



Racial Equity Initiative Data Report 2017



Washington State Department of
Early Learning

**Department of Early Learning
Equity Initiative Data Report**

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In 2016-2017 DEL is undertaking a new Racial Equity Initiative to strengthen the department’s organizational capacity to advance racial equity. The outline for this initiative describes the need for “data and metrics to track results and measure the impact of DEL’s actions at the child/family/community level and outcomes at the program/agency level.”

Specific data needed are:

- 1) Baseline data across DEL programs and services as to race/ethnicity and languages of children/families served, providers, and trainers/coaches;**
- 2) Comparable population-based eligible population data to determine if programs are serving eligible children/families of color and those from families with limited English proficiency.**

Additionally, information is needed to determine the extent to which outcomes of DEL programs are addressing racial/ethnic/language opportunity gaps.

This Data Report is intended to support the initial data needs of DEL’s equity initiative so that they may plan their work.

I. DEL DATA COLLECTION SYSTEMS

Regarding data collection and evaluation for the Early Childhood Education and Assistance Program (ECEAP) and subsidized childcare, Washington’s Early Start Act directs that “Data collected should capture at a minimum the following characteristics...To the extent data is available, the distinct ethnic categories within racial subgroups of children and providers that align with categories recognized by the education data center” [Section 13(g)].

Washington’s Educational Research and Data Center (ERDC) at the Office of Financial Management has established standards for collection of racial/ethnic educational data based on the federal Office of Management and Budget standards. These standards are detailed in Appendix A and B to this report. Table 1 below illustrates that while race/ethnicity data are collected by most DEL programs, only ECEAP child-level data are collected using the ERDC standards.

		System	Race/Ethnicity	ERDC Standards	Language
ECEAP	Child	ELMS ¹	yes	yes	yes
	Providers	MERIT ²	yes	no	yes
WCCC³	Child	SSPS (DSHS) ⁴	yes	no	yes (HH)
	Providers	Famlink/MERIT	yes	no	yes
	Trainers	MERIT	yes	no	yes
ESIT⁵	Child/Family	ESIT	yes	no	yes
	Providers	no	no	no	no
Home Visiting	Child/Family	DOH ⁶	yes	no	yes
	Providers	DOH	no	no	no
ECLIPSE⁷	Child	Spreadsheet	no	no	no
	Providers	Spreadsheet	no	no	no

In most of these systems reporting of race/ethnicity and language data is voluntary. The notable exception is race/ethnicity data collected by DSHS for subsidy families in the WCCC program where the field is required and staff members are instructed to record their own speculation of a family’s race/ethnicity if the family does not voluntarily report.

¹ Early Learning Management System

² Managed Education and Registry Information Tool

³ Working Child Care Connections

⁴ Social Service Payment System (Department of Social and Health Services)

⁵ Early Support for Infants and Toddlers

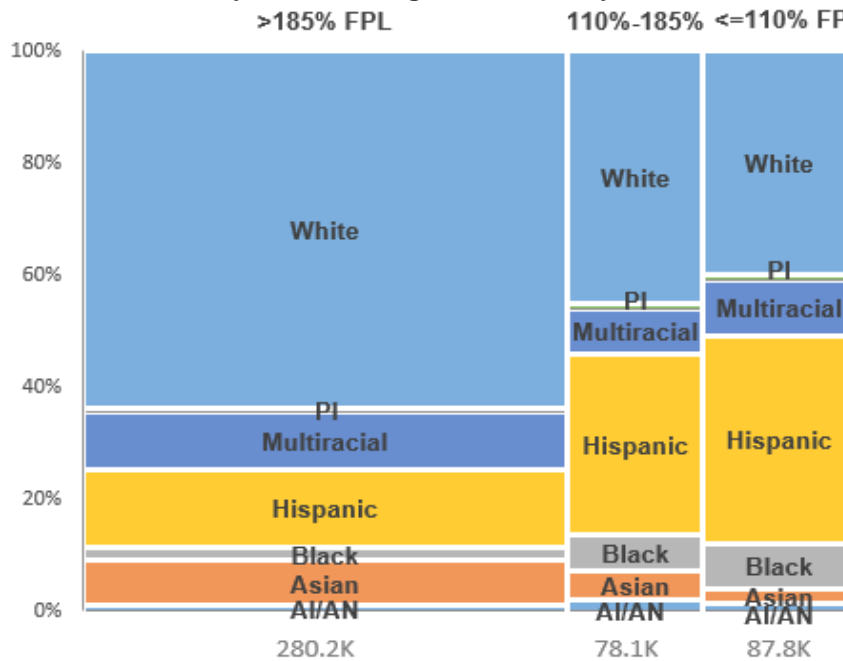
⁶ Department of Health

⁷ Early Childhood Intervention Prevention Services

II. WASHINGTON'S YOUNG CHILD POPULATION

Washington is becoming increasingly diverse, with 44 percent of the estimated 446,000 children under 5 years of age being from racial and ethnic backgrounds that are either American Indian/Alaska Native, Asian, Black, Hispanic/Latino, multiracial, or Pacific Islander. These children, referred to in this report collectively as children of color, are the fastest growing subgroup of children under 5, and currently make up 60 percent of children under 5 living in the lowest-income households $\leq 110\%$ of Federal Poverty Level (FPL). Figure 1 below illustrates these difference by household income grouping, see detailed data table in Appendix D.

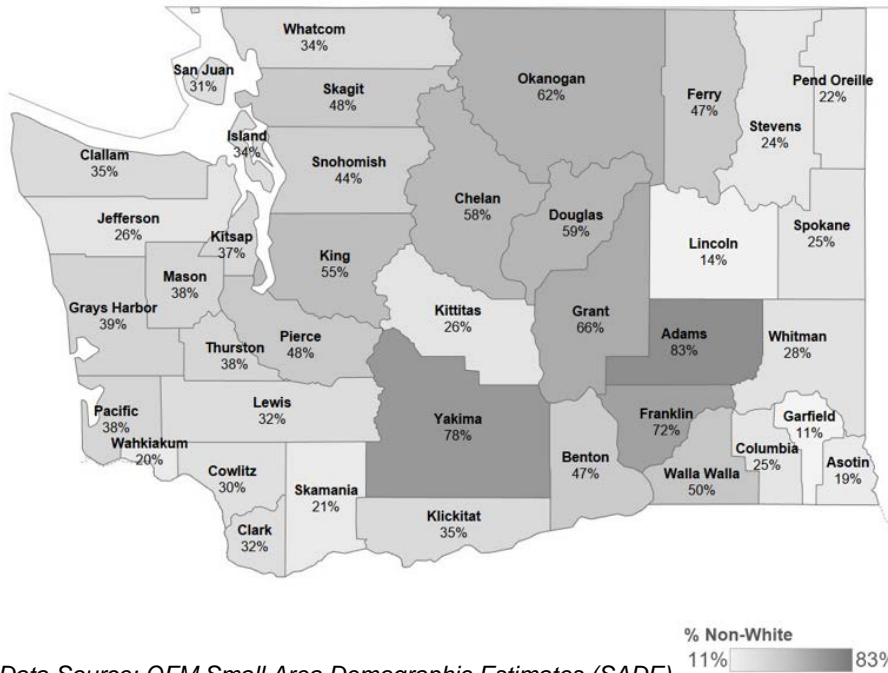
Figure 1. Race/Ethnicity of WA Young Children <5 by Household Income, 2015



Data Source: American Community Survey PUMS 2015 1-year data

The portion of the young child population made up of children of color varies throughout the state. In Adams County for example, children of color make up 83 percent of all children under age 5, while in Garfield County they make up only 11percent.

Figure 2. Children of Color as Share of Young Child Population (0-4) by County, 2015



Data Source: OFM Small Area Demographic Estimates (SADE)

Children of color made up 46 percent of the class of entering kindergarteners in Washington’s public schools in 2015, and are expected to make up a greater share in future years.

Washington’s Language Diversity

Census data indicate that 44 percent of young children in WA (<5 years of age) live in households where English is not the primary language. When the data are disaggregated by household income we see that language diversity becomes even more common in lower-income households. As detailed in Table 2 below, in the lowest income group <=110 percent FPL, over half of young children live in households where English is not the primary language.

Language Group	All	<200% FPL	<110% FPL
English Only	66.1%	57.1%	47.9%
Spanish	18.5%	29.9%	39.6%
Other Indo-European Language	5.8%	4.4%	3.9%
Asian/Pacific Islander Language	7.2%	4.5%	3.7%
Other	2.5%	4.0%	4.9%

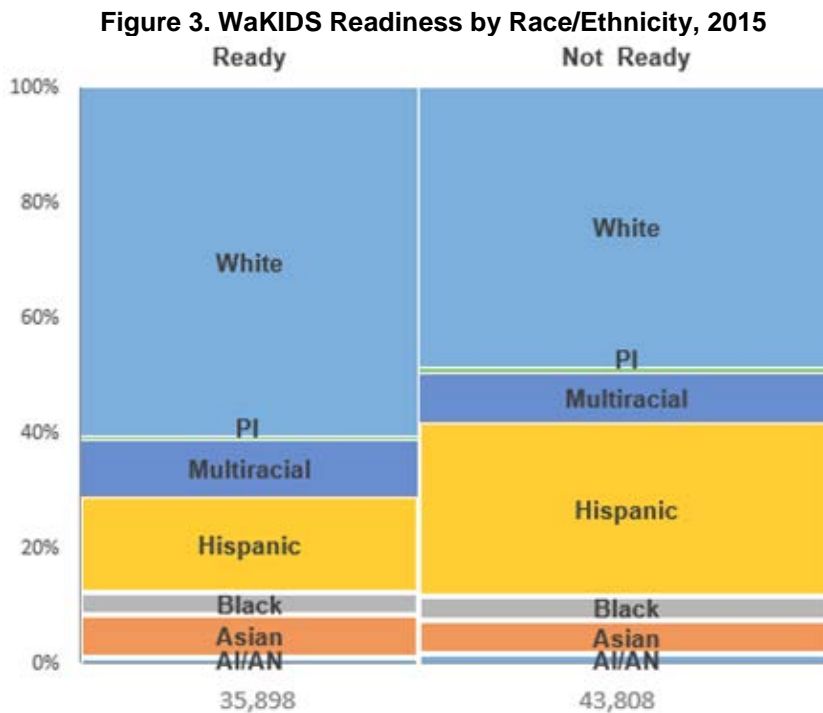
Data Source: American Community Survey PUMS 2010-2014

III. KINDERGARTEN READINESS

DEL’s big goal acknowledges that in Washington there is still a racial/ethnic opportunity gap for the children the agency serves:

- By 2020 90% of five-year-olds will be ready for kindergarten, with race/ethnicity and family income no longer predictors of readiness.

As illustrated in Figure 3 below, children of color entering Washington’s public kindergartens are under-represented among children who arrive ready for success, as measured by the Washington Kindergarten Inventory of Developing Skills (WaKIDS), and over-represented among children who are not yet ready for success. Only 39 percent of children who arrive ready for kindergarten on all of the six WaKIDS domains are children of color, while 51 percent of those not yet ready are children of color. See detailed data table in Appendix D. Put another way, given that children of color make up 46 percent of entering kindergarteners, they are under-represented among those who are entering ready for kindergarten, and over-represented among those who are not ready on all six WaKIDS domain when entering kindergarten. The reasons for this opportunity gap are likely many; for example a higher portion of children of color are from low-income households and thus may have less access to high quality early learning environments. In addition there may be linguistic and/or cultural barriers in the way the WaKIDS assessment is administered that may prevent some children from demonstrating what they know and can do.

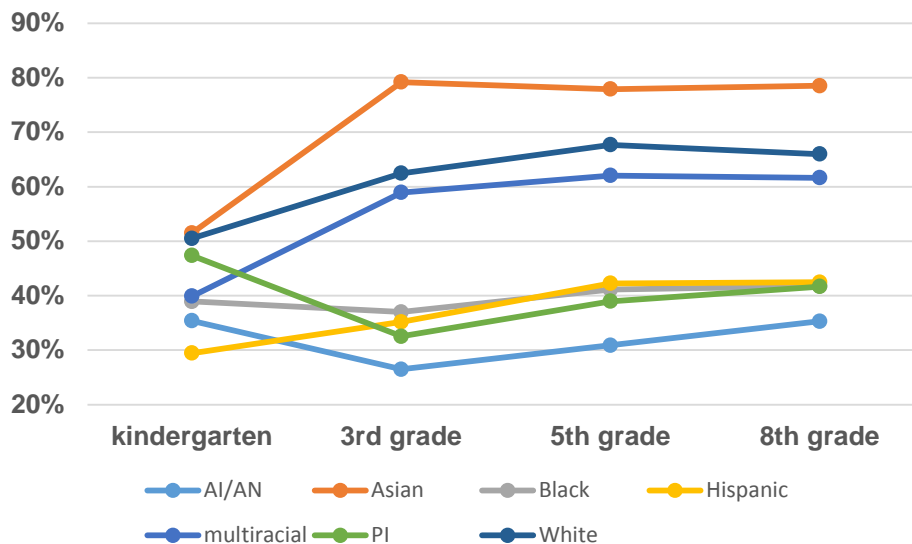


Data Source: OSPI (WaKIDS 6/6 readiness and kindergarten enrollment)

Research demonstrates that the skills children develop prior to entering the school system have a large impact on their future educational experiences. School readiness has effects beyond the first few months of kindergarten; children with higher levels of school readiness at age five are generally more

successful in grade school, are less likely to drop out of high school, and earn more as adults, even after adjusting for differences in family background.⁸ Children entering school without the prerequisite skills are unlikely to catch up with their peers over time. In fact, the reverse is true, and children entering kindergarten with lower skill levels of school readiness generally “do not progress at the same rate as their more advantaged peers, so achievement gaps tend to widen over time.”⁹ This type of persistent gap is illustrated in Figure 4 below that shows opportunity and achievement gaps among Washington students from kindergarten entry through eighth grade. The persistent gaps between American Indian/Alaska Native, Black, Hispanic and Pacific Islander children on the one hand and Asian, White, and multiracial children on the other hand is striking.¹⁰

Figure 4. Washington Opportunity and Achievement Gaps by Race/Ethnicity, 2015-2016 School Year



Data source: WaKIDS percent 6/6 and English Language Arts SBA percent met standard

Taken together, these data indicate how imperative it is that Washington’s early learning system is designed and implemented to effectively support success for children of color. And further, that Washington’s early learning system help to close these achievement gaps over time.

⁸ J.B. Issacs, (2012) “Starting School at a Disadvantage: The School Readiness of Poor Children,” Brookings Institute.

⁹ RAND (2005) Children at Risk: Consequences for School Readiness and Beyond.

¹⁰ Note that these data are not disaggregated to an extent to recognize that the Asian and multiracial groupings may mask disparities for some subgroups of these populations.

IV. DEL SERVICE DELIVERY

Each of DEL's early learning programs has its own eligibility criteria. In Table 3 on the next page, we report what is known about the race/ethnicity and language of children/families served by the various DEL programs.

For each program we have attempted to also report the known makeup of the underlying population eligible and/or in need of these services, so that the reader can determine the extent to which the population served by DEL is representative (by race/ethnicity and language) of the underlying population. On this table all racial/ethnicity groups are reported as mutually exclusive, except where otherwise noted.

Table 3. Race/Ethnicity/Language of Children Served by DEL Programs with Comparison Population Demographics

	ECEAP		ESIT		Subsidy and Home Visiting			ECLIPSE	
	ECEAP, 2015	WA age 4 <=110% FPL, 2014 ¹¹	ESIT B-3, 2016	WA IDEA Part B 3-5, 2015 ¹²	Subsidy <5, FY 2016 ¹³	Home Visiting, FFY 2015 ¹⁴	WA <5 <=200% FPL, 2014 ¹⁵	ECLIPSE, 2011-2014 ¹⁶	Victims of Maltreatment 0-17 2013 ¹⁷
American Indian/ Alaska Native	2.2%	2.3%	1.5%	1.6%	2.1%	1.6%	2.1%	10%	5.7%
Asian	2.9%	2.9%	6.4%	5.0%	1.6%	0.4%	3.2%	2%	1.8%
Black/African-American	9.8%	5.0%	4.4%	4.2%	18.6%	9.8%	6.1%	34%	6.8%
Hispanic/Latino	39.2%	44.8%	22.2%	25.6%	32.1%	41.8%	35.0%	20%	15.3%
Multiracial/Other	8.5%	6.2%	7.6%	9.0%	5.7%	7.3%	8.6%	13%	9.5%
Pacific Islander	1.5%	1.4%	1.0%	0.6%	0.6%	0.1%	0.9%	0%	0.8%
White	39.5%	37.3%	56.8%	54.1%	39.4%	36.7%	44.2%	19%	53.9%
Non-English Primary or Home Language	32.7%	52.1%	17.3%	17.5% ¹⁸	10.5%	23.9%	43.0%	Not reported	Not reported

¹¹ Census Bureau, ACS 2010-2014 PUMS

¹² Race/Ethnicity from OSPI IDEA report 2015

¹³ Subsidy children <5 in licensed centers and family homes only, excludes FFN

¹⁴ Data compiled from DOH tables, mutually exclusive categories, 2.4% missing/unreported.

¹⁵ Census Bureau, ACS 2010-2014 PUMS

¹⁶ ECLIPSE does not report race/ethnicity program data, but RDA identified race/ethnicity of ECLIPSE children in their Client Integrated Database matched for their contracted analysis of ESIT for DEL, thus these are limited to King County Childhaven children only.

¹⁷ WA child victims of maltreatment 2013 reported to ACF, mutually exclusive categories

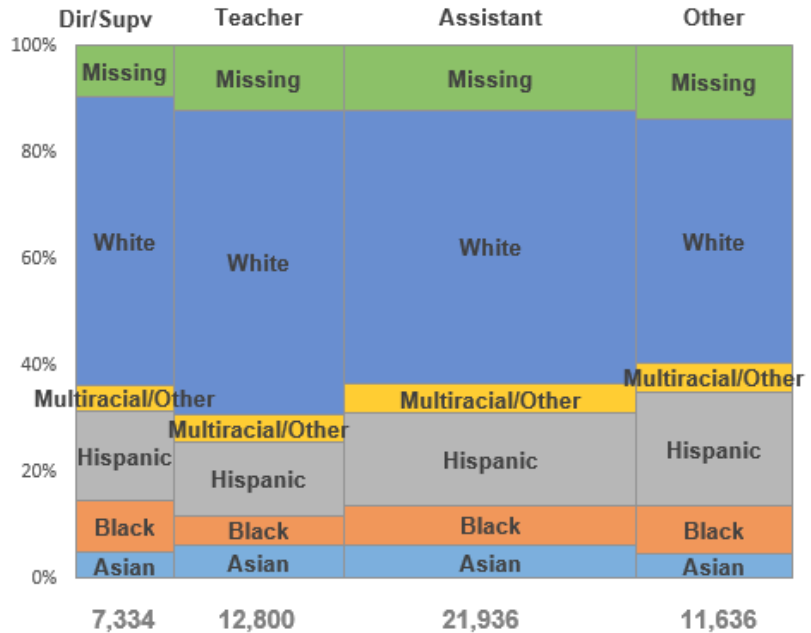
¹⁸ Language from 2015 WaKIDS linked file, percent of entering Special Education kindergarteners participating in state Transitional Bilingual program.

V. WORKFORCE DIVERSITY

Race/ethnicity and language data are available for the workforce of early learning professionals serving children in DEL’s subsidy and ECEAP programs as well as for trainers, coaches, and data collectors who work to support the Early Achievers quality improvement system. However no race/ethnicity or language data are available for the workforce serving children in DEL’s birth-three programs.

Washington’s early learning workforce represents many different racial, ethnic and language groups, as seen in Figure 5. Overall 35.9 percent of the active early learning workforces working in licensed facilities across the state are people of color; only 30.6 percent of teachers (or primary staff members working with children) are people of color. The racial/ethnic makeup of the workforce varies by region, with higher portions of the workforce made up of people of color in the Central Washington (61.7 percent) King County (43.3 percent) and Tacoma/Pierce County (31.0 percent) regions.

Figure 5. Race/Ethnicity of Active Early Learning Workforce, 2016



Data Source: MERIT, ELMS, Famlink
All racial groups reported as non-Hispanic

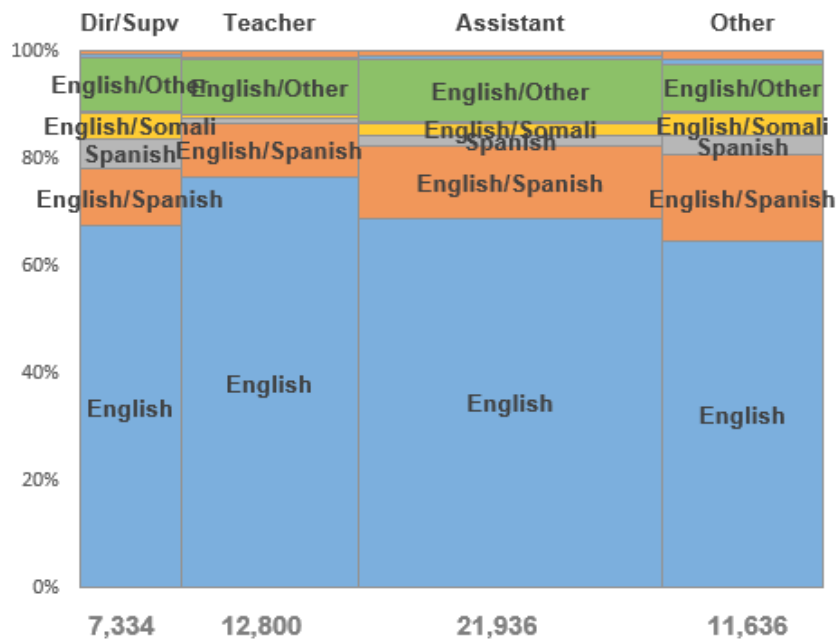
Table 4. Active Early Learning Workforce Diversity 2016, by Region

	Central	Eastern	King	North west	Olympic	South west	Tacoma Pierce	Unkn. Reg.
N=	5,466	7,312	19,091	7,337	4,577	3,759	4,813	1,351
American Indian/ Alaska Native	<1%	1.8%	<1%	1.9%	2.9%	1.6%	1.6%	3.0%
Asian	<1%	1.6%	10.7%	5.5%	3.3%	1.7%	3.4%	3.9%
Black/African American	<1%	2.0%	15.5%	3.0%	3.1%	1.4%	10.8%	4.2%
Hispanic/Latino	58.8%	22.4%	10.8%	12.4%	7.8%	7.8%	9.9%	22.1%
Multiracial/Other	<1%	1.6%	4.6%	2.4%	2.6%	1.5%	3.3%	2.3%
Pacific Islander	<1%	<1%	1.0%	<1%	1.7%	1.1%	2.0%	<1%
White	28.2%	58.4%	43.5%	61.3%	67.6%	74.0%	57.2%	54.3%
Unknown	10.2%	11.6%	13.3%	12.7%	11.0%	10.9%	11.8%	9.5%

Data Source: MERIT, ELMS, Famlink
All racial groups reported as non-Hispanic

In addition to racial and ethnic diversity, Washington’s early learning educators speak many languages reflective of the communities they serve. As detailed in Figure 6, the languages most frequently reported by those in the active early learning workforce are English and Spanish. Language capacity other than English is least common among teachers (or primary staff working with children).

Figure 6. Language Diversity of Active Early Learning Workforce, 2016



Data Source: MERIT, ELMS, Famlink

Also as with racial/ethnic diversity, regional variation is evident in language diversity. Only 40.6 percent of the active early learning workforce in the Central Washington region and 61.8 percent in the King County region speak only English.

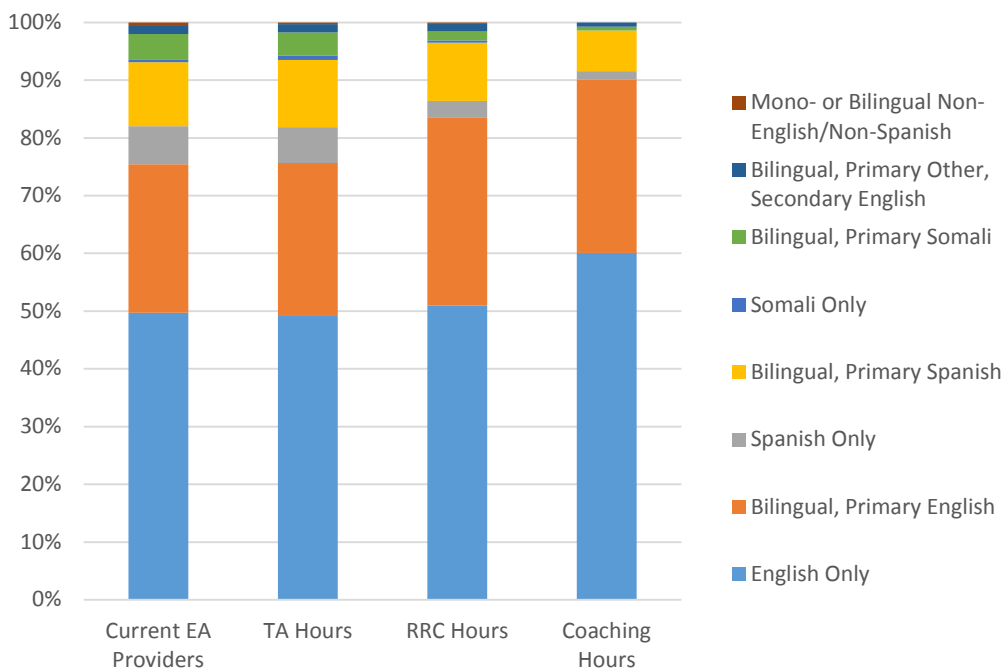
Table 5. Active Early Learning Workforce Language 2016, by Region

	Central	Eastern	King	North west	Olympic	South west	Tacoma Pierce	Unkn. Reg.
N=	5,466	7,312	19,091	7,337	4,577	3,759	4,813	1,351
English only	40.6%	74.9%	61.8%	76.6%	88.2%	85.4%	84.1%	68.8%
English/Other	1.5%	3.7%	18.4%	10.5%	5.6%	6.7%	7.3%	8.4%
English/Somali	---	<1%	7.1%	<1%	---	6.2%	---	<1%
English/Spanish	42.0%	15.9%	9.0%	9.7%	4.8%	<1%	6.8%	19.5%
Other	<1%	<1%	1.4%	<1%	<1%	<1%	<1%	<1%
Somali	---	---	<1%	---	---	---	---	1.2%
Spanish	14.6%	4.4%	<1%	<1%	<1%	1.3%	<1%	1.4%
Unknown	1.2%	<1%	<1%	1.5%	1.2%	---	1.1%	---

Data Source: MERIT, ELMS, Famlink

Child Care Aware of Washington’s provisions of relationship-based professional development services are largely reflective of the language diversity of the Early Achievers provider base. See Figure 7 below. Languages represented among Washington’s providers other than English, Spanish, and Somali include Oromo, Russian, Vietnamese, Amharic, Arabic, and others.

Figure 7. Relationship-Based Professional Development by Provider Language



The University of Washington’s Childcare Quality & Early Learning Center’s (CQEL) regionally-based community liaison and data collection teams are made up of early learning professionals who are a part of the communities they serve. Qualifications for the data collectors include a bachelor’s degree, experience working in early learning environments, and experience and ability working with people from various racial, cultural, ethnic, and socioeconomic backgrounds. The UW CQEL has worked to build diversity in its data collector and community liaison teams – currently these are 36 individuals in 12 teams throughout the state. Three percent of CQEL data collection and community liaison staff are 3 percent American Indian/Alaska Native, 13 percent are Asian, 13 percent are Black/African American, 19 percent are Hispanic, and 52 percent are White.

Additionally, CQEL’s community liaison and data collection teams have the capacity to collect data in any language. Early learning programs are matched with data collectors and community liaisons based on language - 52 percent of the CQEL team speak only English, 20 percent are bilingual Spanish/English, 10 percent are bilingual Somali/English, and 18 percent are bilingual in other languages (including Cantonese, Korean, Mandarin, Oromo, Russian, Uzbek, and Vietnamese). Because some languages are not yet represented on the data collection and community liaison teams, CQEL staff members make use of language interpreters. Interpreters and data collectors work together using a headset and microphone system for simultaneous interpretation. In FY 2016 the CQEL data collection team conducted about one quarter of the Early Achiever’s quality assessments in a language other than English, including Mandarin, Hindi, Telugu, Colville, Okanagan, Russian, Kalispell, Salish, Vietnamese, Oromo, Amharic, Tigrinya, and Ukrainian, Somali, and Spanish.

VI. INVENTORY OF EXISTING OUTCOMES REPORTS

Many DEL programs use child and provider-level data to produce annual outcome reports or one-time evaluations that present program outcomes or progress towards stated goals. Table 6 illustrates that most DEL programs do not currently report outcomes by race/ethnicity or language with three exceptions. First, ECEAP Outcomes Report (2014-15), presents spring 2015 TS-GOLD results for ECEAP Pre-K children by race and ethnicity. Second, ESIT's Washington Part C SSIP Phase I (2015) report presents child outcomes by race/ethnicity. Finally, Home Visiting treats characteristics of families and children served as central program outcomes and this information is presented by race/ethnicity in two outcome reports. Thus three DEL programs have reported outcomes by race/ethnicity (ECEAP, ESIT, and Home Visiting), and one has reported outcomes by language (Home Visiting).

Program	Report (date)	Outcome	Race/Ethnicity	Language
ECEAP	ECEAP OUTCOMES (2014-15) Author: DEL	TS GOLD Fall/Spring 2012-15	No	No
		TS GOLD Spring2015	Yes	No
		Child health outcomes	No	No
	ECEAP Family Support Pilot, Year One Report (2015-16) Author: DEL	Family Strengths and Needs Assessment (2015-16)	No	No
	Outcome Evaluation of Washington State's Early Childhood Education and Assistance Program (December, 2015) Author: WSIPP	3 rd , 4 th and 5 th grade standardized test scores	No	No
ESIT	Washington Stat Part C State Systemic Improvement Plan (SSIP) Phase I (2014-2015) Author: DEL	Child Outcome Summary (COS) data	Yes	No
	Washington Part C: FFY 2014 State Performance Plan Annual Performance Report (2014-2015) Author: DEL	Annual Performance Report Indicators (child and family outcomes)	No	No
WCCC/Early Achievers	Early Achievers Standards Validation Study (May, 2016) Author: CQEL (UW)	Standardized independent assessments	No (used only as control in statistical analysis)	No (used only as control in statistical analysis)
		EA quality rating	No	No
		EA observational measures of quality	No	No
		Family survey	No	No
	Early Achievers Race/Ethnicity Analysis for ECEAP Providers (Analysis in progress)	Early Achievers facility ratings	Yes	No

Author: DEL Research & Analysis				
Home Visiting	Maternal, Infant and Early Childhood Home Visiting Program (Program Summary; 2014-2015) Authors: DEL and Thrive Washington	Characteristics of families and children served	Yes	No
	MIECHV Home Visiting Form 1: Demographic and Service Utilization Data for Enrollees and Children (2015-2016) Author: DEL	Characteristics of families and children served Benchmark areas (Ex. maternal and newborn health; school readiness)	Yes No	Yes No
ECLIPSE	ECLIPSE at Childhaven: Short-Term Outcomes for Children Receiving Early Childhood Intervention and Prevention Services (DRAFT) Author: DSHS RDA	Parental and Child Risk Factors	No (used only as matching criteria for comparison group)	No

The outcomes reported in these reports, while directly linked to the specific program goals, may be considered intermediate measures toward the overall DEL Goal of 90% kindergarten ready. Although some DEL programs, most notably ECEAP, report on their program outcomes for children by race/ethnicity – none explicitly report on the extent to which their program is closing kindergarten readiness opportunity gaps for children of color.

DEL’s contribution to closing kindergarten readiness opportunity gaps for children of color will come through operating effective and high quality programs that are adequately deployed to reach children experiencing such gaps.

Appendix A: Hispanic Data Submissions to PCHEES
 Required Valid Codes

REQUIRED VALID CODES -- GENERAL				PCHEES	SBCTC	OS
CODE	DESCRIPTION	HISPANIC SUB-GROUP	HISPANIC GROUP			
H10	Hispanic (Details Unknown)	Hispanic (Details Unknown)	Hispanic	Y	Y	Y
H20	Non-Hispanic	Non-Hispanic	Non-Hispanic	Y	Y	Y
REQUIRED VALID CODES -- DETAIL				PCHEES	SBCTC	OS
CODE	NEW	HISPANIC SUB-GROUP	HISPANIC GROUP			
700	Argentinian	South American	Hispanic	Y	Y	N
701	Bolivian	South American	Hispanic	Y	Y	N
706	Chilean	South American	Hispanic	Y	Y	N
707	Colombian	South American	Hispanic	Y	Y	N
708	Costa Rican	Central American	Hispanic	Y	Y	N
709	Cuban	Caribbean	Hispanic	Y	Y	Y
710	Dominican	Caribbean	Hispanic	Y	Y	Y
711	Ecuadorian (Ecuadorian)	South American	Hispanic	Y	Y	N
712	Salvadoran	Central American	Hispanic	Y	Y	N
716	Guatemalan	Central American	Hispanic	Y	Y	N
718	Honduran	Central American	Hispanic	Y	Y	N
722	Mexican or Mexican-American (Chicano)	Mexican or Mexican-American (Chicano)	Hispanic	Y	Y	Y
723	Nicaraguan	Central American	Hispanic	Y	Y	N
724	Panamanian	Central American	Hispanic	Y	Y	Y
726	Peruvian	South American	Hispanic	Y	Y	Y
727	Puerto Rican	Caribbean	Hispanic	Y	Y	Y
730	Spanish	Spanish	Hispanic	Y	Y	Y
734	Uruguayan	South American	Hispanic	Y	Y	N
735	Venezuelan	South American	Hispanic	Y	Y	N
	Latin American	Latin American	Hispanic	N	N	Y

Appendix B: Racial Data Submissions to PCHEES
 Required Valid Codes

REQUIRED VALID CODES -- GENERAL				PCHEES	SBCTC	OSI
CODE	DESCRIPTION	RACE SUB-GROUP	RACE GROUP			
R10	American Indian or Alaska Native (Details Unknown)	Unknown	American Indian or Alaska Native	Y	Y	Y
R11	American Indian (Details Unknown)	American Indian	American Indian or Alaska Native	Y	Y	Y
R13	American Indian (Unknown Non-Washington Tribe)	American Indian (Non-Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
R14	Alaska Native (Details Unknown)	Alaska Native	American Indian or Alaska Native	Y	Y	Y
R20	Asian (Details Unknown)	Asian	Asian	Y	Y	Y
R30	Black or African American	Black or African American	Black or African American	Y	Y	Y
R40	Native Hawaiian or Other Pacific Islander (Details Unknown)	Unknown	Native Hawaiian or Other Pacific Islander	Y	Y	Y
R50	White	White	White	Y	Y	Y
R97	Single Race (Details Unknown) [Valid only for code conversions, not for new data collection]	Unknown	Unknown	Y	Y	N
R98	Multiple Race (Details Unknown) [Valid only for code conversions, not for new data collection]	Unknown	Unknown	Y	Y	N
REQUIRED VALID CODES -- DETAIL						
CODE	DESCRIPTION	RACE SUB-GROUP	RACE GROUP			
014	Alaska Athabaskan	Alaska Native	American Indian or Alaska Native	Y	Y	N
016	Alaska Haida	Alaska Native	American Indian or Alaska Native	Y	Y	N
017	Alaska Tlingit	Alaska Native	American Indian or Alaska Native	Y	Y	N
018	Alaska Tsimshian	Alaska Native	American Indian or Alaska Native	Y	Y	N
020	Chehalis	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
023	Jamestown	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
024	Lower Elwha	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
025	Port Gamble Klallam	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
027	Cowlitz	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
028	Lummi	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
029	Nooksack	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
031	Duwamish	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	N
032	Kikiallus	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	N
034	Muckleshoot	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
035	Nisqually	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
036	Puyallup	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
037	Samish	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
038	Sauk-Suiattle	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
039	Upper Skagit	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
041	Snohomish	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	N
042	Snoqualmie	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
043	Squaxin Island	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
044	Steilacoom	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	N
045	Stillaguamish	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
046	Suquamish	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
047	Swinomish	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
048	Tulalip	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
050	Quinault	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
051	Quileute	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
052	Hoh	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
053	Makah	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
055	Chinook	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	N
078	Yakama	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
079	Skokomish	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
156	Kalispel	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
159	Colville	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
160	Spokane	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
492	Shoalwater	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	Y
600	Asian Indian	Asian	Asian	Y	Y	Y
601	Bangladeshi	Asian	Asian	Y	Y	N
602	Bhutanese	Asian	Asian	Y	Y	N
603	Burmese	Asian	Asian	Y	Y	N
604	Cambodian (Kampuchean)	Asian	Asian	Y	Y	Y
605	Chinese	Asian	Asian	Y	Y	Y
606	Taiwanese	Asian	Asian	Y	Y	Y

653	Native Hawaiian	Native Hawaiian	Native Hawaiian or Other Pacific Islander	Y	Y	Y
655	Samoaan	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	Y
656	Tahitian	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
657	Tongan	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	Y
659	Tokelauan	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
660	Guamanian	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	Y
661	Mariana Islander	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	Y
662	Marshall Islander	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
663	Palauan	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
667	Kosraean	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
669	Micronesian	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	Y
670	Ponapean (Pohnpeian)	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
672	Tarawa Islander	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
674	Trukese (Chuukese)	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
675	Yapese	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
676	Fijian	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	Y
678	Papua New Guinean	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
679	Solomon Islander	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
680	Vanuatuan (New Hebrides Islander)	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	Y	Y	N
935	Alaska Eskimo (Inupiaq or Yupik)	Alaska Native	American Indian or Alaska Native	Y	Y	N
941	Alaska Aleut (Unangan)	Alaska Native	American Indian or Alaska Native	Y	Y	N
942	Alaska Alutiiq	Alaska Native	American Indian or Alaska Native	Y	Y	N
943	Alaska Eyak	Alaska Native	American Indian or Alaska Native	Y	Y	N
944	Snoqualmoo	American Indian (Washington Tribe)	American Indian or Alaska Native	Y	Y	N
950	Other Alaska Native	Alaska Native	American Indian or Alaska Native	Y	Y	Y
	Melanesian	Other Pacific Islander	Native Hawaiian or Other Pacific Islander	N	N	Y

Appendix C: ACF Office of Child Care Language Codes

01=English

02=Spanish

03=Native Central, South American, and Mexican languages (e.g., Mixteco, Quichean)

04=Caribbean Languages (e.g., Haitian-Creole, Patois)

05=Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)

06=East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)

07=Native North American/Alaska Native Languages

08=Pacific Island Languages (e.g., Palauan, Fijian)

09=European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)

10=African Languages (e.g., Swahili, Wolof)

11=Other (e.g., American Sign Language)

12=Unspecified (Unknown or head of household declined to identify home language)

prim_lang_cd	pl_code	pl_desc	OCC Recommended Code
AE	100	Armenian	09
AL	100	Albanian	09
AM	23	Amharic	10
AN	100	Anuak	10
AR	100	Arabic	05
BK	100	Bikol	06
BL	100	Bulgarian	09
BN	100	Bengali	05
BR	32	Braille	11
BS	100	Burmese	06
BY	100	Bisayan	06
CA	6	Cambodian	06
CB	100	Cebuano	06
CC	100	Chiu Chow	06
CE	100	Creole	04
CH	7	Chinese	06
CI	100	Chin	06
CM	100	Cham	06
CR	100	Chamorro	08
CZ	26	Czech	09
DA	100	Dari	05
DI	100	Dinka	10
DN	100	Danish	09
DU	100	Dutch	09

prim_lang_cd	pl_code	pl_desc	OCC Recommended Code
EN	13	English	01
ES	100	Estonian	09
FA	25	Farsi	05
FC	100	French Creole	04
FI	24	Finnish	09
FJ	100	Fijian	08
FR	12	French	09
GE	100	German	09
GJ	100	Gujarati	05
GN	100	Georgian	09
GR	21	Greek	09
HC	100	Haitian Creole	04
HE	100	Hebrew	05
HI	100	Hindi	05
HK	100	Hakka	06
HM	8	Hmong	06
HU	16	Hungarian	09
IB	100	Ibo	10
IL	10	Ilacano	08
IN	100	Indonesian	08
IO	100	Ilongo	08
IT	100	Italian	09
JA	1	Japanese	06
KA	100	Karen	06
KI	100	Kirundi	10
KM	100	Kmhmu	06
KN	100	Kunama	10
KO	2	Korean	06
KS	100	Kosraean	08
KU	100	Kurdish	05
KY	100	Kikuyu	10
LA	5	Laotian	06
LE	100	Lebanese	05
LI	100	Limba	10
LP	33	Large Print	11
LT	100	Lithuanian	09
LV	100	Latvian	09

prim_lang_cd	pl_code	pl_desc	OCC Recommended Code
MC	100	Macedonian	09
MI	27	Mien	06
ML	100	Malaysian	08
MM	100	Malayalam	05
MO	100	Mongolian	06
MR	100	Marathi	05
MS	100	Marshallese	08
MX	100	Mixteco	03
NE	100	Nepalese	05
NO	100	Norwegian	09
NU	100	Nuer	10
OM	100	Oromo	10
OT	14	Other Lang.	11
PA	100	Pashto	05
PE	100	Persian	05
PG	100	Portuguese	09
PJ	100	Punjabi	05
PO	20	Polish	09
PU	30	Puyallup	07
QU	100	Quechua	03
RO	19	Romanian	09
RU	17	Russian	09
RW	100	Rwanda	10
SA	9	Samoan	08
SC	100	Serbo-Croatian	09
SD	100	Sudanese	10
SE	100	Sinhalese	05
SH	29	Salish	07
SI	100	Swahili	10
SL	15	Amer. Sign	11
SM	100	Somali	10
SN	100	Shona	10
SO	100	Soninke	10
SP	3	Spanish	02
SV	100	Slovak	09
SW	100	Swedish	09
TA	11	Tagalog	06
TB	100	Tibetan	06

prim_lang_cd	pl_code	pl_desc	OCC Recommended Code
TE	100	Telugu	05
TH	31	Thai	06
TI	22	Tigrigna	10
TK	100	Turkish	05
TM	100	Tamil	05
TN	100	Tongan	08
TR	100	Turkese/Turkish	09
UK	18	Ukranian	09
UN	99	Unknown	12
UR	100	Urdu	05
VI	4	Vietnamese	06
VS	100	Visayan	06
YA	28	Yakima	07
YI	100	Yiddish	09
YR	100	Yoruba	10
ZU	100	Zulu	10

APPENDIX D: FIGURE DETAILS

**Data Behind Figure 1. Race/Ethnicity of WA Young Children <5
by Household Income, 2015**

Race/Ethnicity	>185% FPL		110%-185%		<=110% FPL	
	#	%	#	%	#	%
American Indian/ Alaska Native	2,756	1.0%	1,570	2.0%	1,308	1.5%
Asian	22,464	8.0%	4,094	5.2%	2,058	2.3%
Black/African American	6,284	2.2%	4,916	6.3%	7,260	8.3%
Hispanic/Latino	39,537	14.1%	25,321	32.4%	32,642	37.2%
Multiracial	28,331	10.1%	6,266	8.0%	8,735	9.9%
Native Hawaiian/ Pacific Islander	2,004	0.7%	637	0.8%	796	0.9%
White	178,839	63.8%	35,354	45.2%	35,042	39.9%
TOTAL	280,215	100.0%	78,158	100.0%	87,841	100%

Data Source: American Community Survey PUMS 2015 1-year data

**Data Behind Figure 3. WaKIDS Readiness by Race/Ethnicity, 2015
by Household Income, 2015**

Race/Ethnicity	Ready		Not Ready		Total
	#	%	#	%	#
American Indian/ Alaska Native	365	1.0%	672	1.5%	1,037
Asian	2,722	7.6%	2,559	5.8%	5,281
Black/African American	1,341	3.7%	1,911	4.4%	3,252
Hispanic/Latino	6,000	16.7%	13,312	30.4%	19,312
Multiracial	3,469	9.7%	3,559	8.1%	7,028
Native Hawaiian/ Pacific Islander	255	0.7%	498	1.1%	753
White	21,745	60.6%	21,298	48.6%	43,043
TOTAL	35,898	100.0%	43,808	100.0%	79,706

Methods note: WaKIDS actual 6/6 achievement % for each racial/ethnic group applied to total kindergarten enrolled population for each group.

Data Behind Figure 4. Washington Opportunity and Achievement Gaps by Race/Ethnicity, 2015

Race/Ethnicity	kindergarten	3rd grade	5th grade	8th grade
American Indian/ Alaska Native	35.2%	26.5%	30.9%	35.3%
Asian	51.6%	72.9%	78.0%	78.5%
Black/African American	41.2%	37.0%	41.1%	41.8%
Hispanic/Latino	31.1%	35.2%	39.0%	41.5%
Multiracial	49.4%	58.9%	62.0%	61.6%
Native Hawaiian/Pacific Islander	33.9%	32.5%	39.0%	41.7%
White	50.5%	62.5%	67.7%	66.0%

Data source: WaKIDS data file and English Language Arts SBA data from 2015-2016 school year

Data Behind Figure 5. Race/Ethnicity of Active Early Learning Workforce, 2016

Race/Ethnicity	Dir/Supv		Teacher		Assistant		Other	
	#	%	#	%	#	%	#	%
Asian	349	4.8%	779	6.1%	1,352	6.2%	538	4.6%
Black/African American	729	9.9%	730	5.7%	1,638	7.5%	1,045	9.0%
Hispanic/Latino	1,221	16.6%	1,743	13.6%	3,792	17.3%	2,486	21.4%
Multiracial/Other	352	4.8%	667	5.2%	1,221	5.6%	621	5.3%
White	3,973	54.2%	7,342	57.4%	11,291	51.5%	5,359	46.1%
Missing	710	9.7%	1,539	12.0%	2,642	12.0%	1,587	13.6%
TOTAL	7,334	100%	12,800	100%	21,936	100%	11,636	100%

*Data Source: MERIT, ELMS, Famlink
All racial groups reported as non-Hispanic*

Data Behind Figure 6. Language Diversity of Active Early Learning Workforce, 2016

Language	Dir/Supv		Teacher		Assistant		Other	
	#	%	#	%	#	%	#	%
English	4,942	67.4%	9,782	76.4%	15,109	68.9%	7,499	64.4%
English/Spanish	785	10.7%	1,315	10.3%	2,948	13.4%	1,887	16.2%
Spanish	411	5.6%	109	0.9%	431	2.0%	410	3.5%
English/Somali	345	4.7%	68	0.5%	479	2.2%	485	4.2%
Somali	35	0.5%	4	0.0%	73	0.3%	45	0.4%
English/Other	724	9.9%	1,325	10.4%	2,537	11.6%	1,036	8.9%
Other	42	0.6%	57	0.4%	164	0.7%	108	0.9%
Missing	50	0.7%	140	1.1%	195	0.9%	166	1.4%
TOTAL	7,334	100.0%	12,800	100.0%	21,936	100.0%	11,636	100.0%

Data Source: MERIT, ELMS, Famlink

Data Behind Figure 7. Relationship-Based Professional Development by Provider Language

Language	Current EA Providers		TA Hours		RRC Hours		Coaching Hours	
	#	%	#	%	#	%	#	%
English Only	1,798	49.7%	31,375	49.2%	18,988	51.0%	31,021	60.1%
Bilingual, Primary English	928	25.7%	16,904	26.5%	12,103	32.5%	15,492	30.0%
Spanish Only	239	6.6%	3,963	6.2%	1,098	2.9%	772	1.5%
Bilingual, Primary Spanish	400	11.1%	7,443	11.7%	3,742	10.0%	3,638	7.0%
Somali Only	19	0.5%	475	0.7%	153	0.4%	0	0.0%
Bilingual, Primary Somali	159	4.4%	2,557	4.0%	581	1.6%	355	0.7%
Bilingual, Primary Other, Secondary English	56	1.5%	897	1.4%	528	1.4%	380	0.7%
Non-English/Non-Spanish	16	0.4%	206	0.3%	53	0.1%	0	0.0%
TOTAL	3,615	100.0%	63,821	100.0%	37,245	100.0%	51,658	100.0%

Data Source: ETO, PRISM, and MERIT