



Washington State Department of  
**Early Learning**

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**Director**

*March 14, 2016*

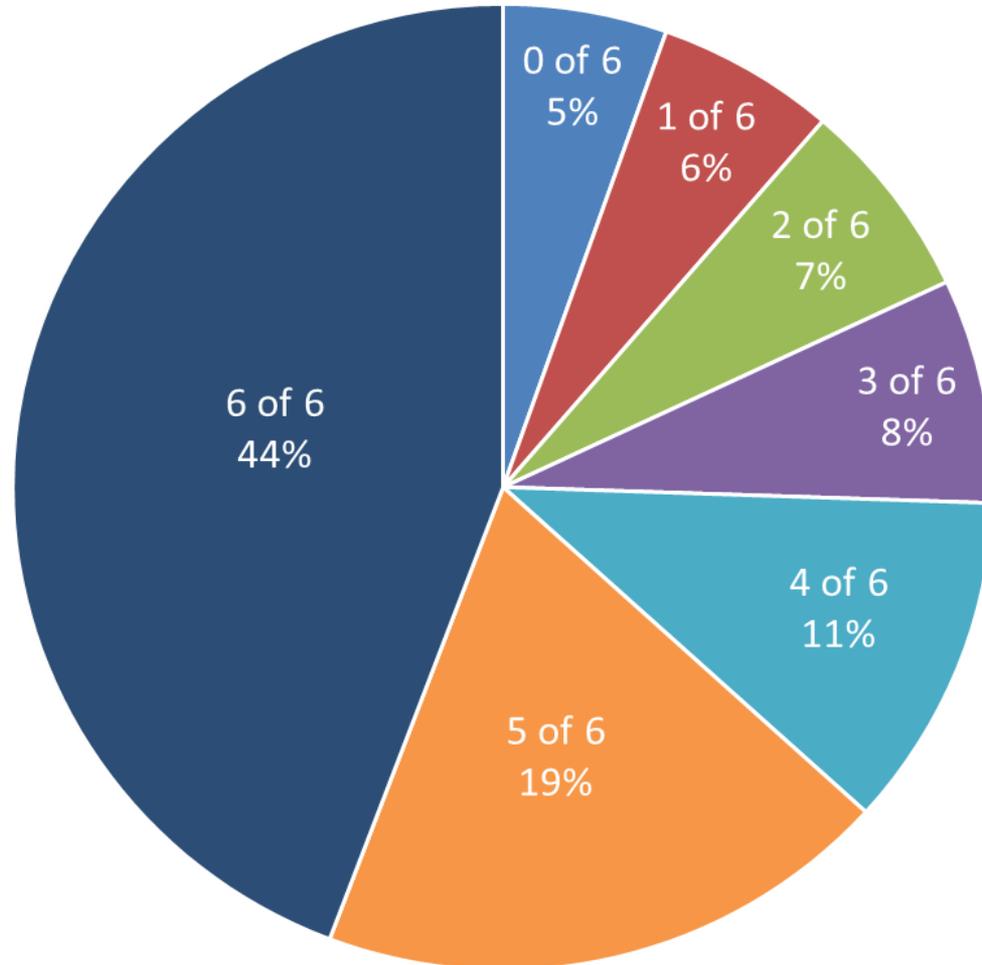


**Our vision for the Department of Early Learning is to lead the charge on improving outcomes for all children, eliminating race and class as predictors of progress and success for young learners.**

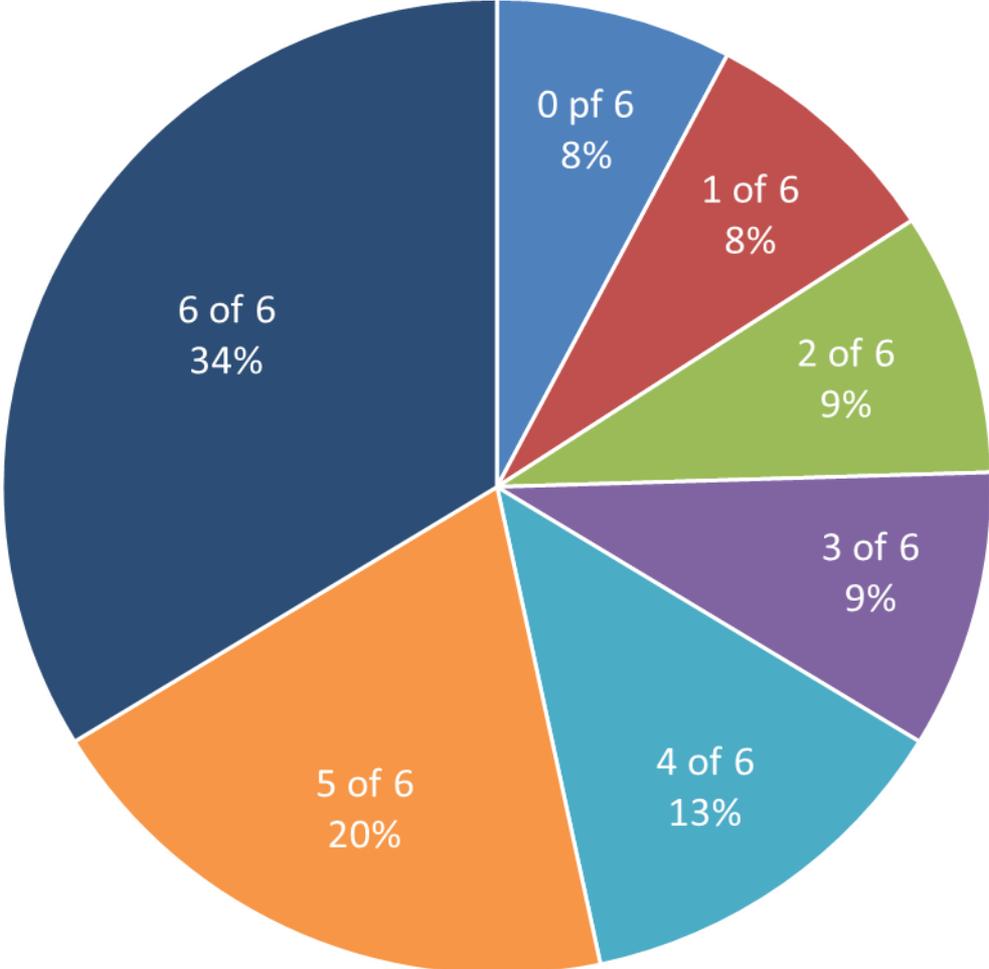
# DEL's Primary Objectives

- 🔺 Ensure the safety and health of children in licensed care.
- 🕒 By 2020, get 90% of five-year-olds ready for kindergarten, with race/ethnicity and family income no longer predictors of readiness.
  - 📌 *In 2015 only about 44% of all entering kindergartners (and only about 34% from low-income households) met national kindergarten readiness standards.*

# WaKIDS: Kindergartners Entering Ready 2015-2016

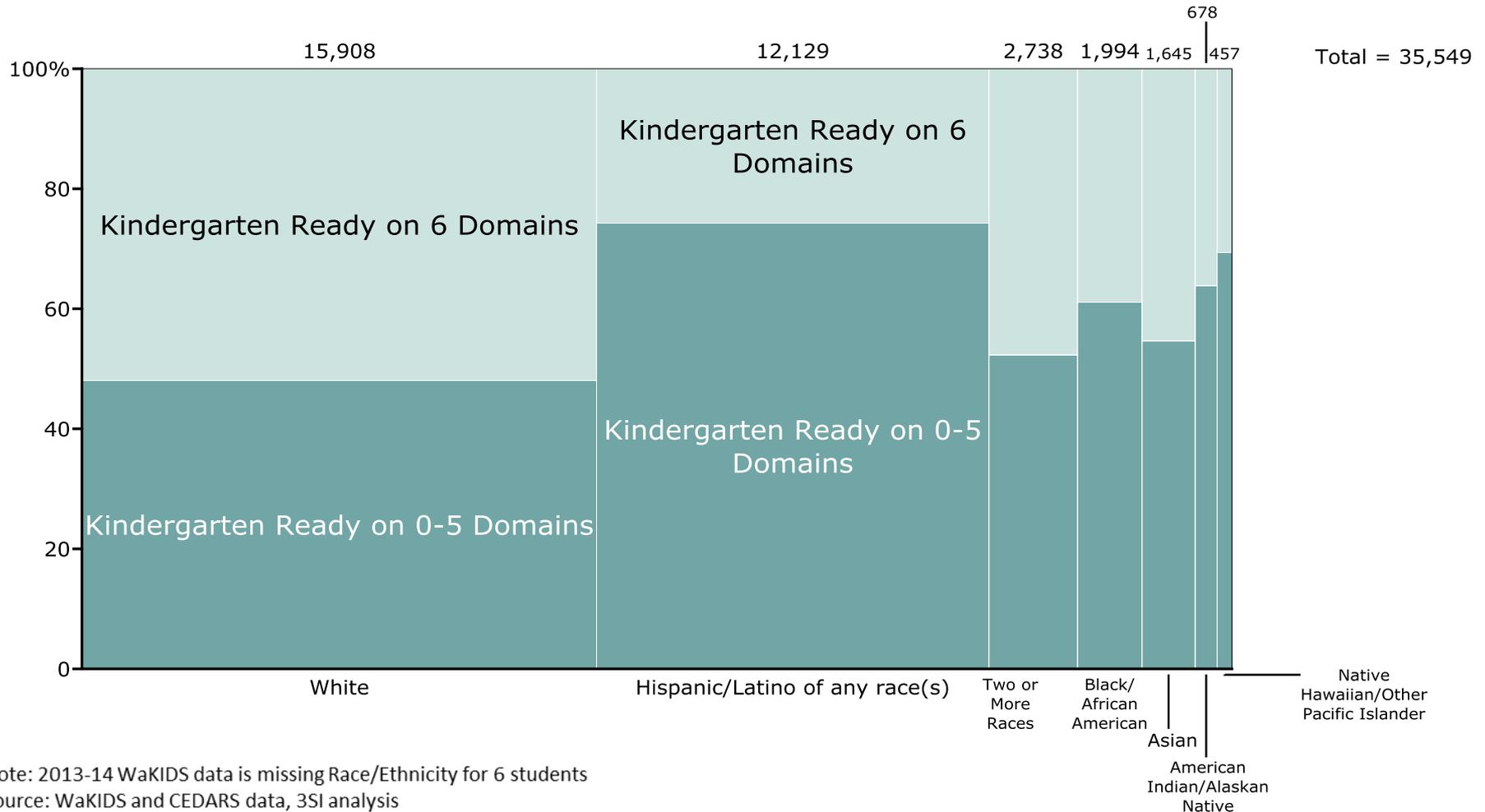


# WaKIDS: Low-Income Kindergartners Entering Ready 2015-2016



# Kindergarten Readiness Demographic Analyses

Hispanic students have the lowest levels of kindergarten readiness



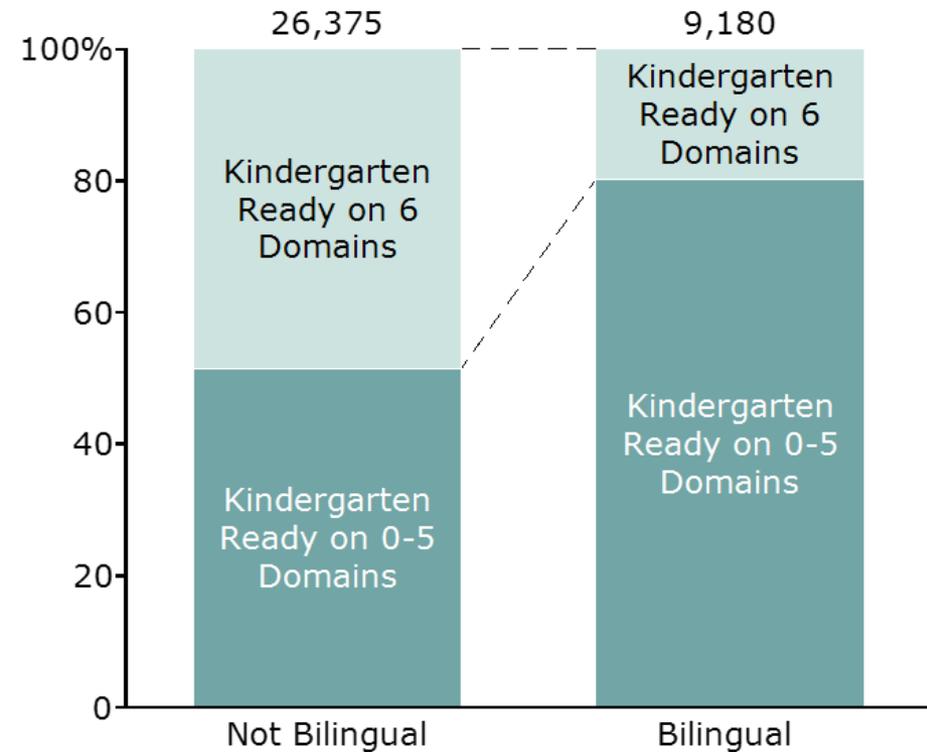
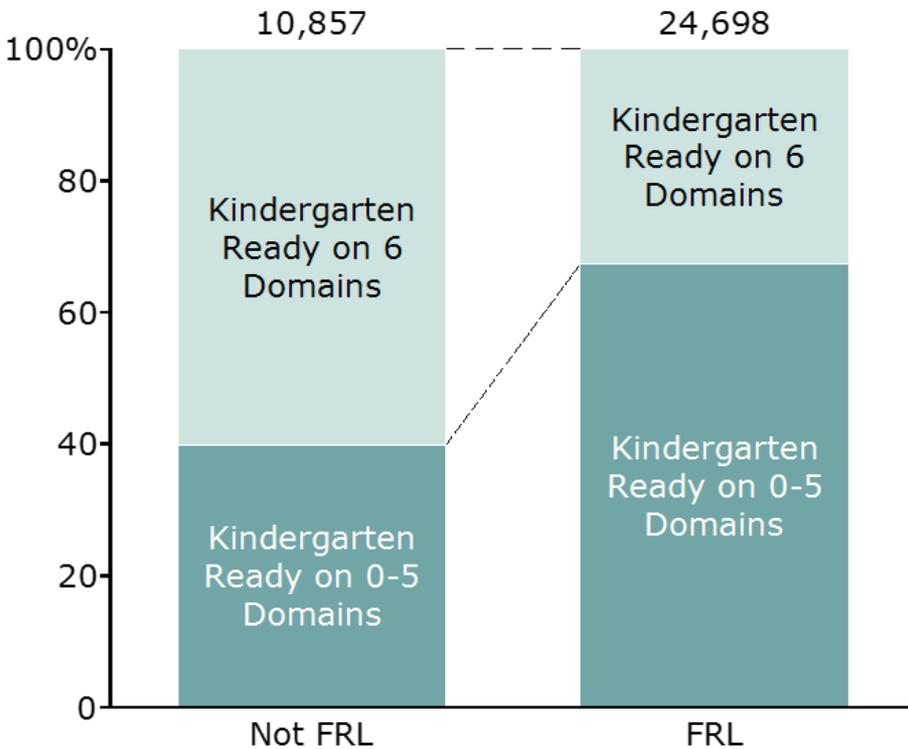
Note: 2013-14 WaKIDS data is missing Race/Ethnicity for 6 students  
 Source: WaKIDS and CEDARS data, 3SI analysis

# Kindergarten Readiness Demographic Analyses

- ❑ A smaller proportion of students who receive FRL and are bilingual are kindergarten ready

FRL Flag

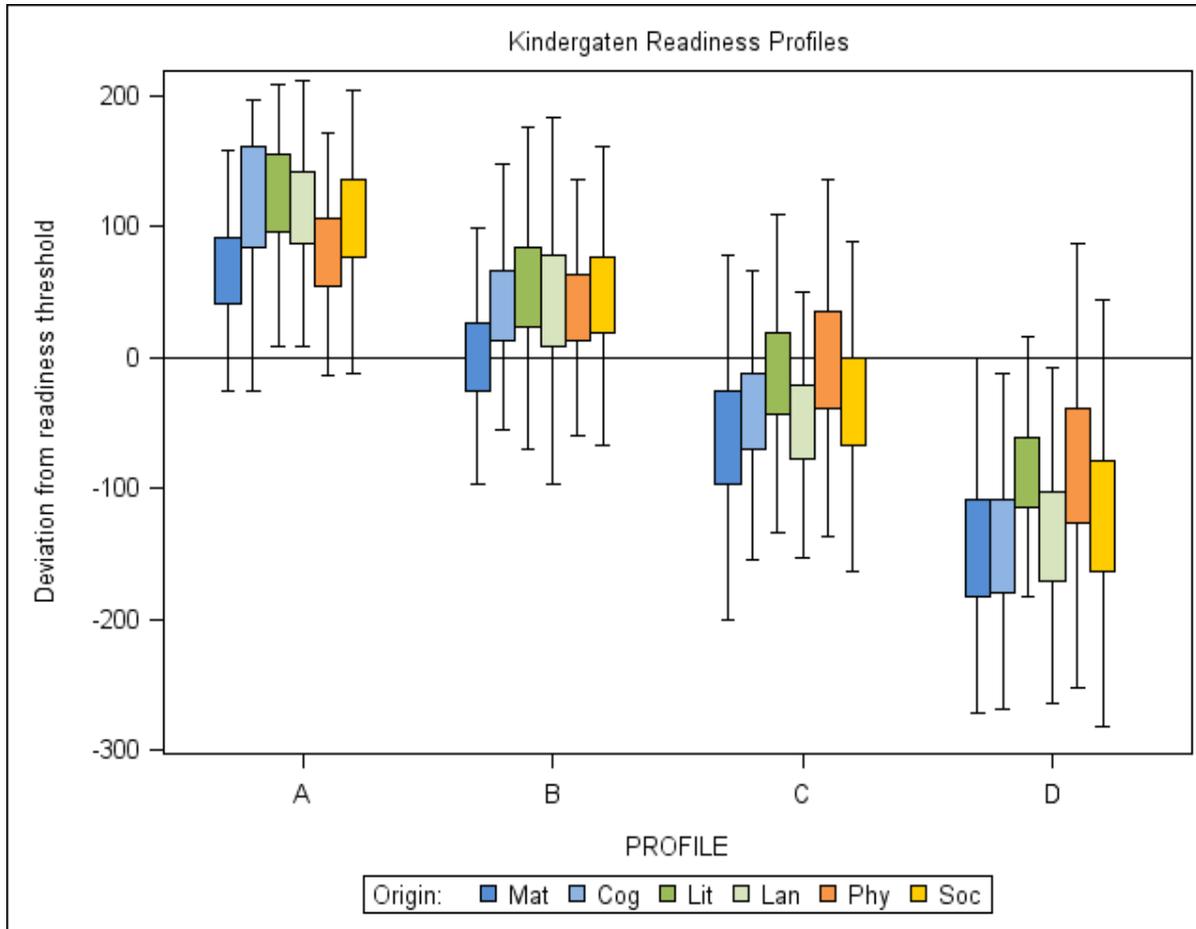
Bilingual Flag



Source: WaKIDS and CEDARS data, 3SI analysis

# Kindergarten Readiness Profiles

- Four profiles emerged based on similar patterns of scores across domains



- Profile A – average scores are consistently high across domains
- Profile B – average scores above cut scores across domains although about 50% are below in math
- Profile C – average scores are at or somewhat below cut scores in all domains
- Profile D – average scores are consistently and materially lower across domains
- Some students in Profile B and C may be kindergarten ready, but they are more similar to the other students in their respective profile groups than students in Profile A

Note: 3SI prepared this strategy analysis for discussion purposes only, it is not intended to be exhaustive  
Source: WaKIDS and CEDARS data, 3SI analysis

# Kindergarten Readiness Profiles

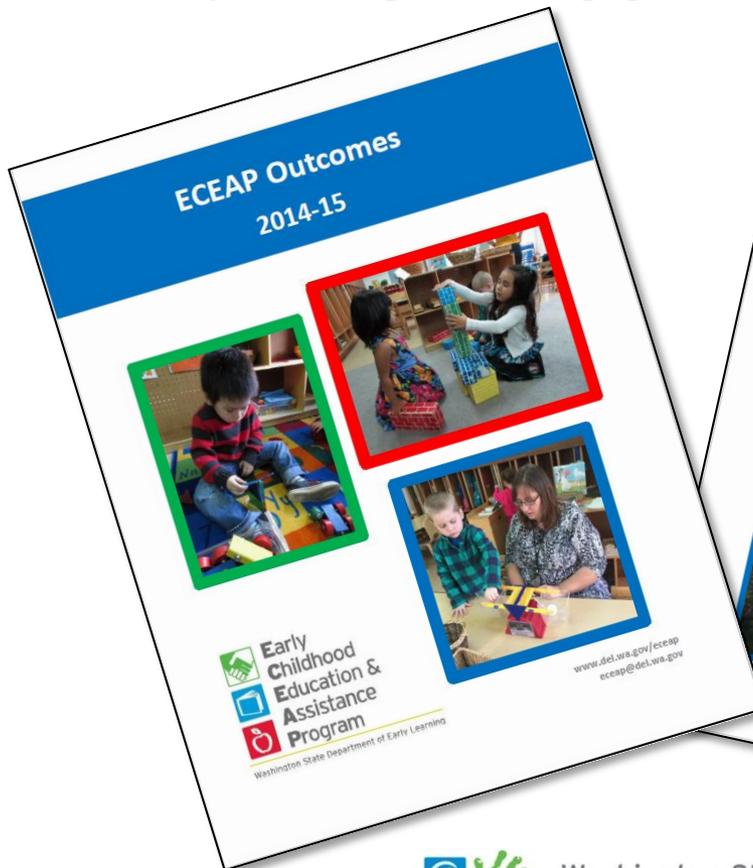
△ Profiles can be described by the potential intervention strategy

Potential Profile	Description	% of Students
A: No additional intervention	<ul style="list-style-type: none"><li>• Sustain student success through existing high-quality supports</li></ul>	23%
B: Targeted Math Intervention	<ul style="list-style-type: none"><li>• Targeted math intervention with general support for the other 5 domains</li><li>• Improving proficiency in math will push this large group toward readiness</li></ul>	55%
C: Focused Intervention	<ul style="list-style-type: none"><li>• Focus intervention on math and language as well as minimal targeted support for the other domains</li></ul>	19%
D: Intensive Intervention	<ul style="list-style-type: none"><li>• Broad based intensive intervention required but targeted at this small group</li></ul>	3%

Note: 3SI prepared this strategy analysis for discussion purposes only, it is not intended to be exhaustive  
Source: WaKIDS and CEDARS data, 3SI analysis

# Good News

- Recent ECEAP report shows promising results for children
- This program is one important tool to get us closer to accomplishing our big goal



# ECEAP Success

- ☐ We have work to do in math, but ECEAP is good for kindergarten readiness. Two years is better than one...

## Percentages Ready for Kindergarten Entry

	ECEAP Pre-K (4-year-olds)			WaKIDS	
	Fall 2014 (November) n=5,202	4's Spring 2015 (April-May) n=5,201	Spring 2015, after two years of ECEAP n=129	Fall 2015 Low Income only n=23,793	Fall 2015 All WaKIDS n=41,755
<b>Social-Emotional</b>	38.8%	92.1%	96.8%	68.1%	73.2%
<b>Physical</b>	42.1%	93.1%	98.5%	73.4%	77.3%
<b>Language</b>	41.8%	88.4%	96.2%	72.3%	78.9%
<b>Cognitive</b>	35.3%	92.7%	97.7%	57.4%	74.6%
<b>Literacy</b>	30.1%	88.0%	96.1%	73.2%	80.9%
<b>Mathematics</b>	8.8%	65.1%	79.7%	49.4%	60.8%



# Expanding ECEAP to More Children

- 🕒 Scale up:
  - 🕒 Scaling up the system to add 7,377 new slots by 2020
  - 🕒 Target high need communities
  - 🕒 Estimated 370 new classrooms
  - 🕒 Estimated 60-90 new centers
- 🏢 Facilities challenge:
  - 🏢 Competing with K-12 expansion
  - 🏢 Class size reduction and all-day-K push out early learning
- 🏠 Workforce development

# Questions?