



**Race to the Top - Early Learning Challenge
Annual Performance Report**

CFDA Number: 84.412

*Washington State,
2012*

Due: February 15, 2013

[Updated: April 3, 2013]



Performance Report: Cover Sheet

General Information

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

Reporting Period Information

- 5. Reporting Period: From: 01/ 01/2012 To: 12/ 31/2012 (mm/dd/yyyy)

Indirect Cost Information

- 6. Indirect Costs
 - a. Are you claiming indirect costs under this grant? Yes No
 - b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? Yes No
 - c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s):

From: / / To: / / (mm/dd/yyyy)

Approving Federal agency: ED HHS Other (*Please specify*):

(Attach current indirect cost rate agreement to this report.)

Certification

- 7. The Grantee certifies that the state is currently participating in:

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

- Yes
- No

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

- Yes
- No

The Child Care and Development Fund (CCDF) program

- Yes
- No

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

Dr. Bette Hyde Title: Director of the Department of Early Learning

Name of Authorized Representative:



Date: 04/08/2013

Signature

Executive Summary

Please provide a brief summary of accomplishments, challenges, and lessons learned across the reform areas.

Year 1 of Washington State's (Washington's) Race to the Top – Early Learning Challenge (RTT-ELC) was one of development, with Washington making significant progress in all reform areas outlined in our RTT-ELC application. Washington's RTT-ELC reforms are built on scaling efforts statewide that had previously been piloted and tested on a smaller scale. This has required an intense focus on building the needed infrastructure to support the work long-term. The five projects of Washington's RTT-ELC reform effort are highlighted below.

Project 1: Grant Management

The Washington State Department of Early Learning (DEL) has built the internal infrastructure and systems to support the ongoing management of the RTT-ELC reform areas.

Key Accomplishments

- DEL's Information Technology Division has completed several development projects, providing new and robust integrated systems functionality to meet the business needs of the RTT-ELC grant and full implementation of Early Achievers, Washington's Tiered Quality Rating and Improvement System (TQRIS).
- Child Care Aware of Washington (CCA-WA) launched a new tracking system in July 2012 to track activities related to enrolling Early Achievers participants and providing support to participants as they complete prerequisite steps and prepare for their rating, including outreach, marketing, and technical assistance to child care providers.
- DEL has finalized performance-based contracts for all RTT-ELC subrecipients and their scopes of work.

Challenges and Lessons Learned

- Integration of data continues to be a challenge, as data are collected across multiple organizations and drawn from disparate systems.
- It is necessary to marry program decisions with supportive infrastructure. For example, delivery of professional development incentives was reliant on a payment system to disburse incentive awards and the ability to implement tiered reimbursement is tied to the development of appropriate infrastructure.

Project 2: TQRIS Expansion

Early Achievers launched on July 1, 2012. In the first six months of implementation, Early Achievers has enrolled 913 early learning programs around the state.

Key Accomplishments

- All CCA-WA regions met or exceeded their 2012 RTT-ELC enrollment targets. As of December 31, 2012, 415 family home child care providers and 317 child care centers have enrolled, with a capacity to serve 20,106 children.
- Nine Head Start and ECEAP grantees with 181 sites enrolled in a pilot to determine how state and federal pre-K programs will participate in Early Achievers. These programs serve 11,189 children, 210% of the 2012 target for reaching children in these programs.

Challenges and Lessons Learned

- Decision to conduct a full rating on all Head Start and ECEAP pilot participants delayed moving programs into the higher tiers of Early Achievers.
- Ensuring continuity of implementation across all regions of the state is critical.
- Programs need varying levels of support and varying amounts of time to complete Level 2 requirements.
- Head Start/ECEAP programs view the ability to become a state, regional, or local training hub as an important incentive to participation in Early Achievers.

Project 3: TQRIS Infrastructure

The support structure for Early Achievers has been significantly enhanced in Year 1 of the RTT-ELC grant.

Key Accomplishments

- Professional Training Series launched, comprising six required trainings for Level 2 participants of Early Achievers including training on the Washington State Early Learning and Development Guidelines and Strengthening Families.
- The University of Washington began a pre/post study on the Early Achievers levels, documenting the level of quality in 41 preschool classrooms and the pre/post gains in children's learning, development, and school readiness.
- CCA-WA has strengthened its capacity to provide Technical Assistance and Training in each of the 7 regions of the state. As of December 31, 2012, Regional Coordinators have been hired in 6 regions, while 43 Technical Assistance Specialists and 10 coaches have been hired by CCA-WA and trained by the University of Washington to support facility-level quality improvement plans.
- Completion of the Head Start/ECEAP pilot to inform a reciprocity agreement for participation in Early Achievers.

Challenges and Lessons Learned

- Articulating the roles and responsibilities across implementation partners is critical as programs progress through the Early Achievers levels.
- Additional training on the program standards is needed at all levels in the system.

Project 4: WaKIDS – Kindergarten Readiness

WaKIDS, a key reform area, reached 23% of kindergarteners in the State, implementing the three elements of the kindergarten transition: 1) a whole child assessment using Teaching Strategies (TS) GOLD, 2) a family connection between teachers and parents, and 3) an Early Learning Collaboration between schools, districts, and regional levels, which includes early learning providers, kindergarten teachers and school principals. Washington is currently on track to provide state-funded full day kindergarten across the state in the 2017-18 school year.

Key Accomplishments

- During the 2012-13 school year, 1,003 teachers in 102 districts participated in WaKIDS. This includes 308 schools with 21,811 incoming kindergarteners. While we did not hit the targets for the 2012-2013 school year, we did reach 82% of our original goals.
- Results from the fall 2012 administration of TS GOLD have been available to teachers, principals, and school district administrators through the TS GOLD website since early November. Results were made available to the public in January 2013.

Challenges and Lessons Learned

- It has been difficult administering WaKIDS in half-day kindergarten classrooms due to the time it takes to administer the assessment. This school year, we had to rely on volunteer schools to augment the number of full-day classrooms.
- Administering WaKIDS takes time to administer the assessment, family visits, and data entry. Teachers are still learning how to embed WaKIDS into their practice rather than view it as separate from classroom instruction. Teachers and principals found the “Family Connection” component of WaKIDS to be extremely beneficial; however, arranging parent meetings and conducting conferences took time.
- Principals need additional opportunities to understand the purpose of WaKIDS, its connections to other state initiatives, and how to assist their teachers in administering the assessment.
- Additional support is needed for teachers and principals to successfully administer WaKIDS and realize the benefits of the assessment.

Project 5: Professional Development Incentives

Key Accomplishments

- A new trainer approval process launched as a key strategy to ensure alignment of community-based training and higher education coursework with the Workforce Knowledge and Competency Framework to promote high quality training opportunities; ensures that all trainings are grounded in the State’s Core Competencies and Early Learning Guidelines.
- DEL, in partnership with the State Board for Community and Technical Colleges (SBCTC), created statewide “stackable certificates” in early childhood education. This three-stage stackable certificate includes consistent course numbers, course descriptions, and learning objectives that align with the Core Competencies.
- Seven colleges are now offering Opportunity Grants to low-income professionals who work in Early Achievers programs. Washington Scholarships have expanded and are aligned to support professionals employed in Early Achievers programs.

Challenges and Lessons Learned

- MERIT, Washington’s professional development registry system, required additional technical assistance statewide to support registration. DEL responded by training “super users” statewide that can assist with MERIT enrollment.
- Additional regional support is needed for ongoing MERIT support.

Looking Ahead:

Moving into Year 2, Washington’s reform effort will begin the shift from *development* of new systems and processes to full-scale *implementation* of these new systems and processes. For example:

- While many Early Achievers programs were rated in 2012 through the Head Start/ECEAP pilot, Early Achievers will begin the rating process for child care providers in 2013. As a result, Early Achievers will start to provide coaching and quality improvement awards to participants at higher quality levels.
- WaKIDS will continue to expand to additional schools, and will refine its processes as implementation is scaled throughout the state.
- Professional Development Incentives are designed to support early learning professionals as they progress on the Washington State Career Lattice. Distribution of incentives began in January 2013.

Moving from development to implementation will no doubt bring future learning as well as the opportunity to impact the most at-risk children. With the foundation in place, all levels of the early learning system are embracing continuous quality improvement as the method to support children, families and providers.

Successful State Systems

Aligning and coordinating early learning and development across the State.

Governance Structure

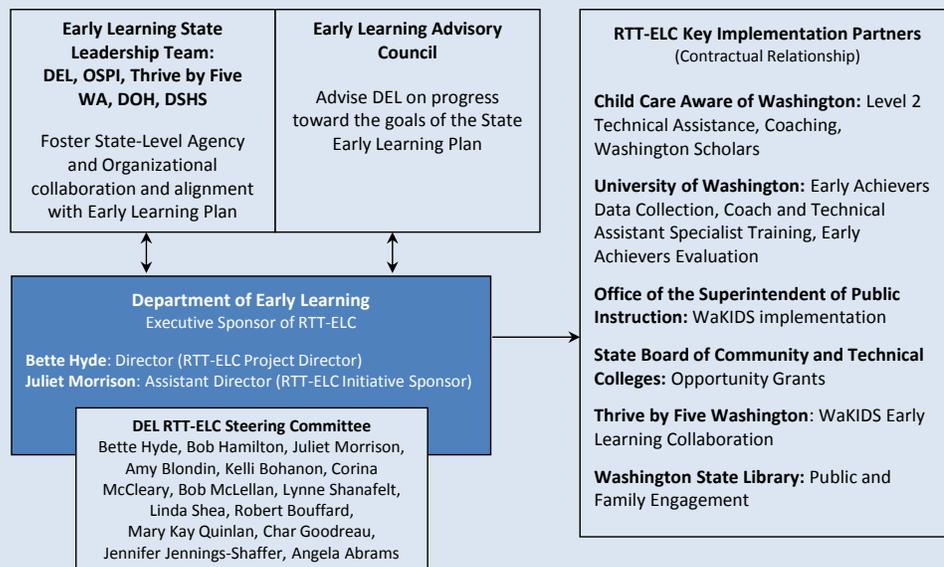
Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory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

Washington State RTT-ELC Initiative – Governance Structure:

The Washington State Department of Early Learning (DEL) is the lead agency for the RTT-ELC grant. Dr. Bette Hyde is the Director of DEL and Project Director for the grant. Dr. Juliet Morrison is an Assistant Director at DEL and the RTT-ELC Initiative Sponsor. The leadership, dedication and collaboration exhibited by all of the RTT-ELC agencies, organizations and implementation partners has been vital to the success of the first year of Washington’s RTT-ELC grant and to developing a culture of child-focused accountability across the state.

DEL is the Lead Agency for the RTT-ELC grant. Internally, the RTT-ELC work is led by Bette Hyde and Juliet Morrison, with the support of an active DEL RTT-ELC Steering Committee representing all of the core departments of DEL. Externally, DEL partners with other state agencies and organizations through the Early Learning State Leadership Team, as well as with key implementation partners through contractual agreements.

RTT-ELC Key Stakeholders



Refer to the following sections for additional information about the roles of Washington’s RTT-ELC stakeholders and the support they provide to the work of the grant.

Washington State RTT-ELC Initiative – Key Governance Stakeholders:

- **Department of Early Learning:** as the lead agency for Washington’s RTT-ELC grant, DEL leads implementation of the State’s project plan initially outlined in our grant agreement.
- **State Early Learning Leadership Team** (“Early Learning Partnership”): Leaders from DEL, Washington State Office of Superintendent of Public Instruction (OSPI), and Thrive by Five Washington (Thrive) signed a joint resolution in 2009 establishing the Early Learning Partnership that

leads Washington’s early learning system building. Leadership from the Department of Health and the Department of Social and Health Services are included as needed. The Early Learning State Leadership Team meets monthly and serves as a strategic advisory body to the RTT-ELC initiative.

- **Early Learning Advisory Committee (ELAC):** The 2007 Legislature created ELAC to advise DEL on building a “*comprehensive system of quality early learning programs and services for Washington’s children and families by assessing needs and the availability of services, aligning resources, developing plans for data collection and professional development....and establishing key performance measures.*” ELAC meets regularly, serving as an advisory body to the RTT-ELC initiative, and providing input to and feedback on early learning operational activities in the State.
- **DEL RTT-ELC Steering Committee** – To provide operational guidance for the RTT-ELC initiative, DEL has established a Steering Committee comprised of the organization’s leadership team and other key RTT-ELC leaders in DEL. The Committee has adopted a Charter that defines its role and scope of responsibilities and they meet weekly to obtain updates on grant operational activities and to provide guidance on future success strategies and supporting activities. The Committee is led by the RTT-ELC Executive Sponsor, Director Bette Hyde, and Initiative Sponsor, Juliet Morrison.

RTT-ELC Operational Support:

- DEL has contracted with a team that provides operational support for grant delivery. This support includes a project manager to ensure grant activities are on track and that operational and fiscal accountabilities and reporting are in place. Monthly activity and progress reports provide accountability to the grant project plan and budget and inform monthly status meetings with Washington’s federal RTT-ELC program officers. Additional team members include financial and data analysts, who work collaboratively with the DEL Finance Division to ensure transparent and accurate fiscal reporting of grant funding activity. In addition, DEL has contracted for data analytics capability to support the ongoing operational reporting, data modeling, and forecasting analysis needs of the grant delivery. Monthly data dashboards, such as the graphic shown, provide snapshot information of grant progress to date and reflect current accomplishments.

Washington’s Race to the Top–Early Learning Challenge Performance Tracker				
Early Achievers: Levels 2 to 5				
	December 31, 2012	2012 Targets	Progress to date	2012 target met?
Total Programs	913	802	114%	✓
Head Start and ECEAP Sites	181	152	119%	✓
Licensed Child Care Programs	732	650	113%	✓
Family home child care	415	439	95%	
Child care centers	317	211	150%	✓
Total Children Served	31,295	20,265	154%	✓
Licensed Child Care Programs	20,106	14,928	135%	✓
Head Start and ECEAP	11,189	5,337	210%	✓
WaKIDS: 2012-13 school year				
	Projected 2012-13 School Year	Targets 2012-13 School Year	Progress To Date	
Districts	105	N/A	N/A	
Schools	307	N/A	N/A	
Teachers	1,036	1,138	91%	
Students	22,710	25,714	88%	

- **Subrecipient Contracts and Monitoring Plans** – In support of the RTT-ELC grant, DEL established memoranda of understanding (MOUs) with key early learning partners: the University of Washington (UW), Child Care Aware of Washington (CCA-WA), the Washington State Board for Community and Technical Colleges (WSBCTC), OSPI, Thrive, and Head Start and Early Childhood and Education Assistance Program (ECEAP) grantees. In operational support of the grant, contracts are in place between DEL and each grant subrecipient, which specify grant delivery expectations, timelines and financial obligations. In addition, subrecipient monitoring plans have been established for each of the primary grant subrecipients that provide operational accountability to the commitments of the grant and align with

subrecipient grant obligations.

Key to DEL's successful delivery and oversight of Washington's RTT-ELC grant has been development of a robust accountability system from the outset, a critical component to the successful execution of the RTT-ELC project plan and achieving the performance metrics for educators, children and families in our state. Outcome-based accountability will serve to increase the sustainability of RTT-ELC projects by ensuring dollars are maximized and focused on increasing child outcomes and quality care opportunities.

- Over the initial year of the RTT-ELC grant, DEL has established a foundation for both leading and managing grant execution for the state of Washington. This foundation-building includes:
 - Creating a Grants Management project to guide and support the grant execution, management and reporting that maximizes transparency, collaboration and accountability, in the following key areas:
 - project management, oversight and reporting;
 - financial analysis, management and reporting;
 - data governance and data analysis, which includes program and financial analytics.
 - Leveraging contracted expertise while DEL builds the necessary capacity and capabilities to sustain the work of the grant over the entire grant period and in a sustainable manner beyond calendar year 2015. For example:
 - DEL's Information Technology Division has completed several development projects and accomplished key system release time frames, providing new and robust functionality that meets the business needs of the RTT-ELC grant and full implementation of Early Achievers, including:

In July 2012, DEL had eight (8) successful, inter-dependent large-scale web-based systems launched on a single day (MERIT, WELS, PBC, BC, CCC, ELMS, RMS, and Portal). Three systems were first releases while the others were major feature releases to support the work.

 - ▶ Two systems key to the July 2012 release were the Web-based Early Learning System (WELS) custom off-the-shelf (COTS) system configuration and integration and the Managed Education and Registry Information Tool (MERIT), which was enhanced to support Early Achievers' needs with support for:

• Education Verification	• Training Organization Application and Approval Process
• State Approved Trainer Application and Approval Process	• WELS Interface
• Early Achievers Participation Applications and Approval Process	• Facility Registration Application and Approval Process
• Background Check Interface	• Tuition Reimbursement and Professional Development Incentive Application, Approval and Payment Process
• Portable Background Check Application	• Expanded employment history to include options for Head Start and ECEAP
• Chaves Payment Interface	
• Career Lattice	
 - ▶ The Child Care Check system was enhanced to include Early Achiever participation status, display background check clearance information, and link to completed licensing complaint and inspection forms.
 - ▶ The Early Learning Management System (ELMS) launched (funded with a federal American Recovery and Reinvestment Act grant) to support the Early Childhood

Education and Assistance Program (ECEAP), collecting data on eligibility and enrollment, children's health and education status, family support, staff qualifications and program reporting.

- ▶ Instrumental for the successful implementation of professional development incentives in calendar year 2013, a new payment system was developed in 2012 for launch in January 2013.
- ▶ DEL's enhanced rule making and strengthening of licensing regulations for family home and school-age child care resulted in the creation of new checklists and forms for the Electronic Licensing Forms (ELF) system.
- ▶ DEL continues to be an active participant in the P-20 state longitudinal data system (SLDS) sub-projects including Data Governance, Research and Reporting, and Data warehouse. Data has been provided to the P-20 SLDS for ECEAP and licensed child care with additional data sets are planned for delivery in spring 2013.
- DEL's Finance Division is expanding its systems and fiscal analysis capabilities to support the increased demand resulting from the RTT-ELC grant. While the grant may be the catalyst and clearly a key beneficiary of these changes, the expanded capabilities provide long-term operational benefit to DEL beyond the scope of the RTT-ELC grant, including the following:
 - ▶ Expanded, integrated contracts management and financial management reporting systems capability, with planned enhancements that will provide improved tracking and monitoring RTT-ELC project budgets and expenditures; and
 - ▶ Revisions to DEL chart of accounts to support consistent and transparent tracking and reporting of project-level activity within the organization over time.

Stakeholder Involvement

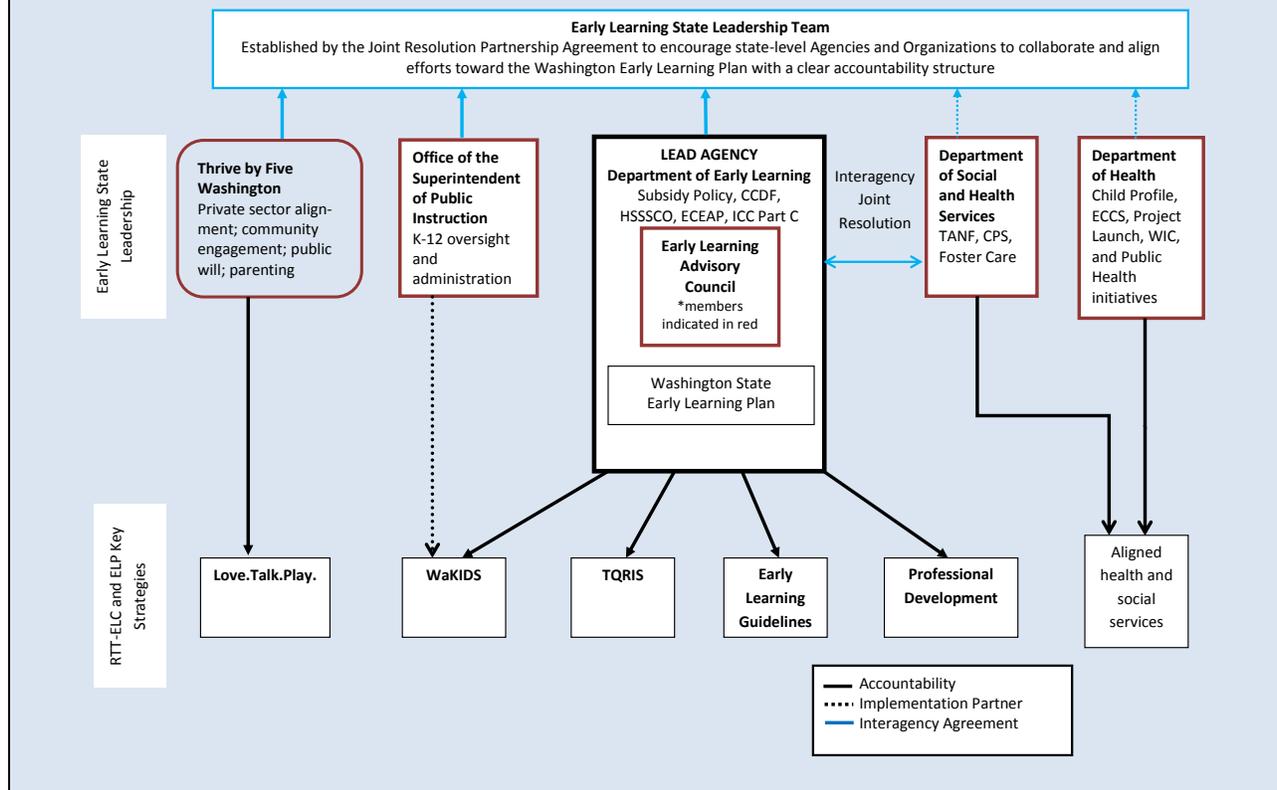
Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under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

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

In addition to ELAC, DEL has other ways to solicit and use parent input in shaping programs and policies and informing continued work of the RTT-ELC, including a Parent Advisory Group (PAG) that meets with DEL leadership, Parent Advisory Councils at local ECEAP and Head Start programs and a Parent Advisory Council for statewide IDEA, Part C services. DEL is contracting with the Washington Association for Head Start and ECEAP (WSA) to bring together a group of parents, called Parent Navigators, who will work to train other parents on quality care and education, Early Achievers and the Early Learning Guidelines in peer-to-peer networks. What we learn from this work with Parent Navigators about effective outreach will inform future outreach and communication with parents and families. DEL's Director, Dr. Bette Hyde, serves as the Department's Tribal Liaison, and meets regularly with our State's Tribal Leaders Council.

Additionally, DEL and Thrive support 10 early learning coalitions around the State that recruit early learning providers, parents and community stakeholders to build local capacity and assist with implementation of community-based components of RTT-ELC. For example, DEL provides funding to the local coalitions to support the bridge between early learning and the K-12 system that is part of the Washington Kindergarten Inventory of Developing Skills (WaKIDS). Over the next year, DEL hopes to expand membership of ELAC to include members of the 10 early learning coalitions.

The following diagram, originally presented on page 50 of the RTT-ELC grant application, continues to represent the strategic and operational guidance and support provided by the key governance stakeholders referenced above and other RTT-ELC stakeholders. The diagram depicts the collaborative relationship that exists among partners and their relation to the RTT-ELC projects and related areas of focus.



Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that may have/had an impact on the RTT-ELC State Plan.

The 2012 Legislature passed House Bill (HB) 2586, which originally was intended to phase in the Washington Kindergarten Inventory of Developing Skills (WaKIDS) statewide by school year 2014-15, as articulated in Washington’s RTT-ELC State Plan. However, due to input from teachers to legislators about implementation challenges, HB 2586 was amended to:

- Return to the original implementation timeline of school year 2017-18 along with State-funded full-day kindergarten.
- Direct the State Superintendent of Public Instruction to create a work group to include kindergarten

teachers and principals, DEL staff, early learning providers and parents to develop WaKIDS implementation recommendations. Those recommendations were delivered to the Legislature in January 2013.

- Permit school districts to “opt out” of WaKIDS until statewide implementation, by seeking a waiver each year that articulates how the district is using an alternative kindergarten readiness assessment that supports social-emotional, physical and cognitive growth and development of individual children; support early learning provider and parent involvement; and inform instruction. Five school districts obtained waivers for the 2012-13 school year.
- Make clear the intent of the Legislature that WaKIDS replace other assessments to the extent possible to help ensure (1) a common statewide assessment that yields consistent data; and (2) teachers are not required to administer duplicative assessments.

In 2013, OSPI has requested legislation to allow teachers to use up to five days at the beginning of the school year to conduct the family connection component of WaKIDS. This is meant to help alleviate the issues raised by teachers concerning amount of time required to administer WaKIDS. In his 2013 legislative agenda, the Superintendent of Public Instruction requested funding in the 2013-15 biennium to phase in state-funded full-day kindergarten statewide by school year 2014-15. This would ramp up the current statutory schedule of state-funded full-day kindergarten by school year 2017-18. WaKIDS would be phased in on the same timeline and this change would result in the same targets set in the original grant submission.

In the current legislative session, there are several proposed bills that would potentially impact our work. The 2013 regular session is scheduled to end in April.

Participating State Agencies

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

There have been no significant changes in participation and commitment by any of the Participating State Agencies in the Washington State Plan. Over the course of the initial year of the RTT-ELC grant, there have been implementation refinements to ensure that project delivery is optimally aligned with the organizations or organizational units best suited to support the defined project activities.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS).

During this 1st year of RTT-ELC implementation, has the State made progress in developing a TQRIS that is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards

No

Yes

If yes, these standards currently apply to (please check all that apply):

State-funded preschool programs

- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

(2) A Comprehensive Assessment System

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

(3) Early Childhood Educator qualifications

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

(4) Family engagement strategies

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs

- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

(5) Health promotion practices

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

(6) Effective data practices

- No
- Yes

If yes, these standards currently apply to (please check all that apply):

- State-funded preschool programs
- Early Head Start and Head Start programs
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- Early Learning and Development Programs funded under Title I of ESEA
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based
 - Family Child Care

Describe progress made in developing a TQRIS that is based on a statewide set of tiered Program Standards.

Washington started a phased statewide implementation of our State TQRIS, Early Achievers, on July 1, 2012. Currently, 30 out of 39 counties are eligible to participate, with the entire State participating by July 1, 2013.

The TQRIS standards are based on national research and evaluation results from a two-year field test piloted in regions throughout Washington. Early Achievers is a voluntary system with a hybrid framework, where programs demonstrate mastery of all requirements at lower levels and earn points at higher levels based on a comprehensive rating process. The quality standards are designed so that all participating programs share the same basic foundational quality at Levels 1 and 2, and have flexibility in how they earn points to achieve rating Levels 3 to 5. Quality care and education may look different across settings to meet the unique needs of families and children served. For this reason, the Quality Standards are not a checklist of a “one-size-fits-all” approach, but a flexible framework to encourage innovation, creativity and comprehensive approaches to program-wide quality improvement, regardless of curriculum or philosophy. While the Early Achievers framework provides a common definition of quality, individual components of the Quality Standards may be met in various ways. The Quality Standard areas include:

- Child Outcomes
- Facility Curriculum and Learning Environment and Interactions
- Professional Development and Training
- Family Engagement and Partnership

The quality standards and TQRIS were finalized before submission of the RTT-ELC grant proposal; however, implementation has helped to refine how standards are being assessed and supported.

Level 1: The quality standards are based on a strong licensing system. In order for programs to participate, they must demonstrate compliance with basic program standards at Level 1. This includes compliance with health and safety standards for licensed programs and compliance with program standards and state and federal requirements for state pre-kindergarten and Head Start programs. The quality standards are closely aligned with the state pre-kindergarten program, ECEAP, and Head Start performance standards. In addition, the current pilot evaluation for Head Start and ECEAP will provide data to inform the accelerated pathway for these programs that participate in Early Achievers.

Level 2: Field test results demonstrated a clear need for program support to get ready for the rating process and better understand both the TQRIS system and quality standards. Level 2 provides a guided method to ensure that programs are ready for rating by participating in several readiness activities:

1. Programs complete a free training series to build foundational knowledge on the quality standards and two standardized assessments, the Environment Rating Scale (ERS) and the Classroom Assessment Scoring System (CLASS). Trainings are a combination of online and in-person formats. The following trainings are included in the series:
 - Introduction to the ERS/CLASS
 - The Washington State Core Competencies for Professionals
 - The Washington State Early Learning and Development Guidelines
 - Strengthening Families
 - Introduction to Cultural Competency
 - School Readiness

Training evaluations demonstrate that providers find the information useful, informative and helpful to gain a better understanding of the TQRIS system.

2. Technical Assistance (TA) is the backbone of Level 2 and provides a guided and individualized approach to readiness activities. The TA framework in Early Achievers incorporates a case management approach where each program is assigned a Child Care Aware TA specialist who follows the program throughout Level 2. TA specialists assist programs to learn more about the quality standards, complete self-assessments, follow-up on the application of training concepts in the Level 2 training series, put together a plan for earning points and a file of supporting materials for rating. They also complete a Rating Readiness Tool that helps them determine if a program is ready to move onto rating. The Rating Readiness Tool is unique to each program and reflects the action plan that the TA specialist and program work through to earn maximum points during the rating process. It allows programs to opt out of particular standards and/or focus on standards of strength for each program. This flexible approach results in multiple ways to earn ratings between Levels 3 through 5.
3. Participating programs complete a self-assessment on the ERS and the Early Achievers quality standards as part of the Level 2 requirements. TA specialists provide information and support to complete the self-assessments online. This provides an opportunity for program and staff reflection before the on-site rating occurs.

Levels 3-5: Higher levels of Early Achievers are based on points earned during the rating process. On-site rating occurs after all Level 2 readiness activities are complete. The rating process is new to most programs and to ensure a smooth transition between technical assistance and rating, a Community Liaison (CL) position was established to visit each program before rating and assist the raters to minimally impact the program during on-site assessment. Raters from the University of Washington visit each program unannounced and conduct live assessments of the ERS and CLASS as well as review the file of supporting materials and conduct interviews with key staff to assess the quality standards. Raters are trained and reliable on all assessments including preschool, infant/toddler and family home child care versions of both standardized assessments.

Raters input all information and scores into the online Early Achievers database, WELS, and a final rating is calculated. Upon receiving a final rating, programs then become eligible for the other Early Achievers incentives including: on-site coaching, annual quality improvement awards that vary based on achieved rating and program type, and priority access to scholarships to support formal education from pre-college level coursework up to an advanced degree.

At the end of 2012, 732 licensed child care programs had registered for Early Achievers and are moving through the Level 2 process. We anticipate, based on initial data, that the average time to complete Level 2 requirements is approximately 12 months. In addition, we also anticipate that the first programs moving through the licensed pathway will get rated in spring 2013.

Since the RTT-ELC grant submission, both the TA and coaching frameworks have been finalized, and both TA specialists and coaches have been extensively trained by the University of Washington to implement Level 2-5 support. CCA-WA provides administrative oversight to both TA specialists and coaches, and the University of Washington provides training and ongoing consultation to both roles in the TQRIS system.

Is the state in the process of **revising** tiered Program Standards in any of the following categories? (If yes, please check all that apply):

Washington State is not currently revising our tiered Program Standards; therefore, this is not applicable to the Washington State RTT-ELC grant.

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

For those Program Standards that have not been revised during this 1st year of implementation, is there a **plan to revise** the tiered Program Standards in the upcoming year (if yes, please check all that apply):

Washington State does not currently plan to revise our tiered Program Standards; therefore, this is not applicable to the Washington State RTT-ELC grant.

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

The State has made progress in ensuring that (please check all that apply):

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

Please describe progress made in **revising** TQRIS Program Standards.

Washington has not changed or revised the standards for the TQRIS since the grant submission. Early Achievers implementation has given the State an opportunity to explore how the standards will be assessed by raters and how TA specialists support early learning programs to enhance understanding of the standards and commitment to the process of continuous quality improvement.

The Early Achievers quality standards provide programs the flexibility to strive toward higher levels of quality that reflect the individual culture of the families and providers in each early learning setting. Early Achievers Level 2 activities provide an opportunity for Child Care Aware TA Specialists to explore further the quality standards with each participating program. This work begins at a community

orientation where programs receive comprehensive information about the system.

DEL has created many resources to accompany the quality standards including an [Early Achievers Toolkit](#) that is available on the DEL website. The toolkit contains information on the quality standards and a companion document that provides detail on the importance of each standard. Technical Assistance specialists provide further consultation on the quality standards at the first on-site visit to programs and continuously support the exploration of how programs are meeting the quality standards through the self-assessment process and preparation of a file of supporting materials for rating.

While the Early Achievers standards have not changed, Washington's original plan for including Head Start and ECEAP has been modified. Originally, nine Head Start and ECEAP grantees, representing 181 sites, were invited to participate in a pilot that would determine the entry point for Head Start and ECEAP programs given the similarity in the quality standards and both Head Start and ECEAP performance standards. Nine grantees joined the pilot process and formed an advisory group to discuss policy implications for Head Start and ECEAP participation and to define more completely the concept of the Resource Hubs, which are meant to connect best practices in early learning across systems.

Early in the process, Washington decided to conduct a full-scale evaluation of the Head Start/ECEAP (HS/ECEAP) pilot to determine an accelerated pathway in Early Achievers based on data. This includes administration of the ERS and the CLASS that had originally been planned for the pilots, in addition to assessment of the quality standards. The decision to conduct a full evaluation of Head Start/ECEAP sites prioritized rating these sites before licensed child care programs. This approach also allowed time for licensed programs to work through the Level 2 requirements and receive technical assistance in preparation for the rating. The evaluation for the HS/ECEAP pilot will be complete in early spring 2013 and will provide information on how Head Start and ECEAP programs will participate statewide.

Because Washington did not start with an automatic entry point for Head Start and ECEAP into the higher levels of Early Achievers, the first set of Early Achievers ratings and numbers of programs that are rated at Levels 3-5 has been delayed. However, the evaluation will give Washington clear data on the current levels of Head Start and ECEAP programs, and information on the best pathway and systems considerations for Head Start and ECEAP participation. This more thorough look at how to include Head Start and ECEAP in a way that reduces documentation duplication and brings benefit to all programs involved will not only result in meeting our targets but also works toward our goal of building one comprehensive early learning system.

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

At the end of 2012, Washington had met 114% of our child care provider participation targets (Levels 2-5) for Early Achievers impacting 31,295 children in the State and including both licensed providers and HS/ECEAP pilot sites. Participation in Level 2 of the Early Achievers system is at or above the CCA-WA targets for every participating region of the State. Delays in the determination of an accelerated pathway for Head Start and ECEAP programs have led to a delay in the first set of ratings. The State anticipates that final policy decisions on how Head Start and ECEAP will best participate and benefit from Early Achievers will be made in spring 2013. After this time, we anticipate that Washington will catch up on the number of rated programs in Levels 3-5 and will welcome an influx of new Head Start and ECEAP programs across the State into Early Achievers.

Licensed programs that have joined Early Achievers are currently working through Level 2 activities and

some of these programs are nearing rating readiness. We anticipate that the first set of ratings for licensed programs will be published in spring 2013 and that the Level 3-5 incentives will begin at this time. While Level 2 activities may take 12 months on average to complete, programs that participated in the 2010 field test are demonstrating early readiness for rating. Given the time that it has taken to solidify both policy and the infrastructure to support Early Achievers, there have been some delays to ensure successful implementation for all program types. We expect that these small delays will not impact annual targets or any measureable progress by the end of the grant period.

Performance Measure (B)(2)(c)

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

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Number and percentage of Early Learning and Development Programs in the TQRIS</i>									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target)-Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: ECEAP</i>	260	260	100	(260) 260	(100) 100	(260)	(100)	(260)	(100)	(260)	(100)
Early Head Start and Head Start ¹	415	415	100	(415) 415	(100) 100	(415)	(100)	(415)	(100)	(415)	(100)
Programs funded by IDEA, Part C	See below										
Programs funded by IDEA, Part B, section 619	See below										
Programs funded under Title I of ESEA	See below										
Programs receiving from CCDF funds	4718	4718	100	(4718) 4718	(100) 100	(4718)	(100)	(4718)	(100)	(4718)	(100)
Licensed Child Care Centers	1567	1567	100	(1567)	(100)	(1567)	(100)	(1567)	(100)	(1567)	(100)

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

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

Type of Early Learning and Development Program in the State	Number of programs in the State	Number and percentage of Early Learning and Development Programs in the TQRIS									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target)-Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
				1567	100						
Licensed Family Child Care Homes	5164	5164	100	(5164) 5164	(100) 100	(5164)	(100)	(5164)	(100)	(5164)	(100)
<p><i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i></p> <p><i>Please note that participation in the statewide TQRIS is defined as TQRIS Levels 1 through 5, which includes all providers that have been licensed and/or are Head Start/ECEAP sites. Please refer to Table (B)(4)(c)(1) for data on the number of providers (by type) in each level of TQRIS Levels 1-5. In addition, actual data in the above table was retained from the RTT-ELC application because, while the actual number of sites or program varies year-to-year, total facilities and programs by program category remain within +/- 1% of data as reported in the RTT-ELC application.</i></p>											
State-funded preschool (ECEAP)	Data provided from DEL's Early Learning Management System. This figure represents the number of ECEAP sites as contracted by DEL. The actual number of ECEAP sites in FY2012 was 265.										
Early Head Start and Head Start[1]	Targets are based on data provided from by the Washington Head Start State Collaboration Office (HSSCO) for the RTT-ELC application. Actual data for FY2012 was provided by DEL's TQRIS program team, and is based on a pilot program of 181 HS/ECEAP programs selected for preparation of the larger statewide offering of TQRIS to all HS/ECEAP sites and programs. This figure represents the number of EHS/HS, Migrant and Seasonal, and American Indian/Alaskan Native programs in Washington State as reported by the HSSCO.										
Programs funded by IDEA, Part C	DEL is working with IDEA Part C to establish an agreement to promote TQRIS. Currently, the majority of IDEA Part C programs are home-based and would therefore not fit within the model outlined in the TQRIS Standards.										
Programs funded by IDEA, Part B, section 619	Classes for children funded by Part B are operated by school districts not licensed by DEL and so cannot participate in TQRIS. As indicated in our MOU, OSPI and DEL have agreed to develop a work plan to integrate classes serving children under Part B into TQRIS as appropriate.										
Programs funded under Title I of ESEA	DEL is working with OSPI (Title I) to establish an agreement to understand and promote connections between Title I and TQRIS. Currently Title I expenditures on preschool would be captured in data for ECEAP, Head Start and licensed child care centers. DEL and OSPI will work to breakout this data in future years.										

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

Type of Early Learning and Development Program in the State	Number of programs in the State	Number and percentage of Early Learning and Development Programs in the TQRIS																									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target)-Actual		2015 (Target) Actual																	
		#	%	#	%	#	%	#	%	#	%																
Programs receiving from CCDF funds		<p>Approximately 77% of licensed child care centers and 68% of licensed family child care homes receive subsidies for child care. This data comes from the Washington State Child Care Survey, published by Washington State University's Social and Economic Sciences Research Center bi-annually. 2010 survey data were used because the most recent 2012 update was just recently published and the data were not available to support this analysis. These percentages are applied to the total number of licensed centers and family homes to determine the number of subsidized facilities. The total subsidized facilities based on active licensed facilities as of 12/31/2012 is 4,163. Calculations are shown below:</p> <table border="1"> <thead> <tr> <th>Licensed Facility Type</th> <th>Total 12/31/2012</th> <th>Subsidized Program %</th> <th>Subsidized Facilities</th> </tr> </thead> <tbody> <tr> <td>Child Care Centers</td> <td>1,553</td> <td>77%</td> <td>1,200</td> </tr> <tr> <td>Family Child Care Homes</td> <td>4,363</td> <td>68%</td> <td>2,962</td> </tr> <tr> <td>Total Facilities</td> <td>5,916</td> <td></td> <td>4,163</td> </tr> </tbody> </table>										Licensed Facility Type	Total 12/31/2012	Subsidized Program %	Subsidized Facilities	Child Care Centers	1,553	77%	1,200	Family Child Care Homes	4,363	68%	2,962	Total Facilities	5,916		4,163
Licensed Facility Type	Total 12/31/2012	Subsidized Program %	Subsidized Facilities																								
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Family Child Care Homes	4,363	68%	2,962																								
Total Facilities	5,916		4,163																								
Licensed Child Care Centers		<p>Target and actual data provided by DEL from the FAMLINK database, the State Child Welfare Information System. The actual number of licensed child care centers as of December 31, 2012 was 1,553. This number includes all active licensed child care providers (except for school-age program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.</p>																									
Licensed Family Homes		<p>Target and actual data provided by DEL from the FAMLINK database, the State Child Welfare Information System. The actual number of licensed family child care homes as of December 31, 2012 was 4,363. This number includes all active licensed child care providers (except for school-age program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.</p>																									

Please describe the State's strategies to ensure that measurable progress will be made in increasing the number and percentage of Early Learning and Development Programs participating in the State's TQRIS System by the end of the grant period.

Washington's strategies to ensure measurable progress include the following:

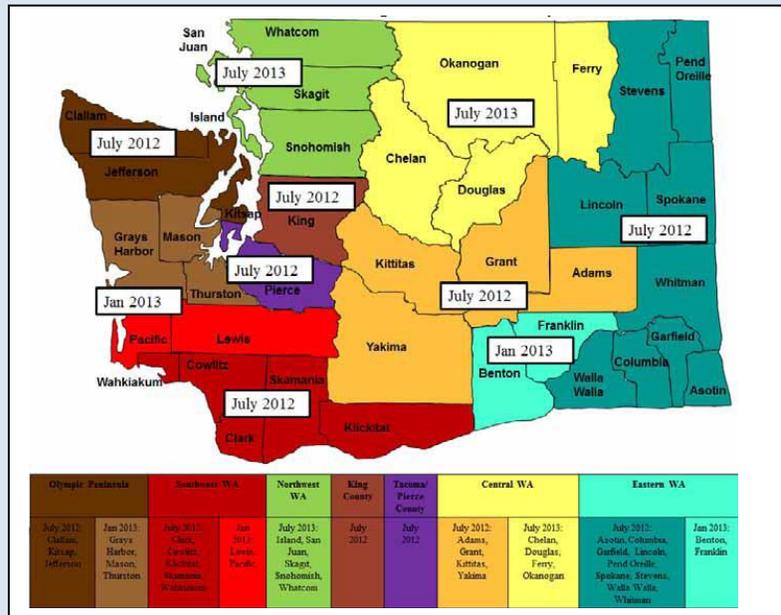
Child Care Aware of Washington (CCA-WA): recruitment into Early Achievers is primarily led by CCA-WA. They support 7 regional CCA offices that have developed regional targets and outreach plans for each year of the RTT-ELC grant. To date, CCA-WA has built an Early Achievers workforce of over 100 individuals, including 6 Regional Coordinators, 43 TA Specialists and 10 coaches across 7 regions.

CCA-WA is implementing a [Regional Expansion Plan](#) to roll out Early Achievers statewide. By July 1, 2013, all 7 CCA-WA regions in the state will be participating in Early Achievers.

CCA-WA supported all of their regions to make local investments in technology, including purchasing

laptops and other devices that facilitate field work and connection to the critical web-based tools such as the online training learning management system, MERIT and ETO to support participants as well as document their own work.

CCA-WA is a key partner in the delivery of Level 2 services, including recruitment, technical assistance, and training. CCA has trained 37 individuals to deliver 2 of the in-person Level 2 trainings. In addition, CCA-WA has supported approximately the same number of staff to successfully complete the state trainer approval process, a required step in order to deliver trainings in Washington. As providers begin to move through the rating process, they will receive coaching through the regional CCA-WA offices.



The Head Start, ECEAP and Early Achievers Reciprocity Pilot Project

During 2012, DEL initiated a “reciprocity pilot project” to define and develop a participation pathway in which Head Start and ECEAP programs have an accelerated pathway to enroll in Early Achievers and in return share their high-quality activities with other Early Achievers participants.

The pilot project was designed to meet Washington’s RTT-ELC Year 1 targets for Head Start and State preschool participation in TQRIS. It was also designed to meet the goal of developing meaningful and effective reciprocity between TQRIS, Head Start, and ECEAP.

The pilot project began in summer 2012, and while most participation activities were completed by the end of the year, the pilot is officially continuing into 2013 in order to complete analysis of all the data and feedback collected in the project, and make final decisions about reciprocity policies, processes and procedures. There are nine HS/ECEAP programs participating, representing 181 sites and approximately 45% of the total number of children enrolled in the two programs across the State. The pilot project has been successful in reaching well beyond the RTT-ELC 2012 grant targets of 152 sites and 23% of programs participating in higher levels of the State’s TQRIS (by reaching 181 pilot sites, or 27% of the 675 HS/ECEAP providers in the State).

The nine programs for the project were selected to represent the diversity of Washington’s HS/ECEAP programs. The pilot programs are located in different geographical regions, urban, suburban and rural areas; small and large programs; and a variety of populations served, including migrant and tribal communities.

The primary goal of the pilot is to develop “reciprocity” between HS/ECEAP and Early Achievers: a streamlined process for Head Start and ECEAP participation in Early Achievers, which builds upon existing practices and monitoring to avoid duplication when possible. Specifically, pilot programs are:

- Testing and completing Early Achievers registration, application and enrollment functions in MERIT and WELS (the two statewide systems used to track professional development and TQRIS participation information), and providing feedback specific to how systems may need to be modified to encourage Head Start and ECEAP participation;
- Providing feedback and input to help define the roles of both grantees/contractors and individual Head Start and ECEAP sites in Early Achievers;
- Helping DEL determine if an accelerated participation pathway for Early Achievers can be developed for HS/ECEAP, based on policies and procedures that build in “reciprocity” or credit for programs’ existing quality practices and program performance standards; and
- Helping to develop a framework for Early Achievers Training Resource Centers, a strategy to encourage the sharing of training resources and quality practices across HS/ECEAP and licensed child care and creating “communities of practice” across Washington State. This feature of the project and the State’s RTT-ELC grant continues to be an opportunity about which HS/ECEAP programs are excited.

Name	Counties Served	Children served
Community Colleges of Spokane	Spokane	HS: 879 ECEAP: 670
Denise Louie Education Center	King	HS: 244 ECEAP: 0
Puget Sound ESD (ESD 121)	King, Pierce	HS: 1,960 ECEAP: 2,194
Kitsap Community Resources	Kitsap	HS: 298 ECEAP: 85
Lower Columbia Community College	Cowlitz	HS: 320 ECEAP: 178
Lower Elwha Klallam Tribe	Clallam	HS: 64 ECEAP: 0
Rural Resources Community Action Program	Pend, Oreille, Stevens	HS: 154 ECEAP: 32
St. James Family Center	Wahkiakum	HS: 0 ECEAP: 24
Washington State Migrant Council	Grant, Walla Walla, Yakima*	HS: 3,256 ECEAP: 831
**Head Start total: 7,175 ECEAP total: 4,014		

While the HS/ECEAP and Early Achievers Reciprocity Pilot Project will not be completed until early 2013, pilot programs were very active in their TQRIS (Early Achievers) activities during 2012, including:

- All nine programs and nearly all their sites engaged in TQRIS enrollment and facility registration activities, with many also engaging in rating readiness and data collection activities that are part of the ratings process. Head Start and ECEAP sites were the first Early Achievers participants in the State to test the system’s new rating process. The nine programs participated in an advisory committee, which met monthly and provided input on key reciprocity policy issues.
- All nine programs in the pilot are able to begin their participation in TQRIS at a Level 3*, exceeding the 2012 target of 23% of Head Start and providers in the State participating in the higher levels of TQRIS (representing 27% of HS/ECEAP providers).
**Pending final adoption of the Reciprocity Plan and accelerated participation pathway in 2013.*
- Two programs participated in and presented at an Early Achievers conference in which updates and progress on the State’s TQRIS were shared with legislators, advocates and other early learning stakeholders.
- Feedback and input from the pilot was used to draft a final reciprocity plan, which is currently under review by the DEL and the pilot participants. DEL is developing an implementation plan and will revise and refine the plan when all pilot data (including ratings data) are completely analyzed in spring 2013.

Rating and monitoring Early Learning and Development Programs.

Has the State made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- Includes information on valid and reliable tools for monitoring such programs
- Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- Monitors and rates Early Learning and Development Programs with appropriate frequency
- Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (*e.g.*, displaying quality rating information at the program site) *Information is now available on the DEL website and through Child Care Aware –Washington on licensed facilities that are participating in Early Achievers.
- Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS.

Washington has made progress in developing and enhancing a system for rating and monitoring the quality of early learning programs that participate in Early Achievers (Washington State's TQRIS). We have included two key standardized measures to inform the quality of the early learning program, and have developed rigorous procedures to keep data collectors objective and highly reliable, as well as to collect information across all Early Achiever quality standards.

The two key standardized measures we use are the Environmental Rating Scales (ECERS-R, ITERS-R, and FCCRS), and the CLASS PreK, Toddler CLASS and a combined measure for family home child care facilities. Detailed information about the validity and reliability of these measure is described below:

ECERS-R Environmental Rating Scale

Reliability: There are three types of reliability that are relevant to the ECERS-R: test-retest reliability, interrater reliability and internal consistency. In regards to test-retest reliability, study results using the ECERS- R show that the global quality of an early childhood care and education program measured by the ECERS-R is stable over moderately long periods of time, over the course of a school year with the same teacher. In regards to interrater reliability, the ECERS-R demonstrates good interrater reliability at the indicator, item and total scale level. At the indicator level, there was an 86.1% agreement across all 470 indicators. At the item level, there was a 48% of exact agreement and 71% agreement within one point across all items. Lastly, at the total scales level, the interclass correlation for the total score was .951. Internal consistency of the ECERS-R shows that the total score on the ECERS-R is a good measure of the global quality of an environment. Based on field tests of the ECERS-R the subscale internal consistency scores range from .71 to .88 and the total scale internal consistency is .92.

Validity: There are three types of validity that are applicable to the ECERS-R. These are content validity, predictive validity and concurrent validity. Content validity refers to how well the items on the ECERS-R represent the area of interest. Seven nationally recognized experts in child care and early childhood were contacted and overall, 78% of the items on the ECERS-R were rated as of high importance. Predictive validity refers to how much the scores on the ECERS-R forecast future scores. Higher quality scores on the ECERS-R were related to children's cognitive scores as

measured by the Bayley Scales of Infant Development. Scores on the ECERS-R have also been shown to be predictive of children's language and literacy performance. Finally, concurrent validity shows that scores on the ECERS are correlated with scores of another instrument that measure the same thing.

ITERS Environmental Rating Scale

Indicator reliability from the field test shows a 91.65% agreement on all of the indicators given by the six trained observers. The results of the field test also showed a high degree of item reliability. Across the 32 child-related items, there was an 83% agreement within one point on the seven-point scale. The overall agreement on the full scale of 39 items had an intraclass correlation of .92. The internal consistency of the measure indicates a high degree of confidence that a unified concept is being measured with a Cronbach's alpha of .93 for all 39 items.

FCCERS-R Environmental Rating Scale

The Family Child Care Environment Rating Scale Revised (FCCERS-R) is based on and revised from the Early Childhood Environmental Rating Scale-Revised (ECERS-R) and the Infant Environmental Rating Scale-Revised (ITERS-R). A two-phase field test of the FCCERS was administered to ensure reliability and validity. For the first phase, eight observers reliable on the ECERS-R and ITERS-R observed 45 family home child care programs in pairs to measure interrater, indicator and item reliability. 20 of the 45 original family home child care programs were selected for a second observation to measure test-retest reliability for the second phase. Observations were completed in child care centers with broad age range groupings for children. Both high- and low-quality settings were also included and diverse types of family home child care providers were considered. Indicator reliability – the percentage of times the two observers rated the indicator in the same way – was 88.5%. Item reliability, in which the two observers scored an item within one point of another across all 38 items, was 88.44%. Test-retest reliability for the FCCERS-R examined the stability of the FCCERS-R measure over time. Out of the 20 sites revisited, the retest agreement within one point was 80.80% and the correlation between the test and retest assessments across all 20 sites was 0.73. Scores on the FCCERS-R appear to be a good measure of global quality that reflects a single construct. The FCCERS-R has a high level of internal consistency, with a Cronbach's alpha of 0.90.

PreK CLASS

The Classroom Assessment Scoring System (CLASS) is an observational tool used to assess the quality of interactions between teachers and children of various age groups. The CLASS PreK categorized interactions at the broadest level to include Emotional Support, Classroom Organization and Instructional Support. These three broad categories house most of the interactions between teachers and students in classroom-like environments.

Reliability: To become reliable with the CLASS measure, observers watch reliability videos and need to achieve a consensus rating – meaning that each score is within one point of the master codes. On these reliability tests, an interrater reliability of 87% was achieved within one point of the master codes.

CLASS scores are highly stable across time and cycles. Stability across cycles was assessed in preschool and third grade classrooms using data from the NCEDL Multi-State study of Prekindergarten and The 4R's Program of third-grade classrooms in New York City. For the preschool sample, researchers examine the degree to which the first four cycles correlated with the final score, which was obtained over 2-3 days from an average of 15.7 cycles (SD=5.3; Range =8-32). Results suggest that four cycles provide a representative sample of classrooms, with correlations ranging from .84 for productivity to .91 for Concept Development.

Scores on the CLASS are also relatively stable from fall to spring across a large number of preschool programs. However, they have found a small decrease in average scores, specifically with Instructional Support.

Validity: The CLASS dimensions were developed based on extensive literature reviews on classroom practices. These reviews revealed that the CLASS domains and dimensions measure aspects of the classroom that are of importance in

determining student performance.

An analysis of the CLASS in relation to the ECERS-R and Snapshot reveal that CLASS scores were found to be correlated. There are two items on the ECERS-R measure that correlate most with the CLASS. The first is Interactions, which describes the extent to which classrooms promote teacher-child interactions. The second is Provisions, which assesses the availability of furnishings and materials. The CLASS has the strongest association with the ECERS-R Interaction score. The Snapshot measures the amount of time children spend engaged on various activities. In classrooms with higher CLASS scores, children spent more time in elaborate interactions with adults, and significantly more time engaged.

The Instructional Support Domain was the most predictive of growth across time. In classrooms with high Instructional Support scores, children's receptive and expressive language, understanding of pre-reading concepts, and applied mathematics skills all increased. The Emotional Support Domain was also associated with children's receptive and expressive language gains, and decreases in teacher-reported behavior problems. In a threshold analysis between child care quality and child outcomes for low-income children, classrooms with higher levels of emotional support were a stronger predictor of social competencies, and a negative predictor of behavior problems than in classes with medium or lower levels of emotional support. Children in classrooms with a higher quality of instructional support had higher scores on reading, math and expressive language. (Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A., 2010)

Toddler CLASS

The toddler version of the CLASS was adapted and developed based on the PreK version. Adaptations were made based on literature reviews related to toddler development and guiding practices in center-based classrooms. The pilot version of the Toddler CLASS used six dimensions from the PreK version: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Child Perspectives, Behavior Guidance, and Language Modeling). Field-testing for the Toddler CLASS involved 30 classrooms with 46 teachers in one state (Thomason & La Paro, 2009).

The Combined CLASS for FCC

Family child care (FCC) is distinct from child care centers (CCC) in that children of various ages are often present together in FCC settings. This difference between FCC and CCC necessitated a measure of provider-child interactions that could be sensitive to the developmental needs of children in both the toddler and preschool years. A major underlying principle of the CLASS is that the domains and dimensions defining quality are common across age levels, yet the behavioral manifestations are particular to certain age groups (Pianta et al., 2008). In keeping with this theoretical framework, the dimensions from the Pre-K and Toddler versions of the CLASS were combined into an eleven-dimension instrument for use in FCC participating in the Washington State TQRIS Field Test (Seeds to Success) study. A preliminary step was taken to assess the similarities between the Pre-K and Toddler versions at the level of the behavioral indicators for each dimension. The general procedure involved comparing corresponding dimensions from the Pre-K and Toddler versions, and determining which were identical and which were uniquely focused on the needs of either the preschool or toddler age.

- Within the *Emotional Support domain*, it was found that the indicators within Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives (or Child Perspectives for the Toddler version) were identical. Therefore, in observing and scoring these dimensions, observers gave equal consideration of the experiences of both the toddlers and preschoolers when producing a single rating for each dimension. The ratings for each of these dimensions were averaged together to yield a score for the Emotional Support domain.
- Within the *Classroom Organization domain*, it was determined that Behavior Management of the Pre-K version and Behavior Guidance of the Toddler version are parallel in assessing the

establishment of clear behavioral expectations and management of misbehavior. Therefore, observers provided a single rating on a dimension termed Behavior Management to reflect the experiences of both preschoolers and toddlers. It was determined that the Productivity and Instructional Learning Formats dimensions are specific to preschoolers; thus, ratings provided for these dimensions reflected only the experiences of the preschoolers. To obtain a score for the Classroom Organization domain, the ratings for Behavior Management, Productivity and Instructional Learning formats were averaged together.

- Lastly, within the *Instructional Support domain*, it was determined that the Concept Development dimension applied only to preschoolers and the Facilitation of Learning and Development dimension pertained only to toddlers. Therefore, these dimensions were rated exclusively for their respective age groups. The indicators within the Quality of Feedback and Language Modeling dimensions were identical and thus one rating was provided for each to represent the experiences of both preschoolers and toddlers. The ratings for Facilitation of Learning and Development, Concept Development, Quality of Feedback and Language Modeling were averaged to produce a score for the Instructional Support domain. As noted above, videos of FCC were taken so that the University of Washington (UW) team could score the appropriate CLASS measure for the age-groups represented in each video.

For standards beyond ERS and CLASS, the UW team developed a thorough data collection manual, an infield rating checklist (IRC) and scoring protocol. Data collectors will visit agencies and follow the protocol and procedures set by the Child Care Quality and Early Learning (CQEL) team and the University of Washington. Data collectors will follow the UW-in-field-data-collection checklist that is completed by the Community Liaison (CL) in partnerships with the lead contact at each agency.

To keep data collectors as objective as possible when collection information in child care facilities, we decrease the amount of conversation and contact with child care staff that may bias their collection by employing CLs. The CL is the first contact that a provider has with the assessment team. The CL explains the rating process and what will happen when the evaluator visits. The CL also works with the local contact at each agency to create a procedural outline for the evaluation visits based on the characteristics and comfort level of each agency, creates strategic quarterly plans for community liaison and evaluation visits, maintains materials and facilitates efficacious data collection, and provides a line of communication from local providers to the central office. CLs work with providers to complete components of the UW-in-field-data-collection checklist, which will inform some of the details of the On-Site Data Collection Visit.

CLs also perform quality checks of data collected before sending to the central office. This initial quality check of data allows us to return to a site in a timely manner should anything be missing from an ERS or CLASS protocol.

After a data collection is complete, the CL sends a post-visit survey to the site director. This step allows the UW data collection team to understand if the site believes the data collection is somehow compromised and might decrease reliability and validity (e.g., the data collector wasn't in the room for more than 20 minutes, the data collector was on their phone, the school went on lockdown and typical procedures and care were not provided during visit, etc.) If the post-visit survey indicates a problem, the UW team conducts another round of data.

Monitor Training and Reliability

Data collectors are trained by authorized trainers on all tools. Reliability is monitored at rates that are consistent, if not more aggressive, than the recommendation of the instrument author. For ERS scales, data collectors are monitored every 11th visit. We have maintained an average reliability rate higher than the required 80% standard by instrument developers.

For CLASS assessments, data collectors first gain reliability through Teach Stone, then are required to

become reliable with master codes of video vignettes of Washington childcare settings, and then maintain their reliability, which is checked by our CLASS Assessment Lead once per quarter.

To date, data has been collected in 105 child care facilities. Individual rater reliability is available upon request.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Washington has made progress in setting and achieving high standards for rating and monitoring protocol and practice. We anticipate that the role of the CL will greatly add to the efficiency of data collection and comfort level of participating programs. Early Achievers Level 2 activities also assist programs and providers to understand the rating process, the quality standards and the ERS and CLASS assessments.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.

Has the state made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- Program and provider training
- Program and provider technical assistance
- Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates
- Increased compensation

Number of tiers/levels in the State TQRIS __ Five levels _____

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

N/A. Washington began implementation of the TQRIS in July 1, 2012. We have not yet rated the first round of Early Achievers participants.

- State-funded preschool programs _____
- Early Head Start _____
- Head Start programs _____
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA _____
- Early Learning and Development Programs funded under Title I of ESEA _____

- Early Learning and Development Programs receiving funds from the State’s CCDF program:
 - Center-based ____
 - Family Child Care ____

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

N/A. Washington began implementation of the TQRIS in July 1, 2012. We have not yet rated the first round of Early Achievers participants.

- State-funded preschool programs ____
- Early Head Start
- Head Start programs ____
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA ____
- Early Learning and Development Programs funded under Title I of ESEA ____
- Early Learning and Development Programs receiving funds from the State’s CCDF program:
 - Center-based ____
 - Family Child Care ____

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas? (If yes, check all that apply.)

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

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS.

Our Early Achievers standards have not changed since the submission of the RTT- ELC proposal. Early Achievers quality standards, which determine the points for the levels 3-5, are based on field test data and national research. The field test, Seeds to Success, gave Washington the opportunity to test out an initial set of standards and evaluate results to inform the current quality standards. The Early Achievers standards include indicators in 4 broad areas: Child Outcomes, Facility Curriculum and Learning Environment and Interactions, Professional Development and Training and Family Engagement and Partnerships with the largest number of points earned based on two standardized assessments, The Environment Rating Scale (ERS) and the Classroom Assessment Scoring System (CLASS). The quality standards are currently being validated through a pilot evaluation that the University of Washington is leading with City of Seattle to review the connection between higher levels of Early Achievers and child outcomes.

Early Achievers is built to support providers at all levels to continue to improve their quality and move through the levels. There are several key ways that Early Achievers does this:

- **Professional Development opportunities, funds, and supports:** A variety of supports and incentives are available to support programs that employ staff with a CDA/certificate or higher degree, which help them earn points toward the Early Achievers professional development standard.

Scholarships and Opportunity Grants are provided to support participants' ongoing professional development goals once they reach levels three through five. Funding is evenly split between two results-based programs, Washington Scholarships, implemented by Child Care Aware of Washington (CCA-WA) and Opportunity Grants, implemented by State Board of Community and Technical Colleges (SBCTC).

- **Quality Improvement Awards:** Washington encourages programs to increase their quality and make a positive impact on child outcomes by investing in quality improvement grants for facilities that reach higher Early Achievers quality rating levels. Quality improvement grants are flexible, but coaches help programs prioritize areas of need such as classroom educational materials, teacher training, wage supplements, release time, curriculum materials, or parent trainings/supports.
- **Technical Assistance:** free technical assistance is available for all providers upon enrollment and is designed to support providers through completion of the Level 2 requirements and on to rating.
- **Coaching:** programs that rate at a Level 3 through Level 5 in Early Achievers will be provided with coaching through the CCA-WA. Coaching is intended to support programs continue to improve their quality over time.
- **Professional Development Incentives:** the Washington State Career Lattice provides a clear pathway for professional development for child care professionals. Individual child care professionals are eligible for cash awards as they advance on the career lattice.

Head Start/ECEAP: the draft Reciprocity Plan includes several significant elements to promote access to high-quality early learning programs for children with high needs:

- **Accelerated Participation Pathway** – Head Start and ECEAP programs/sites are able to begin their TQRIS participation at a Level 3, based on the rationale that programs will receive “credit” for their compliance with HS/ECEAP performance standards, which are very closely aligned with

Early Achievers (EA) standards. The specific design and procedures for the accelerated participation pathway are currently in progress, and the new streamlined pathway will be implemented in 2013, as the State's TQRIS expands to more Head Start and ECEAP programs.

- **Reciprocal Professional Development policies and procedures** – The plan provides several options for providing HS/ECEAP programs with “credit” for meeting their built-in program standards for professional development and educational attainment of teaching staff. In many instances, HS/ECEAP professional development and educational requirements of staff exceed Early Achievers program standards. Specific policies and procedures will be completed in 2013.
- **Training Resource Centers** – the plan includes a framework for implementing training resource centers that was approved by the Pilot Project Advisory Committee. The framework includes opportunities for HS/ECEAP programs participating in the higher levels of Early Achievers to share training resources with licensed child care participants at the local, regional and statewide levels. The framework also includes a process by which DEL will implement a “call for resources” so that HS/ECEAP training resources match the training and resource needs of the larger TQRIS system. Specific procedures and detailed plans will be completed in 2013. Programs participating in the pilot will be the first eligible to become training resource centers or “hubs” based on their participation and ratings in Early Achievers during the pilot in 2012-2013.
- **Incentives** – The pilot advisory committee recommends a robust package of incentives to encourage HS/ECEAP programs to participate in TQRIS. While pilot participants confirmed that there is a great deal of alignment between Head Start, ECEAP and Early Achievers, the draft reciprocity plan includes proposed incentives to encourage HS/ECEAP programs to actively participate in Early Achievers, including:
 - Grantee assistance incentive – grantee/programs will receive a one-time incentive for providing support and technical assistance to their sites as they complete the Early Achievers enrollment process.
 - Quality Awards – to encourage programs to demonstrate quality by participating in the higher levels of Early Achievers, sites that complete the full ratings process and are rated at a Level 4 or Level 5 will receive a one-time quality award.
 - Training Resource Center Incentives – Programs that have highly rated HS/ECEAP sites will be eligible to apply to become a training resource center, sharing resources at the local, regional and statewide levels. A range of incentives (from \$5,000 to \$100,000) are proposed and will be finalized in 2013.

The following graphic summarizes the accelerated participation pathway and the incentives currently included in the Reciprocity Plan.

HS/ECEAP EA Incentives and Support



For those areas where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

Washington continues to make measurable process in this area.

Performance Measures (B)(4)(c)(1) and (2)

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

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
	Baseline	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Total number of programs covered by the TQRIS	7,406	(7,406)	(7,406)	(7,406)	(7,406)
Tier 1 programs – “Level 1” (Lowest Tier)	7,221	(6,604) 6,493	(5,178)	(3,923)	(3,424)
Child Care Centers	1,567	1,250			
Family Child Care Homes	5,164	4,749			
HS / ECEAP	675	494			
Tier 2 programs – “Level 2”	23	(592) 732	(1,542)	(2,273)	(2,512)
Child Care Centers		317			
Family Child Care Homes	Not available	415			
HS / ECEAP		0			
Tier 3 programs – “Level 3”	47	(67) 181	(214)	(418)	(542)
Child Care Centers		0			
Family Child Care Homes	Not available	0			
HS / ECEAP		181			
Tier 4 programs – “Level 4”	76	(93) Pending	(299)	(486)	(561)
Child Care Centers		Pending			
Family Child Care Homes	Not available	Pending			
HS / ECEAP		Pending			
Tier 5 programs – “Level 5” (Highest Tier)	39	(50) Pending	(172)	(306)	(368)
Child Care Centers		Pending			
Family Child Care Homes	Not available	Pending			
HS / ECEAP		Pending			
<i>Include a row for each tier in the State’s Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier. [Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including</i>					

any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

Baseline data from the RTT-ELC application was based on the June 30, 2010 TQRIS evaluation, projected HS/ECEAP participation rates in 2012, and remaining licensed programs at Level 1.

Programs in Tier 1	<i>Data represents the available universe in WA state of active licensed child care centers and family care centers (FAMLINK), ECEAP sites (ELMS) and Head Start programs (HSSCO). Counts are less the number of providers and programs participating in TQRIS or the HS/ECEAP pilot. In order to calculate the number of providers for 2012, we took the total of providers in the state (7406) and subtracted the actual numbers of licensed providers that registered in TQRIS (732) and HS/ECEAP pilot sites (181). Since the total number of providers in the state changed slightly in 2012 (i.e. ECEAP providers increased from 260 to 265, causing the total number of HS/ECEAP pilot sites to go from 675 to 670; licensed child care centers went down from 1,567 to 1,553; and family child care homes went down from 5,164 to 4,363, for a grand total in 2012 of 6,596). Therefore, the actual number of Level 1 providers in 2012 was 6,596 – 732 – 181 = 5,683.</i>
Programs in Tier 2	<i>Data comes from DEL’s Managed Educational Registry and Information Tool (MERIT) database, which governs the application process for TQRIS and some of the related activities. Beginning in July 2012, facilities in this tier initiated their application for participation, which includes online registration (for director/owner and teaching staff), completion of a professional development training series, a self-assessment, and preparation for an onsite evaluation to establish the facilities’ quality rating. Programs that were rated Levels 2-5 at Baseline were involved in the Early Adopters Pilot program.</i>
Programs in Tier 3	<i>In 2012, a sample of Head Start and ECEAP programs from various regions in the state were selected to participate in a pilot program, the results of which will inform the development of a statewide TQRIS program for all HS and ECEAP programs. All pilot sites are entering at Level 3 as assessed by quality assurance policies and curricula standards currently in place. The facility onboarding process is being adjusted for this pilot to fit the specific needs of these programs while maintaining cohesion with the TQRIS implementation for licensed facilities. While the process to evaluate and score the pilot sites began in 2012, concurrent, dependent system and program implementations have delayed production of ratings data (details noted in narrative).</i>
Programs in Tiers 4+	<i>In August of 2012, DEL contracted with the University of Washington’s Child Care Quality and Early Learning Research Center (UW-CQEL) through their existing academic partnership to continue management of the ratings process beyond the 2010-2011 QRIS pilot program. Development of the WELS information system completed the following October, and began testing collections of scored data in order to assign quality ratings. To bridge the gap between program and system implementations, UW-CQEL managed an offline process to collect scored data and establish baseline ratings for the HS/ECEAP pilot. Integration of these efforts is underway, and ratings are pending.</i>

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

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

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target) Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: ECEAP</i>	9,532	1,936	21%	(1,936) 4,014	(21%) 42%	(4,948)	(53%)	(6,024)	(64%)	(6,024)	(64%)
Early Head Start and Head Start ²	15,117	3,401	23%	(3,401) 7,175	(23%) 47%	(8,692)	(57%)	(10,960)	(73%)	(11,338)	(75%)
Early Learning and Development Programs funded by IDEA, Part C	5,592	See below									
Early Learning and Development Programs funded by IDEA, Part B, section 619	9,682	See below									
Early Learning and Development Programs funded under Title I of ESEA	3,374	See below									
Early Learning and Development Programs receiving funds from the State's CCDF program	63,440	(108)	(.2%)	(5,745) 11,189	(9%) 18%	15,621	(25%)	21,616	(34%)	(23,521)	(37%)
Other <i>Describe:</i>											

NOTE: — "Top Tiers" defined as levels three through five in Washington's TQRIS.

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

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

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target) Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool Specify: ECEAP	<p>Baseline data was based on the # of children in ECEAP classrooms, provided by DEL (for Academic Year 2010-2011): 9,532 children served includes 8,024 ECEAP slots, 581 pre-school special education children, and 927 non-ECEAP children in ECEAP classrooms (all of whom benefit from the TQRIS). Targets for # of children with high needs served by ECEAP for 2012 were calculated by taking the total number of subsidized children ((8,605, or 8,024+581) and multiplying by the projected % of ECEAP programs in Levels 2 or higher (i.e. 8,605 x 23% = 1,936)). This calculation includes only children served by programs in the top tiers of TQRIS (i.e. Levels 3-5), as HS and ECEAP sites enter at a Level 3 in TQRIS, as assessed by quality assurance policies and curricula standards currently in place. For Academic Year 2011-12, the total number of ECEAP-funded slots reported by DEL is 8,391. For more on calculating the total number of high needs children served by ECEAP, see the notes below on children served by programs receiving funds from the state's CCDF program.</p> <p>As of 2012, the number of high needs children served by ECEAP providers in the top tiers of TQRIS includes all ECEAP slots (4,014) in the 181 HS/ECEAP pilot sites.</p> <p>NOTE: a technical correction was made to the RTT-ELC application percentage target for 2014 (was incorrectly reported as 70%).</p>										
Early Head Start and Head Start	<p>Targets are based on data provided from the Washington Head Start State Collaboration Office (HSSCO) for the RTT-ELC application. Actual child counts for FY2012 was provided by DEL's TQRIS program team, and is based on a pilot program of 181 HS/ECEAP programs selected for preparation of the larger state-wide offering of TQRIS to all HS/ECEAP sites and programs. This figure represents the number of EHS/HS, Migrant and Seasonal and American Indian/Alaskan Native programs in Washington State as reported by the HSSCO. Actual number of funded enrollment for program year 2011-2012 is 17,352.</p> <p>As of 2012, the number of high needs children served by HS providers in the top tiers of TQRIS includes all HS slots (7,175) in the 181 HS/ECEAP pilot sites, which enter at Level 3, as assessed by quality assurance policies and curricula standards currently in place.</p>										
Early Learning and Development Programs funded by IDEA, Part C	<p>DEL is working with IDEA Part C to establish an agreement to promote TQRIS. Currently the majority of IDEA Part C programs are home-based and would therefore not fit within the model outlined in the TQRIS Standards. The actual number of children served for 2011 is 5,567 and for 2012 is 5,814; these numbers fluctuate annually.</p>										
Early Learning and Development Programs funded by IDEA, Part B, section 619	<p>Classes for children funded by Part B are operated by school districts not licensed by DEL and so cannot participate in TQRIS. As indicated in our MOU, OSPI and DEL have agreed to develop a work plan to integrate classes serving children under Part B into TQRIS, as appropriate. Correction to data reported in the RTT-ELC application: IDEA Part B, program year 2011 was incorrectly reported as 9,946. The actual number of children served for program year 2011 was 9,682. For 2012, the number of children is 9,808.</p>										
Early Learning and Development Programs funded under Title I of ESEA	<p>Title I expenditures are determined at the local school district level. For the 2011 school year, district end-of-year Title I – OSPI reports show that 3,374 children received preschool services in district-operated programs. (Correction to data reported in the RTT-ELC Application - Title I, program year 2011 was reported as 3,260). The actual number of children served for program year 2012 is 2,556. Refer to Table 3A for more information.</p>										

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

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target) Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
Early Learning and Development Programs receiving funds from the State's CCDF program	<p>As of 2012, the actual number of children served by providers in the top tiers of TQRIS that receive funds from the state's CCDF program only includes children enrolled in the 181 HS/ECEAP pilot sites (who enter at Level 3, as assessed by quality assurance policies and curricula standards currently in place). These children (4,014+7175 = 11,189) were also reported for ECEAP and HS providers in the first two rows of this table, see notes above.</p> <p>The 2012 actual number for total children with high needs served by programs in the state is 63,298; this number is an estimate derived from the 2012 # of total licensed sites and data provided by the Washington State University (WSU) Child Care Survey as of 2010 (the report is bi-annual and has yet to be released for 2012). This number is derived for licensed providers by multiplying the WSU estimate of the % of licensed providers that receive subsidies (77.3%) by the actual number of licensed child care centers in the state for 2012 (1,553). This total # of providers (1,200) is multiplied by the average # of subsidized kids per facility (1,200 x 19.3 = 23,169) to get children counts. This same equation is applied to Family Home Child Care for 2012, i.e. (4,363 x 67.9% (for FHC) = 2,962; 2,962 x 4.66 = 13,805). These two numbers are then added to the total number of subsidized children served by HS and ECEAP in the state for 2012 (100% of HS children served, or 17,352 (HS), and 8,979 ECEAP children served (i.e. 8,391 subsidized ECEAP slots and 588 pre-k special education children in ECEAP classrooms), respectively, to get a grand total of 63,305 children with high needs served by programs in the state for 2012. This methodology was used to derive the baseline number of high needs children as well. The number of pre-k special education children in ECEAP classrooms served in 2012 was derived by taking the number used in the baseline calculation (581 special education children in pre-k ECEAP classrooms, from DEL, 2010) and dividing by the total number of children in pre-k for that year (581/9681 = 6%; refer to Table 3, IDEA Part B for more detail on total number of pre-k children). This percentage was then applied to the 2012 total number of children in pre-k (9808 x 6% = 588) to get the derived number of children in pre-k special education in ECEAP classrooms.</p> <p>For more detail on child count targets for HS/ECEAP, please refer to explanation above for HS/ECEAP child counts (in this table), as well as Table A(3). The total for CCDF child counts in this table differs from that in the A Tables, as this derived total does not include children who receive subsidies and are enrolled in other types of programs that are not participating in the TQRIS (i.e. unlicensed sites or non-ECEAP/HS sites).</p>										

For those areas where progress has not been made, describe the State's strategies to ensure that measurable progress will be made in promoting access to high-quality Early Learning and Development Programs for Children with High Needs by the end of the grant period.

Washington is using two primary strategies to ensure that Early Achievers will target children with High Needs, and will align and integrate with programs that are already reaching many of these families:

Head Start/ECEAP Sites

Enrollment into the pilot began in July 2012, with ratings to determine the Level scheduled to begin in September for Head Start and ECEAP sites. While there was discussion of giving these programs a "designated" rating of 3-5 at enrollment, the decision was made to go deeper and learn more about the actual program quality of these programs through a pilot that included a full rating. This is providing us with additional data on the areas of strength and development of our existing pre-K programs for children with High Needs.

By spring 2013, we expect to have a complete reciprocity agreement that outlines how ECEAP and Head Start providers will enter Early Achievers. The target is to have 71% of these programs participating in Early Achievers by 2015, serving 17,439 High Needs children. The expectation is that these programs will provide local, regional, and state training leadership to child care providers, as well as benefit directly from additional data about the quality of their programs. The expectation is that the majority of Head Start and ECEAP programs, which serve a large numbers of Washington's high needs population, will be participating at Levels 3-5.

Tiered Reimbursement

Washington is exploring the needed technical, administrative, and policy changes needed to implement a Tiered Reimbursement system for programs that are participating in Early Achievers. Tiered Reimbursement will help incent programs serving High Needs children to participate in Early Achievers, as well as help support the costs of providing quality. In addition, Early Achievers was designed to include all licensed child care providers, thus incenting high quality providers to accept children on child care subsidy.

To this end, we are engaging in discussions with national experts in Tiered Reimbursement through Washington's contract with BUILD. We have begun initial discussions and have received additional research and information from other states. We expect to continue working with them through 2013 to put together a state plan for implementing Tiered Reimbursement in 2014.

Currently, the following number of high needs children are participating in programs that have enrolled in the top tiers of Early Achievers:

- ECEAP/HS: 11,189³
- IEP/IEFSP: not available⁴
- Subsidy: 11,189⁵.

³ Represents child served by programs participating in the Head Start and ECEAP pilot.

⁴ Data is not currently available for all Head Start and ECEAP program participants. In addition, top tier ratings for licensed child care centers and family home child care are currently pending.

⁵ The detailed method used to estimate children served by subsidy programs is described in the notes section of Table (B)(4)(c)(2) for programs receiving funds from the State's CCDF program.

Validating the effectiveness of the State TQRIS.

Has your State made progress in validating the effectiveness of the TQRIS?

Yes

No

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

Our partners at the University of Washington Childcare Quality and Early Learning (CQEL) Center for Research and Training are validating the effectiveness in two main ways. First, CQEL has researched and annotated all of the peer-reviewed evidence to support Washington's TQRIS standards related to improving child outcomes (Annotated Bibliography of Research Supporting Standards can be made available upon request). This step of the validation reassures us that we are on the right track with our selected standards.

A second way in which CQEL is working to validate the effectiveness of Washington's TQRIS is with a child outcomes study pilot that is described in more detail below.

Please describe the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality.

We operationalize "program quality" as programs that use practices related to positive and demonstrable change in child outcomes. Because we use this definition of program quality, we will determine whether the TQRIS tiers reflect differential levels of program quality by conducting a study of program standards and changes in child outcomes as the ultimate strategy. We are piloting this study this year and provide a further description of this effort below. We will use findings from this pilot to design out statewide study to be conducted in the fourth and fifth years of the grant.

Please describe the State's strategies, challenges, and progress toward assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

The University of Washington is in the process of conducting a pre/post study, documenting the level of quality in 41 preschool classrooms and the pre/post gains in children's learning, development, and school readiness. This pilot, further described below, will inform our larger scale effort to assess the extent to which changes in quality ratings are related to children's learning across five essential learning domains (social emotional, cognition and general knowledge, language and literacy, physical health and development, and approaches to learning.)

Description of Pilot Study

Pilot Design: In order to determine if the quality rating tiers (or levels) reflect differences in the gains children make toward school readiness, we are using a pre/post correlational design. In the fall, a random selection of children from participating preschool classrooms was assessed with multiple measures by

trained external assessors. The quality of the early learning environment using the two standardized measures included in the TQRIS rating procedures was also collected (ECERS-R and CLASS PreK). In the spring, the children will be reassessed in order to document the gains in child outcomes from pre to post. Using hierarchical linear modeling, we will establish whether or not the identified cut-off scores on the ECERS-R and CLASS PreK for levels three through five represent changes in pre/post child outcomes. That is, does a program rated as Level 5 produce more significant gains in child outcomes than a Level 4 program?; and does a Level 4 program produce more significant gains in child outcomes than a Level 3 program?

Pilot Participants: The 17 participating pilot sites (35 classrooms) represent child care and preschool programs from King County who requested to receive a quality rating, but are not yet participating in the coaching or technical assistance. Because they are not yet receiving Early Achiever coaching services, we are more confident that the pre/post child outcome gains reflect the existing level of quality as opposed to measuring the effectiveness of the intervention.

Data collection:

- Fall data collection of eight weeks (11.1.12-12.20.12)
- Random selection of four boys and four girls per classroom
- Spring data collection anticipated to begin 4.1.13
- n=35 classrooms
- n=244 children

Changes in developmental status and learning between fall and spring will be measured across the five essential learning domains and correlated using HLM to understand the relationship between classroom quality scores and changes in child outcomes. See the table below for the domains and related measures.

Following the table is a narrative description of the measures as well as the psychometric properties of each measure.

Domain	Measure(s)
Language and Literacy	PPVT-IV, OWLS-II, Woodcock Johnson Letter ID, TS GOLD
General cognition	Woodcock Johnson Applied Problem Solving, TS GOLD
Social and Emotional	Wally Feeling Interview, SSIS, TS GOLD
Approaches to Learning	Walk a line slowly, Feelings About School, TS GOLD
Motor skills	TS Gold

Direct Child Learning and Development Measures:

The Oral and Written Language Scales-Second Edition (OWLS-II) Oral Expression Scale

The OWLS-II is a set of four interrelated scales (Listening Comprehension, Oral Expression, Reading Comprehension, and Written Expression) that together provide a comprehensive assessment of language. The OWLS-II Oral Expression scale measures the expressive language of children. This is an individually administered instrument during which the examinee responds verbally to questions about pictures that are presented to them.

Reliability & Validity

The OWLS-II was standardized on a nationally representative sample of 2,123 individuals aged 3-21. Gender, ethnicity, parent education, and geographic region of the standardization participants closely matched the U.S.

population.

Internal consistency estimates are uniformly high ($\geq .92$) and consistent throughout the age range of the OWLS-II. Test-retest estimates for the scales ranged from .73 to .94 (median = .85), and test-retest estimates for the composites ranged from .85 to .95 (median = .92). The Oral Expression scale, which was used in this study, produced a test-retest correlation of .86. Inter-rater reliability estimates for the Oral Expression and Written Expression scales ranged from .93 to .96. Alternate forms reliability estimates range from .67 to .96 (median = .78)

Factor analysis and correlational studies with other measures of language all provide strong evidence of the validity of the OWLS-II. Construct validity of the OWLS-II is based on the conceptual domains of language processing in Integrative Language Theory (Carrow-Woolfolk, 1988). The OWLS-II established links to the convergent validity studies that were previously detailed in the original OWLS for validation of this revised instrument. The scales and composite scores correlate in expected ways with the scores for the original OWLS, as seen below.

The OWLS-II measures correlated significantly with the Original OWLS: Listening Comprehension ($r = .78$), Oral Expression ($r = .75$) Written Expression ($r = .75$), and Oral Language Composite ($r = .79$).

Correlations of the original OWLS with other measures of language included the TACL-R, .78 (Oral Comprehension). Correlations with the CELF-R Total Language were .91 (Oral Comprehension) and .88 (Language Comprehension). Correlations with the PPVT-R were .75 (Oral Comprehension) and .72 (Language Comprehension).

Correlations of the original OWLS with measures of cognitive ability (verbal) included the K-ABC Achievement score, .82 (Oral Comprehension) Correlations with the WISC-III Verbal IQ were .74 (Oral Comprehension) and .77 (Language Comprehension). Correlations with the K-BIT Vocabulary subtest were .76 (Oral Comprehension & Language Comprehension).

Correlations of the original OWLS with measures of cognitive ability (nonverbal) included the K-ABC Nonverbal score, .70 (Oral Comprehension). Correlations with the WISC-III Performance IQ were .69 (Oral Comprehension) and .70 (Language Comprehension). Correlations with the K-BIT Matrices subtest were .65 (Oral Comprehension) and .59 (Language Comprehension).

Correlations of the original OWLS with measures of cognitive ability (global scores) included the K-ABC Mental Processing composite, .76 (Oral Comprehension). Correlations with the WISC-III Full Scale IQ were .73 (Oral Comprehension) and .76 (Language Comprehension). Correlations with the K-BIT Composite were .75 (Oral Comprehension) and .72 (Language Comprehension).

Woodcock-Johnson III Tests of Achievement (WJ III) Applied Problems & Letter-Word Identification Subtests

The Applied Problems subtest of the WJ III Tests of Achievement examines broad math and math reasoning. To solve the problems, the child is required to listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations. Children either give oral responses to questions read by the administrator or point to the correct answer on the testing sheet. The items in the scale measure children's ability to identify information necessary to solve problems and to determine an appropriate strategy to solve the problem.

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

Reliability & Validity

For all subtests across all ages, reliability is consistently above .80. For the early years, reliability generally lies in the .90 range.

Letter-word Identification

Age	2	3	4	5	6
r11*	.98	.97	.98	.99	.97
SEM**	2.96	3.54	3.69	4.12	5.79

* r11 refers to the reliability of the test: the higher the value, the more reliable is the test

**SEM or Standard Error of Measurement is an index of test score precision. Smaller SEMs indicate more precise scores.

Applied Problems

Age	2	3	4	5	6
r11	.92	.92	.94	.92	.88
SEM	2.99	3.31	3.93	4.26	4.65

One indicator of the validity of an instrument is the degree to which it correlates with other assessments purported to measure the same construct. On a sample of 41 individuals, total achievement scores on the WJ-III were found to strongly correlate with the Kaufman Test of Educational Achievement (.79) and Wechsler Individual Achievement Test (.65).

Another support for the tool's validity pertains to the representativeness of the norming population used during tool development. Originally, WJ-III sampled from a US population of 8,818 subjects over 100 geographically diverse communities from ages 2- to 90-years. This matches the population for which the tool was intended.

Walk-a-Line Slowly (adapted from Maccoby, Kochanska)

The Walk-a-Line Slowly task assesses children's behavioral inhibitory control on a motor task. The task consists of having children walk on a six-foot piece of string on the floor. Children are told to pretend that the line is a sidewalk and are told that, "we are going to play a game to see if you can walk down the line". After an initial trial, the child is then asked repeat the task twice, walking as slowly as possible. The child's time for completing the task is noted for each of the three trials. The average time by which the child reduces his/her speed is then calculated.

Reliability & Validity

Maccoby et al. (1965) found that with preschoolers the "Walk Slowly" task had a test retest reliability of .81. When combined with scores received on other inhibition of movement tasks (draw a line slowly and a tow a truck slowly task) the authors found that inhibition of movement was positively correlated with measures of intellectual ability (i.e. .38 with the Stanford Binet IQ test for boys and .50 for girls). When administered as part of a battery of tests of inhibitory control the walk a line task also has shown to be positively correlated to inhibitory control in young children (26-56 months). In another study Gusdorf et al. (2011) found the walk a line slowly task was correlated with measures of preschool aged children's impulse control (.80).

The Wally Problem Solving Game (WALLY) (adapted from Webster-Straton)

The Wally Child Social Problem-Solving Detective Game (WALLY) was developed by Carolyn Webster-Straton (Webster-Straton, Reid, & Hammond, 2001) It is designed to assess both qualitative and quantitative dimensions of problem solving. The child is presented with a number of colored illustrations of hypothetical problem situations involving "object acquisition" (i.e., how to obtain a desired object) and "friendship" (i.e., how to make friends with an unfamiliar person). The child is asked to think of solutions for how the character in the situation could solve the problem. The quality of the child's answers is then scored.

Reliability & Validity

There are 16 pro-social solution categories with satisfactory internal consistency, alpha = .55, and 17 negative solution categories with satisfactory internal consistency, alpha = .54. The validity of WALLY has been established by showing that conduct-problem children use more aggressive strategies and, in the face of failure, are less flexible in thinking of alternative pro-social strategies. Inter-rater reliability for coding responses has been reported at 88%. Construct validity of the WALLY was established by showing satisfactory correlations between the WALLY total pro-social score and Rubin total positive strategies ($r = .60$), and between the WALLY negative score and Rubin negative strategies ($r = .50$) (Webster-Straton, Reid, & Hammond, 2001).

Feelings About School (FAS) (adapted from Stipek)

The Feelings about school (FAS) was used to measure children's feelings about their teachers and their general attitudes towards school. In administering the FAS children are shown five faces ranging from a deep frown to a big smile. The FAS included two practice items and seven test items. Children are asked

to point to the face that indicate things like, how much they like their teacher, and how much they like to go to school.

Reliability and Validity

With a preschool population Alphas for the FAS was in the range of .73 and test-retest reliability was .61 (Stipek & Ryan, 1997). The FAS measure has been shown to be associated with school achievement. Arnold et al. (2012) found that preschooler's positive feelings about school as measured by the FAS might be a protective factor against co-occurring academic and social problems. A study with kindergartners and first graders using the FAS scale found correlations between the children's feeling about school and their academic skills (Valeski & Stipek, 2001).

Social Skills Improvement System (SSIS)

The SSIS (Social Skills Improvement System) Rating Scales enables targeted assessment of individuals to help evaluate social skills, problem behaviors, and academic competence. The parent report form will be utilized. Designed to replace the SSRS Social Skills Rating System, this substantially revised tool includes updated norms, improved psychometric properties, and new subscales. This instrument measures: 1) Social Skills-Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, Self-Control 2) Competing Problem Behaviors: Externalizing, Bullying, Hyperactivity/Inattention, Internalizing, Autism Spectrum and 3) Academic Competence: Reading Achievement, Math Achievement, and Motivation to Learn.

Reliability and Validity

Internal consistency reliabilities for the instrument are in the mid to upper .90s. The parent form, which is used in this study, produced an internal consistency reliability of .96 on the Social Skills scale and .94 on the Problem Behaviors scale for the 3-5 year old age group.

Test-retest reliability was also conducted and resulted in reliability coefficients of .84 for the Social Skills scale and .87 for the Problem Behaviors scale. Interrater reliabilities for the Social Skills and Problem behaviors scales are .62 and .50, respectively.

The SSIS also correlates well with other established assessments. Correlations between the parent form of the SSIS and the Behavior Assessment System for Children, Second edition (BASC-2) parent form are moderate to high. For children ages 3-5 the coefficients for the Social Skills and Problem Behavior scales are .80 and .82 respectively.

The Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)

The PPVT-4 scale is a norm-referenced, individually administered instrument for measuring the receptive (hearing) vocabulary of children and adults. For each item, the examiner says a word, and the examinee responds by selecting the picture that best illustrates that word's meaning. The PPVT-4 scale measures understanding of the spoken word in standard American English and thus assesses vocabulary acquisition. The test content covers a broad range of receptive vocabulary levels, from preschool through adult. The items broadly sample words that represent 20 content areas (e.g., actions, vegetables, tools) and parts of speech (nouns, verbs, or attributes) across all levels of difficulty.

Reliability & Validity

The age-norm and grade-norm samples were designed to resemble the English- proficient population from ages 2:6 to 90+, and closely match 2004 Census data for demographic variables. The PPVT-4 scale was 100% co-normed with the *Expressive Vocabulary Test, Second Edition (EVT-2; Williams, 2007)*.

The split half reliabilities are consistently high across the entire age and grade ranges, averaging .94 or .95 per form. Coefficient alpha is also consistently high at all ages and grade, averaging .97 and .96 for Forms A and B, respectively. Test-retest correlations were .93 for ages 2-4 and .92 for ages 5-6.

The PPVT-4 was correlated with the EVT-2 and PPVT-III instruments to demonstrate the extent to which the observed pattern of correlations agrees with the pattern expected of a valid vocabulary measure. The average correlations with the EVT-2 and PPVT-III were .82 and .84, respectively.

Teacher Report Data:

Teaching Strategies GOLD

Teaching Strategies (TS) GOLD is an authentic observation-based assessment system for children from birth through kindergarten. It may be used with any developmentally appropriate curriculum. The primary purpose of TS GOLD is to document children's development and learning over time, to inform instruction, and to facilitate communication with families and other stakeholders. TS GOLD can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

Reliability and Validity

Studies have been conducted to determine reliability and validity for this measure. An interrater reliability study examined the correlations between the ratings of a TS GOLD master teacher/trainer and the ratings of teachers new to the system. Correlations were very high, with all but one being above .90 and the lowest correlation at .80. Additionally, internal consistency reliability estimates range from .96 to .98 on TS GOLD.

Researchers also examined a six-factor model that corresponded to the design of the instrument. This model evaluated each assessment item's "fit" within one of six areas: social-emotional, physical, language, cognitive, literacy, and mathematics. The overall results supported the six-factor design of TS GOLD with a Root Mean Square Error of Approximation (RMSEA) = .066, a Standardized Root Mean Square Residual (SRMR) = .033, and a Comparative Fit Index (CFI) = .931.

All of these analyses were statistically significant at $p < .001$, demonstrating that the assessment instrument reliably measures those six factors of child development (social-emotional, physical, language, cognitive, literacy, and math).

References

- Clifford, R. and Rezka, S. (2010). Reliability and Validity of the Early Childhood Environment Rating Scale. Frank Porter Graham Child Development Institute, Chapel Hill North Carolina.
- Thomason, A.C. La Paro, L.K., & Hamre, B.K. (2009). Measuring the quality of teacher-child interactions in toddler child care. *Early Education and Development*, 20(2), 285-304.

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

Check the Focused Investment Areas addressed in your RTT-ELC State Plan:

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Grantee should complete those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Early Learning and Development Standards

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

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

Describe the progress made, where applicable. In addition, describe any supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

A comprehensive redesign of [Washington's Early Learning and Development Guidelines](#) (formerly Washington State Early Learning and Development Benchmarks) began in October 2010 and was completed in the first quarter of 2012. The purpose of the redesign was to ensure that the Guidelines reflect new research and information, are culturally relevant for Washington's diverse population, and provide important linkages to the K-12 system. The Department of Early Learning, Office of Superintendent of Public Instruction, and Thrive by Five Washington led the effort.

A broadly representative development committee was convened with topic specific working groups. We employed a multi-tiered stakeholder engagement process, which included three rounds of public outreach as well as expert reviews for alignment with research and best practice as well as cultural competence. We worked with a subgroup of K-3 representatives to extend the Guidelines through third grade so that content would be in alignment with both the common core standards and the birth to kindergarten sections of the Guidelines (i.e., whole child, parent friendly language, etc.). The new Guidelines span ages birth through third grade, include all areas of development, are compatible with other key standards (including Common Core and Head Start), and are structured to promote cultural inclusiveness and accessibility to a variety of audiences.

Since completing the redesign, we have undertaken a variety of approaches to promote use of the Guidelines. The document is now available electronically and in hard copy in both English and Spanish. In addition to e-blasts and press releases, DEL has promoted the Guidelines through presentations at key early learning conferences and meetings. At a systems level, the Guidelines have been integrated into Washington's TQRIS and professional development systems through training and the Early Achievers Curricular Alignment Tool (CAT). The CAT is completed with the support of Technical Assistant Specialists and Coaches working with Early Achievers programs to evaluate whether program curriculum aligns with the Guidelines. This alignment is part of the quality standards in our TQRIS system and can

earn points toward levels 3-5 upon rating. The Guidelines are also aligned with our kindergarten assessment process. The online Early Learning Guidelines training is required for all state-approved trainers and participants in Early Achievers.

DEL, OSPI and Thrive by Five have formed a cross-agency working team to oversee further implementation of the Guidelines including the development of supplemental materials, translation into additional languages, and other necessary supports. The group convened a stakeholder planning day in October to gather input about the needs related to implementation. The working team is now in the process of developing a work plan for moving forward.

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

While there is still work to be done, significant progress was made over the past year. The Early Learning Guidelines have been updated and operationalized within the professional development system and Washington's TQRIS, Early Achievers. The cross-agency working team referenced above will continue to meet to ensure that implementation efforts are moving forward.

Comprehensive Assessment Systems

Not applicable to the Washington State RTT-ELC grant.

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- Articulate an approach for aligning and integrating assessments and sharing assessment results; and
- Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Describe the progress made, where applicable.

Not applicable to the Washington State RTT-ELC grant.

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

Not applicable to the Washington State RTT-ELC grant.

Health Promotion

Not applicable to the Washington State RTT-ELC grant.

The State has made progress in (check all that apply):

- Establishing a progression of standards for ensuring children's health and safety;
- Ensuring that health and behavioral screening and follow-up occur; and
- Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards;
- Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- Leveraging existing resources to meet ambitious yet achievable annual targets.

Describe the progress made, where applicable.

Not applicable to the Washington State RTT-ELC grant.

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

Not applicable to the Washington State RTT-ELC grant.

Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State’s application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
<i>Not applicable to the Washington State RTT-ELC grant.</i>					
	<i>Baseline and annual targets</i>				
	Baseline (from application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Number of Children with High Needs screened					
Number of Children with High Needs referred for services who received follow-up/treatment					
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care					
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care					
<i>[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]</i>					

Describe strategies for moving forward on meeting the targets for performance measure (C)(3)(d).

Not applicable to the Washington State RTT-ELC grant.

Engaging and Supporting Families

The State has made progress in (check all that apply):

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

Describe the progress made, where applicable.

Early Achievers

The Washington quality standards framework includes a standard area – Family Engagement and Partnership – focused specifically on meeting the unique priorities of Early Achievers participants and the specific needs of children and families in care. Early Achievers participants can earn a total of 10 points for demonstrating effective engagement strategies and targeted partnership efforts with parents and families. The Family Engagement and Partnership standard is comprised of seven sub-standards that are targeted to inclusive and culturally and linguistic appropriate practice, including sharing information with families in the languages represented in the facility and partnering with parents to determine each child's unique needs and strengths.

The cornerstone of the Family Engagement and Partnership standard is the Strengthening Families Framework. Each participating facility is provided a six-hour free introductory training to the Strengthening Families Framework. The Strengthening Families Introductory Training, *Strengthening Families Training for Early Learning Professionals: Building Family Resiliency* was developed in partnership with CCA-WA. The goals of the training are:

- Provide an overview of the Strengthening Families Protective Factors.
- Support early learning professionals' role in supporting families and promoting resiliency.
- Provide an overview of resources and supports available to early learning professionals and families.
- Instilling ability to recognize risks and providing support.

Training is delivered by state-approved trainers in the local CCA-WA offices. All trainers complete a comprehensive train-the-trainer sequence on Strengthening Families before delivering the training. Currently, 37 approved trainers deliver this training statewide. Between July 1, 2012 and December 19, 2012, approved trainers have delivered the Strengthening Families training 26 times in six regions, with a total of 184 facilities accessing the training. 84% of participants responded that the training will enhance their work with children and families and would recommend the training to their colleagues.

Following the Strengthening Families training, facilities can earn points for rating by completing the Strengthening Families Self-Assessment and developing a Plan of Action based on their results. Washington has also embedded an eighth strategy to the existing Strengthening Families Self-Assessment targeted specifically to Health. The University of Washington developed *Strategy 8: Enable, Empower and Enhance Parent Skills in Health Decisions* specifically to promote strategies to support positive health and nutrition practices within the home and in the child care setting. To facilitate completion of the

self-assessment, technical assistance specialists follow up with participants immediately after the Strengthening Families training to provide additional resources as needed.

The Plan of Action is unique to each facility and goals can be short or long term depending on the resources and support needed. Participants are encouraged to partner with families to set facility wide goals and can use Quality Improvement Awards to help meet their objectives. Over time, DEL will be able to review the Plans of Action in the TQRIS data system, WELS, to track progress at not only the facility level, but regionally and statewide. Parents are able to access information on whether early learning programs are currently participating in Early Achievers through the DEL website and the CCA-WA website and centralized parent hotline. CCA-WA also is beginning to ask parents whether information on Early Achievers has impacted their choice in finding quality care.

In order to reach high need parents, the Washington State Association of Head Start and ECEAP is training a cadre of 20 Parent Navigators. The Parent Navigators are “peer experts” who have or have had children enrolled in Head Start and/or ECEAP. The Parent Navigators will receive comprehensive training on Early Achievers, and offer free information sessions to families receiving Working Connections Child Care (WCCC) subsidy about the importance of high-quality child care. Following the information sessions, Parent Navigators will follow up with interested parents and connect them to additional resources through local affiliate Child Care Aware offices.

DEL also is partnering with the State Library to support public awareness and promote family engagement at the local and regional level. Up to 25 local libraries will earn mini-grants to leverage their role as local hubs to build public awareness of key early learning initiatives to Washington families. Included are promoting the role of Early Achievers as a parent resource to making informed choices about selecting high-quality child care; building public awareness around the Washington State Early Learning and Development Guidelines; and reaching parents with high-quality parenting messages through the Love. Talk. Play. parent information campaign.

Head Start/ECEAP

In 2012, as part of the Head Start/ECEAP (HS/ECEAP) and Early Achievers Reciprocity Pilot Project, DEL began to explore how family engagement training resources can be shared between Head Start, State preschool (ECEAP) and licensed child care. Family engagement is one of the State’s RTT-ELC investment focus areas and is one of the strengths HS/ECEAP can contribute to the expanding TQRIS.

The nine HS/ECEAP programs participating in the reciprocity pilot project and serving on an advisory committee examined the Family Engagement and Partnership Standards for Early Achievers, and identified resources that their HS/ECEAP programs could share with licensed participants to support the Early Achievers standards. The resulting brainstorm of ideas and resources is being collated and will be shared with Early Achievers regional coordinators early in 2013, providing them with some concrete examples of family engagement resources that are available in HS/ECEAP. We intend that these initial ideas will lead to meaningful collaboration between regional CCA-WA agencies and HS/ECEAP programs to share family engagement strategies and practices through Training Resource Centers (beginning implementation in 2013).

“Love. Talk. Play.”

Love. Talk. Play. is a campaign aimed at surrounding parents of children birth to age 3 with simple messages about three key things that all parents can and need to be doing with their children every day: love, talk and play. These messages are aligned with the Washington State Early Learning and Development Guidelines.

Shaped by information from national early learning experts, conversations with parents and input from the State’s regional early learning coalitions and State partners, the campaign reaches out to parents with messages and ways they can take advantage of everyday moments. This campaign is sponsored by Thrive by Five Washington, the State’s nonprofit public-private partnership for early learning, the State Department of Early Learning and the Office of Superintendent of Public Instruction, and it is supported by many other statewide and local organizations.

With the help of more than 200 partners, the campaign in less than two years has reached more than 100,000 parents and caregivers through events and programs such as Women, Infants, and Children (WIC), Play & Learn groups, and teen support services. Also, through the State Department of Health’s Child Profile, about 100,000 families with a 6-month-old baby received “Love. Talk. Play.” materials. A 2012 evaluation of the State’s Early Learning Regional Coalitions’ implementation of the campaign found that about 80 percent of the families reached were considered to be in vulnerable situations.

In 2013, the campaign will put a special focus on engaging teen parents – with the help of teen parents. Partners, who want to use the campaign, have also asked for added support, so that they have clear ideas and best practices for how to connect their existing efforts for parents to the campaign. Additionally, Love.Talk.Play. materials will become available to Early Achievers facilities to communicate with parents and families.

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

Our State has made significant progress in engaging and partnering with families. We will be able to track the response to the Strengthening Families training and modify as necessary based on participant feedback. Training opportunities will be added to meet the participant needs regionally, and coaches will receive training to support facility implementation. Participant feedback will be collected and analyzed over time, not only for quality assurance, but also to identify emerging regional gaps and needs.

In addition to reviewing training efficacy, rating and self-assessment data will be stored and tracked in the TQRIS data system, WELS, which will be used to enhance existing strategies to support family engagement in culturally and socio-economically diverse regions statewide.

In the next year of the grant, we will be gathering more information on parent perceptions of the Early Achievers program to help inform a broader parent campaign.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

The State has made progress in developing (check all that apply):

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

Describe the progress made, where applicable.

The Washington State Core Competencies for Early Care and Education Professionals (Core Competencies) are foundational to Washington's professional development system and make up the statewide Workforce Knowledge and Competency Framework. Washington built a new trainer approval process as one of the key strategies to ensure alignment of community-based training and higher education coursework with the Workforce Knowledge and Competency Framework.

DEL implemented the trainer approval process to promote high-quality training opportunities around the State. The process ensures that all trainings are grounded in the State's Core Competencies and Early Learning Guidelines. Trainings are created and advertised in the professional development registry's online calendar by Core Competency area and level. Individual training histories are stored and visible in the State registry professional record, which tracks training history categorized by Core Competency over time. In response to community needs, DEL has added new pathways to simplify the process for K-12 teachers, Educational Service Districts (ESDs) and higher education faculty to join the state-approved trainer pool. In addition to building community-based cadres of qualified trainers, the new trainer approval process invites broad knowledge on the Core Competencies, including expertise from other disciplines, which add depth to the early learning field.

Washington started the process using a Trainer Approval Board to score and approve individual trainer applicants, and the State is now expanding the Board to include state-approved trainers. This expansion allows for a transition toward a peer-review process for trainer approval. This will ensure a sustainable practice as State-approved trainers volunteer to support the approval process for trainer candidates and continue to reinforce the alignment of the Core Competencies based on their experience using the framework with early learning professionals.

Future developments are underway with a new trainer feedback model to support the professional growth of State-approved trainers. Providing trainer feedback will allow State-approved trainers a method for continual quality improvement within a reflective process. Goals of the trainer feedback process are to measure the effectiveness of training delivery as well as alignment with the Core Competencies. The trainer feedback process will be driven by self-reflection, identification of strengths, and incorporation of new learning experiences.

As of January 2013, 198 individuals have become state-approved trainers under Washington's new trainer approval process. All applicants have completed an online training series preparing each trainer to create training content grounded in the Core Competencies and adult learning theory. In addition to the mentoring support available through the trainer feedback process, state-approved trainers are also eligible to apply for an annual stipend to supplement ongoing professional development or training resources.

In addition to the focus on the quality of community-based training, DEL has made available an [online training library](#) to support early learning professionals, trainers, and parents. This collection of resources functions as a portal to research, best practices, and online trainings, which are eligible for continuing education credits. The content is indexed by the eight content areas of the Core Competencies. Several of the trainings overlap with trainings available in the Level 2 Early Achievers training series including the Core Competencies for Early Learning Professionals and the Early Learning Guidelines. DEL staff will add resources and training links to the library over time.

The Core Competencies are aligned with the [Washington State Career Lattice](#). The lattice uses the Core Competencies as the base of an education and training matrix that identifies a career development pathway for beginning professionals who meet minimum licensing standards to professionals who have obtained advanced degrees. This 15-step resource serves as a common pathway document to describe the

positions within the early learning field and alignment with education mastery and Core Competency levels. Washington has established a centralized education verification process within the community college system for placing professionals on the career lattice based on verified educational qualifications and documented training. This information is verified through the State registry, MERIT, and becomes part of the online early learning professional record where training and education is stored. Additionally, Early Achievers participants use the centralized verified education process to earn points on the quality standards in the State's TQRIS.

In January 2013, early learning professionals became eligible to receive professional development incentives for participating in MERIT and completing the education verification process. Throughout 2012, DEL worked to ensure that the education verification process, registry development and a new payment system support a smooth process for obtaining the incentives. Professionals are now eligible to receive incentives tied to educational accomplishments at certain steps of the career lattice, and can receive additional incentives for advancing levels on the lattice. DEL has created a [step-by-step tutorial](#) for early learning professionals on the career lattice as well as specific online trainings on the Core Competencies for both providers who work directly with children and families and trainers and coaches in the professional development system.

Career Lattice Step	Award
Register in MERIT, complete education application	\$100 (one-time award)
2	\$150
5	\$150
6	\$150
7	\$200
9	\$300
12	\$400
15	\$500

Describe State progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework.

The Community and Technical College system has adopted the Core Competencies and have revised core early childhood education program curricula to ensure alignment. In 2012, DEL in partnership with the State Board for Community and Technical Colleges (SBCTC) created statewide “stackable certificates” in early childhood education. This three-stage stackable certificate includes consistent course numbers, course descriptions and learning objectives that align with the Core Competencies.

The first 12-credit certificate includes a student teaching experience as well as foundational coursework in child development. The second certificate is 20 credits, and includes the ability to specialize for specific areas of focus such as infant/toddler care and family home child care. The certificates are “stackable” in the sense that they build off requirements of the previous certificate. If a professional is completing the second, or short-term certificate, after obtaining the initial certificate, he or she would need to complete an additional 8 credits. The final certificate, or State credential, is 47 credits and includes general education requirements in addition to more focused coursework.

The stackable certificates include consistent course numbers, course descriptions and learning objectives that align with the Core Competencies. ECE coursework such as observation, assessment, and curriculum development. The three certificates are reflected on the career lattice and eligible for professional development incentives. This has created a clear path leading to a one-year State credential in early childhood education that articulates into the Associate Degree. All colleges with an early childhood education program are encouraged to adopt the stackable certificates by December 2013.

To encourage this transition and alignment with the Core Competencies, colleges that fully adopt the certificates are eligible to offer Early Achievers Opportunity Grants to professionals. Seven colleges are now offering these grants to low income professionals who work in Early Achievers programs. The grants cover the cost of tuition, books and other resources, such as tutoring, for professionals pursuing the stackable certificates and Associate’s Degree. Along with tuition support, colleges who adopt the stackable certificates and offer Early Achievers Opportunity Grants also receive funding to support a college point-of-contact. This faculty member advises students on college policies, financial aid and other college system issues as well as serves as a community resource and provides information about the State professional development system including the career lattice and Early Achievers.

CCA-WA administers a second early learning scholarship, Washington Scholarships. This scholarship program requires that a child care center or family home owner commit to paying a small percentage of tuition costs. In 2012, Washington Scholarships expanded and requires that scholarship recipients be employed in Early Achievers programs. CCA-WA supports all steps on the career lattice from pre-college level coursework to advanced degrees. Expansion of Washington Scholarships has resulted in the ability to support increased numbers of bachelor’s degrees in early childhood education fields. To support continued alignment throughout the university system, DEL worked with four-year university faculty to create a crosswalk between the Core Competencies and the NAEYC standards, which is currently used by most programs. The crosswalk demonstrates overlap and alignment between the two documents and encourages university faculty to share and encourage use of the Core Competencies with students.

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

Washington has made progress in all deliverables related to the workforce competencies and knowledge framework. All training and educational progress will be tracked in the individual professional record in MERIT. Trainings are broken down by Core Competency and both individual professionals and administrators, such as center directors, are able to view training history over time for all staff. MERIT tracks all trainings advertised in the online State calendar broken down by Core Competency area(s) and level(s). The trainer feedback process will give the State more information on how the Core Competencies are being used in trainings. Education verification for Early Achievers and professional development incentives are also captured in MERIT and will provide comprehensive information on the credentials of professionals across the State.

DEL will develop specific workforce competencies for relationship based professional roles in the system including, technical assistance specialists, consultants and coaches. DEL will be working with stakeholders and partners including higher education, Early Achievers coach team members, ESDs, and local community-based training organizations to identify workforce competencies for these specific roles in the system over the next year.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Not applicable to the Washington State RTT-ELC grant.

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

- Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including
 - Scholarships
 - Compensation and wage supplements,
 - Tiered reimbursement rates,
 - Other financial incentives
 - Management opportunities
- Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention
- Setting ambitious yet achievable targets for --
 - Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

- Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Describe the progress made, where applicable.

Not applicable to the Washington State RTT-ELC grant.

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

Not applicable to the Washington State RTT-ELC grant.

Performance Measures (D)(2)(d)(1) and (2):

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for:

- (1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
- (2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

Not applicable to the Washington State RTT-ELC grant.

	Baseline (From Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Total number of “aligned” institutions and providers					
Total number of Early					

Childhood Educators credentialed by an “aligned” institution or provider					
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Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
<i>Not applicable to the Washington State RTT-ELC grant.</i>										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (From Application)		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify:</i>			<i>(target)</i>							
Credential Type 2 <i>Specify:</i>										
Credential Type 3 <i>Specify:</i>										
Credential Type 4 <i>Specify:</i>										
<i>Include a row for each credential in the State’s proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.</i>										
<i>[Please describe the methodology used to collect the data, including any error or data quality information.]</i>										

Describe the State’s challenges, lessons learned, and strategies for moving forward on meeting the targets for performance measures (D)(2)(d)(1) and (D)(2)(d)(2).

Not applicable to the Washington State RTT-ELC grant.

Kindergarten Entry Assessment

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

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

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

During the 2012-13 school year, 1,003 teachers in 102 districts participated in WaKIDS. This includes 308 schools with 21,811 incoming kindergarteners. This is a significant increase from the 2011-12 school year that had the voluntary participation of 62 school districts, 136 schools, and 411 teachers administering TS GOLD to 6,661 students.

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) has three components: (1) a family connection that welcomes families into the K-12 system as partners in their child’s education; (2) an early learning collaboration to align practices of early learning professionals and kindergarten teachers to support smooth transitions for students; and (3) a whole child assessment. Washington uses Teaching Strategies (TS) GOLD as the assessment tool. TS GOLD measures children’s development at the start of the school year in all domains: social/emotional; physical and well-being; cognition and general knowledge; mathematics; and language, communication and literacy. Refer to the preceding section titled, “Validating the effectiveness of the State TQRIS” for information on the reliability and validity of TS GOLD.

Kindergarten teachers receive training on TS GOLD before the beginning of the school year. Teachers who were administering WaKIDS for the first time this school year received two days of training, and those who already had participated in WaKIDS received a one-day refresher. 174 teachers have achieved the optional certification in inter rater reliability on TS GOLD. TS GOLD has been rigorously tested to measure the reliability and validity of the tool.

By 2013, all Washington Head Start and ECEAP programs will be using TS GOLD, so that the State will have two data points on the same measure for a sample of the State’s low-income children.

In addition, the Office of Superintendent of Public Instruction (OSPI) provides ongoing support

throughout the school year, including webinars for school leaders. Also, OSPI is partnering with the state's ESDs to provide local WaKIDS coordinators, who can support teachers in administering TS GOLD and use the resulting data in meaningful ways to inform instruction.

Teachers were required to complete WaKIDS administration for school year 2012-13 by the end of the seventh week of school. Results from the fall 2012 administration of TS GOLD have been available to teachers, principals, and school district administrators through the TS GOLD website since early November. The 2012-13 preliminary results, [WaKIDS Report to the Legislature](#), were released in January 2013.

Refer to the diagram on the following page for a description of the TS GOLD objectives and dimensions addressed by WaKIDS.

GOLD Objectives and Dimensions (WaKIDS)

Social–Emotional

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

Physical

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

Language

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

Cognitive

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

Literacy

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

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
22. Compares and measures
23. Demonstrates knowledge of patterns

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

Describe the data the State collects or will collect using the Kindergarten Entry Assessment to assess children’s learning and developmental progress as they enter kindergarten.

Teachers gather information about incoming kindergarteners by:

- Meeting with families at or before school starts to discuss the child, guided by the “Introducing…” booklet completed by the family before the meeting.
www.k12.wa.us/WaKIDS/pubdocs/IntroducingMe.pdf
- Administering TS GOLD, an observation-based assessment that enables teachers to embed the assessment into classroom instruction and small-group activities. When teachers enter the data into the online TS GOLD application, they have immediate access to reports about individual children’s development in all six domains, suggested activities to support child development, and reports that can be used for parent-teacher conferences.
- Discussions with local early learning providers.

In January 2013, OSPI published preliminary [2012 WaKIDS data](#) showing a statewide view of children’s development at the beginning of kindergarten. The statewide report card includes data disaggregated by race and ethnicity, and by geographic region. Because WaKIDS is administered in State-funded full-day kindergarten classrooms, which are offered in the State’s high-need communities, the children assessed will be predominantly those eligible for free- and reduced-price lunch. The data from the 2012-13 school year are being examined by the WaKIDS workgroup and the Early Learning State Leadership Team to determine the implications for the state.

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

The work group recommendations delivered to the Legislature in January 2013 will inform next steps at a State policy level. Legislators will need to balance the concerns of teachers about the amount of time they invest in WaKIDS, with (1) the need for the State to speak a common language about kindergarten readiness and have common data to inform policy and investments, and (2) the value of WaKIDS in supporting smooth kindergarten transitions and school success.

OSPI, in partnership with DEL, has several strategies in place to ensure measurable progress by the end of the grant period:

- Continue using a regional support network through the ESDs to support teachers and help them understand the value of WaKIDS and how to use the data to inform their instruction.
- Continue offering training and other professional development opportunities (including the State’s annual Starting Strong P-3 Institute) to help kindergarten teachers enhance their understanding of the importance of “whole child” development for school readiness and success.
- Seek public or privately funded implementation grants to support schools in WaKIDS implementation, through teacher meetings to use data to inform instruction, investment in technology that helps teachers administer TS GOLD, and other local needs.

Legislation was introduced in the 2012 legislative session, which did not pass, that would have required all elementary schools to participate in WaKIDS in the 2014-15 school year. This is the timeline included in the RTT-ELC grant application. The Superintendent has requested that the 2013 Legislature fund full-

day kindergarten in all schools. State law already requires the kindergarten entry assessment in State-funded full-day kindergartens; however, currently only funds full-day kindergarten for about 22% of the State.

Early Learning Data Systems

Not applicable to the Washington State RTT-ELC grant.

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- Has all of the Essential Data Elements;
- Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If applicable, describe the State's progress in building or enhancing a Statewide Longitudinal Data System in the State that meets the criteria described above.

Not applicable to the Washington State RTT-ELC grant. NOTE: this information is reported as part of the Washington State P-20 ARRA grant.

If applicable, please describe the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above.

Not applicable to the Washington State RTT-ELC grant.

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

Not applicable to the Washington State RTT-ELC grant.

Invitational Priorities

Grantee should include a narrative for those invitational priority areas that were addressed in your RTT-ELC application.

Sustaining Program Effects in the Early Elementary Grades. (Invitational Priority 4)

The State has made progress in (check all that apply):

- Enhancing your current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- Promoting health and family engagement, including in the early grades;
- Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and
- Leveraging existing Federal, State, and local resources.

Describe the progress made, if applicable.

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

The goal of a P-3 approach is to align preschool and early elementary so that children receive high-quality early learning experiences that enable them to be proficient in reading and math and socially and emotionally prepared to achieve at grade level by the end of third grade and to support success in rigorous and content-based instruction in fourth grade and beyond.

As the field and research progresses, there is increasing evidence that third grade proficiency, in concert with kindergarten readiness, is a strong predictor of long-term educational success. The Bill & Melinda Gates Foundation has provided funding to support this work in Washington, in coordination with OSPI and the ESDs, with the goals of:

- Improving instruction. Focused on aligned professional development for early learning providers and K-3 teachers tied to early literacy and early math – including alignment to the Common Core State Standards
- Improving leadership. Direct engagement of principals and early learning directors in professional

development tied to an understanding of the birth through eight developmental continuum, and strategies for supporting their teachers in high quality classroom practice.

- Building local and regional infrastructure. ESDs and large urban school districts are developing capacity to engage their early learning partners and develop shared ownership of students' learning including data sharing agreements and family engagement approaches.

P-3 reforms in Washington continue to be primarily locally and regionally driven. Superintendents and principals across Washington's 295 school districts, and members from local school boards, are increasingly participating on local P-3 teams, attending P-3 events, driving local discussions on practice and leadership, and researching and presenting on the issue within their own professional networks. In 2012, there was ramp up on the visibility and buy in to this approach across an increasing bench of key stakeholders. OSPI has identified opportunities to lead with key systemic supports such as guiding districts on early learning funding, and better use of additional assessments beyond WaKIDS.

Around Washington, there is shared language and an actual shared framework in use at the local and regional levels for planning, implementing and evaluating P-3 work.⁶ Local school districts and Washington's nine ESDs have actively taken on the work of P-3 and are working in partnership with each other to lead the work of aligning resources and approaches. We believe there is growing anecdotal evidence that the P-3 construct is working to improve the delivery of developmentally appropriate instruction, the quality of leadership and the efficient use of public and private resources.

Encouraging Private-Sector Support (Invitational Priority 5)

Describe State's progress in engaging the private sector in supporting the implementation of the State Plan, if applicable.

Washington is fortunate to have an active and engaged private sector supporting Early Learning statewide. The two primary private sector partners in this work are Thrive by Five Washington and the Bill & Melinda Gates Foundation.

Bill & Melinda Gates Foundation: The Foundation's Early Learning strategy aligns squarely with RTT-ELC and is putting in place the key pieces required to assure that the State is able to measure and deliver on quality programs and outcomes for young children. Their strategy focuses on the following work:

- Implementation of Early Achievers to measure and drive improvement in both the quality of early learning classrooms and the quality of interactions between teachers and children. This includes the Early Achievers state evaluation led by the University of Washington, which will provide information on the validity of the system and links to child outcomes.
- Implementation of WaKIDS, which measures entering kindergarteners' readiness for school and includes an observational whole-child assessment, connections with parents, and collaborations with early learning providers.
- Data infrastructure and program analytics to ensure efficient and effective use of public resources.

⁶ *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*, Drs Kristie Kauerz (University of Washington/Harvard Graduate School of Education) and Julia Coffman (Center for Evaluation Innovation), 2012.

Foundation resources have helped support the creation of a State early learning system by providing:

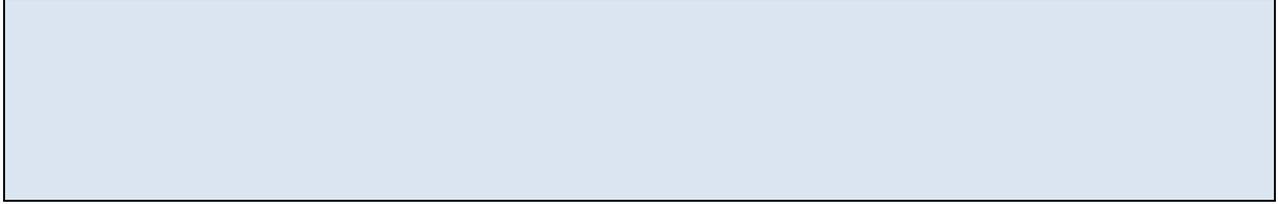
- Focused support for Early Achievers, WaKIDS and data, as catalytic use of foundation time and resources to drive toward improved school readiness.
- P-3 investments to strengthen the alignment between early learning and early elementary, providing implementation infrastructure for Early Achievers and WaKIDS, and shaping the foundation's thinking regarding a comprehensive cradle to college and career approach in Washington.

Thrive by Five Washington: Thrive by Five Washington (Thrive) is our State's public-private partnership for early learning. Working in concert with DEL and OSPI, Thrive has focused on the following elements in Washington's early learning system:

- **Fundraising and Advocacy:** Thrive engages the private sector in Washington, including businesses and philanthropy, to build a strong base of private sector support for early learning. Using their advocacy voice, Thrive mobilizes efforts for continued and increased public and private sector investments in quality early learning.
- **Community Connection to the Statewide System:** Thrive works through the Early Learning Regional Coalitions to inform local partners, parents, and caregivers about key statewide reform efforts including TQRIS, WaKIDS, and the Early Learning Guidelines. Thrive serves as an important bridge between the statewide Early Learning Plan, and the implementation of the plan at the local level by supporting the infrastructure of the Early Learning Regional Coalitions through funding and technical assistance.
- **Family Engagement:** The Love.Talk.Play. Campaign is a powerful strategy to inform parents on supporting their child's healthy development. Thrive is working through the Early Learning Coalitions to get this important information into the hands of parents and caregivers throughout Washington, including family, friends, and neighbor caregivers.
- **Home Visiting:** As the administrator of the Home Visiting Services Account, Thrive raises public and private sector funding to support expanded home-visiting services in Washington. This includes the administration of the recently received \$25M Federal MIECHV award for Washington. Thrive partners with the State to ensure that home visiting is integrated into Washington's early learning system, including the use of common early learning standards across programs, and will work to build shared data opportunities.
- **Governance:** Thrive serves on the Early Learning Advisory Council and is a member of the Early Learning Partnership along with DEL and OSPI. Thrive continues 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.

Additional Information

Please provide any additional information regarding progress, challenges, and lessons learned that is not addressed elsewhere in this report.



Data Tables:

Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application.

- Data on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data on program quality across different types of Early Learning and Development Programs.
- The number of Children with High Needs participating in each type of Early Learning and Development Program.
- Data on funding for early learning and development in the State.
- Data on the number and percentage of Children with High Needs from special populations in the State.
- Data on the current status of the State's early learning and development standards.
- Data on the Elements of a Comprehensive Assessment System currently required within the State.

NOTE: The tables on the following pages reflect Washington's updates to tables (A)(1)-1), (A)(1)-2), (A)(1)-3), (A)(1)-4), (A)(1)-6), and (A)(1)-7) from our RTT-ELC grant application. Information on the status of children at kindergarten entry is available on the Office of Superintendent of Public Instruction (OSPI) [website](#). Information on the State's early learning and development standards is provided in previous sections of this report.

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

In the table below, provide data for the current and previous grant years on the number and percentage of children from Low-Income families in the State, by age. [Low-Income is defined as having an income of up to 200% of the Federal poverty rate.]

Table 1: Children from Low-Income families, by age (Application Table (A)(1)-1). Provide the number of low-income families⁷ in the State and the number of children from low-income families as a percentage of all children in the state.										
Washington State	2011		2012		2013		2014		2015	
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State	# of low-income children in the state	% of total children	# of low-income children in the state	% of total children	# of low-income children in the state	% of total children	# of low-income children in the state	% of total children
Infants under age 1	31,876	42.0%	31,876	42.0%						
Toddlers ages 1 through 2	78,035	43.6%	78,035	43.6%						
Preschoolers ages 3 to kindergarten entry	97,522	44.8%	97,522	44.8%						
Total number of children, birth to kindergarten entry, from low-income families.	207,433	43.9%	207,433	43.9%						
Data source is 2011 American Communities Survey - Public Use Microdata Sample (ACS-PUMS). Percentages and estimates are restricted to those for whom poverty status has been determined and includes children ages zero to four and those five year olds who were not in school.										

⁷ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Table 2: Special populations of Children with High Needs

In the table below, provide data for the current and previous grant years on the number and percentage of Children with High Needs from special populations in the State.

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).										
Washington State	2011		2012		2013		2014		2015	
Special populations: Children who . . .	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children
Have disabilities or developmental delays⁸	15,249	3.2%	15,622	3.2%						
Are English learners⁹	168,695	34.9%	168,695	34.9%						
Reside on “Indian Lands”	14,060	2.9%	14,060	2.9%						
Are migrant¹⁰	3,570	.7%	3,666	.7%						
Are homeless¹¹ <i>Note: Percentage is based on a separate population count</i>	12,725	4.6%	12,725	4.6%						
Are in foster care	3,912	0.8%	3,816	0.8%						
Other as identified by the State (describe):	None		None							

⁸ For purposes of this report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

⁹ For purposes of this report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

¹⁰ For purposes of this report, children who are migrant are children birth through kindergarten entry who meet the definition of “migratory child” in ESEA section 1309(2).

¹¹ The term “homeless children” has the meaning given the term “homeless children and youths” in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).

Washington State	2011		2012		2013		2014		2015	
Special populations: Children who . . .	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children

Denominator Notes: Census 2010 actual counts of population by single year of age without any indication as to whether the 5-year-olds are enrolled in school. The approach for calculating the denominator for the disabilities or developmental delays, migrant, homeless, and foster care percentages assume that half of 5-year-olds are enrolled; whereas a denominator of 482,932 was applied.

Census 2010	Total	Allocation	2010 Allocation	2011 OFM Estimate	2011 Allocation	2012 OFM Estimate	2012 Allocation
Under 1 year of age	87,016	100%	87,016	85,957	85,957	86,414	86,414
1 year	87,607	100%	87,607	87,026	87,026	86,063	86,063
2 years	89,399	100%	89,399	87,715	87,715	87,292	87,292
3 years	89,097	100%	89,097	89,513	89,513	87,982	87,982
4 years	86,538	100%	86,538	89,210	89,210	89,778	89,778
5 years	86,550	50%	43,275	86,637	43,319	89,451	44,726
Children ages 0-5	526,207		482,932	526,058	482,740	526,980	482,255
Children ages 3-4			175,635		178,723		177,760

Have disabilities or developmental delays: IDEA Part C Annual Reports (Dec 1, 2011 and Dec 1, 2012) and IDEA Part B Annual Report (Nov 1, 2010) for 2011.

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

IDEA Parts B and C	2010	2011	2012
IDEA Part C: Birth to age 3	5,592	5,567	5,814
IDEA Part B: Age 3 to Pre-K	9,681	9,682*	9,808
Children ages 0-5	15,273	15,249	15,622

Are English Language Learners: Data Source: 2011 ACS PUMS (estimate provided for 2012).

Table 2 - Reside on "Indian Lands": Data for 2010 is used as an estimate for 2011 and 2012. The ACS PUMS data for 2011 is not updated for populations living on tribal lands. Data for 2010 is Census Summary File 1 for children ages 0-5 (not able to exclude children enrolled in kindergarten) and using the geographical attribute "Indian reservations and trust lands."

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

Fiscal Year	FY2010	FY2011	FY2011
MSHS Enrolled	3,667	3,570	3,666

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).

Washington State	2011		2012		2013		2014		2015	
Special populations: Children who . . .	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children	Number of children	% of total children

Are homeless: The count of children ages birth through 5 receiving DSHS economic services who are shown as “homeless” at some point during FY 2010. The “total children” is the number receiving economic services with the percent taken from that number. These data were drawn from the DSHS Integrated Client Database (ICDB). The key source behind the homeless population is the Automated Client Eligibility System (ACES) maintained by DSHS Economic Services Administration (DSHS-ESA).

Fiscal Year	FY2008	FY2009	FY2010	FY2011	FY2012
Total Children to age 5	228,315	243,930	276,718		
Homeless Families	11,440	12,127	12,725		
% Homeless	5.01%	4.97%	4.60%		

Are in foster care: Represents distinct children who were placed in out of home care in DCFS Custody at any point in time during the calendar year aged birth through 5.

Fiscal Year	2010	2011	2012
Foster Care	2,827	3,912	3,816

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age
In the table below, provide data for the current and previous grant years on the number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age.

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application 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.								
Washington State’s Early Learning and Development Programs	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age							
	2011				2012			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	Infants < 1	Toddlers ages 1 – 2	Children ages 3 to K- entry	Total
	State-funded preschool: ECEAP	-	-	8,391	8,391	-	-	8,391
Early Head Start and Head Start¹²	2,434	3,670	14,424	20,528	2,123	4,095	14,263	20,765
Programs and services funded by IDEA Part C and Part B, section 619	549	5,018	9,682	15,249	653	5,161	9,808	15,622
Programs funded under Title I of ESEA	-	-	3,374	3,374			2,556	2,556
Programs receiving funds from the State’s CCDF program	4,402	23,996	38,958	67,969	3,187	16,207	30,471	50,507
Working Connections Child Care	4,342	23,270	37,813	65,425	3,020	15,710	29,650	48,380
Seasonal Child Care	60	726	1,145	1,931	167	497	821	1,485
Homeless Child Care	not available			613	not available			642
Other: DSHS - Children’s Administration – Child Care Combined for these programs: Child Protective Services	747	2,030	1,761	4,538	846	1,924	1,750	4,520

¹² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application 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.

Washington State's Early Learning and Development Programs	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age							
	2011				2012			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total
Foster Parenting Medicaid Treatment Child Care								
Other: DSHS - Home Visiting	1,253	2,589	921	5,093	1,182	2,692	466	4,340
Other: Washington Health Care Authority (HCA) - First Steps	15,117	-	-	15,117	11,837	-	-	11,837
Other: Department of Health – AppleHealth/Medicaid services for infants and children	not available			265,319	not available			265,319
Other: Department of Health Neurodevelopmental Centers <i>Children Birth to 3 Years of Age</i>		7,458	-	7,458		8,273	-	8,273

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

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

Program Type	2010-2011 Funded Enrollment		2011-2012 Funded Enrollment	
	EHS Ages 0-3	HS Ages 3-5	EHS Ages 0-3	HS Ages 3-5
Region 10	569	9,699	2,511	9,834
AIAN	204	1,075	267	1,074
MSHS	3,570		3,666	
Totals	15,117		17,352	

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application 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.

Washington State's Early Learning and Development Programs	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age							
	2011				2012			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total

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

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

IDEA Part C Age Segments	2010	2011	2012
Children < 1 yr	503	549	653
Children age >= 1 yr and < 2 yr	1,691	1,687	1,751
Children 2 - 3 yrs	3,398	3,331	3,410
Totals	5,592	5,567	5,814
IDEA Part B			
Children ages 3-kindergarten entry	9,681	9,682*	9,808
TOTALS	15,273	15,249	15,622

Title I of ESEA: Data for program year 2011 from the 2010-2011 school year, district end-of-year Title I, Part A reports. Data for 2012 is the total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report. *Correction to data reported in the RTT-ELC application: Title I, program year 2011 was reported as 3,260.

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

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application 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.

Washington State's Early Learning and Development Programs	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age							
	2011				2012			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total

Combined DSHS – Children’s Administration Child Care Programs: Programs under combined DSHS-CA Child Care include child care provided to foster children, child protective services (CPS) children, and Medicaid treatment (MTCC) children. The age of children was calculated as of January 1st of the fiscal year (January 1st 2011 for SFY2011, January 1st 2012 for SFY2012). Data from DSHS, Research and Data Analysis, Client Services Database analytical extract of 2/2/2013, representing the unduplicated number of children under five served in one or more of those programs for at least one month during the fiscal year. Final 2011 number of children served are 747 for Infants < 1; 2,030 for Toddlers ages 1-2; and 1,761 for Children ages 3 to K-entry for a revised 2011 total of 4,538 children.

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

Home Visiting Programs	FY2011				FY2012			
	Infants under age 1	Toddlers ages 1 through 2	Pre-K Ages 3 to K entry	Total	Infants under age 1	Toddler s ages 1 through 2	Pre-K Ages 3 to K entry	Total
Parent Child Assistance Program	256	441	241	938	260	512	145	917
Parent Child Home Program (PCHP)	-	476	125	601	-	435	103	538
Parents as Teachers (PAT)	498	915	522	2,287	445	1,017	218	1,680
STEEP; Parenting Partnership	9	13	33	82	13	62		75
Nurse-Family Partnership (NFP)	409	599	-	1,028	429	599		1,028
Partnering with Families for Early Learning (PFEL)	61	145	-	157	35	67	-	102
Total	1,253	2,589	921	5,093	1,182	2,692	466	4,340

Data Sources by Home Visiting Program:

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

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application 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.

Washington State's Early Learning and Development Programs	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age							
	2011				2012			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K- entry	Total

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

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

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

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

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

Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age (Application 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.

Washington State's Early Learning and Development Programs	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age							
	2011				2012			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total

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

Data for 2010 through 2012: In 2010 Washington Medicaid's claims processing system changed. Prior to 2010, different procedure codes identified MSS home visits as opposed to office visits. In 2010 and later, the procedure codes changed and home visits can be identified only by a "place of service" variable. Represents the number of infant/mother dyads who received at least one home visit provided by postpartum Maternity Support Services or Infant Case Management during the stated year. There is a less than 1% missing data for place of service in both 2011 and 2012, although the data may change as claims are paid. Providers may still submit claims for SFY2012.

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

Note that management of the First Steps program changed (subsequent to the RTT-ELC application) from DSHS to the Washington State Health Care Authority.

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

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

Table 4: Data on funding for Early Learning and Development

In the table below, provide data on the funding for Early Learning and Development in the State.

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

Table 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).					
Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
<u>Supplemental State spending on Early Head Start and Head Start[1]</u>	\$49,632	\$39,700	\$43,548		
State-funded preschool	\$54,179,543	\$55,626,160	\$56,656,382		
<i>Details:</i>					
<i>ECEAP - State Funding</i>	\$42,088,253	\$43,436,649	\$45,495,336		
<i>ECEAP - CCDF Match/MOE</i>	\$12,091,290	\$12,189,511	\$13,161,046		
State contributions to IDEA Part C	\$41,668,121	\$41,668,121	\$41,668,121		
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$58,474,849	\$60,700,269	\$56,286,915		
Total State contributions to CCDF[2]	\$72,872,519	\$74,901,005	\$75,161,046		
<i>Details:</i>					
<i>ECEAP - CCDF Match/MOE</i>	\$12,091,290	\$12,189,511	\$13,161,046		
<i>WCCC - CCDF Match/MOE</i>	\$60,781,229	\$62,711,494	\$62,000,000		
State match to CCDF					
<i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	met	met	met		
TANF spending on Early Learning and Development Programs[3]	\$159,104,503	\$103,628,954	\$103,000,000		
Other State contributions - Child Care	\$34,608,113	\$34,608,113	\$34,608,113		
Other State contributions – DEL	\$1,570,665	\$3,707,847	\$4,757,464		

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

Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
<i>Details:</i>					
<i>Childrens Programs</i>	\$279,146	\$2,414,250	\$2,765,823		
<i>Family Partnership</i>	\$849,942	\$999,844	\$1,572,384		
<i>Licensing Service Areas</i>	\$41,320	\$0	\$0		
<i>Provider Partnerships</i>	\$400,257	\$293,753	\$419,257		
Other State contributions - Public programs segmented for children ages 0-5	\$278,558,688	\$278,558,688	\$278,558,688		
<i>Details:</i>					
<i>Child Abuse Prevention</i>	\$936,688	\$936,688	\$936,688		
<i>Statewide Longitudinal Data System</i>	\$321,948	\$321,948	\$321,948		
<i>All-Day Kindergarten and Early Learning Programs</i>	\$41,820,402	\$41,820,402	\$41,820,402		
<i>AppleHealth - Medicaid for infants and children</i>	\$207,049,432	\$207,049,432	\$207,049,432		
<i>Maternal and Child Health Programs</i>	\$28,430,218	\$28,430,218	\$28,430,218		
Other State contributions - Private Support for Early Learning Initiatives	\$16,414,715	\$16,414,715	\$16,414,715		
<i>Details:</i>					
<i>Bill & Melinda Gates Foundation</i>	\$5,200,193	\$5,200,193	\$5,200,193		
<i>Thrive by Five Washington</i>	\$10,598,614	\$10,598,614	\$10,598,614		
<i>Child Care Aware of Washington</i>	\$615,908	\$615,908	\$615,908		
Total State contributions:	\$546,305,555	\$554,035,107	\$550,993,946		

[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.]

All figures provided in Table A1-4 are based on the State's fiscal calendar, ending June 30th. The Washington State Legislature is currently in session and budget allocations for fiscal years 2014 and 2014 have not been finalized.

Regarding updates to this table:

- Data that has been updated are indicated as such in the notes below.*
- All other figures remain the same as reported in the RTT-ELC grant application.*
- Figures that have not been updated are carried forward from SFY2011 to estimate funding for SFY2012 and SFY2013 (e.g., for categories "Other State contributions - Public programs segmented for children ages 0-5" and "Other State contributions - Private Support for Early Learning Initiatives" above).*

Supplemental State spending on Early Head Start and Head Start

Data for SFY2011 and SFY2012 have been updated to reflect actual expenses while data for SFY2013 reflects allocated state funding.

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

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

Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
State-funded preschool					
<i>Data for SFY2011 and SFY2012 have been updated to reflect actual expenses while data for SFY2013 reflects allocated state funding.</i>					
<i>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.' Based on the November 2012 distribution of CCDF Funds. Note that approximately \$250,000 of SFY2012 ECEAP Proviso State match was recorded in SFY2013 but reflected on Federal FY2011 corrected final 696 report.</i>					
State contributions to IDEA Part C					
<i>Source: DSHS Children's Administration, Office of the Superintendent of Public Instruction (OSPI) and the Department of Health (DOH) for 2007 to 2010. Data for SFY2011 provided by DEL Program Administration for the Early Support for Infants and Toddlers. Data for SFY2011 does not include the Medicaid state match.</i>					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
<i>Source: Office of the Superintendent of Public Instruction (OSPI). Data for 2006-09 Special Education Allocation Records; Data for 2009-11 Special Education/finance-grants/funding website. Note that in SFY2006, Washington State categorized funding for Special Education for children in two segments: children ages 0-2 and ages 3-31. In SFY2007, funding for children ages 0-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 SFY2007. Actuals for 2011 and 2012 with projected figures for 2013 provided by OSPI.</i>					
Total State contributions to CCDF					
<i>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.' DSHS: Note that projected funding for SFY2013 is based on slight decrease from SFY2012; caseloads are expected to decline in SFY2013.</i>					
State match to CCDF (exceeded/met/not met)					
<i>DEL's Federal 696 report for FY2009 showed CCDF match as exceeded, however an amended report is forthcoming from DEL Finance.</i>					
TANF spending on Early Learning and Development Programs					
<i>Source: Department of Social and Health Services, Economic Services Division.</i>					
Other State contributions - Child Care					
<i>Source: DEL and DSHS</i>					
<i>Figures represent related spending on child care within a number of programs, including:</i>					
<i>1) Funds related to collective bargaining agreements with child care providers represented by SEIU 925.</i>					
<i>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.</i>					
<i>3) Child care through the Foster Parenting program, Child Protective Services, and the Medicaid Treatment program.</i>					
Other State contributions – DEL					
<i>Data for SFY2011 and SFY2012 have been updated to reflect actual expenses, while data for SFY2013 reflects allocated state funding.</i>					
<i>Source: DEL</i>					
<i>Other programs managed by the Department of Early Learning are organized around the areas of service as listed.</i>					

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

Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
<p>Other State contributions - Child Abuse Prevention and Treatment programs Source: Council for Families & Children Washington. Funding supports:</p> <ul style="list-style-type: none"> - 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. 					
<p>Other State contributions - Educational Research and Data Center (ERDC) SFY2011 is slightly under-reported. The final month, June 2011 is not included in SFY2011 due to federal reporting deadlines.</p>					
<p>Other State contributions - Maternal and Child Health Programs for families and children ages 0-5 Source: Department of Health. Services provided to children ages 0-5, excluding expenses paid through Medicaid. Programs include Basic Food, Nutrition and Education (BFNEP) and Women Infant and Children (WIC), Child Health Profile and Immunizations, Child Behavioral Health, Oral and Hearing Health, and Maternal and Child Health programs.</p>					
<p>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.</p>					
<p>Other State contributions - AppleHealth services for children ages 0 through5 Source: Washington Health Care Authority (WHCA). SFY2011 expenditures are incomplete at this time.</p>					
<p>Other State contributions - Private support for Early Learning Initiatives Sources: The Bill and Melinda Gates Foundation (BMGF), Thrive by Five Washington (Thrive) and Child Care Aware of Washington (CCA-WA), formerly the Washington State Child Care Resource and Referral Network.</p> <p>Figures from BMGF represent a history of payments awarded by fiscal year within their Early Learning Initiative. Future payments for currently active grants are not included in this report.</p> <p>Thrive's figures represent private sector investments (non-government, accrual basis). Note that grant/investments to Thrive included pledges restricted for future years – multi-year grants. Funding rolled over to subsequent years, depending on the private funder and the specificity outlined in the grant. This is most noticeable in SFY 2010, when approximately \$5 million was rolled over from the prior year.</p>					

[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 5: Data on the Current status of the State’s Early Learning and Development Standards

In the table below, update the data provided in the State’s application regarding the current status of Early Learning and Development Standards.

Table 5: Current status of the State’s Early Learning and Development Standards (Application Table (A)(1)-6)			
<i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
<i>[Enter text to explain or clarify information as needed]</i>			

Table 6: Data on the Elements of a Comprehensive Assessment System currently required within the State

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).					
<i>Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify: Refer to ECEAP section on following row.</i>					
State-funded Pre-K <i>Specify: ECEAP</i>	X Contractor choice of developmental screening tool.	X DECA and TS GOLD	X Environmental requirements embedded in performance standards	X Embedded in program performance standards	X Child Outcomes

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Early Head Start and Head Start ¹³	X Grantee must perform or obtain developmental screening.	X Grantee choice of comprehensive assessment measures aligned with Head Start Child Development and Early Learning Framework	X In performance standards - Many programs also use ERS	CLASS In performance standards	X Child outcomes
Programs funded under IDEA Part C	X	X	N/A (Part C practitioners are expected to provide services primarily in the home, child care and other community settings.)	N/A (Part C practitioners are required to support families and caregivers so they can help their child develop and learn using a variety of social/emotional or communication tools and resources.)	
Programs funded under IDEA Part B, section 619		X			X Child Outcome Data
Programs funded under Title I of ESEA	Determined at the individual school district level.				
Programs receiving CCDF funds	X If child is served in TQRIS	X If child is served in TQRIS	X If child is served in TQRIS	X If child is served in TQRIS	
Current Quality Rating and Improvement System requirements	X III-V	X III-V	X ERS: III-V ERS Self Assessment: II Level 1: See State Licensing Requirements below	X CLASS: III-V	X Focal Child Assessment

¹³ Including Migrant and Tribal Head Start located in the State.

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State Licensing Requirements	X		X		
Other: State-funded Home-Visiting	X Health & developmental screenings	X	N/A Observations in the home	N/A Observations in the home	

Additional Performance Measures Tables

Not applicable to the Washington State RTT-ELC grant.

Update any additional performance measure, if applicable.

Performance Measures – Other (if applicable)					
<i>[Insert title here]</i>					
Project Goals/Desired Outcomes:					
Narrative: <i>[Briefly describe...]</i>					
Annual Targets for Key Performance Measures:					
Performance Measures for (other):					
<i>[Customize performance measure tables as appropriate]</i>					
	Baseline (from Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual

Budget Information

Please describe what activities and mechanisms (e.g., contracts, MOUs, etc.) the State is using to distribute funds from the RTT-ELC budget to local programs, early learning intermediary organizations, participating programs, individuals (including scholars), and other partners.

The Washington State Department of Early Learning (DEL) is responsible for managing all RTT-ELC funds for each of the five primary grant projects. As part of the grant application process, DEL established MOUs with key partners in the RTT-ELC grant. Subsequent to the grant award, DEL put contracts in place with each subrecipient and created a Subrecipient Monitoring plan that describes the expected deliverables and their related activities and timeframes. Each subrecipient is required to report monthly on grant program and fund activity. The RTT-ELC Executive Sponsor, Initiative Sponsor and Grant Management team provide grant updates to federal program officers and the Early Learning Advisory Council on a regular, and other key stakeholders as needed (e.g., Governor, State Legislature.) Additional contractual agreements have been established for personal service contracts that support non-subrecipient grant execution.

DEL's comprehensive subrecipient monitoring plan centers around the following three components to assure transparency and accountability of grant funds in delivery of planned project activities and focused on targeted results:

Monitoring and Reporting: The Grants Management team works closely with the DEL Finance Division to monitor expenditure of grant funds and ensure fiscal controls are met.

Data Analytics and Reporting: In addition, data analytics experts review program and fiscal data on a regular basis, tracking grant performance, the State's ability to meet established targets and model potential shifts in program funding triggered by programmatic events and changes.

Performance & Incentives: A significant aspect of the subrecipient contracts and related monitoring plans is that they are performance-based and accountability-driven, with performance incentives built in where applicable.

Current RTT-ELC subrecipients include:

- University of Washington (TQRIS Expansion)
- Child Care Aware of Washington (TQRIS Expansion)
- Head Start and ECEAP grantees (TQRIS Expansion)
- State Board for Community and Technical Colleges (TQRIS Expansion and Professional Development)
- Office of Superintendent of Public Instruction (WaKIDS)
- Thrive by Five Washington (WaKIDS)

Please describe the entities (or types of individuals) to whom the State is distributing RTT-ELC funds through subgranting.

Washington State does not currently distribute RTT-ELC grant funds through subgranting.

Please provide a brief summary of any substantive changes that were made to the State RTT-ELC budget within the past year.

In August 2012, DEL submitted a revised budget updated to reflect refinements that occurred subsequent to the grant award and programmatic changes that necessitated moving funds between RTT-ELC projects. An additional budget change request that is reflected in GRADS alters funding for electronic benefits transfer. Other non-material changes have been made to more accurately reflect the work being done.

Expenditures for calendar year 2012, included in the Budget Tables on the following pages, represent actual expenses already paid, invoices submitted but not yet paid for work performed in 2012, and in one instance, estimated expenses where work was performed in 2012, but not yet invoiced. For the latter case, a note is included in the Project 4 budget table. Grant summary Budget Table 1 and the project summary Budget Tables 2 reflect these parameters. The sum of all RTT-ELC grant fund expenditures paid in 2012 for grant activity reflect the total 2012 drawdown amount recorded in the federal GRADS grant reporting system.

Overall, RTT-ELC grant fund expenditures are \$5.5m (22.8% of total 2012 grant expenditures), which is under budget by \$3.5m for the 2012 calendar year. Other non-RTT-ELC grant funds (also referred to as “Funds from other sources used to support the State Plan” on line 14 of the budget tables that follow) contributing to calendar year 2012 grant activity, reflect investments exceeding budgeted amounts by \$1.5m. The following key themes highlight RTT-ELC calendar year 2012 expenditures by project:

Project 1 – Grant Management: The Project 1 total budgeted funds of \$987k represent 3.8% of the \$26.1m total grant year 1 budgeted funds. DEL projects a \$688k positive variance in this category, which is due primarily to timing. Originally, Implementation Prep and IT Technical Assistance expenditure categories were projected to be spent largely in the first six months of the grant; however, DEL is drawing down these funds over a longer time horizon to help monitor and manage the initial stages of implementation. The RTT Technical Assistance category remains largely unallocated, subject to federal guidance and discussion.

Project 2 – TQRIS Expansion: For the first six months of the grant, DEL established programmatic and systems infrastructure to deliver on the work as outlined in our grant application. Following the initiation of a phased statewide implementation of our State TQRIS, Early Achievers, in July 2012, DEL projected relatively conservative targets for the remaining six months of the year to allow the program time to gather momentum and refine our programmatic execution before accelerating our pace of expansion in 2013.

Overall, Washington delivered its planned results on time, on target and on budget for this category, which represents 71% of our total grant year 1 budgeted funds. DEL is reporting a positive variance of \$243k, which represents 1.3% of the overall \$18.5m Project 2 budget. Some programmatic elements have naturally evolved over the course of program implementation, but thus far, this evolution has not resulted in an overall material change in a) our performance against targets or b) our TQRIS Expansion financial results for this category in total.

Project 3 – TQRIS Infrastructure: Similar to the Grant Management project as explained above, RTT-ELC grant funds are projected to be drawn down over a longer time horizon than originally planned. These changes were material and DEL has already formally assessed and updated the IT Capital and Data Analysis budgets, submitted to Washington’s RTT-ELC federal program officers in August 2012. The variances against revised forecasts for RTT-ELC grant funds in these two respective categories (\$200k for Data Analysis, \$667k for IT Capital) are primarily a result of timing; DEL anticipates total expenditures will converge with total budgeted amounts in 2013 for Data Analysis. For IT Capital Purchases, over \$600k is projected to be spent for a recently implemented payment

system; however, this amount will be paid over the life of the grant rather than solely in 2012. Similarly, community engagement is proceeding largely as planned (the same total amount, same partner to execute the work, etc.); however, the work is starting later than expected (January 2013 versus mid-2012).

On a total project basis; DEL has increased non-RTT funds dedicated to RTT-ELC IT systems infrastructure in 2012. Much of this variance can be attributed to continuing development work in the IT Capital category on the Managed Education and Registry Information Tool (MERIT) and the Web-based Early Learning System (WELS). As DEL and its partners continue to refine TQRIS program parameters to ensure success, we also continue to refine DEL's IT systems in parallel to support these efforts. This higher spending by DEL somewhat offsets a \$1.2m positive variance for the other, non-RTT-ELC grant funded portion of the budget with a negative variance of \$(1.3)m for Line 14 (other sources used to support the State plan). The result is a \$58k overall, which represents 1.9% of the overall \$3.0m Project 3 budget.

Project 4 – WaKIDS: Expenditures reported in this budget category for WaKIDS have been largely incurred but not yet invoiced; therefore DEL is not yet in a position to definitively analyze results. With that caveat, preliminary numbers from OSPI suggest that the reported negative variance of (\$211k) for RTT-ELC grant funds is due to timing. Most costs have already been spent for the entire 2012-13 school year: 1,003 teachers have now been trained, which is equivalent to greater than 90% of Washington's performance targets. By comparison, the budget prorates these costs evenly across the entire school year. This means that the actual work is front-loaded while the budget is flat, which results in a negative variance that should naturally dissipate in the first half of 2013. DEL has not yet comprehensively analyzed 2012 results in this category; and we may therefore revisit and update this explanation if necessary as we learn more.

As planned, Washington has also used funds from other sources to support this budget category (line 14). Total expenditures are currently estimated to be \$1.9m as compared to a budget of \$1.8m, which produces a negative variance of \$165k for non-RTT-ELC grant funds. Major expenses include train the trainers, professional development, assessment materials and other student registration costs, and administration. As mentioned in the previous paragraph, DEL and OSPI will continue to analyze these costs relative to our budget as 2012 expenditures are invoiced.

Project 5 – Professional Development Incentives: Washington has not yet incurred expenses in this category, which resulted in under-spending of \$1.5m against plan.

DEL's original plans called for executing a "soft launch" of professional development incentives in the last six months of 2012. Simultaneously, DEL would pilot a new IT payment system to handle the transactions associated with this activity. The plan was that both tasks would reinforce one another as the program scaled.

However, DEL modified this course of action after performing an intensive assessment in mid-2012; DEL determined it needed to build the IT system in its entirety first, then launch the program in sequential order (instead of concurrently). The major reason is that cash payment transactions need to be error-free; therefore all policy and systems work must be addressed prior to program launch (i.e., DEL has much more limited flexibility to learn as the program evolves from the standpoint of program execution).

Despite this adjustment, we do not anticipate any major changes to program plans or our cumulative targets at this time. The system has been built and now DEL can scale almost instantaneously to meet demand. While we have (re)modeled the timing of demand for incentives based on this new implementation sequence, we have chosen to defer submitting an official budget revision for this category until we better understand incentive uptake patterns in 2013.

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

DEL anticipates changes will occur in 2013, and as a result, DEL will submit budget revisions to our federal program officers as necessary, when changes of a material nature are determined to warrant a budget update. The timing of these submissions will be largely dependent on the pace and progression of our programs. Calendar year 2013 represents a large step forward in scaling Early Achievers, Professional Development incentives, and WaKIDS, and as we learn from program delivery, we will adjust our budget forecasts accordingly.

Not surprisingly, we anticipate the biggest adjustments will be in budgets most sensitive to activity and progress by child care facilities and professionals in the field, as follows:

- Project 2, TQRIS Expansion, will almost certainly have several line item budget revisions. The budget will be affected by numerous factors, such as how rapidly facilities complete training requirements, and at what quality level and volume facilities are rated, etc. In addition, much is being learned through the HS/ECEAP pilot and the initial ratings process that will be leveraged in the work ahead. DEL will also continue to monitor and review all program elements for efficacy, including technical assistance, coaching, and training.
- Project 5, Professional Development Incentives: As demand patterns for incentives emerge and stabilize, we will reforecast this project budget to better reflect results from the field (as previously noted.)

DEL might also need to submit budget revisions for the other project budgets, in part because these projects are either directly or indirectly affected by the progress stated above in Early Achievers. However, the possibility of substantive changes in these budgets could be negated by the fact that a) many of these line items fund support for systems and implementation that are already underway, and b) these line items are often contracts for fixed amounts. Both of these points will reduce budget uncertainty and variability.

DEL will both rigorously and continuously monitor all RTT-ELC project budgets and report substantive changes as appropriate in 2013.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category--Include budget and expenditure totals for each budget category for Grant Year 1.

Budget Table 1: Overall Budget Summary by Budget Category for Grant Year 1		
Budget Categories	Budget	Expenditures
1. Personnel	-	-
2. Fringe Benefits	-	-
3. Travel	-	-
4. Equipment	-	-
5. Supplies	-	-
6. Contractual	\$1,465,689	\$273,278
7. Training Stipends	-	-
8. Other	\$1,543,463	-
9. Total Direct Costs (add lines 1-8)	\$3,009,152	\$273,278
10. Indirect Costs*	-	-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$5,001,923	\$4,894,997
12. Funds set aside for participation in grantee technical assistance	\$950,583	\$298,801
13. Total Grant Funds Requested (add lines 9-12)	\$8,961,659	\$5,467,076
14. Funds from other sources used to support the State Plan	\$17,099,367	\$18,553,671
15. Total Statewide Budget (add lines 13-14)	\$26,061,026	\$24,020,747
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

Budget Table 1: Overall Budget Summary by Budget Category for Grant Year 1

Budget Categories	Budget	Expenditures
NOTES: (1) Project 1, 2, 3 and 5 expenditures reflect RTT-ELC grant activity that occurred in the 2012 calendar year and that has either been invoiced and paid or invoiced and not yet paid. (2) Project 4 expenditures reflect RTT-ELC grant activity that occurred in the 2012 calendar year for which DEL had not yet been invoiced at the time of report publication.		

Budget and Expenditure Table 2: by Project -- The State must complete a Budget and Expenditure Table for each project for Grant Year 1.

Budget Table 2: Project 1 Project 1 – Grant Management		
Budget Categories	Budget	Expenditures
1. Personnel	-	-
2. Fringe Benefits	-	-
3. Travel	-	-
4. Equipment	-	-
5. Supplies	-	-
6. Contractual	-	-
7. Training Stipends	-	-
8. Other	-	-
9. Total Direct Costs (add lines 1-8)	-	-
10. Indirect Costs*	-	-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	-	-
12. Funds set aside for participation in grantee technical assistance	\$950,583	\$298,801
RTT TA (required)	\$150,000	\$4,810
Implementation Prep	\$627,500	\$293,991
IT: Technical Assistance	\$173,083	-
13. Total Grant Funds Requested (add lines 9-12)	\$950,583	\$298,801
14. Funds from other sources used to support the State Plan	\$36,567	-
IT: Technical Assistance	\$36,567	-
15. Total Budget (add lines 13-14)	\$987,150	\$298,801

Budget Table 2: Project 1
Project 1 – Grant Management

Budget Categories	Budget	Expenditures
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p> <p>NOTE: Project 1 expenditures reflect RTT-ELC grant activity that occurred in the 2012 calendar year and that has either been invoiced and paid or invoiced and not yet paid.</p>		

Budget Table 2: Project 2
Project 2 – TQRIS Expansion

Budget Categories	Budget	Expenditures
1. Personnel	-	-
2. Fringe Benefits	-	-
3. Travel	-	-
4. Equipment	-	-
5. Supplies	-	-
6. Contractual	-	-
7. Training Stipends	-	-
8. Other	-	-
9. Total Direct Costs (add lines 1-8)	-	-
10. Indirect Costs*	-	-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$4,730,195	\$4,412,198
CCA-WA – Coaching	\$409,837	\$723,818

Budget Table 2: Project 2
Project 2 – TQRIS Expansion

Budget Categories	Budget	Expenditures
CCA-WA - Technical Assistance	\$1,823,190	\$2,084,149
CCA-WA - Training	\$220,836	\$291,941
UW - Ratings and Monitoring	\$1,176,581	\$1,073,571
UW - Program Evaluation	\$134,830	\$64,025
Local Quality Improvement Awards	\$190,359	\$12,300
Local Training Hub Awards	\$774,563	\$162,394
12. Funds set aside for participation in grantee technical assistance	-	-
13. Total Grant Funds Requested (add lines 9-12)	\$4,730,195	\$4,412,198
14. Funds from other sources used to support the State Plan	\$13,746,082	\$13,821,362
Licensing	\$13,202,911	\$13,433,006
CCA-WA – Coaching	-	\$80,914
CCA-WA - Technical Assistance	-	-
CCA-WA – Training	-	\$25,122
CCA-WA – S&T Reimbursement	\$164,354	\$115,813
WSBCTC – Opportunity Awards	\$164,354	\$59,000
UW - Ratings and Monitoring	-	\$49,472
UW - Program Evaluation	\$214,463	\$15,302
UW – Other	-	\$42,734
Local Quality Improvement Awards	-	-
Local Training Hub Awards	-	-
15. Total Budget (add lines 13-14)	\$18,476,277	\$18,233,560

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

Budget Table 2: Project 2
Project 2 – TQRIS Expansion

Budget Categories	Budget	Expenditures
<p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p> <p>NOTES: (1) Project 2 expenditures reflect RTT-ELC grant activity that occurred in the 2012 calendar year and that has either been invoiced and paid or invoiced and not yet paid. (2) Child Care Aware of Washington (CCA-WA) was formerly the Washington State Resource and Referral Network (WSRRN).</p>		

Budget Table 2: Project 3
Project 3 – TQRIS Infrastructure

Budget Categories	Budget	Expenditures
1. Personnel	-	-
2. Fringe Benefits	-	-
3. Travel	-	-
4. Equipment	-	-
5. Supplies	-	-
6. Contractual	\$1,465,689	\$273,278
Community Engagement	\$302,000	-
Data Analysis	\$344,130	\$143,605
Information Materials & Dissemination	\$122,559	\$99,673
IT: Capital Purchases	\$697,000	\$30,000
7. Training Stipends	-	-
8. Other	-	-
9. Total Direct Costs (add lines 1-8)	\$1,465,689	\$273,278
10. Indirect Costs*	-	-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	-	-
12. Funds set aside for participation in grantee technical assistance	-	-
13. Total Grant Funds Requested (add lines 9-12)	\$1,465,689	\$273,278
14. Funds from other sources used to support the State Plan	\$1,541,723	\$2,791,880

Budget Table 2: Project 3
Project 3 – TQRIS Infrastructure

Budget Categories	Budget	Expenditures
Outcomes & Accountability Division	\$1,541,723	\$1,821,368
IT: Capital Purchases	-	\$786,645
Data Analysis	-	-
Other: DEL	-	\$183,867
15. Total Budget (add lines 13-14)	\$3,007,413	\$3,065,157

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

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

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

NOTE: Project 3 expenditures reflect RTT-ELC grant activity that occurred in the 2012 calendar year and that has either been invoiced and paid or invoiced and not yet paid.

Budget Table 2: Project 4
Project 4 – WaKIDS

Budget Categories	Budget	Expenditures
1. Personnel	-	-
2. Fringe Benefits	-	-
3. Travel	-	-
4. Equipment	-	-
5. Supplies	-	-
6. Contractual	-	-
7. Training Stipends	-	-
8. Other	-	-

Budget Table 2: Project 4
Project 4 – WaKIDS

Budget Categories	Budget	Expenditures
9. Total Direct Costs (add lines 1-8)	-	-
10. Indirect Costs*	-	-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$271,728	\$482,799
Teacher Training	\$271,728	\$482,799
12. Funds set aside for participation in grantee technical assistance	-	-
13. Total Grant Funds Requested (add lines 9-12)	\$271,728	\$482,799
14. Funds from other sources used to support the State Plan ⁽¹⁾	\$1,774,995	\$1,940,429
All Other Expenses	\$1,774,995	\$1,940,429
15. Total Budget (add lines 13-14)	\$2,046,723	\$2,423,228

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

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

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

NOTE: Project 4 expenditures reflect RTT-ELC grant activity that occurred in the 2012 calendar year for which DEL had not yet been invoiced at the time of report publication.

Budget Table 2: Project 5
Project 5 – Professional Development Incentives

Budget Categories	Budget	Expenditures
1. Personnel	-	-
2. Fringe Benefits	-	-
3. Travel	-	-
4. Equipment	-	-
5. Supplies	-	-
6. Contractual	-	-
7. Training Stipends	-	-
8. Other	\$1,543,463	-
Entry Incentives	\$816,000	-
Pre-Existing Degree Incentives	\$627,123	-
Attainment Incentives	-	-
Retention Costs	\$100,340	-
9. Total Direct Costs (add lines 1-8)	\$1,543,463	\$0
10. Indirect Costs*	-	-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	-	-
12. Funds set aside for participation in grantee technical assistance	-	-
13. Total Grant Funds Requested (add lines 9-12)	\$1,543,463	\$0
14. Funds from other sources used to support the State Plan	-	-
Entry Incentives	-	-
Pre-Existing Degree Incentives	-	-
Attainment Incentives	-	-
Retention Costs	-	-
15. Total Budget (add lines 13-14)	\$1,543,463	\$0

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary

Budget Table 2: Project 5
Project 5 – Professional Development Incentives

Budget Categories	Budget	Expenditures
<p>Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p> <p>NOTE: Project 5 expenditures reflect RTT-ELC grant activity that occurred in the 2012 calendar year and that has either been invoiced and paid or invoiced and not yet paid.</p>		

DEFINITIONS

Note: All definitions below are taken from the notice.

Children with High Needs means children from birth through kindergarten entry who are from Low-Income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the State.

Common Education Data Standards (CEDS) means voluntary, common standards for a key set of education data elements (*e.g.*, demographics, program participation, transition, course information) at the early learning, K-12, and postsecondary levels developed through a national collaborative effort being led by the National Center for Education Statistics. CEDS focus on standard definitions, code sets, and technical specifications of a subset of key data elements and are designed to increase data interoperability, portability, and comparability across Early Learning and Development Programs and agencies, States, local educational agencies, and postsecondary institutions.

Comprehensive Assessment System means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children’s learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood.

A Comprehensive Assessment System includes, at a minimum--

- (a) Screening Measures;
- (b) Formative Assessments;
- (c) Measures of Environmental Quality; and
- (d) Measures of the Quality of Adult-Child Interactions.

Data System Oversight Requirements means policies for ensuring the quality, privacy, and integrity of data contained in a data system, including--

(a) A data governance policy that identifies the elements that are collected and maintained; provides for training on internal controls to system users; establishes who will have access to the data in the system and how the data may be used; sets appropriate internal controls to restrict access to only authorized users; sets criteria for determining the legitimacy of data requests; establishes processes that verify the accuracy, completeness, and age of the data elements maintained in the system; sets procedures for determining the sensitivity of each inventoried element and the risk of harm if those data were improperly disclosed; and establishes procedures for disclosure review and auditing; and

(b) A transparency policy that informs the public, including families, Early Childhood Educators, and programs, of the existence of data systems that house personally identifiable information, explains what data elements are included in such a system, enables parental consent to disclose personally identifiable information as appropriate, and describes allowable and potential uses of the data.

Early Childhood Educator means any professional working in an Early Learning and Development Program, including but not limited to center-based and family home child care providers;

infant and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators.

Early Learning and Development Program means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting. A State should include in this definition other programs that may deliver early learning and development services in a child's home, such as the Maternal, Infant and Early Childhood Home Visiting; Early Head Start; and part C of IDEA¹⁴.

Early Learning and Development Standards means a set of expectations, guidelines, or developmental milestones that--

(a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;

(b) Are appropriate for each age group (*e.g.*, infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;

(c) Cover all Essential Domains of School Readiness; and

(d) Are universally designed and developmentally, culturally, and linguistically appropriate.

Early Learning Intermediary Organization means a national, statewide, regional, or community-based organization that represents one or more networks of Early Learning and Development Programs in the State and that has influence or authority over them. Such Early Learning Intermediary Organizations include, but are not limited to, Child Care Resource and Referral Agencies; State Head Start Associations; Family Child Care Associations; State affiliates of the National Association for the Education of Young Children; State affiliates of the Council for Exceptional Children's Division of Early Childhood; statewide or regional union affiliates that represent Early Childhood Educators; affiliates of the National Migrant and Seasonal Head Start Association; the National Tribal, American Indian, and Alaskan Native Head Start Association; and the National Indian Child Care Association.

Essential Data Elements means the critical child, program, and workforce data elements of a coordinated early learning data system, including--

(a) A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable);

(b) A unique statewide Early Childhood Educator identifier;

¹⁴ Note: Such home-based programs and services will most likely not participate in the State's Tiered Quality Rating and Improvement System unless the State has developed a set of Tiered Program Standards specifically for home-based programs and services.

- (c) A unique program site identifier;
- (d) Child and family demographic information;
- (e) Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;
- (f) Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and
- (g) Child-level program participation and attendance data.

Essential Domains of School Readiness means the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development.

Formative Assessment (also known as a classroom-based or ongoing assessment) means assessment questions, tools, and processes--

- (a) That are--
 - (1) Specifically designed to monitor children's progress in meeting the Early Learning and Development Standards;
 - (2) Valid and reliable for their intended purposes and their target populations;
 - (3) Linked directly to the curriculum; and
- (b) The results of which are used to guide and improve instructional practices.

High-Quality Plan means any plan developed by the State to address a selection criterion or priority in the notice that is feasible and has a high probability of successful implementation and at a minimum includes--

- (a) The key goals;
- (b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;
- (c) A realistic timeline, including key milestones, for implementing each key activity;
- (d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- (e) Appropriate financial resources to support successful implementation of the plan;
- (f) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;

- (g) The information requested in the performance measures, where applicable;
- (h) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and
- (i) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.

Kindergarten Entry Assessment means an assessment that--

- (a) Is administered to children during the first few months of their admission into kindergarten;
- (b) Covers all Essential Domains of School Readiness;
- (c) Is used in conformance with the recommendations of the National Research Council¹⁵ reports on early childhood; and
- (d) Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards. Results of the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early elementary school grades. This assessment should not be used to prevent children's entry into kindergarten.

Lead Agency means the State-level agency designated by the Governor for the administration of the RTT-ELC grant; this agency is the fiscal agent for the grant. The Lead Agency must be one of the Participating State Agencies.

Low-Income means having an income of up to 200 percent of the Federal poverty rate.

Measures of Environmental Quality means valid and reliable indicators of the overall quality of the early learning environment.

Measures of the Quality of Adult-Child Interactions means the measures obtained through valid and reliable processes for observing how teachers and caregivers interact with children, where such processes are designed to promote child learning and to identify strengths and areas for improvement for early learning professionals.

Participating State Agency means a State agency that administers public funds related to early learning and development and is participating in the State Plan. The following State agencies are required Participating State Agencies: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency. Other State agencies, such as the agencies that administer or supervise the administration of Child Welfare, Mental Health, Temporary Assistance for Needy Families (TANF), Community-Based Child Abuse Prevention, the Child and Adult Care Food

¹⁵ National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
http://www.nap.edu/catalog.php?record_id=12446

Program, and the Adult Education and Family Literacy Act (AEFLA) may be Participating State Agencies if they elect to participate in the State Plan.

Participating Program means an Early Learning and Development Program that elects to carry out activities described in the State Plan.

Program Standards means the standards that serve as the basis for a Tiered Quality Rating and Improvement System and define differentiated levels of quality for Early Learning and Development Programs. Program Standards are expressed, at a minimum, by the extent to which--

(a) Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers;

(b) Comprehensive Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of--

(1) Children's learning and development outcomes; and

(2) program performance;

(c) A qualified workforce improves young children's health, social, emotional, and educational outcomes;

(d) Strategies are successfully used to engage families in supporting their children's development and learning. These strategies may include, but are not limited to, parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;

(e) Health promotion practices include health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among parents; and

(f) Effective data practices include gathering Essential Data Elements and entering them into the State's Statewide Longitudinal Data System or other early learning data system, using these data to guide instruction and program improvement, and making this information readily available to families.

Screening Measures means age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

State means any of the 50 States, the District of Columbia, and Puerto Rico.

State Plan means the plan submitted as part of the State's RTT-ELC application.

Statewide Longitudinal Data System means the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

Tiered Quality Rating and Improvement System means the system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an Early Learning and Development Program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (*e.g.*, through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.

Workforce Knowledge and Competency Framework means a set of expectations that describes what Early Childhood Educators (including those working with children with disabilities and English learners) should know and be able to do. The Workforce Knowledge and Competency Framework, at a minimum, (a) is evidence-based; (b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide instruction and program improvement; (e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors; and (f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.