to plan activities and experiences to promote growth and development of skills. In the Winter, the teacher can assess the child's growth and development and make additional modifications to existing curriculum plans. In the Spring, the checklist provides a detailed summary of the child's development and accomplishments over the course of the year.

Participating teachers completed only the Fall portion of the WSS checklist, though teachers were provided with the complete Work Sampling kit, including the full Developmental Checklist in addition to the WaKIDS-specific checklist, the *Teacher's Manual to Work Sampling in the Classroom*, and the *Preschool through Third Grade Omnibus Guidelines* manual. With these materials, teachers could choose to continue using the WSS after the conclusion of the WaKIDS data collection period in early Fall 2010.

Customization of work sampling for WaKIDS

To conform to the needs of the WaKIDS project, Pearson content and psychometric experts identified a set of 21 performance indicators. These performance indicators were chosen as the most developmentally appropriate domain and sub-domain observation items for typically developing children entering their first year of kindergarten.

While the WSS is a criterion-referenced instrument, Pearson constructed norms based on user data gathered from early childhood programs around the United States serving populations of typical children. These norms are for 5-year-old children in pre-kindergarten programs in 2007-09 and therefore were deemed suitable to the proposed Washington assessment system. For the WaKIDS pilot, Pearson used this same sample to construct norms for the total score and the four domain scores on the 21-item version of the WSS. In addition, Pearson created a custom checklist for use in the WaKIDS pilot classrooms.

Given the limited amount of time for training and the immediacy of pilot implementation, Pearson recommended the collection of teacher observation checklists on paper instead of using the web-based platform.

Implementation of assessment

All WaKIDS teachers were given a three-week period to assess their students. During September 27 through October 15, 2010, teachers were asked to complete the required components of the WSS assessment. Performing the WSS assessment required teachers to take ongoing observations of their students in multiple settings (social play, performing fine motor skills, demonstrating linguistic skills, etc.) to gauge individual proficiency in each of the checklist indicators. Teachers revisited their notes and checklists throughout the three-week period to ensure sufficient observational time and examples of observed skills. In some cases, teachers sought the support of school specialists such as P.E. teachers to inform decisions on specific indicators.

Upon completing the WSS checklist for each student, teachers either chose to mail completed assessment information to their WaKIDS liaison or to upload information to a secure FTP site. Most data were submitted to WaKIDS by October 15, 2010 with the exception of two participating teachers, whose data were not submitted in time for analysis and reporting.

WSS assessment data

In total, 39 teachers were assigned to complete the WSS assessment. Of those, two teachers and their students were excluded from the following analyses due to late data submissions. When assessing student data, Pearson concluded that grade-level standards were appropriate only for 5 year-olds. All 4 year-old and 6 year-old students (132) were removed from analysis. In addition, 109 students were removed due to missing demographic information about those individual students. Therefore, the analyses to follow represent data from 37 teachers and their 540 students.

For each of the WSS indicators, teachers were asked to identify each child's proficiency with a rating of "Not Yet," "In Process," or "Proficient." As mentioned above, these ratings represent the degree to which a child has mastered a specific skill, knowledge, or behavior. Pearson provided ranges to categorize each child's composite scores into either "Below" or "Meeting" kindergarten-level expectations for each of the four WaKIDS domains. (See Appendix G for an outline of the WSS indicators that fall under each domain.) The WaKIDS project attempted to measure kindergarten readiness by using the WSS "P4" kit, which is designed to measure 5 year-old students near completion of preschool and preparing to enter kindergarten. Because all indicators were used for early-year kindergarten measurement and not end-of-year kindergarten grade-level expectations, Pearson deemed it inappropriate to include a score for "Exceeding" grade-level expectations.

Of the 540 students with valid data for all four of the WaKIDS domains, 44.1% (238) were below grade-level and 55.9% (302) were meeting grade-level expectations as defined by Pearson.

WSS Achievement in four domains for all students

Following is an overview of the student data across the four domains:

- In the Physical Well-Being, Health, and Motor Development domain, 540 students had valid data. Of these students, 30.7% (166) were below grade-level, and 69.3% (374) were meeting grade-level expectations as defined by Pearson.

- In the Social and Emotional Development domain, 540 students had valid data. Of these students, 41.3% (223) were below grade-level, and 58.7% (317) were meeting grade-level expectations as defined by Pearson.

- In the Cognition and General Knowledge domain, 540 students had valid data. Of these students, 32% (173) were below grade-level, and 68% (367) were meeting grade-level expectations as defined by Pearson.

- In the Language, Communication, and Literacy domain, 540 students had valid data. Of these students, 49.8% (269) were below grade-level, and 50.2% (271) were meeting grade-level expectations as defined by Pearson.

These data are also summarized in Figure 4, below.

Figure 4. WSS Achievement in Four Domains for All Students

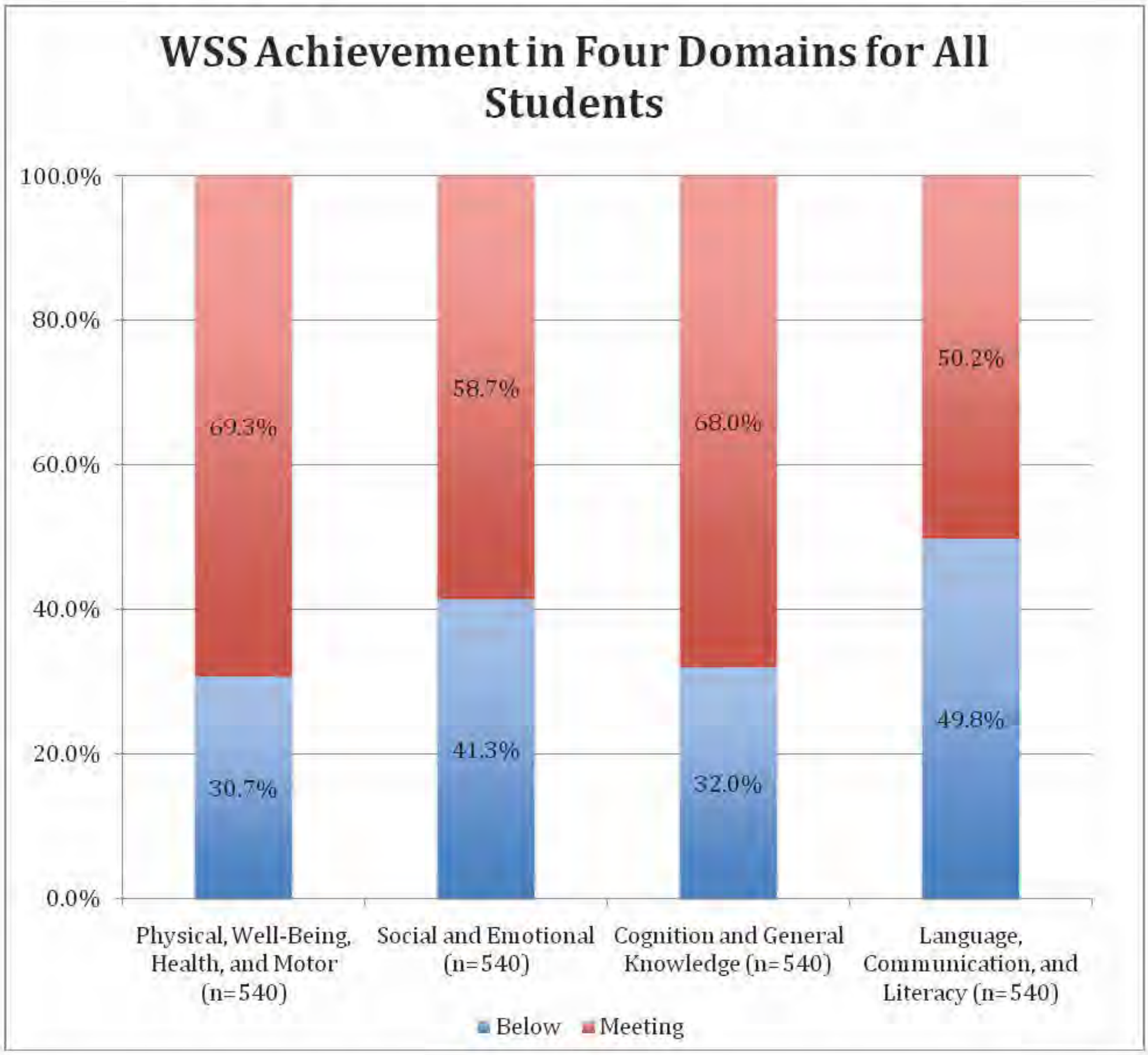


Table 4 provides student data across all four domains by subcategory characteristics on WSS. It is important to note that students with valid data vary across categories and domains. These discrepancies are noted in the table.

Table 4. Percent of children across subgroup characteristics (gender, free and reduced-priced lunch eligibility status, language spoken, race and ethnicity) below (B), meeting (M), or exceeding (E) standards in the four domains on WSS

	Language, Literacy, and Communication			Cognitive and General Knowledge			Social and Emotional Development			Physical Well-Being, Health, and Motor Development		
	n	B	M	n	B	M	n	B	M	n	B	M
Male	258	50.8	49.2	258	34.9	65.1	258	50.0	50.0	258	33.7	66.3
Female	282	48.9	51.1	282	29.4	70.6	282	33.3	66.7	282	28.0	72.0
FRL-eligible	269	61.7	38.3	269	44.6	55.4	269	50.2	49.8	269	37.9	62.1
FRL-non-eligible	271	38.0	62.0	271	19.6	80.4	271	32.5	67.5	271	23.6	76.4
English	412	43.7	56.3	412	26.2	73.8	412	37.6	62.4	412	28.4	71.6
Spanish	97	81.4	18.6	97	62.9	37.1	97	61.9	38.1	97	48.5	51.5
Sinhalese	18	11.1	88.9	18	0.0	100.0	18	16.7	83.3	18	0.0	100.0
American Indian	21	28.6	71.4	21	19.0	81.0	21	19.0	81.0	21	28.6	71.4
Asian	19	57.9	42.1	19	36.8	63.2	19	36.8	63.2	19	31.6	68.4
Black or African American	14	42.9	57.1	14	21.4	78.6	14	42.9	57.1	14	35.7	64.3
Hispanic or Latino	139	74.8	25.2	139	57.6	42.4	139	57.6	42.4	139	45.3	54.7
Native Hawaiian	7	-	-	7	-	-	7	-	-	7	-	-
Of more than one race or ethnicity	31	45.2	54.8	31	22.6	77.4	31	48.4	51.6	31	35.5	64.5
Caucasian or White	296	41.9	58.1	296	23.0	77.0	296	35.5	64.5	296	75.0	25.0

Tool Set 3: Developing Skills Checklist (DSC)

Overview *

*CTB McGraw Hill Companies. (2009). *Developing Skills Checklist: The building blocks of student performance.*

The CTB/McGraw-Hill's Developing Skills Checklist is an individually administered, comprehensive assessment package that measures a full range of skills and behavior that children typically develop between pre-kindergarten through the end of kindergarten, including:

- *Mathematical concepts and operations*
- *Language*
- *Memory*
- *Visual*
- *Auditory*
- *Fine and gross motor skills*
- *Print and writing concepts*
- *Social and emotional skills.*

The primary purpose of DSC is to assist teachers in planning instructional programs that are suited to the needs of individual children. To accomplish this goal, DSC provides information regarding a child's acquisition of skills that are: 1) characteristic of kindergarten, and 2) pre-requisite to formal instruction in reading and mathematics.

DSC is designed to be administered in either of two ways: to each child in one or more sittings by a single examiner, and divided into the following four sections and administered at four stations: Mathematical Concepts and Logical Operations; Language and Memory; Motor, Visual, and Auditory; and Print Concepts. This procedure facilitates screening large numbers of children. A large, open common area such as the gym or cafeteria may be used to assess several classrooms at one time. Teachers or trained aides can work at each station. Each child spends about 10 minutes at a station, moving to each in a "round robin" fashion. The Writing and Drawing Book may be administered to the entire group at one time.

Scores on DSC are useful in determining appropriate instructional programs for young children, because they provide teachers with both diagnostic and comparative information. DSC has national age norms (4 through 6 years of age) as well as national time-of-year norms for Spring of pre-kindergarten and Fall, Winter, and Spring of kindergarten. DSC may be used for program evaluation and for federal reporting purposes.

To record and score responses, DSC provided a score sheet booklet for each child. Within this booklet, items are listed in order by domain and for each item, and examiners can circle either "O" for observed or "U" for unobserved. There is also space for the examiner to write notes if desired. The "O" scores add up in sections to provide a raw score, or "number of correct

responses" (NCR) for each domain or "scale." The DSC *Norms Book and Technical Report* can then be used to convert the NCRs on each scale and total to percentile ranks, normal curve equivalents, and stanines and to convert objective scores to proficiency categories. Stanines are standard scores based on a nine-unit scale (scores range from 1 to 9); CTB McGraw-Hill explains in the Norms Book that although less precise than percentile ranks, stanines are easy to interpret and compare.

To provide a more comprehensive profile of the child, DSC includes two observational, social-emotional checklists. The classroom teacher completed the Social-Emotional Observational Record over a period of time. The child's parents or guardians completed the Home Inventory at the beginning of the school year to provide the teacher with information about parental perceptions of the child's social competence.

A DSC Parent Conference Form is available and facilitates the communication of the results of DSC to parents. This form includes a cover letter, a profile of the child's instructional strengths and needs, descriptions of assessment items, and activities for parents to do at home with their children.

CTB/McGraw-Hill also offers *La Lista*, a version of DSC that tests the developing skills of Spanish-speaking children. It is customized to provide information for teachers to plan class and individual instruction for Spanish-speaking children in bilingual, English as a Second Language (ESL), and Title I programs.

For use in the WaKIDS pilot study, the entire DSC was used and no customization for the purposes of aligning with the four WaKIDS domains was necessary.

Implementation of assessment

All WaKIDS teachers were given a three-week period to assess their students. During September 27 through October 15, 2010, teachers were asked to complete the required components of DSC assessment. This involved administering all sections of the assessment to each student, observing students throughout the period for the Social-Emotional Record and recording frequency of behaviors, sending the Home Inventory home with students, determining totals of scores for each scale, and for those teachers who chose this option, entering the scores for each student into an Excel spreadsheet designed by the UW WaKIDS team.

Teachers chose either to administer DSC all at one time to each student or chose to recruit other teachers, school staff, parents, or volunteers to help run stations so that more than one student could be assessed at a time. Both methods required devoting some of the regular classroom time for administration. Some teachers who had requested Spanish materials administered *La Lista* to their Spanish-speaking students. In a few classrooms, Spanish-speaking paraprofessionals were recruited to administer to the Spanish speakers. After they finished administering to all students, teachers were given the options of entering their data into an Excel spreadsheet and submitting to the WaKIDS team via e-mail or copying their table of scores in the back of the student score booklets and mailing them to WaKIDS. All student data were to be e-mailed or postmarked by October 15, 2010.

DSC assessment data

In total, 39 teachers were assigned to complete the DSC assessment. Two of these teachers taught together in one classroom. Of those 39, one teacher's classroom data were submitted past the cut-off date for analysis and were excluded from the following analyses. In addition, 36 students were removed due to missing demographic information about those individual students. Therefore, the analyses to follow represent data from 38 teachers (37 classrooms) and their 679 students.

Composite scores from four of the DSC scales (Motor, Social-Emotional, Mathematical Concepts and Logical Operations, and Pre-reading) were categorized into Below, Meeting, or Exceeding kindergarten readiness-level expectations for each of the four WaKIDS domains—Physical Well-Being, Health, and Motor Development; Social and Emotional Development; Cognition and General Knowledge; and Language, Communication, and Literacy. (See Appendix H for an outline of the DSC scales/items that fall under each domain.) DSC was not designed to provide such kindergarten readiness levels; rather, it provides criterion-referenced scores, national p-values (percent of correct responses) based on the norming sample, and norm-referenced scores including national percentile ranks by grade, national percentile ranks by age, national stanines, and normal curve equivalents. For the purposes of comparing scores across the three different tool sets, methods were devised for splitting the scores from each scale into the three different readiness levels.

For the math and pre-reading scales, raw scores were converted into stanines. Stanines 1 through 3 are considered below average, stanines 4 through 6 are considered average, and stanines 7 through 9 are considered above average. Therefore, the math and pre-reading stanines were categorized as below readiness level if they were between 1 and 3, at readiness level if between 4 and 6, and above readiness level if between 7 and 9.

Categorizing the Motor and Social-Emotional scores was more difficult because no norm-referenced scores are provided by DSC. P-values calculated for time of year were available for both, however, and these were used as a cut-off score to separate into the three categories. For the Motor scale, the mean p-values for gross and fine motor were combined to calculate a cut-score of .85; then each student's percent correct (out of a maximum of six items) was categorized as above, at, or below readiness level based on this cut-score. For the social-emotional scores, mean p-values from all seven of the objective categories were combined as before to calculate the cut-score, and then student totals across all seven objectives were totaled and the percent correct (out of a maximum of 54 observations) were calculated. This time, because there was a much larger variation of scores than with the motor scores, no student percent correct fell exactly at the cut-score of .82 to represent at readiness level. Therefore, a range of .80 to .85 was used to represent this average level; percentages above .85 were considered above readiness level, and percentages below .80 were considered below.

Data were reported for all students and then disaggregated by gender, free or reduced-price lunch eligibility, ethnicity, and primary language. OSPI provided student demographic information.

Because some of the scales have norm-referenced scores and others do not, it was not possible to determine a composite score for performance on the entire DSC for each student. Findings for students within each of the four domains are detailed next.

DSC achievement in four domains for all students

Following is an overview of the student data across the four domains:

- In the Physical Well-Being, Health, and Motor Development domain, 603 students had valid data. Of these students, 34% of students (205) were below kindergarten readiness-level, 34% of students (207) were meeting readiness-level, and 32% of students (191) were exceeding readiness-level expectations as determined by the categorization process described above.

- In the Social and Emotional Development domain, 503 students had valid data. Of these students, 38.4% of students (193) were below readiness-level, 9.1% of students (46) were meeting readiness-level, and 52.5% of students (264) were exceeding readiness-level expectations as determined by the categorization process described above.

- In the Cognition and General Knowledge domain, 566 students had valid data. Of these students, 40.5% of students (229) were below readiness-level, 46.6% of students (264) were meeting readiness-level, and 12.9% of students (73) were exceeding readiness-level expectations as determined by the DSC Mathematical Concepts and Logical Operations stanines.

- In the Language, Communication, and Literacy domain, 565 students had valid data. Of these students, 47.3% of students (267) were below readiness-level, 38.6% of students (218) were meeting readiness-level, and 14.2% of students (80) were exceeding readiness-level expectations as defined by the DSC Pre-Reading stanines.

These data are shown in Figure 5 on the following page.

Figure 5. DSC Achievement in Four Domains for All Students

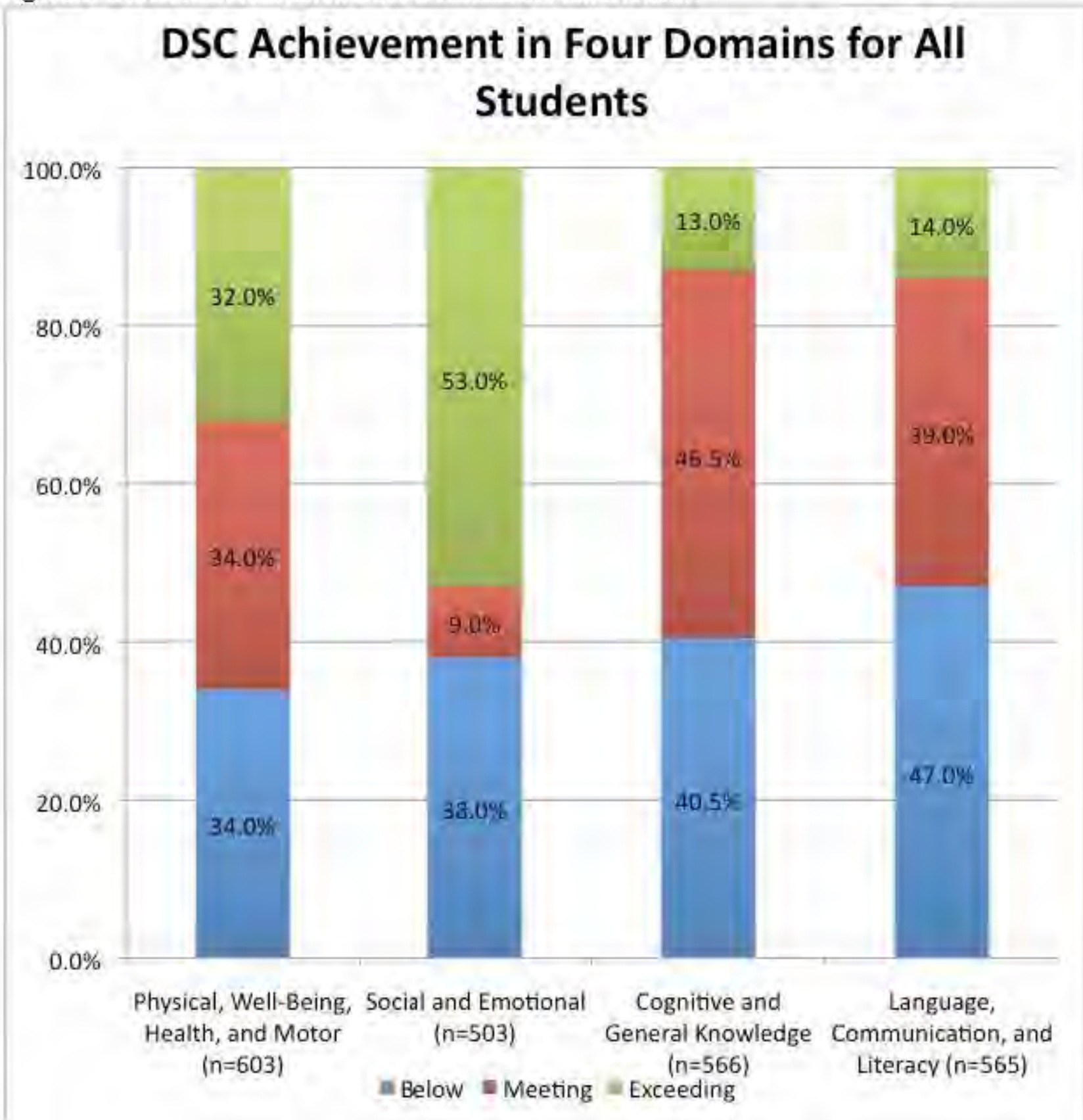


Table 5 provides student data across all four domains by subcategory characteristics for DSC. It is important to note that the number of valid student data vary across categories and domains. These discrepancies are noted in the table.

Table 5. Percent of children across subgroup characteristics (gender, free and reduced-priced lunch eligibility status, language spoken, race and ethnicity) below (B), meeting (M), or exceeding (E) standards in the four domains on DSC

	Language, Literacy, and Communication				Cognitive and General Knowledge				Social and Emotional Development				Physical Well-Being, Health, and Motor Development			
	n	B	M	E	n	B	M	E	n	B	M	E	n	B	M	E
Male	277	49.0	37.0	14.0	280	41.0	47.0	12.0	258	38.0	11.0	51.0	301	40.0	35.5	24.5
Female	255	39.0	45.0	16.0	251	39.5	47.5	13.0	227	40.0	7.0	53.0	272	26.0	33.0	41.0
FRL-eligible	297	60.5	30.5	9.0	288	53.0	39.5	7.5	234	41.5	8.5	50.0	327	34.5	34.0	31.5
FRL-non-eligible	268	33.0	47.0	20.0	278	28.0	54.0	18.0	269	35.5	10.0	54.5	276	33.0	35.0	32.0
English	419	38.0	45.0	17.0	427	32.0	52.0	16.0	373	36.0	10.0	54.0	430	34.0	33.0	33.0
Spanish	106	77.0	21.0	2.0	98	68.0	31.0	1.0	88	46.5	8.0	45.5	124	35.0	38.0	27.0
American Indian	11	82.0	9.0	9.0	12	83.0	0	17.0	7	-	-	-	13	62.0	15.0	23.0
Asian	12	58.0	25.0	17.0	12	25.0	67.0	8.0	15	20.0	7.0	73.0	17	18.0	29.0	53.0
Black or African American	12	58.0	42.0	0	11	45.0	55.0	0	11	27.0	0	73.0	15	20.0	20.0	60.0
Hispanic or Latino	157	69.0	27.0	4.0	150	60.0	35.0	5.0	123	44.0	7.0	49.0	173	38.0	37.0	25.0
Native Hawaiian	5	-	-	-	5	-	-	-	5	-	-	-	5	-	-	-
Of more than one race or ethnicity	26	31.0	54.0	15.0	27	26.0	59.0	15.0	22	36.0	14.0	50.0	25	28.0	28.2	44.0
Caucasian or White	305	34.5	46.0	19.5	314	31.0	52.0	17.0	282	37.0	10.0	53.0	306	34.0	34.0	32.0

Comparison of student data

Students' assessment scores cannot be compared across GOLD, WSS, and DSC due to the differing age and/or grade-level standards defined by each tool.

For example, GOLD defines a range of skills in each of their objectives for children from birth through kindergarten. The same assessment materials can be used for all children within that age range. Within that range, there are expectations for children during each year of life. The kindergarten expectations are skills expected to be attained by children *throughout the kindergarten year*. In contrast, the WSS materials are purchased depending on the age/grade level of the students being assessed, and the behavioral indicators in the assessment materials correspond to the expectations for that given age/grade. The WSS Preschool-4 year-old kit was purchased for the purposes of the WaKIDS pilot, thus teachers assessed their students based on whether they were meeting *end-of-year preschool-4 achievement goals*. DSC can be used from the spring of pre-K to the end of kindergarten. The expectation for readiness is defined for Fall, Winter and Spring of kindergarten with norms based on the ages of the students being assessed. Students' scores were analyzed based on expectations for kindergarteners at the beginning of the school year.

Component Two: Evaluation of Three Tool Sets

In a review of research literature and position papers from national organizations, SRI International (Golan, Peterson, Spiker, 2008) developed a list of best practices for consideration by Washington State when evaluating an assessment tool and process. Assessments should:

- Be supported by professional development
- Be feasible and realistic, given the implementation context
- Include information collected through naturalistic methods in familiar settings
- Collect information on multiple areas of development
- Benefit children and do no harm
- Be used only for the purposes for which the assessment process is designed
- Be appropriate for population being assessed, including being culturally and linguistically responsive
- Include multiple sources of information, including family participation and input
- Be repeated over time.

This section describes the extent to which teachers believe the three piloted tools meet some of best practices. It also presents findings that help explain the extent to which teachers find the tools align with their teaching philosophies and district reporting requirements and whether they would recommend the tools to other teachers.

Are assessments supported by professional development?

Teachers were asked to evaluate the helpfulness of the training for each tool. The WSS tool training was perceived as more helpful than the GOLD or DSC training. Fewer teachers across the tools found the training to be unhelpful, but 20% of teachers using GOLD found the training unhelpful. The most frequently cited reason was that they needed more time to learn both the instrument and the online component. Table 6 presents these data.

Table 6. Teachers' Experience with Tool Training

Assessment	Very helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Very unhelpful
GOLD	5.9% (2)	35.3% (12)	38.2% (13)	8.8% (3)	5.9% (2)	5.9% (2)
WSS	**42.4% (14)**	36.4% (12)	18.2% (6)	3.0% (1)	0% (0)	0% (0)
DSC	23.7% (9)	44.7% (17)	21.1% (8)	5.3% (2)	2.6% (1)	2.6% (1)

After training, how prepared do teachers feel?

The preparation for administering the tool was quite different across the three tools. By a markedly wide range of 5.9%-42.4%, teachers reported feeling competent, confident, and ready to use the tools after the training, as shown in Table 7. Provided the insufficient training, it follows that teachers using GOLD felt least prepared.

Table 7. Teachers' Confidence with Administering the Tool after Initial Training

Assessment	Felt competent, confident, and ready to use the tool	Felt confident about administering the tool with a few questions	Still had some questions about how to administer the tool	Was very uncertain of how to administer the tool
GOLD	5.9% (2)	35.4% (12)	41.2% (14)	17.6% (6)
WSS	**42.4% (14)**	51.5% (17)	3.0% (1)	3.0% (1)
DSC	26.3% (10)	52.6% (20)	18.4% (7)	2.6% (1)

Do teachers need continued support after the initial training?

The teachers using the GOLD assessment reported needing more support than did other teachers after the training to understand how to administer the tool. This finding is consistent with the responses to teachers' comfort with the tool and their reaction to the training. Table 8 summarizes their responses.

Table 8. Amount of Support Needed after Training

Assessment	No Support	Not very much support	Some support	A lot of support
GOLD	23.5% (8)	17.6% (6)	44.1% (15)	14.7% (5)
WSS	**45.5% (15)**	30.3% (10)	21.2% (7)	3.0% (1)
DSC	42.1% (16)	26.3% (10)	26.3% (10)	5.3% (2)

When teachers received additional support, how helpful was this?

When asked about the helpfulness of the support from the WaKIDS team after the initial training, the responses across the three tools were fairly consistent. As shown in Table 9, the WSS teachers were most likely to describe the support as helpful or extremely helpful.

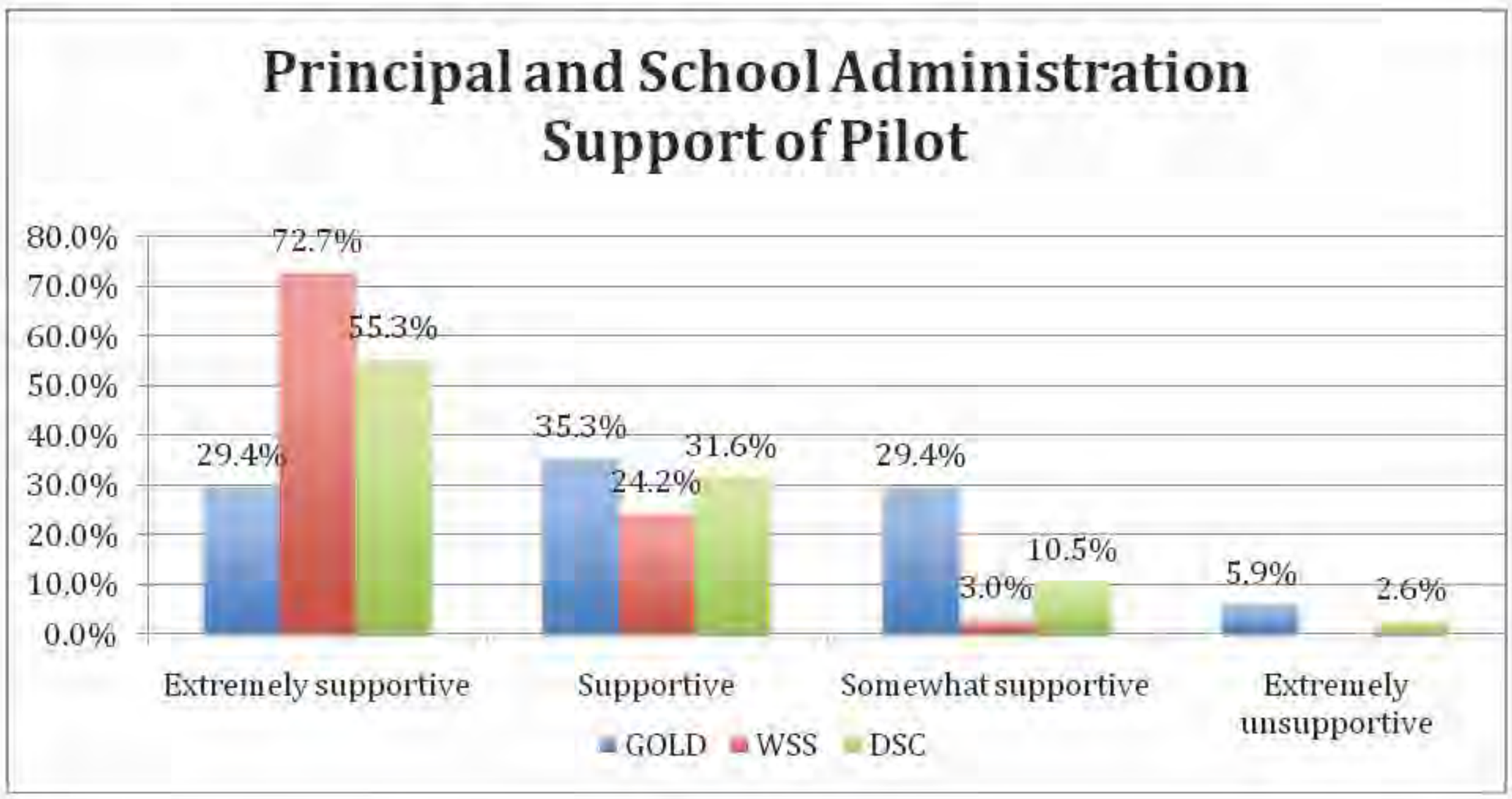
Table 9. Helpfulness of Support After Initial Training

Assessment	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful
GOLD	20.6% (7)	35.3% (12)	32.4% (11)	11.8% (4)	0% (0)
WSS	**36.4% (12)**	39.4% (13)	18.2% (6)	6.1% (2)	0% (0)
DSC	28.9% (11)	34.2% (13)	21.1% (8)	7.9% (3)	7.9% (3)

Do teachers feel supported by their school administrators to participate in WaKIDS?

As Figure 6 shows, the GOLD teachers were more likely to report that their administration was unsupportive of the pilot efforts, whereas a majority of the WSS (73%) and DSC (55%) teachers reported feeling extremely supported. Further investigation is required to explain this difference in administrative support and the extent to which the level of support influenced tool implementation and satisfaction.

Figure 6. Principal and School Administration Support of Pilot



How feasible and realistic is the assessment tool use?

WaKIDS asked teachers about the ease, convenience, and sufficiency of time of using the assessment tool, and in general, teachers rated the WSS as the easiest to use. A majority of the teachers who used GOLD found it somewhat difficult or difficult to use. More teachers using DSC rate it as more difficult to use than either GOLD or WSS. When asked about the clarity of instructions, however, a majority of teachers found the directions across all instruments to be somewhat clear, clear, or extremely clear.

A majority of teachers using DSC (94.8%) and most of the teachers using GOLD (61.7%) report that it was inconvenient or extremely inconvenient to complete, record, and report the

assessment results. Conversely, most teachers using WSS report that it was convenient to complete and somewhat convenient to record and report the results. The data reveal a similar trend regarding how teachers view the sufficiency of the three-week timeframe to complete the assessment for students in their classrooms. Most of the teachers using DSC and GOLD found the time allotted insufficient or extremely insufficient. Most the teachers using WSS found three weeks to be sufficient time. See tables 10-13.

Table 10. Teachers' Experience Administering the Assessment Tool

Tool	Extremely easy	Easy	Somewhat easy	Somewhat difficult	Difficult	Extremely difficult
GOLD (n=34)	0.0% (0)	8.8% (3)	17.6% (6)	**38.2% (13)**	26.5% (9)	8.8% (3)
WSS (n=33)	15.2% (5)	**36.4% (12)**	30.3% (10)	15.2% (5)	3.0% (1)	0.0% (0)
DSC (n=38)	2.6% (1)	23.7% (9)	13.2% (5)	15.8% (6)	**26.3% (10)**	18.4% (7)

Table 11. Teachers' Convenience Finding the Time to Complete the Assessments

Tool	Extremely convenient	Convenient	Somewhat convenient	Somewhat inconvenient	Inconvenient	Extremely inconvenient
GOLD (n=34)	2.9% (1)	2.9% (1)	11.8% (4)	20.6% (7)	23.5% (8)	**38.2% (13)**
WSS (n=33)	6.1% (2)	**33.3% (11)**	21.2% (7)	18.2% (6)	15.2% (5)	6.1% (2)
DSC (n=38)	0.0% (0)	0.0% (0)	2.6% (1)	2.6% (1)	21.1% (8)	**73.7% (28)**

Table 12. Teachers' Convenience Finding Time to Record and Submit the Assessment Data

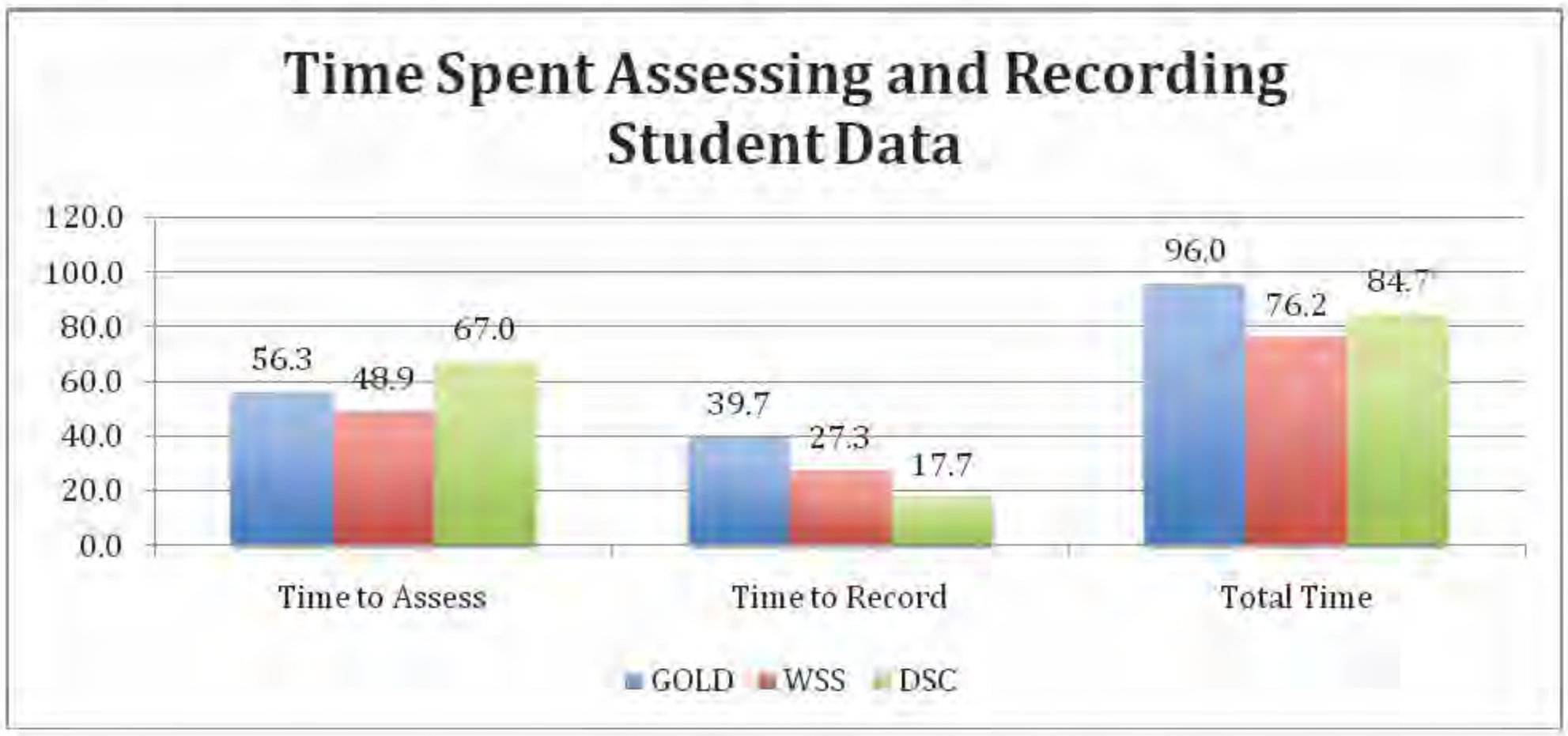
Tool	Extremely convenient	Convenient	Somewhat convenient	Somewhat inconvenient	Inconvenient	Extremely inconvenient
GOLD (n=34)	0.0% (0)	0.0% (0)	8.8% (3)	14.7% (5)	17.6% (6)	**58.8% (20)**
WSS (n=33)	3.0% (1)	21.2% (7)	15.2% (5)	**48.5% (16)**	6.1% (2)	6.1% (2)
DSC (n=38)	0.0% (0)	0.0% (0)	2.6% (1)	7.9% (3)	21.1% (8)	**68.4% (26)**

Table 13. Teachers' View of the Efficiency of Three Weeks to Administer the Assessment

Tool	Extremely sufficient	Sufficient	Somewhat sufficient	Somewhat insufficient	Insufficient	Extremely insufficient
GOLD (n=34)	0.0% (0)	14.7% (5)	20.6% (7)	8.8% (3)	20.6% (7)	**35.3% (12)**
WSS (n=33)	24.2% (8)	**39.4% (13)**	12.1% (4)	18.2% (6)	3.0% (1)	3.0% (1)
DSC (n=38)	0.0% (0)	2.6% (1)	5.3% (2)	13.2% (5)	**44.7% (17)**	34.2% (13)

How do the tools compare in terms of time spent on the assessment?
As Figure 7 shows, the DSC tool reportedly took the most amount of time to assess students but the least amount of time to record and submit the assessment data. The GOLD tool took the longest amount of time to record and submit and the longest total amount of time. It is important to note that these data are dependent on the teachers' accurate reporting of time spent completing the assessment. In nearly all cases, there were very wide ranges in time. For example, teachers using the GOLD assessment ranged from 4-312 hours to assess their students. It is true that some teachers assessed many more students than others (from 7 to 27); however, an estimate such as 312 hours may be an outlier and also be unrealistic (i.e., 312 hours would be an average of 20.8 hours each day over 15 days), exacerbating the differences among the tools.

Figure 7. Time Spent Assessing and Recording Student Data



How well do the assessment tools align with teaching philosophies and district reporting procedures?
Most teachers agreed that all three assessment tools either somewhat aligned or aligned with their personal teaching philosophies. A larger percent of WSS teachers report that it completely aligned with their teaching philosophy. See Table 14.

A majority of teachers using WSS report that the assessment tool aligns with their district reporting (e.g., report cards, portfolios, etc.). Most teachers using GOLD (38.2%) and DSC (42.1%) report that the tools somewhat align with district reporting procedures. See Table 15.

Table 14. Extent to which the Assessment Aligns with Personal Teaching Philosophies

Tool	Completely aligned	Aligned	Somewhat aligned	Somewhat different	Different	Completely different
GOLD (n=34)	0.0% (0)	**52.9% (18)**	47.1% (16)	0.0% (0)	0.0% (0)	0.0% (0)
WSS (n=33)	21.2% (7)	**42.4% (14)**	27.3% (9)	6.1% (2)	3.0% (1)	0.0% (0)
DSC (n=38)	2.6% (1)	31.6% (12)	**39.5% (15)**	13.2% (5)	10.5% (4)	2.6% (1)

Table 15. Extent to which the Assessment Aligns with District Reporting Procedures

Tool	Completely aligned	Aligned	Somewhat aligned	Somewhat different	Different	Completely different
GOLD (n=34)	0.0% (0)	11.8% (4)	**38.2% (13)**	23.5% (8)	20.6% (7)	5.9% (2)
WSS (n=33)	6.1% (2)	**30.3% (10)**	**30.3% (10)**	21.2% (7)	6.1% (2)	6.1% (2)
DSC (n=38)	0.0% (0)	13.2% (5)	**42.1% (16)**	21.1% (8)	23.7% (9)	0.0% (0)

Does the assessment process include information collected through naturalistic methods in familiar settings?

Because many young children often do not perform well for unfamiliar adults or on demand, collecting assessment information by using naturalistic methods in familiar settings, with people familiar to the child and over time is highly recommended (Golan, Peterson, and Spiker, 2008). Assessment processes that are embedded within ongoing classroom routines are regarded as more naturalistic. When asked to what extent assessment information was embedded within ongoing routines, most teachers using GOLD and WSS report the assessment to be somewhat embedded or embedded. Teachers using DSC, however, report that the assessment process is separate or completely separate from daily routines. Table 16 summarizes these data.

Table 16. Extent Student Information from Assessment Embedded Within Daily Classroom Routines

Tool	Completely embedded	Embedded	Somewhat embedded	Somewhat separate	Separate	Completely separate
GOLD (n=34)	0.0% (0)	20.6% (7))	**47.1% (16)**	14.7% (5)	17.6% (6)	0.0% (0)
WSS (n=33)	6.1% (2)	**45.5% (15)**	24.2% (8)	15.2% (5)	6.1% (2)	3.0% (1)
DSC (n=38)	0.0% (0)	2.6% (1)	26.3% (10)	7.9% (3)	**31.6% (12)**	**31.6% (12)**

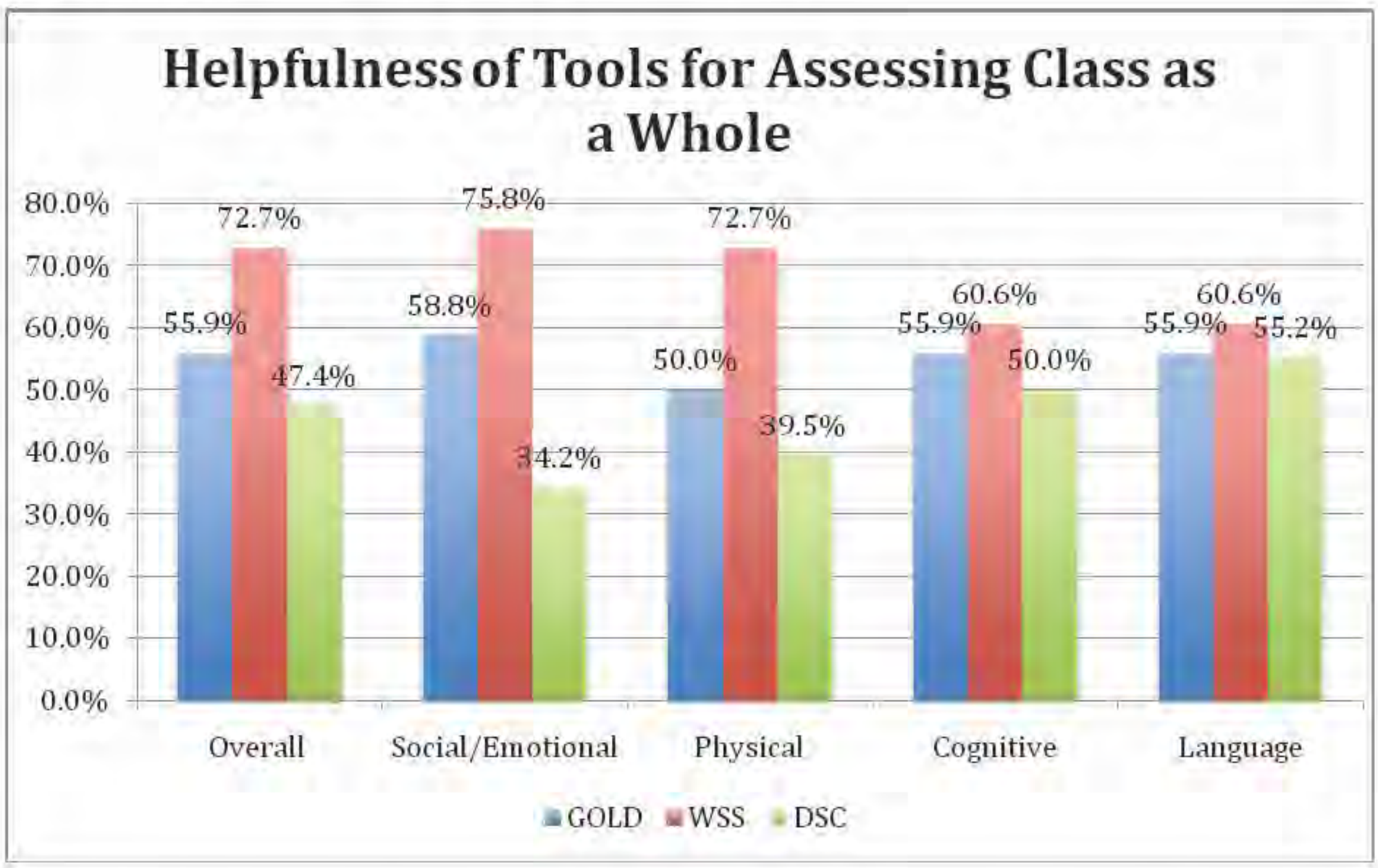
Does the assessment tool and process collect information on multiple areas of development?

Research suggests that a process to assess what children know and can do when they enter kindergarten should be multifaceted and include measures of a range of skills, across multiple areas of development. A majority of teachers felt the assessments covered everything they wanted: GOLD (88.2%), WSS (84.8%), and DSC (81.6%).

WaKIDS asked participating teachers to examine the usefulness of their assigned tool for their class as a whole in terms of *overall* development and the four domains. Figure 8 compares responses. An aggregation of "extremely helpful" and "helpful" was used to describe how helpful the tool was in each of these developmental areas to best show the distinctions between the tools.

Most respondents reported the tool as similar across all areas of assessment, but responses about the DSC take a more pronounced "dip" when addressing social and emotional and physical well-being aspects of the assessment. The ratings of how helpful the tool was to assess individual students were very similar to the class as a whole.

Figure 8. Helpfulness of Tools for Class-Wide Assessment



A majority of teachers using GOLD or WSS found it helpful or extremely helpful for learning about individual students' needs, strengths, and weaknesses across all four domains, and DSC, somewhat helpful.

Specifically for GOLD, in terms of overall development, 85% teachers (29) found the tool to be at least somewhat helpful. Most responses to the remaining categories were similar; physical well-being of the students was the most highly rated, with 91% of the teachers agreeing that the tool was at least somewhat helpful. The responses to the tool for individual students were very similar to the responses regarding the class as a whole, as Table 17 shows.

Table 17. Number and Percent of Teachers Who Found the GOLD Tool Helpful for Individual Student Assessment

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	8.8% (3)	50.0% (17)	26.5% (9)	2.9% (1)	8.8% (3)	2.9% (1)
Social and emotional development	5.9% (2)	50.0% (17)	32.4% (11)	2.9% (1)	5.9% (2)	2.9% (1)
Physical well-being, health, and motor development	5.9% (2)	41.2% (14)	44.1% (15)	2.9% (1)	2.9% (1)	2.9% (1)
Cognitive and general knowledge development	8.8% (3)	44.1% (15)	32.4% (11)	2.9% (1)	8.8% (3)	2.9% (1)
Language, communication, and literacy development	8.8% (3)	44.1% (15)	32.4% (11)	2.9% (1)	8.8% (3)	2.9% (1)

If the teachers found GOLD to be unhelpful, the most commons reasons reported were: 1) the assessment required a lot of time to complete and report, 2) it needed to be more closely aligned with Washington State kindergarten expectations, 3) the assessments already used by the teacher were more informative, and 4) teachers were uncertain about how to score students according to the GOLD scales.

For WSS, teachers were asked to indicate the helpfulness of the assessment tool for learning about *individual* students' needs, strengths, and weaknesses. In terms of overall development, 32 teachers (97%) found the tool to be at least somewhat helpful. Most responses to the remaining categories were similar; physical well-being and social and emotional development of the students were the most highly rated, with 100% of the teachers agreeing that the tool was at least somewhat helpful. As Table 18 shows, the responses to the tool for individual students were very similar to the responses for those of the class as a whole.

Table 18. Number and Percent of Teachers Who Found the WSS Tool Helpful for Individual Student Assessment

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	21.2% (7)	54.5% (18)	21.2% (7)	3.0% (1)	0% (0)	0% (0)
Social and emotional development	24.2% (8)	51.5% (17)	24.2% (8)	0% (0)	0% (0)	0% (0)
Physical well-being, health, and motor development	21.2% (7)	60.6% (20)	18.2% (6)	0% (0)	0% (0)	0% (0)
Cognitive and general knowledge development	21.2% (7)	39.4% (13)	27.3% (9)	9.1% (3)	0% (0)	3.0% (1)
Language, communication, and literacy development	24.2% (8)	36.4% (12)	27.3% (9)	9.1% (3)	0% (0)	3.0% (1)

.

Five teachers said that the assessment did not cover one or more key issues, including:

- Letter names and sounds
- Number names
- Covering areas specified by state benchmark standards.

Thirty-three teachers (87%) using DSC found the tool to be at least somewhat helpful. Most responses to the remaining categories were similar; cognitive ability of the students was the most highly rated, with 90% of the teachers agreeing that the tool was at least somewhat helpful. The responses to the tool for individual students were very similar to the responses regarding the class as a whole, as Table 19 shows.

Table 19. Number and Percent of Teachers Who Found the DSC Tool Helpful for Individual Student Assessment

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	13.2% (5)	34.2% (13)	39.5% (15)	2.6% (1)	5.3% (2)	5.3% (2)
Social and emotional development	13.2% (5)	21.1% (8)	34.2% (13)	7.9% (3)	15.8% (6)	7.9% (3)
Physical well-being, health, and motor development	10.5% (4)	26.3% (10)	42.1% (16)	5.3% (2)	13.2% (5)	2.6% (1)
Cognitive and general knowledge development	15.8% (6)	26.3% (10)	47.4% (18)	2.6% (1)	5.3% (2)	2.6% (1)
Language, communication, and literacy development	18.4% (7)	28.9% (11)	34.2% (13)	5.3% (2)	5.3% (2)	7.9% (3)

Among the teachers who found DSC to be unhelpful, the most common reasons reported were: 1) the length of time to administer was too overwhelming for students and that results provided more information than necessary; and 2) the social-emotional booklet involved too many behaviors to record and observe, and it could have been simplified. Seven teachers felt that the assessment did not cover one or more key issues. The most common skills identified by teachers as missing were identification of all alphabet letter names and number recognition up to 31. Also mentioned were rhyming and blending, alignment with state standards, and a more appropriate section in the Spanish version for segmenting.

A majority of teachers using GOLD (57.1%) or WSS (68.0%) and half of those using DSC (50.0%) agreed that the assessment tool helped them to understand their students' present skill levels more quickly than before and to explain more clearly an area of concern or strength to parents than was possible through previous assessment practices. See Table 20.

Table 20. Ways the Assessment Helps Teachers Understand, Make Referrals, and Explain

Tool	Understand student's present skill levels more quickly than before	To make referrals for further evaluation more quickly than before	To make referrals for further evaluation with more examples of the issue to be addressed	To make recommendations for advanced learning opportunities	To explain more clearly an area of concern or strength to parents than was possible through previous assessment practices
GOLD (n=34)	57.1% (12)	23.8% (5)	23.8% (5)	9.5% (2)	71.4% (15)
WSS (n=33)	68.0% (17)	32.0% (8)	44.0% (11)	28.0% (7)	72.0% (18)
DSC (n=38)	50.0% (12)	16.7% (4)	58.3% (14)	8.3% (2)	50.0% (12)

Does the assessment benefit children and do no harm?

An assessment process must be carried out in ways that bring benefits to children, and it must be conducted in ways that support children's learning. Will time spent on instruction decrease because of assessment? Can assessments actually generate more time spent on instruction than before? Teachers using GOLD and WSS report spending the same amount of time or more time teaching across all four WaKIDS domains than typical. No teachers using GOLD or WSS report spending less time than typical teaching in any area. Only teachers using DSC report spending less time on instruction than before (10.5%), but a majority report spending the same amount of time (84.2%). See tables 21-24.

Table 21. Effect of Assessment Tools on Amount of Time Typically Spent Teaching in the Area of Social and Emotional Development

Tool	Spend more time than before	Spend the same amount of time as before	Spend less time than before
GOLD (n=34)	5.9% (2)	**94.1% (32)**	0.0% (0)
WSS (n=33)	24.2% (8)	**75.8% (25)**	0.0% (0)
DSC (n=38)	5.3% (2)	**84.2% (32)**	10.5% (4)

Table 22. Effect of Assessment Tools on Amount of Time Typically Spent Teaching in the Area of Physical Well-Being, Health, and Motor Development

Tool	Spend more time than before	Spend the same amount of time as before	Spend less time than before
GOLD (n=34)	14.7% (5)	**85.3% (29)**	0.0% (0)
WSS (n=33)	24.2% (8)	**75.8% (25)**	0.0% (0)
DSC (n=38)	7.9% (3)	**81.6% (31)**	10.5% (4)

Table 23. Effect of Assessment Tools on Amount of Time Typically Spent Teaching in the Area of Cognitive Ability and General Knowledge

Tool	Spend more time than before	Spend the same amount of time as before	Spend less time than before
GOLD (n=34)	5.9% (2)	**94.1% (32)**	0.0% (0)
WSS (n=33)	15.2% (5)	**84.8% (28)**	0.0% (0)
DSC (n=38)	7.9% (3)	**81.6% (31)**	10.5% (4)

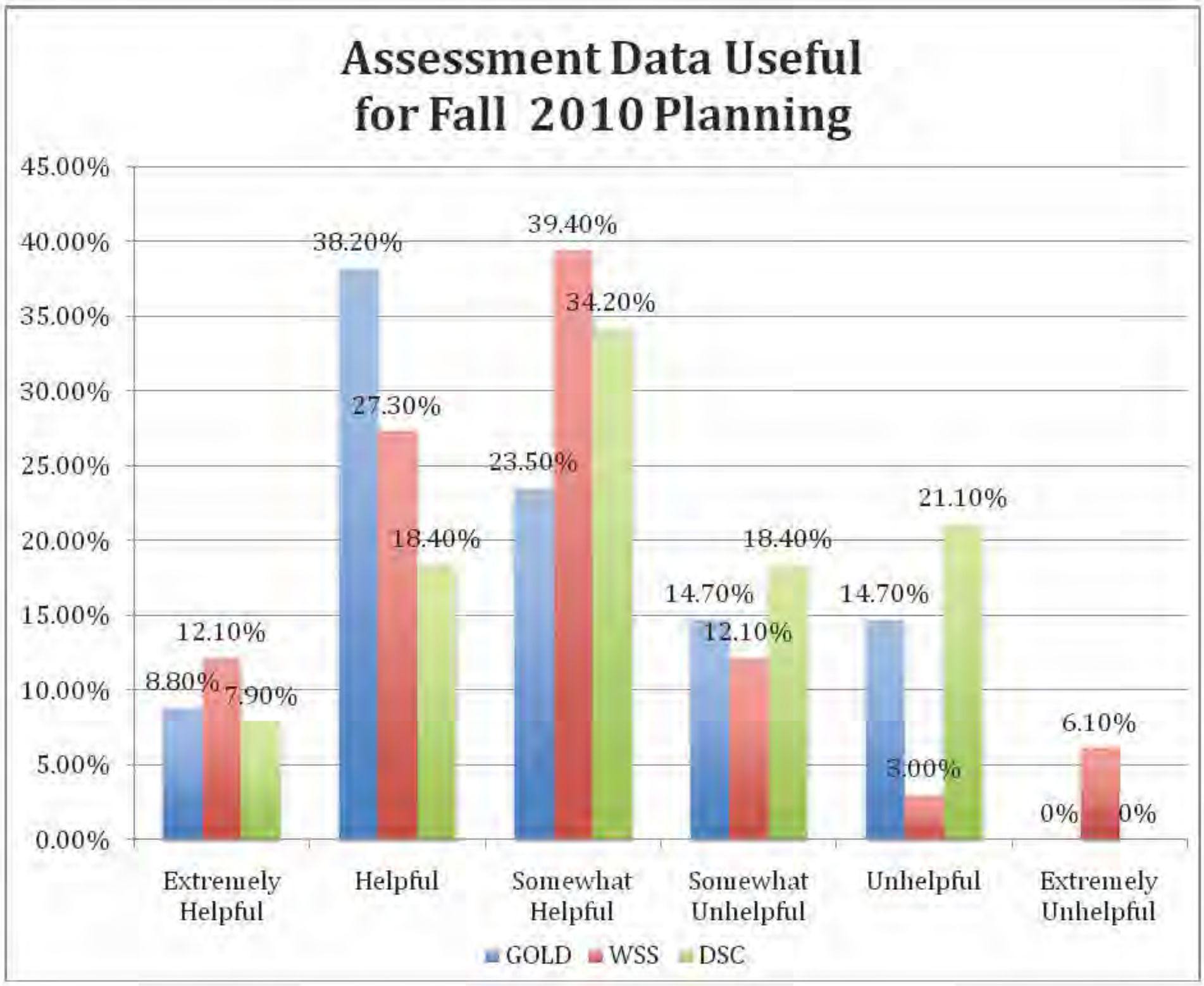
Table 24. Effect of Assessment Tools on Amount of Time Typically Spent Teaching in the Area of Language, Communication, and Literacy

Tool	Spend more time than before	Spend the same amount of time as before	Spend less time than before
GOLD (n=34)	11.8% (4)	**88.2% (30)**	0.0% (0)
WSS (n=33)	18.2% (6)	**81.8% (27)**	0.0% (0)
DSC (n=38)	7.9% (3)	**81.6% (31)**	10.5% (4)

Is the assessment useful for the purposes for which the assessment process is designed (instructional planning)?

Teachers were asked how helpful the assessment data would be for Fall (September through December) planning and instruction. Their responses, summarized in Figure 9 and the discussion that follows, reveal marked differences among the groups.

Figure 9. Usefulness of Assessment Data for 2010



Forty-seven percent of the teachers using GOLD found the assessment tool "helpful" or "extremely helpful" for Fall (September through December) planning and instruction. Ten teachers (30%) found it "somewhat unhelpful" or "unhelpful." Those who felt the assessment was helpful reported several reasons, including that 1) it brought more attention to areas not always assessed (e.g., social and emotional development, rhyming ability), 2) it allowed for comparison among students, 3) it identified individual students' strengths and weaknesses, 4) it provided an overview of the whole class, 5) it provided information for creating small groups to differentiate instruction, and 6) it showed a learning progression of how students can continue to improve their skills.

Those who thought it was unhelpful mostly reported issues with timing: 1) it required a significant amount of time to complete and report the assessment data, 2) there was not enough time to get to know students before assessing, and 3) several dimensions that needed to be assessed were not yet taught in the curriculum.

Teachers using GOLD also reported how the results from the assessment will inform the rest of Fall planning and instruction. For example, several teachers indicated that the data enabled them to identify areas of development to focus on or individual students who may need more assistance. Others indicated that these data would help them to create reading groups based on students' abilities.

Thirty-nine percent of the teachers using WSS found the assessment tool "helpful" or "extremely helpful" for Fall (September through December) planning and instruction. Seven teachers (21%) found it "somewhat unhelpful" to "extremely unhelpful." Teachers described their responses as: 1) having too many assessment practices to complete in the Fall, 2) being comfortable using existing assessment methods, 3) difficulty aligning with district standards, and 4) lacking information for English Language Learners.

The teachers using WSS also reported how the results from the assessment will inform the rest of Fall planning and instruction. Teachers' responses were as follows: 1) data would provide them extra documentation and information for parent conferences, 2) increased focus on specific developmental areas including fine motor and cognitive development, and 3) the opportunity to provide parents with ideas on how to help their students in specific academic areas.

Twenty-six percent of the teachers using DSC found the assessment tool "helpful" or "extremely helpful" for Fall (September through December) planning and instruction. Fifteen teachers (40%) found it "somewhat unhelpful" or "unhelpful." Teachers described their responses as: 1) it was beneficial because it provided teachers with more one-on-one time with students; 2) it would have been more appropriate if administered before the start of kindergarten; 3) the items were not age-appropriate; 4) teachers already knew the information it provided; 5) it provides too much information for so early in the year; and 6) instruction time was hurt because of the time taken away to administer the assessment.

The teachers using DSC also reported how the results from the assessment will inform the rest of Fall planning and instruction. Common responses included: 1) the assessment will not inform the rest of Fall planning and instruction, primarily because it does not add any more information to what they already have about their students, 2) and there is too much information; 3) it verified initial observations; 4) it helped target more time for ability grouping and targeting instruction areas based on which scores were low; and 5) it provided a way to share information with parents.

Is the assessment appropriate for the population being assessed, including being culturally and linguistically responsive?

The literature on best practices for assessment of young children universally asserts that it is unfair to subject children to an assessment process that does not accurately tap into their knowledge, skills, or potential(National Research Council, 2008; Espinosa, 2005; Early childhood Assessment Consortium, 2005). Assessment processes should be designed and found effective for use with the ages, cultures, languages, socioeconomic levels, abilities, and other characteristics. Most teachers report across all three instruments that the tools were appropriate given the range of abilities and linguistic and cultural diversity of students their classrooms. Nearly 20% of teachers using DSC found that tool to be inappropriate for the characteristics of

children in their classrooms. The points below, summarized in Table 25, address teachers' opinions on the cultural appropriateness of the three instruments.

- A majority of teachers (71%) found the **GOLD** tool developmentally appropriate given the range of abilities and linguistic/ethnic/cultural diversity of students in their classroom. Four teachers (12%) found the tool at least somewhat inappropriate for their students. The teachers who found the tool unhelpful or inappropriate gave the following reasons: 1) more time was needed to gather the information, 2) the reading and math standards seemed too low for Washington State, and 3) they were already implementing assessments that provided similar information.

- A majority of teachers (94%) found the **WSS** tool developmentally appropriate given the range of abilities and linguistic/ethnic/cultural diversity of students in their classrooms. Two teachers (6%) found the tool at least somewhat inappropriate for their students. Teachers who found the tool unhelpful or inappropriate explained their responses by saying that the assessment was available only in Spanish and not in other languages.

- A majority of teachers (82%) found the **DSC** tool developmentally appropriate given the range of abilities and linguistic/ethnic/cultural diversity of students in their classroom. Seven teachers (18%) found the tool at least somewhat inappropriate for their students. For teachers who found the tool unhelpful or inappropriate, the most common reasons given were that the time needed to administer the DSC took too much time away from valuable student instruction and that components (particularly the decoding and recoding skills) of the Spanish version did not align appropriately as it should have with the English version. One teacher also mentioned that parents recruited to assist with the administration did not score appropriately.

Table 25. Appropriateness of Assessments Given the Range of Abilities and Linguistic/Ethnic/Cultural Diversity of Students

Tool	Extremely appropriate	Appropriate	Somewhat appropriate	Somewhat inappropriate	Inappropriate	Extremely inappropriate
GOLD (n=34)	0.0% (0)	**70.6% (24)**	17.6% (6)	8.8% (3)	2.9% (1)	0.0% (0)
WSS (n=33)	21.2% (7)	**48.5% (16)**	24.2% (8)	6.1% (2)	0.0% (0)	0.0% (0)
DSC (n=38)	13.2% (5)	**42.1% (16)**	26.3% (10)	5.3% (2)	7.9% (3)	5.3% (2)

Does the assessment include multiple sources of information, including family participation and input?

Position statements and research literature agree about best practices in assessment; parents are essential participants in a valid and useful assessment process, both as informants about their child's skills and abilities and as recipients of assessment information Golan, Peterson & Spiker, 2008; National Research Council, 2008). When teachers were asked how helpful they considered a formalized family component would be, teachers across each tool said it would be somewhat

helpful to extremely helpful. Unexpectedly, some teachers across all three instruments said that a formalized family component would be unhelpful to some degree. These data are summarized in Table 26.

Table 26. Helpfulness of a Formalized Family Component for Future Assessments

Tool	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
GOLD (n=34)	5.9% (2)	26.5% (9)	**47.1% (16)**	0.0% (0)	20.6% (7)	0.0% (0)
WSS (n=33)	15.2% (5)	**45.5% (15)**	30.3% (10)	6.1% (2)	0.0% (0)	3.0% (1)
DSC (n=38)	7.9% (3)	18.4% (7)	**47.4% (18)**	5.3% (2)	18.4% (7)	2.6 % (1)

When teachers were asked if they intended to share the assessment results with parents a majority of teachers using DSC said yes (55.3%). As Table 27 shows, a majority of teachers using GOLD were undecided, and some teachers across each instrument said that they would not share. Of teachers who report they will share the information with parents, almost all said they would do this through parent teacher conferences. Further investigation is needed to find out why teachers would not want to share this assessment information with parents.

Table 27. Teachers Who Would Share this Information with Parents

Tool	Yes	No	Undecided
GOLD (n=34)	32.4% (11)	11.8% (4)	**55.9% (19)**
WSS (n=33)	39.4% (13)	15.2% (5)	**45.5% (15)**
DSC (n=38)	**55.3% (21)**	21.1% (8)	23.7% (9)

Will the assessment be repeated over time?

Responses differed markedly among the three assessment tools when the teachers were asked if they would use the assessment one or more times later this academic year. As shown in Table 28, the teachers using the WSS tool reported that they were far more likely to use the tool again. But many teachers remained undecided about whether they would use any of the tools again in the same academic year.

The majority of teachers using GOLD (56%) were undecided as to whether they would continue to use the assessment with their students one or more times later in the academic year. Six teachers (18%) reported that indeed they would use it again, whereas nine (26%) reported that they do not plan to use it again.

Fourteen teachers using WSS (42%) reported that they would use it again, whereas six (18%) reported that they would not. Thirteen teachers were undecided as to whether they would continue to use the assessment with their students one or more times later in the academic year. The majority of teachers using DSC (55%) reported that they would not continue to use the assessment with their students one or more times later in the academic year. Thirteen teachers were still undecided as to whether they would continue, and only four teachers reported planning to continue using the assessment during the year. See Table 28.

Table 28. Teachers Who Plan to Continue Using the Tool with Their Students One or More Times Later this Year

	Yes	No	Undecided
GOLD	17.6% (6)	26.5% (9)	55.9% (19)
WSS	42.4% (14)	18.2% (6)	39.4% (13)
DSC	10.5% (4)	55.3% (21)	34.2% (13)

It is not clear why the teachers are undecided about future use, and WaKIDS will collect this information in a future survey of participating teachers in the spring.

Would you recommend the tool to other teachers?

Seven teachers using GOLD (21%) reported that they would recommend the tool to other kindergarten teachers, whereas 17 teachers (50%) reported that they would not. Twenty-nine percent of the teachers, at the time of the survey, were still unsure as to whether they would recommend it to others. Thirteen teachers using WSS (39%) reported that they would recommend the tool to other kindergarten teachers, whereas only 5 teachers (15%) reported that they would not recommend it. At the time of the survey, 46% of the teachers were unsure as to whether they would recommend it to others. Seven teachers using DSC (18%) reported that they would recommend the tool to other kindergarten teachers, whereas 18 teachers (47%) reported that they would not recommend it. Thirty-four percent of the teachers, at the time of the survey, were still unsure as to whether they would recommend it to others. These responses are summarized in Table 29.

Table 29. Teachers Who Would Recommend this Assessment Tool to Other Kindergarten Teachers

	Yes	No	Undecided
GOLD	20.6% (7)	50.0% (17)	29.4% (10)
WSS	39.4% (13)	15.2% (5)	45.5% (15)
DSC	18.4% (7)	47.4% (18)	34.2% (13)

Can we suggest one tool?

The overarching aim of this pilot was to recommend one assessment tool. All three instruments are comprehensive and address the identified *Washington State Early Learning and Development Benchmarks*. Two of the assessments were completed through embedded assessments and one was through direct assessment. Based upon teacher feedback on instructional utility and naturalistic methods, the recommendations can be narrowed to two: WSS or GOLD.

Of these two tools, teachers certainly felt more positive about WSS across several variables such as confidence and competence after training, assessment tool ease and convenience, assessment tool alignment with teaching philosophy and district reporting, naturalistic methods of assessment, cultural and linguistic appropriateness; and benefit to instruction for the class and individual.

Teachers using GOLD felt less confident and competent after training, however. They also felt less supported by their administration during the pilot and considered GOLD to be more difficult and less convenient to administer and report on the results. Many teachers who used WSS report they will use it again this year. A majority of teachers are undecided about continued use with GOLD. One plausible reason for this difference and ambivalence with GOLD in particular is the perceived difficulty and experienced learning curve across the instruments. While both instruments are regarded as useful with assessment and planning instruction, teachers reported needing more training and support with GOLD. This may be because GOLD requires teachers to make finer discriminations across assessment items. GOLD was also offered online, which presented an additional learning challenge for some teachers.

More data collection is needed before WaKIDS can recommend one instrument or process for teachers' continued use. WaKIDS will continue to investigate the issue of teachers repeated use of the instruments during early Winter 2011. Five additional considerations are required to narrow the recommendation to a single instrument:

1. **The extent to which each instrument may be culturally biased**: Teachers reported on their perception of the appropriateness of the instrument for a variety of student characteristics; however it is necessary to look more closely at the child assessment results. Teasing-out race, ethnicity, and socioeconomic differences will require further analysis.
2. **The extent to which the assessment makes accommodations for children with disabilities**. One question on the teacher survey addressed this issue, but it was included in the same question as other characteristics. Further investigation is warranted to tease out the specific modifications and appropriateness for children with disabilities.
3. **The extent to which parents are involved and find the information meaningful.** All three WaKIDS-piloted tools include a parent component that was optional for teachers to use, but at the time of the parent survey, assessment results had not yet been shared with parents. Further analysis of child-level data, findings from the parent focus groups that will be held in Winter 2011, and an additional teachers' survey will help address these considerations.
4. **The extent to which teachers use the results to differentiate instruction** and make better and timelier decisions about providing appropriate support and challenge for students.
5. **A cost-benefit analysis**. It is possible that, based upon the time and support required, GOLD may be more costly—it is critical to understand the return. It may take less time and training to administer WSS, but it is essential that the return helps teachers make better and more efficient instructional decisions.

Component Three: Early Learning Collaboration

This section provides information yielded from an initial questionnaire given to 108 teachers on the first day of participation in the WaKIDS. Questions reported here relate to teachers' experience and practice with information exchange between early learning providers and kindergarten teachers.

Gathering information from multiple sources, including early care and education providers, is essential for a true understanding of young children' skills and competencies. Best practices

position statements and the research literature recommend collecting information from teachers who worked with children prior to their entry to kindergarten (Egertson, 2208; Meisels, M, Bickel, Nicholson, Xue, Atkins-Burnett, 2001; Schultz & Kagan, 2007). Early childhood education providers have unique perspectives on children's early development and learning that could help kindergarten teachers serve incoming students more effectively.

Just over one third (36%) of teachers received *some* type of information from early learning providers about *some* of their entering kindergartners. For example:

- Nine teachers reported receiving the child's IEP.
- Seven teachers reported receiving written assessment information on some or all of their children from the early learning providers (e.g., DECA, Creative Curriculum, checklists and class work.
- Four teachers reported information about social and behavioral skills or problems.

Teachers were asked to describe what kind of information they would like to know about children entering kindergarten:

- Twenty-nine teachers (27%) would find information about the child's social-emotional or behavioral skill level or concerns helpful.
- Twenty-five teachers (23%) said they wanted information about children's family backgrounds before entering.
- Twenty-one teachers (19%) would find information about a child's academic skills (e.g., counting, letter naming, etc.) helpful.
- Five teachers (5%) would like information about a child's health status.
- Three teachers (3%) would like information about disability or special needs.

To develop a better understanding of the types of assessment information early learning providers gather and to suggest ways to improve the transfer of this information to kindergarten teachers, the WaKIDS UW Team will implement a series of facilitated focus groups with kindergarten teachers and early learning providers across the state. Four of these focus groups have been held, and the remainder will occur during 2011. (See Appendix I for more information about the focus groups.)

IV. Summary, Suggestions, and Next Steps

Summary

This report provides important information about a statewide kindergarten assessment process pilot in Washington State. Three assessment instruments offer insights regarding young children's developing skills at kindergarten entry, and teachers' feedback on these tools provides valuable information for narrowing the WaKIDS selection of the most effective tool.

Kindergarten data in Washington State

The WaKIDS pilot provides the first statewide kindergarten assessment information across multiple domains of child development and achievement. Teacher assessments of 1,760 children beginning kindergarten suggest that more than one third of students enter kindergarten below expected skill levels as revealed by the three different instruments. In the area of Language, Communication, and Literacy, nearly half of the children enter with skills below the expected grade level.

Notable differences across instruments

The project found notable, but expected, differences in children's skill levels across the three instruments. For example, the instrument Teaching Strategies GOLD in general found a larger share of children regarded as below expectations across the four domains. Another instrument, the DSC, found a larger percent of children exceeding expectations across the four domains. One reason for these differences is that the developmental reference was dissimilar across the instruments. Teachers using GOLD were asked to assess children against end-of-year kindergarten expectations; teachers using DSC were measuring children's performance against beginning of kindergarten expectations. And teachers using a third instrument, the WSS, were asked to assess children against end-of-preschool expectations. The instruments also differed from one another in terms of the number of items in each domain (for example, 4 items in the general knowledge and cognition domain on the WSS compared with 11 on GOLD), differing levels of specificity, and characteristics of training sessions, which were condensed for this pilot, and as a result, may have left some teachers less prepared in implementing the assessments as specified.

Best practices

With few exceptions, teachers regard the WaKIDS assessment tools and process as meeting best practices. Two instruments, GOLD and WSS, were considered useful for planning instruction and collected assessment information in a naturalistic way. Few of the teachers in the pilot reported using comprehensive assessment processes prior to their involvement in WaKIDS. Most teachers report that the instruments piloted with WaKIDS provided information on multiple areas of children's skills. In general, teachers found the instruments used in this pilot to be helpful with assessing the class as a whole and for planning individual instruction.

Many teachers who used WSS report they will use it again this year. A majority of teachers are undecided about continued use with GOLD, however. One plausible reason for this difference and ambivalence with GOLD in particular is the perceived difficulty and experienced learning

curve across the instruments. While both instruments are regarded as useful with assessment and planning instruction, teachers reported needing more training and support with GOLD. This may be because GOLD requires teachers to make finer discriminations across assessment items. GOLD was also offered online, which presented an additional learning challenge for some teachers. WaKIDS will continue to investigate the issue of teachers' repeated use of the instruments during early Winter 2011.

Need for more research

More research is needed before one tool can be recommended. WaKIDS must look more closely at such issues as cultural responsiveness, accommodations and usefulness for children with disabilities, parent involvement and satisfaction, potential for improving instruction, and cost benefits. Knowing how the assessment tools piloted in WaKIDS predict future school success would be valuable information for educators, administrators, and policy makers when making future decisions.

Recommendations

Based on the findings summarized in this preliminary report, WaKIDS will make the following improvements in its implementation process through Winter and Spring 2011:

1. **Provide more training on assessment tools and online administration to teachers and administrators.** WaKIDS provided all teacher training sessions in one day— half the time typically provided for training by assessment publishers. The quality of assessment data relies heavily in the accuracy of implementation. If assessments are not done well, the data collected may not provide the information sought or may inaccurately represent children's performance (Golan, Peterson & Spiker, 2008). It is also important that teachers feel supported by their building and district administrators. Providing overview training on the assessment instruments for administrators may galvanize necessary support.

2. **Provide sufficient time to complete and report assessment.** Many teachers felt that it was difficult to administer the tool and to record and report the assessment results in only three weeks. Observation-based assessments require more time to accurately discern a child's competencies in a naturalistic setting. This may be especially important at the beginning of the year when teachers are just getting to know their students, and students are just getting used to know unfamiliar peers and adults. Time is also critical to teachers who are teaching half-day classes; these teachers may have twice the children and half the time to complete their assessments.

3. **Provide training on family participation and input**. Position statements and research literature about best practices agree that parents are essential participants in a valid and useful assessment process, both as informants about their children's skills and as recipients of assessment information (Golan, S., Peterson, D. & Spiker, D., 2008). Teachers agreed that the formalized parent component of each instrument would be helpful. Additional time is needed to train teachers on the administration of these instruments, as are alternatives for gathering the information from diverse families and for interpreting the information. Teachers may also benefit from training on data-sharing

with parents.

4. **Study and recommend best practices to facilitate information-sharing between early learning providers and kindergarten teachers.** Kindergarten teachers agree that information from early learning providers about entering kindergarten students would be helpful. Few teachers in this study received helpful information from early learning providers, and most were unsure of if and where the child attended prekindergarten programs. Further study is recommended to understand the types of assessment data early learning providers gather and how to facilitate data-sharing that is optimally beneficial to students and families. Data-sharing can improve instructional decisions by kindergarten teachers and can also serve to improve the quality of early learning programs.

Next steps

The WaKIDS pilot and evaluation will continue through June 2011. Future evaluation activities include:

1. Parent focus groups throughout the state to understand their perceived usefulness of the assessment data and process;

2. Kindergarten teacher surveys regarding continued assessment use and satisfaction;

3. Early learning connection focus groups; and

4. Further analysis of kindergarten entry child data.

This information will be presented in a final project evaluation report in June 2011.

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Appendix A

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Appendix B

Introducing Me!

My name is: _____

I like to be called: _____

My birthday is _____

My mom's name is _____

My father's name is _____

I live with _____

I live at _____

_____

Phone: _____

Best time to reach my home is _____

About Me!

My favorite food is _____

My favorite book is _____

My favorite toy is _____

Introducing Me! Is adapted from: Getting to Know My Child: A Guide for My Child's Kindergarten Teacher by the National Center for Learning Disabilities.

My favorite thing to play is _____

Other favorites: _____

I am good at so many things like:

_____

Here is a picture of me and my family (please attach photo):

Last year, I went to _____

I like to:

□ Listen to stories

□Draw and color

□Play with other children

□Play quiet games

□Play rough and tumble games

□Play outside

□Play with blocks

□Sing songs

□

Things I do not like to:

_____

_____

_____

When I feel tired I might: _____

When I feel angry I might: _____

When I feel sad I _____

When I feel excited I _____

Introducing Me! Is adapted from: Getting to Know My Child: A Guide for My Child's Kindergarten Teacher by the National Center for Learning Disabilities.

When I feel hungry, I _____

When I feel frustrated I _____

About My Family:

We speak the following languages in my home:

_____

Some things I'd like you to know about my family:

_____

_____

_____

There are _____ children in my home. Their name and ages are:

_____

_____

_____

Here are other things that I want you to know about me:

_____

_____

_____

Introducing Me! Is adapted from: Getting to Know My Child: A Guide for My Child's Kindergarten Teacher by the National Center for Learning Disabilities.

Appendix C

Teacher Questionnaire #1

Date completed: _____

Instructions

- This survey seeks information on your practices (and those of your school and district) that are related to children's entry into kindergarten

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School Information

1. What is the current total student enrollment in your school? _____
2. Which one of the following best describes the location of your school?
3. Which one of the following best describes your school?
   ____1. A public school that draws students from the surrounding neighborhood
   ____2. A public school with students from neighborhoods that do and do not surround the school
   ____3. A public school that draws from a large rural area
   ____4. Other (please describe) _____
4. Check below if your school currently contains any of the following programs. Check all that apply.

   ___ 1. Pre-kindergarten program with open enrollment

   ___ 2. Prekindergarten program for "at-risk" students (not Head Start)

   ___ 3. Head Start

   ___ 4. Pre-kindergarten program for special education students

   ___ 5. Kindergarten class --full day

   ___ 6. Kindergarten class – half day

   ___ 7. Transitional K-1 program (regular education)

Teacher/classroom information

5. Did you teach kindergarten last year?
   ____No ____Yes If yes, answer questions 6-9. If not, go directly to question 10.

If you taught multiple classes last year (morning and afternoon sessions) , answer questions for one of those classes.

6. Last year, approximately how many children were transferred into or enrolled in your class AFTER the first two weeks of school? ____

7. Approximately how many children left your class last year AFTER the first two weeks of school?___
8. Last year, what was the total number of children in your class at the end of the year? ____
9. How many children in your class last year were retained? ____
10. Check the one category that best describes your race/ethnicity:
    ___ 1. American Indian or Native American ___ 2. Hispanic ___3. Asian/Pacific Islander
    ___ 4. Black, not Hispanic ___ 5. White, not Hispanic ___6. Multiple origins
    ___ 7. Other
11. List the year of degree(s) you received: Bachelor's: __ __ __ __ Master's __ __ __ __
    Doctorate __ __ __ __
12. Check the areas of specialization or certification you may hold. This pertains to state-level certification(s). check all that apply.
    __1. Elementary education (K-6) __2. Education (K-12)
    __3. Early childhood __4. Special Education
    __5. Secondary (6-12) __6. Other (describe):_____
13. Have you had any specialized training to enhance children's transition into kindergarten?
    ____ No ___ Yes If yes, please describe: _____
14. List your years of teaching experience at each of following levels:
    1. Below kindergarten level (e.g., preschool):_____
    2. Kindergarten (includes K-1, K-2): _____
    3. Above kindergarten (first grade & above, not K-1 or K-2): _____

    Consider last year's kindergarten class for the following questions.

15. At the end of last year, how many students were enrolled in you class? _____
16. How many (if known) students are enrolled in your class this fall? _____
17. How many children with special needs (children receiving special education services) were enrolled in your class last year? ____
18. Note the number of children in last year's class for each group below. Enter 0 for none.
    ___ 1. American Indian or Native American ___ 2. Hispanic ___3. Asian/Pacific Islander
    ___ 4. Black, not Hispanic ___ 5. White, not Hispanic ___6. Multiple origins
    ___ 7. Other
19. How many of the students in your class were eligible to receive free or reduced lunches? ____

Entering Kindergarten

20. Based on your experiences, approximately what percentage of the children who enter kindergarten fall into the following categories? Make sure these numbers total 100%
    _____% 1. Very successful entry, virtually no problems
    _____% 2. Moderately successful entry, some problems, mostly minor
    _____% 3. Difficult or very difficult entry, serious concerns or many problems
21. In your judgment, what percentage of children in last year's class were not ready for kindergarten when they entered? Enter zero if all were ready. ____
22. Approximately how many children in your current class spent last year in the following? Enter zero for none.

____ 1. Preschool center based program ____ 2. Head Start
____ 3. PreK program at school ____ 4. Don't know
____ 5. Other (describe): _____

23. If you did not know last year's settings for children in your class, would it have been useful to know this information to prepare for their transition into kindergarten?
_____ No ____Yes
24. What type of information did you receive about your children from the previous setting (head Start, etc)?
25. What more would you like to know about children when they enter kindergarten?

Transition Practices

Below are listed a number of practices that might occur to facilitate children's transitions to kindergarten. For each of the practices listed below, check whether in fall of 2009 you

0) Did not use
1) Used for children with special needs
2) Used for certain individuals (but not students receiving special education services), or
3) Used for whole class.

Then, for each of the following items, check if you believe each practice is

a) not necessary, b) good idea, or c) a good idea, but there are barriers to implementing this practice for me

	Did Not Use (0)	Used with children with special needs (1)	Used for Certain Children (2)	Used for Whole Class (3)	I think it's not necessary (a)	I think it's a Good idea (b)	I think it's a good idea/but… (c)
26. Written records of child's past experiences or status are made available to me and I read them							
27. A visit to the child's home before school starts							
28. A visit to the child's home after school starts							
29. a letter to the child's parents before school starts							
30. a letter to the child's parents after school starts							
31. A talk with the child's parents before school starts							
32. a talk with the child's parents after school starts							
33. A meeting with child and family before school starts							
34. a flyer or informational brochure sent before school starts							

35. A flyer or informational brochure sent after school starts							
36. A letter to the child sent before school starts							
37. A letter to the child after school starts							
38. A call to the child before school starts							
39. A call to the child after school starts							
40. Visits to preschools & programs for four year olds in the community							
41. Informal contacts with preschool teachers about children							
42. Preschool teacher(s) bring next year's children to my classroom							
43. An open house for parents and children before school starts							
44. An open house for parents and children after school starts							
45. Participation in kindergarten registration for my school or district							
46. Regular meetings among school, early childhood, and preschool staff in community							
47. contacts made to develop a coordinated curriculum with preschool programs							
48. Facilitate contacts between parents of children in my class							
49. Request information about children from their parents before school starts							

50. Check any of the following barriers which prevent you personally from implementing the "good idea...But" practices you just identified. Check all that apply, then circle the item numbers of those you consider the most serious barriers, up to five maximum of five.

____ 1. Class lists are generated too late

____ 2. Requires work in summer that is not supported by salary

____ 3. Contacts with parents are discouraged prior to the start of school

____ 4. Concern about creting negstive expectations

____ 5. Funds are not available

____ 6. Materials are not available

____ 7. Parents are not interested

____ 8. Preschool teachers are not interested

____ 9. It takes too much time to conduct these practices

____ 10. I could not reach most parents of children who need these practices

____ 11. It is dangerous to visit students' homes

___ 12. Parents do not bring their child for registration or open house

___ 13. Parents cannot read letters, etc. sent home

____ 14. A transition practices plan is not available in school/district

____ 15. The school or district does not support

___ 16. I choose not to do it

____ 17. Other? Please list. _____

51. Which of the following practice are used by any of the Pre-K programs (for example, preschool or Head Start program) that feed into your school? Check all that apply.

____ 1. Participating in joint workshops with school staff on issues of interest

____ 2. Sharing information about an individual child's progress

____ 3. Providing assistance for children having difficulty

____ 4. Talking with children and parents to prepare them for kindergarten

____ 5. Children from these programs visiting our school

____ 6. Others? (describe): _____

Information Gathering

52. Which of the following information gathering procedures are performed for at least some of the children in your class" for each item, label with a 'T" if you as a teacher perform the procedure, "S" if someone else performs , or "B" if both you and someone else performs, or an "N" if no one performs the procedure.

____1. Interview parent

____2. Screen child using a formal instrument. Please provide name of instrument: _____

____ 3. Screen child informally with teacher developed tool

____4. CHECK HERE is any of these took place in the child's home

53. What other types of assessment instruments (if any) do you use with kindergarten children?

____ 1. Standardized assessments ____2. Curriculum embedded assessments

____ 3. District assessments

54. How do you understand children's progress throughout the year? Please describe.

WaKIDS: Teacher Survey #1 (GOLD)

1. introduction

Thank you so much for your continued participation and support of the WaKIDS pilot. We would not be able to do this work without you!

In this survey, we would like to hear about your experiences using your assigned assessment tool. Your responses will provide information about how to support teachers and schools across Washington state as they welcome children and families to kindergarten each year.

Your responses will be kept confidential, and your name will not be linked to any reported data and / or findings without your explicit permission.

Questions marked with an asterisk (*) require a response.

*** 1. Your Name (will be kept confidential when reporting data)**

WaKIDS: Teacher Survey #1 (GOLD)

2. Class Information

1. Total number of classes you are teaching this year

- ◯ 1
- ◯ 2

2. Is your kindergarten program full day or half day?

- ◯ Full day - 5 days a week
- ◯ Full day - 2 or 3 days a week
- ◯ Half day - 5 days a week

*** 3. Class Information**

Enter 0 if none.

If you teach more than one class, please provide one overall total for both classes.

Total number of students	
Number of male students	
Number of female students	
Number of ELL students	
Number of students with an IEP receiving special education services	

*** 4. Approximately how many of these students spent last year in the following early childhood settings?**

Enter 0 if none.

Child care center	
Preschool or pre-kindergarten program	
Head Start	
ECEAP	
Developmental preschool (special education)	
Co-op preschool	
Home day care	
Home with parent	
Home with relative or neighbor	
Other (please specify)	
Don't know	

WaKIDS: Teacher Survey #1 (GOLD)

3. Assessment Tool Training and Support

In this section, you will be asked to evaluate the training and support you received for your assigned assessment tool (GOLD).

*** 1. How were you trained in this tool kit?**

- ◯ Attended group training in August
- ◯ Trained individually by a WaKIDS team member
- ◯ Trained by another teacher at your school
- ◯ Did not receive training

*** 2. I found the training provided for this assessment to be:**

◯ Very helpful ◯ Helpful ◯ Somewhat helpful ◯ Somewhat unhelpful ◯ Unhelpful ◯ Very unhelpful

*** 3. How well did the training prepare you to administer the assessment?:**

- ◯ Felt competent and confident and ready to use the tool
- ◯ Felt confident about administering the tool with a few questions
- ◯ Still had some questions about how to administer the tool
- ◯ Was very uncertain of how to administer the tool

4. What would have made your training more useful?:

*** 5. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?**

◯ No support ◯ Not very much support ◯ Some support ◯ A lot of support

*** 6. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?**

◯ Extremely helpful ◯ Helpful ◯ Somewhat helpful ◯ Somewhat unhelpful ◯ Unhelpful ◯ Extremely unhelpful

*** 7. How supportive is your principal / school administration of your participation in the WaKIDS pilot?**

◯ Extremely supportive ◯ Supportive ◯ Somewhat supportive ◯ Somewhat unsupportive ◯ Unsupportive ◯ Extremely unsupportive

WaKIDS: Teacher Survey #1 (GOLD)

WaKIDS: Teacher Survey #1 (GOLD)

4. Administration of the Tool

In this section, you will be asked about your experiences with administering your assigned assessment tool (GOLD).

*** 1. Please rate your experience administering the assessment tool:**

- ◯ Extremely easy
- ◯ Easy
- ◯ Somewhat easy
- ◯ Somewhat difficult
- ◯ Difficult
- ◯ Extremely difficult

*** 2. Please rate the clarity of the instructions provided for administering the assessment tool:**

- ◯ Extremely clear
- ◯ Clear
- ◯ Somewhat clear
- ◯ Somewhat unclear
- ◯ Unclear
- ◯ Extremely unclear

*** 3. Of your whole class, with how many students did you complete the WaKIDS assessment?**

4. If you did not complete the assessment for all of your students, what prevented you from doing so?

Check all that apply.

- ☐ Not enough time to observe / administer assessment
- ☐ Not enough time to report assessment data
- ☐ Uncertainty about how to administer the assessment
- ☐ Lack of personnel support (assistant teacher, etc)
- ☐ Student(s) were absent
- ☐ Other (please specify)

*** 5. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:**

Days

Hours

Minutes

WaKIDS: Teacher Survey #1 (GOLD)

*** 6. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:**

- ◯ Extremely convenient
- ◯ Convenient
- ◯ Somewhat convenient
- ◯ Somewhat inconvenient
- ◯ Inconvenient
- ◯ Extremely inconvenient

*** 7. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:**

Days ☐

Hours ☐

Minutes ☐

*** 8. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:**

- ◯ Extremely convenient
- ◯ Convenient
- ◯ Somewhat convenient
- ◯ Somewhat inconvenient
- ◯ Inconvenient
- ◯ Extremely inconvenient

*** 9. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:**

- ◯ Extremely sufficient
- ◯ Sufficient
- ◯ Somewhat sufficient
- ◯ Somewhat insufficient
- ◯ Insufficient
- ◯ Extremely insufficient

WaKIDS: Teacher Survey #1 (GOLD)

5. Assessment & Instructional Practices: Part I

In this section, you will be asked about the effects of this assessment on your present and future instruction.

*** 1. To what extent is the assessment aligned with your personal teaching philosophy?**

- ◯ Completely aligned with my teaching philosophy
- ◯ Aligned with my teaching philosophy
- ◯ Somewhat aligned with my teaching philosophy
- ◯ Somewhat different from my teaching philosophy
- ◯ Different from my teaching philosophy
- ◯ Completely different from my teaching philosophy

*** 2. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?**

- ◯ Completely aligned with district reporting
- ◯ Aligned with district reporting
- ◯ Somewhat aligned with district reporting
- ◯ Somewhat different from district reporting
- ◯ Different from district reporting
- ◯ Completely different from district reporting

*** 3. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?**

- ◯ Completely embedded
- ◯ Embedded
- ◯ Somewhat embedded
- ◯ Somewhat separate
- ◯ Separate
- ◯ Completely separate

*** 4. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?**

- ◯ Completely embedded
- ◯ Embedded
- ◯ Somewhat embedded
- ◯ Somewhat separate
- ◯ Separate
- ◯ Completely separate

*** 5. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:**

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all
Overall development	◯	◯	◯	◯
Social and emotional development	◯	◯	◯	◯
Physical well-being, health, and motor development	◯	◯	◯	◯
Cognitive and general knowledge development (including math, logic, reasoning)	◯	◯	◯	◯
Language, communication, and literacy	◯	◯	◯	◯

WaKIDS: Teacher Survey #1 (GOLD)

*** 6. How has this assessment affected the amount of time you typically spend teaching in the following areas?**

	Spend more time than before	Spend same amount of time as before	Spend less time than before
Social and emotional instruction	○	○	○
Physical well-being, health, and motor instruction	○	○	○
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	○	○	○
Language, communication, and literacy instruction	○	○	○

*** 7. Do you plan to continue to use this assessment with your students one or more times later this year?**

○ Yes

○ No

○ Undecided

*** 8. Please describe your previously used Fall assessment practices:**

*** 9. How closely aligned is the current assessment with your previously used Fall assessment practices?**

○ Extremely aligned with typical practices ○ Aligned with typical practices ○ Somewhat aligned with typical practices ○ Somewhat different from typical practices ○ Different from typical practices ○ Extremely different from typical practices

*** 10. How helpful is the current assessment information for Fall (September through December) planning and instruction?**

○ Extremely helpful ○ Helpful ○ Somewhat helpful ○ Somewhat unhelpful ○ Unhelpful ○ Extremely unhelpful

*** 11. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:**

WaKIDS: Teacher Survey #1 (GOLD)

*** 12. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:**

*** 13. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?**

- ◯ Extremely helpful
- ◯ Helpful
- ◯ Somewhat helpful
- ◯ Somewhat unhelpful
- ◯ Unhelpful
- ◯ Extremely unhelpful

*** 14. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:**

*** 15. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:**

WaKIDS: Teacher Survey #1 (GOLD)

6. Assessment & Instructional Practices: Part II

In this section, you will be asked about how the assessment helped you learn about your students.

*** 1. How helpful was this tool for learning about your *class as a whole* in terms of:**

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	○	○	○	○	○	○
Social and emotional development	○	○	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○	○	○
Cognitive and general knowledge (including math, logic, and reasoning) development	○	○	○	○	○	○
Language, communication, and literacy development	○	○	○	○	○	○

*** 2. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?**

○ Extremely appropriate ○ Appropriate ○ Somewhat appropriate ○ Somewhat inappropriate ○ Inappropriate ○ Extremely inappropriate

3. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

*** 4. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:**

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	○	○	○	○	○	○
Social and emotional development	○	○	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○	○	○
Cognitive ability and general knowledge (including math, logic, reasoning) development	○	○	○	○	○	○
Language, communication, and literacy development	○	○	○	○	○	○

WaKIDS: Teacher Survey #1 (GOLD)

5. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

6. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful:

Check all that apply.

- ☐ Helped me to understand my students' present skill levels more quickly than I have before
- ☐ Helped me to make referrals for further evaluation more quickly than I have before
- ☐ Helped me to make referrals for further evaluation with more examples of the issue to be addressed
- ☐ Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)
- ☐ Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did

Other (please specify)

*** 7. Was there any area that you feel your assessment should have covered but did not?**

- ○ Yes
- ○ No

If yes, please describe:

*** 8. Do you plan to share this assessment information with your students' families?**

- ○ Yes
- ○ No
- ○ Undecided

9. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

WaKIDS: Teacher Survey #1 (GOLD)

*** 10. Would you recommend this assessment tool to other Kindergarten teachers?**

- ◯ Yes
- ◯ No
- ◯ Unsure

WaKIDS: Teacher Survey #1 (GOLD)

7. More about GOLD

In this section, you will be asked about your use of specific pieces of the GOLD kit.

*** 1. Did you attend a GOLD webinar for teachers provided by Teaching Strategies?**

○ Yes ○ No

2. If you attended a GOLD webinar for teachers, how helpful was the information?

○ Extremely helpful ○ Helpful ○ Somewhat helpful ○ Somewhat unhelpful ○ Unhelpful ○ Extremely unhelpful

*** 3. Did you complete the GOLD professional development course?**

○ Yes ○ No

4. If you completed the GOLD professional development course, how helpful was the information?

○ Extremely helpful ○ Helpful ○ Somewhat helpful ○ Somewhat unhelpful ○ Unhelpful ○ Extremely unhelpful

*** 5. How much support did you need from Teaching Strategies to understand how to administer the assessment?**

○ No support ○ Not very much support ○ Some support ○ A lot of support

6. If you contacted Teaching Strategies for support with the assessment, how helpful were the answers they provided?

○ Extremely helpful ○ Helpful ○ Somewhat helpful ○ Somewhat unhelpful ○ Unhelpful ○ Extremely unhelpful

*** 7. Please rate your experience using GOLD online:**

○ Extremely easy ○ Easy ○ Somewhat easy ○ Somewhat difficult ○ Difficult ○ Extremely difficult

*** 8. Please rate the clarity of information you received about using GOLD online:**

○ Extremely clear ○ Clear ○ Somewhat clear ○ Somewhat unclear ○ Unclear ○ Extremely unclear

*** 9. How much support did you need from Teaching Strategies to understand how to use GOLD online?**

○ No support ○ Not very much support ○ Some support ○ A lot of support

WaKIDS: Teacher Survey #1 (GOLD)

10. If you contacted Teaching Strategies for support with GOLD online, how helpful were the answers they provided?

- ◯ Extremely helpful
- ◯ Helpful
- ◯ Somewhat helpful
- ◯ Somewhat unhelpful
- ◯ Unhelpful
- ◯ Extremely unhelpful

*** 11. How did you keep track of students' scores and documentation?**

Check all that apply.

- ☐ Took notes on paper, Post-Its, etc.
- ☐ Used the On-the-Spot Observation Recording Tool
- ☐ Entered documentation directly into GOLD online
- ☐ Entered scores (without documentation) directly into GOLD online
- ☐ Other (please specify)

*** 12. On average, how many pieces of documentation did you enter for one child?:**

13. On average, how many scores did you enter for an objective / dimension before finalizing a score for one child?

- ◯ 0
- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4 or more

*** 14. Did others assist you in completing GOLD with your students?**

- ◯ Yes
- ◯ No

WaKIDS: Teacher Survey #1 (GOLD)

15. If you answered yes to Question 14, please specify who assisted you:

Check all that apply.

- ☐ Other Kindergarten teachers
- ☐ Other school teachers (not K)
- ☐ Paraprofessionals
- ☐ School principal or other administrators
- ☐ School staff
- ☐ Parents / family members of students
- ☐ Other volunteers

Other (please specify)

*** 16. How helpful would a formalized family component (input from parents, home observations, etc.) be for future GOLD assessments?**

○ Extremely helpful ○ Helpful ○ Somewhat helpful ○ Somewhat unhelpful ○ Unhelpful ○ Extremely unhelpful

WaKIDS: Teacher Survey #1 (GOLD)

8. General Comments

1. Please use this space to share any additional comments about the assessment tool (optional):

WaKIDS: Teacher Survey #1 (WSS)

1. Introduction

Thank you so much for your continued participation and support of the WaKIDS pilot. We would not be able to do this work without you!

In this survey, we would like to hear about your experiences using your assigned assessment tool. Your responses will provide information about how to support teachers and schools across Washington state as they welcome children and families to kindergarten each year.

Your responses will be kept confidential, and your name will not be linked to any reported data and / or findings without your explicit permission.

Questions marked with an asterisk (*) require a response.

*** 1. Your Name (will be kept confidential when reporting data)**

WaKIDS: Teacher Survey #1 (WSS)

2. Class Information

1. Total number of classes you are teaching this year

- ◯ 1
- ◯ 2

2. Is your kindergarten program full day or half day?

- ◯ Full day - 5 days a week
- ◯ Full day - 2 or 3 days a week
- ◯ Half day - 5 days a week

*** 3. Class Information**

Enter 0 if none.

If you teach more than one class, please provide one overall total for both classes.

Total number of students	
Number of male students	
Number of female students	
Number of ELL students	
Number of students with an IEP receiving special education services	

*** 4. Approximately how many of these students spent last year in the following early childhood settings?**

Enter 0 if none.

Child care center	
Preschool or pre-kindergarten program	
Head Start	
ECEAP	
Developmental preschool (special education)	
Co-op preschool	
Home day care	
Home with parent	
Home with relative or neighbor	
Other (please specify)	
Don't know	

WaKIDS: Teacher Survey #1 (WSS)

3. Assessment Tool Training and Support

In this section, you will be asked to evaluate the training and support you received for your assigned assessment tool (WSS).

*** 1. How were you trained in this tool kit?**

- ◯ Attended group training in August
- ◯ Trained individually by a WaKIDS team member
- ◯ Trained by another teacher at your school
- ◯ Did not receive training

*** 2. I found the training provided for this assessment to be:**

◯ Very helpful ◯ Helpful ◯ Somewhat helpful ◯ Somewhat unhelpful ◯ Unhelpful ◯ Very unhelpful

*** 3. How well did the training prepare you to administer the assessment?:**

- ◯ Felt competent and confident and ready to use the tool
- ◯ Felt confident about administering the tool with a few questions
- ◯ Still had some questions about how to administer the tool
- ◯ Was very uncertain of how to administer the tool

4. What would have made your training more useful?:

*** 5. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?**

◯ No support ◯ Not very much support ◯ Some support ◯ A lot of support

*** 6. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?**

◯ Extremely helpful ◯ Helpful ◯ Somewhat helpful ◯ Somewhat unhelpful ◯ Unhelpful ◯ Extremely unhelpful

*** 7. How supportive is your principal / school administration of your participation in the WaKIDS pilot?**

◯ Extremely supportive ◯ Supportive ◯ Somewhat supportive ◯ Somewhat unsupportive ◯ Unsupportive ◯ Extremely unsupportive

WaKIDS: Teacher Survey #1 (WSS)

WaKIDS: Teacher Survey #1 (WSS)

4. Administration of the Tool

In this section, you will be asked about your experiences with administering your assigned assessment tool (WSS).

*** 1. Please rate your experience administering the assessment tool:**

- ◯ Extremely easy
- ◯ Easy
- ◯ Somewhat easy
- ◯ Somewhat difficult
- ◯ Difficult
- ◯ Extremely difficult

*** 2. Please rate the clarity of the instructions provided for administering the assessment tool:**

- ◯ Extremely clear
- ◯ Clear
- ◯ Somewhat clear
- ◯ Somewhat unclear
- ◯ Unclear
- ◯ Extremely unclear

*** 3. Of your whole class, with how many students did you complete the WaKIDS assessment?**

4. If you did not complete the assessment for all of your students, what prevented you from doing so?

Check all that apply.

- ☐ Not enough time to observe / administer assessment
- ☐ Not enough time to report assessment data
- ☐ Uncertainty about how to administer the assessment
- ☐ Lack of personnel support (assistant teacher, etc)
- ☐ Student(s) were absent
- ☐ Other (please specify)

*** 5. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:**

Days

Hours

Minutes

WaKIDS: Teacher Survey #1 (WSS)

*** 6. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:**

- ◯ Extremely convenient
- ◯ Convenient
- ◯ Somewhat convenient
- ◯ Somewhat inconvenient
- ◯ Inconvenient
- ◯ Extremely inconvenient

*** 7. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:**

Days [ ]

Hours [ ]

Minutes [ ]

*** 8. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:**

- ◯ Extremely convenient
- ◯ Convenient
- ◯ Somewhat convenient
- ◯ Somewhat inconvenient
- ◯ Inconvenient
- ◯ Extremely inconvenient

*** 9. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:**

- ◯ Extremely sufficient
- ◯ Sufficient
- ◯ Somewhat sufficient
- ◯ Somewhat insufficient
- ◯ Insufficient
- ◯ Extremely insufficient

WaKIDS: Teacher Survey #1 (WSS)

5. Assessment & Instructional Practices: Part I

In this section, you will be asked about the effects of this assessment on your present and future instruction.

*** 1. To what extent is the assessment aligned with your personal teaching philosophy?**

- ◯ Completely aligned with my teaching philosophy
- ◯ Aligned with my teaching philosophy
- ◯ Somewhat aligned with my teaching philosophy
- ◯ Somewhat different from my teaching philosophy
- ◯ Different from my teaching philosophy
- ◯ Completely different from my teaching philosophy

*** 2. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?**

- ◯ Completely aligned with district reporting
- ◯ Aligned with district reporting
- ◯ Somewhat aligned with district reporting
- ◯ Somewhat different from district reporting
- ◯ Different from district reporting
- ◯ Completely different from district reporting

*** 3. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?**

- ◯ Completely embedded
- ◯ Embedded
- ◯ Somewhat embedded
- ◯ Somewhat separate
- ◯ Separate
- ◯ Completely separate

*** 4. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?**

- ◯ Completely embedded
- ◯ Embedded
- ◯ Somewhat embedded
- ◯ Somewhat separate
- ◯ Separate
- ◯ Completely separate

*** 5. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:**

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all
Overall development	◯	◯	◯	◯
Social and emotional development	◯	◯	◯	◯
Physical well-being, health, and motor development	◯	◯	◯	◯
Cognitive and general knowledge development (including math, logic, reasoning)	◯	◯	◯	◯
Language, communication, and literacy	◯	◯	◯	◯

WaKIDS: Teacher Survey #1 (WSS)

*** 6. How has this assessment affected the amount of time you typically spend teaching in the following areas?**

	Spend more time than before	Spend same amount of time as before	Spend less time than before
Social and emotional instruction	○	○	○
Physical well-being, health, and motor instruction	○	○	○
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	○	○	○
Language, communication, and literacy instruction	○	○	○

*** 7. Do you plan to continue to use this assessment with your students one or more times later this year?**

○ Yes

○ No

○ Undecided

*** 8. Please describe your previously used Fall assessment practices:**

*** 9. How closely aligned is the current assessment with your previously used Fall assessment practices?**

○ Extremely aligned with typical practices ○ Aligned with typical practices ○ Somewhat aligned with typical practices ○ Somewhat different from typical practices ○ Different from typical practices ○ Extremely different from typical practices

*** 10. How helpful is the current assessment information for Fall (September through December) planning and instruction?**

○ Extremely helpful ○ Helpful ○ Somewhat helpful ○ Somewhat unhelpful ○ Unhelpful ○ Extremely unhelpful

*** 11. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:**

WaKIDS: Teacher Survey #1 (WSS)

*** 12. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:**

*** 13. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?**

- ◯ Extremely helpful
- ◯ Helpful
- ◯ Somewhat helpful
- ◯ Somewhat unhelpful
- ◯ Unhelpful
- ◯ Extremely unhelpful

*** 14. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:**

*** 15. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:**

WaKIDS: Teacher Survey #1 (WSS)

6. Assessment & Instructional Practices: Part II

In this section, you will be asked about how the assessment helped you learn about your students.

*** 1. How helpful was this tool for learning about your *class as a whole* in terms of:**

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	○	○	○	○	○	○
Social and emotional development	○	○	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○	○	○
Cognitive and general knowledge (including math, logic, and reasoning) development	○	○	○	○	○	○
Language, communication, and literacy development	○	○	○	○	○	○

*** 2. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?**

○ Extremely appropriate ○ Appropriate ○ Somewhat appropriate ○ Somewhat inappropriate ○ Inappropriate ○ Extremely inappropriate

3. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

*** 4. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:**

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	○	○	○	○	○	○
Social and emotional development	○	○	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○	○	○
Cognitive ability and general knowledge (including math, logic, reasoning) development	○	○	○	○	○	○
Language, communication, and literacy development	○	○	○	○	○	○

WaKIDS: Teacher Survey #1 (WSS)

5. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

6. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful:

Check all that apply.

- [ ] Helped me to understand my students' present skill levels more quickly than I have before
- [ ] Helped me to make referrals for further evaluation more quickly than I have before
- [ ] Helped me to make referrals for further evaluation with more examples of the issue to be addressed
- [ ] Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)
- [ ] Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did

Other (please specify)

*** 7. Was there any area that you feel your assessment should have covered but did not?**

- ○ Yes
- ○ No

If yes, please describe:

*** 8. Do you plan to share this assessment information with your students' families?**

- ○ Yes
- ○ No
- ○ Undecided

9. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

WaKIDS: Teacher Survey #1 (WSS)

*** 10. Would you recommend this assessment tool to other Kindergarten teachers?**

- ◯ Yes
- ◯ No
- ◯ Unsure

WaKIDS: Teacher Survey #1 (WSS)

7. More about WSS

In this section, you will be asked about your use of specific pieces of the WSS kit.

*** 1. For each of the following items, please indicate the extent to which you completed the following components of the WSS for each student:**

	Completed for all students	Completed for most students	Completed for a few students	Did not complete for any students
Read and understand domain, functional component, and performance indicator in Developmental Guidelines.	☐	☐	☐	☐
Identify classroom areas and scheduling opportunities for observation.	☐	☐	☐	☐
Take ongoing observations from September 27th to October 15th.	☐	☐	☐	☐
Review criteria for "Not yet", "In process", and "Proficient".	☐	☐	☐	☐
Make initial decisions on score sheet items and note areas in need of additional information or observation.	☐	☐	☐	☐
Collect additional data to supplement observation and complete score sheet.	☐	☐	☐	☐
Seek input from specialists to provide information to complete assessment score sheet (if needed).	☐	☐	☐	☐
Review your section scores and total sum to ensure accuracy.	☐	☐	☐	☐
Submit student scores to WaKIDS via Excel spreadsheet or hard copy of score sheet.	☐	☐	☐	☐

2. Please use the space below if you would like to comment about any of the items in the above matrix.

WaKIDS: Teacher Survey #1 (WSS)

*** 3. What methods did you use to complete the WSS throughout the 3 weeks? (check all that apply):**

- [ ] Identified specific students to observe each day
- [ ] Made observations in a specific subject or subjects each day
- [ ] Sought out insights from subject specialists or other teachers who interact with your students

Other (please specify)

4. If you created or modified activities that were successful observation opportunities, please take a moment to describe your activity below.

*** 5. How helpful would a formalized family component (input from parents, home observations, etc.) be for future WSS assessments?**

- ( ) Extremely helpful
- ( ) Helpful
- ( ) Somewhat helpful
- ( ) Somewhat unhelpful
- ( ) Unhelpful
- ( ) Extremely unhelpful

WaKIDS: Teacher Survey #1 (WSS)

8. General Comments

1. Please use this space to share any additional comments about the assessment tool (optional):

WaKIDS: Teacher Survey #1 (DSC)

1. Introduction

Thank you so much for your continued participation and support of the WaKIDS pilot. We would not be able to do this work without you!

In this survey, we would like to hear about your experiences using your assigned assessment tool. Your responses will provide information about how to support teachers and schools across Washington state as they welcome children and families to kindergarten each year.

Your responses will be kept confidential, and your name will not be linked to any reported data and / or findings without your explicit permission.

Questions marked with an asterisk (*) require a response.

*** 1. Your Name (will be kept confidential when reporting data)**

WaKIDS: Teacher Survey #1 (DSC)

2. Class Information

1. Total number of classes you are teaching this year

- ◯ 1
- ◯ 2

2. Is your kindergarten program full day or half day?

- ◯ Full day - 5 days a week
- ◯ Full day - 2 or 3 days a week
- ◯ Half day - 5 days a week

*** 3. Class Information**

Enter 0 if none.

If you teach more than one class, please provide one overall total for both classes.

Total number of students	
Number of male students	
Number of female students	
Number of ELL students	
Number of students with an IEP receiving special education services	

*** 4. Approximately how many of these students spent last year in the following early childhood settings?**

Enter 0 if none.

Child care center	
Preschool or pre-kindergarten program	
Head Start	
ECEAP	
Developmental preschool (special education)	
Co-op preschool	
Home day care	
Home with parent	
Home with relative or neighbor	
Other (please specify)	
Don't know	

WaKIDS: Teacher Survey #1 (DSC)

3. Assessment Tool Training and Support

In this section, you will be asked to evaluate the training and support you received for your assigned assessment tool (GOLD).

*** 1. How were you trained in this tool kit?**

- ◯ Attended group training in August
- ◯ Trained individually by a WaKIDS team member
- ◯ Trained by another teacher at your school
- ◯ Did not receive training

*** 2. I found the training provided for this assessment to be:**

◯ Very helpful ◯ Helpful ◯ Somewhat helpful ◯ Somewhat unhelpful ◯ Unhelpful ◯ Very unhelpful

*** 3. How well did the training prepare you to administer the assessment?:**

- ◯ Felt competent and confident and ready to use the tool
- ◯ Felt confident about administering the tool with a few questions
- ◯ Still had some questions about how to administer the tool
- ◯ Was very uncertain of how to administer the tool

4. What would have made your training more useful?:

*** 5. How much support did you need from the WaKIDS team to understand how to administer the assessment, after your initial training?**

◯ No support ◯ Not very much support ◯ Some support ◯ A lot of support

*** 6. If you contacted the WaKIDS team for support after your initial training, how helpful were the answers they provided?**

◯ Extremely helpful ◯ Helpful ◯ Somewhat helpful ◯ Somewhat unhelpful ◯ Unhelpful ◯ Extremely unhelpful

*** 7. How supportive is your principal / school administration of your participation in the WaKIDS pilot?**

◯ Extremely supportive ◯ Supportive ◯ Somewhat supportive ◯ Somewhat unsupportive ◯ Unsupportive ◯ Extremely unsupportive

WaKIDS: Teacher Survey #1 (DSC)

WaKIDS: Teacher Survey #1 (DSC)

4. Administration of the Tool

In this section, you will be asked about your experiences with administering your assigned assessment tool (GOLD).

*** 1. Please rate your experience administering the assessment tool:**

- ◯ Extremely easy
- ◯ Easy
- ◯ Somewhat easy
- ◯ Somewhat difficult
- ◯ Difficult
- ◯ Extremely difficult

*** 2. Please rate the clarity of the instructions provided for administering the assessment tool:**

- ◯ Extremely clear
- ◯ Clear
- ◯ Somewhat clear
- ◯ Somewhat unclear
- ◯ Unclear
- ◯ Extremely unclear

*** 3. Of your whole class, with how many students did you complete the WaKIDS assessment?**

4. If you did not complete the assessment for all of your students, what prevented you from doing so?

Check all that apply.

- ☐ Not enough time to observe / administer assessment
- ☐ Not enough time to report assessment data
- ☐ Uncertainty about how to administer the assessment
- ☐ Lack of personnel support (assistant teacher, etc)
- ☐ Student(s) were absent
- ☐ Other (please specify)

*** 5. Please estimate the total amount of time it took you to complete the assessment observation / administration per class:**

Days

Hours

Minutes

WaKIDS: Teacher Survey #1 (DSC)

*** 6. Given your typical class schedule, how convenient was it for you to find time to complete the assessment observation / administration with your students:**

- ◯ Extremely convenient
- ◯ Convenient
- ◯ Somewhat convenient
- ◯ Somewhat inconvenient
- ◯ Inconvenient
- ◯ Extremely inconvenient

*** 7. Please estimate the total amount of time it took you to complete recording and submitting the assessment data:**

Days ☐

Hours ☐

Minutes ☐

*** 8. Given your typical class schedule, how convenient was it for you to find time to record and submit the assessment data:**

- ◯ Extremely convenient
- ◯ Convenient
- ◯ Somewhat convenient
- ◯ Somewhat inconvenient
- ◯ Inconvenient
- ◯ Extremely inconvenient

*** 9. Please rate whether 3 weeks (Sept 27 - Oct 15) was a sufficient length of time provided for you to administer the assessment with your students:**

- ◯ Extremely sufficient
- ◯ Sufficient
- ◯ Somewhat sufficient
- ◯ Somewhat insufficient
- ◯ Insufficient
- ◯ Extremely insufficient

WaKIDS: Teacher Survey #1 (DSC)

5. Assessment & Instructional Practices: Part I

In this section, you will be asked about the effects of this assessment on your present and future instruction.

*** 1. To what extent is the assessment aligned with your personal teaching philosophy?**

- ◯ Completely aligned with my teaching philosophy
- ◯ Aligned with my teaching philosophy
- ◯ Somewhat aligned with my teaching philosophy
- ◯ Somewhat different from my teaching philosophy
- ◯ Different from my teaching philosophy
- ◯ Completely different from my teaching philosophy

*** 2. To what extent is the assessment aligned with district reporting (report cards, portfolios, developmental checklists, etc)?**

- ◯ Completely aligned with district reporting
- ◯ Aligned with district reporting
- ◯ Somewhat aligned with district reporting
- ◯ Somewhat different from district reporting
- ◯ Different from district reporting
- ◯ Completely different from district reporting

*** 3. To what extent was your collection of student information for this assessment embedded within your ongoing classroom daily routines?**

- ◯ Completely embedded
- ◯ Embedded
- ◯ Somewhat embedded
- ◯ Somewhat separate
- ◯ Separate
- ◯ Completely separate

*** 4. To what extent was your recording of student data for this assessment embedded within your ongoing classroom daily routines?**

- ◯ Completely embedded
- ◯ Embedded
- ◯ Somewhat embedded
- ◯ Somewhat separate
- ◯ Separate
- ◯ Completely separate

*** 5. To what extent did other teachers in your school (P.E. teacher, reading specialist, etc.) inform your students' data in the following areas?:**

	Informed most of data	Informed some of data	Informed little of data	Did not inform data at all
Overall development	◯	◯	◯	◯
Social and emotional development	◯	◯	◯	◯
Physical well-being, health, and motor development	◯	◯	◯	◯
Cognitive and general knowledge development (including math, logic, reasoning)	◯	◯	◯	◯
Language, communication, and literacy	◯	◯	◯	◯

WaKIDS: Teacher Survey #1 (DSC)

*** 6. How has this assessment affected the amount of time you typically spend teaching in the following areas?**

	Spend more time than before	Spend same amount of time as before	Spend less time than before
Social and emotional instruction	○	○	○
Physical well-being, health, and motor instruction	○	○	○
Cognitive ability and general knowledge instruction (including math, logic, and reasoning)	○	○	○
Language, communication, and literacy instruction	○	○	○

*** 7. Do you plan to continue to use this assessment with your students one or more times later this year?**

○ Yes

○ No

○ Undecided

*** 8. Please describe your previously used Fall assessment practices:**

*** 9. How closely aligned is the current assessment with your previously used Fall assessment practices?**

○ Extremely aligned with typical practices ○ Aligned with typical practices ○ Somewhat aligned with typical practices ○ Somewhat different from typical practices ○ Different from typical practices ○ Extremely different from typical practices

*** 10. How helpful is the current assessment information for Fall (September through December) planning and instruction?**

○ Extremely helpful ○ Helpful ○ Somewhat helpful ○ Somewhat unhelpful ○ Unhelpful ○ Extremely unhelpful

*** 11. Please explain why you feel the current assessment information is helpful or unhelpful for Fall planning and instruction:**

WaKIDS: Teacher Survey #1 (DSC)

*** 12. Please tell us how (if at all) the results of your recently completed assessment will inform the rest of your Fall planning and instruction:**

*** 13. How helpful do you think the assessment results will be for Winter (January through March) planning and instruction?**

- ◯ Extremely helpful
- ◯ Helpful
- ◯ Somewhat helpful
- ◯ Somewhat unhelpful
- ◯ Unhelpful
- ◯ Extremely unhelpful

*** 14. Please explain why you feel the assessment results will be helpful or unhelpful for Winter planning and instruction:**

*** 15. Please explain how (if at all) the results of your assessment will inform your Winter planning and instruction:**

WaKIDS: Teacher Survey #1 (DSC)

6. Assessment & Instructional Practices: Part II

In this section, you will be asked about how the assessment helped you learn about your students.

*** 1. How helpful was this tool for learning about your *class as a whole* in terms of:**

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	○	○	○	○	○	○
Social and emotional development	○	○	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○	○	○
Cognitive and general knowledge (including math, logic, and reasoning) development	○	○	○	○	○	○
Language, communication, and literacy development	○	○	○	○	○	○

*** 2. How appropriate was the assessment given the range of abilities and linguistic / ethnic / cultural diversity of students in your classroom?**

○ Extremely appropriate ○ Appropriate ○ Somewhat appropriate ○ Somewhat inappropriate ○ Inappropriate ○ Extremely inappropriate

3. If you answered any level of "unhelpful" or "inappropriate" for Questions 1 or 2, please tell us why you felt the assessment was unhelpful or inappropriate for learning about your *class as a whole*:

*** 4. How helpful was the assessment for learning about *individual students'* needs, strengths, and weaknesses in the following areas:**

	Extremely helpful	Helpful	Somewhat helpful	Somewhat unhelpful	Unhelpful	Extremely unhelpful
Overall development	○	○	○	○	○	○
Social and emotional development	○	○	○	○	○	○
Physical well-being, health, and motor development	○	○	○	○	○	○
Cognitive ability and general knowledge (including math, logic, reasoning) development	○	○	○	○	○	○
Language, communication, and literacy development	○	○	○	○	○	○

WaKIDS: Teacher Survey #1 (DSC)

5. If you answered any level of "unhelpful" for Question 4, please tell us why you felt the assessment was unhelpful for learning about *individual students*:

6. If you feel that this assessment helped you to learn more about your students, please check the ways in which it was helpful:

Check all that apply.

- ☐ Helped me to understand my students' present skill levels more quickly than I have before
- ☐ Helped me to make referrals for further evaluation more quickly than I have before
- ☐ Helped me to make referrals for further evaluation with more examples of the issue to be addressed
- ☐ Helped me to make recommendations for advanced learning opportunity programs (e.g., accelerated learning, gifted programs)
- ☐ Helped me to more clearly explain an area of concern or strength to parents than previous assessment practices did

Other (please specify)

*** 7. Was there any area that you feel your assessment should have covered but did not?**

- ○ Yes
- ○ No

If yes, please describe:

*** 8. Do you plan to share this assessment information with your students' families?**

- ○ Yes
- ○ No
- ○ Undecided

9. If you answered Yes to Question 8, please tell us how you plan to share the assessment information with your families:

WaKIDS: Teacher Survey #1 (DSC)

*** 10. Would you recommend this assessment tool to other Kindergarten teachers?**

- ◯ Yes
- ◯ No
- ◯ Unsure

WaKIDS: Teacher Survey #1 (DSC)

7. More about DSC

In this section, you will be asked about your use of specific pieces of the DSC kit.

*** 1. Which method did you use to administer the DSC throughout the 3 weeks?:**

Check all that apply.

- [ ] Administered entire assessment to each student all at one time (approximately 45 minutes each).
- [ ] Broke up components of DSC day by day, with students assessed across multiple days; only classroom teacher(s) administering.
- [ ] Broke up components of DSC by creating classroom stations, run by you and other teachers/school staff and/or parent volunteers.

Other (please specify)

2. If you answered that others assisted you in administering the assessment, please specify who they were.

Check all that apply:

- [ ] Other K teachers
- [ ] Other school teachers (not K)
- [ ] Paraprofessionals
- [ ] Translators
- [ ] School principal or other administrators
- [ ] School staff
- [ ] Parents / family members of students
- [ ] Other volunteers

Other (please specify)

*** 3. Please estimate the average amount of time spent administering the DSC to *each student* across the 3 weeks? (label with hours and/or minutes)**

WaKIDS: Teacher Survey #1 (DSC)

*** 4. Did you use the Social Emotional Record booklets as directed by the DSC (keep notes and counts of behavior in each child's booklet)?**

- ◯ Yes
- ◯ No

5. If you answered "No" in Question 4, what method did you develop and use instead?

6. Would you recommend your own method described in Question 5 to other teachers using the DSC? Why or why not?

*** 7. How helpful did you find the DSC's formalized family components (Home Inventory form and Parent Conference form) to be?**

◯ Extremely helpful ◯ Helpful ◯ Somewhat helpful ◯ Somewhat unhelpful ◯ Unhelpful ◯ Extremely unhelpful

*** 8. To what extent did you complete the following components of the DSC?:**

	Completed for all students	Completed for most students	Completed for a few students	Did not complete for any students
Administered assessment to students one-on-one (with exception of group writing activity option)	◯	◯	◯	◯
Used individual student score booklets to score each student	◯	◯	◯	◯
Used the scripted test books and the student's score booklet simultaneously while assessing	◯	◯	◯	◯
Used all of the different DSC materials as directed while assessing students	◯	◯	◯	◯
Documented each observed behavior per student in the Social-Emotional Record	◯	◯	◯	◯
Completed the Student Score profiles on the last pages of the student score booklets	◯	◯	◯	◯
Completed reporting student scores to WaKIDS (either with the Excel spreadsheet or copying and mailing score sheets)	◯	◯	◯	◯
Interpreted scores entered in the table on the last pages of the score booklets	◯	◯	◯	◯
Interpreted student scores using information found in the Norms Book	◯	◯	◯	◯

WaKIDS: Teacher Survey #1 (DSC)

*** 9. How easy or difficult was completing the following components of the DSC?:**

	Extremely easy	Easy	Somewhat easy	Somewhat difficult	Difficult	Extremely difficult
Administering assessment to students one-on-one	○	○	○	○	○	○
Using individual student score booklets to score each student	○	○	○	○	○	○
Using the scripted test books and the student's score booklet simultaneously while assessing	○	○	○	○	○	○
Using all of the different DSC materials as directed while assessing students	○	○	○	○	○	○
Keeping DSC materials organized for daily administration over the 3 weeks	○	○	○	○	○	○
Documenting each observed behavior per student in the Social-Emotional Record	○	○	○	○	○	○
Completing the Student Score profiles on the last pages of the student score booklets	○	○	○	○	○	○
Submitting student scores to WaKIDS with the Excel spreadsheet (if applicable; if not, leave blank)	○	○	○	○	○	○
Submitting student scores to WaKIDS by mailing copies of student score booklets (if applicable; if not, leave blank)	○	○	○	○	○	○
Interpreting scores entered in the table on the last pages of the score booklets	○	○	○	○	○	○
Interpreting student scores using information found in the Norms Book	○	○	○	○	○	○

10. Please use the space below if you would like to comment about any of the items above:

WaKIDS: Teacher Survey #1 (DSC)

8. General Comments

1. Please use this space to share any additional comments about the assessment tool (optional):

Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
DOMAIN : PHYSICAL WELL-BEING, HEALTH, AND MOTOR		
Motor Development		
Gross Motor Skills		
Goal 1: Children demonstrate strength and coordination of large motor muscles.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion	CA CA CA
Fine Motor Skills		
Goal 2: Children demonstrate strength and coordination of small motor skills	7a. Uses fingers and hands 8. Uses small, precise finger and hand movements 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing	CA CA
Health and Personal Care		
Daily Living Skills		
Goal 6: Children practice basic personal care routines.	1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being	CA
DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT		
Social Development		
Interaction with Peers		
Goal 13: Children develop friendships with peers.	2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children 2d. Makes friends 8. Maintains friendships for several months or more	CA WA
Self-Control		
Goal 24: Children understand and follow rules and routines.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders	WA
DOMAIN: COGNITION AND GENERAL KNOWLEDGE		

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Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Logic and Reasoning		
Critical and Analytic Thinking		
Goal 33: Children compare, contrast, examine, and evaluate experiences, tasks, and events.	11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	CA CA CA WA
Mathematics and Numeracy		
Number Sense and Operations		
Goal 38: Children demonstrate knowledge of numbers and counting.	20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects 20c. Connects numerals with their quantities 8. Identifies numerals to *20* by name and connects each to counted objects	CA CA CA
Measurement		
Goal 39: Children demonstrate knowledge of size, volume, height, weight, and length.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from *first* to *tenth*	WA
Properties of Ordering		
Goal 41: Children sort, classify, and organize objects.	13. Uses classification skills	WA

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Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
	6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason	
	22. Compares and measures	WA
	6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools	
	23. Demonstrates knowledge of patterns	CA
	6. Extends and creates simple repeating patterns	
DOMAIN: LANGUAGE, COMMUNICATION, AND LITERACY		
Language		
Expressive/Oral Language		
Goal 62: Children use language for a variety of purposes.	9a. Uses an expanding expressive vocabulary	CA
	8. Incorporates new, less-familiar or technical words in everyday conversations	
	9b. Speaks clearly	CA
	8. Pronounces multisyllabic or unusual words correctly	
	9c. Uses conventional grammar	CA
	8. Uses long, complex sentences and follows most grammatical rules	
	9d. Tells about another time or place	CA
	8. Tells elaborate stories that refer to other times and places	
	10a. Engages in conversations	CA
	8. Engages in complex, lengthy conversations (five or more exchanges)	
	10b. Uses social rules of language	CA
	8. Uses acceptable language and social rules during communication with others	
	12a. Recognizes and recalls	CA
	6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view	
Literacy		
Reading		

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Washington State Early Learning and Development Benchmarks	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators	Methodology
Goal 66: Children demonstrate phonological awareness.	15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime	CA CA CA
Goal 67: Children demonstrate awareness of the alphabetic principle.	16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write	CA CA
Goal 68: Children demonstrate awareness of print concepts.	17b. Uses print concepts 8. Matches a written word with a spoken word but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line	WA
Goal 69: Children demonstrate comprehension of printed materials.	18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines	CA CA WA
Writing		
Goal 74: Children use writing for a variety of purposes.	19a. Writes name 6. Accurate name 19b. Writes to convey meaning 6. Late invented spelling	CA CA

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Sampling observational checklist. The 21 Indicators closely match the WA Benchmark Goals, as shown in the following table:

Alignment of the Work Sampling System with the Washington Early Learning Standards

WA Early Learning and Development Benchmarks	Work Sampling System P4
Physical Well-Being, Health, and Motor	**I. Physical Development and Health**
Motor Development: Gross Motor Skills Goal: Children demonstrate strength and coordination of large muscles ◆ Runs smoothly and with few falls ◆ Hops first on one foot, then another ◆ Maintains balance while bending, twisting, or stretching	*A. Gross Motor Development* 1. Moves with balance and control ◆ Developing mastery over running skills ◆ Galloping with a smooth gait and relative ease ◆ Hopping several times on each foot ◆ Maintaining balance on a 2x4 balance beam that is close to the ground 2. Coordinates movements to perform simple tasks ◆ Kicking a large ball with a two step start ◆ Riding a tricycle on a path around the playground ◆ Using the slide, seesaw or swings
Motor Development: Fine Motor Skills Goal: Children demonstrate strength and coordination of small motor skills ◆ Removes and replaces easy-to-open container lids ◆ Folds paper and makes objects with assistance ◆ Buttons large buttons on clothing	*B. Fine Motor Development* 1. Uses strength and control to perform simple tasks ◆ Twisting the cap off a jar of paint ◆ Pulling caps off markers and putting them back on firmly 2. Uses eye-hand coordination to perform tasks ◆ Constructing or copying buildings and roads with table blocks ◆ Dressing dolls using snaps or buttons ◆ Zipping coats 3. Shows beginning control of writing, drawing, and art tools ◆ using chalk on the blackboard pretending to write letters or numbers ◆ trying a variety of ways to make brush strokes at the easel
Health and Personal Care: Daily Living Skills Goal: Children practice basic personal care routines ◆ Uses fork, spoon (and sometimes) blunt table knife ◆ Dresses and undresses in easy pull-on	*C. Personal Health and Safety* 1. Performs some self-care tasks independently ◆ Pouring juice or milk from a small pitcher without spilling ◆ Managing dressing tasks independently (such as putting on coats, pants and boots)

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clothes without assistance ♦ Brushes and combs hair, with assistance	♦ Washing and drying hands with only occasional reminders ♦ Using the toilet independently
Social and Emotional	**Personal and Social Development**
Social Development: Interactions with Peers Goal: Children develop friendships with peers ♦ Follows suggestions given by a friend about how to proceed with their play ♦ Has friends in different settings ♦ Gives social support to others	*D. Interaction with Others* 1. Interacts easily with one or more children ♦ Talking (or using alternative communication) with another child to plan ways to build block structures ♦ Making decisions with another child about who will put out the cups and napkins and how many they will need ♦ Playing with whomever is in the dramatic play area rather than playing there alone or with a special friend 4. Shows empathy and caring for others ♦ Volunteering to sit next to a new child and helping the child with the procedures for snack ♦ Expressing sadness to a friend whose pet has died ♦ Going over to a friend who has fallen to give comfort ♦
Emotional Development: Self Control Goal: Children understand and follow rules and routines ♦ Engages in and completes simple routines without assistance ♦ Follows rules in different settings ♦ Explains simple classroom or family rules to others	*B. Self Control* 1. Follows simple classroom rules and routines ♦ turning off the tape recorder after listening to a story ♦ removing the finished painting from the easel and knowing where to hang it to dry ♦ holding hands when crossing a street that has no traffic light or crossing guard 2. Uses classroom materials carefully ♦ Helping to clean up by sweeping around the sand table ♦ Putting blocks away in designated places when the teacher announces clean-up time ♦ Looking at books carefully and putting them back on the bookshelf when finished
Cognition and General Knowledge	**Scientific and Mathematical Thinking**
Logic and Reasoning: Critical and Analytic Thinking Goal: Children compare, contrast, examine, and evaluate experiences, tasks and events ♦ Describes experiences using comparative language (e.g. Today's walk was longer than yesterday's.) ♦ Identifies characteristics for comparison (e.g. size, color) ♦ Shows understanding of concepts of same and different	*A. Inquiry* 3. Makes comparisons among objects ♦ Noting difference in speed when a truck is pushed over tiles or rugs ♦ Collecting a variety of leaves, looking at them carefully, and describing the differences in shape, edges, color, or size ♦ Pouring sand or water through tubes of varying diameters and comparing the time that it takes for the same amount to flow through each tube ("a *real* long time," "not so long")

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Cognition and General Knowledge (cont.)	Scientific and Mathematical Thinking
Mathematics and Numeracy: Number Sense and Operations Goal: Children demonstrate knowledge of numbers and counting ◆ Recognizes, names, and writes some numerals ◆ Counts at least 10 objects in one-to-one correspondence, without assistance ◆ Counts to at least 31 from memory	*B. Number and Operation* 1. Shows beginning understanding of number and quantity ◆ Pointing to each number they count and assigning the appropriate number to it ◆ Adding a friends two yellow beads to their own yellow beads and saying, "I have four beads." ◆ Counting by rote as far as they can go
Mathematics and Numeracy: Measurement Goal: Children demonstrate knowledge of size, volume, height, weight, and length ◆ Uses activities that explore and develop vocabulary for length and weight ◆ Estimates size (e.g. I'm as tall as the yellow bookshelf) ◆ Uses some conventional vocabulary of measurement	*E. Measurement* 2. Participates in measuring activities ◆ Noting that they can fill the large bowl in the sand table with three cups of sand ◆ Using measuring cups and spoons during a classroom cooking activity ◆ Measuring the length of a block road or the height of a block tower
Mathematics and Numeracy: Properties of Ordering Goal: Children sort, classify, and organize objects ◆ Sort objects into categories, classifying and comparing according to a characteristic (e.g. size, color) ◆ Describes how and why objects are arranged or sorted the way they are	*E. Measurement* 1. Orders, compares, and describes objects according to a single attribute ◆ Noticing which children in the class are taller and which are shorter ◆ "measuring" with a friend to find out who has the longer string of beads ◆ Figuring out with a classmate who has the bigger cookie
Language, Communication and Literacy	**Language and Literacy**
Language: Expressive Oral Language Goal: Children use language for a variety of purposes ◆ Describes details of a recent event or occurrence ◆ Tells stories with descriptions of characters and events ◆ Uses oral language to express emotions and thoughts	*B. Speaking* 2. Uses expanded vocabulary and language for a variety of purposes ◆ Using words to communicate their feelings ◆ Asking questions related to the current topic of discussion ◆ Thinking up rhyming words for a song or finger play
Literacy: Reading Goal: Children demonstrate phonological awareness ◆ When given a word, (man) and a new beginning sound (/f/), creates the familiar word "fan" ◆ Begins to create and invent words by substituting one sound for another (e.g. bandaid/dambaid)	*A. Listening* 3. Demonstrates phonological awareness ◆ Listening to the word the teacher says and then finding a word to rhyme with it ◆ Hearing the sound of the first letter in their own names and using this ability to sound out or "read" classmates' names that begin with the same letter ◆ Experimenting with words, giving them new beginning sounds

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Language, Communication and Literacy	Language and Literacy
Literacy: Reading Goal: Children demonstrate awareness of the alphabetic principle ◆ Demonstrates understanding that letters have a name and a sound ◆ Makes most letter/sound matches ◆ Identifies a letter for a given letter name for most letters	*C. Reading* 3. Begins to develop knowledge about letters ◆ Differentiating and correctly identifying some letters by their shape ◆ Identifying upper case letters as they sing the alphabet song ◆ Naming the letters in their first name as they attempt to write their names
Literacy : Reading Goal: Children demonstrate awareness of print concepts ◆ Demonstrates how to follow text in the proper order on a written page while reading or following along (e.g. for English, left to right & top to bottom) ◆ Reads some environmental print (e.g "bus") ◆ Points to the title of a book when asked	*C. Reading* 2. Shows beginning understanding of concepts of print ◆ Asking the teacher for help making signs for the dramatic play area that says "Doctor's Office" or "Clinic" ◆ Pointing to words using left to right progression when "reading" picture books ◆ Writing a series of scribbles separated by spaces under a drawing of a truck
Literacy: Reading Goal: children demonstrate comprehension of written material ◆ Knows that print conveys meaning ◆ Uses pictures to infer and predict meaning in text read aloud and/or shared with others ◆ Recalls a story with some level of detail pertaining to the characters and setting	*C. Reading* 4. Comprehends and responds to stories read aloud ◆ Acting out a familiar story with their classmates ◆ Asking questions and making comments about a story ◆ Retelling the main events of a story just read or told by the teacher
Literacy: Writing Goal: Children use writing for a variety of purposes ◆ Imitates common writing activities in play (e.g. letters, cards, newspaper) ◆ Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story	*D. Writing* 1. Represents ideas and stories through pictures, dictation and play ◆ Retelling the story of *Caps for Sale* using cutouts of colored hat shapes ◆ Pretending to be a doctor in the dramatic play area and "writing" on a patient's chart ◆ Dictating a story about a picture and asking the teacher to write it down 2. Uses letter-like shapes, symbols, and letters to convey meaning ◆ Writing their own names on their artwork ◆ Spontaneously writing upper case letters they know ◆ Copying letters from signs and labels posted around the room, enjoying the power of doing "real" writing

For the purposes of the pilot phase, we recommend using the paper version for training and implementation. Pearson will provide train-the-trainer services for the pilot in July, according to the state plan and described in Attachment 1 of the Cost Proposal.

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Appendix 33

Appendix G

Developing Skills Checklist
DSC Item to WELD Goal Alignments

WELD BENCHMARKS				DSC DOMAIN									
BENCHMARK	SUB-DOMAIN	DOMAIN COMPONENT	BENCHMARK GOAL	MATHEMATICAL CONCEPTS	LOGICAL OPERATIONS	LANGUAGE	MEMORY	GROSS MOTOR	VISUAL	FINE MOTOR	AUDITORY	PRINT CONCEPTS	WRITING AND DRAWING CONCEPTS
Physical, Well-Being, Health and Motor	Motor Development	Gross Motor Skills	(1) Children demonstrate strength and coordination of large motor muscles					1, 2, 3, 4					
	Motor Development	Fine Motor Skills	(2) Children demonstrate strength and coordination of small motor muscles							1, 2			
	Health and Personal Care	Daily Living Skills	(6) Children practice basic personal care routines										
Social and Emotional	Social Development	Interactions with peers	(13) Children develop friendships with peers										
	Emotional Development	Self-Control	(24) Children understand and follow rules and routines										

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BENCHMARK	WELD BENCHMARKS			DSC DOMAIN									
	SUB-DOMAIN	DOMAIN COMPONENT	BENCHMARK GOAL	MATHEMATICAL CONCEPTS	LOGICAL OPERATIONS	LANGUAGE	MEMORY	GROSS MOTOR	VISUAL	FINE MOTOR	AUDITORY	PRINT CONCEPTS	WRITING AND DRAWING CONCEPTS
Cognition and General Knowledge	Logic and Reasoning	Critical and Analytic Thinking	(33) Children compare, contrast, examine, and evaluate experiences, tasks, and events	5, 6	2	15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29			1, 2, 3				
	Mathematics and Numeracy	Number Sense and Operations	(38) Children demonstrate knowledge of numbers and counting	7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 23, 25, 27								7, 8, 11, 12, 13, 14, 15	
	Mathematics and Numeracy	Measurement	(39) Children demonstrate knowledge of size, volume, height, weight, and length		3, 4, 5								
	Mathematics and Numeracy	Properties of Ordering	(41) Children sort, classify, and organize objects		1								

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BENCHMARK	WELD BENCHMARKS			DSC DOMAIN									
	SUB-DOMAIN	DOMAIN COMPONENT	BENCHMARK GOAL	MATHEMATICAL CONCEPTS	LOGICAL OPERATIONS	LANGUAGE	MEMORY	GROSS MOTOR	VISUAL	FINE MOTOR	AUDITORY	PRINT CONCEPTS	WRITING AND DRAWING CONCEPTS
Language, Communication, and Literacy	Language	Expressive/Oral Language	(62) Children use language for a variety of purposes			14, 23							
	Literacy	Reading	(66) Children demonstrate phonological awareness				19, 20, 21, 22, 23, 24, 25, 26				1, 2, 3, 4, 5, 6, 7, 8, 9, 19, 20, 21		
	Literacy	Reading	(67) Children demonstrate awareness of the alphabetic principal				7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 27, 28, 29						
	Literacy	Reading	(68) Children demonstrate awareness of print concepts									1, 5, 9, 16, 17, 18, 19, 20	
	Literacy	Reading	(69) Children demonstrate comprehension of printed material									6, 10	
	Literacy	Writing	(74) Children use writing for a variety of purposes										1, 2, 4, 5

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Social-Emotional Checklist
DSC Behavior to WELD Alignments

Developing Skills Checklist Social-Emotional Checklist			WELD Goal Number
Classroom Skills	Follows classroom routines and rules	Follows adult directions	24
		Moves from one activity to another without resisting or becoming upset	24
		Cleans up after projects or activities	24
	Uses equipment safely	Abides by general rules of safety	24
		Uses classroom and outdoor equipment safely	24
		Makes positive and appropriate use of available materials	24
	Controls physical and emotionsl impulses	Keeps hands to self	24
		Follows class rules in conflict situations	24
		Accepts guidance with problem solving	24
		Waits for turns	24
		Listens to the ideas of others	24
		Accepts behavioral or environmental limits	24
	Is able to share toys with friends	Shares toys and materials with others	13
		Waits until materials are available rather than taking things away from other children	24
		Shows respect for the belongings of others	24
Self Esteem	Initiates conversation	Initiates and continues conversation with peers	13
		Talks in groups	13
		Talks with familiar adults	62
	Initiates and is confident in new activities	Enters activities that have already begun	13
		Chooses activities that are new or unfamiliar	none
		Does not depend upon adults to select or continue an activity	none
		Invites other children to begin a game or activity	13
	Shows pride in accomplishments	Shares recently learned ideas	62
		Shows work to other people	none
		Enthusiastically acquires new skills	none
	Works and participates cooperatively	Participates in cooperative activities	13
		Welcomes other children into group play	13
		Participates in a wide range of activities	none
		Offers assistance to peers	13

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Developing Skills Checklist Social-Emotional Checklist			WELD Goal Number
Persistence	Takes care of personal belongings	Cares for and maintains personal belongings	none
	Concentrates on and completes tasks	Directs attention to one task at a time	none
		Completes tasks	none
		Persists in tasks that are challenging	none
	Asks for assistance when necessary	Asks others for help with difficult or frustrating tasks	62
Self-Expression	Asks for assistance when necessary	Asks others for help with difficult or frustrating tasks	62
		Asks for assistance with personal or interpersonal peer difficulties	62
		Utilizes adult help when necessary	none
	Is able to express feelings	Expresses displeasure in uncomfortable situations	62
		Cries when physically hurt or very upset	none
	Is able to stand up for self	Makes feelings know during peer conflict	13
		Expresses needs to adults	62
		Shows the ability to confront difficult situations	none
Pro-social Behavior	Shows concern for other people	Notices when other people are sad, happy, angry, lonely	13
		Offers comfort to others who are in distress	13
	Assists adults and asks for adult help	Offers to help adults in setting up or cleaning up projects or activities	none
		Engages adult help when undertaking a potentially dangerous physical challenge, such as climbing high in a tree or jumping off high places	none
Independence	Feels confident away from parent	Becomes involved in activities after the parent leaves	none
		Does not ask about parents when they are absent	none
		Feels confident that the parent or adult will come back	none
		Makes the transition from home to school easily	none
Self-Care		Toilets without help	6
		Uses eating utensils with little difficulty	6
		Dresses with little help	6

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Appendix H – ELC & Focus Groups

Greet each participant and help them to their name tent/tag and a seat. Thank them for coming to the group.

Ask each participant to complete the demographic information and turn into you.

Have early learning providers and kindergarten teachers pair up to make six groups of two.

Ask each pair to interview each other to find out their name, where they work and their experience in early care and education. Then have each pair think of three things they have in common (which shouldn't be obvious). :) After ten minutes, ask each pair to share the responses as a way of introducing every member of the group.

After introductions, explain to the group that you will begin the tape recorder at this point as well as take notes in order to best capture all of their answers. Turn on the tape recorder and announce the date time and place of the focus group - be sure it is recording. Also, turn on the video camera and make sure it is recording.

Before beginning, hand out the focus group questions and pens. Encourage each person to follow along and to write some thoughts. Explain that these will be collected at the end.

Early Learning Collaboration

You are all involved in the transition of children from early learning programs to kindergarten – either as senders or receivers. Please share with us what type of activities, if any, you use to help children during this transition.

Now tell me things you use to help parents with this transition.

Now, we are asking that you form three groups of four (simply joining tow of your original pairs will do) and take some time to brainstorm what an ideal transition would look like? What would happen in childcare, what would happen in kindergarten? What would communication look like? How would parents be involved? How would you know if the transition practices are effective?

[Provide at least 30 minutes for this discussion]

Ask each group to share their ideas. Take notes and ask follow up questions prompting through each question listed above.

[Take a short break]

Welcome back, now we would like to talk some about assessment.

What assessment information (anecdotal notes, portfolios, etc) do ECE providers collect? How is this information used?

How is this information communicated with parents and / or kindergarten teachers? What assessment information would be helpful to kindergarten teachers? How would this best be shared?

What assessment information do kindergarten teachers collect? How is this information used?

How is this information communicated with parents and / or early childhood education teachers? What assessment information would be helpful to ECE teachers? How would this best be shared?

How are parents involved in assessment practices? How could they be? What do we hope parents will do with this information?

[Break for lunch]

What kinds of information about children's ECE experiences and / or home experiences would kindergarten teachers like to know to improve their teaching practices and understanding of their students?

What kinds of information about kindergarten experiences and / or home experiences would ECE providers like to know to improve their teaching practices and understanding of their students?

What are the challenges to sharing information between parents, ECE providers, and kindergarten teachers?

How do ECE and kindergarten teachers view the State's role in facilitating collaboration between teachers, ECE providers, and families; how do they view the State's role in developing/providing assessment tools?

What else would you like us to know about early learning, assessment and transition practices?

Executive Summary

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten assessment process that was piloted throughout the 2010-11 school year by the Washington State Department of Early Learning (DEL) and the Office of Superintendent of Public Instruction (OSPI), in consultation with Thrive by Five Washington and with the generous support of the Bill & Melinda Gates Foundation. OSPI contracted with the University of Washington's College of Education to lead the research and data analysis involved in the WaKIDS pilot.

The first half of the WaKIDS pilot year was focused on the implementation of three pilot tools and subsequent data collection. Assessment data analysis suggested that as much as 30% of entering Washington kindergartners might not be performing at early-kindergarten levels. To better understand the assessment results, as well as the experiences of parents, kindergarten teachers, and early learning providers, the second half of the pilot year used surveys and focus groups to reach out to these groups. This June 2011 report summarizes information gathered during the second half of this pilot.

Project Overview

The three main components of the WaKIDS pilot are: **strengthening the family's connection** to the child's education environment; creating a **comprehensive assessment of the whole child** for teachers to gather information on the skills, abilities, and areas for growth in their students entering kindergarten; and **cultivating collaboration between early learning providers and kindergarten teachers** to improve information-sharing and student transition from early learning environments to kindergarten. Child data across the three piloted assessment tools (Teaching Strategies GOLD, Work Sampling System [WSS] and Developing Skills Checklist [DSC]) was reported for all students and then disaggregated by gender, free or reduced-price lunch eligibility, ethnicity, and primary language in the first report (Joseph, Cevasco, Lee and Stull, 2010).

The findings in this report are intended to answer these research questions:

1. Do teachers feel they were able to implement the assessments as intended?
2. Is assessment data useful to teachers for planning instruction for individual children?
3. Are assessment reports useful for communicating to parents about children's strengths and concerns?
4. What family connection practices do families find valuable?
5. What do early learning providers and kindergarten teachers regard as the ideal practices to facilitate early care and education to kindergarten connection and alignment?
6. What assessment, curriculum and transition strategies are currently being used in early learning settings in Washington State?

Methods

A mixed methods approach was used to inform and evaluate the WaKIDS pilot, utilizing both quantitative and qualitative information from eight data collection tools:

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

Classrooms applied to participate in WaKIDS and were randomly selected within each of five identified regions of Washington State. The selection of classrooms included consideration for a variety of socioeconomic statuses across the state. The selection process ensured that there was sufficient representation of each SES level and that school districts that had applied to participate were stratified throughout Washington.

Teacher opinions of WaKIDS pilot assessment tools

The majority of teachers, across pilot assessment tools, reported that they were able to implement the assessment with fidelity. Forty-four teachers (38.9%) indicated they were unable to implement the tool as intended. Of those teachers, 38 (86.3%) were unable because of a lack of sufficient time. A majority of responding teachers (82; or 72%) reported that they used assessment results for planning and instruction

Assessment results informed teachers' instruction in a variety of ways. For all three of the pilot assessments, student results most frequently informed teacher instruction by helping the teacher to identify areas or skills that needed further attention in instruction, either through review, intervention, or by providing instruction for the first time in a specific area.

After the Fall assessment window, pilot teachers were given the opportunity to continue using all or part of their assessment tool throughout the rest of the year if desired. Twenty-one of the 113 teachers (18.6%) chose to do so. This percentage remained consistent across the tool set groups, and the most common responses provided for not continuing to use the assessment are as follows: the tool duplicated required district assessment practices; there was insufficient time to repeat the assessment process; and the tool was too time consuming.

The majority of pilot teachers (72.6%) shared some or all of the information collected from this assessment with parents (GOLD 62.9%, WSS 74.4%, DSC 79.5%). Across all tool sets the most common method for sharing the assessment information with parents was at a parent teacher conference (92.6%). Of those teachers who shared the information with parents (n=81), only one (WSS) felt that the information was unhelpful to parents.

Family Connections

Interviews and focus groups conducted across the state were used to gain information regarding parents' opinions about kindergarten transition and assessment information. Regarding transitioning, several themes emerged from this qualitative data, including:

- **Early learning helps with the transition to kindergarten** – Early childhood education exposes children to classroom routines and expectations, prepares them for time away from home, and gives parents increased resources and information for preparing for kindergarten.
- **Whole group orientations can be unhelpful, and simple things go a long way** – Teachers and parents both reported that large group orientations are often too labor-intensive and do not offer opportunities for individual teacher-parent interactions. Instead, parents tended to prefer brief but personal interactions such as a phone call or small-group orientation before the school year.
- **Flexible scheduling is helpful** – Respondents from all three groups (parents, kindergarten teachers, and early learning providers) noted the constant struggle to find time to implement and participate in transition strategies. Many individuals suggested state assistance in creating time for collaborative activities and for teachers to engage in summer transition activities with students. Teachers and parents also highlighted struggles to coordinate the typical teacher schedule with varying parent work schedules in order to facilitate communication.
- **Familiar faces are worth a great deal** – In the case of early learning providers and teachers, both groups stressed the importance of establishing ongoing communication with each other to coordinate instruction and transition activities.

Regarding assessment, several themes also emerged, including:

- **Knowing soon and often** – Throughout focus groups and interviews, parents consistently emphasized the importance of frequent updates on their child's progress. Parents wanted the opportunity to learn about their children's struggles quickly and to learn ways for providing additional instruction or other assistance at home. Weekly or bi-weekly emails or phone calls to report on student progress was often a preferred communication method.
- **Honest and accurate information** – Parents expressed a desire for assessment information that is honest, easy to understand, and that provides tools for parents to help their student at home.
- **District data as an advocacy tool** – When asked how they would prefer to use district-wide achievement data, parents tended to respond that they would use reports about specific schools' achievement levels to advocate for improvements if necessary or to request changes in school placements.

In the final teacher survey, kindergarten teachers were asked to identify the new or different family connection practices they would use as a result of participating in WaKIDS. Using the "*Introducing Me*" book at the beginning of the year was the most common response, with 68 (61.3%) of the teachers saying that they plan to use it again after being introduced to it in WaKIDS.

Early Learning Collaboration
Ten Early Learning Collaboration (ELC) meetings were held throughout the pilot year and offered a chance for early learning providers and kindergarten teachers to come together for a facilitated focus group. Participants discussed current transition practices in their regional areas and designed examples of the ideal transition. Additionally, the groups offered an opportunity to discuss assessment and its role in both early childhood and kindergarten. Focus groups centered broadly around alignment and transition practices between early care and education settings and kindergarten. In addition, group members had the opportunity to network with each other in an effort to create ongoing partnerships and to share ideas for transition practices. These discussions made it clear that both providers and teachers want to work together to create a truly meaningful kindergarten transition. It is clear that in most areas, these partnerships are currently nonexistent, and a lack of funding and time for such collaborative efforts is the most frequently cited barrier to more effective transition practices.

Early Learning Provider Survey
Due to recommendations by the WaKIDS Advisory Group and the WaKIDS Work team, a survey of Washington State early learning providers (ELPs) was conducted to gather information on current assessment and curriculum practices, current transition strategies, and to learn which of the three WaKIDS pilot tools ELPs would be most likely to use. The survey was disseminated to early learning providers through existing Washington State Child Care Resource and Referral (CCR&R) and the DEL email distribution lists. Over one thousand (n=1,327) ELPs responded.

Survey results:

- 48.6% report using a developmental screening with the children in their program
    - The most frequently reported developmental screening instrument was the Ages and Stages (Squires, 1999) and the Ages and Stages Social Emotional (Squires, 2002)
- 64% reported using some type of ongoing child assessment, with the Creative Curriculum Developmental Continuum selected most frequently (27.5%)
    - The Creative Curriculum Developmental Continuum is the predecessor to the WaKIDS piloted GOLD assessment, which an additional 11.4% of respondents claim to use
- ELPs reported they would be least likely to use the DSC assessment tool, while the majority of providers reported they would be somewhat or most likely to use the GOLD assessment, followed closely by the WSS assessment
- 58.6% of the respondents reported meeting with kindergarten teachers
- 92.5% of the providers who currently meet with kindergarten teachers report discussing kindergarten readiness with them
- 23.4% reported taking children to visit a kindergarten classroom and even fewer reported having a kindergarten teacher visit their program to meet with children (11.2%) or the children's parents (9.2%)
- 37.4% reported that they do not use a formal or purchased curriculum
- 15% of ELPs reported making contacts with kindergarten teachers to develop a coordinated curriculum, but 38.4% felt that would be a good idea to do so

Recommendations by Component

Family Connections
We recommend that training and support be provided for teachers to continue the individualized connections with children and families before children begin kindergarten in the fall. Additionally, providing districts with the resources to facilitate collaborative meetings between teachers and parents, including time and funding for summer transition activities.

Whole Child Assessment
We recommend that sufficient training and support be provided to teachers in order to implement the tool as intended. Training and ongoing support should be in accordance to assessment publishers' recommendations. We also recommend that teachers complete a procedural reliability measure to increase and track data quality.

Early Learning Connections
It is recommended that support be developed for facilitating early learning connections in order to build PreK-3rd systems. Essential elements identified by both early learning providers and kindergarten teachers are:

1. Common assessments and system for sharing
2. Common school readiness goals
3. Joint professional development

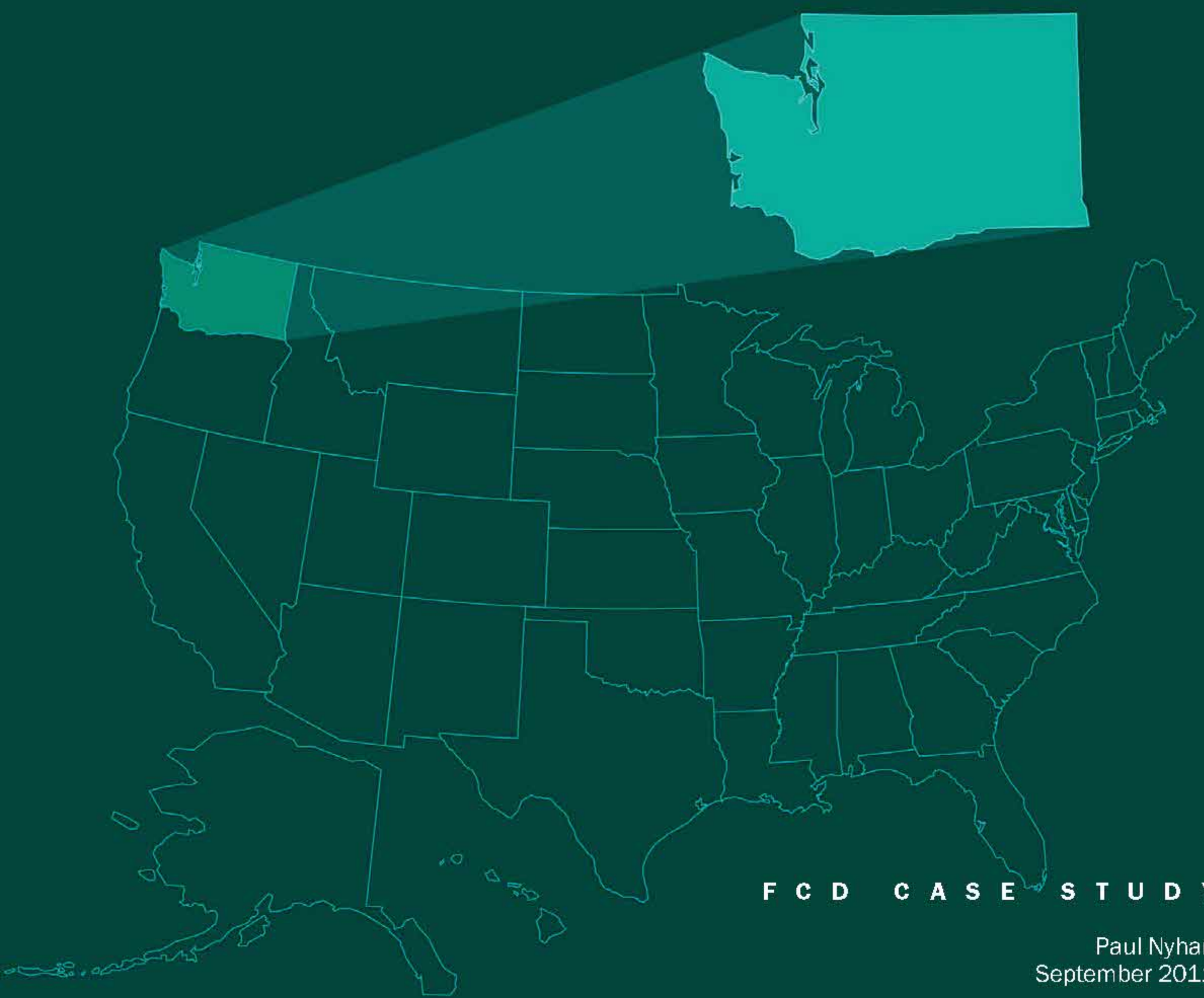
Suggesting one assessment tool
Due to several limitations of the study it is difficult to recommend one tool with strong confidence. However, with the limitations in mind, we can provide some insight into tool selection. After working with teachers and early learning providers throughout the year, we find several supports for recommending GOLD. Although fewer teachers reported that they found GOLD easier to implement than WSS, and were less likely to recommended GOLD, we find this is most likely due to the online component. Teachers in the GOLD tool set were asked to use an online data reporting and management system that required a significant amount of training. Because of limited budgets and time constraints, teachers did not receive the full training recommended by Teaching Strategies, and we feel this significantly contributed to teacher satisfaction reports. For this reason, we have recommended that participating teachers receive the recommended amount of training as described by the publisher.

Teaching Strategies GOLD provides Washington State with increased potential for building a PreK-3rd continuum of data. GOLD was both more likely to be used by ELPs and also currently used more widely by ELPs. Continued use of GOLD in early learning settings will facilitate the creation of standardized achievement expectations and allows for increased opportunities for joint professional development opportunities. The pre-existing use of GOLD in early learning environments and provider-reported preference for GOLD tips the scales in favor of the Teaching Strategies GOLD as our recommended assessment tool.

FOUNDATIONFORCHILDDEVELOPMENT

The Power of PreK-3rd:

How a Small Foundation Helped Push Washington State to the Forefront of the PreK-3rd Movement



F C D C A S E S T U D Y

Paul Nyhan
September 2011

FCD Case Studies

Foundation for Child Development commissions case studies that offer a first-hand account of ground- breaking policy development and practice. They document the processes that translate ideas into concrete policies and practices, with attention to the political forces and critical relationships of trust that are required for genuine implementation.

FCD's case study series seeks to document efforts of a larger movement in states, school districts, schools, and in education and advocacy organizations across the United States to create a well-aligned and high-quality primary education for all our nation's children. We believe that site-specific learning should be broadly shared to deepen the implementation of PreK-3rd approaches in the United States.

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Introduction

The New School Foundation was not born from a commission, legislative mandate, research project, think tank, or even the mind of a leading education scholar. One of Washington state's pioneering PreK-3rd initiatives began as the brainchild of a wealthy Seattle businessman, Stuart Sloan, 20 years ago.

Sloan was an unlikely education crusader. He had earned a fortune running auto supply, software, and grocery chains, and in 1991 he was looking for ways to give some of that fortune back. It was a time when individuals and organizations launched ambitious experiments in education—the charter school movement was in its infancy, and Teach for America was a year old. One experiment in particular captured Sloan's attention. A couple, Joseph and Carol Reich, were building a model school in Brooklyn, NY, for low-income students called Beginning with Children.[1]

After meeting the Reichs, Sloan decided to fund the creation of a similar school in Seattle, eventually forming The New School Foundation to run the project, though he wanted control over how his fortune was spent and a say over curriculum, length of the school year, goals, and class size. This desire for control signaled his broader ambition. Sloan did not want to build just one good school. Instead, he wanted to create a model that could be replicated within Seattle, where he envisioned similar schools, and potentially around the nation.

Ten years before PreK-3rd emerged as a concept in the early 21st Century, Sloan and his team began developing something that looked a lot like it. They wanted a school that started in PreKindergarten, encouraged engagement and accountability by parents, educated the whole child by focusing on a student's social, psychological, physical, and academic needs, offered small classes, aligned early elementary grades, and served low-income families. It was an ambitious plan to create a different educational system, and that idea of systemic change would later be at the heart of the PreK-3rd strategy.

Like many good ideas, Sloan's changed dramatically over the next two decades, as he reduced his role at the Foundation, leadership changed, and the climate of early education in Washington state improved dramatically. Over the past nine years his ideas have matured with the support of a second donor. Instead of building more schools, the Foundation spread broader ideas and lessons about PreK-3rd around Seattle and Washington state. Today, the Foundation still supports only one school, but that school is one of the best PreK-3rd models in the nation.

The power of Sloan's idea lay not in inspiring a network of similar schools, but rather in creating a working model that showed policymakers, principals, teachers, and nonprofits why linking PreKindergarten with the first four grades of elementary school (K-3) matters. In the process, it produced leaders who championed one of the most promising ideas in the current debate over education reform.

1 The school became the Beginning with Children Charter School in 2001. The Beginning with Children Foundation created a second charter school in Brooklyn in 2000, and a third charter school is awaiting approval to open in the 2012-13 school year. See Beginning with Children Foundation online for more information http://www.bwcf.org/history.php.

Lessons Learned

The New School Foundation and its ideas were far from an overnight success. Initially, community members resisted the Foundation's program. Its unprecedented partnership with the Seattle Public Schools strained and still strains at times. Change and success took far longer than many hoped. Ultimately, however, the Foundation succeeded. Student test scores rose, communities and families became engaged, and the idea of a more integrated PreK-3rd continuum spread. These struggles and successes hold lessons for foundations considering the next generation of investments that could expand this work around the country.

One of the central lessons is that the New School Foundation succeeded because it never gave up. The Foundation spent two decades in an arena—public elementary education reform—where change often moves at a glacial pace, and foundations typically commit no more than a few years to a strategy. The New School Foundation learned, sometimes painfully, that it can take many years to make measurable change, even with substantial private investment. In fact, Sloan and his team spent six years opening their first school at T.T. Minor.

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Since the doors of that school opened 13 years ago, the Foundation has learned another lesson. A single successful model coupled with strong leadership can be leveraged in many ways to build support for broader systemic change. In fact, models such as the New School Foundation laid the groundwork for the PreK-3rd movement in the state of Washington.

A Businessman Takes on Education

A veteran of corner offices and corporate boardrooms, Sloan was used to moving quickly. He began working on his idea for a school in 1992 and over the next few years assembled a diverse advisory group drawn from two of the region's most powerful institutions, the University of Washington and The Boeing Co., as well as the Pacific Northwest Ballet, a local elementary school, and a medical clinic. By far, his most important recruit was Seattle City Parks and Recreation director Holly Miller, who began helping Sloan develop the initiative in early 1996 and became the foundation's first Executive Director when it formally incorporated in 1998.

But when Sloan and Miller brought their idea to the Seattle Public Schools, it went nowhere. They proposed a partnership unprecedented in the history of Seattle schools. While wealthy donors often gave money to schools, Sloan and Miller wanted to go much further. They wanted to shape the school, and that type of partnership demanded a new level of co-operation and communication among donor, school district, and community, which took years to work out.

After years of trying to work out this new partnership, there was still no school. By 1996, Sloan felt he was banging his head against a wall and was close to giving up.

"You think it would be manna from heaven… It is not the case," Sloan said.

It took a new superintendent, John Stanford, to help Sloan break through.

Stanford was one of the most dynamic superintendents in recent Seattle history, a former U.S. Army major general who had spent his career in the military, not education. He met with Sloan during his first months on the job, and roughly a year later the two men signed a deal.[i] Without Stanford's support, it is not clear when, or if, the Foundation would have created a new school in Seattle. It was an early example of the pivotal role superintendents and principals would play in PreK-3rd work over the next 15 years.[2]

"When he said, 'Let's do it,' he meant "Let's do it now," Sloan said.

'Now' became two years later because Sloan and Stanford had to overcome reservations from the Seattle School Board, parents, and staff at the school where Sloan would build his model[ii]: T.T. Minor Elementary, the worst-performing school in the district, where 85 percent of students qualified for free or reduced lunch.

Reservations turned into protests, and as the program prepared to open in 1997 it stalled. Members of the largely poor and African American community around T.T. Minor were concerned about a wealthy white businessman taking over their neighborhood school. Some worried Sloan wanted the school for white families.[iii] Picketers appeared in front of grocery stores Sloan once ran.

While Sloan said he had no ulterior motives beyond improving public education, the uproar became so loud the Foundation and school district backed off, postponing the launch for a year. They used those 12 months to reach out to the community and explain their mission.[iv]

"Both Sloan and the school system thought everyone would be excited about it. But schools have a culture and a constituency that we didn't fully respect. We got sideways with the community," Don

2 See Foundation for Child Development Case Studies Marietta (2010) and Mead (2011), as well as the National Association of Elementary School Principals magazine, (2006, April), for more information on the role of superintendents and principals in PreK – 3rd.

Nielsen, a member of the School Board, said at the time.[v]

The delays and protests highlighted a lesson for future donors: When pursuing a partnership with a public school, an intentional and comprehensive communication and outreach campaign is critical. In this case, it paid off. By the time T.T. Minor opened the doors of its new PreK and Kindergarten classrooms in 1998, not only were those rooms full, there was a waiting list.

Sloan did not set a limit on his support for the next eight years, but there was a key condition. His investment supplemented school spending, it did not replace that money. For example, in fiscal year 2002, the school spent $10,025 per student—$4,973 contributed by the Foundation and $5,052 by the school district, an amount consistent with the district's per pupil spending at similar schools.

Even with a more supportive community, plenty of challenges remained. During the first three years, the school struggled with the Foundation's ambitious agenda, according to an outside review conducted by University of Washington researchers, "Lessons Learned: The First Seven Years of The New School Foundation Program at T.T. Minor and the New School @ South Shore." In addition, there were problems between the new and established programs within T.T. Minor, "strained relations between the school, the school district, and the foundation," and leadership issues within the school, according to the review.

With a new principal, Gloria Mitchell, the school stabilized in 2001[vi] and success began to show in rising test scores. (See test scores box.) A decade after Sloan had the idea for an alternative public elementary school, his first model was finally underway.

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Rising Scores at T.T. Minor and South Shore School

The most watched indicators of a school's progress are its students' scores on standardized tests. Overall, students' scores on the Washington Assessment of Student Learning (WASL) at T.T. Minor Elementary were rising before The New School Foundation's investments ended in 2008. At South Shore School, test scores are also improving.

At T.T. Minor, reading scores of Fourth Grade students rose dramatically between 1998 and 2005, and much of the increase occurred after 2002. In 2002, only 15 percent of the school's Fourth Graders met the state standard, but then tripled to 57 percent in 2005, a 42 percentage point increase that was far larger than the 13 point increase among students across the Seattle School District. The 57 percent of T.T. Minor students who passed the benchmark reading test was still below the district-wide 77 percent.

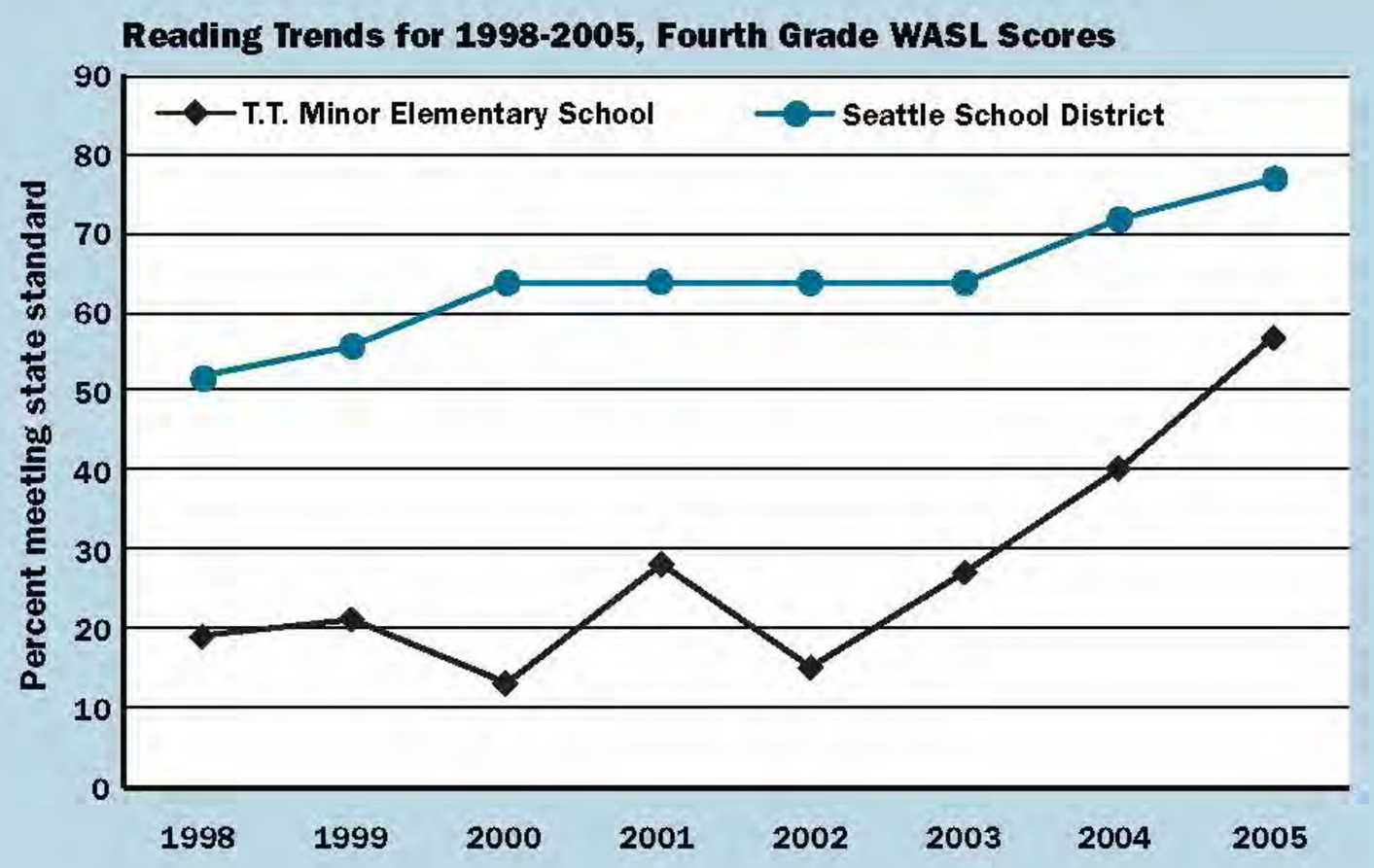
Math test scores of Fourth Grade students also rose over the same period at T.T. Minor. The percentage of students who met the WASL math standard rose from 10 percent in 1998 to 48 percent in 2005, outpacing the increase of 24 percentage points across the Seattle School District during the same period. But, the school's 48 percent of passing students still lagged the 57 percent of students district-wide who met the math benchmark in 2005.

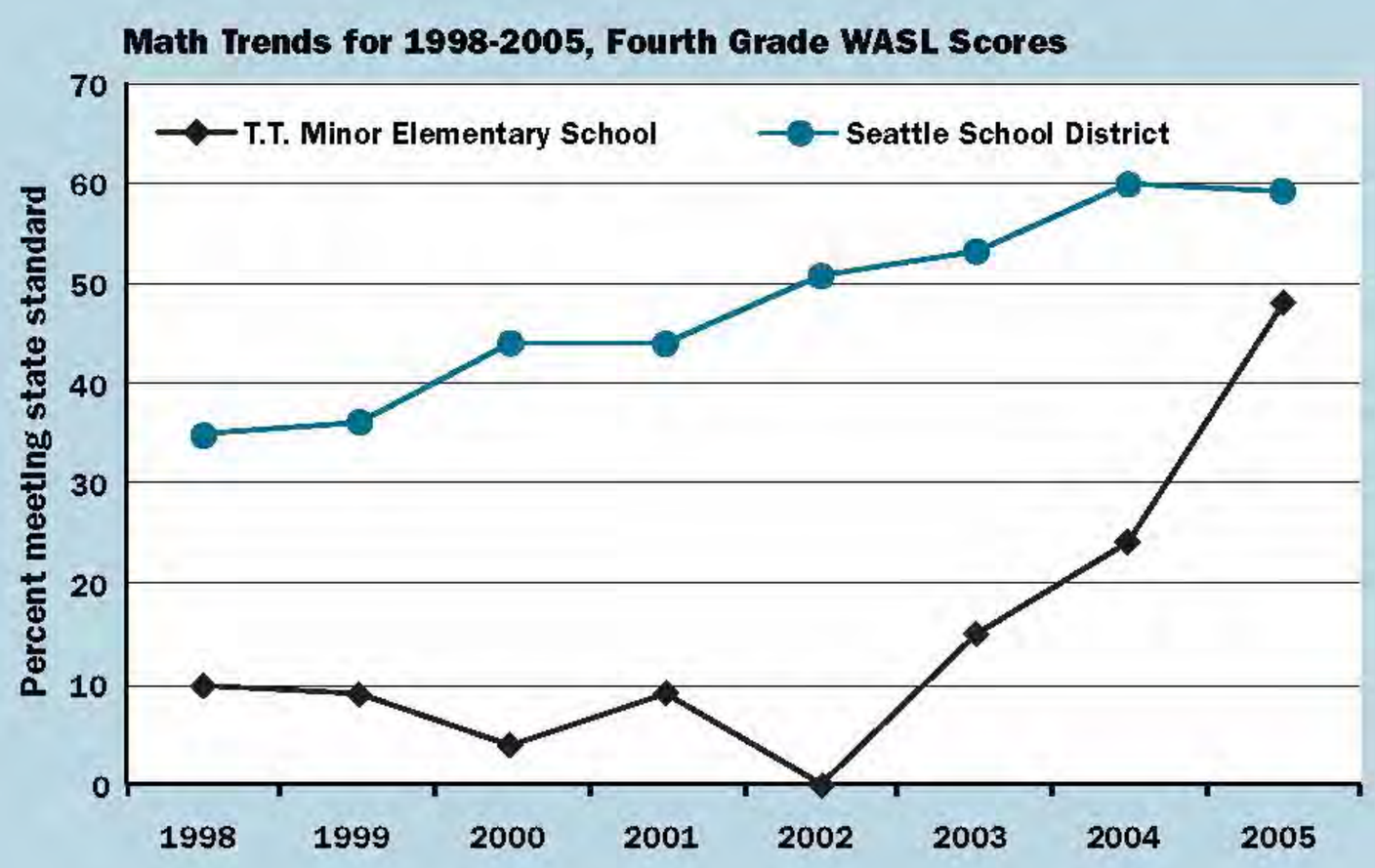
On the standardized writing test, T.T. Minor students also made progress. The percentage of students reaching the state benchmark went from 29 percent in 1998 to 48 percent in 2005. During the same time period, the percentage of Seattle School District students passing the writing test rose from 40 percent to 58 percent.

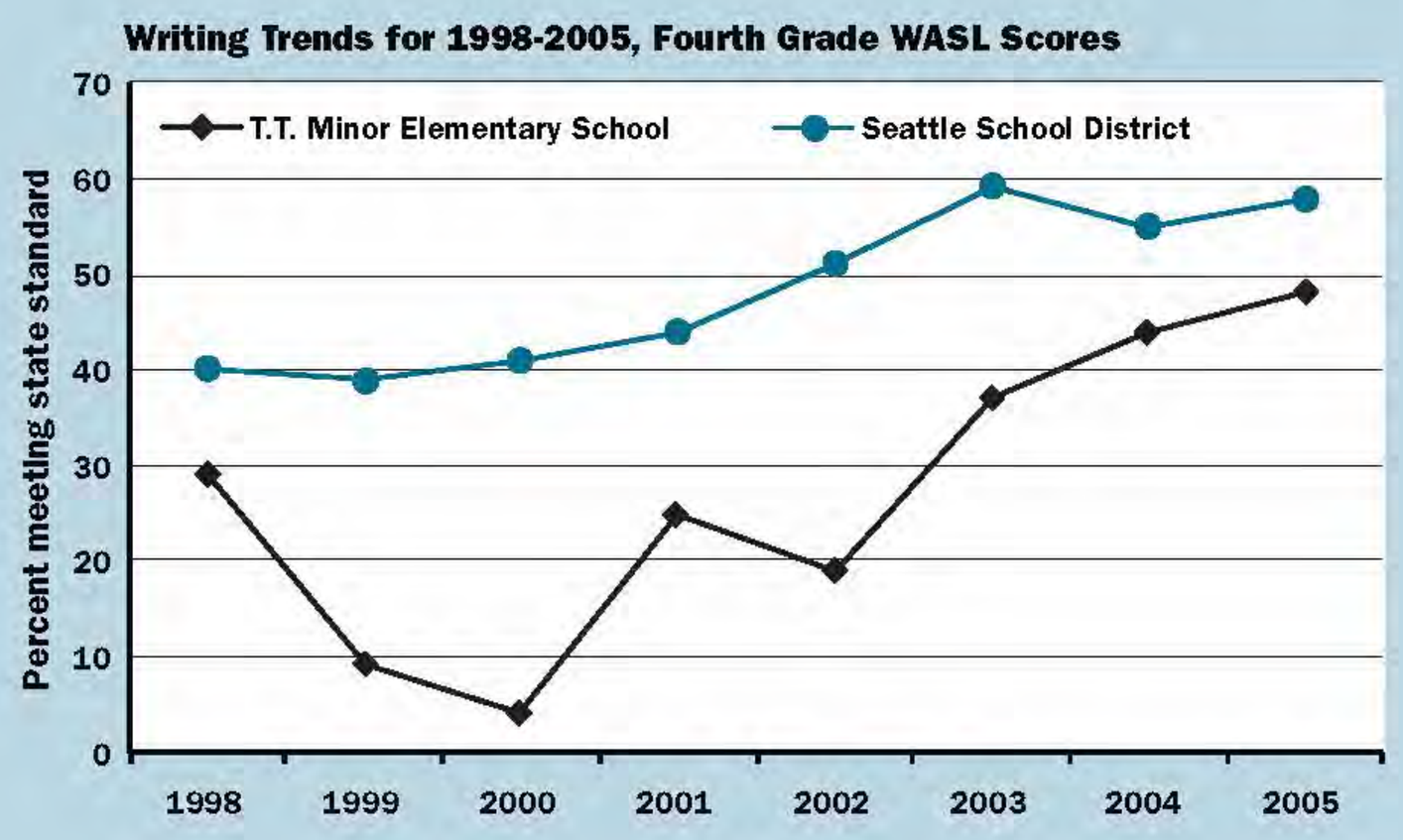
South Shore School (formerly New School):

- Fourth grade students were 11 percentage points more likely to reach state benchmarks in math and four percentage points more likely to hit reading benchmarks than students from similar backgrounds attending other Seattle schools.
- At South Shore School, students who enrolled before First Grade were more likely to meet benchmarks than students who did not benefit from the early education program. Students who enrolled in PreKindergarten, and Kindergarten were six percentage points more likely to meet the Third Grade WASL benchmark in math and 12 percentage points more likely to meet the benchmark in reading than students who started later.
- Students who attended South Shore in PreK or Kindergarten were eight percentage points more likely to meet the Third Grade benchmark for math, and six percentage points more likely to reach the reading benchmark, compared to all Seattle Public Schools Third Graders.
- For every 100 South Shore Third Graders, an additional 6.4 students met or exceeded the Third Grade math benchmark and an additional 4.0 students met or exceeded the reading benchmark than would have been expected had these students attended a different school.

(Edited excerpts from "Early Evidence of Learning Gains at Seattle's South Shore School" by ECONorthwest, January, 2010. The New School Foundation commissioned the evaluation.)







(Source: Office of Superintendent of Public Instruction)

Learning From Implementation

Lessons from T.T. Minor and New School:

- Strong leadership is critical to program success. (For the principals, successful leadership included a combination of administrative experience in working with the school district, clarity about their goals for the program, commitment to implementing them, and clarity about the role of principal.)
- Clarify the program's goals, objectives and components among the partners and stakeholders, and secure agreement for accomplishing them.
- Develop a detailed plan for implementing the program at the district and school levels.
- Be aware that there can be too much of a good thing. Consider allowing new partners to "phase in" the multiple program components and be cautious about overwhelming schools with extra opportunities.
- Ensure that the school supports the new program through its training and professional development opportunities and parent involvement in students' academic and social success.
- Ensure that the school's administrative/management and accountability structure supports the model.
- Clarify the decision-making structure and process among program participants at all levels—Foundation board and staff, principal, school staff, and district.
- Design the evaluation to reflect the goals and objectives, and measure the outcomes of the program.
- Outline a strategy for sustaining the program (or parts of the program) beyond the initial funding period.

(Source: Edited excerpts from "Lessons Learned: The First Seven Years of The New School Foundation at T.T. Minor and the New School @ South Shore.")

T.T. Minor was supposed to be the beginning, a success that inspired like-minded philanthropists, organizations, and companies to support more schools around Seattle. But when Sloan called on a "who's who" of Seattle's wealthiest in 2001, he found no takers.

Then a multimillionaire he did not call decided to call him.

This anonymous donor was attracted by the turnkey nature of the Foundation's established program, which could quickly be applied to a second school. Two years after the donor and Foundation began exploring the idea, they opened a second school in the Rainier Beach neighborhood of South Seattle. Originally called New School, the name was later changed to South Shore School.

The school, however, was not a clone of T.T. Minor. Both the Foundation and the school disctrict learned from early mistakes. Rather than creating a new program within an existing school, this time the Foundation created a truly new school, opening three PreK and two Kindergarten classes in an aging former middle school with a leaky roof and poor ventilation. The Foundation also chose a different community. At South Shore School, 50 percent of students qualified for free or reduced lunch and 30 percent were bilingual in 2005, while at T.T. Minor 85 percent could receive those meals and none reported speaking two languages. And South Shore never operated under an extended school day and abandoned an extended school year after three years.

Once again, the Foundation supplemented public funding. In fiscal 2004, when the school ran from PreK to 1st Grade with roughly 150 students, it contributed $1.36 million to the school. The money supported PreK, Full-Day Kindergarten, smaller class sizes (K-3), assistant teachers, professional development, and non-classroom teaching positions. The funds also supported the use of the HighScope curriculum, developed originally as part of the Ypsilanti Perry Preschool intervention; longitudinal studies of Perry are widely cited as evidence for the lasting effects of PreKindergarten programs. The same year, the school received $481,832 in public funding.

During the next seven years, the Foundation scaled back its annual grants in an effort to create a more replicable model that was harder to challenge as simply the result of generous outside support. By 2011, the organization gave only $1 million to the school, which now had more than four times as many students.

The overall relationship between the donor and school also was different. At T.T. Minor, the Foundation operated more like a co-manager. At South Shore it was a philanthropic partner, though one with considerable influence because it donated more than $1 million a year.

But some of the same challenges remained. At times, the relationship between the Foundation and the school district was strained. Part of the strain was born of the differing missions of the New School Foundation, a small and flexible organization with only three employees, and the Seattle School District, a massive bureaucracy serving more than 45,000 students. For example, while the New School Foundation aspired to build a model elementary school, the district expanded South Shore to a PreK-8 and added a program for students with emotional and behavioral needs. These are basic needs of a public school district, but beyond the Foundation's scope.

This tension spotlights an important lesson: Private-driven change at a public elementary school can force school leaders to perform a delicate balancing act. They must weigh the foundation's goals against the needs of their school district, and that can slow progress.

"It is very difficult within the confines of an urban public school district to affect the kind of change you want," the anonymous donor observed.

Over the years, the relationship between the school district and Foundation improved, as both became more comfortable with the arrangement. And even with these challenges, the school began to show signs of success as student scores on standardized tests rose.

Over the years, the relationship between the school district and Foundation improved, as both became more comfortable with the arrangement. And even with these challenges, the school began to show signs of success as student scores on standardized tests rose.

Overall, The New School Foundation was creating a more integrated PreK-3rd continuum, according to parents, teachers, and school administrators.

"No matter what socioeconomic bracket you came from you received really high-quality PreK-3rd instruction: smaller class size, kids read(ing) earlier than you see in more traditional schools, higher student-to-staff ratio. We could intervene even faster," one former principal said. "South Shore was able to put PreK-3rd on the map for Washington state and the nation."

But as the South Shore School gained its footing, T.T. Minor stumbled and fell. In 2005, T.T. Minor landed on a list of schools targeted for potential closure by the Seattle School District.[vii] Three years later T.T. Minor closed its doors.

Creating a Climate for Scale-Up

As The New School Foundation quietly built one model of a PreK-3rd system—before anyone used the term—in South Seattle, politicians and policymakers were creating an environment that allowed the broader ideas behind PreK-3rd to spread around Washington.

By the turn of this century, Washington had aspects of a good early learning system—a state-funded PreKindergarten system (the Early Childhood Education and Assistance Program, or ECEAP), a statewide Child Care Resource and Referral Network, and growing public outreach on the importance of early education[viii]. State supported ECEAP also expanded, as slots in the programs rose to 5,804 in 2004, from 2,047 in 1990. But the system was far from comprehensive and lagged behind much of the country in its overall scale and quality.

The election of Democratic Governor Christine Gregoire in 2004, however, set in motion investments, new programs, and appointments that began to fill major gaps in the system. Early learning emerged as one of Gregoire's priorities when her staff began turning research supporting it into concrete proposals. Many proposals supported better integration of childcare, and PreK with early elementary grades. Together these changes created an infrastructure and an audience receptive to New School's work and ideas.

Within a year of taking office, Governor Gregoire launched Washington Learns, a steering committee that laid the foundation of her education work by conducting a complete review of the state's education system. When the governor and state legislature made early learning one of the committee's three areas of focus, along with K-12 and higher education, they gave the state's fledgling PreK-3rd movement a boost.

Their inclusion of early learning signaled a paradigm shift in the public view of public education in Washington. PreKindergarten was now viewed as part of the educational pipeline. This was the first time early learning and K-12, which operated under different policy, funding, and regulatory systems, were brought together on a comprehensive statewide policy level, according to Bea Kelleigh, former director of the Early Learning and Family Support Division for the City of Seattle.

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The decision meant a lot—Washington Learns was not one of those powerless public commissions designed to give politicians cover on issues where substantial changes appeared unlikely. Over the next two years, the state legislature began to remake the early education landscape by enacting many of the commission's recommendations.[ix] In the process, it created tools to connect PreK with elementary school.

Key changes that supported PreK-3rd work were:

- Creation of a cabinet-level agency, the Department of Early Learning. The agency focuses on the earliest years of a child's life, including infant and toddler development, but also builds bridges between PreK and early elementary grades.
- Development of a Kindergarten readiness process (Washington Kindergarten Inventory of Developing Skills, or WaKIDS) that encourages Kindergarten teachers to engage families of their incoming students, understand their students social/emotional, literacy, cognitive, and physical skills, and collaborate with early learning teachers and providers.
- Adoption of voluntary Full-Day Kindergarten, initially in high-poverty schools. Schools that adopt the program are required to connect with early learning providers.[x]
- Construction of a comprehensive 10-year Early Learning Plan, which eventually contained proposals to align PreK and K-3 practices and develop a longitudinal data system that spans PreKindergarten through higher education.
- Support for a new public-private partnership, Thrive by Five Washington. The partnership focuses on mobilizing long-term statewide support for early learning and improving early education. Thrive acts in partnership with both the state Office of Superintendent of Public Instruction (OSPI), which oversees public K-12 education, and the Department of Early Learning.

One of the reasons the state legislature enacted the steering committee's ideas was legislators themselves received an education on the importance of early learning from leading researchers. For example, University of Washington professor Patricia Kuhl, a world-renowned expert on brain development, drove down to the state capitol a half-dozen times to testify. She told legislators that school readiness begins at birth and explained the science behind that claim. She discussed the relationships between social and economic risk factors in families and brain development in children that makes high-quality early education so important.

Harvard University's Dr. Jack Shonkoff, co-founder of the Center on the Developing Child, also flew out to brief legislators. Shonkoff provided a boost when the effort to create the Department of Early Learning ran into trouble, according to State Representative Ruth Kagi, one of the legislative architects of early learning reform.

"We have paid attention to the research," Kagi said.

In 2007, a landmark study also showed that an educational continuum that runs from PreK through 3rd Grade could improve lives. The study of the 44-year-old Child-Parent Center program in Chicago, one of the longest running PreK-3rd systems in the country, found its students were more likely to finish high school and attend college and less likely to land in jail and become disabled 20 years later, compared to a control group.[xi] [3]

The research-fueled conversation in the legislature was just the beginning. In 2009, Governor Gregoire took arguably her biggest step to integrate early learning and K-3 in 2009 when she appointed Bette Hyde to run the Department of Early Learning.

3 In June 2011, researchers updated their findings and reported 28 percent fewer students had been incarcerated, 9 percent more had completed high school and 28 percent fewer had abused drugs and alcohol a quarter of a century later compared to the control group.

Lessons from Bremerton

Before joining the Department of Early Learning, Hyde was Superintendent of the Bremerton School District, the state's first district to implement a system resembling PreK-3rd that connected the city's loosely organized collection of PreKindergartens and childcare providers with its public school system. Bremerton was one of the state's leaders in PreK-3rd work, though it did not use that term when it started.

Although she had sent a group to visit South Shore School, Hyde's approach to PreK-3rd was different. Instead of New School's strategy of integrating PreK and elementary school under one roof, Bremerton formed partnerships with the region's childcare providers, Head Start programs, and PreKindergartens. They started informally talking over coffee and cookies, and eventually shared curricula, professional development, and resources in a more formal collaboration.

Once Bremerton launched the Early Childhood Care and Education Group in 2001[xii], it quickly yielded impressive results. The percentage of incoming Kindergartners who needed remedial reading help dropped from 40 percent to below five percent within a year. By 2009, 66 percent of incoming Kindergartners knew their letters, up from only four percent in 2001.[xiii] The collaborative strategy also showed a district did not need to spend tens of millions of dollars to build an integrated system. In 2010, the Bremerton School District spent $60,000 to support 840 children in local PreKindergartens and help prepare them for Kindergarten.

It is hard to overstate the importance of Hyde's appointment to the development of PreK-3rd in Washington. When she took over the Department Early Learning she brought with her this broader vision of public education, one that encompassed both early learning and K-12. In the next few years, Hyde emerged as one of Washington's leading supporters of PreK-3rd systems.

"By picking Bette Hyde she (Governor Gregoire) brought both worlds together," said Mary Seaton, former director of Early Learning at Seattle Public Schools.

Gregoire also appeared to signal that better integration of PreK and K-3 should be a priority in future efforts to improve the state's education system. "The fact of the matter is that there isn't anybody in education now that doesn't understand: If you can get it right, PreK to Kindergarten through 3rd Grade, that kid is going to succeed. If you don't get it right then the chances of that child succeeding are greatly diminished," Gregoire said on National Public Radio's Seattle affiliate, KUOW last year. By 2007, Washington had moved from the back of the pack in early learning to near the front, with a new governance structure at the Department of Early Learning, a legislature increasingly committed to early education, and a growing list of other improvements.

"Policymakers and educators were dipping their toes into this work. They were starting to believe it. They were starting to experiment with it," said Elaine VonRosenstiel, an early advocate for investment in early learning who served as a consultant to the state Office of Superintendent of Public Instruction.

As part of this experimentation, state policymakers began to build more bridges between PreK and K-3 by developing a Kindergarten assessment program and a comprehensive Early Learning Plan, which was a blueprint for future changes. Over the next three years, a small group of like-minded leaders at government agencies and foundations, including the New School Foundation's Executive Director Laura Kohn, worked to build a network that could expand PreK-3rd ideas around the rest of the state.

But first, they had to learn they were working on a concept called PreK-3rd.

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Building PreK-3rd Networks

One of the most interesting elements of the New School Foundation's early work was that its leaders did not view it as a PreK-3rd strategy. Instead, they saw it as best practices for an elementary school: Start students in PreKindergarten with a lot of support and well-trained teachers using an enriched curriculum.

"We didn't have an umbrella term for it," Kohn said.

Although the idea of integrating early learning and K-3 wasn't new—it went back at least a half-century —the term only began emerging in 2003. The Foundation for Child Development (FCD), a small New York City-based philanthropy, had been developing the concept for two years, refining it as a grant-making strategy that could improve school readiness and narrow the achievement gap between low-income and higher-income students. "It provides a framework for supporting institutions to address school readiness, transition, and accountability issues by recognizing that all children must be prepared to succeed in school by Grade 3, and that it is the responsibility of adult educators to nurture both cognitive and social development," FCD wrote in a 2003 letter.

Initially, FCD called its idea P-3 and then renamed it PreK-3rd in 2009. Whichever term it used, FCD President Ruby Takanishi recognized it in the classrooms, curriculum, and mission of South Shore School. Soon after discovering the New School Foundation on the Internet, Takanishi flew to Seattle in 2005 to visit its school and meet with Kohn, who had been on her job all of five weeks.

In Kohn, Takanishi found a kindred spirit. Both women were strategic thinkers, steeped in public policy, who believed in the importance of connecting the two often separate worlds of PreK and early elementary school. In South Shore School, Takanishi saw possibility, a chance to show people a PreK-3rd school in action that was growing and producing measurable results.

"FCD saw a really ripe opportunity with the positioning of the New School Foundation and Laura's personality," said Kristie Kauerz, program director of PreK-3rd Education at the Harvard Graduate School of Education who has worked with Washington agencies on early learning issues and has studied PreK-3rd work in the state. "FCD saw this as a real opportunity to build a model site, make concrete and make visible this somewhat conceptual idea."

The New School Foundation and Kohn also served as a gateway for the Foundation for Child Development and Takanishi to connect with the growing number of Washington school districts working on ways to integrate early learning and early elementary school.

"She sent lots of people out here," Kohn recalled.

In return, the New York City-based organization offered the tiny New School Foundation national exposure, guidance, and connections to leaders and similar efforts around the country, which helped the Foundation develop its next role as an advocate. Over the next few years, The New School Foundation emerged as an axis around which PreK-3rd work orbited in the state of Washington.

This type of personal relationship between two individuals, as opposed to organizational partnerships, played a critical role in the expansion of PreK-3rd work around Washington over the next five years. Kohn exerted a sort of gravitational pull that helped to connect an expanding roster of educators, public officials, and foundation grant managers working on different approaches to coordinating childcare, PreKindergarten, and elementary school.

When Kohn took the helm of the New School Foundation in 2005, she had the background to help connect this group. In the previous seven years, Kohn had served as Director of Education for the city of Seattle, an advisor on education issues to Governor Gary Locke, and finally an advocacy consultant for the Bill & Melinda Gates Foundation, which was taking a bigger role in early education around Washington.

When T.T. Minor closed in 2008, Kohn used her experience and her connections to build support for the idea of a continuum from PreK through 3rd Grade. She connected people, set up meetings, referred associates to new jobs, and relentlessly advocated for the idea. She was pushing for the broader idea of PreK-3rd, not specifically the Foundation's model, which offered lessons but was limited by the fact that it benefited from substantial private support.

"She put the motivating factor to these people to come together consistently over time to make this a priority," said Harvard's Kauerz. "It seems so simple, yet I think this is one of the magical ingredients. You need someone who rallies the troops and brings them together."

In the fall of 2007, Kohn had coffee with another player, Mary Seaton, who had recently become the first-ever Director of Early Learning at the state Office of Superintendent of Public Instruction (OSPI), which oversees K-12 education. The office created the job, in part, because it became more involved in early education in the wake of Washington Learns.

The Office of Superintendent of Public Instruction and Seaton worked on a linchpin of the statewide PreK-3rd effort with two new programs designed to strengthen and broaden the connection between early learning and Kindergarten. The agency was developing a school readiness tool, known as WaKIDS, with the Department of Early Learning that would encourage teachers to engage families for a better understanding of incoming students and to collaborate with early learning teachers and providers. This pilot project also offered a sobering view of school readiness. More than a third of the 1,760 Washington children in its study were not ready for Kindergarten—they performed below expected skill levels, and nearly half were below expectations in language, communication, and literacy.[xiv]

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Seaton and OSPI also worked with three predominantly low-income schools on state-funded demonstration projects to create smoother continuums between Kindergarten and 3rd Grade through smaller class sizes, instructional coaches, and professional development. These schools also tried to improve connections between elementary schools and local PreKindergartens.

With both these projects, Seaton developed building blocks of a PreK-3rd model, but she was involved with another effort even closer to the heart of the strategy.

The World's Biggest Foundation Takes a Supporting Role

In 2007, the Bill & Melinda Gates Foundation was preparing to engage the world of PreK-3rd by developing more than $2 million in grants to support Washington school districts working to better coordinate childcare, preschool, and PreK with early elementary school. (The foundation awarded a $1.18 million grant that year to another of Washington's PreK-3rd pioneers, Toppenish School District.) While the total amount was a drop in the bucket for a foundation with a $37 billion endowment, it was a major investment in and important support for the state's fledgling PreK-3rd movement.

In August 2008, the Gates Foundation awarded five grants that supported a range of efforts, including:

- Building a common vision of early learning among preschool instructors, early elementary teachers, and community providers in South Bend, WA.
- Aligning early literacy and language development from birth through second Grade in Nooksack Valley, WA.
- Expanding a Kindergarten readiness program in Sedro Woolley, WA.

Source: Bill & Melinda Gates Foundation.

To facilitate the grant work, the Gates Foundation awarded a $150,000-a-year renewable contract to the Office of Superintendent of Public Instruction. Under this deal, OSPI offered technical and training support to the foundation's six new grantees and others working on PreK-3rd around the state. The agency helped grantees learn what was needed to build these systems and expand capacity for the work, according to Jodi Haavig, who was in charge of the grants at the Gates Foundation. The contract also paid roughly a quarter of Seaton's salary.

The Gates Foundation sent teams from each district to the Harvard Graduate School of Education's PreK-3rd Institute[4] to learn more about the educational model, supporting research, and why an aligned system was developmentally appropriate. At the conference, Washington's progress was obvious. Its teams were better organized and larger than the others, according to FCD's Takanishi, who also attended the institute.

In 2009, the Gates Foundation awarded another grant, this time to the Bremerton School District to train staff in other districts around Washington on how to engage and integrate early learning providers, PreKindergarten programs with elementary schools.

The Gates Foundation's support was a milestone for Washington's emerging PreK-3rd movement. As the world's biggest foundation, its grant-making decisions draw local, national, and global attention.

But the Gates Foundation backed into PreK-3rd.

Three years before the Gates Foundation awarded its initial PreK-3rd grants, it approved a more ambitious investment in early learning that became the 10-year Early Learning Initiative in Washington, which included developing comprehensive early education systems in two low-income communities, White Center and East Yakima. The initiative was the Gates Foundation's largest investment in early education to date.

While this move was ambitious, it was not specifically a PreK-3rd strategy. The grant work was largely focused on birth through Kindergarten, not through 3rd Grade. Two years after the project launched, the Gates Foundation began looking for other ways to support early learning around the state and noticed

4 The Foundation for Child Development and Clement and Jessie V. Stone Foundation supported the Harvard Graduate School of Education's PreK-3rd Institute as part of a national strategy.

that many school districts were working on the issue. However, the work did not appear to have a common organizing principle.

Gates Foundation analysts thought K-12 systems offered opportunities for new strategic investments in early learning, but they wanted ideas that would organize their grants. Over the next three years, the PreK-3rd continuum emerged as one of those ideas.

"I don't think we realized the extent (to which) communities all go their own ways without some organizing principle," said Valisa Smith, who was in charge of early learning grant work at the foundation during this period. "If we are going to work with school districts, how do we do that consistently? And P-3 is a good place to start."

This approach fit the Gates Foundation's broader goal of supporting systems that would be self-sustaining after a defined period of investment. In the P-3 arena that meant the Foundation supported improving quality, such as curriculum and professional development, but not teacher salaries or direct services. Over the next five years, the Foundation invested $8.49 million in P-3 work around Washington. As it refined its strategy, it became clear it wanted to support P-3 strategies, but not become the long-term leader of the effort.

The Gates Foundation also did not appear interested in funding the creation of another early education model, similar to the New School Foundation's work and to what it supported in White Center and East Yakima. Instead, it invested in school districts that were already working on integrating early learning and early elementary systems by expanding their capacity, and then awarded grants to broader Education Service Districts, which encompass multiple school districts.

The time for models was ending in Washington. Leading players at the New School Foundation, the Department of Early Learning, OSPI, the Gates Foundation, and the Seattle School District began thinking about how to turn models at South Shore School, in Bremerton, and elsewhere around the state into broader systems.

A Video Is Worth a Thousand Issue Briefs

Tours and symposiums are limited to those who can travel to a school or conference. After its symposium, the New School Foundation started working on a tool with a broader reach: a mini-documentary.

While many nonprofits produce videos to highlight important work, "PreK-3rd Grade: A New Beginning for American Education" was different. In nine minutes, this film made a compelling case for a better continuum from PreK through 3rd Grade with scenes from South Shore School's classrooms, interspersed with comments from teachers, students, school officials, and experts, all set to a powerful soundtrack. It was a joint effort of director Brian Quist, Foundation for Child Development's Mark Bogosian, the New School Foundation's Laura Kohn, and board member Lisa Fitzhugh. They found a new way to leverage the work of one school. Today, people carry this short, powerful version of the South Shore School and PreK-3rd to conferences around the state and nation.

"I think you can't see that video and not pause [to consider]: What can I do now?" said Department of Early Learning director Bette Hyde, who says she is regularly approached at national conferences by people who recognize her from the video.

Seeing PreK-3rd in Practice

By 2008, the New School Foundation had an established model, and it began pursuing Stuart Sloan's original goal of replication, but in a different way. Instead of building new schools, it began to spread the ideas and broader concept of PreK-3rd around Washington. One of its first steps was to partner with the state Office of Superintendent of Public Instruction to hold a two-day symposium that spring. On the first day, they brought together school administrators, teachers, and other staff from school districts that were already connecting early learning and K-3 to learn about practices and research behind their strategies. On the second day, state legislators, nonprofit officials, foundation officers, and policy analysts joined the conference to learn about PreK-3rd.

As part of the introduction, this group toured South Shore School, where they saw one example of the educational continuum in the school's classrooms, hallways, and cafeteria. This tour "was a chance for Laura [Kohn] to say, 'Let's build on that,'" Seaton said.

At the symposium, the New School Foundation embraced a new role. It used its school to show educators and policymakers one way PreK-3rd works and why it's so important. It was one thing to produce reports on test scores and a coordinated curriculum. It was another to watch two PreKindergarten students quickly and quietly resolve a dispute over Legos, exemplifying the school's focus on social/emotional development, and then see photographs of every Kindergarten family next to a classroom door, proof of the school's commitment to parental engagement. Over the next three years, a steady stream of legislators, educators, nonprofit leaders, and foundation staff visited South Shore School to learn what PreK-3rd was in a way that was more powerful than the issue briefs, reports, and testimony that are often used to shape state and federal education policy.

"They were able to help people know what it looks like and sounds like and feels like," said Christine Maxwell, head of The New Schools Project at the Chicago-based Erikson Institute.

Teachers, principals, and school administrators also visited to learn how the school implemented these ideas.

"What we want to actually do is see it. We want to talk to the Kindergarten teachers. We think it's going to provide the kind of learning that is critical to leadership development, professional development," said Swati Adarkar, executive director of the Portland, Oregon-based Children's Institute, who brought a team of educators to tour the school in 2011 and is developing early education strategies in Oregon. "I think in 20, 30 years what we will find is that those blueprints, those models, really helped shape the future."

South Shore Today

One of the first things visitors to South Shore School are likely notice is the peace and quiet.

On a spring day, the halls of South Shore hum with quiet activity, reflecting the school's emphasis on socio-emotional development. Nearly all of the students are in class, and teachers direct the few wandering students back to their classrooms in one of three wings that shoot off from the circular cafeteria-common area.

After spending its initial years in an aging middle school, South Shore is now in a two-year-old modern building of brown brick and gray shingles with a design that reflects the PreK-3rd concept. In one wing, Kindergarten classrooms run down one side and PreKindergarten classrooms line the other, anchored at the end by a glass-walled transitions office, staffed with counselors who help students move from PreKindergarten to Kindergarten.

Inside one of those classrooms, Miwa Takahashi's 18 PreK students work quietly. A few children try on firemen and pilot costumes at the dress-up station, and two others feed dolls plastic strawberries for lunch. After one student grabs a Lego from another student, it takes about ten seconds for him to return the toy.

Parental engagement is a priority. Teachers visit each incoming student's family at home before the school year begins. Classes are small, 18 students in PreK and Kindergarten, and use an enriched curriculum that includes music, art, and socio-emotional development. Both grades blend the HighScope approach with the Seattle School District's curriculum, so students start Kindergarten with skills they will need for the coming year.

"They know what school is like," said Huyen Lam, who teaches Kindergarten at South Shore. "I just take it from there and [they] skyrocket."

Over the last nine years, South Shore's enrollment soared from 102 students to 644 this year, creating challenges for the four principals who ran the school previously. They were not only responsible for developing a model PreK-3rd system, but also adding a grade each year as the school expanded to Eighth Grade, with little or no extra administrative staff. The PreK-3rd work also meant more assessments and visitors.

"We just grew so fast that every time we tried to calibrate our work there just wasn't enough time and there (were) other things competing," said a former principal. "The change was coming faster than we could implement the system(s) to support the changes."

When South Shore's current principal, Keisha Scarlett, took over in September 2010, she worked on quickly building a relationship with the New School Foundation's executive director, Laura Kohn, including a common vision of early learning's role in the school.

Over the last 11 years, South Shore received more than $13 million from the Foundation. But, as its support dwindles after Third Grade, when classes expand to 28 to 30 students with new arrivals, who have not benefited from South Shore's approach, the transition can be abrupt, according to Anita Koyier-Mwamba, whose Fourth Grade daughter has been at the school since Kindergarten.

"When we get to the Fourth Grade, there is a tremendous shift and it feels almost like an abandonment," said Koyier-Mwamba.

The Foundation focuses on giving students a platform in those first five grades, from PreK-3rd Grade, based on research that shows progress through Third Grade often leads to better school performance in later years. While Koyier-Mwamba wishes the Foundation would invest a little more in the upper grades, she agrees the early grades are strong. "PreK-through 3rd is outstanding, absolutely outstanding."

New School Foundation Broadens its Mission

The film and symposium were examples of the New School Foundation's expanding mission. Even as its executive director worked on the film in the spring of 2009, she helped to plan a second conference later that year. The Starting Strong conference showcased local and national PreK-3rd work and focused on four areas: Leadership, instructional practice, community coalitions and collaboration, and family partnerships. It brought together superintendents, principals, and school staff who were working with national experts to integrate early learning systems and elementary schools in Washington.

Starting Strong was a breakthrough for Washington's PreK-3rd effort. Attendance jumped to roughly 400 people from 130 who attended the symposium. Organizer Mary Seaton received emails at 1 a.m. from people asking if there was any space left. Equally important, the conference was a turning point for the New School Foundation. It was now working on a statewide level, and its ideas were reaching a broader audience, according to FCD's Takanishi. The New School Foundation, the Bill & Melinda Gates Foundation, Department of Early Learning (DEL), OSPI, Thrive by Five Washington, and The Boeing Co. all sponsored the conference and now worked on integrating PreKindergarten and the early elementary grades.

This momentum was captured by a seemingly innocuous event as the Starting Strong conference wound down. At its closing luncheon, the heads of the Department of Early Learning, OSPI, and Thrive by Five Washington took the stage to sign a joint resolution that committed their agencies to work together to build a leading early learning system that spanned birth to age eight. The resolution spelled out goals of school readiness, health, social/emotional and cognitive development for children, and support for families and educators. It also outlined the need for accountability, identified priorities, and called for quarterly meetings. These goals were impressive, but joint resolutions often lack the teeth to make real changes, and instead simply convey a group's intent.

When the three officials signed this joint resolution, however, members of the audience not only applauded, they rose in a standing ovation, and some started to cry. If the 400-strong attendance indicated growing interest in PreK-3rd around Washington, this emotional reaction signaled the depth of desire to expand it.

Before this effort, early learning and K-3 largely existed in separate worlds, with different funding streams, rules, and governance structures. The joint resolution declared the two worlds should merge in some way and acknowledged the importance of PreK and childcare in the state's evolving vision of education, according to Seaton.

"That K-12 said, 'We have got to have you. We can't do it without you' was huge for early learning," said the Gates Foundation's Haavig.

During the next two years, the New School Foundation, Department of Early Learning, OSPI, and the Gates Foundation tried to bring the two worlds even closer with new partnerships, grants, and initiatives.

The New School Foundation set its sights higher by proposing to expand PreK-3rd practices within the Seattle School District. It wanted to work with the district and city of Seattle to add integrated PreK-3rd programs at Seattle's roughly 20 Title I schools,

which serve low-income communities, within five years, according to its 2009 strategic plan. Under the plan, the Foundation would be the "catalyst of the partnership." It would lead development, become the primary source of technical assistance, offer principal and school training and start-up assistance, and share best practices. It also would advocate for PreK-3rd on a statewide level, including calling for the strategy to be added to the state's definition of basic education.[xv]

But the Foundation was not proposing to copy the entire South Shore School model throughout Seattle. There were lessons to be learned from its school, but there also were limits, since it received more than $1 million a year in private funding.

On the state level, the Office of Superintendent of Public Instruction renewed its $150,000 annual contract with the Gates Foundation, a decision that allowed the agency to continue helping school districts implement PreK-3rd strategies. In addition, the agency continued to work on its Kindergarten assessment pilot program and goals spelled out in the joint resolution.

The Gates Foundation, meanwhile, expanded its grant making. In 2009 and 2010, it awarded $5 million in grants. This time, it gave $1.99 million to five educational service districts—broader agencies that support multiple public school districts—and $3.24 million to eight districts.

"After the first couple years of making grants directly to school districts, we began also investing at a regional level, through educational service districts, to support the development of PreK-3rd infrastructure in Washington," Haavig said.

This cooperation culminated in an ambitious bid for an Investing in Innovation Fund (i3) award, a federal competition run by the U.S. Department of Education that supports new approaches to closing the achievement gap and helping high-need students.[xvi]

Once again, the New School Foundation was a key player, working with the city of Seattle and the Toppenish, Bremerton and Seattle school districts on a proposal to expand PreK-3rd work to 30 new schools. The application also built on the Foundation's 2009 strategic plan by proposing to study Seattle's effort to expand PreK-3rd strategies.[xvii] They were not trying to replicate the Foundation's strategy. Instead, the application focused on ideas that could be implemented using existing funding; data sharing between PreK and elementary schools; a quality instructional continuum across the levels through common professional development; and a focus on the whole child, which includes social/emotional, academic, and physical development. Class size reduction and additional teacher positions were not featured due to concerns about sustainability.

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Ultimately, the application fell short, but not by too much. It received 81.92 points out of a possible 100, placing 97th among nearly 1,700 applicants. Though the effort failed, it was an example of the growing coordination and potential of Washington's expanding PreK-3rd network that was built over the last three years with conferences, targeted grants, a film, and this bid for federal aid.

"What I really give the New School credit for is they found a way to partner with the right people to have way more influence than that single voice and that relatively small foundation could have," said former OSPI consultant Elaine VonRosenstiel.

Focusing on Seattle

Even though the i3 bid failed, the New School Foundation, Seattle School district, and city did not give up. They decided to continue PreK-3rd efforts in Seattle on their own. In 2010, the parties developed a five-year plan to integrate PreK and the first four elementary grades at the city's poorest public schools. It would align standards, assessments, data systems, and tools, expand access to quality PreKindergarten and Kindergarten, create more seamless transitions, and improve support for children with higher needs.[xviii]

The idea was not to create copies of South Shore School around the district. Rather, it was to use lessons learned at that school, in Bremerton, Toppenish, and elsewhere around the state and nation, to better integrate Seattle's early learning providers and public K-3 system.

Once again, the New School Foundation's Kohn helped to pull parties together. She organized meetings between the city and the school district, which led to the creation of the Seattle PreK-3rd Partnership. That partnership then brought in an outside consulting firm, Berk & Associates, to help develop and draft a plan. Kohn arranged a meeting between one of the architects of Bremerton's P-3 system, Linda Sullivan-Dudzic, and then-Seattle superintendent Maria Goodloe-Johnson on how PreK and K-3 could be aligned. The superintendent became a vocal supporter of the strategy.

"I believe that the single most powerful change we're going to make, the one that's going to have the largest and most long lasting impact on our kids, is to switch us from a K-12 system to a PreK-12 system," Goodloe-Johnson said in announcing Seattle's plan.

To help oversee this work, the New School Foundation recommended that Goodloe-Johnson and the district create a new position, Director of Early Learning for the Seattle School District. Then Kohn referred OSPI's Mary Seaton to the job. In late 2009, Seaton moved from her state job to the new city position, placing a public official with one of the strongest grasps of PreK-3rd at the heart of an effort to expand that strategy in the state's largest school district.

"Laura and the New School Foundation…have played a large role in helping the school district think deeply" about PreK-3rd, said the city of Seattle's former director of the Division of Early Learning and Family Support, Bea Kelleigh.

During the next 18 months, the Seattle PreK-3rd Partnership produced a five-year plan spurred by the launch of PreK-3rd efforts at an additional Title I school, and implemented professional development for PreK through 1st Grade teachers in 18 schools. The work also drew national attention. The National League of Cities chose Seattle to host the first of four community conversations on August 12, 2010, about how to better coordinate early learning and elementary school.

The district will take steps in the 2011-12 school year, such as expanding coordinated professional development among PreKindergarten and K-3 teachers. Unlike the 5,500-student Bremerton School District and 640-student South Shore School, the Seattle School District is a large and complex system with more than 47,000 students.

The initiative presents organizational challenges for school administrators and early education leaders, who must connect the highly decentralized world of early learning and the defined structures of K-3, according to Seaton. There is no magic bullet or single model for this type of work. Instead, leaders at individual schools will have to construct, review, and refine systems over years to ensure their approach fits the unique needs of their community.

It is an ambitious effort. The New School Foundation, Seattle, and the school district are working with two different systems, PreKindergarten and public education, which have separate funding streams, curriculums, and widely divergent pay scales, in what some say is the most challenging school district in the state.

But there is a big potential payoff.

"If we can make this happen in one of the most diverse districts in the country, there are no excuses for any district in the country," Seaton said.

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An Uncertain Future

2011 began with promise as the state's PreK-3rd leaders gathered in a conference room at Seattle Public Schools headquarters for a summit in February. But tight state and federal budgets threatened to sap their momentum.

It was the first time these roughly two dozen city, state, and nonprofit officials were in the same room. They discussed better ways to align state and Seattle efforts and set goals. The meeting drew everyone from the New School Foundation's Laura Kohn and interim Seattle Superintendent Susan Enfield to Washington's Department of Early Learning chief Bette Hyde and Harvard's Kristie Kauerz. One of the most striking aspects was the level of cooperation in the room, collaboration that has helped transform the state into one of the leaders of the PreK-3rd movement.

"A lot of people are looking at Washington right now," Kauerz noted during the meeting.

The group had a blueprint to guide their work. The month before the meeting, the three lead agencies, DEL, OSPI, and Thrive by Five Washington, released a list of 11 priorities for the state's Early Learning Plan for 2011. Four strategies focused on PreK-3rd:

- Align PreK and K-3 instruction and practices.
- Continue development of the state's Kindergarten readiness pilot project, WaKIDS.
- Increase Full-Day state-funded Kindergarten. Collect data on its effectiveness and increase support for teachers, administrators, and staff.
- Develop a longitudinal data system that spans preschool through higher education (P-20).[xix]

"Early Learning Joint Resolution Partnership: 2011 Priority Strategies Early Learning Plan"

These priorities were chosen because early education leaders believed the work could be accomplished in the current era of tight state and school district budgets. The Department of Early Learning, for example, already secured a $2.5 million grant from the U.S. Department of Education for the P-20 data system.

Only six months earlier, the three agencies had released the final 10-Year Early Learning Plan, which made it clear that future work would cover both early learning and K-3.

The plan "encourages breaking down the barriers of traditional silos based on children's narrow age ranges, old funding patterns, different types of development (i.e., physical, mental, social/emotional, etc.) and the historic distinctions between a child's first five years and the school years. The plan creates a comprehensive system of care, education, supports, and services that recognizes that a child's success in school and life is strongly influenced by the foundations that begin with a woman's pregnancy and continue from birth through 3rd Grade." (Washington State Early Learning Plan, September, 2010.)

While the plan and summit were full of optimism, storm clouds were gathering around Seattle's PreK-3rd effort. The New School Foundation's Kohn had announced she was stepping down as executive director because her family was moving to California. Her decision dealt a blow to the tiny foundation, which has only three staff members: Kohn; a finance director; and an office manager. Kohn led the organization as it evolved into an advocate for PreK-3rd policies in Seattle and statewide. One of the loudest voices in Seattle calling for better alignment of PreKindergarten and early grade school was leaving just as that strategy was poised to spread. It was also a setback for the statewide movement, which lost

one of its leaders. Kohn brought a tenacity and passion to the effort, according to Tonja Rucker, who led a review of Seattle's PreK-3rd work for the National League of Cities.

Partly spurred by Kohn's departure, the New School Foundation merged with the League of Education Voters, a Seattle-based advocacy group focused on education reform, in June 2011. The move gave the Foundation stability and a bigger stage to push for change. But it also placed the foundation within an organization with a far broader agenda. Early learning is among the League's priorities, but it works on everything from education bond issues to college readiness. Where will PreK-3rd fit on its list?

"It really cements the importance and prioritization of our focus on early learning. There is no doubt that this work is going to be a very significant part of what we do going forward," said Chris Korsmo, Chief Executive Officer at the League of Education Voters.

Earlier in the year, the effort lost another supporter when Seattle superintendent Maria Goodloe-Johnson was let go amid allegations of mismanagement in the district's business development program.[xx]

In what may have been the biggest blow, the school district eliminated the position of Director of Early Learning as part of a budget-cutting effort. While the League will find another leader for the New School Foundation's work, and interim superintendent Susan Enfield is a strong supporter of integrating PreK and elementary school, that decision removed the individual charged with strategic planning and support for implementation of PreK-3rd in the school district and one of the region's more passionate advocates, Mary Seaton.

The plan encourages breaking down the barriers of traditional silos based on children's narrow age ranges, old funding patterns, different types of development (i.e., physical, mental, social/emotional, etc.) and the historic distinctions between a child's first five years and the school years.

Finally, the district's decision to cut the job potentially raises another issue. Creating the position in late 2009 signaled the district's support for the strategy, and its elimination could raise questions about its commitment among private funders who might support the work in the future. There has been no evidence, however, this has occurred. Interim superintendent Susan Enfield stressed that the district remains committed to the long-term development of a PreK-3rd continuum.

Together, these three departures blew a hole in the leadership of the PreK-3rd movement just as it was gaining momentum. Leadership is now more important than ever because the community is pushing for change in one of the worst fiscal climates in the recent history of the Seattle Public Schools, city, and state. There simply is not much money for new initiatives.

That could change this fall. In November 2011, Seattle voters will consider the Families & Education Levy, which could be worth $234 million. During the last 21 years, voters have passed three proposed Families & Education levies, but they have never cast their ballots in such a poor economic time. If it passes, there could be more money for PreK-3rd work because the levy's advisory committee proposed doubling early learning spending from the last version, passed in 2004. The New School Foundation's first executive director, Holly Miller, will be in charge of the money as Seattle's Director of Education.

New School's budget will also change. When its current donor's ten-year commitment ends next year, he will donate money on a year-to-year basis.

Even without an influx of new money, the New School Foundation's departing Executive Director expects Seattle to make progress.

"It's true that it will require additional funding to expand access to quality PreK and Full-Day Kindergarten, but we can make enormous strides immediately on quality improvements across the continuum, aligned testing and data-sharing, increased family engagement, and curriculum connections. Seattle [has] begun to make these changes and has committed to completing them in the next 18 months, and other Washington districts are making these changes as well," Kohn said.

The Seattle School District remains committed to implementing the Five-Year Action Plan, interim superintendent Enfield wrote in a two-page explanation of the district's PreK-3rd plans. Next year, the district will expand its professional development program, which currently brings together PreK, Kindergarten, and First Grade educators, to include Second and Third Grade teachers, Enfield wrote. It also will operate two demonstration sites where veterans of that program will open their classrooms to other staff to show how they implement instructional strategies. With money scarce, the district will expand its support of PreK-3rd systems at schools and with teachers, as additional funding is available, according to the district.

"Although this financial support will be at a much lower level than South Shore enjoyed, it will be sufficient to assist each school in developing the outreach to their in-building and community-based childcare programs and ensure greater continuity from grade to grade," Enfield wrote. "We believe that all of this work is a testament to our long-term commitment to develop an effective early learning PreK-3rd continuum."

The question is: Will it take only five years to implement this plan? The lack of funding suggests it may take longer than originally hoped, but it will move forward.

"I think it's unstoppable," said Bob Watt, a former president of the Greater Seattle Chamber of Commerce, Boeing Co. executive, and long-time supporter of early education efforts. "We have reached critical mass."

(b)(6)

Tough Questions—Tough Choices

Whatever the budget, Seattle and state policymakers will be able to draw lessons from the New School Foundation when they implement PreK-3rd strategies, even if they cannot replicate all of New School's ideas. Perhaps the most important lesson is the need for a long-term commitment. During a period when public discussions of education reform often focus on finding magic bullets, whether it's linking teacher's pay to student performance or one-time federal grants to spur innovation, the New School showed that change takes a long time. In Seattle's case, it has taken 20 years and counting.

"The whole urban school (challenges) are a bigger, harder, more complex problem than many people want to believe," said the foundation's anonymous donor, who hopes to be still funding South Shore School ten years from now. "We did not get to this place overnight, and we won't fix it overnight either."

The last 20 years also showed the benefits of a small and flexible foundation, free to focus on its mission of developing a model school and advocating because it was not distracted by fundraising. Two donors provided nearly all of its funding. This flexibility also allowed New School to change and develop ways to leverage its work to build support around the state for the broader ideas of PreK-3rd.

New School's role in Washington's PreK-3rd movement over the last six years highlights the need for strong leadership on multiple levels. A large group of people were responsible for Washington's progress, but it can be argued that leaders on three levels, locally by Kohn at New School, agency-wide by DEL's Bette Hyde and statewide by Governor Gregoire, played defining roles.

The fact that no single entity led the effort shows the importance of the cooperation found at the 2011 early education summit. This strategy covers multiple jurisdictions of city, state, and federal agencies, and that demands partnerships. In Washington, foundations and nonprofits helped to bridge these different areas, during a period of falling tax revenue and tight budgets. The Gates Foundation provided an example of this private-public partnership when it expanded the capacity of school districts and the state Office of Superintendent of Public Instruction to support PreK-3rd work through its grants.

Finally, the New School Foundation showed that building models is crucial, whether or not every lesson and system that emerges from those efforts can be replicated. South Shore School is now a hub, where principals, superintendents, teachers, policymakers, and journalists gather to see how one version of PreK-3rd works.

"To me it is absolutely critical," said Swati Adarkar, executive director of the Children's Institute. "We don't think enough about implementation."

Today, Washington has its models in South Seattle, Bremerton, Toppenish, and elsewhere. Now, Seattle and state leaders must decide what to do with those examples. Tight city and state budgets, leadership shifts, and organizational changes will shape their decisions over the next five years. Ultimately, they will confront a set of fundamental questions, including:

- Will Seattle Public Schools make a district-wide bet and implement PreK-3rd systems in every school, or at least every Title I school? Or, will its leaders phase in those ideas, a direction the system appears to be heading? Given the lack of public resources, how long will it take to see measurable change?

- Will Seattle Public Schools attract new support from private and nonprofit sources, such as the Bill & Melinda Gates Foundation, to help integrate early learning and K-3 around the city?
- Will efforts to expand PreK-3rd strategies more broadly around the state and in Seattle overcome teaching styles and educational systems developed over decades?
- What measurable results, in such areas as high school graduation rates and college attendance, will programs at South Shore, Bremerton, and Toppenish schools produce when students from the first classes reach college and the workforce?

The work of the New School Foundation is one of the main reasons Seattle and Washington have the opportunity to debate these questions and make these choices.

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(b)(6)

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Appendix A—The Foundation of PreK-3rd

The formal PreK-3rd strategy emerged during the last decade, but the idea of creating better connections between PreKindergarten and the first four grades of elementary school goes back at least to the 1960s.

Three programs are often cited as leading efforts to integrate PreK through Third Grade: Project Follow Through; the National Head Start/Public School Transition Demonstration Project; and the Chicago Child-Parent Center Program.

Project Follow Through: The program was launched in 1968 as an ambitious effort to build on the promise of Head Start.[i] "...What we tried to do was create a dovetailed program from Kindergarten through 3rd Grade that would continue to incorporate Head Start's bedrock principles of parent involvement and comprehensive services. These would be joined to appropriate curricula during these four foundational grades of primary school," Yale University professor Edward Zigler, who helped plan the effort, wrote in a 2009 essay for Education Week.[ii]

National Head Start/Public School Transition Demonstration Project: The federal government created the seven-year initiative in 1990 to continue key elements of Head Start in Kindergarten, First, Second and Third Grades, according to the U.S. Department of Health and Human Services. The program focused on parental involvement, family support, educational enhancement and health and nutrition supports, the agency reported.[iii]

Chicago Child-Parent Center Program: The Chicago-based program is one of the nation's longest running systems to integrate early learning and early elementary grades. Launched in 1967, it focuses on providing high quality PreK, as well as Kindergarten, First, Second and Third grade in some centers. While the initiative dealt with budget cuts in recent years, it currently operates 24 centers.[iv]

Further Reading:

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- A Brief History of the National Head Start/Public School Early Childhood Transition Demonstration Project, Executive Summary, Administration for Children & Families, Department of Health and Human Services. (http://www.acf.hhs.gov/programs/opre/hs/ch_trans/reports/transition_study/trans_study_exesum.html)
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Appendix B—Funding: Per Student Costs

Note: In the three school years preceding fiscal year 2002, the T.T. Minor Elementary School received $3.7 million in funding and "in-kind" donations from Stuart Sloan and other donors.

	T.T. Minor Elementary				New School at South Shore			
	Enrollment	Dollars	Dollars per Student	Percent	Enrollment	Dollars	Dollars per Student	Percent
Fiscal 2002 Actuals								
Number of Students	242				None			
Funding per Student:								
WSF/SSD/Other		1,222,650	5,052	50.40%				
New School Foundation		1,203,478	4,973	49.60%		348,378	N/A	
Total per Student		2,426,128	10,025	100.00%				
Fiscal 2003 Actuals								
Number of Students	242				102			
Funding per Student:								
WSF/SSD/Other		1,238,478	5,118	50.74%		194,660	1,908	14.04%
New School Foundation		1,202,189	4,968	49.26%		1,191,417	11,681	85.96%
Total per Student		2,440,667	10,085	100.00%		1,386,077	13,589	100.00%
Fiscal 2004 Actuals								
Number of Students	262				154			
Funding per Student:								
WSF/SSD/Other		1,371,897	5,236	52.33%		481,832	3,129	26.12%
New School Foundation		1,249,487	4,769	47.67%		1,363,186	8,852	73.88%
Total per Student		2,621,384	10,005	100.00%		1,845,018	11,981	100.00%
Fiscal 2005 Actuals								
Number of Students	246				203			
Funding per Student:								
WSF/SSD/Other		1,509,407	6,136	58.55%		714,292	3,519	31.79%
New School Foundation		1,068,443	4,343	41.45%		1,532,486	7,549	68.21%
Total per Student		2,577,850	10,479	100.00%		2,246,778	11,068	100.00%
Fiscal 2006 Actuals								
Number of Students	215				253			
Funding per Student:								
WSF/SSD/Other		1,253,935	5,832	69.35%		978,291	3,867	39.04%
New School Foundation		554,187	2,578	30.65%		1,527,571	6,038	60.96%
Total per Student		1,808,122	8,410	100.00%		2,505,862	9,905	100.00%
Fiscal 2007 Actuals								
Number of Students	237				303			
Funding per Student:								
WSF/SSD/Other		1,834,215	7,739	89.52%		1,248,550	4,121	47.37%
New School Foundation		214,734	906	10.48%		1,387,247	4,578	52.63%
Total per Student		2,048,949	8,645	100.00%		2,635,797	8,699	100.00%

	T.T. Minor Elementary				New School at South Shore			
	Enrollment	Dollars	Dollars per Student	Percent	Enrollment	Dollars	Dollars per Student	Percent
Fiscal 2008 Budget/Actuals[1]								
Number of Students					358			
Funding per Student:								
WSF/SSD/Other						1,782,395	4,979	58.82%
New School Foundation						1,247,909	3,486	41.18%
Total per Student						3,030,304	8,465	100.00%
Fiscal 2009 Budget/Actuals[1]								
Number of Students					432			
Funding per Student:								
WSF/SSD/Other						2,189,697	5,069	58.46%
New School Foundation						1,556,252	3,602	41.54%
Total per Student						3,745,949	8,671	100.00%
Fiscal 2010 Budget/Actuals[1][2]								
Number of Students					552			
Funding per Student:								
WSF/SSD/Other						2,850,829	5,165	69.01%
New School Foundation						1,280,102	2,319	30.99%
Total per Student						4,130,931	7,484	100.00%
Fiscal 2011 Budget[2]								
Number of Students					644			
Funding per Student:								
WSF/SSD/Other						3,529,608	5,481	77.92%
New School Foundation						1,000,000	1,553	22.08%
Total per Student						4,529,608	7,034	100.00%
Fiscal 2012 Budget[2]								
Number of Students					648			
Funding per Student:								
WSF/SSD/Other						3,728,650	5,754	78.85%
New School Foundation						1,000,000	1,543	21.15%
Total per Student						4,728,650	7,297	100.00%

1) Represents a combination of projected figures from the SSD and actual expenditures that the Foundation pays for directly.

2) Excludes Level 4 SPED student numbers (both head count and additional funding).

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