



Washington State Department of
Early Learning

Crib to Classroom Annual Conference:
Early Learning: The Tapestry Weavers

“The Pattern”



Kids' Potential, Our Purpose

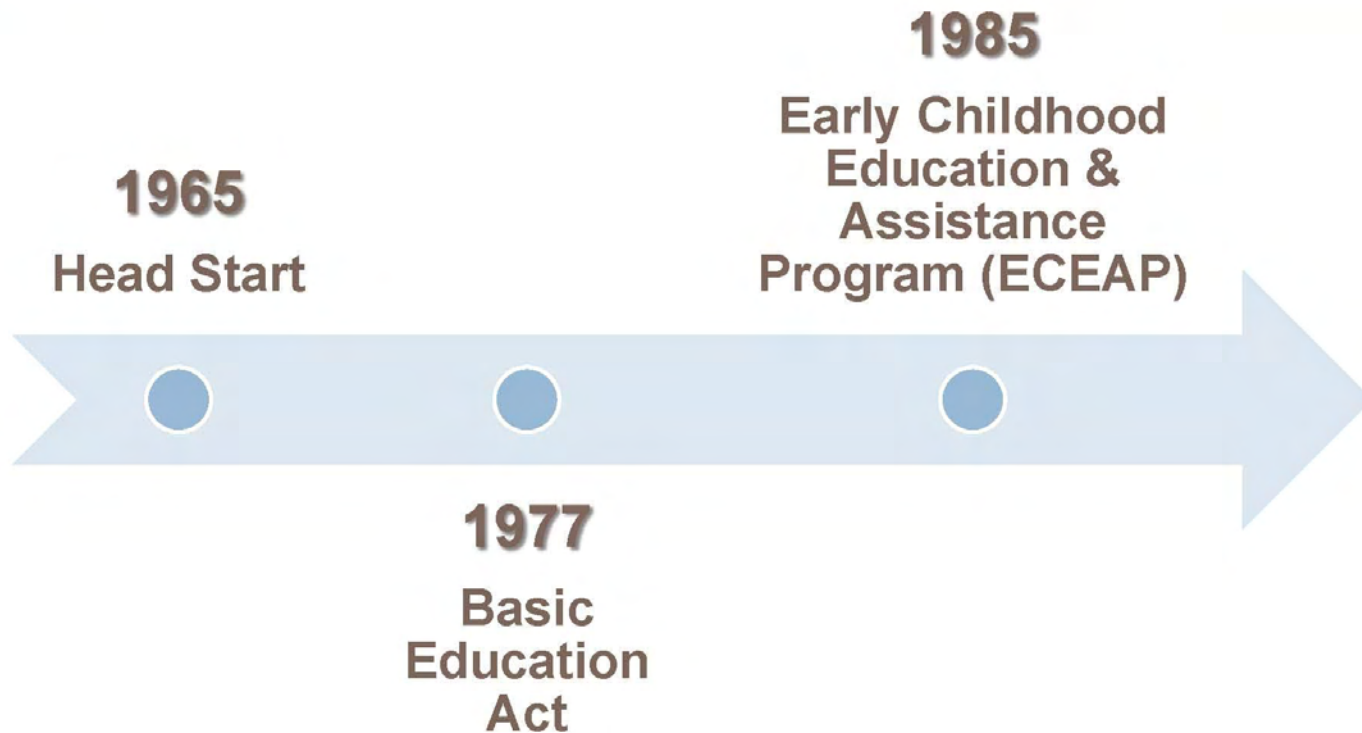
Dr. Bette Hyde
Director

February 5, 2011

- ❑ About DEL
- ❑ About the importance of early learning
- ❑ About getting results
- ❑ About the next steps



EARLY LEARNING TIMELINE



EARLY LEARNING TIMELINE

2005
Washington
Learns

2007
Early Learning
Advisory Council
Quality Rating &
Improvement System
(QRIS)
All-day Kindergarten

2006
Department of Early
Learning
Thrive by Five WA





What we are
doing to support
school-ready
children!

Child care
licensing

Subsidies

Seeds to
Success
(QRIS)

Parent
support
and
information

Early
Learning
Plan

WaKIDS

Early
intervention
(Birth to 3)

Head Start
State
Collaboration
Office

Professional
development

Benchmarks

Infant/toddler
system

ECEAP

Home
visiting

Early Learning Partnership Joint Resolution



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





Washington State Department of
Early Learning

Dec. 1 to June 18
2nd PUBLIC INPUT PERIOD

Statewide community outreach, review and comment on Draft EL Plan.

Oct. 26-Nov. 11
1st PUBLIC INPUT PERIOD

Feedback on Draft EL Plan's Outcomes and Strategies.

Late-October
Draft EL Plan strategies and outcomes posted online

Dec. 1
Draft EL Plan, recommendations to the Governor.
Draft EL Plan posted online.

December through spring 2010
Legislature in session – Jan. to March
Work continues on finalizing Early Learning Plan.

June to September 2010
Early Learning Plan finalized.
Implementation Begins.

Moving forward!
Continued monitoring of plan to ensure it meets the needs of our state in supporting school readiness and success.

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 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
- ❑ 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 2008, 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)



The 'Pre-K 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)



- ❑ 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)

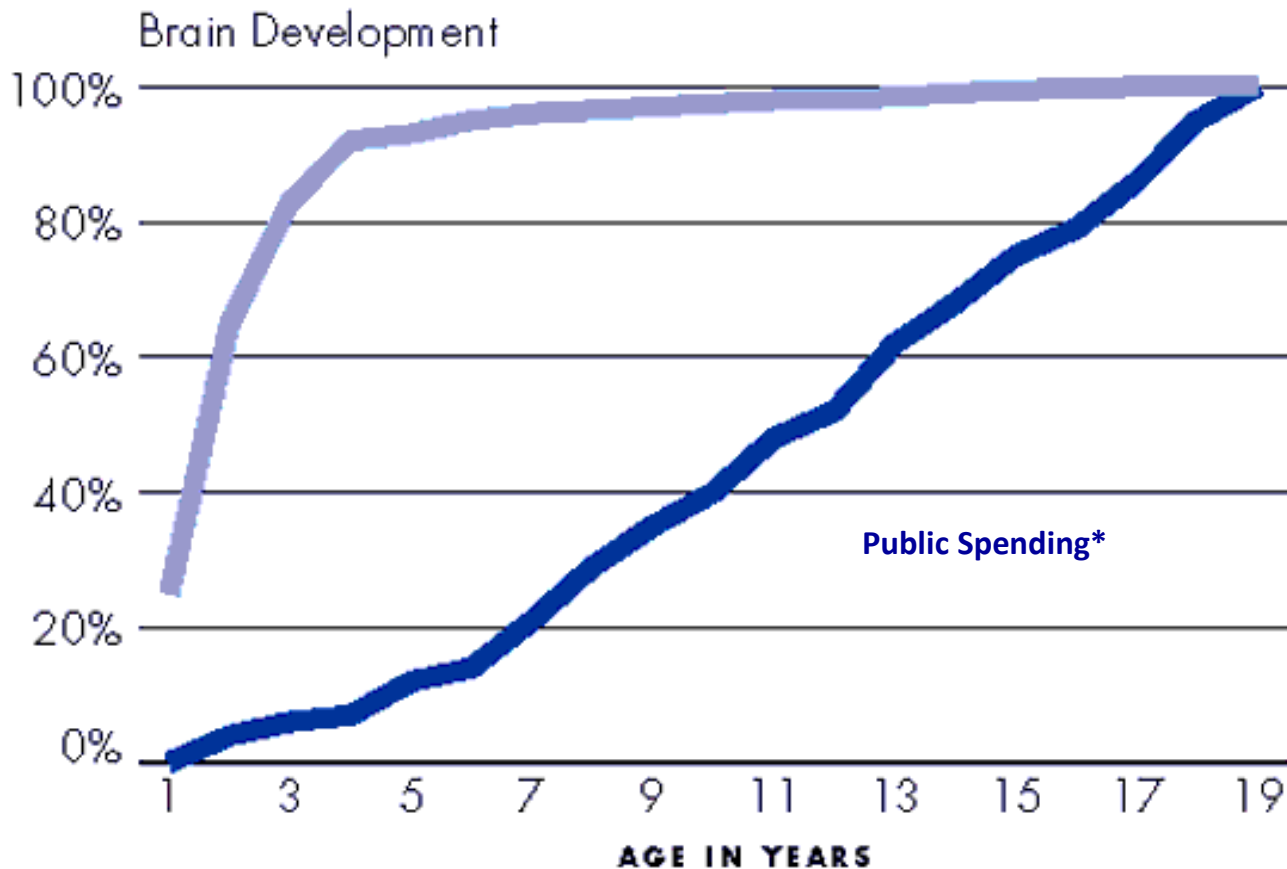


Early learning is important because...

- ❑ 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!



Public Spending & Brain Research: The Disconnect



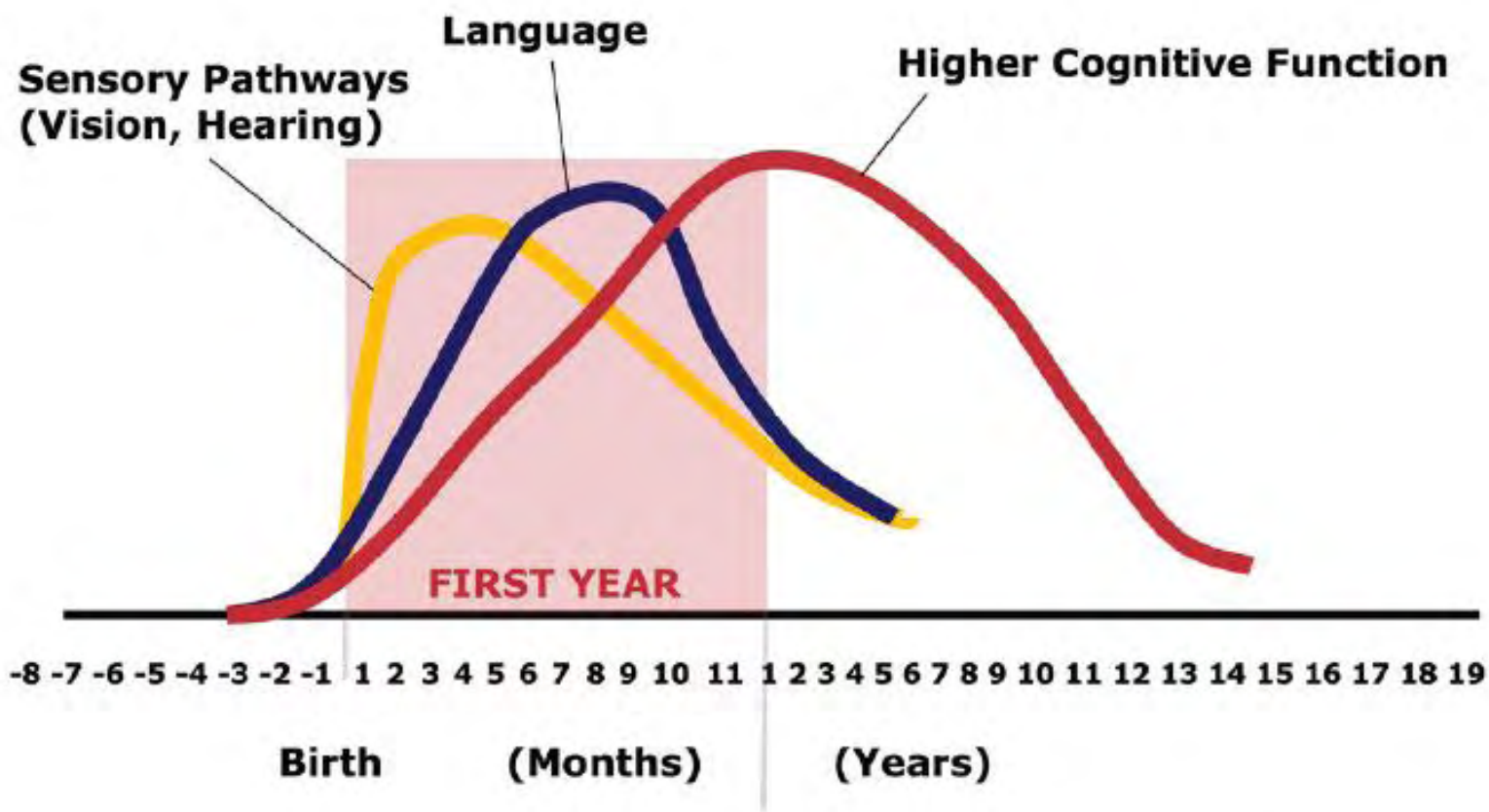
* Portion of total public investment in children being spent during indicated year in children's lives.





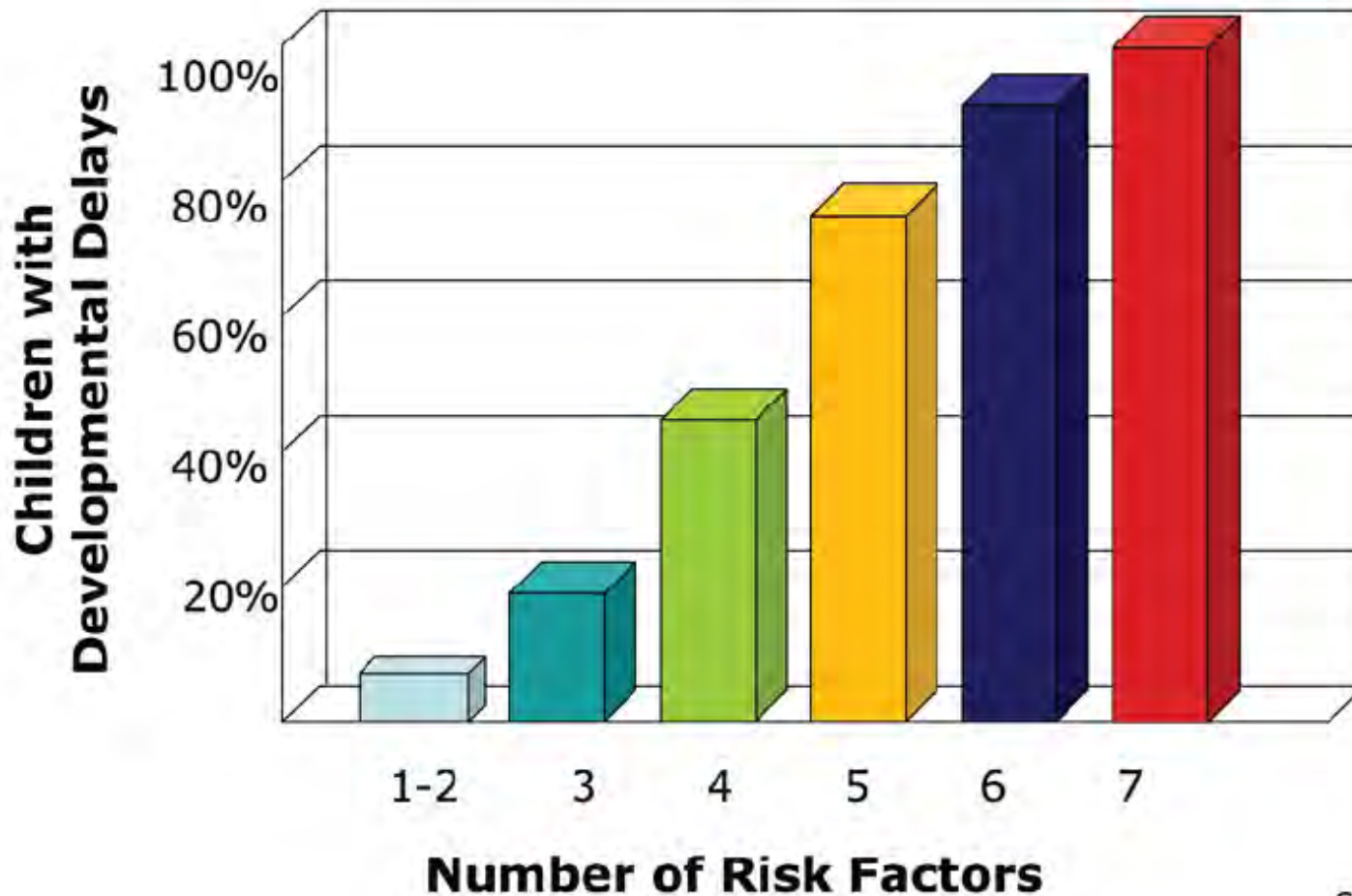
Human Brain Development

Neural Connections for Different Functions Develop Sequentially



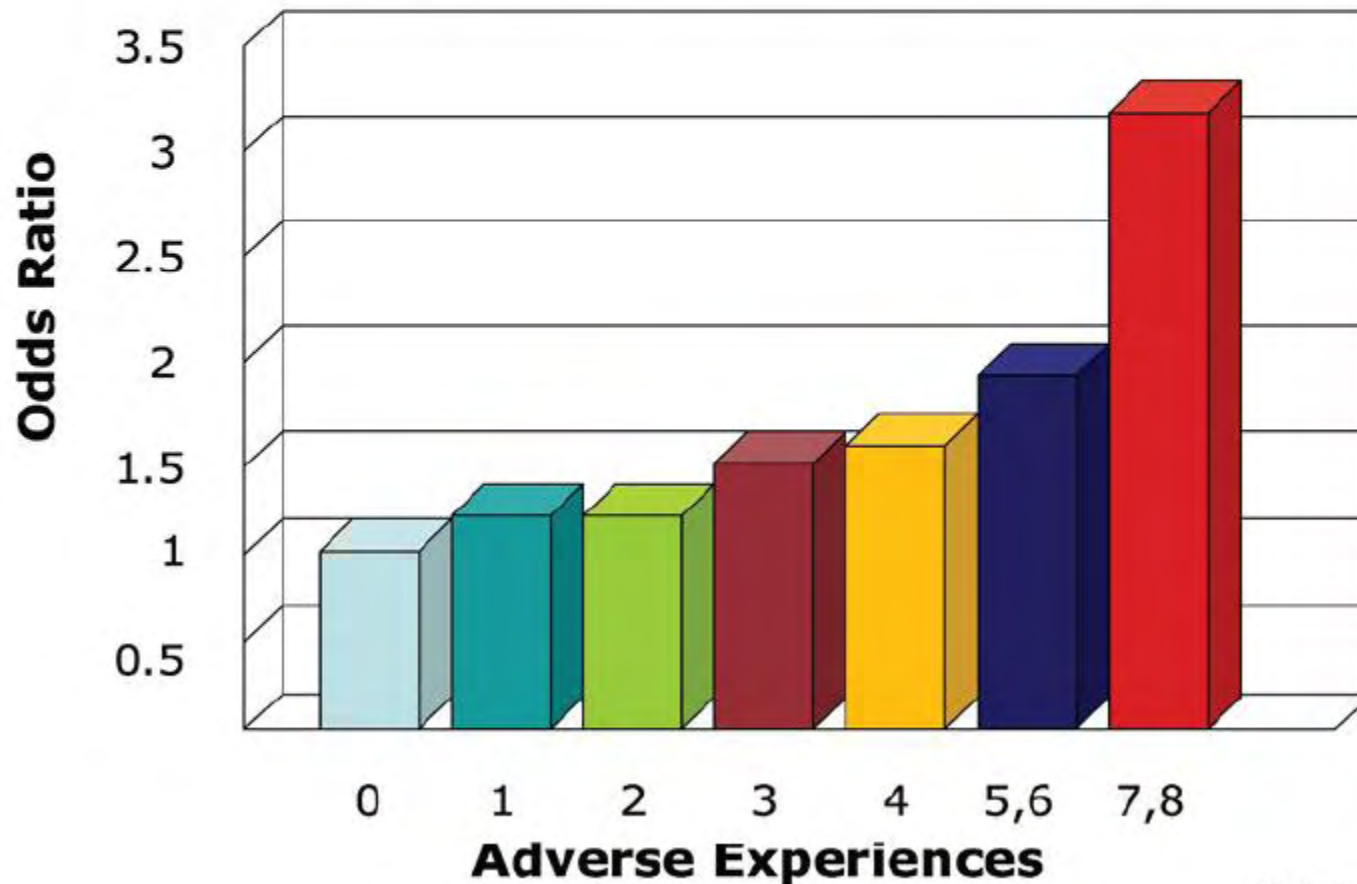


Significant Adversity Impairs Development in the First Three Years





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.

About Getting Results – Lessons Learned

- ❑ Importance of building relationships
 - △ Partnerships must be ongoing and nurtured
 - △ Relationships must be respectful/reciprocal
 - △ Shared common language among all partners
 - △ Building schools that are family-friendly AND community and preschool friendly
 - △ Families AND community preschools that are school-friendly
 - △ Respectful review of data



About Getting Results – Lessons Learned

▣ Importance of being structured and intentional

- ▣ Research-driven, consistent curriculum
- ▣ Ongoing staff development (e.g., learning walks, teacher on special assignment)
- ▣ Providing an assessment loop so preschools/teachers get feedback (“endorsement” posted)
- ▣ Providing pre-k primary/focus
- ▣ P-3 alignment
- ▣ Walk to Read (flexible groupings)
- ▣ Revise and adjust
- ▣ Looking at fade out
- ▣ Accelerating the learning (“Pass the Baton”)



About Getting Results — Lessons Learned

- ❑ Importance of continuity
 - △ Must be a P-3 focus and commitment
 - △ Not preschool or all day kindergarten – “both/and”
 - △ Damaging data regarding “fade out” effects confronted
 - △ Weight-loss analogy/depends on what you measure



About Getting Results - P-3 Partnerships

▣ Assumptions:

- ▣ Partnerships are true partnerships when they are reciprocal/balanced
- ▣ There are many underused/unused partners in every community — seek them out and remember to be their “partner”



P-3 Partners—Potential/Actual Partners

- ❑ School board/school district central administration
- ❑ Board/governance of preschools
- ❑ Volunteers
 - △ AmeriCorps
 - △ Local dignitaries (mayor, minister, symphony conductor)
- ❑ Community colleges/universities
 - △ Joint grant efforts
 - △ Internship placements
 - △ Nursing partnerships
 - △ Early childhood/student teaching partnerships
- ❑ Health/mental health professionals
 - △ Co-locate service providers in schools
 - △ Joint fund staff/grants
 - △ School-linked classes
 - △ On-site immunizations



P-3 Partners—Potential/Actual Partners (cont'd)

▣ Businesses and service organizations

- ▣ Donated materials/3rd grade dictionaries
- ▣ Tutors/mentors
- ▣ Food
- ▣ Scholarships

▣ Private donors/foundations

- ▣ Retired teachers
- ▣ “If you build it, they will come”

▣ Military

- ▣ Ships adopt a school
- ▣ Mentors/tutors
- ▣ PSNS tutor partnership
- ▣ Computers/technology

▣ Native American Tribes

- ▣ Elders-public relations
- ▣ Mentors/tutors
- ▣ Social services providers
- ▣ First Nations grants
- ▣ Casino grants

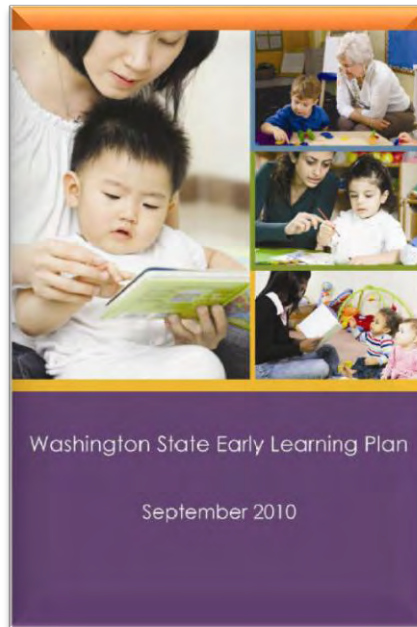
▣ Chambers of commerce

▣ Media

- ▣ “Feed the press”
- ▣ Assign as someone’s job
- ▣ Create your talking points
- ▣ Use your own website, publications
- ▣ “Did you know?”



The Early Learning Plan: Building an early learning system



www.del.wa.gov/plan

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



First-year priorities (2011)

Lead Partner: Thrive

- #5 Make home visiting available to at-risk families
- #16 Ensure social-emotional learning—parents, caregivers, early learning professionals
- #24 Implement quality rating and improvement system
- #10 Increase early literacy (co-lead with OSPI)

First-year priorities (2011)

Lead Partner: OSPI

#29 Implement phased-in full-day kindergarten

#10 Increase early literacy (co-lead with Thrive)

First-year priorities (2011)

Lead Partner: DEL

#28 Implement kindergarten readiness assessment (WaKIDS)

#12 Expand and enhance ECEAP

#31 Revise and promote use of *Early Learning and Development Benchmarks*

#34 Build statewide infrastructure for partnerships and mobilization

#36 Expand P-20 longitudinal data system

In conclusion

- ☐ This is the good work
- ☐ Needed now, more than ever
- ☐ We have a plan, and funding for most of it
- ☐ We need you to make the plan live



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Early Learning



WE NEED YOU