



Washington Preschool Program: Increasing Access and Outcomes for Children

Early Learning Technical Workgroup
Final Recommendations
Update to ELAC

December 12, 2011

SSB 6759 Requirements

- Develop a plan for a voluntary program of early learning
- Examine opportunities and barriers of at least two options:
 - Under the program of basic education; and
 - As an entitlement executed by statute or constitutional amendment.



Technical Workgroup Membership

- Workgroup includes representatives from:
 - Legislators, OSPI, DEL, Thrive by Five Washington, the Office of Attorney General and the Early Learning Advisory Council
 - AWSP, private schools, early learning providers and experts

Need For a Solution

- By 2018, 67% of jobs in Washington State will require a college degree or credential.
- Only 31% of 2004 high school graduates have graduated from a two or four year college as of September 2010.
- Without skills and focus, our high school graduates will not be able to survive in the new economy.
- Achieving our educational goals requires a clear strategy to prioritize and protect investments in proven programs, like high-quality preschool.



Need to Start Earlier



High Quality Preschool...

- ▣ Prepares children for school success
- ▣ Is a proven effective investment
- ▣ Allows K-12 education funds to be used more effectively

Considerations and Findings

□ Workgroup Aims

- Improve educational attainment for children
- Provide balanced, prudent recommendations

□ Preschool Findings

- Two years of preschool produces far greater gains than one year (New Jersey, APPLES Blossom, 2009)
- Children of all incomes and abilities benefit (Oklahoma, Cognitive Effects of Universal PreK, 2005)
- Washington ranks 31st of all states in access to preschool for 4 year olds (16th for 3 year olds)
(State of Preschool 2010, NIEER)

High-Quality Preschool

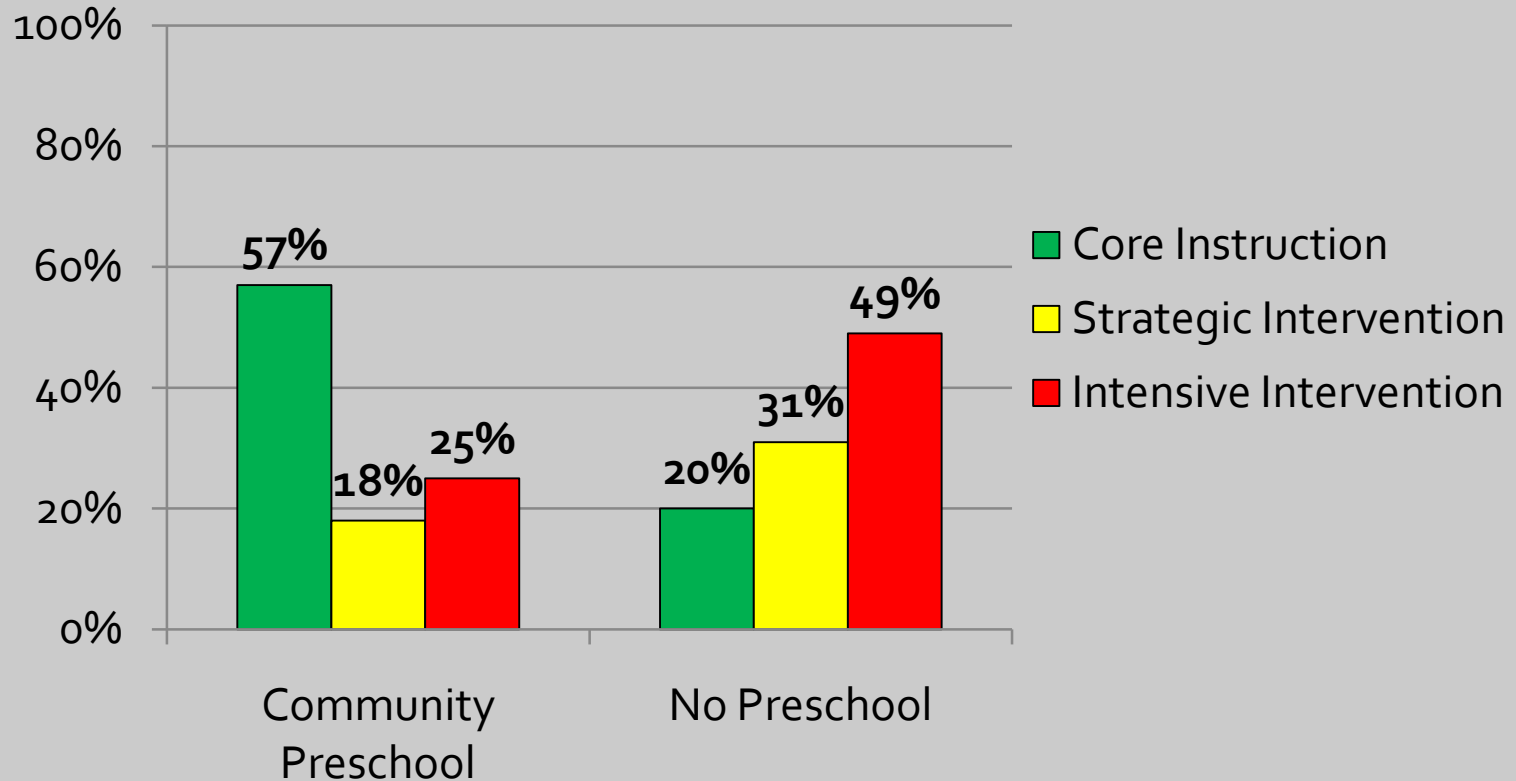


Results from Other States:

- ❑ Improved high-school graduation rates
 - *Perry Preschool: increased high school graduation from 54 to 74%*
- ❑ Reduced grade level retention
 - *New Jersey: Cut retention in half for children with two years of preschool*
- ❑ Reduced need for special education
 - *Pennsylvania: Reduced special education rates from 18% to 2.45%*

Washington Experience: Longview

Fall 2011 DIBELS Results
Percentage of children needing intervention



Desired & Anticipated Outcomes



1. Increased kindergarten readiness
2. Increased proportion of children in all population groups performing at or above grade-level by third grade
3. Reduced grade level retention
4. Reduced need for special education
5. Fewer high school dropouts
6. More successful adults

Access Recommendations

	Current ECEAP	Preschool Recommendation	Difference
Eligible Children	Low-income 4 year-olds & some 3 year-olds in families up to 110% of FPL or with developmental risks	Voluntary for all 3 & 4 year-olds with graduated co-pays for families starting at 250% FPL	Voluntary for <i>all</i> 3 & 4 year-olds
Transportation	Allowed expense, not required	Limited transportation funds. Allowed expense, not required	Limited transportation funding

Program Standards Recommendations

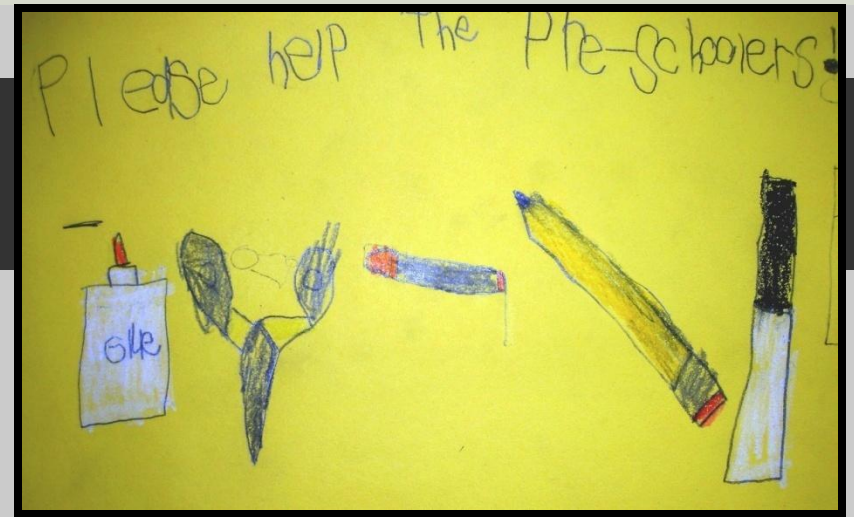
	Current ECEAP	Preschool Recommendation	Difference
Classroom Hours	320 hours per year, minimum.	450 preschool classroom hours per year, minimum	40% more classroom hours
Teacher Qualifications (minimum)	Lead teachers: AA / 30 credits in early childhood education	Lead Teacher: BA Degree in Early Childhood or related field, <i>or</i> BA & demonstrated competence	<ul style="list-style-type: none"> • BA Degree- ECE /related field, <i>or</i> • BA degree & demonstrated competence
Teacher/Child Ratio & Class size	<ul style="list-style-type: none"> • 1:9 or better • Max class size: 20 	<ul style="list-style-type: none"> • Minimum of 1:9, plus, additional staff for high risk children • Max. Class size: 18 	<ul style="list-style-type: none"> • Added staff for high risk children (RTI) • Smaller class size
Professional Development	15 hours per year	100 approved hours of continuing education every five years	More intentional, more intense
Health & Family Support	Required health screenings & follow-up. Required family support activities	Initial screening. Tiered child health/family support based on need	Services based on child and family needs (RTI)

Performance Goals and Accountability



1. **Evaluation of preschool classroom quality and child outcomes** to inform implementation and provide accountability
2. **Child outcome/performance goals** for expected preschool and elementary results:
 - ↑ Children with appropriate age-level skills (preschool assessments linked to Wa-KIDS and evaluation)
 - ↑ Kindergarten readiness- (Wa-KIDS at kindergarten entry)
 - ↑ Students at, or above, grade-level by end of third grade (elementary school assessments)
 - ↓ Reduced grade level retention and special education by end of third grade (P-20 Database)

Evaluation Questions



Differences in Outcomes

1. For Washington Preschool, ECEAP, and no preschool compare:
 - Outcomes at kindergarten and the end of 3rd grade
 - Need for grade-level retention and special education
 - Need for transitional bilingual education
2. Compare outcomes of two years vs. one year of preschool
3. Compare differences in performance and achievement of children with preschool *and* full-day K compared to peers with just one

Governance Recommendation



The Department of Early Learning should manage the new preschool program, *and:*

- ❑ Work with OSPI to promote preschool to 3rd grade (P-3) educational alignment
- ❑ Request a subcommittee of the Early Learning Advisory Council (ELAC) with appropriate expertise be established to guide development of the new program

Basic Education vs. Entitlement

- Basic Education offers the most protection of funding.
- Associated governance requirements and political challenges would put the focus on legal issues and politics rather than on the impact of preschool.
- For this reason, at this time, the Workgroup recommends that Washington Preschool become a statutory entitlement consistent with SHB2731. When full implementation is achieved, any eligible child shall be entitled to be enrolled in the program.

Recommended Implementation Timeline



- Link to the implementation of full-day kindergarten
- Plan full implementation by SY2024-25

Phase-In Strategy



Fiscal Year	Steps
2012-13 Planning	<ul style="list-style-type: none">□ Develop program standards, plan evaluation, Conduct competitive RFP (start first in Full Day-K elementary school attendance areas underserved by Head Start or ECEAP)
2013-14 Preparation & Enrollment	<ul style="list-style-type: none">□ Prepare new classrooms, train staff and teachers,□ Enroll children for the 2014-15 school year
2014-15 Phase I	<ul style="list-style-type: none">□ Begin preschool program/evaluation with 936 children in 10-15 sites across the state

The Ask

- FY 2012-13: \$118,267
 - 1 DEL FTE, facilities survey

- FY 2013-14: \$948,267
 - 1 DEL FTE, Preschool contractor pre-program development and training, facilities/classroom preparation, enrollment

- FY 2014-15: \$5,026,083
 - Preschool and evaluation begins for 936 children at 10-15 sites across Washington



ELAC's role

- SB 6759: The Quality Education Council “shall submit a report to the Legislature by January 1, 2012, detailing its recommendations for a comprehensive plan for a voluntary program of early learning. Before submitting the report, the council shall seek input from the Early Learning Advisory Council.”
- QEC meets on Dec. 19 to decide next steps

Options for ELAC

- Recommend to Quality Education Council that they:
 - Recommend the full workgroup recommendations to the Legislature
 - Recommend the work group recommendations with some changes
 - Take no action at this time to recommend that the Legislature adopt a new preschool program