2016
FINAL PERFORMANCE REPORT

Washington

Race to the Top
Early Learning Challenge

Race to the Top - Early Learning Challenge
Final Performance Report

CFDA Number: 84.412

Washington
2016

Due: *4/03/2017*

U.S. Department of Education
Washington, DC 20202

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: *Ross Hunter*   Title: *Director of the Washington State Department of Early Learning*

    Ph #: (360) 725-4584   Fax #: (360) 725-4395

    Email Address: *ross.hunter@del.wa.gov*

Reporting Period Information

5. Reporting Period: From: 01/01/2012 To: 12/31/2016

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: Click here to enter a date. To: Click here to enter a date. (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.

Name of Authorized Representative: Ross Hunter
Title: Director, Department of Early Learning

Date: 3/31/2017

Signature

Executive Summary

The Executive Summary is the State's opportunity to tell the story of its Race to the Top—Early Learning Challenge (RTT-ELC) Grant. Reflect on your State's accomplishments over the grant period and, in a couple of pages, share (1) the vision for RTT-ELC in your State (2) What has changed in the State and in early learning programs as a result of RTT-ELC (3) the lessons learned in implementing a comprehensive reform agenda. You may also want to share planned next steps for this work. The Executive Summary should be no more than ten pages in length.

Overview of Key Accomplishments

Washington has five approved projects to accomplish this work within the Race to the Top-Early Learning Challenge (RTT-ELC) Grant, and made considerable progress across each of these areas:

1) Project 1: Grants Management
2) Project 2: TQRIS Expansion
3) Project 3: TQRIS Infrastructure
4) Project 4: WaKIDS Kindergarten Entry Assessment (KEA)
5) Project 5: Professional Development Incentives

RTT-ELC was instrumental in allowing Washington to build the capacity to support a high-quality early learning system at scale. In addition to ramping up services, it enabled much needed evaluation, assessment, and adjustments to the system that has led to a more mature and thoughtful system. The grant allowed Washington to take risks, learn lessons, and make revisions that would have been challenging without a federal funding source. In 2015, the Washington Legislature passed the Early Start Act (ESA) which enabled Washington to build upon the work of RTT-ELC and sustain and improve the high-quality system that was built with RTT-ELC funds. Importantly, it also made participation in Early Achievers, Washington's Tiered Quality Rating and Improvement System (TQRIS) system, mandatory for all providers that accept state subsidy payments, as well as for providers offering the Early Childhood Education and Assistance Program (ECEAP), Washington's comprehensive pre-kindergarten (pre-k) program. These providers must attain levels of high-quality within a specific timeline (see *What Has Changed in Washington* below for more information). As a result:

- Nearly all required subsidy providers (92.9 percent of child care centers and 90.2 percent of family home child care) successfully enrolled in Early Achievers by the August 1, 2016 Early Start Act deadline.
- Subsidy providers representing racial/ethnic/language diversity generally enrolled in Early Achievers by the August 1, 2016 deadline at rates higher than other providers, preserving important access for subsidy care in communities of color and non-English speaking communities.
- Nearly 80 percent of rated Early Childhood Education and Assistance Program (ECEAP), Washington's comprehensive pre-kindergarten (pre-k) program, and subsidy providers are rated "at quality" (in this case "at quality" is a rated Level 4).
- The Department of Early Learning (DEL) and its partners have built substantial capacity at all levels to provide training, relationship-based professional development, and rating data collection throughout the state.
- DEL and its partners have made substantial improvement in using data to drive decision-making and improvements.
- In the 2015-16 school year, 58,279 entering kindergarteners in Washington participated in the Washington Kindergarten Inventory of Developing Skills (WaKIDS) whole-child assessment, approximately 73 percent of the state's entering kindergarteners.
- In July of 2016, DEL released the Culturally Responsive Guidelines which will serve as a statewide resource for professional development staff by providing expectations for professional development, delivery and evaluation.

The Vision for RTT-ELC in Washington

Original State RTT-ELC Goal: Strengthen, accelerate implementation and sustain the statewide early learning system in Washington; improving the quality, consistency, and scale of high-quality early learning programs and leading to improved child outcomes that close the readiness gap.

Receiving the Race to the Top – Early Learning Challenge grant has been fundamental to Washington's progress in scaling a strong early learning system to increase access to high-quality early learning opportunities for children. Washington has focused its efforts on:

- Creating Early Achievers, a measurable system of quality standards that are tied to improved child outcomes;
- Providing supports, such as coaching, training, professional development, and technical assistance to help providers attain levels of high quality;
- Scaling the Washington Kindergarten Inventory of Developing Skills (WaKIDS), Washington's Kindergarten Entry Assessment (KEA), to assess progress over time; and
- Building the political will to sustain and grow this system to reach all children over time.

Within each of the five approved projects, Washington has made considerable progress:

1) Project 1: Grants Management
Original Goal: Build and develop strong infrastructure at DEL that can manage the RTT-ELC funds; ensure implementation with fidelity of key implementation elements; communicate effectively; and promote a clear and sustainable government structure with key implementation partners.

Progress Toward Goal:

- **Data systems**: Over the grant period, new data systems have been developed and enhanced at DEL and partner agencies including Child Care Aware of Washington and University of Washington to track the progress of the early learning programs, quality, investments and progress over time.
- **Early Start Act**: Passage of the Early Start Act has provided significant new resources for early learning including internal capacity at the Department of Early Learning.
- **Partnerships**:
  - **Early Learning Partnership**: A strong governance system with DEL, the Office of Superintendent of Public Instruction (OSPI), Washington State Department of Health (DOH), Washington State Department of Social and Health Services (DSHS), and Thrive Washington has been built, refined, and strengthened.
  - **Early Achievers Review Subcommittee (EARS)**: The 2015 Washington Legislature charged the Early Learning Advisory Council (ELAC) and DEL with convening an Early Achievers Review Subcommittee (EARS) to provide feedback and guidance on strategies to improve the quality of instruction and environment for early learning and provide input and recommendations on the implementation and refinement of Early Achievers.
  - **Early Start Act Implementation Team**: The original Early Achievers Implementation Team, representing leadership from DEL, Child Care Aware of Washington, and the University of Washington has transformed to become an ongoing group supporting the implementation of the Early Start Act.

2) Project 2: TQRIS Expansion
Original Goal: expand a TQRIS system at scale that promotes quality improvements and improves access to quality for high-needs children.

Progress Toward Goal: Early Achievers, Washington's quality rating and improvement system (QRIS), was designed to help early learning providers offer high-quality care that supports each child's learning and development. Early Achievers is designed to:

- Provide resources including coaching, training, and incentives to early learning providers to support their efforts to enhance quality;
- Help parents and caregivers find high-quality child care and early learning programs that fit their needs by providing information about facility quality; and
- Ensure that children have high-quality early learning experiences that help them develop the skills they need to be successful in school and life.

As of December 2016 there are 3,991 child care centers, family home child care providers, and ECEAP/Head Start providers participating in Early Achievers. This includes 3,113 subsidy providers, 407 ECEAP/Head Start sites, and 475 private providers not taking subsidy in the past year. 2,787 of the 3,991 providers enrolled in Early Achievers, or 70.2 percent, are not yet rated. To date 80.8 percent of ECEAP and subsidy providers that have been rated are "at quality" (Level 4 or higher among ECEAP and Level 3 or higher among child care centers and family home child care providers), and 19.2 percent of these providers are not yet rated at quality and will require additional supports.

Washington's 2015 Early Start Act established the expectations that all licensed early learning providers serving children on state subsidy (excluding school-age only providers) would enroll in Early Achievers by August 1, 2016 and subsequently engage in activities to improve child care quality. By the August 1, 2016 Early Achievers enrollment deadline 92.5 percent of all required providers had enrolled – those non-school age providers taking subsidy or with ECEAP funding in the past year who had a required enrollment date no later than August 1. This includes 100 percent of all required ECEAP providers, 92.9 percent of all required childcare centers, and 90.2 percent of all required family home child care providers. These providers cared for 98.0 percent of the over 38,000 children under age 5 who received subsidy care in the 2016 fiscal year.

Estimated Total 0-5 Year Olds at Early Achievers Sites	
Total Children Served	**96,887**
ECEAP	18,715
Family Home Child Care	15,494
Child Care Centers	62,678

Data Source: MERIT, ELMS, Famlink, SSPS

Additionally, subsidy providers representing racial/ethnic/language diversity generally enrolled in Early Achievers by the August 1 deadline at rates higher than other providers, preserving important access for subsidy care in communities of color and non-English speaking communities. For example, among required family home child care, 98.9 percent of Spanish-speaking, 99.2 percent of Somali-speaking, 93.3 percent of American Indian/Alaska Native, and 96.7 percent of Asian providers were enrolled in Early Achievers by August 1.

As of August 15, 2016, there were an estimated 96,887 children 0-5 being served by early learning providers participating in Early Achievers. The majority of these children (65 percent) were being served in licensed child care centers, while 16 percent were in family home child care, and 19 percent were in ECEAP or Head Start sites.

3) Project 3: TQRIS Infrastructure
Original Goal: Promote Excellence in TQRIS Program Standards and Quality Levels.

Progress Toward Goal:

Early Achievers is designed to support early learning providers on a path to continuous quality improvement. Attaining a high level of quality is a long-term commitment. Rather than crossing a finish line, it is embracing a philosophy of continuing to learn and grow over time. Providers at all levels in Early Achievers are assisted in this effort by:

- Learning about strengths and areas to grow using multiple sources of information;
- Creating a plan with goals, timelines and responsibilities;
- Testing and implementing solutions; and
- Evaluating the results and revising the plan.

Early Achievers participants have supports and resources available to assist them throughout their journey through the Early Achievers quality improvement system. These aides include pre-enrollment supports, Level 2 supports, and quality improvement tools and incentives.

Pre-Enrollment Supports: Child Care Aware of Washington uses many outreach strategies to reach child care providers including: newsletters, a website, one-on-one orientations, telephone recruiting, training sessions, conference participation, creating and distributing marketing materials in multiple languages, and scheduled group orientations in multiple languages. In addition, they have developed partnerships with other community organizations that have relationships with child care providers to encourage participation in Early Achievers including child care licensors, colleges, family home child care provider associations and center directors groups, the Early Learning Regional Coalitions, ECEAP/Head Start providers, School Districts, Public Libraries, Educational Service Districts, Nurse Consultants/Health Departments, Infant/Toddler Consultants and Networks, Resource Centers, local and national conference planning committees, media organizations, and other local programs.

Child Care Aware of Washington offers pre-enrollment supports, such as helping providers complete necessary tasks in Washington's Managed Education and Registry Information Tool (MERIT), Washington's professional development registry, signing up for orientations, and addressing barriers to enrollment. This assistance can clarify enrollment in Early Achievers while beginning a trusting relationship by paving the way for success on the Early Achievers journey.

Level 2 Supports: Early Achievers Level 2 activities are designed for *Professional Growth and Facility Management* and require facility leaders (family home child care primary provider/child care center director) to complete a series of Early Achievers preparation activities and training. New participants have 12 months from enrollment to complete the Level 2 requirements. Early Achievers participants receive support to help them complete the Level 2 requirements and prepare for rating, including 1) the Early Achievers Professional Training Series, 2) support in Facility Self-Assessment, and 3) Relationship-Based Professional Development.

1. **Early Achievers Professional Training Series:** All Early Achievers participants must complete the Early Achievers Professional Training Series, designed to support providers as they prepare themselves for quality improvement work. The trainings are intended for child care center directors and family home child care primary providers and are offered free of charge. The training series is designed as three online and three in-person classes; however, in order to make accommodations for language, technology and learning style, each of the sessions is also accessible in person. In-person trainings are offered in a variety of languages. "The Professional Training Series" includes the following six courses: 1) Introduction to the Environment Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS), 2) Washington State Early Learning Guidelines, 3) Washington State Core Competencies for Early Care and Education Professionals, 4) Introduction to Cultural Competence, 5) QRIS School Readiness, and 6) QRIS Strengthening Families Training for Early Learning Professionals.

2. **Facility self-assessment:** The provider's primary QRIS contact will access and complete the facility self-assessment with their Child Care Aware of Washington Technical Assistance Specialist. The purpose of a facility self-assessment is to:
   - Promote reflection about current practice;
   - Build familiarity with the Early Achievers standards and assessments; and
   - Support internal preparation for quality improvement activities.

3. **Relationship-Based Professional Development:** Relationship-Based Professional Development focuses on building trusted relationships to foster change and facilitate improvement. Early Achievers uses relationship-based professional development across all of its direct service work with providers including (a) technical assistance, (b) rating readiness consultation, and (c) coaching.
   (a) Level 2 Technical Assistance: Upon registration for Early Achievers, facilities are assigned a Technical Assistance Specialist (TA Specialist) by their local Child Care Aware of Washington agency to support them as they move through Level 2 requirements. The TA Specialist will work with the child care center director/family home child care provider to develop a work plan and timeline for successfully moving through Level 2 activities. The work plan will identify specific required activities of Level 2 as well as additional resources available to help the facility meet the Early Achievers standards.
   (b) Rating Readiness Consultation: Facilities that successfully complete all Level 2 activities and intend to pursue an on-site evaluation have the opportunity to access *Rating Readiness Consultation*. Rating Readiness Consultation is customized on-site support to help facilities prepare for a quality rating of Level 3 or above. It is distinct from Technical Assistance in terms of the type of support provided. In particular, there is a focus on key elements of the quality standards that have the most impact on ratings, including preparing for the CLASS and ERS assessments.
   (c) Coaching Services: Coaching is a long-term continuous service available to all rated facilities. Coaches are employed by Child Care Aware of Washington. After an Early Achievers facility receives their first rating, they will be assigned a coach by their local Child Care Aware agency. The role of the coach is to help facilities:
   - Understand and use Early Achievers ratings and assessment data;
   - Identify goals and make plans to achieve goals;
   - Access resources to support achievement of goals; and
   - Implement strategies that sustain and continue to build on quality gains over time.

Once they enroll in Early Achievers, providers have a number of tools and incentives available to support their progression through Early Achievers in addition to pre-enrollment supports and Level 2 supports described above. These include child care quality baseline assessments, quality improvement plans, Needs-Based Grants, scholarships and other financial incentives.

4) **Project 4: WaKIDS Kindergarten Entry Assessment**

Original Goal: Scale a high-quality kindergarten entry assessment that informs early elementary teachers, early learning programs, parents, and policy-makers.

Progress Toward Goal: Since 2011, Washington has used WaKIDS (Washington Kindergarten Inventory of Developing Skills) to support the transition process from early learning to kindergarten. A joint effort between DEL, OSPI and Thrive Washington, WaKIDS has three components:

1. **The Family Connection** is an opportunity for families to build a relationship with the kindergarten teacher and share valuable information about their child. Teachers can do this through a home visit or a one-on-one meeting with children and families in their classroom. The Legislature allows school districts to use up to three days at the beginning of the school year for the family connection component of WaKIDS.

2. **Using a Whole Child Assessment** made up of a subset of objectives from Teaching Strategies GOLD®, the WaKIDS observational assessment gathers information on a child's skills, abilities and areas for growth at kindergarten entry. When compiled, it provides data on all the Essential Domains of School Readiness of entering kindergartners allowing teachers to use what they learn about students' entering strengths to individualize student learning. OSPI compiles this school readiness data and reports it on the OSPI Report Card and Washington's P-20 Longitudinal Data System at the Office of Financial Management. DEL uses the same whole child assessment in state pre-k.

3. **The Early Learning Collaboration** is an opportunity for early learning professionals and kindergarten teachers to come together and engage in shared professional development, develop common goals and expectations about school readiness, and analyze regional data including WaKIDS, GOLD® and Early Achievers to inform practice and improve future school readiness.

In the 2015-16 school year, 58,656 entering kindergarteners in Washington participated in the WaKIDS whole-child assessment, approximately 73 percent of the state's entering kindergarteners. In the 2016-17 school year, 77,314 entering kindergarteners in Washington participated in the WaKIDS whole-child assessment, approximately 94 percent of the state's entering kindergarteners. WaKIDS implementation is aligned with the roll-out of full-day kindergarten and WaKIDS is expected to reach all children in Washington by the 2017-18 school year. The WaKIDS assessment includes six domains (Cognitive Development, Language, Literacy, Math, Physical Development, and Social-Emotional Development), and teachers assess children on the extent to which they demonstrate characteristics of entering kindergarteners on each of the six domains. DEL counts entering kindergarteners as "ready for kindergarten" if they demonstrate readiness on all six of the six domains assessed.

OSPI reports that 47.4 percent of children assessed on WaKIDS in 2016 demonstrated readiness on six of the six domains. Entering kindergarteners in households >185 percent of the Federal Poverty Level (FPL) demonstrate the highest rate of readiness at 57 percent, whereas DEL estimates that 42 percent of those from households with incomes 110-185 percent FPL and 33 percent of those from households with incomes <=110 percent FPL arrive at kindergarten ready for success.

5) Project 5: Professional Development Incentives
Original Goal: Build strong alignment between new guidelines and system elements.

Progress Toward Goal:
Washington Scholarships: Washington Scholarships for Child Care Professionals (WA Scholarships) are administered by Child Care Aware of Washington and support educators working towards their Child Development Associate (CDA) credential, state stackable certificate, and AA/AAS or BA degree in Early Childhood Education. WA Scholarships also offers CDA Assessment fee scholarships once students have completed CDA coursework.

Since July 1, 2012, the WA Scholarships program has awarded over 2,800 scholarships to over 1,900 individual early childhood education (ECE) professionals. The majority of scholarships have funded students pursuing degrees and certificates at community and technical colleges. Although small relative to the size of the overall program, BA scholarships are a growing segment of the program. WA Scholarship recipients have completed or are pursuing over 31,000 credits of coursework from Washington colleges and universities, and earned more than 600 degrees, certificates, and credentials.

Early Achievers Grants: Early Achievers Grants are administered by the State Board of Community and Technical Colleges, and help employees at Early Achievers facilities pursue Early Childhood Education credits towards

state stackable Early Childhood Education (ECE) certificates and Associate degrees in ECE. The Early Achievers Grant program helps fund a Point of Contact to assist students from initial contact with the college through enrollment and completion of Early Childhood Education certificates and degrees. The colleges' Points of Contact monitor student progress and assist students when they encounter barriers affecting their participation and persistence in their programs.

Launched in 2012, the Early Achievers Grant program is in its fourth year (not counting the start-up school year 2012-2013). Participating colleges have increased from 18 in Year two to 29 in year four. This includes 100 percent of community and technical colleges offering ECE programs without creating duplication of programs in the same city/region. The number of grant recipients has increased from 555 in 2013-2014 to 1014 in 2016-2017.

Early Achievers Institutes: The Early Achievers Institutes were created to provide additional support on the Early Achievers Standards to participants, with sessions ranging from improving instructional support to incorporating developmental screenings. Sessions and handouts are available in English, Spanish and Somali and interpretation services are available for all keynote presentations. Additionally, upon registration, participants can request language services in any language they choose and an interpreter will be provided to them at the institute. Bi-lingual staff provide direct outreach to Spanish and Somali language providers, assisting them with the registration process and providing support at the institutes.

Over the last four years, the institutes have expanded their scope to include greater language diversity in sessions and a stronger focus on supporting children with special needs. Highlights include the development of a full training series in Spanish and Somali, with multiple sessions addressing high quality interactions (CLASS focus) and environments (ERS focus). Additionally, through a partnership with the UW Haring Center, sessions like "Leadership for Inclusion," "Individualized Teaching and Learning," as well as panel discussions and key notes presentations, have raised awareness about the why and how of creating inclusive early education settings for children needing behavioral and other special supports.

The institutes offer one-day "deep dive" trainings on the Early Childhood Environment Rating Scale (ECERS-R), Infant/Toddler Environment Rating Scale (ITERS-R), and Family Child Care Environment Rating Scale (FCCERS-R), which have been attended by 937 participants. CLASS reliability training is also provided at the institutes, and, to date, 728 participants have attended the two-day CLASS reliability training at Early Achievers institutes. The most popular institute sessions are "Teach Me What to Do Instead," "Maximizing Learning Time," "ECERS," and now the "Creative Curriculum," offered for the first time at the November 2015 Everett Early Achievers institute. The Institutes have also provided two-day intensive Creative Curriculum Teacher training to 145 participants and Teaching Strategies Gold Assessment training to 56 participants since 2015. These trainings prepare teachers to implement evidence-based curriculum and assessment in programs.

What has changed in Washington as a result of RTT-ELC

Washington's early learning systems have been profoundly impacted by the RTT-ELC grant. This grant enabled Washington to build a strong foundation of quality, test and refine delivery systems, and validate our approach. When Washington received RTT-ELC in 2011, Early Achievers was a small pilot program. Now, it has attained scale across the state, has a clear set of supports for providers to increase their quality, and has significant public and political support to ensure its future. As a result of the structures that were built, the Washington Legislature passed The Early Start Act, which sustains and builds upon the progress of the RTT-ELC grant.

Lessons learned in implementing a comprehensive reform agenda

Implementing RTT-ELC was a big lift for Washington, and provided many valuable lessons about the essential elements needed to successfully implement a large scale systems reform effort including:

Providers want to provide high-quality services: The strong participation in a voluntary Early Achievers system demonstrates that providers are willing to enroll and engage in quality improvement work.

- Although subsidy providers are required to participate in order to retain subsidy, there is evidence of strong enrollment among non-subsidy providers as well.
- Provider motivation to participate in Early Achievers is unequal and is a significant factor in their overall success in undertaking quality improvements and attaining high rating levels.

Need for supports: A relationship-based professional development approach engages providers in the long-term investment in quality, and has empowered thousands of early learning professionals to undertake quality improvement efforts.

- Providers are entering Early Achievers at varying levels of quality, and successful participation requires tailored, differentiated services based on their unique needs.
    - Ensuring that Early Achievers protocols work well for all providers, particularly those from diverse communities.
    - DEL must continue to assess language and culturally appropriate training and services to ensure that diverse communities are well served.
    - Focus on the removal of unintended barriers for communities of color or rural communities in reaching Level 3 requirements.
- Providers face competing demands of family or school, as well as times when high staff turnover occurs making continued focus on quality improvements challenging within early learning facilities.

Long-term planning is essential: Moving thousands of providers through a multi-year reform effort is difficult and all up front decisions have implications years down the road. For example:

- The high volume of newly-enrolled providers in Early Achievers will need to be supported through their initial rating and beyond.
- DEL and partners must continue to ensure that supportive services are scalable and cost-effective.
- Partners need to better understand longer-term issues of supply and demand for subsidy care across the state, and develop more effective solutions to meet the needs.

Complexities of system reform: by its nature, system reform requires moving all of the elements within a system at the same time. It is complex, interconnected, and impossible to take a siloed approach.

- Improving the quality of early care and education has deep implications on the cost of care, including subsidy and private pay. These implications need to be taken into consideration at every step.
- Changes outside of the system impact the system. For example, in 2016 Washington passed an increase to the minimum wage to reach $13.50 per hour, incrementally, by the year 2020. Further, Seattle passed a $15 per hour minimum wage. These changes have a significant impact on the cost of care in Washington, and are impacting providers' ability to implement quality improvements.
- All pieces of the effort are interconnected - evaluation, implementation, policy – and need to work together for success.
- Champions are needed to sustain a broad messaging strategy that can increase understanding of system elements.
- Changes, even when positive, can be confusing to the field and difficult to implement.
- Longer-term, there is need to better understand the actual cost of implementing high-quality early learning so as to most efficiently and effectively align incentives. DEL is currently engaged in work related to the cost of quality to inform future implementation decisions.

Next Steps

Standards Alignment: In the 2015 Early Start Act, the Legislature directed DEL to implement a single set of licensing standards for child care and ECEAP, using Early Achievers as the quality framework, by November 1,

2016. Aligned standards demonstrate the progression of quality that is at the heart of Washington's commitment to all of its children and families. They eliminate duplication, increase consistency, and reduce provider burden in licensing, Early Achievers and ECEAP. Quality begins with licensing, and all early learning sites will meet licensing standards as the foundation of quality. Standards alignment provides a clear and measurable progression from licensing to Early Achievers and ECEAP with minimal duplication and with similar language. This process will ensure that providers can see the progression of the standards from licensing through ECEAP and understand the expectations and next steps for participation in quality improvement.

Building on national best practice, and to better serve all Washington children, DEL is developing weighted licensing rules as part of a new approach to enforcement that focuses on risk to children, ensuring that enforcement of these rules is both timely and consistent. It will also provide more information and clarity about the risk of each standard and the consequences for violations.

Community engagement has been a priority of the standards alignment process. In the past year DEL has accomplished an initial community input process, developed an initial draft of aligned family home child care and child care center standards, solicited community feedback on the initial draft aligned standards, filed an initial rulemaking proposal for the aligned and weighted standards process, begun redrafting of the aligned standards, developed Early Achievers and ECEAP standards progression, and planned for the standards weighting process. Standards progression goals include:

- Quality begins at licensing. All sites will meet licensing standards as the foundation of quality;
- Standards are clear and measurable;
- Standards provide a progression from licensing to Early Achievers and ECEAP without duplication and with similar language; and
- Providers can see the progression of the standards from licensing through ECEAP and understand the expectations and next steps for participation in quality improvement.
- The Early Start Act confirms the Legislature's intent to make ECEAP an entitlement by the 2020-2021 school year [Section 12(2)]. Since 2011, the Legislature has increased ECEAP slots for children by 46 percent (3,667 slots). Based on the estimates of the Caseload Forecast Council, ECEAP will need 7,400 more slots by fall of 2020 to serve all eligible children who are likely to participate.

ECEAP (Pre-K): The Early Start Act confirms the Legislature's intent to make ECEAP an entitlement by the 2020-2021 school year and requires all existing ECEAP providers to be rated at a Level 4 or higher by March 1, 2016. Since 2011, the Legislature has increased ECEAP slots for children by 46 percent (3,667 slots). Based on the estimates of the Caseload Forecast Council, ECEAP will need 7,400 more slots by fall of 2020 to serve all eligible children who are likely to participate.

Through most of ECEAP's 30 years, the program model was a part-day only model. Preschool class sessions were a minimum of 2.5 hours per day and 240 hours per year. In 2008, the ECEAP program model was increased to a minimum of 320 hours per year. In the 2015-16 ECEAP expansion, new part-day slots required a minimum of three hours a day and 360 hours per year, and the new full school day and extended day models were added on a limited scale. Full school day slots average six hours per day and 1,000 hours per year. Extended day is year round, and a minimum of 10 hours per day.

12-Month Authorization: As mandated in the 2015 Early Start Act, twelve-month eligibility became effective July 1, 2016 to support quality for children by providing consistent continuity of care and funding. This means that a family that qualifies for child care subsidy will maintain eligibility for 12 months regardless of any increases or decreases of income, so long as income does not exceed absolute federal limits. Further, these families will maintain eligibility regardless of a loss of approved activities (work, training, and education). De-linking the parent's activity from the child's child care eligibility is intended to produce a more stable

arrangement for the child in a quality environment. This is intended to support positive child outcomes, stability in monthly income for the provider, and provide support to the parents as they work and/or go to school.

Parents will no longer need to worry about the impact of a small pay increase at work, or temporary loss of work, leading to the loss of their child care subsidy for a 12-month period as parents will no longer be required to report changes in their circumstances that would affect care needs and eligibility. These changes are aligned with the federal reauthorization of the Child Care Development Block Grant Act which requires states to ensure that, after 12 months of eligibility, families reapplying for new benefits whose incomes now exceed state program limits (but remain within federal limits) continue to receive benefits for a 12-month phase-out period during which they transition to paying for care on their own.

Data Systems Upgrades: In 2016, DEL completed the first phase, and began the second phase, of a new integrated early learning management system. Newly titled WA Compass, the system has a centralized database that allows data-informed monitoring and technical assistance to Washington's early learning providers. WA Compass will serve many purposes to DEL staff, partners, early learning providers, Early Achievers participants and parents. Phase 2 of DEL's integrated data system project includes the transition of the QRIS functionality from two separate data systems - the Web-based Early Learning System (WELS) and the Managed Education Registry and Information system (MERIT) - into WA Compass. The goals of WA Compass include:

- Leveraging licensing information in QRIS data sets;
- Simplifying the participation process for providers;
- Developing an electronic data collection system; and
- Providing greater detail to providers related to their rating outcomes.

The licensing information in the new system will allow the Early Achievers applications to pre-populate with the provider data, such as classroom information. Currently, providers are required to complete online applications to register for Early Achievers, to achieve Level 2 and to request a rating. At each of these existing steps providers are required to enter data and/or verify the existing data. Under our new system, the provider information that exists in the licensing data will automatically populate the Early Achievers forms. This will allow us to eliminate a number of data entry steps for providers and will improve the consistency of our data.

Another step is to develop an electronic data collection platform for all Early Achievers rating data. Currently data collectors record observations with paper and pencil and then enter the data into several systems and engage in triplicate data quality checking. By building a system that has the capacity to allow electronic data collection streamlines the data collection process by reducing the number of times data is entered or transferred between systems and increases data security. Having all of the data electronically, including indicator level data, will allow DEL to create reports for providers that will provide greater detail about their facility quality including the strengths and opportunities.

By designing our own QRIS data system, DEL will have the ability to create a provider portal that puts the provider in charge of their continuous quality improvement process. The current system only allows coaches to enter quality improvement plans and the progress on the provider's goals—this is a power dynamic we want to avoid. Instead, we want to make sure providers understand they have control of their next steps and the supports, resources and systems must reinforce that concept.

This summer, all of the Early Achievers applications, the ratings engine, the electronic data collection platform, coaching database and provider portal will go live. This is an incredible transformation of the Early Achievers data systems that will provide DEL, its partners and providers with a greater level of transparency and increase access to more detailed quality rating data.

Core Areas

A. Successful State Systems

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

Overall Accomplishments

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in aligning and coordinating early learning and development across the State.

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

*(Enter **narrative** here, we suggest a 1,000 word limit)*

Project 1: Grants Management
During the Race to the Top Early Learning Challenge grant, DEL put significant effort in strengthening existing systems and building new ones to support the early learning work of Washington. This included adding new partners to the Washington Early Learning Partnership (WELP). These partners included Department of Social and Health Services and the Department of Health. The addition of these integral partners solidified Washington's belief that addressing the whole child and family leads to greater child outcomes. The creation of new data systems were integral in DEL tracking implementation progress and continuous quality improvement efforts throughout the course of the grant, as well as our ongoing work in the future. RTT-ELC funds contributed to the development and enhancements of the Managed Education Registry and Information Tool and a new integrated early learning management system, WA Compass, which DEL began building during the fifth year of the grant. This new system creates a central place for providers, DEL staff and partners to access information about monitoring and technical assistance related to licensing, Early Achievers and eventually ECEAP.

Project 2: TQRIS Expansion
Washington took Early Achievers, Washington's quality rating and improvement system, to scale over the course of the grant. Starting as a pilot in x region(s), Early Achievers is now statewide. Early Achievers reaches almost 4,000 early learning providers, serving over 96,000 children in participating facilities. The Early Start Act of 2015 recognized the importance of high-quality early learning experiences for Washington's most vulnerable children and families, requiring participation in Early Achievers for subsidy providers and providers implementing ECEAP. The expansion of Early Achievers highlighted the importance of relationships and coordination among the implementing partners, Child Care Aware and University of Washington.

Project 3: TQRIS Infrastructure
As Early Achievers was implemented statewide, Washington learned about the additional resources needed to support provider's continuous quality improvement experience. Child Care Aware and University of Washington

have integral roles in Early Achievers. These roles include but are not limited to training, technical assistance, coaching and rating. Both entities responded to the increase of providers participating by adding the staff necessary to meet the needs of Early Achievers participants. The number of providers rating at quality continues to increase. As the early adopters of Early Achievers go through the first round of renewal ratings, we see that providers are making progress in improving the quality of their early care and education settings. Washington also recognizes the need to streamline the ratings process to ease provider burden, focus on child outcomes and focus efforts on quality improvement as all subsidy providers work to meet the December 31, 2019 rating milestone.

Project 4: WaKIDS Kindergarten Entry Assessment (KEA)
RTT-ELC funds were integral in the scaling of the Washington Kindergarten Inventory of Developing Skills (WaKIDS), Washington's kindergarten transition process and KEA. A regional approach to training and technical assistance was created through partnerships with the nine Educational Service Districts (ESDs) across the state of Washington. During the course of the grant, the number of children assessed increased 28% from 21,811 students in the 2012-13 school year to 77,314 in the 2016-17 school year. In the 2016-17 school year, nearly 94% of entering kindergarteners participated in WaKIDS. Washington expects this to increase to 100% in the 2017-18 school year, as all students must have access to state-funded full day kindergarten. Lessons learned through implementation of WaKIDS included the importance of regional support, training on foundational child observation and assessment skills, and providing resources to use data to change instructional practices. WaKIDS also reinforced the importance of involving families in their child's transition from early learning to the K-12 setting and educational journey overall.

Project 5: Professional Development Incentives
Washington continues to build alignment among our higher education partners and other forms of professional development. Activities in this area have included:
- Access to scholarships to achieve education goals such as the ECE stackable certificates, Bachelor's degrees and certificates for professionals specializing in coaching early learning professionals;
- Incentivizing degree verification;
- Institutes that cover a variety of topics; and
- Development of an Early Childhood Education Workforce Council to support the development of a qualified, diverse and competitively compensated workforce across all early learning settings. The council will focus on ensuring that the degrees, certificates, and endorsements for early learning are progressive, valued, and transferable.

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (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's Key RTT-ELC Governance Stakeholders
Over the final year of the grant, Washington's RTT-ELC governance structure has not changed significantly; however, it has continued to evolve.

Department of Early Learning (DEL): As the lead agency for this grant, DEL leads implementation and provides oversight of the state's grant work plan, with DEL Director, Ross Hunter, as the grant's Project Director and DEL

Assistant Director for Quality Practice and Professional Growth, Nicole Rose, as the grant Initiative Sponsor and lead for grant program delivery. The continued success of the grant is reflective of the strong leadership and collaborative engagement style employed by these two individuals and of other key stakeholders guiding grant program delivery. As part of the agency's internal governance processes, Assistant Director Rose provides regular updates to DEL's Leadership Team and engages them in the full integration of Early Achievers, the state's Tiered Quality Rating and Improvement System (TQRIS), into the State's early learning system. In addition, Director Hunter and his staff provide regular updates on Washington's improvements in early learning to the Governor, Legislature, executive and legislative staffs, the Early Learning Advisory Council, and the public.

State Early Learning Leadership Team ("Washington Early Learning Partnership"): Leaders from DEL, the Office of Superintendent of Public Instruction (OSPI), and Thrive Washington (Thrive) continue to participate in the Washington Early Learning Partnership that leads the state's early learning system building. Leaders from the Department of Health (DOH) and the Department of Social and Health Services (DSHS) have recently joined the partnership. The Early Learning State Leadership Team meets monthly and has served as a strategic advisory body to the RTT-ELC initiative.

Early Learning Advisory Council (ELAC): The Early Learning Advisory Council (ELAC) continues to provide overarching guidance to DEL's implementation of the state's early learning plan and brings broad and diverse representation to the quarterly ELAC meetings. ELAC serves as an advisory body to the RTT-ELC initiative, and provides input to and feedback on early learning operational activities in the state. In 2013, Regional Advisors were added as non-voting members to the ELAC structure. Regional Advisors represent community leaders from the 10 Early Learning Regional Coalitions (ELRC) in Washington.

Early Achievers Review Subcommittee: The 2015 Washington Legislature charged ELAC and DEL with convening an Early Achievers Review Subcommittee to provide feedback and guidance on strategies to improve the quality of instruction and environment for early learning and provide input and recommendations on the implementation and refinement of Early Achievers. The subcommittee uses a racial equity lens and considers cultural and linguistic responsiveness as key parts of their analysis. The subcommittee includes representatives from family home child care, child care centers, ECEAP, Early Achievers partners, and parents accessing child care subsidies.

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

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 four-year grant and No-Cost Extension period .

Washington State's Key RTT-ELC Stakeholders
During 2015, Washington State continued to make progress in its efforts to gain broad representation and involve key stakeholders in the state's early learning community in carrying out the activities of the grant.

ELAC and EARS carry out required functions and provide strategic guidance and feedback to DEL on the RTT-ELC Grant. Membership includes representation from statewide and community-based interests and perspectives including: state agencies, early learning leaders, Thrive Washington, parents, Head Start representatives, and a representative for programs under 619 of Part C of the Federal Individuals with Disabilities Education Act (IDEA). In addition to ELAC, DEL has other ways to solicit and use parent input in shaping programs and policies and informing continued work of the RTT-ELC grant, including:

Parent Advisory Group (PAG): The PAG serves as a sounding board for decisions, ideas, and questions that shape the future of DEL. Regionally represented parent advisors meet with DEL leadership, Parent Advisory Councils at local ECEAP and Head Start programs, and a Parent Advisory Council for statewide IDEA, Part C services.

Parent Navigators: DEL contracts with WSA to bring together a group of parents who train other parents on quality care and education, Early Achievers, and the Washington State Early Learning and Development Guidelines in peer-to-peer networks. What DEL learns from this work with Parent Navigators about effective outreach will inform future outreach and communication with parents and families.

Early Learning Regional Coalitions (ELRC): DEL and Thrive support 10 early learning coalitions around the state that recruit early learning providers, parents, and community stakeholders to build local capacity, and assist with implementation of community-based components of RTT-ELC. For example, DEL provides funding to the local coalitions to support the bridge between early learning and the K-12 system that is part of WaKIDS. DEL has recently expanded membership of ELAC to include members of the 10 ELRCs.

Regional Relationship-Based Professional Development (RBPD) Meetings: Regional Child Care Aware of Washington agencies hosted an ongoing series of RBPD meetings where coaches, technical assistance specialists, rating readiness consultants, infant/toddler coaches, ECEAP funded coaches, mental health specialists, and professionals from other disciplines came together to discuss how their work intersects and different ways to coordinate and collaborate with one another in the work to support Early Achievers participants. During this past year the focus has been on establishing relationships with one another and understanding the roles and responsibilities of each party. As the regional groups mature the goal is to see a case consultation model emerge.

Standards Alignment Project: DEL launched a major initiative in 2015 to align child care licensing regulations and ECEAP standards under the Early Achievers quality framework. The goal of this work is to have a clear set of early learning standards that are relevant to all early care and education programs in the state. DEL has partnered with early learning regional coalitions to co-facilitate community input sessions across the state. The Standards Alignment Community Input process included 22 community input meetings in different regions and communities of Washington State. More than 650 early learning educators representing different services and diverse programs provided DEL with valuable input.

DEL is also working with an internal Steering Committee and external Standards Alignment Advisory Committee to receive feedback on the standards alignment process. The Advisory Committee is made up of a variety of stakeholders including:
- Family home child care providers
- Child care center providers,
- Head Start/Early Head Start and ECEAP providers
- Montessori providers
- School district providers
- Local SEIU 925 representatives
- Child Care Aware of Washington
- Childcare Quality & Early Learning Center (CQEL)

- Child advocacy organizations (e.g. One America, Children's Alliance, Washington State Association of Head Start and ECEAP)
- Educational Service Districts
- Regional Early Learning Coalitions
- Health and mental health provider organizations
- Department of Health
- Department of Social and Health Services

Indian Policy Early Learning Committee (IPEL): DEL has been meeting quarterly with representatives from various federally recognized tribes in Washington to address the inclusion and consideration of tribes within the context of the early learning system. The objective of IPEL is to assist the collective needs of the Tribal governments with other American Indian organizations to assure quality and comprehensive service delivery to all American Indians and Alaska Natives in Washington State.

IPEL has been able to offer critical feedback, including seasonal cultural practices and changes in Tribal leadership, not just leadership at the early learning program level. The group will continue to address barriers to participation in Early Achievers and cultural considerations within the Early Achievers Quality Framework.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had an impact on or was the result of the RTT-ELC grant. Describe the expected impact.

On June 30, 2015, the Washington State Legislature passed E2SHB 1491, the Early Start Act, which was signed into law by Governor Jay Inslee on July 6th, 2015. The Early Start Act serves as a mandate for Washington to increase access to high-quality early learning opportunities in the state as a key element to improving outcomes for young children and strengthening kindergarten readiness statewide. The legislature defines the intent of this bill to be as follows:

"(1) The legislature finds that quality early care and education builds the foundation for a child's success in school and in life. The legislature acknowledges that a quality framework is necessary for the early care and education system in Washington. The legislature recognizes that empirical evidence supports the conclusion that high-quality programs consistently yield more positive outcomes for children, with the strongest positive impacts on the most vulnerable children. The legislature acknowledges that critical developmental windows exist in early childhood, and low-quality child care has damaging effects for children. The legislature further understands that the proper dosage, duration of programming, and stability of care are critical to enhancing program quality and improving child outcomes. The legislature acknowledges that the early care and education system should strive to address the needs of Washington's culturally and linguistically diverse populations. The legislature understands that parental choice and provider diversity are guiding principles for early learning programs.

(2) The legislature intends to prioritize the integration of child care and preschool in an effort to promote full-day programming. The legislature further intends to reward quality and create incentives for providers to participate in a quality rating and improvement system that will also provide valuable information to parents regarding the quality of care available in their communities."

Research clearly demonstrates that the quality of early learning environments is critical to supporting child growth and development, and that children need access to high-quality settings and continuity. The Early Start Act responded to this need by providing supports to help early learning providers reach a level of quality that promotes strong child outcomes, focusing on improving quality for children most at risk for not being ready for kindergarten. The Early Start Act mandates levels of quality for early learning providers – child care centers and family home child care—that accept children on child care subsidy or Early Childhood Education and Assistance Program (ECEAP) funding.

The Early Start Act highlights several key goals:
- Continue to build a child-focused system that supports high-quality services that will improve child outcomes and prioritize early learning services for children who need them most;
- Streamline supports to ensure culturally diverse communities are well served;
- Build upon and strengthen the existing system by making sure it is accessible to all children, families and providers in Washington;
- Use data to drive ongoing policy and programmatic decisions;
- Ensure services are seamless for families, particularly child care and preschool, and are working together to promote quality and efficiency; and
- Support the early learning workforce in their efforts to provide quality services to children and families through educational support and ongoing training.

How the Early Start Act will Improve Outcomes

The Early Start Act outlined key, achievable targets that will increase access to high-quality early learning opportunities to the children most likely to benefit:
- All licensed child care providers serving non-school age children on subsidy will rate an Early Achievers Level 3-5 by December 31, 2019, or begin remedial activities to rate a Level 3;
- ECEAP will be available to all eligible children by the 2020-21 school year;
- ECEAP providers will offer part-day, full school day, and extended-day models according to demand for services and availability of supply;
- DEL will develop a single set of standards across licensing and ECEAP using Early Achievers as the framework for quality;
- DEL will create assurances that early learning programs are available, supported and appropriate for diverse communities across the state, and address barriers to participation;
- All existing ECEAP providers will rate an Early Achievers Level 4-5 by March 2016 or begin remedial activities by September 2016 to rate a Level 4; and
- DEL will implement a 12-month authorization for Working Connections Child Care subsidy to promote stability and high-quality for low-income children.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan during the four-year grant and No-Cost Extension period.

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

B. High-Quality, Accountable Programs

Overall Accomplishments

Reflect and relate your accomplishments during the four-year grant and No-Cost Extension period in the area of improving quality in early learning programs in your State, including development and use of a Tiered Quality Rating and Improvement System (TQRIS).

Please report on your progress against all applicable goals, targets, and projects in the State's application. Provide an overall assessment of your grant implementation (you may want to explain the major accomplishments in the projects you outlined in your RTT-ELC Project Plan, identify strategies used, and how identified challenges and lessons learned will inform future work). Discuss how RTT-ELC funds contributed to project goals and outcomes. Include evidence and data to support your discussion (e.g., tools created, student outcomes, survey results, changes in instructional practice).

DEL has accomplished many major milestones during the course of the grant and the no-cost extension year. These include developing research-based standards, delivering strengths-based data-driven coaching, successful re-rating levels, high participation rates, and an increase in providers seeking higher education. Additionally, early data on renewal ratings show that providers are making gains in their ERS and CLASS scores after coaching (when a rated Early Achievers participant reaches the end of their three year rating cycle, a renewal of their rating occurs). DEL also created several tools to support provider participation in Early Achievers. These included child care quality baseline assessments (offered to Early Achievers participants prior to rating, providing valuable data to providers and technical assistance specialists to assess readiness to rate), self-assessments related to the quality standards, checklists for classroom materials, companion guides to the quality standards and tools to demonstrate alignment with standards that allow providers to receive credit for particular practices. DEL translated all of these provider tools into Spanish and Somali—the two most prominent languages in Washington, after English.

There are many more accomplishments such as:
- DEL and its partners have built substantial capacity at all levels to provide training, relationship-based professional development, and rating data collection throughout the state.
- DEL and its partners have made substantial improvement in using data to drive decision-making and improvements.
- Nearly 80 percent of rated providers are rated at Level 3 or higher.
- DEL has worked with partners and stakeholders to update ratings protocols and policies to reflect ongoing learning and continuous quality improvement.
- The strong success in participant re-rating highlights the strength of the quality improvement supports as well as the provider base.

- A relationship-based professional development approach engages providers in the long-term investment in quality, and has empowered thousands of early learning professionals to undertake quality improvement efforts.
- A streamlined Early Achievers enrollment process, which includes a change to the orientation timeline (participants now complete the orientation process soon after enrollment).
- Training in the ERS, CLASS and other quality standards-related topics has increased and improved.
- Child Care Aware of Washington (CCA of WA) provides baseline assessments in ERS and CLASS using reliable assessors so that rating readiness consultation is tailored to the different needs of providers.
- Customized, community-based services ensure providers are reached with culturally, linguistically, geographically, and educationally appropriate services.
- CCA of WA coaches with bilingual/bicultural capacity supported non-English speaking and culturally diverse providers with Early Achievers enrollment, subsidy eligibility, and professional development.
- DEL and partners hired local contractors with cultural and linguistic connections for specific communities to support the Early Achievers enrollment process.
- CCA of WA has conducted training on Opening Doors (Abriendo Puertas) curriculum with two CCA of WA staff and UW CQEL staff in each region. UW CQEL is working to develop a culturally grounded version (not simply a translation) in Somali as an option for Somali-speaking providers. This training has been added to the list of approved trainings for parent education for Early Achievers.
- DEL successfully hired a Tribal Liaison and has begun to build robust capacity to meet the needs of tribal providers in Early Achievers.

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

Please check all that apply – The State's TQRIS is based on a statewide set of tiered Program Standards that address or are aligned with:

☒ Early learning and development standards

☒ A comprehensive assessment system

☒ Early childhood educator qualifications

☒ Family engagement strategies

☒ Health promotion practices

☒ Effective data practices

Describe progress made during the reporting year and across all five years of grant implementation in ___developing or revising___ a TQRIS that is based on a statewide set of tiered Program Standards.

Throughout the past two years of the grant, Washington's TQRIS, Early Achievers, began to streamline processes and requirements at all levels. Early Achievers scaled very quickly and some of the initial program elements were shown to not be effective during the rapid implementation. A culture of learning, assessing, and using data to inform decisions has been built over the initial implementation period amongst all of the partners leading the work. As a result, the Early Achievers quality framework has been modified and improved. The

expectation is that Early Achievers will continue to learn and adapt as more information and data becomes available about what works to improve quality and is tied to improving child outcomes. Key policy and program modifications that were made to Early Achievers are as follows:

Child Care Quality Baseline (CCQB): The CCQB, a pre-rating formative assessment is offered to providers prior to rating to assess provider readiness before moving through the rating process. This assessment was developed in response to the data that was received after initial statewide rating outcomes were analyzed. It was clear that there was a need for providers and coaches to have a better sense of the strengths and areas for growth prior to going through the actual rating process. Rated providers expressed that they did not understand why they received the scores they did on ERS and CLASS after the rating. The CCQB provides additional data upfront; CCQBs were developed as a tool to help provide a bridge between the Level 2 activities and the rating process.

Modification to the Environment Rating Scales (ERS): The ERS are the most commonly used quality assessment nationally for early learning. Ensuring that the ERS support the quality improvement work in Washington requires assessing the tool's capacity to support quality improvement efforts statewide, and make modifications when necessary, including:

- Reduction in ERS Threshold: Early Achievers initially required a minimum rating of a 3.5 on the ERS to achieve a rating of high-quality (Level 3-5). Through the initial years of implementation, the ERS threshold was established without a solid understanding of the statewide baseline of quality. Developing a shared understanding of the ERS and its connection to quality improvements has been necessary. In order to support the development of a shared understanding of the importance of environment and process quality improvements, a decision was made to lower the threshold to a 3.0 on July 1, 2015, allowing providers continuous, active engagement in quality improvement efforts, and providing the state with an opportunity to establish a flexible progression-based practice of defining quality. After reducing the ERS minimum threshold to 3.0, 88 providers that were originally rated a Level 2 were reclassified as Level 3 or higher as a result of this change. The percent of providers, including ECEAP, that achieved a rating of Level 3 or higher increased from 68 percent to 84 percent, which represents a more current quality baseline for environmental and process quality in Washington.

- ERS Support Services: Initial ratings showed that ERS was proving to be a barrier for providers and few CCA of WA staff were reliable on ERS to assist providers with interpreting ERS data and preparing programs for ratings. Child Care Aware of Washington responded by focusing on building regional expertise on the ERS. Technical Assistance Specialists and Coaches in each region have achieved high levels of reliability and participated in ERS "Train the Trainer" sessions adding capacity to train others to reliability in each of the three ERS measures used in Early Achievers. This has built local capacity and bolstered the confidence of coaches and TA Specialists to assist providers. While regional needs on the ERS differ, each region now has the capacity to provide ERS expertise. The increased capacity to support the ERS has had a statewide impact, and includes all of the ERS measures, including the Infant/Toddler Environment Rating Scale (ITERS-R), the Early Childhood Environmental Rating Scale (ECERS-R) and the Family Child Care Environmental Rating Scale (FCCERS-R).

- Increased Focus on Serving Diverse Providers: Ensuring that Early Achievers is culturally and linguistically relevant and serves diverse communities well is both a priority and has been an area for growth and development since inception. Initial feedback highlighted that Early Achievers participation was difficult for some providers. Improvements to Early Achievers were made, ensuring that all providers, particularly providers who speak languages other than English, have the supports they need to enhance the quality of their services.

Improvements to the supports for these providers in Early Achievers include:

- Staff Composition: Technical Assistance Specialists and Coaches reflect community diversity in staff composition and culturally competent practices. Of the 78 coaches and technical assistance specialists, 35 (34 percent) speak other languages in addition to English including Spanish, Somali, Russian, Vietnamese, Swahili, Tagalog, Hindi, and Arabic.

- Regional Customization: Flexibility has been increased to allow for tailored services for unique regional populations, such as specific communities or language groups. Regions with high language diversity have the highest percentage of bilingual staff, including Central (10 out of 12 staff bilingual in Spanish) and King (9 out of 26 staff bilingual in one or more of the above languages).

- Bilingual Rating Data Collection: There are 12 bilingual rating Data Collectors who speak Spanish, Vietnamese, Somali, Cantonese, Korean, Mandarin, Russian, Arabic, Uzbek, Oromo and American Sign Language as well as English. Data collection in these sites is done with an interpreter. The interpreter and the data collector wear a device that allows the interpreter to process the information and speak it to the data collector in an ear piece. This is done in real time.

- Training Enhancements: The Child Care Aware Professional Development Academy and Level 2 trainings have been held in Spanish and Somali, and Child Care Aware of Washington staff makes accommodations to the online trainings by providing them in person.

- Early Achievers Institutes: Early Achievers Institutes were created to provide additional support on the Early Achievers Standards to participants, with sessions ranging from improving instructional support to incorporating developmental screenings. Begun in 2013, the Institutes have been held 12 times across the state and have been attended by 3,164 participants (English 2,558; Spanish 502; Somali 96). Sessions and handouts are available in English, Spanish and Somali and interpretation services are available for all keynote presentations. Additionally, upon registration, participants can request language services in any language they choose and an interpreter will be provided to them at the institute. Bilingual staff do direct outreach with Spanish and Somali language providers, assisting them in the registration process and providing support at the institutes.

  Over the last four years, the institutes have expanded their scope to include greater language diversity in sessions and a stronger focus on supporting children with special needs. Highlights include the development of a full training series in Spanish and Somali, with multiple sessions addressing high-quality interactions (CLASS focus) and environments (ERS focus). Additionally, through a partnership with the UW Haring Center, sessions like "Leadership for Inclusion" and "Individualized Teaching and Learning," as well as panel discussions and key notes presentations, have raised awareness about the why and how of creating inclusive early education settings.

Children with Special Needs: Based on feedback from the field, the Haring Center at UW is providing training to Early Achievers coaches on supporting children with special needs. Additionally, while the Early Achievers quality standards don't specifically call out children with disabilities, this information is captured in several ways:

- Individualized instruction: How are the teachers meeting the unique needs of each child.

- Screening and Assessment: These two standards help to identify needs and to track development over time and that the information collected in the assessment is used to inform instruction.

- ERS: There are specific indicators in the tool that measure quality for children with special needs.

- Partnering with families: In Child Outcomes and in the Family Engagement standards it is expected that providers:

  o Will connect with families to share screening and assessment information;

- o Have conferences to learn the strengths and needs of the child based on family input; and
- o Provide supports to children and families as they transition from class to class or from the program to kindergarten (or another early learning setting).

Standards Alignment Project: DEL launched a major initiative in 2015 to ensure clear progression of alignment between its licensing regulations, Early Achievers quality standards, and ECEAP, the comprehensive, state-funded preschool. The goal of this work is to have a clear set of early learning standards that are relevant to all early care and education programs in the state, and that show a demonstrable progression of quality improvement through the different levels. Aligned standards demonstrate the progression of quality that is at the heart of Washington's commitment to all of its children and families. They eliminate duplication, increase consistency, and reduce provider burden in Licensing, Early Achievers and ECEAP. Quality begins with licensing, and all early learning sites will meet licensing standards as the foundation of quality. Standards alignment provides a clear and measurable progression from licensing to Early Achievers and ECEAP with minimal duplication and with similar language. This process will ensure that providers can see the progression of the standards from licensing through ECEAP and understand the expectations and next steps for participation in quality improvement.

Weighting licensing rules is part of a new approach to enforcement that focuses on risk to children, ensuring that enforcement of these rules is both timely and consistent. It will also provide more information and clarity about the risk of each standard and the consequences for violations.

Community engagement has been a priority of the standards alignment process. In the past year DEL has accomplished an initial community input process, developed an initial draft of aligned family home and center standards, solicited community feedback on the initial draft aligned standards, filed an initial rulemaking proposal for the aligned and weighted standards process, begun redrafting of the aligned standards, developed Early Achievers and ECEAP standards progression, and planned for the licensing rules weighting process.

Streamlining Supports and Resources: Early Achievers participants have supports and resources available to assist them throughout their journey through the Early Achievers quality improvement system. These aides have been developed, or revised, as necessary to improve quality at all levels. A description of each type of support during the most recent fiscal year includes the following:

Pre-Enrollment

Supports: Child Care Aware of Washington uses many outreach strategies to reach child care providers including: newsletters, a website, one-on-one orientations, telephone recruiting, training sessions, conference participation, creating and distributing marketing materials in multiple languages, and scheduled group orientations in multiple languages. In addition, they have developed partnerships with other community organizations that have relationships with child care providers to encourage participation in Early Achievers including DEL child care licensors, colleges, family child care provider associations and center directors groups, the Early Learning Regional Coalitions, ECEAP/Head Start providers, School Districts, Public Libraries, Educational Service Districts, Nurse Consultants/Health Departments, Infant/Toddler Consultants and Networks, Resource Centers, local and national conference planning committees, media organizations, and other local programs.

Child Care Aware of Washington offers pre-enrollment supports, such as helping providers complete necessary tasks in MERIT (Washington's Professional Development Registry) signing up for orientations, and addressing

barriers to enrollment. This assistance can clarify enrollment in Early Achievers while beginning a trusting relationship by paving the way for success on the Early Achievers journey.

Understanding that the existing strategies may not reach all diverse communities, Child Care Aware of Washington has also developed a number of targeted approaches to reach communities that may need additional outreach and support including:

- Hiring bilingual Early Achievers staff when and where possible;
- Developing cohorts of non-English speaking providers;
- Hiring staff in rural areas who are able to focus their time in a specific area or county;
- Contracting for special language services;
- Offering orientations and trainings in rural areas, to both Early Achievers and non-Early Achievers facilities;
- Collaborating with partner organizations and licensors on how to work together to reach these communities;
- Attending the Dual Language Immersion trainings; and
- Partnering with community-based organizations currently working with target populations.

Level 2 Supports

Early Achievers Level 2 activities are designed for *Professional Growth and Facility Management* and require facility leaders (family home child care primary provider/child care center director) to complete a series of Early Achievers preparation activities and training. New participants have 12 months from enrollment to complete the Level 2 requirements. Early Achievers participants receive support to help them complete the Level 2 requirements and prepare for rating, including 1) the Early Achievers Professional Training Series, 2) support in Facility Self-Assessment, 3) Relationship-Based Professional Development.

Early Achievers Professional Training Series: All Early Achievers participants must complete the Early Achievers Professional Training Series, designed to support providers as they prepare themselves for quality improvement work. The trainings are intended for child care center directors and family home child care primary providers and are offered free of charge. The training series is designed as three online and three in-person classes; however, in order to make accommodations for language, technology and learning style, each of the sessions is also accessible in person. In-person trainings are offered in a variety of languages. Providers who speak a language other than those offered by their local Child Care Aware office have the option to have the support of a professional interpreter service during the training. "The Professional Training Series" includes the following six courses:

- **Introduction to the Environment Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS)** (*Online, approximately two hours):* This course provides an overview of the two standardized assessments used in Early Achievers as part of the comprehensive measure of program quality reflected in the rating. The focus of the ERS is on safety, organization and the age-appropriateness of daily schedule and materials within the environment. The CLASS focuses on teacher-child interactions as a means to promote children's social and cognitive development. Together these two assessments provide a comprehensive measure of the learning environment.

- **Washington State Early Learning Guidelines** *(Online, approximately two hours):* This course is an introductory overview of the *Washington State Early Learning and Development Guidelines (ELGs)*, which can help orient adults to child development. The module examines the history and purpose of the ELGs and who can use them and for what purpose. Additionally, the module provides an overview of the structure of the 2012 ELGs document and presents examples of how to use them to support child development.

- **Washington State Core Competencies for Early Care and Education Professionals** *(Online, approximately two hours):* This course is an introductory overview of the *Washington State Core Competencies for Early Care and Education Professionals*. The goal of this course is for professional providers who care for children ages 0-8 in Washington to become familiar with the Core Competencies, and identify content areas of professional development.

- **Introduction to Cultural Competence** *(In person, two hours):* The understanding and respect of children's cultural heritage is a foundation of their social/emotional well-being as well as their intellectual development. Through this training, early childhood professionals will reflect on their daily care giving and teaching practices of young children, heighten their level of awareness of cultural influences, and increase their ability to interact competently with children and families.

- **QRIS School Readiness** *(In person, four hours):* School readiness means that children are ready for school, families are ready to support children's learning, and schools are ready for children. Early learning providers have a wonderful opportunity to support this process and ensure success for children. This training introduces and models instructional techniques measured in the CLASS: emotional support, well-organized learning environments, and instructional techniques. Participants can apply these skills to increase the quality of interactions in their facility and prepare themselves for an Early Achievers on-site evaluation.

- **QRIS Strengthening Families Training for Early Learning Professionals** *(In person, six hours):* Strengthening Families Protective Factors are a new framework for preventing child maltreatment and promoting optimal child development. The protective factors shift the focus of child abuse and neglect prevention efforts from family risks and deficits to family strengths and resiliency. By recognizing and building on existing strengths within communities and families, all providers can support all families in providing a healthy, safe, and loving environment for children.

Facility self-assessment: The provider's primary QRIS contact will access and complete the facility self-assessment with their Child Care Aware of Washington Technical Assistance Specialist. The purpose of a facility self-assessment is to:

- Promote reflection about current practice;
- Build familiarity with the Early Achievers standards and assessments; and
- Support internal preparation for quality improvement activities.

Each participating facility is strongly encouraged to complete their self-assessment as accurately and thoroughly as possible and use the information gathered to prepare for evaluation. Self-assessment contains two parts:

- **Environment Rating Scales (ERS):** Child care center classroom/family home child care assessment that looks at the materials and practices in the environment that supports children.

- **Washington's Quality Standards***:* Facility-level assessments are based on child outcomes; curriculum and staff supports; and family engagement and partnership components of the Early Achievers Standards.

Relationship-Based Professional Development: Relationship-Based Professional Development focuses on building trusted relationships to foster change and facilitate improvement. Early Achievers uses relationship-based professional development across all of its direct service work with providers including technical assistance, rating readiness consultation, and coaching.

While these three elements are often tracked separately and refer to distinct points in a provider's participation in the Early Achievers system, they are part of an integrated approach to working with providers over time to support continuous quality improvements. In any given month the majority of Early Achievers participants will receive some type of relationship-based professional development.

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

Describe progress made during the reporting year and across all five years of grant implementation in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant period and the No-Cost Extension period.

As of December 2016 there are 3,991 child care centers, family home child care, and ECEAP/Head Start providers participating in Early Achievers. This includes 3,113 subsidy providers, 407 ECEAP/Head Start sites, and 475 private providers not taking subsidy in the past year.

By the August 1, 2016 Early Achievers enrollment deadline, 92.5 percent of all required providers had enrolled non-school age providers taking subsidy or with ECEAP funding in the past year who had a required enrollment date no later than August 1. This includes 100 percent of all required ECEAP providers, 92.9 percent of all required childcare centers, and 90.2 percent of all required family home child care. These providers cared for 98.0 percent of the over 38,000 children under age 5 who received subsidy care in the 2016 fiscal year.

Additionally, subsidy providers representing racial/ethnic/language diversity generally enrolled in Early Achievers by the August 1 deadline at rates higher than other providers, preserving important access for subsidy care in communities of color and non-English speaking communities. For example, among required family home child care, 98.9 percent of Spanish-speaking, 99.2 percent of Somali-speaking, 93.3 percent of American Indian/Alaska Native, and 96.7 percent of Asian providers were enrolled in Early Achievers by August 1.

While a small number of required subsidy providers continued to enroll in August and September, most enrollments since the August 1 deadline have been new subsidy and private providers.

The success observed with the August 1 enrollment deadline means that in the short term Early Achievers implementation has not created new gaps in services. However, DEL acknowledges there are concerns in some communities about lack of adequate access for subsidy-eligible children that existed before the August 1 deadline. Planned ECEAP expansions, efforts to convert unlicensed care to licensed care, and encouraging private providers to accept subsidy may help address part of this need. However, passage of the recent minimum wage initiative has raised concerns about the business viability of subsidy-dependent providers if subsidy reimbursements do not meet the increasing cost of wages. Longer term, there is the need to better

understand the larger issues of supply and demand for subsidy care across the state, and to more effectively match policy solutions with the specific needs.

As of December 2016 2,787 of the 3,991 providers enrolled in Early Achievers, or 70.2 percent, are not yet rated. To date 80.8 percent of ECEAP and subsidy providers that have been rated are "at quality" (Level 4 or higher among ECEAP and Level 3 or higher among child care centers and family home child care), and 19.2 percent of these providers are not yet rated at quality and will require additional supports.

Performance Measure (B)(2)(c)

In the **Final Progress Report Excel Workbook** 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. Grantees will need to populate the table using last year's APR data and include data on "Actuals" for the No-Cost Extension period.

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

	TARGETS									
	Number and Percent of Early Learning and Development Programs in the TQRIS									
Type of Early Learning and Development Program in the State	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start[1]										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds										

[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.

	ACTUALS																	
	Number and Percent of Early Learning and Development Programs in the TQRIS																	
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start[1]																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
Licensed Family Child Care Homes and Licensed Center-Based Facilities not receiving CCDF funds																		

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

(B)(2)(c) Data Notes

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 (eligible for the Early Achievers ECEAP Pathway) in the 2015-2016 state fiscal year is 327.

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

Programs receiving CCDF funds:
In 2016, approximately 79.4 percent of licensed child care centers and 61.8 percent of licensed family home child care providers received 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. 2014 survey data were used for 2016 numbers. These percentages are applied to the total number of licensed centers and family homes in 2016 (data provided by DEL from the FAMLINK database, the State Child Welfare Information System), which is 1,481 and 3,498, respectively, to determine the number of subsidized facilities. The total subsidized facilities based on active licensed facilities as of 12/15/2016 is 3,338 (79.4% x 1,481 + 61.8% x 3,498 = 3,338).

Licensed Child Care Centers:
Target and actual data provided by DEL from the FAMLINK database, the State Child Welfare Information System. The actual number of licensed child care centers as of December 15, 2016 was 1,481. This number includes all active licensed child care providers (except for school-age only program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.

Licensed Family Homes:
The actual data provided by DEL from the FAMLINK database, the State Child Welfare Information System. The actual number of licensed family home child care providers as of December 15, 2016 was 3,498. This number includes all active licensed child care providers (except for school-age only program facilities), and includes those that are licensed, licensed-certified, and/or payment only. This number includes government, military, and DEL licensing authorities.

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

Describe the State's 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 during the reporting year and across all five years of grant.

Data collectors at the University of Washington's Child Care Quality and Early Learning Center (CQEL) are a diverse group of professionals who live in and represent the community they serve, and are trained on multiple assessments. This regional structure helps keep costs lower by reducing travel time. The diversity of CQEL data collectors and geographic distribution throughout the state is beneficial for early learning programs as it increases the cultural and linguistic congruence between data collectors, community liaisons, and the programs

they serve. Data collection is conducted in the language of instruction at the program. The data collection team currently has the capacity to conduct assessments in Spanish, Vietnamese, Somali, Cantonese, Korean, Mandarin, Russian, Arabic, Uzbek, Oromo and American Sign Language, as well as English. For programs that need data collection in a language not represented on CQEL's team, an interpreter is used with a microphone and earpiece system that is designed to ensure more accurate data. Currently the CQEL data collection team conducts three types of assessments which make up the Early Achievers rating:

- The Environment Rating Scales (ERS);

- The Classroom Assessment Scoring System (CLASS); and

- A records review component which looks at the implementation of the Early Achievers standards.

In the 2016 calendar year, the data collection team rated 516 programs which represent 1781 CLASS and ERS assessments. About one quarter of assessments were conducted in a language other than English in 2016.

CQEL's data collection team includes assessment leads who are experts on Early Achievers assessments and are responsible for recruiting, hiring, and mentoring data collectors. Assessment leads implement rigorous monitoring and feedback practices in order to ensure the quality of the data that is provided to coaches and early learning programs to inform quality improvement plans. The monitoring process includes a peer quality check of assessment data and an approval process that requires an assessment lead to sign off on all data prior to release. All data collectors are trained and monitored for reliability on the assessments they use. In addition to initial training and establishing reliability, data collectors also undergo regular reliability checks to ensure consistency and accuracy across the state. CQEL's data collection team continues to exceed the required reliability standards. The ERS reliability is required to be 85%, currently CQEL's average reliability on ERS is 92%. The CLASS reliability is required to be at 80%, currently CQEL's average reliability on CLASS is 93%.

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

Please check all that apply – The State has 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:

☒Program and provider training

☒Program and provider technical assistance

☒Financial rewards or incentives

☒Higher, tiered child care subsidy reimbursement rates

☐Increased compensation

Describe the progress made improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year and across all five years of grant implementation based on the policies and practices above.

The Early Start Act created a new requirement to participate in Early Achievers for early learning providers that accept state funding for Working Connections Child Care subsidy, Seasonal Child Care (referred to collectively as "subsidy providers"), or ECEAP and meet certain levels of quality within prescribed timeframes. The requirements for participation and quality attainment kicked off in 2016.

The Early Start Act requires that all child care centers, family home child care, and ECEAP sites serving subsidy-eligible children not yet in school enroll in Early Achievers by August 1, 2016. As of August 1, 2016 there were 3,964 child care centers, family home child care, and Head Start/ECEAP providers participating in Early Achievers. This includes 982 child care centers taking subsidy, 2,134 family home child care taking subsidy, 407 ECEAP/Head Start sites, and 774 licensed private providers not taking subsidy.

In the months and weeks leading up to the August 1 deadline, DEL and its partners worked to identify providers with open subsidy child care authorizations who had not yet enrolled in Early Achievers. DEL and partners communicated with those providers to address barriers to enrollment, and worked with families on subsidy to find alternatives. Of the licensed subsidy providers serving any subsidy-eligible children in the past year who were required to enroll by August 1 in order to continue to participate in the childcare subsidy program, 92.9 percent of child care centers and 90.2 percent of family home child care enrolled by the deadline.

The Early Start Act defined specific enrollment and rating timelines for different participants. Existing licensed subsidy providers were required to enroll in Early Achievers by August 1, 2016 and must complete Level 2 requirements by August 1, 2017. They must rate at Level 3 or higher by December 31, 2019. New licensed subsidy providers must enroll in Early Achievers within 30 days of their first subsidy payment. Then they have 12 months to complete the Level 2 requirements and must rate at a Level 3 or higher within 30 months of enrollment. Providers that do not rate a Level 3 within the identified time frame are given the opportunity to 1) complete remedial activities and request a free re-rate if they have already rated at a Level 2, or 2) request an extension for "exceptional circumstances" to postpone rating by up to six months. Both of these options are discussed below.

New ECEAP providers must enroll in Early Achievers within 30 days from the start of ECEAP services and must rate at a Level 4 or higher within 12 months. Licensed child care centers or family home child care providers that receive an ECEAP contract have 18 months to rate at a Level 4 or higher.

Different types of support are needed at each stage of the Early Achievers rating and quality improvement pipeline to support provider progression to each subsequent milestone. DEL is working with its partners, Child Care Aware of Washington (CCA of WA) and the University of Washington (UW) Childcare Quality and Early Learning Center (CQEL), to prepare for the substantial downstream work anticipated by the large number of subsidy providers enrolled just before the August 1 deadline.

While licensed child care providers, both centers and family home child care, have up to 42 months from Early Achievers enrollment to attain their "at quality" rating, there are substantially more providers that will need to continue to move through the Early Achievers process to meet this requirement. DEL is working with its partners at CCA of WA and UW CQEL to implement strategies to help ensure the process of scheduling data collection for either an initial rating or re-rating does not compromise provider eligibility.

In addition to the initial free rating, all Early Achievers participants are now eligible for one free re-rate if they do not achieve the required quality rating level on their initial rating, including licensed child care sites that need to attain a Level 4 rating to provide ECEAP. This free re-rate option is currently available to help Early Achievers participants meet their Early Start Act rating timeline requirement, and is available once per three-

year rating cycle. The re-rate will only cover the area(s) in which the facility did not achieve the minimum threshold for the required quality level rating. For example, the re-rate may only include the Environment Rating Scale (ERS) or Classroom Assessment Scoring System (CLASS) assessments. No additional facility information will be considered.

If a provider does not achieve the required quality rating level on the second rating, they have the option of paying for additional re-rates. The fee charged is dependent on the size of the facility. Based on current data, DEL expects that this option will be used infrequently as only 17 (<3 percent) of rated facilities have ever not achieved the required quality rating level after the re-rate process.

Remedial activities
The Early Start Act requires Early Achievers participants, who have not met their mandated rating level within the allotted time, to engage in up to six months of remedial activities in order to re-rate at the level required for their early care and education model. Remedial activities may include targeted professional development and coaching focused on the elements of the Early Achievers rating that prevented the facility from achieving their required rating level. As of December 31, 2016, only a few ECEAP providers have participated in remedial activities. They will move forward with re-rating at the beginning of 2017.

Re-Rating Success Rate
As of December 31, 2016 124 licensed child care providers that previously achieved a Level 2 have attempted re-rating. Of these, 80 percent have attained a Level 3 or higher on the re-rate.

The licensed providers spent an average of just under one year between their initial rating and the re-rating. These licensed providers showed significant improvements in their scores during the re-rate, with the greatest improvements occurring in the CLASS ratings.

Extension Protocol
The Early Start Act requires all licensed early learning providers that accept children on subsidy and ECEAP providers to participate in Early Achievers and attain the required quality rating levels. It also requires the development of an Extension Protocol that allows Early Achievers participants a one-time (no longer than 6-month) extension to the rating requirement for "exceptional circumstances" [Sec 2(10)]. DEL developed this extension protocol in collaboration with ELAC, EARS and the Indian Policy Early Learning (IPEL) committee, and it went into effect in December 2015. The protocol defines the requirements for consideration of an extension, and defines exceptional circumstances such as leadership changes, high staff turnover, natural disasters, facility move, and others. As of December 31, 2016, four ECEAP providers have since applied for and received extensions for renewal ratings based primarily on leadership turnover.

Renewal Rating
The rating cycle for Early Achievers is three years. Once rated, participants must renew their rating every three years. Renewal ratings, like initial ratings, are comprehensive. They include the CLASS, ERS and records review of the other Quality Standard items. Renewal rating will demonstrate the result of continuous quality improvement, building off of coaching received as a result of their previous rating. As of December 2016, 25 sites have received a renewal rating, of these 40 percent have moved up one or more levels.

Key Accomplishments:
- The strong participation in a voluntary Early Achievers system demonstrates that providers are willing to enroll and engage in quality improvement work. Although subsidy providers are required to participate in order to retain subsidy, there is evidence of strong enrollment among non-subsidy providers as well.
- DEL has worked with partners and stakeholders to update ratings protocols and policies to reflect ongoing learning and continuous quality improvement.

- The strong success in re-rating highlights the strength of the quality improvement supports as well as the provider base.

Key Challenges:
- High volume of newly-enrolled providers in Early Achievers that will need to be supported through initial rating.
- High volume of providers that need to attain Level 3 or higher within the Early Start Act timeline.
- Ensuring that Early Achievers protocols work well for all providers, particularly those from diverse communities.
- Providers facing competing demands of family or school. As well as times when high staff turnover occurs making continued focus on quality improvements challenging within early learning facilities.
- The capacity to accommodate ratings, re-ratings, renewals and overall provider volumes.

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

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

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.											
Type of Early Learning & Development Program in the State	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total Number of Programs Enrolled in the TQRIS											
Number of Programs in Tier 1											
Number of Programs in Tier 2											
Number of Programs in Tier 3											
Number of Programs in Tier 4											
Number of Programs in Tier 5											
Number of Programs Enrolled But Not Yet Rated											

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

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

	TARGETS									
	Number and percentage of Children with High Needs in programs in top tiers of the TQRIS									
Type of Early Learning and Development Program in the State	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool										
Early Head Start and Head Start[1]										
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds										
First 5 California Child Signature Program										

[1] 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.

	ACTUALS																	
	Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																	
Type of Early Learning and Development Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4`			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool																		
Specify																		
Early Head Start and Head Start[1]																		
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds																		
First 5 California Child Signature Program																		

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

Data Notes

Table (B)(4)(c)(1) Data Notes.

Total Number of Programs Enrolled in TQRIS:

The total number of programs enrolled in TQRIS is the sum of participating providers, i.e., in Tiers 2-5. Licensed providers on the Early Achievers Licensed Pathway who have enrolled in Early Achievers but have not yet received a quality rating are identified as Level 2, in addition to providers who have received a Level 2 quality rating. Head Start/ECEAP providers and licensed providers on the Early Achievers Head Start/ECEAP Pathway who have enrolled in Early Achievers but have not yet received a quality rating are identified as Level 3, in addition to providers who have received a Level 3 quality rating (Sites with 75 percent or more of Head Start and ECEAP slots are given 45 reciprocity points during evaluation and rating, which alone is sufficient to merit a

Level 3 rating; these points are given based on duplicity in Early Achievers Quality Standards and Head Start/ECEAP performance standards).

Programs in Tier 1:

The baseline is held constant in all reporting years. To maintain preparation methodologies, the "Number of programs in Tier 1" shown in the actuals table (B)(4)(c)(1) represent the difference between the baseline (7,406) and the total number of participating sites at the end of each calendar year. Data represents the available universe in Washington State of active licensed child care centers and family care centers (FAMLINK), ECEAP sites (ELMS) and Head Start programs (HSSCO).

The numbers reported in the actuals table and the data notes employ different methodologies for calculating Tier 1. In the actuals table, the Tier 1 calculation is the baseline number of programs enrolled in the TQRIS (7,406) minus the total number of programs in Tiers 2-5 at the end of each calendar year (7,406 - 2,899 - 788 – 342 – 3 = 3,374). This methodology is used in the data table itself to keep the baseline, 7,406, consistent. In the data notes, the Tier 1 calculation is the universe of providers in Washington State, which has changed over the lifetime of the grant, minus the total number of programs in Tiers 2-5. This method of reporting has been consistent across all of Washington State's RTT-ELC submissions.

In 2016 the actual number of providers in the state changed from 2015. The number Head Start/ECEAP sites remained constant at 524 (that are eligible for the Head Start/ECEAP Pathway—while the total number of Head Start and ECEAP sites increased from 689 to 695). The number of licensed child care centers decreased from 1,496 to 1,481. The number of family home child care providers decreased from 3,678 to 3,498. The resulting total number of providers in 2016 was 5,503. Therefore, the actual number of Tier 1 providers in 2016 was 5,503 – 2,899 (Tier 2 providers) – 788 (Tier 3 providers) – 342 (Tier 4 providers) – 3 (Tier 5 providers) = 1,471.

Programs in Tier 2:

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. Facilities in this tier include licensed providers on the Early Achievers Licensed Pathway who have enrolled in Early Achievers but have not yet received a quality rating, in addition to participating providers rated a Level 2.

In 2016, there were 2,899 licensed providers and Head Start/ECEAP sites participating in the Early Achievers pipeline and had either not yet received a quality rating, or had been rated at a Level 2. Of the 2,899 providers, 2,735 licensed providers had yet to receive a quality rating (2,080 family homes + 655 child care centers = 2,735), and 164 had been rated a Level 2 (87 family homes + 57 child care centers + 20 Head Start/ECEAP sites = 164).

Programs in Tier 3:

Facilities in this tier include Head Start providers, ECEAP providers, and licensed providers on the Early Achievers Head Start/ECEAP Pathway who have enrolled in EA but have not yet received a quality rating, in addition to participating providers rated a Level 3. Sites with 75 percent or more of Head Start and ECEAP slots are given 45 reciprocity points during evaluation and rating, which alone is sufficient to merit a Level 3 rating. These points are given based on duplicity in Early Achievers Quality Standards and Head Start/ECEAP performance standards.

In 2016, a total of 788 licensed providers and Head Start/ECEAP sites were identified as Level 3. Of the 788 providers, 707 licensed providers had been rated a Level 3 (281 family homes + 426 child care centers = 707), 67 Head Start/ECEAP sites were participating in the Early Achievers pipeline and awaiting rating, and 14 Head Start/ECEAP sites had been rated at a Level 3. Note: the 14 Head Start/ECEAP sites rated Level 3 are hybrid sites

that earn 10 reciprocity points for staff professional development instead of the typical 45 points for sites on the Early Achievers Head Start/ECEAP Pathway. All of these sites met quality standards for ERS and CLASS.

Programs in Tier 4+:

As of 2016, a total of 345 licensed providers and Head Start/ECEAP sites received a quality rating of Level 4-5. This includes 7 family homes rated a Level 4, 32 child care centers rated a Level 4, and 306 Head Start/ECEAP sites (342 rated Level 4; 3 rated Level 5).

Number of Programs Enrolled but Not Rated:

As of 2016, a total of 2,802 licensed providers and Head Start/ECEAP sites were enrolled in Early Achievers but not yet rated. This includes 2,080 family homes, 655 child care centers, and 67 Head Start/ECEAP sites (2,080 + 655 + 67 = 2,802).

Table (B)(4)(c)(2) Data Notes.

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"?

In Washington's TQRIS, Early Achievers, providers must rate a 3-5 to be considered as having reached a level of quality. This definition of quality is consistent from when Early Achievers was a voluntary program to the passage of the Early Start Act in which Early Achievers is mandatory for all providers serving children receiving subsidy and ECEAP providers. Subsidy providers must rate at a Level 3 to continue to qualify for subsidy payments. ECEAP sites must rate at a Level 4 or above. Both categories of providers have individual timelines in which they must join Early Achievers, complete Level 2 trainings and activities, and rate at quality. Within a 3-5 quality rating, Washington State considers a rating of 4 or 5 to be its highest tiers.

State-funded preschool (ECEAP):

As of 2016, the number of high needs children served by ECEAP providers in the top tiers (Levels 3-5) of TQRIS is 11,028. Please note that slot counts were derived for the 39 sites for which actual slot counts were unavailable by applying the percent of ECEAP slots across all Head Start/ECEAP sites.

Early Head Start and Head Start:

As of 2016, the number of high needs children served by Head Start providers in the top tiers of TQRIS (Levels 3-5) is 9,394. Please note that slot counts were derived for the 39 sites for which actual slot counts were unavailable by applying the percent of Head Start slots across all ECEAP sites.

Programs funded by IDEA, Part C:

Data from the IDEA Part C Annual Reports (Dec 1 of the program year). 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 2016 is 7,584; these numbers fluctuate annually.

Programs funded by IDEA, Part B, section 619:

Classes for children funded by Part B are operated by school districts not licensed by DEL and cannot participate in TQRIS. OSPI and DEL have agreed to develop a work plan to integrate classes serving children under Part B into TQRIS, as appropriate. For 2016, the number of children is 10,398. Data is from the IDEA Part B Annual Report (Nov 1 of the program year).

Programs funded under Title I of ESEA:

Title I expenditures are determined at the local school district level and thus affect the number of children served. For 2016, the actual number of children is 496. Data was pulled from Washington State's Comprehensive Education Data and Research System (CEDARS).

Early Learning and Development Programs receiving funds from the State's CCDF program:

In 2016, 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 407 ECEAP/Head Start sites enrolled in the TQRIS (who enter at Level 3, as assessed by quality assurance policies and curricula standards currently in place). These children (20,422 slots) were also reported for ECEAP and Head Start providers in the first two rows of this table (11,028 + 9,394 = 20,422).

The 2016 actual number for total children with high needs served by programs in the state is 65,534; this number is an estimate derived from the 2016 number of total licensed sites and data provided by the Washington State University (WSU) Child Care Survey as of 2014 (published in June 2015). It is the sum of children served at licensed care centers who receive subsidies (26,107), children served at licensed family homes who receive subsidies (8,432), children served by Head Start (19,306), and children served by ECEAP (11,689); the grand total is 26,107 + 8,432 + 19,306 + 11,689 = 65,534.

The 26,107 children served at licensed child care centers is derived by multiplying the WSU estimate of the percent of licensed child care centers that receive subsidies, 79.4%, by the actual number of licensed child care centers in the state for 2016, which is 1,481 (1,481 x 79.4% = 1,176), and then multiplying the result by the average number of subsidized children per facility (1,176 x 22.2 = 26,107).

The 8,432 children served by family home child care is derived by multiplying the WSU estimate of the percent of licensed family homes that receive subsidies, 61.8 percent, by the actual number of licensed family homes in the state for 2016, which is 3,498 (3,498 x 61.8% = 2,162), and the multiplying the result by the average number of subsidized children per facility (2,162 x 3.9 = 8,432).

The total number of subsidized children served by Head Start and ECEAP in the state for 2016 includes 100 percent of Head Start children served, or 19,306, and 11,689 ECEAP children served (i.e. 10,402 subsidized ECEAP slots + 1,287 pre-k special education children in ECEAP classrooms = 11,689).

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

Describe progress made during the reporting year, and across all five years of grant implementation, in validating the effectiveness of the TQRIS during the reporting year and across all five years of grant implementation, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress was made by the end of the four-year grant and No-Cost Extension period.

In collaboration with DEL, the University of Washington Childcare Quality and Early Learning Center (CQEL) developed and executed both a pilot study and a statewide evaluation to examine the relationship between the

Early Achievers rating levels and changes in child outcomes.

Outcomes Pilot Study 2012-2013

A pilot study was completed to inform the development of the Early Achievers Validation Study. CQEL conducted a child outcomes study in partnership with the City of Seattle to understand the relationship between classroom quality and children's learning and development.

This study explored the relationship between classroom quality ratings and child outcomes for three-, four-, and five-year-old preschool children. During the 2012-2013 year, individually administered assessments were conducted in a pre-post format in the language, cognitive, literacy, and social-emotional domains. Classroom quality measures included PK CLASS and ECERS-R. Additional process and structural variables such as language use, teacher education, and curriculum implementation were also collected.

Participating children (N=244) were randomly selected from 35 classrooms. Up to four boys and four girls were selected and assessed by external assessors during an individual session lasting approximately 20-30 minutes. The assessments included:
- Oral and Written Language Scales-Second Edition (OWLS-II)
- Woodcock-Johnson III Tests of Achievement (WJ-III) Applied Problems
- Woodcock-Johnson III Tests of Achievement (WJ-III) Letter-Word Identification
- Walk-a-Line Slowly
- The Wally Problem Solving Game (WALLY)
- Feelings About School (FAS)
- Task Orientation Questionnaire (TOQ)
- Social Skills Rating Scale (SSRS)

Classroom observations were conducted by external assessors in the winter of the 2012-2013 school year using:
- The Classroom Assessment Scoring System (CLASS)
- The Early Childhood Environment Rating Scale (ECERS-R)
- Language Environment Analysis (LENA)

At the conclusion of the 2012-2013 school year, the city provided the research team with secondary data collected using the following assessments:
- The Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)
- Teaching Strategies GOLD

Findings suggested that certain classroom characteristics were related to children's gains. The following was found:
- Language Environment Analysis (LENA) was related to letter word knowledge and math.
- Dosage (full-day vs. part-day programming) was related to letter word knowledge and expressive language.

Early Achievers Validation Study 2013-2016

The University of Washington Childcare Quality & Early Learning Center for Research and Professional Development (CQEL) conducted the Statewide Early Achievers Validation Study in partnership with the Washington State Department of Early Learning (DEL). The following major activities were performed:
- Early Achievers Validation Study proposal 2013-2014

- Early Achievers Validation Study data collection 2014-2015
- Early Achievers Validation Study data processing and reporting 2015-2016
- Report Brief #1 submitted Spring 2015 (baseline)
- Report Brief #2 submitted Fall 2015 (program quality)
- Report Brief #3 submitted Winter 2015 (gains)
- Final Report submitted Spring 2016

The study addressed **three primary research evaluation questions**:
- Do children who attend higher-rated Early Achievers sites show greater gains than children who attend lower-rated Early Achievers sites?
- Are the Early Achievers quality standard area components associated with children's learning?
- What is the association between Early Achievers observational measures of quality and children's learning?

This evaluation included the State's strategies for determining whether Early Achievers rating levels are related to children's learning, development and school readiness.

The Statewide Internal Standards Validation Study of Early Achievers addressed whether elements of Washington State's Quality Rating and Improvement System (QRIS) for early care and education are associated with measurable gains in children's outcomes across developmental domains. With this validation study, Washington joins a handful of other states that have attempted to examine whether sites that receive higher ratings are actually producing better outcomes in terms of child development (Karoly, 2014). The University of Washington Childcare Quality & Early Learning Center for Research and Professional Development (CQEL) conducted this study from June 2014 through December 2015 in partnership with the Washington State Department of Early Learning (DEL).

Nearly every state in the nation has created a QRIS to raise the quality of early care and education. Washington State's QRIS is called Early Achievers. At the time of this study Early Achievers was a voluntary program, but since the passage of the Early Start Act in 2015, participation has been mandated for all childcare sites serving children with subsidies as well as Early Childhood Education and Assistance Program (ECEAP) sites. With support from a federal Race to the Top Early Learning Challenge grant, Early Achievers went statewide beginning July 1, 2012. Its goal—consistent with the overarching purpose of QRIS—is to help early learning professionals offer high-quality child care that supports children's learning and development.

Early Achievers is comprised of elements including a standard area rating structure, a quality rating system (quality levels 1–5), coaching and professional development, incentives to attain higher levels of quality, and information sharing among families. In the validation process, independent observers assess quality across standard areas that include Child Outcomes, Family Engagement, Professional Development, and Facility Curriculum, Learning Environment, Interactions. The Early Achievers quality levels are determined by the number of points achieved across these four standard areas. Individual standard area points are determined through a variety of approaches including on-site record review and the use of published classroom observation measures such as the Classroom Assessment Scoring System (CLASS) and the Environment Rating Scale (ERS). Of particular interest was the extent to which standard area components resulting from on-site record review data collection (regarded especially laborious and costly), were related to children's learning. Therefore, the Facility Curriculum, Learning Environment, Interactions standard area for this evaluation study was considered based on its subcomponents: 1) the on-site record review component (Curriculum & Staff Supports), and 2) the published classroom observation measures (CLASS and ERS). The resulting quality ratings of this hybrid rating structure are intended to distinguish meaningful levels of quality and subsequent improved outcomes for children.

The validation study

Our validation study employed research methods including records review, surveys with early learning professionals as well as parents and families, observational assessments of classrooms and family home child care providers, and individual direct child assessments to explore three key research questions (shown below). Focus areas of the study were provider characteristics and program quality, child outcomes (residual gains in children's learning and development), and parent and family profiles.

The quality standards validation study began in June 2014 and continued through three phases of data collection (October 2014-February 2015; February-May 2015; and March-July 2015). The University of Washington hired research team staff members in August 2014, and in partnership with DEL, began to recruit study participants. Program directors of child care centers and family home child care owners served as primary contacts throughout the study. The initial sampling frame included all sites enrolled in Early Achievers, and the study was designed to include both infant/toddler and preschool classrooms across all regions of Washington State.

At the time of initial study recruitment, 2,303 sites were enrolled in Early Achievers. The final study sample was 100 sites, 155 classrooms, and 761 children ranging in age from 8 months to 71 months. Children younger than 36 months participated in the infant/toddler (I/T) assessment battery (31.4 percent), and the remaining 68.6 percent of the sample were considered preschool age. By program type, 139 children attended family home child care sites, 532 attended child care centers, and 90 attended Head Start/ECEAP sites.

Assessment measures

A battery of measures is used for child assessments including both direct and indirect assessments (via teacher report). The instruments used to assess the quality of the learning environment were the Classroom Assessment Scoring System (CLASS, which assesses classroom practices by measuring teacher-child interactions and material use); Environment Rating Scales (ERS, which measures classroom interactions, activities, and materials), and Language Environment Analysis (LENA, which captures information about language use in a child's environment). CQEL trained data collectors and held them to stringent thresholds of reliability on these instruments.

General areas of individual child assessments were cognitive, early reading, early science, early writing, executive function, expressive language, fine and gross motor, early math, receptive language and social-emotional. CQEL conducted individual child assessments throughout fall 2014 and again in spring 2015 to determine children's learning and development over time.

Study results

The validation study found several relationships between early learning setting characteristics (Early Achievers rating levels, standard area components, and observational measures of quality) and children's developmental gains. The relationship found between the complex construct of classroom quality and resulting children's gains resulted in both informative findings and implications for further research.

CQEL's analyses found that:
- Children make gains in the expected direction across most domains in a relatively short period of time.
- Children make greater gains in sites with higher-level ratings than in sites with lower ratings in the learning domains of receptive language, expressive language, and fine motor skills.
- While not statistically significant ($p<.10$), a positive relationship was found between the Professional Development standard area component and letter word knowledge.

- Some associations exist between CLASS domains and child outcomes. The CLASS PK Instructional Support domain was positively related to receptive language and early writing. But Toddler CLASS Emotional and Behavioral Support was related in an unexpected direction to social emotional skills.
- When analyzed with the current Early Achievers threshold, a significant positive relationship was found between CLASS PK Instructional Support and both early writing and letter word knowledge. Additionally, the Toddler CLASS Engaged Support for Learning domain was associated with fine motor skills.
- Classrooms implementing Montessori or research-based curriculum improved the effect of CLASS Instructional Support on letter word knowledge.

There are important limitations to this study that require some caution when interpreting results. These include a small dataset in regards to the number and type of participating sites, classrooms, and children; missing data; limited range of scores on independent variables; and the fact that children were observed whose parents chose these sites and volunteered to participate in the study, raising issues regarding self-selection and the representativeness of the sample. A final limitation concerns the short time frame (average 150 days) from pre to post direct child assessments. Ideally, CQEL would follow children over their time in care and have enough data points to understand individual children's growth curves longitudinally. In general, some positive results that support the existing literature base were found; however, unexpected findings proved contradictory and require further investigation.

Recommendations

1. Results indicate that children are making positive but modest gains across most developmental domains. Strengthening the focus of teaching and learning across all domains— especially in sites serving children from low-income backgrounds—could enhance learning and development. Specifically, in the year before kindergarten, children were not as strong in early math and letter word identification compared to other domains. More than half of low-income children entering kindergarten were below the mean or established age expected score on standardized measures in receptive vocabulary, letter word identification, executive function and early math. It is recommended to consider the results from the analyses of children's developmental gains to inform professional development for early learning professionals.

2. Noting that the sample of dual language learners was very small, results indicate that children made marked receptive language gains in English, but they did not gain equally in Spanish. This suggests the children are learning English at the expense of becoming bilingual. It is recommended to consider professional development for child care professionals in supporting bilingual learners.

3. Results suggest links between the use of research-based curriculum and children's learning. It is recommended to consider incentivizing and providing support for the uptake and use of research-based curriculum in Early Achievers sites. Support could include efforts to reduce the costs of curriculum to the providers, training, and ongoing coaching to fidelity.

4. Positive linkages were found between quality assessments and child outcomes, but not for all domains and most are lost when the assessments are summed to Early Achievers quality levels. It is recommended to explore domain-specific quality assessments. Future work could involve simulations for the inclusion and alternative weighting of quality measures and standard areas that may strengthen linkages to child outcomes.

5. Early Achievers data collection is extensive and can be overly time-consuming. It is recommended to explore ways to increase the efficiency of data collection in Early Achievers. Validating short forms of quality instruments, collecting data on tablets to streamline data entry, and eliminating duplicative measures are all viable options.

6. More than 25 percent of directors reported asking a child to leave their centers due to challenging behavior. Child care expulsion is a concerning event and indicates providers need more support to care for all children. It is recommended to consider system-wide, focused professional development on positive behavioral support for young children.

7. Providers reported stress, and they experience depressive symptoms at higher rates than the general public. Caring for children is demanding physical and mental work and even more difficult to do when one feels stressed or depressed. It is recommended to consider system-wide, focused support for child care professionals' health and well-being.

8. Limitations in this study were mostly related to sample characteristics due to voluntary recruitment during a less-than-optimal time in the evolution of Early Achievers. But ongoing study of the Early Achievers program is essential to continued quality improvement of the program to optimize child outcomes—especially for vulnerable children. Continued evaluation efforts of Early Achievers in its current structure may be beneficial in understanding future refinement needs of the rating system and the differentiation of quality rating levels. It is recommended to require or reward participation in future, ongoing evaluation of all Early Achiever sites.

The Early Achievers Validation Study can be found in its entirety online at
https://del.wa.gov/sites/default/files/public/QRIS/EarlyAchievers_Validationstudy.pdf

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

Focused Investment Areas

C. Promoting Early Learning Outcomes

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

Describe the progress made in the reporting year and across all five years of grant implementation, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

Washington's Early Learning and Development 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 Washington's TQRIS system and can result in earned points toward Levels 3 - 5 upon rating. The Guidelines are also aligned with the kindergarten entry assessment and transition process. The online Early Learning Guidelines training is required for all state-approved trainers and participants in Early Achievers and are reflective of new research and information, are culturally relevant for Washington's diverse population, and extend through grade three. The Guidelines 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. This training sets a solid foundation on how the Early Learning Guidelines support sound child development and can be used as an aligning document birth through third grade.

Throughout the grant period, DEL promoted and used the Guidelines as a foundational element of Washington's early learning system:

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

- DEL has partnered with a local school district to develop supplemental materials specific to the K-3 population. These materials support implementation of key concepts within the Guidelines, which can be shared with other school districts and partners.

- DEL has continued to provide information about the Guidelines at various conferences and training opportunities. This includes a session led jointly by DEL and OSPI, which provides information about the Guidelines and how they relate to the Common Core.

- An action plan outlining implementation priorities for the continued local and state implementation of the Guidelines was created by DEL, OSPI, and Thrive. The action plan is available to guide further efforts as additional resources become available.

- Library mini-grants in local communities that provide information to parents and families via visual displays and presentations about the Early Learning Guidelines and potential uses for families were implemented.

Comprehensive Assessment Systems (Section C(2) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in these areas by the end of the four-year grant and the No-Cost Extension period.

N/A

Health Promotion (Section C(3) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

N/A

Performance Measure (C)(3)(d)

In the **Final Progress Report Excel Workbook**, 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.

	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
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											

Date Notes
*(Enter **narrative** here, we suggest a 1,000 word limit)*

N/A

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

Describe the progress made during the reporting year and across the five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and No-Cost Extension period.

Throughout the grant period, up to and including 2016, Washington State has made significant progress in engaging and partnering with families. With the ability to track the response to the Strengthening Families training and modify as necessary based on participant feedback, training opportunities have been added to meet the participant needs regionally, and coaches received training to support facility implementation.

Over the course of the grant, Washington has implemented greater outreach to families and communities as more and more sites have ratings data available. This outreach focuses on utilizing the existing channels of communication including Child Care Aware of Washington (CCA of WA), Early Learning Coalitions, and advocacy organizations.

Early Achievers Strengthening Families: Strengthening Families is the cornerstone of the Early Achievers Family Engagement and Partnership standard. A six-hour introductory Strengthening Families training is required for all Early Achievers facilities and points can be earned toward rating by completing the Strengthening Families Self-Assessment, developing a plan of action based on the results, and involving parents and families in long-term planning. State-approved trainers deliver this training statewide and more than 3,358 facility administrators have completed the training. According to post-training surveys, participants find this training valuable and it is consistently noted as a favorite among participants.

The Strengthening Families training continues to be one of the most popular trainings in the Level 2 Professional Training Series. Both DEL and CCA of WA have reviewed participant feedback about not only the content of the current training, but suggestions to build upon it. Participants have asked for more hands-on opportunities and reflection time to apply the training concepts to situations that they are currently managing within their facility or classroom, and they have asked for deeper, targeted trainings on each of the protective factors.

Early Achievers Parent Materials: Materials designed for parents and families have been created and updated throughout the grant period. In the fifth year of the grant, many new outreach materials were created for statewide events involving families and the community, as well as distributed through CCA of WA and to providers to use with the families in their care. The Choosing Quality Child Care brochure was created, highlighting the importance of licensed care, safe environments and information on how to use Early Achievers information to meet their individual needs as wells ways to identify Early Achievers participating facilities. DEL created other materials specifically for parents that highlighted brain development, reasons to talk and read to children and online resources, such as the DEL web site. These materials include bookmarks and magnets.

"Love. Talk. Play." (LTP): In the fourth and fifth year of the grant, the "Love.Talk.Play." campaign was integrated more thoughtfully and strategically into family engagement efforts happening throughout the state. This was part of the work of the Early Learning Regional Coalitions.

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

The campaign strategy is focused on high-quality, repeat interactions that are found to increase parents' understanding about early learning and their role as their children's first and most important teachers. Through the work of the coalitions, the campaign reached caregivers at one-time and repeat events. Among the audiences reached are family, friend and neighbor (FFN) caregivers, ECEAP and Head Start families, families involved in the child welfare system, pregnant and parenting teens, and those with second-language learners.

In addition, "Love. Talk. Play." materials were distributed to child care providers, libraries, clinics, and others. Weekly tips and fun facts about child development were distributed through social media and a website, as well as to e-mail subscribers.

Development of New Tools: In year four of the grant, DEL and CCA of WA worked together to assess the technology required to promote Early Achievers through an online platform. CCA of WA has an online portal, but it has become outdated. With the goal of better serving the needs of families, the portal underwent an update. Washington explored the systems used in several other states and completed an assessment of the type of system that needs to be built. Phase one and two of this work began in 2016, and DEL will launch a new online search tool in the Spring of 2017.

Standards Alignment: Community engagement and receiving feedback from families has been a priority of the standards alignment process. In the past year DEL has accomplished an initial community input process, developed an initial draft of aligned family home and center standards, solicited community feedback on the initial draft aligned standards, filed an initial rulemaking proposal for the aligned and weighted standards process, begun redrafting of the aligned standards, developed Early Achievers and ECEAP standards progression, and planned for the standards weighting process.

ECEAP Family Support Pilot: In October 2014 DEL convened the "Preschool Operational Work Group" of 21 contractors and community partners to identify a menu of research-based family support services, shown to improve family outcomes, which provide tools to:
- "Differentiate" services based on differing levels of family need.
- "Individualize" services so that they are tailored to individual family needs.

Based on the Work Group's recommendations, ECEAP initiated a two-year pilot to:
1. Test two research-based family support programs to improve family self-sufficiency and related outcomes: the EMPath Mobility Mentoring® and the Family Development Matrix model (FDM).
2. Develop and implement a valid statewide ECEAP family assessment to provide clear and consistent assessment and reporting of family strengths, progress and outcomes.

Year One: In year one, the pilot developed and tested a statewide family assessment to support: (1) family goal setting and progress; and, (2) consistent statewide monitoring and reporting. The assessment, conducted in conversation with families at three intervals during the year, was used to identify baseline strengths, needs and new opportunities that arose and to support families in setting and advancing their goals. Previously contractors used multiple assessments.

Families in both models experienced substantial, statistically significant progress in multiple areas. Overall, families in the FDM model showed benefits in fewer areas, and smaller absolute benefits. Note that year one data were too limited to be sure about the cause of the change. Results were discerned using a paired T-test statistical analysis, which measures whether subjects within a group vary over two conditions.

Year Two: In 2016, DEL continues to use the Mobility Mentoring® model for year two of the pilot (rather than both models) for reasons of cost-effectiveness, available types and scope of training opportunities, and a preference for internal databases. Twenty contractors are participating in the second year of the pilot. DEL has

D. Early Childhood Education Workforce

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

Describe the progress made during the reporting year and across all five years of grant implementation, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

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. All community and technical college programs in early childhood education recognize the Core Competencies as the standard for core knowledge and skills for early learning professionals. Each of the colleges align all early learning program curricula with the state's Core Competencies.

Washington brought together a variety of partners throughout the grant period and made great progress that includes the following:

- The Department of Early Learning (DEL) in partnership with the Washington State Board for Community and Technical Colleges adopted statewide "stackable certificates" in early childhood education. This three-stage stackable certificate includes consistent course numbers and credentials that build on each other, provides transferable credits, and leads to a one-year state credential. The stackable certificates allow for a smooth transition for students interested in progressing to a two-year degree in Early Childhood Education. The first of the stackable certificates, the Initial Certificate, is offered through a variety of delivery formats and is available in English, Spanish, and Somali. All colleges adopt the state's core competencies. Higher Education partners regularly champion the usage of the competencies, embed them in new course content and identify ways to align coursework across the higher education system state-wide. Most community and technical colleges now offer the stackable certificates and are working together on two new certificate specializations, Family Support and Relationship-Based Professional Development. These new certificates will expand the scope of the early childhood education (ECE) workforce within the Stackable Certificates and build out additional data collection in the workforce registry, MERIT.

- Washington has developed Relationship-Based Professional Development (RBPD) competencies to support the workforce that provide coaching, mentoring and consultation to others. In partnership with the University of Washington, DEL has supported the development of an early learning coach certificate that will support the development of Early Achievers Coaches. This is a Bachelor's level certificate that will be made available spring 2017 serving up to 40 coaches around the state.

- DEL, higher education partners and the Office of Superintendent of Public Instruction are working on an alignment toolkit to attract high school students into early learning, leading to the ability to earn

college credit in high schools and begin on the pathway towards the stackable certificate and a career in ECE.

- In the Early Start Act, Washington legislators have outlined the goal for DEL to provide an updated set of standards, bridging together ECEAP performance standards, licensing regulations and Early Achievers quality framework. This allows for Washington to update the role and qualification information for early learning professionals, providing clear progression in the workforce starting with the stackable certificates. Colleges around the state have been involved in identifying how to ensure the learning is progressive, and that the implementation will be reflective of the levels in Washington's core competencies. The competencies currently begin at an entry Level 1 and go through a Level 5 for mastery.

- The state is expanding the availability of professional development opportunities, such as community-based training, by pulling in research, best practice and state subject matter experts to expand the knowledge and skills of the early childhood workforce. Topic areas include the current development of business practice training, more in-depth health and safety training (safe sleep, disaster preparedness, and more) and in the process of embedding the Early Achievers, Washington's QRIS training into licensing requirements, bringing the quality training series as a requirement for all.

- Washington is preparing for the implementation of licensing regulations introduced in 2012, requiring all family home child care providers to have a high school diploma by March 31, 2017. An equivalent to this requirement is to achieve the first of the stackable certificates. A majority of FCC providers have chosen to complete the college certificate, and DEL provided scholarships. Higher education institutions offered the program in a variety of delivery methods and in three languages, English, Spanish and Somali.

- In July 2016, DEL produced a report to the Legislature on providing culturally responsive professional development throughout the system. This supports DEL's goal to increase the cultural relevance of this work, reduce barriers and ensure the needs of diverse providers are met. The next phase for this work is creating a tool kit to further operationalize the new guiding principles for this work and increasing provider knowledge and skills in being culturally responsive.

- DEL facilitated a brain trust in the fall of 2016 focused on increasing the knowledge and application of strategies for dual language learners. This convening was facilitated in partnership with Head Start Collaboration Office and the Office of Superintendent of Public Instruction. DEL began to explore the experiences of ECE educators and the preparation they felt they had or still needed to have an impact on children learning two or more languages. With the recent release of the National Academy of Medicine's report on Dual Language Learners, DEL is moving forward with identifying strategies to increase ability to build out the system to recognize the strengths Dual Language Learning (DLL) children bring and how to have a prepared ECE workforce.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities. (Section D(2) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation. Please describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

N/A

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

In the **Final Progress Report Excel Workbook**, 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.

	TARGETS					ACTUALS					
	Baseline	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total number of "aligned" institutions and providers											
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider											

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.

	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									
Type of Credential	Baseline	Baseline	Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Child Development Assistant (Lowest)										
Child Development Associate Teacher										
Child Development Teacher										
Child Development Master Teacher										
Child Development Site Supervisor										
Child Development Program Director (Highest)										

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.

Type of Credential	Baseline #	Baseline %	Year 1 #	Year 1 %	Year 2 #	Year 2 %	Year 3 #	Year 3 %	Year 4 #	Year 4 %	Year 5 #	Year 5 %
ACTUALS 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												
Child Development Assistant (Lowest)												
Child Development Associate Teacher												
Child Development Teacher												
Child Development Master Teacher												
Child Development Site Supervisor												
Child Development Program Director (Highest)												

(D)(2)(d) Data Notes
*(Enter **narrative** here, we suggest a 1,000 word limit)*

N/A

E. Measuring Outcomes and Progress

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

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

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

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

RTT-ELC funding was used primarily to support teacher training for WaKIDS. A significant portion of the training introduced teachers to observational assessment and Washington's Kindergarten Entry Assessment (KEA),

GOLD™ by Teaching Strategies®. Over 2,000 teachers were trained in fall 2016, as the state's funding for full-day kindergarten, which requires implementation of a KEA, steadily expanded.

One strength of the Washington approach is its use of the assessment tool, GOLD™ by Teaching Strategies®, in its early learning and K-12 sectors. Although the two sectors used slightly different versions of the same tool, the shared language and data increased opportunities for cross-sector learning, and enabled a common language to describe students' strengths.

Washington has been phasing in its kindergarten transition process, in concert with its scale-up of state-funded, full-day kindergarten. Fall of 2016 was Washington's fifth year of collecting entry assessment data in six domains: social-emotional, cognitive, physical, language, literacy, and mathematics. Washington uses *GOLD*™ as the whole-child assessment portion of the kindergarten transition process, and in 2016 assessed 77,314 kindergartners, reaching nearly 94 percent of the state's kindergartners. OSPI publishes WaKIDS data at the state, Educational Service District (ESD), school district, and school levels on the State Report Card. The Fall 2016 WaKIDS Data Summary provides a guide to the State Report Card data: http://reportcard.ospi.k12.wa.us/WaKidsDetailPage.aspx?domain=WaKIDS&year=2016-17&wakidsyr=2013-14&schoolId=1&waslCategory=1&numberOrChart=1&yrs=2016-17&chartType=1

In 2015, OSPI engaged in a process to update the WaKIDS objectives/dimensions and reduced the number of assessed items from 36 to 31 items included in the Whole Child Assessment. OSPI believes this revised slate of objectives and dimensions will better inform instruction and connect to end-of-year standards, while continuing to provide important information about kindergartners' entering strengths in all six areas of development and learning.

No additional reliability and validity studies have been conducted in Washington since the University of Washington completed its inter-rater reliability and concurrent validity study of *GOLD*™ in 2013. However, OSPI made inter-rater reliability (IRR) certification part of WaKIDS 101 teacher training. As a result, the vast majority of teachers have earned their IRR certification; for instance, approximately 90% of teachers trained in 2016 earned their IRR certification.

Early Learning Data Systems (Section E(2) of Application)

Describe the progress made during the reporting year and across all five years of grant implementation, including 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. Describe the State's strategies to ensure that measurable progress was made in this area by the end of the four-year grant and the No-Cost Extension period.

*(Enter **narrative** here, we suggest a 1,000 word limit)*

N/A

Attach the following final documents:

- **Final Validation Study**

  Executive Summary:
  https://del.wa.gov/sites/default/files/public/QRIS/EarlyAchievers_ValidationstudyExecutivesummary.pdf

  Validation Study:
  https://del.wa.gov/sites/default/files/public/QRIS/EarlyAchievers_Validationstudy.pdf

- **Kindergarten Entry Assessment Summary**
  http://reportcard.ospi.k12.wa.us/WaKidsDetailPage.aspx?domain=WaKIDS&year=2016-17&wakidsyr=2013-14&schoolId=1&waslCategory=1&numberOrChart=1&yrs=2016-17&chartType=1

Future State plans

Thank you for filling out the Race to the Top—Early Learning Challenge grant Final Progress Report. Please provide the Departments with a description of your State's future early learning plans.

Early Achievers: The Department of Early Learning (DEL) is committed to having a continuous quality improvement approach with Early Achievers. DEL plans to continue to streamline Early Achievers by pairing data and stakeholder feedback to target standards and strategies that have a positive impact on child outcomes. We want to eliminate standards that are not linked to positive outcomes for children and help providers first focus on practices that are the foundation of quality. Starting in the summer of 2017, providers will be able to achieve a Level 3 rating by meeting the minimum threshold scores in the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System (CLASS). A change in the distribution of Quality Standard points will allow providers to earn the 30 points necessary to achieve Level 3 by reaching threshold in the ERS and CLASS without opting in to any other Quality Standards. Participants that want to work toward a higher point level will continue to have the opportunity to opt-in to the Early Achievers Quality Standards. These changes will simplify the rating process and ensure that the Early Achievers Quality Standards are linked to positive child outcomes. Based on the results of the University of Washington's validation study, the Department of Early Learning (DEL) is eliminating three standards, reducing the points for two standards and moving these points to the ERS. This means providers can focus on the two foundations of quality: adult-child interactions measured by CLASS, and their learning environment measured by the ERS.

Standards Alignment: In the 2015 Early Start Act, the Legislature directed DEL to implement a single set of licensing standards for child care and ECEAP. Aligned standards demonstrate the progression of quality that is at the heart of Washington's commitment to all of its children and families. They eliminate duplication, increase consistency, and reduce provider burden in Licensing, Early Achievers and ECEAP. Quality begins with licensing, and all early learning sites will meet licensing standards as the foundation of quality. Standards alignment provides a clear and measurable progression from licensing to Early Achievers and ECEAP with minimal duplication and with similar language. This process will ensure that providers can see the progression of the standards from licensing through ECEAP and understand the expectations and next steps for participation in quality improvement.

Weighting licensing rules is part of a new approach to enforcement that focuses on risk to children, ensuring that enforcement of these rules is both timely and consistent. It will also provide more information and clarity about the risk of each licensing rule and the consequences for violations.

Community engagement has been a priority of the standards alignment process. In the past year DEL has accomplished an initial community input process, developed an initial draft of aligned family home child care and child care center standards, solicited community feedback on the initial draft aligned standards, filed an initial rulemaking proposal for the aligned and weighted licensing rules process, begun redrafting of the aligned standards, developed Early Achievers and ECEAP standards progression, and planned for the licensing rules weighting process. Early Achievers and ECEAP Standards progression goals include:
- Quality begins at licensing. All sites will meet licensing standards as the foundation of quality;
- Standards are clear and measurable;
- Standards provide a progression from licensing to Early Achievers and ECEAP without duplication and with similar language; and
- Providers can see the progression of the standards from licensing through ECEAP and understand the expectations and next steps for participation in quality improvement.

ECEAP (Pre-K): The Early Childhood Education and Assistance Program (ECEAP) is Washington's pre-kindergarten program that prepares three- and four-year-old children from low-income families for success in school and in life. The Department of Early Learning (DEL) oversees ECEAP. Since 1985, ECEAP has focused on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services to Washington's most at-risk young children. The design of ECEAP is aligned with nationally-researched high-quality programs that have shown exceptional returns on investment.

The state Legislature passed a law (RCW 43.215.456) to make ECEAP an entitlement program with an intent to phase-in child slots until the program is offered to all eligible 3- and 4-year-old children by school year 2020-21. ECEAP currently serves 11,691 children and is estimating that another 7,400 slots will be needed to meet entitlement by 2020. To successfully prepare for significant expansion of ECEAP and to meet DEL's goal of ensuring 90% of children are ready for kindergarten by 2020 and that race is eliminated as a predictor of success, DEL has developed a multi-faceted ECEAP expansion plan that addresses a variety of key components, including:

- Ensuring a plan is in place to recruit and retain a qualified and diverse workforce to support expansion;

- Implementing key capacity-building activities to prepare (center and home-based) child care providers and others to be prepared to deliver ECEAP services as it expands in communities;

- Creating pathways and supports for existing and prospective ECEAP providers to improve, renovate and build new facilities to support expansion;

- Ensuring contracting structures and processes are in place that support an accessible and sustainable system of ECEAP across communities;

- A continued focus on the alignment of ECEAP to other key elements of the early learning system, including the alignment of ECEAP performance standards to licensing and Early Achievers standards to achieve a single set of early learning standards for our state;

- Proposing a plan to offer an increased number of full-school-day and extended-day slots to promote continued quality and supports for working families;

- A continued focus on enhancing quality in the delivery of comprehensive services to an increasingly diverse and high-needs population; and

- A multitude of other strategies and actions designed to advance ECEAP expansion across communities.

12-Month Authorization: As mandated in the 2015 Early Start Act, twelve-month eligibility became effective July 1, 2016 to support quality for children by providing more consistent child care arrangements. This means that a family that qualifies for child care subsidy will maintain eligibility for 12 months regardless of any increases or decreases of income, so long as income does not exceed absolute federal limits. Further, these families will maintain eligibility regardless of a loss of approved activities (work, training, and education). De-linking the parent's activity from the child's child care eligibility is intended to produce a more stable arrangement for the child in a quality environment. This is intended to support positive child outcomes, stability in monthly income for the provider, and provide support to the parents as they work and/or go to school.

Proposed Department of Children, Youth and Families: In 2016, Washington Governor Jay Inslee issued an executive order establishing the Blue Ribbon Commission on Services to Children and Families. Tasked with recommending a new organizational structure for a department focused solely on children and families, the Commission recommended that a new agency be created with the following guiding principles:
- Services should be centered on children meeting key milestones of healthy development, with an

emphasis on early brain development and school success.

- Children and families furthest from opportunity, and those at greatest risk of negative outcomes should be prioritized to help them address the additional barriers they face.

- Services must be provided in a way that best serve the needs of the family and child, centered on the "whole person" approach of health and well-being, and not be fragmented or disjointed, leaving it up to the family to navigate complicated systems with different rules and multiple bureaucracies.

- The services must be science-based, regularly evaluated to make sure they are achieving outcomes, and use shared data across programs in order to assure that children and families are supported with the most effective interventions available.

- The agency's work will recognize that improved well-being relies on stronger connections between families and communities, and must be based on equitable access, support and outcomes for children and families of all races, ethnicities and cultures.

During the 2017 legislative session, HB 1661 was introduced, creating the Department of Children, Youth and Families. This new agency would oversee many services currently offered through the Washington State Department of Social and Health Services (DSHS) and the Department of Early Learning. Restructuring these agencies, which serve high-risk children and families, into one department that reports directly to the Governor has received support, with the sentiment that government signals it's priorities by the way it is organized.

The 2017 legislative session is still convening.

Work with BUILD Initiative:
Washington recently established a consistent BUILD team comprised of the following members and entities:
- Department of Early Learning, Assistant Director for Quality Practice and Professional Growth
- Head Start State Collaboration Director
- Department of Early Learning, Tribal Liaison
- Child Care Aware of Washington, Director of Quality Improvement and Professional Development
- Thrive Washington, Director of Policy and Partnerships
- Department of Health, Assistant Secretary Prevention and Community Health

This team will work to further Washington's goals related to high-quality early learning opportunities that focus on the whole child and family as we work to ensure positive and child family outcomes. BUILD is currently providing technical assistance to Washington in the following areas:
- Early Achievers revisions, including streamlined standards, racial equity and diversity, sources of evidence, coaching practices and more
- Coordinated monitoring across licensing, Early Achievers and ECEAP
- Resources related to implementation of high-quality preschool
- Racial equity

The focus of this work will be on children and families furthest from opportunity and ensure implementation with an equity leans. Washington is committed to making data informed decisions, using a variety of data sources to measure change and outcomes.

Budget and Expenditure Tables

Expenditure Table 1: Overall Expenditure Summary by Budget Category—. *Report your actual expenditures for the entire grant period.*

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
Budget Table1: Budget Summary by Budget Category						
1. Personnel	-	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-	-
3. Travel	-	-	-	-	-	-
4. Equipment	-	-	-	-	-	-
5. Supplies	-	-	-	-	-	-
6. Contractual	$273,277.17	$1,591,276.12	$2,175,232.19	$2,124,082.72	$1,119,650.00	$7,283,518.20
7. Training Stipends	-	-	-	-	-	-
8. Other	-	$1,093,031.40	$1,428,318.47	$883,748.80	-	$3,405,098.67
9. Total Direct Costs (add lines 1-8)	$273,277.17	$2,684,307.52	$3,603,550.66	$3,007,831.52	$1,119,650.00	$10,868,966.87
10. Indirect Costs*	-	-	-	-	-	-
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	$4,412,197.54	$8,924,871.60	$10,508,422.71	$15,606,334.49	$8,155,164.72	$47,606,991.06
12. Funds set aside for participation in grantee technical assistance	$298,801.42	$519,958.30	$484,995.33	$304,859.39	$95,777.63	$1,704,392.07
13. **Total Grant Funds Expended** (add lines 9-12)	$4,984,276.13	$12,129,137.42	$14,596,968.70	$18,919,025.40	$9,370,592.35	$60,000,000.00
14. Funds from other sources used to support the State Plan	$17,992,855.65	$22,317,764.28	$29,832,605.16	$33,027,611.19	$37,516,320.75	$140,687,157.03
15. **Total Statewide Expenditures** (add lines 13-14)	$22,977,131.78	$34,446,901.70	$44,429,573.86	$51,946,636.59	$46,886,913.10	$200,687,157.03

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

Line 11: Show the amount of funds 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 was expected to 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. The State could request to amend this amount if needed.

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

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

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

*(Enter **narrative** here, we suggest a 1,000 word limit)*

N/A

Please provide the Departments with an estimated total of grant funds to be returned to the U.S. Treasury.

*(Enter **narrative** here, we suggest a 1,000 word limit)*

N/A

Budget and Expenditure Tables by Project -- *Report your actual budget expenditures for the entire previous grant period. Copy the table and questions below for each project.*

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
Budget Table 2: TQRIS Expansion						
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.	$4,412,197.54	$8,389,832.76	$9,688,045.68	$15,050,615.59	$8,155,164.72	$45,695,856.29
12. Funds set aside for participation in grantee technical assistance	-	-	-	-	-	-
13. **Total Grant Funds Expended** (add lines 9-12)	*$4,412,197.54*	*$8,389,832.76*	*$9,688,045.68*	*$15,050,615.59*	*$8,155,164.72*	*$45,695,856.29*
14. Funds from other sources used to support the State Plan	$13,821,362.48	$18,580,027.74	$22,628,757.75	$26,637,032.34	$28,075,693.94	$109,742,874.25
15. **Total Budget** (add lines 13-14)	$18,233,560.02	$26,969,860.50	$32,316,803.43	$41,687,647.93	$36,230,858.66	$155,438,730.54

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

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

monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested 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 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

*(Enter **narrative** here, we suggest a 1,000 word limit)*

N/A

Budget Table 3: Project Name – System Supports (TQRIS Infrastructure)						
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Grant Year 5 (e)**	**Total (f)**
1. Personnel	-	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-	-
3. Travel	-	-	-	-	-	-
4. Equipment	-	-	-	-	-	-
5. Supplies	-	-	-	-	-	-
6. Contractual	$273,277.17	$1,591,276.12	$2,175,232.19	$2,124,082.72	$1,119,650.00	$7,283,518.20
7. Training Stipends	-	-	-	-	-	-
8. Other	-	-	-	-	-	-
9. Total Direct Costs (add lines 1-8)	$273,277.17	$1,591,276.12	$2,175,232.19	$2,124,082.72	$1,119,650.00	$7,283,518.20
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 Expended** (add lines 9-12)	$273,277.17	$1,591,276.12	$2,175,232.19	$2,124,082.72	$1,119,650.00	$7,283,518.20
14. Funds from other sources used to support the State Plan	$2,791,880.21	$1,682,056.72	$5,288,565.46	$4,488,204.99	$8,100,020.85	$22,350,728.23
15. **Total Budget** (add lines 13-14)	$3,065,157.38	$3,273,332.84	$7,463,797.65	$6,612,287.71	$9,219,670.85	$29,634,246.43

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

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

Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested 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 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

*(Enter **narrative** here, we suggest a 1,000 word limit)*

N/A

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Grant Year 5 (e)	Total (f)
Budget Table 4: Project Name – Grants Management						
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	$298,801.42	$519,958.30	$484,995.33	$304,859.39	$95,777.63	$1,704,392.07
13. **Total Grant Funds Expended** (add lines 9-12)	$298,801.42	$519,958.30	$484,995.33	$304,859.39	$95,777.63	$1,704,392.07
14. Funds from other sources used to support the State Plan	-	$124,782.35	$92,583.00	$146,372.86	$273,462.02	$637,200.23
15. **Total Budget** (add lines 13-14)	$298,801.42	$644,740.65	$577,578.33	$451,232.25	$369,239.65	$2,341,592.30

Columns (a) through (e): For each grant year for which funding is requested, show the total amount expended for each applicable budget category.

Column (f): Show the total amount expended for all grant years.

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

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

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

Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested 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 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.

For each project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting period.

*(Enter **narrative** here, we suggest a 1,000 word limit)*

N/A

Appendix A:

Performance Measure Data

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

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

[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 Programs in the State	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%	# Programs in the State	# in the TQRIS	%
State-funded preschool	260	260	100.00%	260	260	100.00%	260	260	100.00%	260	260	100.00%	260	260	100.00%	260	260	100.00%
Specify ECEAP																		
Early Head Start and Head Start[1]	415	415	100.00%	415	415	100.00%	415	415	100.00%	415	415	100.00%	415	415	100.00%	415	415	100.00%
Programs funded by IDEA, Part C																		
Programs funded by IDEA, Part B, section 619																		
Programs funded under Title I of ESEA																		
Programs receiving from CCDF funds	4,718	4,718	100.00%	4,718	4,718	100.00%	4,718	4,718	100.00%	4,718	4,718	100.00%	4,718	4,718	100.00%	4,718	4,718	100.00%
Licensed Child Care Centers	1,567	1,567	100.00%	1,567	1,567	100.00%	1,567	1,567	100.00%	1,567	1,567	100.00%	1,567	1,567	100.00%	1,567	1,567	100.00%
Licensed Family Child Care Homes	5,164	5,164	100.00%	5,164	5,164	100.00%	5,164	5,164	100.00%	5,164	5,164	100.00%	5,164	5,164	100.00%	5,164	5,164	100.00%

ACTUALS
Number and Percent of Early Learning and Development Programs in the TQRIS

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

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

	TARGETS				ACTUALS					
Total Number of Programs Enrolled in the TQRIS	Year 1	Year 2	Year 3	Year 4	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Total Number of Programs Enrolled in the TQRIS	7,406	7,406	7,406	7,406	7,406	7,406	7,406	7,406	2,800	4,032
Number of Programs in Tier 1	6,604	5,178	3,923	3,424	7,221	6,493	5,395	4,958	4,606	3,374
Number of Programs in Tier 2	592	1,542	2,273	2,512	23	732	1,758	2,004	1,869	2,889
Number of Programs in Tier 3	67	214	418	542	47	181	198	351	771	788
Number of Programs in Tier 4	93	299	486	561	76		54	92	158	342
Number of Programs in Tier 5	50	172	306	368	39		1	1	2	3
Number of Programs Enrolled But Not Yet Rated									1,984	2,802

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

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

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

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.

	ACTUALS Number and percentage of Children with High Needs in programs in top tiers of the TQRIS																	
	Baseline			Year 1			Year 2			Year 3			Year 4			Year 5		
Type of Early Learning and Development Programs in the State	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%	# Children with High Needs served by programs in the State	# in the TQRIS	%
State-funded preschool	9,532	1,936	21.00%	9,532	4,014	42.00%	9,532	4,747	50.00%	9,532	4,604	48.00%	9,532	9,869	104.00%	9,532	11,028	116.00%
Specify ECEAP																		
Early Head Start and Head Start[1]	15,117	3,401	23.00%	15,117	7,175	47.00%	15,117	6,371	42.00%	15,117	4,668	31.00%	15,117	8,420	56.00%	15,117	9,394	62.00%
Programs funded by IDEA, Part C	5,592			5,592			5,592			5,592			5,592					
Programs funded by IDEA, Part B, section 619	9,682			9,682			9,682			9,682			9,682					
Programs funded under Title I of ESEA	3,374			3,374			3,374			3,374			3,374					
Programs receiving from CCDF funds	63,440	108	0.20%	63,440	11,189	18.00%	63,440	11,118	18.00%	63,440	9,272	15.00%	63,440	18,289	29.00%	63,440	20,422	32.00%

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