



Early Learning Partnership
2012 Priority Strategies
Early Learning Plan

One year into implementation of our state's 10-year Early Learning Plan, the progress is clear: The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is up and running. Our parent awareness campaign, "Love. Talk. Play." launched successfully. The Quality Rating and Improvement System (QRIS) has moved past the pilot phase into final implementation. The updated early learning guidelines will be available soon.

As we did last year, the Department of Early Learning, Office of Superintendent of Public Instruction, and Thrive by Five Washington—the members of the Early Learning Partnership—have agreed to focus on key strategies within the plan during calendar year 2012. We chose these strategies for several reasons: funding is available, momentum is there, and partnerships are in place to make it happen.

Our partnership priority strategies for 2012 are:

- Home visiting (Early Learning Plan Strategy #5)
- Developmental screening (Strategy #6)
- Early literacy (Strategy #10)
- Universal, voluntary preschool and ECEAP (Strategies #12 and #13)
- Deepen parent, caregiver and early learning professional knowledge (Strategies #14, 15, 16)
- Comprehensive professional development and compensation system (Strategy #23)
- Quality Rating and Improvement System (Strategy #24)
- Align Prekindergarten and K-3 Instructional & Programmatic Practices (Strategy #27)
- Kindergarten readiness assessment (Strategy # 28)
- Phased-in full-day kindergarten (Strategy #29)
- Early Learning and Development Benchmarks (Strategy #31)
- Statewide infrastructure (Strategy #34)
- P-20 Longitudinal Data System (Strategy #36)

Read on to learn more about our plans for these strategies in 2012. **Also, we are excited to include baseline data on Early Learning Plan indicators at the end of this document. This will help measure progress over time.**

While we three Early Learning Partnership members are focused on key priority strategies, we are keenly aware of the work other members of the early learning community are doing at the local, regional and state level. That is the only way the Early Learning Plan will lead to a world-class early learning system—through partners like you.

These are unprecedented times for our state's earliest learners. With our recent Race to the Top-Early Learning Challenge victory, we have the opportunity to implement key early learning strategies faster than we had ever thought possible, ensuring better outcomes for children in the coming years. Thank you for your continuing partnership through these exciting times!



Bette Hyde
DEL Director



Nina Auerbach
President & CEO, Thrive by
Five Washington



Randy Dorn
Superintendent of Public
Instruction

2012 Partnership priority strategies and 2011 key accomplishments



For more information about these strategies and the
Early Learning Plan, visit www.del.wa.gov/plan

2012 Partnership priority strategies

<p>Ready and Successful Children</p>	<ul style="list-style-type: none"> • Make Home Visiting Available to At-Risk Families • Expand and Enhance ECEAP • Implement Voluntary, Universal Pre-kindergarten • Increase Use of Early Literacy Services and Programs • Ensure Developmental Screening
<p>Ready and Successful Parents, Families and Caregivers</p>	<ul style="list-style-type: none"> • Provide More Parenting Learning Opportunities
<p>Ready and Successful Early Learning Professionals</p>	<ul style="list-style-type: none"> • Implement Quality Rating and Improvement System (QRIS) • Implement Comprehensive Professional Development and Compensation System
<p>Ready and Successful Schools</p>	<ul style="list-style-type: none"> • Implement Kindergarten Readiness Assessment (WaKIDS) • Implement Phased-In Full-Day Kindergarten • Align Prekindergarten and K-3 Instructional & Programmatic Practices
<p>Ready and Successful Systems and Communities</p>	<ul style="list-style-type: none"> • Build Statewide Infrastructure for Partnerships and Mobilization • Expand P-20 Longitudinal Data System • Revise and Promote Use of <i>Early Learning and Development Benchmarks (Guidelines)</i>

Make Home Visiting Available to At-Risk Families (Early Learning Plan Strategy #5)



Partnership lead: Thrive by Five Washington and Department of Early Learning

Strategy: Make evidence-based and promising prenatal and child (birth to 5 years) home visitation services more widely available to at-risk families and caregivers.

Why it matters: Evidence-based home visiting is a voluntary early childhood strategy that can enhance parenting, and promote the optimal growth and development of young children by buffering the effects of risk factors and stress in the family.

What we did in 2011	Our actions for 2012
Grew portfolio of private, state and federal dollars from four grantees to 20 grantees in first year, reaching about 700 families	Implement Nurse Family Partnership (NFP) and Parents as Teachers (PAT) programs in seven communities with MIECHV funding
Won two-year, \$3.1 million award from federal Maternal Infant Early Childhood Home Visiting	Continue supporting state-funded NFP, PAT, Parent Child Home Program and Steps Toward Effective Enjoyable Parenting home visiting grantees
Convened cross-agency governance structure and partnership group to plan and develop the Washington State Home Visiting Plan	Work with American Indian Health Commission on analysis of tribal home visiting needs with MIECHV funding
	Continue to provide training, technical assistance and quality assurance to home visiting grantees
	Work with Washington State University to conduct data benchmark reporting as required in MIECHV
	Develop funding strategies to increase long-term stability of home visiting system and services

Ensure Developmental Screening (Newly chosen priority strategy) (Early Learning Plan Strategy #6)

Partnership lead: DEL

Strategy: Make available universal development and social-emotional/mental health screening and referral for children, birth through third grade.

Why it matters: Screenings and assessments give parents, families, caregivers and early learning professionals (including teachers and the school-age work force) a better understanding of a child’s strengths and needs, and how to support the child’s development.

Our actions for 2012
Work with the Washington Developmental Screening Partnership Group (convened by the state Department of Health) to explore creating a statewide system for universal developmental screening and linkages to appropriate services for all young children; and to increase common understanding of optimal child development and wellbeing among families and communities, and enhancing family and community understanding of developmental screening, and typical and atypical development

Increase Use of Early Literacy Services and Programs (Early Learning Plan Strategy #10)

Partnership lead: OSPI

Strategy: Increase use of research-based early literacy programs and practices by parents, families, caregivers and early learning professionals.



Why it matters: Research shows early language development and literacy skills support future success in school. Children who are not reading at grade level by third grade are at greater risk of dropping out and school failure.

What we did in 2011	Our actions for 2012
Drafted state's birth to grade 12 Comprehensive Literacy Plan	Complete statewide birth-grade 12 comprehensive literacy plan, including web platform aligning, connecting statewide literacy efforts
Expanded State Literacy Team to include experts on the literacy development of children from birth to grade 3	Increase literacy knowledge and collaboration within state literacy partners on birth-grade 12 literacy initiatives
Expanded, strengthened early literacy partnerships throughout the state, including expanding Reach Out and Read program to more communities	Continue to support and enhance existing evidence-based early literacy activities and resources (e.g., strengthening literacy component of statewide conferences; developing targeted and aligned early literacy resources to support understanding and implementation of the birth to grade 12 State Comprehensive Literacy Plan, that includes connections with state learning standards, learning and development guidelines, and formal and informal assessment systems)

Expand and Enhance ECEAP

Partnership lead: DEL and OSPI

Strategy: Reduce the preparation gap by expanding high-quality, culturally competent comprehensive ECEAP education, health coordination and family support services to cover all low-income and at-risk 3 – and 4-year-olds not served by Head Start.

Why it matters: Many children arrive at school without the social, academic and physical skills important for school success, with higher percentages of low-income and at-risk children starting behind their peers. Emerging research indicates that full-day developmentally appropriate preschool

What we did in 2011	Our actions for 2012
Preserved and enhanced ECEAP for the 2011-2013 biennium	Continue planning for preschool initiative (see strategy #13)
Annual ECEAP child outcomes data posted	Complete ECEAP data system rebuild (see strategy #36)
Aligned ECEAP, WaKIDS assessment tools	Expand Government Management Accountability and Performance (GMAP) measures for ECEAP
	Engage ECEAP team in QRIS development (see strategy #24)

Implement Voluntary, Universal Pre-kindergarten

(Newly chosen priority strategy)

(Early Learning Plan Strategy #13)

Partnership lead: DEL and OSPI

Strategy: Offer voluntary preschool for all 3- and 4-year-olds.

Why it matters: A significant number of children do not attend preschool because of cost. Research shows that preschool classrooms with children from families of varying incomes yields positive gains for low-income children’s vocabulary and school-readiness.



Our actions for 2012

Support legislation as recommended by the Quality Education Council to phase in a high-quality preschool program available to all 3- and 4-year-old children in Washington

If legislation signed into law, DEL will lead initial implement steps for new program, beginning with facilities study, developing program standards, issuing a request for proposals for program providers, and other implementation actions

Deepen Parenting, Caregiver and Early Learning Professional Knowledge and Learning Opportunities

(Early Learning Plan Strategies #14, 15, 16)



Partnership lead: Thrive

Strategy: Provide culturally relevant messages, learning opportunities and peer supports that provide child development and parenting guidance in diverse and parent-friendly venues, especially as it relates to social emotional development and a strong caregiver/child bond.

Why it matters: Parents are their children’s first and most important teachers. Many parents feel they don’t have the information, skills and support to feel confident in this role so they can give their children the best start in life. Parents and caregivers need access to information and learning opportunities—including in their own language—to pursue learning about child development and optimal parenting.

What we did in 2011	Our actions for 2012
Launched statewide “Love. Talk. Play.” awareness and outreach campaign for families with children birth to age 3 with an emphasis on harder to reach and vulnerable families	Continue to expand and enhance “Love. Talk. Play.” parent awareness campaign, including providing funding for 10 local early learning coalitions to identify a parent population to receive special focus over next year
Provided grants to the state’s 10 regional early learning coalitions to do outreach to families in their communities	Continue to improve caregivers’ connection with families through QRIS (see strategy #24)

Implement Comprehensive Professional Development and Compensation System

(Newly chosen priority strategy)

(Early Learning Plan Strategy #23) **Key element of state’s Race to the Top grant

Partnership lead: DEL

Strategy: Build a comprehensive, integrated statewide system of professional development with fair compensation to attain development.

Why it matters: The quality of early learning and care depends heavily on the education, training, compensation and stability of the work force.

Our actions for 2012
Integrate career lattice into professional development registry (MERIT), use Race to the Top-Early Learning Challenge funding to incentivize training and education
Core Competencies for Early Care and Education Professionals and for School-age Professionals are implemented: All state-approved trainings are aligned with Core Competencies, higher education institutions adopt Core Competencies and align programs with them
State-approved trainers are reviewed and approved by Trainer Approval Board
Trainer modules implemented and required for state-approved trainers
State Board for Community and Technical Colleges create statewide credentials and certificates aligned with Core Competencies

Implement Quality Rating and Improvement System

(Early Learning Plan Strategy #24) **Key element of state’s Race to the Top grant

Partnership lead: DEL

Strategy: Continue implementing Washington’s voluntary quality rating and improvement system (QRIS) for licensed child care, so that early learning and school-age providers have the support and resources necessary to improve the quality of their programs and environments and parents have the information they need to choose child care.

Why it matters: High-quality early learning experiences for children support later success in school. QRIS supports improved quality, gives families better information.

What we did in 2011	Our actions for 2012
Completed two-year field test of QRIS, which provided clear evidence on how best to define and measure quality and support improvement	Expand QRIS beyond “early adopters” to additional facilities
Began implementation of statewide QRIS, including issuing final quality standards, engaging “early adopters”	Create plan for tiered child care subsidy reimbursement to help ensure high-need children are in high-quality programs
	Build QRIS data system, integrate with professional development registry and licensing database
	Partner with UW to develop coaching framework

Align Prekindergarten and K-3 Instructional & Programmatic Practices (Early Learning Plan Strategy #27)



Partnership lead: OSPI

Strategy: Align children’s prekindergarten through third-grade experiences with research-based developmentally and culturally competent instructional and programmatic practices.

Why it matters: Aligning instructional and programmatic practices across the prekindergarten through third grade continuum helps sustain gains achieved in prek through early elementary years.

What we did in 2011	Our actions for 2012
Secured funding for and began work on a three-year action plan	Survey existing pre-k through third grade practices to understand current work in Washington
Supported PreK-3 statewide implementation activities and grants through building connections among school districts and providing technical assistance to communities and school districts building more comprehensive preK-3 systems	Create actionable, research-based three-year plan
Organized 3rd Annual Starting Strong Institute	Conduct 4 th Annual Starting Strong Institute

Implement Kindergarten Readiness Assessment

(Early Learning Plan Strategy #28) ****Key element of state’s Race to the Top grant**

Partnership lead: OSPI and DEL

Strategy: Create and implement a Kindergarten Readiness Assessment Process that includes information from parents, caregivers and early learning professionals, the history of early learning, and addresses multiple domains of early learning and development.

Why it matters: Until the Washington Kindergarten Inventory of Developing Skills (WaKIDS), Washington had no statewide, consistent assessment process for children entering kindergarten, although many school districts and schools use various tools and processes. WaKIDS is a statewide, culturally competent, and developmentally appropriate kindergarten readiness process that includes parents, kindergarten teachers and early learning professionals as partners in a child’s education.

What we did in 2011	Our actions for 2012
Completed statewide pilot of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) during 2010-11 school year	Secure legislation allowing WaKIDS to be implemented statewide by school year 2014-15 as outlined in Washington’s Race to the Top-Early Learning Challenge application
Received state funding and legislative approval to begin phase-in of WaKIDS (All public schools will be required to use WaKIDS by the 2014-15 school year)	Continue building public awareness of WaKIDS through targeted media outreach, conferences and other appropriate venues
	Provide funding to early learning coalitions to participate in WaKIDS early learning collaboration

Continue Implementation of Phased-In Full-Day Kindergarten

(Early Learning Plan Strategy #29)

Partnership lead: OSPI

Strategy: Continue the phase-in of state-funded full-day kindergarten as part of basic education (RCW 28A.150.315).

Why it matters: Full-day kindergarten is shown to give young children—especially those living in poverty—the time to learn the foundational skills and knowledge that are important to future school success.

What we did in 2011	Our actions for 2012
Maintained and slightly increased funding for state-funded full-day K for 2011-13 biennium – 22% of kindergartners will be in state-funded full-day kindergarten by 2012-13 school year	Add 750 children to state-funded full-day kindergarten programs for school year 2012-13 (increasing program by 33 percent)
Strengthened support and information OSPI’s early learning department offers to teachers, administrators and staff of full-day kindergarten programs about quality	Finalize research plan for measuring impact of full-day kindergarten, obtain funding for research

Revise and Promote Use of *Early Learning and Development Benchmarks*

(Early Learning Plan Strategy #31)



Partnership lead: DEL

What it is: The *Washington State Early Learning and Development Benchmarks* were first created in 2005 as a resource outlining what children may be able to know and do at different stages of development. Within the Benchmarks is a recommendation that the document be reviewed and updated every five years.

Why it matters: The Benchmarks should be reviewed and updated to: ensure they reflect all communities in Washington; link to kindergarten through third grade learning standards; and ensure the resource is available and widely used around the state.

What we did in 2011	Our actions for 2012
Produced draft of Early Learning Guidelines	Complete, produce and disseminate Guidelines
Conducted extensive statewide outreach on and review of the draft Guidelines	Create Guidelines training, video as part of state professional development system
Contracted with national expert to review draft Guidelines for cultural competency	Infuse Guidelines into home visiting, WaKIDS, child care, ECEAP, Head Start, and instruction in grades k through 3
	Advocate for Guidelines to be added to DEL’s and OSPI’s statutes, to be reviewed every five years
	Develop action plan for making connections to Guidelines within the state’s K-12 learning standards

Build Statewide Infrastructure for Partnerships and Mobilization

(Early Learning Plan Strategy #34)

Partnership lead: DEL, Thrive

Strategy: Build infrastructure to strengthen partnerships, build capacity, broaden reach, and focus local early learning mobilization efforts.



Why it matters: People and organizations in many communities around Washington have joined together to share early learning information and resources. Early learning coalitions around the state have been working for many years to raise awareness and increase investment in early learning in their local communities. More recently, DEL has funded “hubs” in regions around the state to provide structure for regionalized infant/toddler service delivery. A coordinated effort at the state level will support the needs of diverse communities and encourage linkages to one another, state-level efforts.

What we did in 2011	Our actions for 2012
Shared the state Early Learning Plan broadly	Award “community momentum” grants to 10 early learning coalitions to, in part, help build regional infrastructure to support early learning work, engagement
Strengthened the role of the Early Learning Advisory Council, which began work on a state-local coordination structure	Continue evolution of Early Learning Advisory Council to clarify, strengthen local, regional and state-level governance and responsibilities, create appropriate ELAC sub-committees to help implement Early Learning Plan
Implemented 10 infant/toddler “hubs,” expanded role of 10 regional early learning coalitions (regions and coalitions continue to align their boundaries) to build, sustain an effective early learning system that supports high-quality services and supports	Fund infant/toddler “hubs” to deliver interdisciplinary child care consultation

Expand P-20 Longitudinal Data System

(Early Learning Plan Strategy #36)

Partnership lead: OSPI, DEL

Strategy: Continue development of seamless P-20 (preschool through higher education) longitudinal data system that includes information about formal early learning education services and programs that children receive before they enter the k-12 education system.

Why it matters: Recording and compiling data on the results of early learning services and programs before children enter kindergarten will enable Washington to identify ways to improve instruction, and assess how specific early learning programs and approaches are doing in addressing the preparation gap and preparing children for success in kindergarten.

What we did in 2011	Our actions for 2012
Began replacement of aging ECEAP data system with a new early learning management system, using ECEAP data to lay the foundation for a more comprehensive early learning system	Continue building DEL Early Learning Management System to connect with P-20 (preschool to work force) data warehouse by early FY2013.



www.del.wa.gov/plan



Washington State Department of
Early Learning

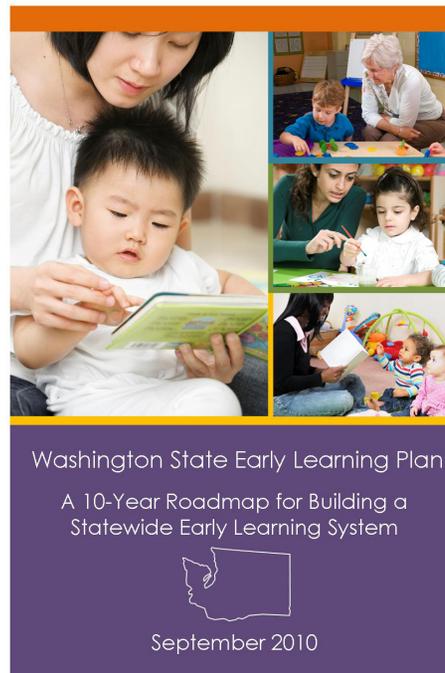


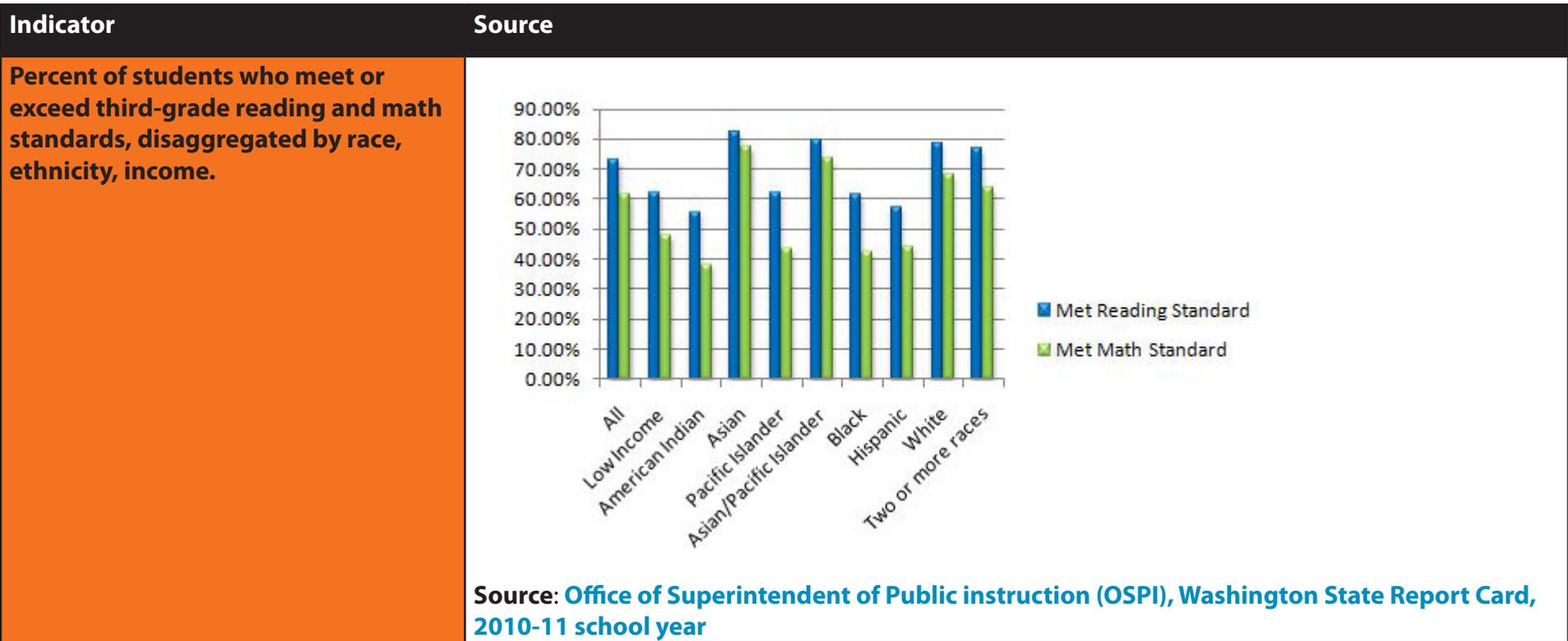
Thrive by Five[™]
WASHINGTON

Early Learning Plan Indicators February 2012

The **Washington State Early Learning Plan** was published in September 2010 and by the Department of Early Learning in partnership with Office of the Superintendent of Public Instruction and Thrive by Five Washington.

The following information outlines the initial data that will be used to benchmark future progress across the Early Learning Plan indicators.





Indicator Key:

Children



Parents, families, caregivers



Early learning professionals



Schools

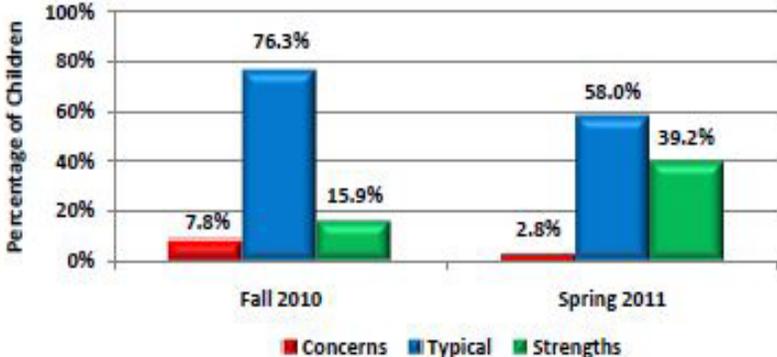


Systems and communities

Indicator	Source
<p>Percent of ECEAP-eligible children ages 3-5 enrolled in ECEAP and Head Start.</p>	<div data-bbox="709 191 1348 824" data-label="Figure"> <p>A pie chart divided into two equal halves. The left half is red and contains the text '49.5%' and 'ECEAP-eligible, served by ECEAP or preschool-age Head Start'. The right half is blue and contains the text '50.5%' and 'ECEAP-eligible, unserved'.</p> </div> <div data-bbox="1423 329 1848 662" data-label="Text"> <p>37,533 children ages 3-5 were eligible for ECEAP in 2011.</p> <ul style="list-style-type: none"> • 50.5% (18,942) of these children were served by ECEAP or Head Start. • 49.5% (18,591) of these children were unserved by these programs. </div> <p>Source: Department of Early Learning (DEL), Office of Financial Management (OFM)</p>
<p>Percent of entering kindergartners demonstrating readiness (social, emotional, cognitive, physical, etc.) disaggregated by race and ethnicity.</p>	<p>Results from the Fall 2011 administration of the Washington Inventory of Developing Skills (WaKIDS) are being collected. When they are available, which is expected to occur in early 2012, they will be included in this table.</p> <p>Source: DEL, WaKIDS Pilot Report, January 2011</p>
<p>Percent of young children without health insurance.</p>	<p>In 2009, percent of children under age 18 who were:</p> <ul style="list-style-type: none"> • Uninsured at time of interview (2009): 8.2% • Had private insurance: 56% • Had public health plan: 38% <p>Source: Center for Disease Control and Prevention, FastStats, 2010</p>

Indicator Key:

- Parents, families, caregivers
- Schools
- Children
- Early learning professionals
- Systems and communities

Indicator	Source																		
<p>Percent of young children who receive state early intervention services who reach or maintain functioning comparable to their peers.</p>	<p>For fiscal year 2010, children birth to age 3 who function within age expectations by the time they exited the program or turned 3:</p> <ul style="list-style-type: none"> • Positive social/emotional skills: 62.5% • Acquire and use knowledge and skills: 61% • Uses appropriate behaviors to meet their needs : 65% <p>Source: DEL, Part C Annual Performance Report, FY10</p>																		
<p>Percent of children with untreated decay.</p>	<p>In 2010, the Washington State SMILE Survey showed that 14.9% of third-graders surveyed had untreated decay.</p> <p>Source: Washington State Department of Health (DOH), Smile Survey, 2010</p>																		
<p>Percent of social-emotional growth experienced by ECEAP students in one school year.</p>	<p style="text-align: center;">Social-emotional skills; Fall 2010 vs. Spring 2011</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Social-emotional skills; Fall 2010 vs. Spring 2011</caption> <thead> <tr> <th>Time Period</th> <th>Concerns</th> <th>Typical</th> <th>Strengths</th> </tr> </thead> <tbody> <tr> <td>Fall 2010</td> <td>7.8%</td> <td>76.3%</td> <td>15.9%</td> </tr> <tr> <td>Spring 2011</td> <td>2.8%</td> <td>58.0%</td> <td>39.2%</td> </tr> </tbody> </table> <p>Source: DEL, ECEAP Outcomes, 2010-11 school year</p>	Time Period	Concerns	Typical	Strengths	Fall 2010	7.8%	76.3%	15.9%	Spring 2011	2.8%	58.0%	39.2%						
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<p>Improvement of learning outcomes scores experienced by ECEAP students in one school year.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #333; color: white;">Development area</th> <th style="background-color: #333; color: white;">Fall 2010 ECEAP students' development scores using Teaching Strategies Gold</th> <th style="background-color: #333; color: white;">Spring 2011 scores after one school year of ECEAP</th> </tr> </thead> <tbody> <tr> <td>Physical</td> <td style="text-align: center;">5.4</td> <td style="text-align: center;">6.8 (+1.4)</td> </tr> <tr> <td>Language</td> <td style="text-align: center;">4.9</td> <td style="text-align: center;">6.4 (+1.5)</td> </tr> <tr> <td>Cognitive</td> <td style="text-align: center;">4.5</td> <td style="text-align: center;">5.0 (+.5)</td> </tr> <tr> <td>Literacy</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">4.6 (+1.8)</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">4.2 (+1.6)</td> </tr> </tbody> </table> <p>Source: DEL, ECEAP Outcomes, 2010-11 school year</p>	Development area	Fall 2010 ECEAP students' development scores using Teaching Strategies Gold	Spring 2011 scores after one school year of ECEAP	Physical	5.4	6.8 (+1.4)	Language	4.9	6.4 (+1.5)	Cognitive	4.5	5.0 (+.5)	Literacy	2.8	4.6 (+1.8)	Mathematics	2.8	4.2 (+1.6)
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Indicator	Source									
Percent of ECEAP children exhibiting social-emotional readiness at the end of the school year.	For the 2010-11 school year: <ul style="list-style-type: none"> 97.2% percent of ECEAP children exhibit social-emotional readiness for school at the end of the pre-kindergarten school year. Source: DEL, Total Protective Factors scale of the Devereux Early Childhood Assessment, 2011									
Percent of children in Working Connections Child Care who receive 12 months of care without interruption.	For those who received a service in fiscal year 2011: <ul style="list-style-type: none"> 41,693 received at least 12 months of continuous care, with an average number of 17 months. This represents 40% of all who received care in fiscal year 2011, based on subsidy payments or payments made for actual services delivered. Source: DEL, FY 2011									
Percent of mothers who receive prenatal care in their first trimester.	In 2009: <ul style="list-style-type: none"> 77.7% of pregnant women in Washington received prenatal care in the first trimester. Source: Washington State Department of Social and Health Services, 2010									
Percent of new mothers who breastfed their children.	In 2009: <ul style="list-style-type: none"> 93.9% of new mothers in Washington breastfed their children. Source: DOH, 2009									
Percent of families who read or tell stories to their children every day.	<table border="1" data-bbox="669 792 1436 1094"> <thead> <tr> <th data-bbox="680 800 1005 867">Reading and telling stories to children</th> <th data-bbox="1005 800 1236 867">Washington</th> <th data-bbox="1236 800 1436 867">Nation</th> </tr> </thead> <tbody> <tr> <td data-bbox="680 867 1005 980">% of children (0-5) whose families read to them everyday</td> <td data-bbox="1005 867 1236 980">60.5%</td> <td data-bbox="1236 867 1436 980">47.8%</td> </tr> <tr> <td data-bbox="680 980 1005 1094">% of children (0-5) whose families sing or tell stories to them everyday</td> <td data-bbox="1005 980 1236 1094">64.3%</td> <td data-bbox="1236 980 1436 1094">59.1%</td> </tr> </tbody> </table> Source: National Center for Health Statistics, Child and Adolescent Health Measurement Initiative, 2007	Reading and telling stories to children	Washington	Nation	% of children (0-5) whose families read to them everyday	60.5%	47.8%	% of children (0-5) whose families sing or tell stories to them everyday	64.3%	59.1%
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Number of victims of child abuse under the age of 1.	This age group has the highest rate of victimization. In the Federal Fiscal Year 2009, 756 of the 89,453 children (less than 1%) in Washington state under 1 year old were abused and neglected. Source: Administration for Children and Families, Child Maltreatment, 2009									

Indicator Key:

-  Children
-  Parents, families, caregivers
-  Early learning professionals
-  Schools
-  Systems and communities

Indicator	Source																		
<p>Number of licensed child care slots available in QRIS levels one through five.</p>	<p>For fiscal year 2011:</p> <table border="1" data-bbox="669 204 1440 475"> <thead> <tr> <th></th> <th>Centers</th> <th>Family Homes</th> </tr> </thead> <tbody> <tr> <td>Level One</td> <td>2,341</td> <td>139</td> </tr> <tr> <td>Level Two</td> <td>942</td> <td>139</td> </tr> <tr> <td>Level Three</td> <td>680</td> <td>18</td> </tr> <tr> <td>Level Four</td> <td>0</td> <td>0</td> </tr> <tr> <td>Level Five</td> <td>0</td> <td>12</td> </tr> </tbody> </table> <p>Source: DEL, 2011 QRIS field test results</p>		Centers	Family Homes	Level One	2,341	139	Level Two	942	139	Level Three	680	18	Level Four	0	0	Level Five	0	12
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Level Four	0	0																	
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<p>Number and percent of early learning providers enrolled in Washington Scholarships for Child Care Professionals program who receive a degree or credential.</p>	<p>In 2010, the following Washington Scholars fellows earned degrees/credentials:</p> <table border="1" data-bbox="669 634 1440 906"> <thead> <tr> <th>Type</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>CDA Credentials</td> <td>58</td> </tr> <tr> <td>ECE Certificate</td> <td>1</td> </tr> <tr> <td>AA/AAS</td> <td>11</td> </tr> <tr> <td>BA</td> <td>1</td> </tr> <tr> <td>Total</td> <td>71</td> </tr> </tbody> </table> <p>Source: Washington Child Care Resource and Referral Network (WSCCRRN), 2010</p>	Type	Number	CDA Credentials	58	ECE Certificate	1	AA/AAS	11	BA	1	Total	71						
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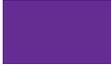
Indicator Key:

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-  Schools
-  Children
-  Early learning professionals
-  Systems and communities

Indicator	Source															
Reimbursement rate for subsidized children.	Statewide averages: <table border="1" data-bbox="669 188 1480 443"> <thead> <tr> <th></th> <th>Centers</th> <th>Family Homes</th> </tr> </thead> <tbody> <tr> <td>Infant</td> <td>\$33.36</td> <td>\$28.98</td> </tr> <tr> <td>Toddler</td> <td>\$28.12</td> <td>\$28.98 (12-17 mo.) \$25.15 (19-29 mo.)</td> </tr> <tr> <td>Preschool</td> <td>\$25.05</td> <td>\$23.37</td> </tr> <tr> <td>School age</td> <td>\$23.27</td> <td>\$21.60</td> </tr> </tbody> </table> <p>Source: Washington Administrative Code, daily child care rates (WAC 170-290-0200)</p>		Centers	Family Homes	Infant	\$33.36	\$28.98	Toddler	\$28.12	\$28.98 (12-17 mo.) \$25.15 (19-29 mo.)	Preschool	\$25.05	\$23.37	School age	\$23.27	\$21.60
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Percent and number of students enrolled in state-funded full-day kindergarten.	For 2011-12 school year thus far, 17,303 students (22.15 percent of all public K-12 students) were enrolled in state-funded, full-day kindergarten. Source: OSPI, 2010-11 school year															
Percent of licensed child care that accept subsidized children.	In 2010, the percentage of providers that accepted at least one child who recieved a subsidy: <ul style="list-style-type: none"> • 77% of centers • 68% of homes cared for children with subsidies • Of those who were not currently caring for children with subsidies, 52% indicated they would be willing (down from 87% in 2008) Source: DEL ,Child Care Survey, 2010															
Child care capacity as demonstrated by licensed child care slots as a percent of total number of children.	In 2010: <ul style="list-style-type: none"> • Total number of children under 13: 1,131,033 • Total number of licensed care spaces: 191,393 • Total number in licensed care: 176,384 • Center capacity: 139,542; enrolled: 137,642 • Home capacity: 51,851; enrolled: 38,742 • Percent of spaces/ total number of children: 17% Source: DEL Child Care Survey, 2010															

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Percentage of enrolled children in licensed child care by age group, disaggregated by type of facility.	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="669 168 1331 212">Child Care Center (137,642 enrolled children)</th> </tr> <tr> <th data-bbox="669 212 892 256">Age group</th> <th data-bbox="892 212 1115 256">Full-time</th> <th data-bbox="1115 212 1331 256">Part-time</th> </tr> </thead> <tbody> <tr> <td data-bbox="669 256 892 300">Infants</td> <td data-bbox="892 256 1115 300">5%</td> <td data-bbox="1115 256 1331 300">4%</td> </tr> <tr> <td data-bbox="669 300 892 344">Toddlers</td> <td data-bbox="892 300 1115 344">24%</td> <td data-bbox="1115 300 1331 344">9%</td> </tr> <tr> <td data-bbox="669 344 892 388">Preschoolers</td> <td data-bbox="892 344 1115 388">50%</td> <td data-bbox="1115 344 1331 388">34%</td> </tr> <tr> <td data-bbox="669 388 892 431">Kindergartners</td> <td data-bbox="892 388 1115 431">9%</td> <td data-bbox="1115 388 1331 431">9%</td> </tr> <tr> <td data-bbox="669 431 892 475">School-age</td> <td data-bbox="892 431 1115 475">11%</td> <td data-bbox="1115 431 1331 475">45%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3" data-bbox="669 513 1331 589">Family Home Child Care (38,742 enrolled children)</th> </tr> <tr> <th data-bbox="669 589 892 633">Age group</th> <th data-bbox="892 589 1115 633">Full-time</th> <th data-bbox="1115 589 1331 633">Part-time</th> </tr> </thead> <tbody> <tr> <td data-bbox="669 633 892 677">Infants</td> <td data-bbox="892 633 1115 677">9%</td> <td data-bbox="1115 633 1331 677">9%</td> </tr> <tr> <td data-bbox="669 677 892 721">Toddlers</td> <td data-bbox="892 677 1115 721">25%</td> <td data-bbox="1115 677 1331 721">25%</td> </tr> <tr> <td data-bbox="669 721 892 764">Preschoolers</td> <td data-bbox="892 721 1115 764">51%</td> <td data-bbox="1115 721 1331 764">51%</td> </tr> <tr> <td data-bbox="669 764 892 808">Kindergartners</td> <td data-bbox="892 764 1115 808">7%</td> <td data-bbox="1115 764 1331 808">13%</td> </tr> <tr> <td data-bbox="669 808 892 852">School-age</td> <td data-bbox="892 808 1115 852">8%</td> <td data-bbox="1115 808 1331 852">40%</td> </tr> </tbody> </table> <p data-bbox="669 867 1184 906">Source: DEL, Child Care Survey, 2010</p>	Child Care Center (137,642 enrolled children)			Age group	Full-time	Part-time	Infants	5%	4%	Toddlers	24%	9%	Preschoolers	50%	34%	Kindergartners	9%	9%	School-age	11%	45%	Family Home Child Care (38,742 enrolled children)			Age group	Full-time	Part-time	Infants	9%	9%	Toddlers	25%	25%	Preschoolers	51%	51%	Kindergartners	7%	13%	School-age	8%	40%
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