



Washington State Department of
Early Learning

AS A TEACHER GROWS CONFERENCE

Pierce County AEYC

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As a Teacher Grows

- ✓ Why teachers are so important
- ✓ What we are doing to support teachers
- ✓ Q & A



Today

- ✓ As a CHILD grows  As a TEACHER grow
- ✓ K-12 research reveals that the most important factor in children's learning is the quality of the teacher
- ✓ Would seem especially true pre-K, in early learning settings



Early Learning is important because...

- ❑ Data show that investing in early learning works:
 - △ Longitudinal studies show long-term positive benefits for kids and families
 - 👋 HighScope Perry Preschool Study
 - 👋 Carolina Abecedarian Project
 - 👋 Chicago Child-Parent Center Program



Early learning is important because...

▣ Benefits include:

- ▣ Increased reading and math skills
- ▣ Social competence
- ▣ Staying in school
- ▣ College attendance
- ▣ Full-time employment in adulthood

▣ But, only if quality early learning program

▣ In Washington, about 70,000 children enter kindergarten each year



Early learning is important because...

- ❑ There are basic health needs that create great risk for children:
 - ⚠ In 2007, 4.6 percent of Washington children had no health insurance
 - ⚠ In 2009, half of all births in Washington were funded by Medicaid
 - ⚠ The number of children living in families requiring food stamps has risen by 30 percent since 2007
 - ⚠ These data are not distributed equally across race and ethnicity so poverty has cumulative and interactive effects.

(Source: Poverty and Potential: Out of School Factors and School Success, David Berliner, 2009)

Approximately one-third of middle-class students and approximately one-quarter of upper middle-class students **do not know the alphabet** when they enter kindergarten.

Source: Inequality at the Starting Gate (Lee and Burkam, 2002)



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The 'Middle Class Pinch'

- ❑ The cost of early childhood education programs for families has risen faster than inflation for more than a decade.
- ❑ Between 1996 and 2006, median prices rose 30 percent, but the cost of early care and education rose 60 percent.
- ❑ Families earning between \$30,000 and \$40,000 a year are less likely to enroll their families in early education programs than families living in poverty.
- ❑ In Washington, early care and education programs account for 30 percent of middle-class families' monthly expenses.

(Source: The Pre-K Pinch: Early Education and Middle Class, November 2008)

Early learning is important because...

▣ There are economic advantages to schools and to society

▣ Schools save money

✎ Increased enrollments

✎ Public goodwill/support for levies and bonds

✎ Costs avoided for remedial programs

▣ Society saves money

✎ Less incarceration

✎ Less welfare

✎ More taxpaying citizens



Economists maintain that early learning is a wise investment in that publically funded programs will pay for themselves within six to nine years.

(Robert Lynch, 2007)

For every dollar invested in early learning, about \$8 is saved in remedial education, public safety, incarceration, dropout rates, abuse and neglect, and health care costs.

(Source: Washington Learns Final Report, November 2006)



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- ❑ Successful nations invest in building equity. The term “equity” has two different meanings:
 - △ Providing equal opportunities for success – a level playing field
 - △ Building lasting value that builds upon itself

- ❑ “The question is not where to cut. The question is where to invest.”
 - △ For education the return rate is 10% per year
 - △ \$8,000 invested at birth with a 10% annual return compounded over 65 years is \$789,395

- ❑ “Quality early childhood education can close the income gap, reduce health disparities and save taxpayers in lower health and social cost. It saves lives and saves money. Early childhood education is a moral imperative with an economic payoff.”

(Source: James J. Heckman, The University of Chicago-Dept. of Economics)



Early learning is important because...

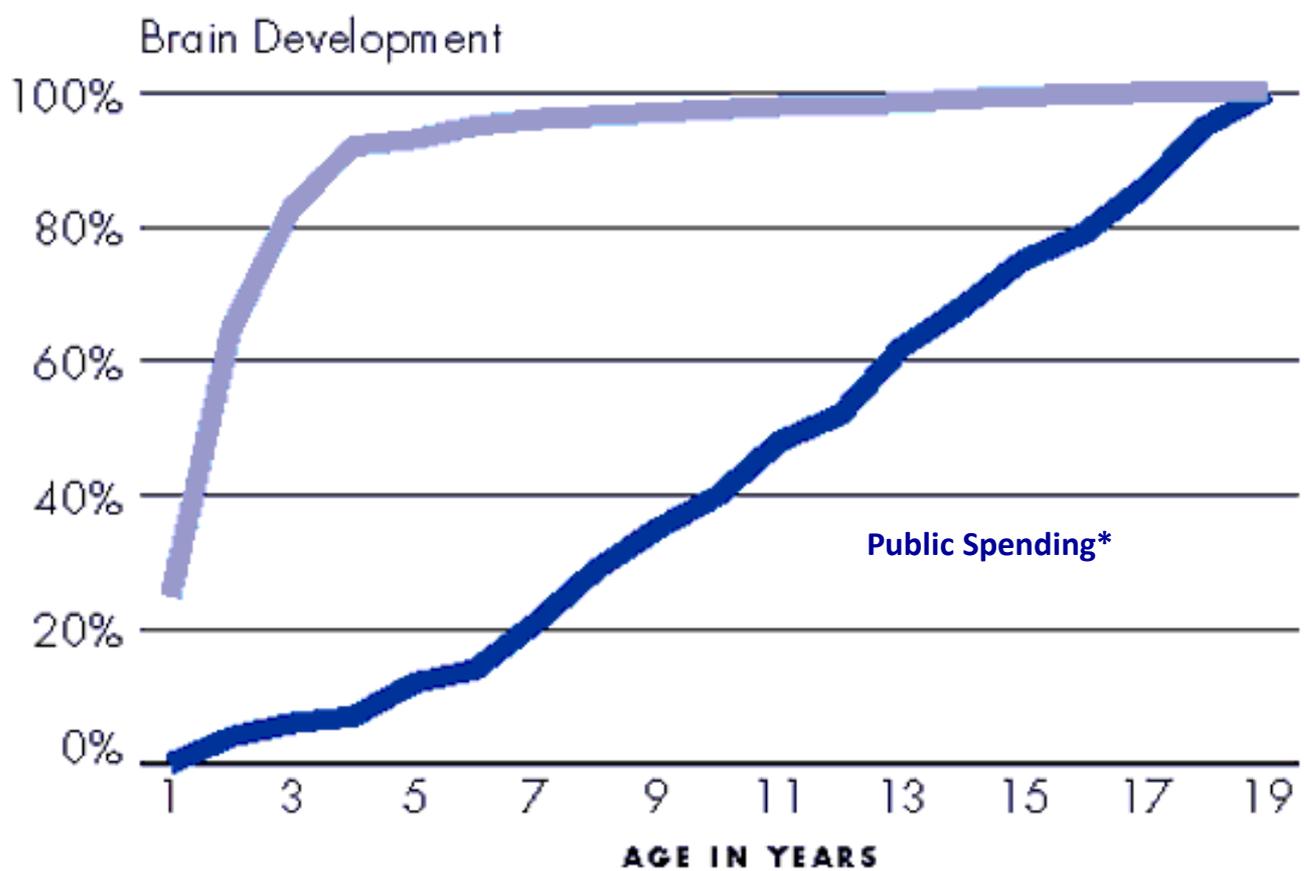
- ❑ The brain grows the most in the first five years of life—about 85 percent of all human brain growth.
- ❑ There are 2,000 days between birth and kindergarten entrance. Every day counts!



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Public Spending & Brain Research: The Disconnect



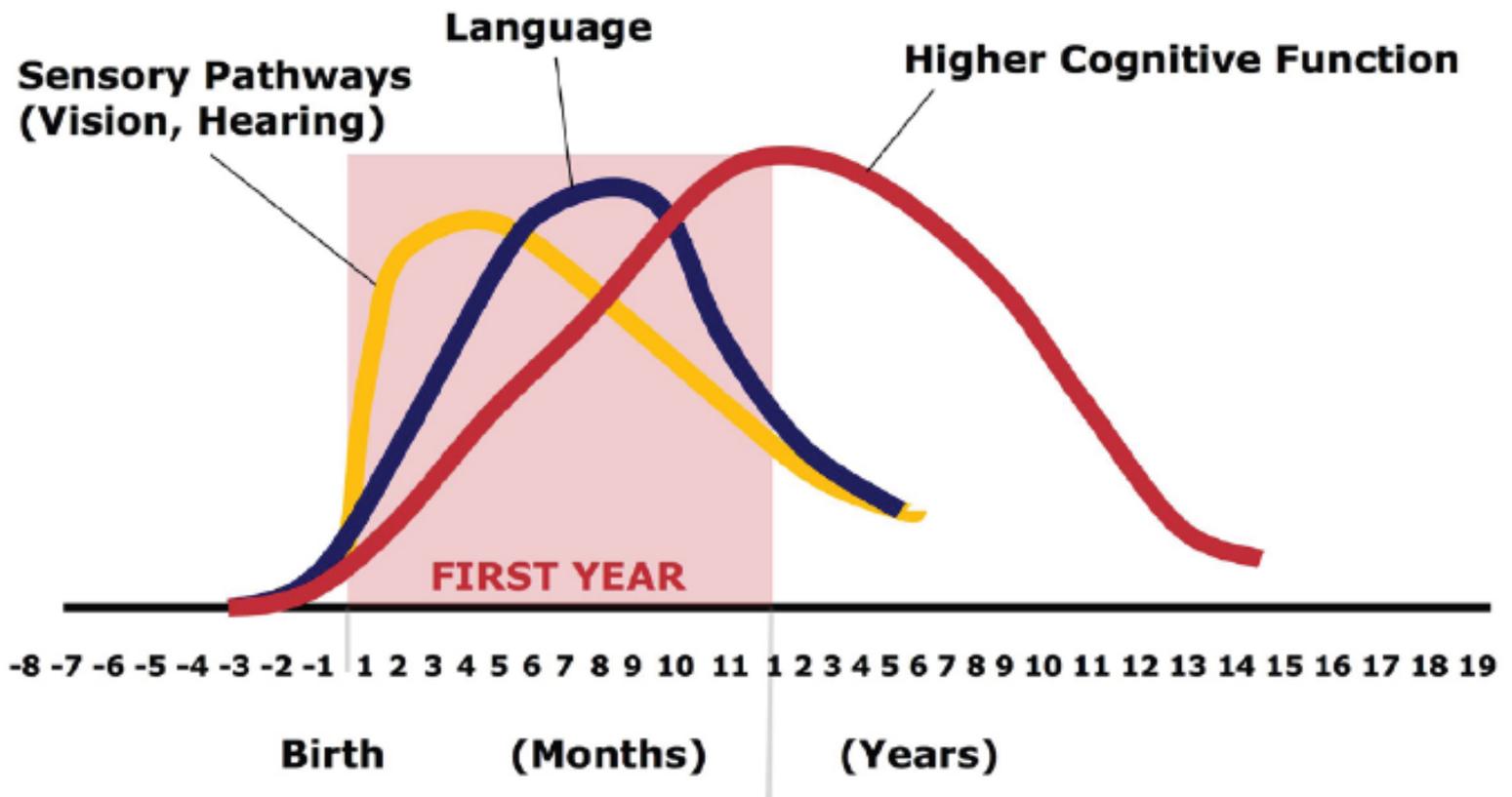
* Portion of total public investment in children being spent during indicated year in children's lives.





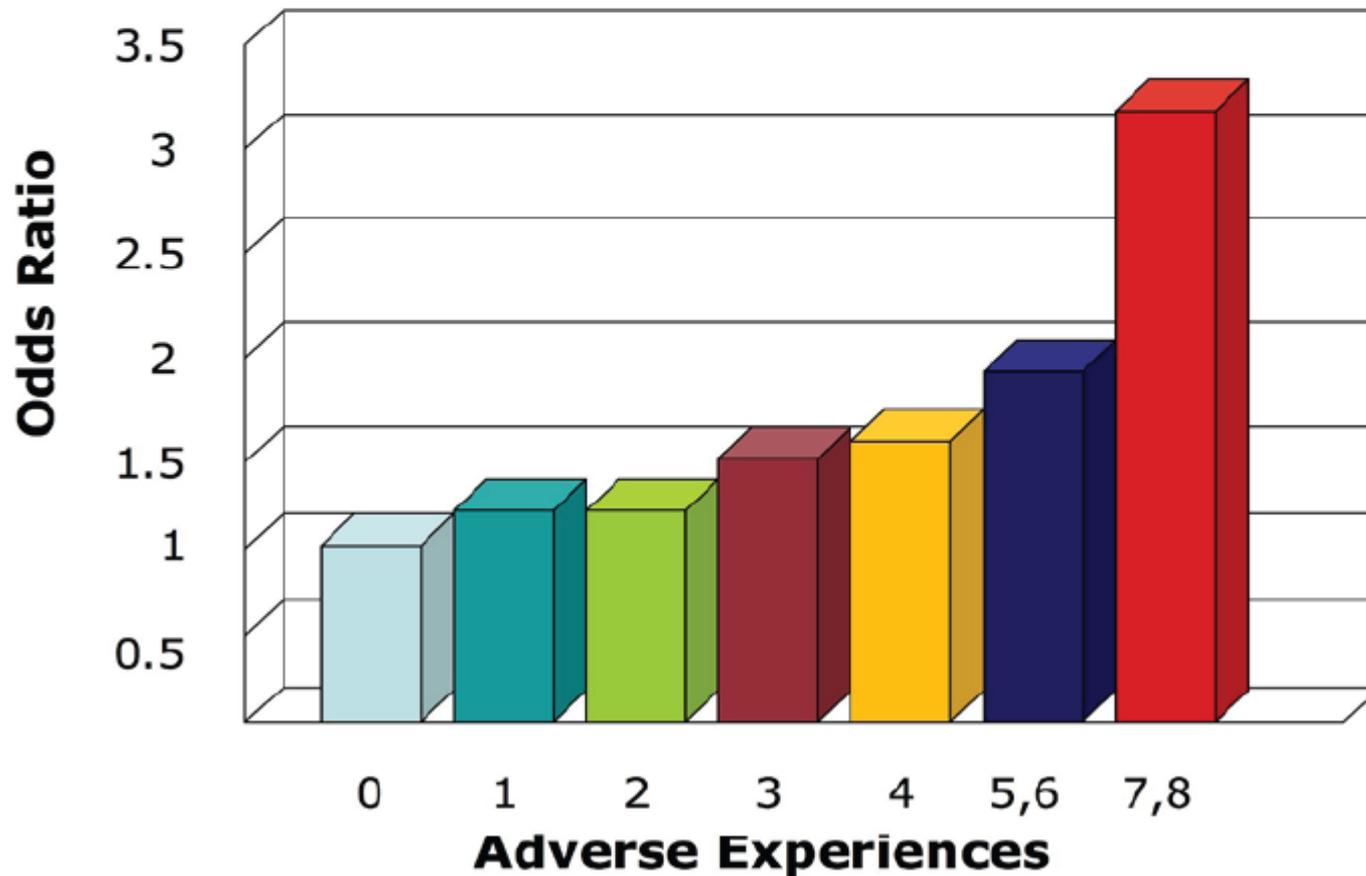
Human Brain Development

Neural Connections for Different Functions Develop Sequentially





Risk Factors for Adult Heart Disease are Embedded in Adverse Childhood Experiences



Harvard Center for the Developing Child

“One Science”

- ❑ Clear, convincing, hard science of this critical development period in early childhood
- ❑ Neurological development, interpersonal potential, and physical health are shaped during this one early period of development.
- ❑ Developmental period is true for all children in all cultures
- ❑ “One Science” applies to all professionals – health care providers, social services providers and educators
- ❑ This one period sets the potential for children’s academic skills, graduation from high school, lifelong healthy adjustment, and economic independence as adult

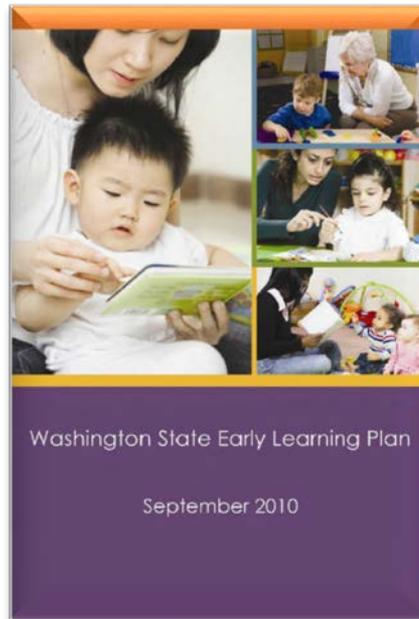
Harvard Center for the Developing Child

“One Science”

- ❑ Foundation of physical health (reactivity and cardiovascular functioning) shaped during these same early three years
- ❑ During this one period, if a child has positive interaction with attentive care givers his/her development will be healthy.
- ❑ During this one period, if the child is exposed to adverse childhood experiences (ACES), his/her development will not be healthy development. In fact, the more ACES the child is exposed to, the worse the prognosis of a child’s healthy development.
- ❑ “One Science” is clear that to produce healthy development and mitigate the impact of ACES, children need simply exposure to a caring, attentive caregiver.



The Early Learning Plan: Building an early learning system



www.del.wa.gov/plan

The Early Learning Plan

- ❑ Comprehensive, multi-year plan that will:
 - ⚠ Help ensure school readiness and success for all children in Washington
 - ⚠ Coordinate the different systems that touch children in their earliest years (early care and education, health, parenting support, etc.) into one early learning system
 - ⚠ Measure results over time for children and families to ensure we invest in what works



What's In the Plan?

▣ Outcomes and strategies to ensure readiness and early school success:

- ▣ Ready and successful children
- ▣ Ready and successful parents, families and caregivers
- ▣ Ready and successful early learning professionals
- ▣ Ready and successful schools
- ▣ Ready and successful system and communities



Vision Statement

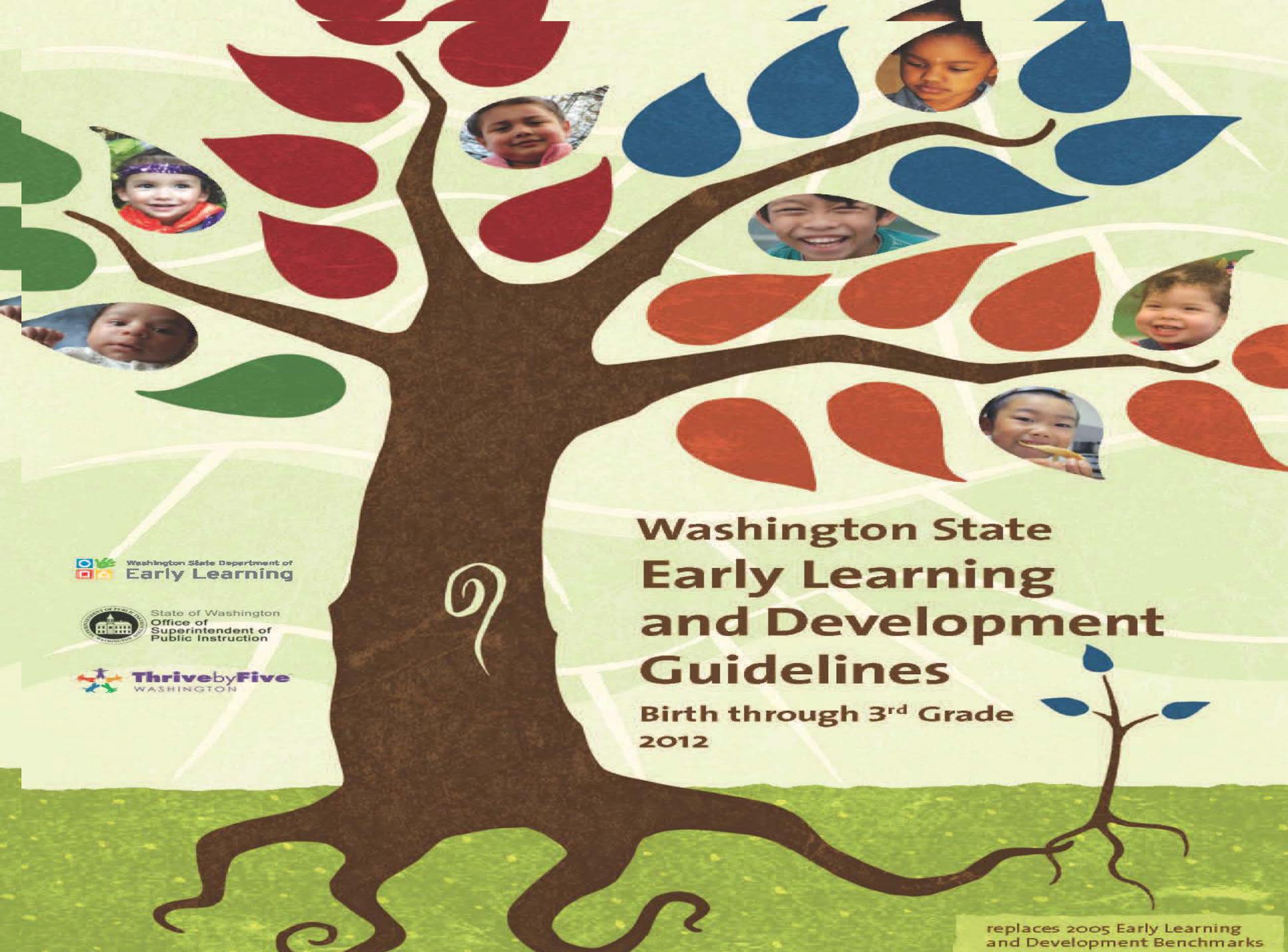
In Washington, we work together so that all children start life with a solid foundation for success, based on strong families and a world-class early learning system for all children prenatal through third grade. Accessible, accountable, and developmentally and culturally appropriate, our system partners with families to ensure that every child is healthy, capable and confident in school and in life.



Early Learning Guidelines

- ❑ Provide Early learning and K-3 teachers:
 - △ Child outcomes, birth - grade 3
 - △ Culturally inclusive
 - △ How teachers/families can help

- ❑ Offered in simple, inviting language



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 State of Washington
Office of
Superintendent of
Public Instruction

 **Thrive by Five**
WASHINGTON

Washington State Early Learning and Development Guidelines

Birth through 3rd Grade
2012

replaces 2005 Early Learning
and Development Benchmarks

Early Learning and Development Guidelines

Young Infants Birth to 11 Months



"Every night after coming home from working nine hours a day, I greet my 4-month-old daughter with smiles and hugs, whispering, 'Mommy loves you.' She kicks her feet in excitement and smiles from cheek to cheek, making baby gestures. I respond, imitating her sounds, 'Goo, goo.' I carry her in my arms, we sit on the rocking chair, and I begin to read her Goodnight Moon. She listens, pats every page and pulls the book toward her mouth. Being a mother is an amazing experience. She depends on me to guide her along this amazing journey of life." Alicia Prieto-Fajardo

Early Learning and Development Guidelines

Age 5 and Kindergarten



"In our family, culture and traditions are very important to us. In order for us to not lose that valuable piece of our heritage, we try to teach our children things that we learned from our parents or grandparents. Now, my 4-year-old son and 6-year-old daughter have learned to make homemade flour tortillas from my mom. It's such a wonderful way for them to learn and appreciate our ethnic traditions and spend time with the people who love them the most." Maggie Mendoza



State of Washington Race to the Top- Early Learning Challenge Grant

- ❑ 1 of 9 state who won
- ❑ \$60 million over four years
- ❑ 3rd in the nation
- ❑ To building the State's infrastructure of an early learning system



What did we win?

\$60 million competitive grant to:

- Improve the quality of early learning and development programs and services
 - Close the achievement gap for children with high needs
 - Increase the number of low-income and disadvantaged children in each age group of infants, toddlers and preschoolers enrolled in high-quality early learning and development programs
- ✓ Washington is one of 9 states to win
- ✓ WA rated third in the nation in scoring and award amount



Proposal Development Process

- Started with the Early Learning Plan
- Feedback/ideas/brainstorming/etc.
- Examined our previous work and lessons learned
- Cross-walked our state's goals with RTT-ELC
- Self-reflection – what could/should we change in WA with or without RTT-ELC

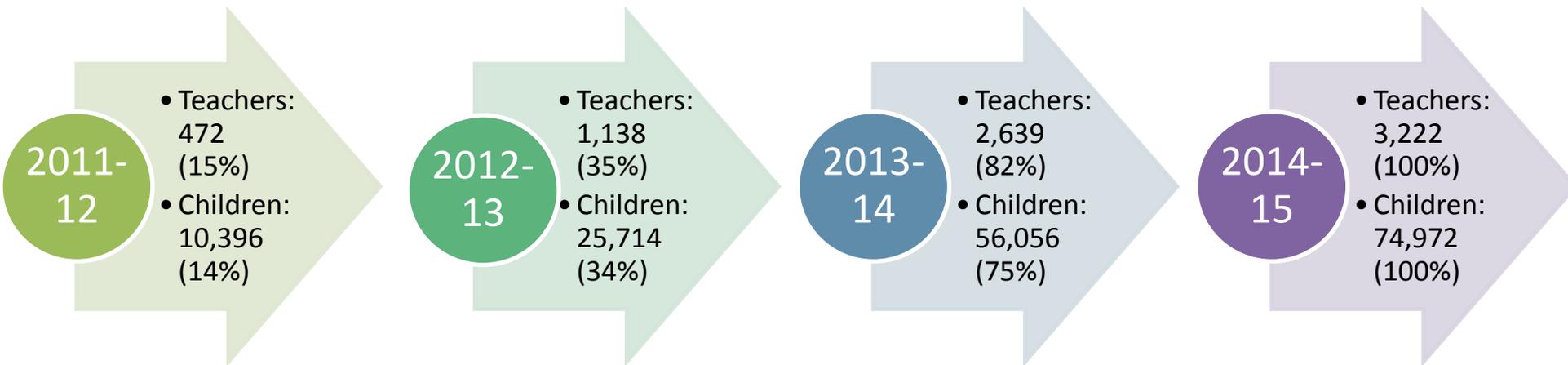


What will WA do with its RTT-ELC grant?

- ✓ Washington Kindergarten Inventory of Developing Skills (WaKIDS)
 - Reach all children by 2014-15 school year
- ✓ Quality Rating and Improvement System (QRIS)
 - At scale statewide by 2015, support quality child care improvements at all levels
- ✓ Professional development incentives
 - Reward, incentivize and support professional development
- ✓ Community and family engagement
- ✓ Strengthened data system

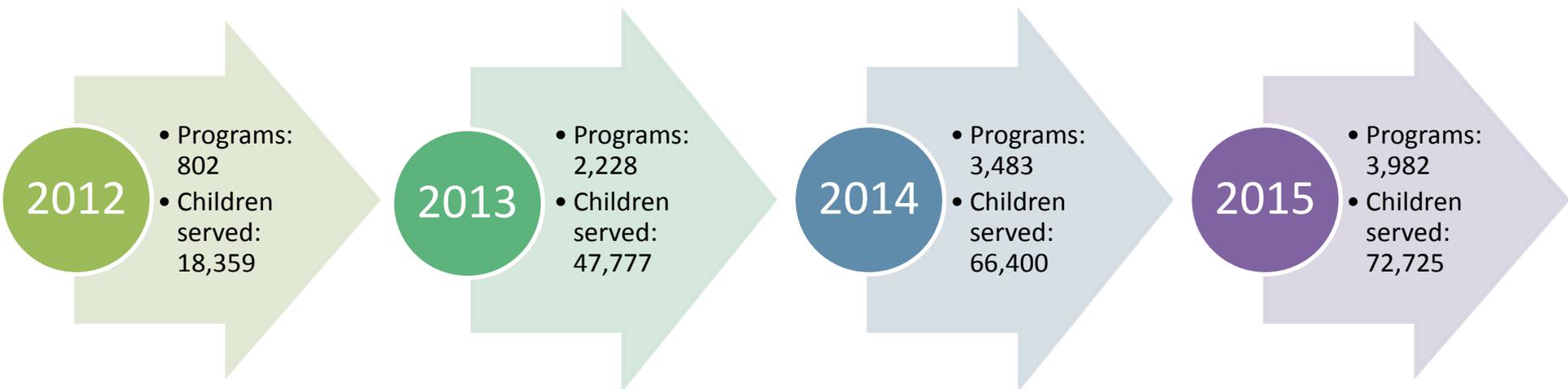
What does success look like? WaKIDS

- ✓ By 2014-15 school year, WaKIDS will be scaled up to include all schools statewide
- ✓ In 2012-13, WaKIDS includes all FDK schools, and those funded through private P-3 efforts
- ✓ WaKIDS data linked to P-20 data system
- ✓ WaKIDS data being used to inform K-instruction, early learning instruction and statewide policy



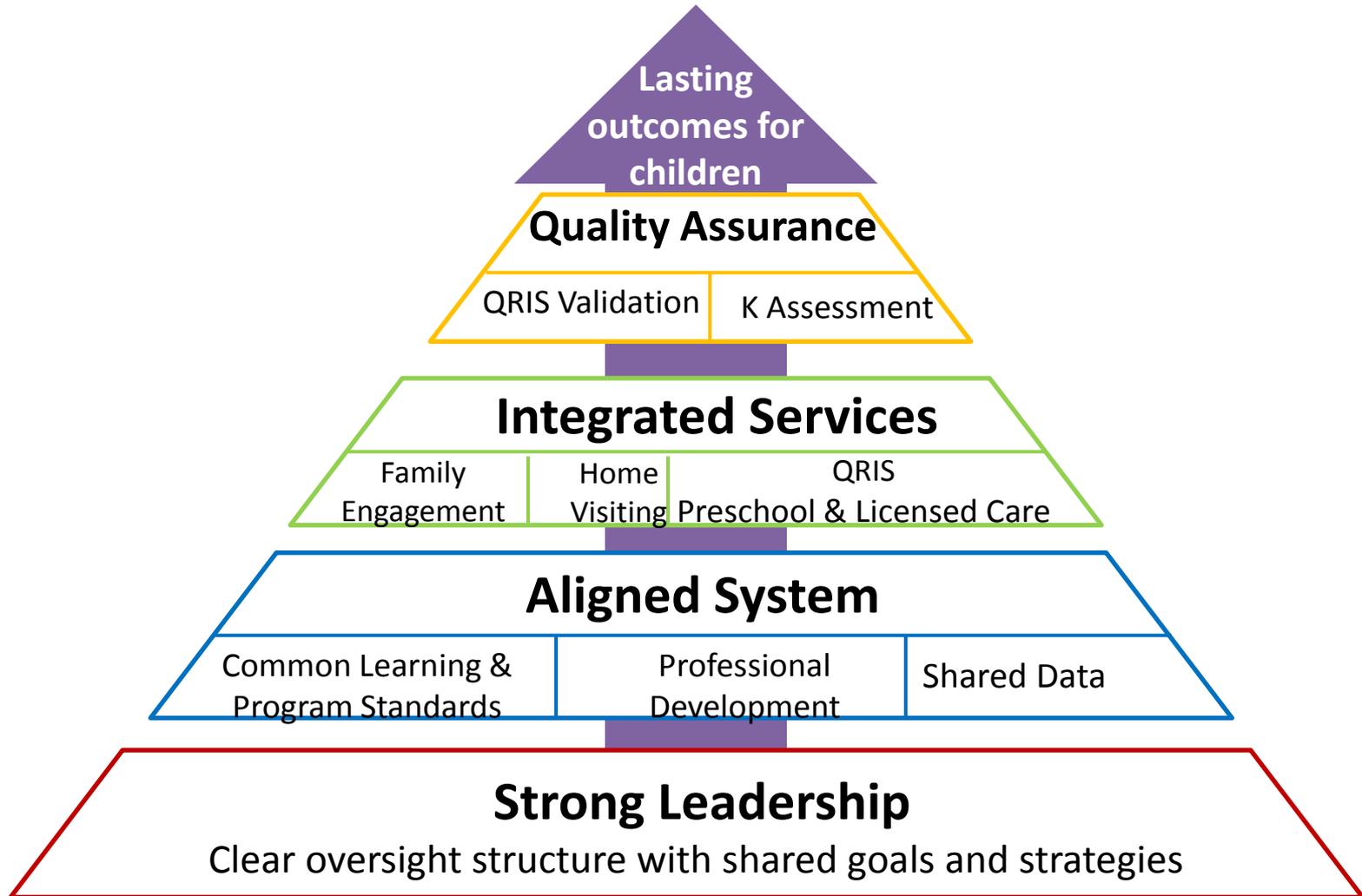
What does success look like? QRIS

- ✓ All licensed child care, ECEAP, and Head Start eligible for QRIS (2012) at level 1
- ✓ By 2015:
 - 54% of participants in QRIS will be level II or higher (20% of participants will be levels III-V)
 - 60% of children in care will be in levels II-V
- ✓ Tiered reimbursement policy will support and incentivize quality improvement



Number of programs at QRIS level II-IV

One Early Learning System





2012 Action Steps & Targets

Project	Performance Targets
QRIS	<ul style="list-style-type: none">• 11% of all programs in QRIS II-V• 14% of licensed child care centers in QRIS II-V• 9% of licensed family child care homes in QRIS II-V• 23% of Head Start/ECEAP programs in QRIS III-V
Early Learning Guidelines	<ul style="list-style-type: none">• Parenting materials developed and translated into multiple languages• 60% of QRIS participants have received training on the new Guidelines• Materials are reaching 25% of Medicaid eligible families

2012 Action Steps & Targets

Project	Performance Targets
Family Engagement	<ul style="list-style-type: none">• 11% of QRIS participants trained in family engagement (14% of child care centers and 9% of family child care homes)• 25% of families are reached with high quality parenting materials
Professional Development	<ul style="list-style-type: none">• QRIS participants in MERIT: 1685/8.4% of total• Participants in MERIT: 10,000/50% of total
WaKIDS	<ul style="list-style-type: none">• 34% of children in the highest need schools served• 35% of kindergarten teachers trained

Professional Development

- ❑ Professional Development Pathway for Professionals
 - △ Integrated into MERIT
 - △ 15 steps of professional development
 - △ Participation and Education Awards in 2013

Core Competency Level	Step	Education Mastery	Requirements	Career opportunities
1	1 ⁽¹⁾	Entry-Level Professional	Meets minimum child care licensing standards or registered apprentice in high school	FCC Assistant CCC Assistant School-Age Care Assistant
	2 ⁽²⁾		High school or equivalent and 20 Hour Basic STARS training or 2 college credits in Basics of Child Care course	FCC Owner/Primary Provider
	3 ⁽³⁾		At least 2 hours of training in each of the Core Competency areas (level 1 trainings) or Introduction to Early Childhood Education 5-credit class	CCC Lead Teacher School-Age Lead Teacher
2	4 ⁽¹⁾	Statewide Credential	80 hours of approved training toward the Child Development Associate (CDA) or 8 approved ECE or school-age college credits.	Head Start Teacher Assistant ECEAP Assistant Teacher CCC Director CCC Program Supervisor
	5 ⁽²⁾		CSEFL Training – Completion of 1 module training for infant/toddler or Preschool and Initial State Certificate (12 credits) or Child Development Associate (CDA) or Apprentice Journey-level Associate I	
	6 ⁽²⁾		CSEFL Training – Completion of 2 module trainings for infant/toddler or Preschool and Short-term State Certificate (20 credits)	
	7 ⁽³⁾		CSEFL Training – Completion of 3 module trainings for infant/toddler or Preschool and State Credential in ECE (44 credits)	
3	8 ⁽²⁾	Associate Degree	65 college credits with 30 approved ECE or school-age college credits	CCC Director (without program supervisor) CCC Program Supervisor School-Age Program Director School-Age Site Coordinator
	9 ⁽³⁾		ECE or related Associate degree with 30 or more approved ECE or school-age college credits or Apprentice Journey Level Associate II	ECEAP Lead Teachers ECEAP Family Support Specialist Head Start Lead Teacher (alternative pathway) Apprentice Trainer
4	10 ⁽¹⁾	Bachelor's Degree	120 credits towards Bachelor's degree with 20 or more approved ECE or school-age college credits	Head Start Teachers
	11 ⁽²⁾		150 credits towards Bachelor's degree with 30 or more approved ECE or school age college credits	Head Start/ECEAP Education Coordinators CC Licensor
	12 ⁽³⁾		ECE or related Bachelor's degree with 30 or more approved ECE or school-age college credits	Intermediate Trainer
5	13 ⁽¹⁾	Graduate degree	20 credits towards Master's degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	Administrator/Manager
	14 ⁽²⁾		40 credits towards Master's degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	
	15 ⁽³⁾		Master's or higher degree in any field with 30 or more approved ECE or school-age college credits at any level of coursework	ECE College Instructor/Professor Advanced Trainer
	<p>① Minimum requirements for the aligned positions.</p> <p>② Roughly halfway to education mastery. These qualifications can help employers identify position descriptions; quality assurance programs (such as QRIS) communicate staff qualifications; preparation of professional development plans.</p> <p>③ Mastery of competencies commensurate with and</p>		<p>Notes:</p> <p>1. Core competencies reflect the Washington State Core Competencies for Early Care and Education and the Washington State Core Competencies for Child and Youth Development Professionals.</p>	<p>Acronyms</p> <p>FCC: Family Child Care CCC: Child Care Center ECE: Early Childhood Education</p>

Trainer Approval Process

- A new quality assurance process to ensure high quality training opportunities
 - ▲ 5 levels of state-approved trainer
 - ▲ Aligned with Washington State Core Competencies
 - ▲ Special application for Conferences and Special Events

Library of Training and Best Practices

- DEL is committed to finding the best professional development opportunities for professionals
 - ▲ Frontiers of Innovation Partnership
 - ▲ Resources
 - ▲ Connections to our state QRIS



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<http://www.del.wa.gov/requirements/professional/Default.aspx>





The heart of the child's learning,
is the interactions the child has with adults

Caring, development building interactions lead
to children who are:



Healthy
Capable
Confident



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Questions

