

## ESA Annual Report Outline

**Goal:** Develop a series of structured reports in different formats for current and future Early Start Act (ESA) reports to the legislature that 1) provides clear data and analysis on the progress of ESA implementation 2) highlights challenges, next steps, and future opportunities, and 3) provides a compelling vision of how a strong, cohesive early learning system will benefit children.

### Key Deliverables:

- **Executive Summary:** 4-5 pages overview of key report highlights (translated)
- **One page brief:** High level overview
- **Full Report:** full data analysis and review of ESA implementation progress
- **Presentation:** Overview of Report

**Role of the ELAC Early Achiever Review Subcommittee (EARS):** EARS will provide ongoing feedback throughout the development of the ESA annual report. This includes:

- Reviewing the report with a racial equity lens;
- Reviewing the report to assure that the initial EARS recommendations were accomplished;
- Providing feedback according to the timeline below;
- Providing feedback that is clear and actionable;
- Ensuring that the final report meets both the requirements and the intent outlined in the ESA legislation.

### EARS Report Review Timeline:

- ✓ Develop recommendations for the development of the ESA annual report (**complete**)
- ✓ Review and provide feedback on the data plan for the report (**complete**)
- ✓ Review and provide feedback on the ESA annual report outline (**complete**)
- Review and provide feedback on Phase I - 1<sup>st</sup> half of annual report (End of Oct)
- Review and provide feedback on Phase II - 2<sup>nd</sup> half of annual report (Mid-Nov)
- Review and provide feedback on entire working draft of annual report (End of Nov)
- Final report is approved by DEL Director and released (December 15<sup>th</sup>)

**Organization of the Report:** below is a proposed overview of how the data and information will be organized into sections to ensure that information is presented in a logical and accessible way as well as “telling the story” of the Early Start Act and what it intends to accomplish. **The overview is a *high level* look at the ESA Annual Report and does not provide comprehensive details about what will be included in each section.**

### Notes to Report:

- **Data:** note on the choice of July 31, 2015 for data reports; some inconsistent dates as pulling from multiple data sources
- **Racial Equity:** Overview of Racial Equity lens and how it was used in developing this report
- **Letter from the Director:** submission letter from Director Hunter introducing the report

### Section 1: Introduction

- Brief overview of Washington’s early learning history leading to ESA
- Goals of ESA (align with legislation language)

- Create a child-focused system that supports high-quality services that will improve child outcomes and prioritize early learning services to children that need them most
- Build upon and strengthen existing system by making sure it is accessible to all children, families and providers in Washington
- Use data to drive decisions
- Ensure programs are integrated, particularly child care and preschool, and working together to promote high-quality, efficiently managed services
- Key ESA Targets
  - All licensed child care providers serving non-school age children on subsidy rate an Early Achievers level III-V by 2020
  - All ECEAP providers will rate an Early Achievers level IV-V by March 2016
  - ECEAP will be available to all children that are eligible by the 2020-21 school year
  - Providers at Early Achievers levels III-V will be eligible to receive contracted child care slots
  - ECEAP providers will offer part day, full day, and extended day programs according to demand for services and availability of supply
  - Develop a single set of licensing standards that includes Early Achievers and ECEAP
  - Promote stability and high-quality for low-income children by implementing a 12-month authorization for Working Connections Child Care
  - Create assurances that early learning programs are available, supported and appropriate for diverse communities across the state, and that there aren't barriers to participation
- Overview of what's included in the 2015 report

## **Section 2: Data Snapshot and Current Implementation Status**

- Enrollment and rating information to date
- Data by Region
- Children reached
- Key challenge and accomplishments
- ESA Data Requirements – 1(a)(i) - 1(a)(iii)

## **Section 3: Progress toward Meeting ESA Requirements**

- What are the ESA requirements and what is the progress to date in meeting these requirements?
- Pipeline (enrolled, completed L2 requirements, ready to rate, rated)
- # and % of providers that still need to meet ESA requirement
- Rerating process – overview, numbers, success rate
- Extension protocol with #'s (if available)
- Key challenge and accomplishments
- ESA Data Requirements - 1(a)(iv) - 1(a)(vii); 1(d)(i) - 1(d)(ii); 1(e); 1(f); 2 (extension protocol)

## **Section 4: Available Supports and their Effectiveness at Improving Quality**

- Overview of the current supports and resources available to providers
  - Communication, enrollment, orientation and screening
  - Coaching
  - Training

- Technical Assistance
- Professional Development and Scholarships
- Incentives: Quality Improvement Awards, Tiered Reimbursement, Needs Based Grants
- Data on amount of coaching/training/TA being used – overall and average/provider
- Information on the effectiveness of the services and supports (if available)
- Key challenge and accomplishments
- ESA Data Requirements - 1.b, 1.c, 1.d

#### **Section 5: Promoting and Supporting Diversity**

- Provide definition of the children, providers and communities that have diverse cultural backgrounds
- Overview of diverse community of early learning providers, families and children
- Data on how early learning programs are serving diverse communities
- Challenges and accomplishments
- ESA Data Requirements - 1(b); 1(c); 1(g); 1(h)

#### **Section 6: How has Early Achievers Changed and Developed?**

- How were initial Early Achievers standards developed
- Overview of policy changes to date
- How provider’s experiences influenced policy changes
- Impact of policy changes
- Key challenge and accomplishments
- ESA Data Requirements - none

#### **Section 7: Promoting Quality in ECEAP**

- Alignment between ECEAP, licensing (WCCC) and Early Achievers
- Progress of implementation to date
- Vision for ECEAP expansion and how to promote quality and reach more children
  - EA Participation Data
  - Full Day and Extended Day – why and how
  - Pathways for ECEAP participation
- Challenges to achieving ECEAP entitlement
- Key challenge and accomplishments
- ESA Data Requirements - 1(k); 1(l)(i) – 1(l)(viii)

#### **Section 8: Continuous Quality Improvement (Next Steps)**

- Early Achievers will continue improve and make modifications
- Process for current improvement process (EA v2.0)
- Timeline
- Key Challenges
- ESA Data Requirements - 1(i)