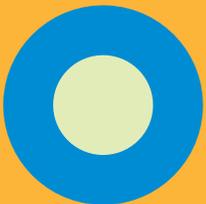




Department of Early Learning

# Strategic Plan 2015-18



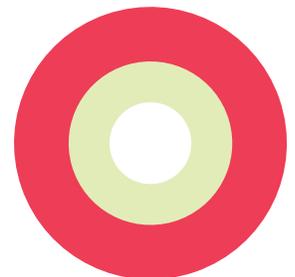
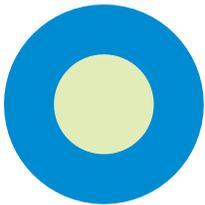
September 2014



Washington State Department of  
**Early Learning**

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This plan is available online at [www.del.wa.gov](http://www.del.wa.gov)

# INTRODUCTION

The Washington State Department of Early Learning (DEL) was created in 2006 to help ensure all children in Washington reach their potential. We are dedicated to working with partners to build a world-class early learning system in which children and families have access to programs, support and resources they need.

Our state's quality of life and economy depends upon children who grow up healthy, confident and capable. DEL is committed to:

- ⦿ Helping ensure licensed child care and state-funded preschool programs are safe, healthy and high quality.
- ⦿ Providing Washington families a voice in shaping state-level programs and policies.
- ⦿ Offering high-quality professional development to both our own employees and early learning professionals so that they understand the fundamentals of early childhood development and their important role in the work.
- ⦿ Seeking ongoing support and funding for early learning programs that offer children the best chance of starting school ready to succeed.

DEL strives to use public resources efficiently and effectively to build this system. We depend on partners to help deliver services and leverage funding in communities around the state. Kids' potential is our purpose!

## OUR MISSION:

DEL offers voluntary, comprehensive, high-quality early learning programs and support to families and early learning professionals.

## OUR VISION:

Children in Washington start kindergarten healthy, capable, and confident in their ability to learn and succeed.

## OUR GUIDING PRINCIPLES

- ⦿ Use the science of early childhood development to inform policy and practice.
- ⦿ Focus on the most vulnerable children to help close the opportunity gap.
- ⦿ Value our employees, our partners and early learning professionals as integral parts of building a world-class early learning system.
- ⦿ Because parents are their children's first and most important teachers, children are best supported in the context of their families.

# AGENCY OVERVIEW

The Department of Early Learning is responsible for offering programs and services that support healthy child development and school readiness for the approximately 90,000 children born in Washington each year. Many of our programs and services are for children who may be at risk of starting kindergarten not ready to succeed. We are guided by Washington's 10-year Early Learning Plan. Our work includes:

**Helping ensure high-quality, safe and healthy learning environments.** Our child care licensors monitor about **6,000 licensed center and family home child care programs** for safety and health. Through **Early Achievers, Washington's quality rating and improvement system**, we work to improve quality beyond basic health and safety in child care *and* state-funded preschool, focusing on teacher-child interactions and supportive environments.

**Offering comprehensive preschool education to vulnerable children.** We fund preschool for 3- and 4-year-old children from low-income families, who are involved in child welfare services or who qualify for special education. **The Early Childhood Education and Assistance Program (ECEAP)** offers classroom learning, as well as family support, and health and nutrition resources.

**Providing family support and information.** DEL partners with Thrive by Five Washington to provide **home visiting** that helps families support healthy child development, strengthen the parent child relationship, and promote early learning. Through our **Strengthening Families Washington initiative**, we provide community grants and public awareness to prevent abuse and neglect. And through our **Medicaid Treatment Child Care program**, we offer therapeutic child care and treatment to children who are exposed to substantial environmental, familial, and biological risk factors that can impact their social development, behavior and overall mental health. We also set policy for the **Working Connections Child Care, Seasonal and Homeless subsidy programs**, helping ensure low-income children are in safe places while their parents work or look for work.

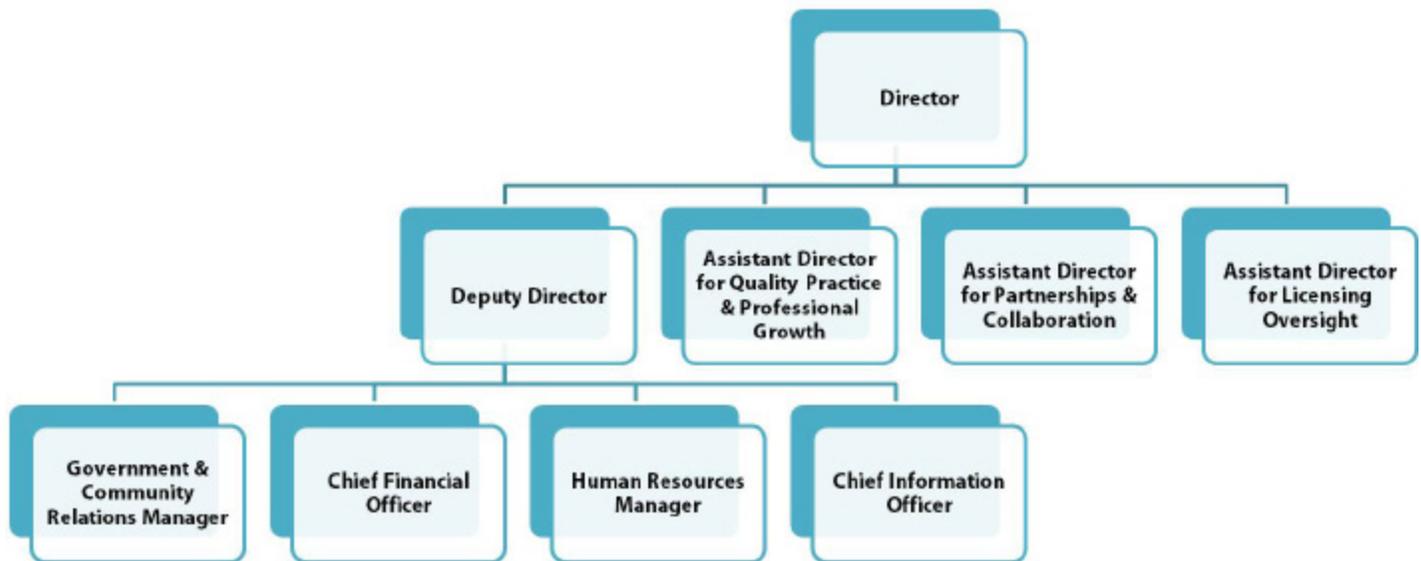
**Overseeing services for infants and toddlers with disabilities or developmental delays.** Our **Early Support for Infants and Toddlers program (ESIT)** serves about 5,600 children ages birth to 3 at any given time.

**Supporting early learning professionals.** We offer **training, scholarships and a professional development registry** to ensure higher quality care for and interactions with children in child care and state-funded preschool programs.

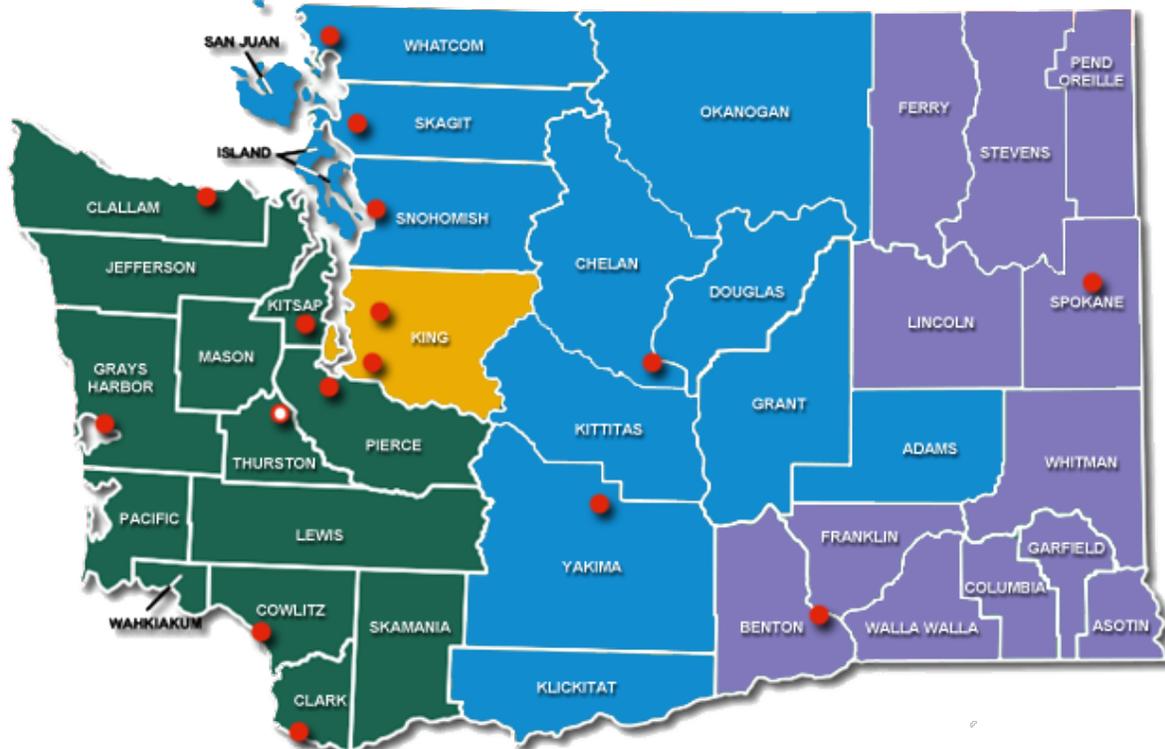
DEL seeks advice from our **Early Learning Advisory Council**, which includes early learning coalition representatives, parents, state agencies, child care providers, legislators, tribal representatives and special education experts.

DEL's approximately 250 employees work at the state office in Olympia or in 16 field offices around the state. The current biennial budget is approximately \$482 million in state, federal and private funding.

# AGENCY ORGANIZATION



## DEL regions and offices



Northwest Southwest North Central Eastern

# GOALS, OBJECTIVES AND ACTIVITIES

## Goal 1

**Provide voluntary, high-quality early learning opportunities for children and families in Washington**

## Goal 2

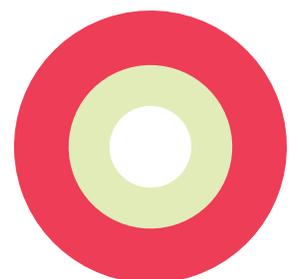
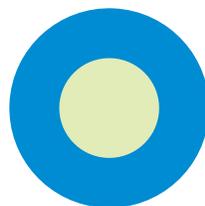
**Support all early learning professionals with research-based professional development and resources to ensure high-quality early learning opportunities**

## Goal 3

**Build public awareness of and support for high-quality early learning opportunities**

## Goal 4

**Promote system excellence by ensuring DEL is well-managed and supportive of its employees**



# Goal 1: Provide voluntary, high-quality early learning opportunities for children and families in Washington

## Why is this goal important?

The brain is built and sculpted during the first five years of life. Every interaction is a brain-building moment for children from birth. The first five years are also the time to build the foundation of whole-child development that will help children's brains flourish and thrive in healthy bodies, nurtured in safe and stable relationships by their families, and supported in safe and welcoming environments by communities.

Our state is focused on offering voluntary, high-quality information, programs, services and supports tailored to what children and families need at any stage: home visiting, developmental screening, early intervention for infants and toddlers with disabilities and developmental delays, child care, preschool, and transition to K-12.

Also, DEL licenses child centers, family homes and school-age care, and establishes expectations for supporting both families and providers through child care subsidies for families in need.

Longitudinal research is clear that high-quality early learning opportunities help prepare children for success in school, and have **long-term positive benefits** for children and families, including:

- ⦿ Increased reading and math skills
- ⦿ Improved social competence
- ⦿ Staying in school – Increased high school graduation rates
- ⦿ Higher college attendance
- ⦿ More full-time employment in adulthood
- ⦿ Better health outcomes in childhood, adolescence, and adulthood.

Several prominent economists maintain that early learning is the best return on public investment, with at least \$3 returned for every \$1 invested. It makes good sense to invest only in high-quality information, programs, services and supports that are comprehensive, and built on what we know works.



# Goal 1: Provide voluntary, high-quality early learning opportunities for children and families in Washington

| Objective                                                                                                                                                                                   | Key activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Objective 1.1</p> <p>Align early learning programs under one quality framework, so that we use a common definition of quality across program settings and maximize system efficiency</p> | <ul style="list-style-type: none"> <li>⦿ Align licensed child care and state-funded preschool standards under the framework of Early Achievers, our state’s quality rating and improvement system</li> <li>⦿ Ensure that health and safety is the foundation of quality initiatives across programs</li> <li>⦿ Cross-train child care licensors and ECEAP specialists on evaluation and monitoring program sites resulting in a seamless system without duplication of effort for programs</li> <li>⦿ Use “one science” of early learning to guide work: use what we know about how a brain is built, how toxic stress affects growing children, and the importance of positive adult-child interactions, and strong relationships to inform policy and practice and set the stage for a positive life trajectory for the children we serve and the families in which they grow</li> <li>⦿ Layer funding sources to maximize funding and serve more children and families</li> <li>⦿ Implement tiered child care subsidy reimbursement to reward and support providers in reaching higher levels of quality over time</li> <li>⦿ Engage families, partners and communities in the development of the quality framework to ensure that programs reflect the diverse needs and situations of Washington children and families</li> </ul> |
| <p>Objective 1.2</p> <p>Continue expanding state-funded preschool to reach all eligible children when the program becomes a statutory entitlement (school year 2018-19)</p>                 | <ul style="list-style-type: none"> <li>⦿ Seek funding for additional enrollment slots each school year to build toward statutory preschool entitlement</li> <li>⦿ Continue focus on braided funding to offer full school day (5.5 to 6.5 hours) or extended day (10 hours or more) programming for children</li> <li>⦿ Ensure expansion aligns with the research on effective preschool programs that link to child outcomes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Objective 1.3</p> <p>Support healthy development in strong families through DEL programs and policies</p>                                                                                | <ul style="list-style-type: none"> <li>⦿ Devise strategies to diversify and bring additional revenue for home visiting, Medicaid Treatment Child Care, Early Support for Infants and Toddlers, Strengthening Families Washington</li> <li>⦿ Collaborate with state agencies and other partners to implement universal development screening , so that more families are referred for services as soon as possible</li> <li>⦿ Connect families with evidence-based parenting programs through Early Achievers</li> <li>⦿ Connect families to local comprehensive services such as mental health services and family support through shared service alliances</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

# Goal 1: Provide voluntary, high-quality early learning opportunities for children and families in Washington

| Objective                                                                                                                                                | Key activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Objective 1.4</p> <p>Build strong pre-K through third-grade instructional alignment to build on development gains made in early learning programs</p> | <ul style="list-style-type: none"> <li>⊙ Continue using Washington Kindergarten Inventory of Developing Skills (WaKIDS) results to inform early learning policy and practice</li> <li>⊙ Develop and maintain K-3 assessment alignment with WaKIDS in partnership with OSPI</li> <li>⊙ Promote coordinated curriculum aligned with Common Core and whole child development</li> <li>⊙ Implement joint professional development opportunities for early learning providers and K-3 teachers on topics such as observational assessment, STEM, brain science and using data to guide instruction</li> </ul> |
| <p>Objective 1.5</p> <p>Maintain high standards in licensed child care, because health and safety are the foundation of quality</p>                      | <ul style="list-style-type: none"> <li>⊙ Establish licensing as the foundation of the quality framework</li> <li>⊙ Ensure child care licensors are trained and equipped to monitor all child care facilities on time</li> <li>⊙ Train child care licensors to offer excellent customer service</li> <li>⊙ Ensure child care licensing staff are trained to support providers in meeting basic safety and health requirements and support providers to begin steps to improve quality.</li> </ul>                                                                                                         |

## Goal 1 outcome measures:

- ⊙ Increase state-funded preschool enrollment slots from the 2013 baseline of 8,391 slots to 22,807 slots by 2018-19 school year-to serve 100% of eligible children whose families choose to enroll (**Results Washington Goal 1—World-Class Education: 1.1.a**)
- ⊙ Increase by 2% each year, 2012-13 through 2015, the percentage of children who demonstrate readiness skills for kindergarten in these areas: social-emotional, physical/health, language, cognitive, literacy, and math (**Results Washington Goal 1—World-Class Education: 2.1.a**)
- ⊙ Increase number of early learning providers who achieve level 3 or above in Early Achievers (voluntary quality rating and improvement system) from 2013 baseline of 253 programs to 1,471 programs by December 2018 (**Results Washington Goal 1—World-Class Education: 2.1.b**)
- ⊙ Increase the number of parents/families who have access to support through voluntary home visiting services by 10% from 2013 baseline by December 2015 (**Results Washington Goal 1—World-Class Education: 1.1.e**)
- ⊙ 100% of child care facilities are monitored on time (centers, family homes and school-age).
- ⊙ 100% of families eligible for 12 months of uninterrupted Working Connections Child Care subsidies receive that continuous care
- ⊙ 20% WCCC subsidies awarded as slots based on quality versus vouchers by 2015

## Goal 1: Provide voluntary, high-quality early learning opportunities for children and families in Washington

- ⦿ Increase from 50% to 75% number of subsidized children served in Early Achievers facilities who are in Level 3 or higher facilities by 2016

### Goal 1 alignment to Washington State Early Learning Plan:

- ⦿ Strategy #4: Build continuum of infants and toddlers services and programs
- ⦿ Strategy #5: Make home visiting available to at-risk families
- ⦿ Strategy #6: Ensure developmental screening
- ⦿ Strategy #7: Add at-risk children to early intervention services
- ⦿ Strategy #12: Expand and enhance ECEAP
- ⦿ Strategy #18: Support strong families policies and programs
- ⦿ Strategy #21: Create formal pathways for parent participation
- ⦿ Strategy #22: Enhance child care licensing policies
- ⦿ Strategy #27: Align prekindergarten and K-3 instructional & programmatic practices
- ⦿ Strategy #33: Improve child care subsidies

## Goal 2: Support all early learning professionals with research-based professional development and resources to ensure high-quality early learning opportunities

### Why is this goal important?

In Washington, at least half of young children spend some time with a caregiver other than their parents. Those who care for and teach young children are professionals, and need training and incentives that support them as professionals.

With emerging research about the powerful long-term impact of positive adult-child interactions and strong attachments, we strive to ensure professionals understand their role in helping get children ready to succeed and thrive in school and life and have the tools and support to offer high-quality programs.



## Goal 2: Support all early learning professionals with research-based professional development and resources to ensure high-quality early learning opportunities

| Objective                                                                                                                         | Key activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Objective 2.1</p> <p>Enhance access to high-quality professional development opportunities</p>                                 | <ul style="list-style-type: none"> <li>⦿ Improve the state professional development registry (MERIT) to promote a well-trained and better compensated workforce</li> <li>⦿ Develop relationship-based professional development competencies and a system to support coaching and technical assistance roles</li> <li>⦿ Expand on-site and virtual coaching and specialized consultation through Early Achievers to include infant-toddler consultation, preschool coaching and coaches with specialized knowledge on children with special needs</li> <li>⦿ Publish annual state work force data to inform policy and funding decisions at the state and local levels</li> <li>⦿ Align professional development offered to state preschool and child care providers to help ensure high quality across program settings</li> <li>⦿ Establish a state training and technical assistance framework through Early Achievers for ESIT, Home Visiting, MTCC, etc.</li> <li>⦿ Promote the Washington State Professional Pathways and access to higher education through scholarships</li> <li>⦿ Work in partnership with higher education to develop and implement new certificate and degree pathways that align with the early learning system and quality framework</li> <li>⦿ Establish a state training and technical assistance framework through Early Achievers for licensed child care, Head Start and state preschool programs</li> </ul> |
| <p>Objective 2.2</p> <p>Incorporate emerging brain relationship, and developmental science into state policies and procedures</p> | <ul style="list-style-type: none"> <li>⦿ Implement training on “executive function” to be available to all Early Achievers participants</li> <li>⦿ Train state employees across agencies working in child and family programs on executive function and the science of early learning</li> <li>⦿ Train all Early Achievers coaches and technical assistance specialists on “serve and return” concepts</li> <li>⦿ Embed science, technology, engineering, and math (STEM) concepts in professional development</li> <li>⦿ Train all staff and coaches on the Advancing Racial Equity theory of change for early learning and the National CLASS Standards</li> <li>⦿ Train all staff and coaches on identifying obstacles to learning, implementation science, and multi-tiered systems of support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Goal 2: Support all early learning professionals with research-based professional development and resources to ensure high-quality early learning opportunities

### Goal 2 outcome measures:

- ⊙ Increase the number of professionals completing the stackable certificates:
  - ✓ Initial certificate – increase 15%
  - ✓ Short-term certificate – increase 10%
  - ✓ State certificate – increase 10%
  - ✓ Increase the number of professionals completing an AA degree in ECE by 15%
  - ✓ Increase the number of professionals completing a BA degree in ECE by 20%
- ⊙ Increase the number of early learning providers who rate level 3 or above in Early Achievers (voluntary quality rating and improvement system) from 2013 baseline of 253 programs to 1,471 programs by December 2015 ([Results Washington Goal 1—World-Class Education: 2.1.b](#))

### Goal 2 alignment to Washington State Early Learning Plan:

- ⊙ Strategy #23: Implement comprehensive professional development and compensation system
- ⊙ Strategy #24: Implement a quality rating and improvement system



## Goal 3: Build public awareness of and support for high-quality early learning opportunities.

### Why is this goal important?

State and federal government plays an important role in funding and setting policy for early learning programs and services. However, communities and families should have a strong voice in how these programs and services are delivered:

- ⦿ Families should know and understand why high-quality matters and how to look for it.
- ⦿ Employers have a stake in ensuring that their staff have high-quality child care options while they work, and that their future work force gets a strong start in school and life.

| Objective                                                                                                                                                   | Key activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Objective 3.1</p> <p>Build family demand for high-quality early learning programs</p>                                                                    | <ul style="list-style-type: none"> <li>⦿ Launch Early Achievers awareness campaign (including other elements of early childhood development, including toxic stress, brain development, and an array of ECE offerings)</li> <li>⦿ Build capacity of regional early learning coalitions to use Early Achievers, and WaKIDS data to enhance local support</li> <li>⦿ Build a simplified parent portal to find high quality Early Achievers facilities in their neighborhood</li> </ul>                                                                                                                                                                                          |
| <p>Objective 3.2</p> <p>Create partnerships with business leaders based on value of high-quality early learning for their current and future work force</p> | <ul style="list-style-type: none"> <li>⦿ Hold statewide forums with key early learning business leaders</li> <li>⦿ Create targeted messages and messengers that focus on the value of high quality early learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Objective 3.3</p> <p>Strengthen capacity of families and communities to advise, inform and advocate for statewide early learning policies</p>            | <ul style="list-style-type: none"> <li>⦿ Provide for ongoing regional early learning coalition representation on the statewide Early Learning Advisory Council</li> <li>⦿ Enhance agency Parent Advisory Group to include more voices, and link to other parent engagement opportunities</li> <li>⦿ Help ensure our policies close the opportunity gaps</li> <li>⦿ Use the early learning coalitions, educational services, colleges, and other local services to assist in coordinating local professional development opportunities and strategies for early learning providers</li> <li>⦿ Provide information to families about child development and parenting</li> </ul> |

## Goal 3: Build public awareness of and support for high-quality early learning opportunities

### Goal 3 outcome measures:

- ⊙ Increase by 25% families who ask about quality when contacting the Child Care Aware of Washington Family Resource Center by 2016.
- ⊙ At least 25% of Washington families say they chose early learning programs based on quality by 2016.

### Goal 3 alignment to Washington State Early Learning Plan:

- ⊙ Strategy #3: Strengthen public awareness and commitment

## Goal 4: Promote system excellence by ensuring DEL is well-managed and supportive of its employees

### Why is this goal important?

DEL is entrusted with the goal of building a world-class early learning system. Our team must understand why comprehensive quality matters and must be equipped with the tools and resources to help build a world-class early learning system.

DEL cannot—and should not—build this system alone. We depend on state agency partners, private entities, families, and local communities to contribute advice and resources. But we must start by ensuring our own team understands the importance of our work and feels supported and engaged.

| Objective                                                                                                                                     | Key activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Objective 4.1<br/>Ensure DEL staff have access to training and resources so that they are knowledgeable and offer high-quality service</p> | <ul style="list-style-type: none"> <li>⊙ Cross-train agency staff about DEL programs and initiatives to help ensure common understanding of our work</li> <li>⊙ Locate staff strategically throughout the state to maximize efficiency and collaboration</li> <li>⊙ Establish an Enterprise Wellness Committee that looks at Lean, equity issues, employee health and wellness, employee satisfaction, risk management, safety, continuity of operations and other issues that contribute to the health of our agency</li> <li>⊙ Continue building a “Lean culture,” where staff understand why we do the work we do, and how they can add value and reduce waste</li> <li>⊙ Ensure that all DEL teams use module on early brain and biological development to inform policy and practice</li> <li>⊙ Ensure DEL has enough staff to manage our federal and state resources</li> <li>⊙ Encourage individual employees to develop and pursue PD goals</li> </ul> |

## Goal 4: Promote system excellence by ensuring DEL is well-managed and supportive of its employees

| Objective                                                                                                                                      | Key activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Objective 4.2</p> <p>Use Lean practices and strategic investment in technology infrastructure and people to make data-driven decisions.</p> | <ul style="list-style-type: none"> <li>⦿ Continue building a “Lean culture” focused on problem solving, process improvement and waste reduction, making informed data driven decisions and developing the capabilities of our valued staff</li> <li>⦿ Strategically invest in technology infrastructure, data analytics and data governance in support of agency mission, goals and objectives</li> <li>⦿ Continue providing program data into the Educational Research Data Center P-20 data warehouse for longitudinal analysis</li> <li>⦿ Continue working with federal partners to include Head Start data in the P-20 warehouse</li> <li>⦿ Use licensing and Early Achievers data to inform professional development strategies and resources</li> </ul> |
| <p>Objective 4.3</p> <p>Support employee growth and satisfaction</p>                                                                           | <ul style="list-style-type: none"> <li>⦿ Ensure regular and meaningful opportunities for employee input and engagement</li> <li>⦿ Increase communication and collaboration between staff across DEL divisions to build <b>one system</b> of early learning</li> <li>⦿ Recruit a diverse work force that reflects the perspectives of those we serve</li> <li>⦿ Retain and support our workforce through cross-training, mentoring, and developmental assignments.</li> <li>⦿ Ensure employee performance evaluations are meaningful and timely</li> <li>⦿ Establish agency employee recognition program</li> </ul>                                                                                                                                            |

### Goal 4 outcome measures:

- ⦿ Increase percentage of state employees satisfied with their job from 69% to 72% by January 2016  
(**Results Washington Goal 5: Effective, Efficient and Accountable Government, 1.2.a**)
- ⦿ 100% annual employee evaluations completed on time



# APPENDIX A: DEL STATUTORY AUTHORITY

The Washington State Department of Early Learning was established on July 1, 2006, under House Bill 2964. Our primary duties are articulated in [RCW 43.215.020](#):

(1) The department of early learning is created as an executive branch agency. The department is vested with all powers and duties transferred to it under this chapter and such other powers and duties as may be authorized by law.

(2) The primary duties of the department are to implement state early learning policy and to coordinate, consolidate, and integrate child care and early learning programs in order to administer programs and funding as efficiently as possible. The department's duties include, but are not limited to, the following:

- (a) To support both public and private sectors toward a comprehensive and collaborative system of early learning that serves parents, children, and providers and to encourage best practices in child care and early learning programs;
- (b) To make early learning resources available to parents and caregivers;
- (c) To carry out activities, including providing clear and easily accessible information about quality and improving the quality of early learning opportunities for young children, in cooperation with the nongovernmental private-public partnership;
- (d) To administer child care and early learning programs;
- (e) To apply data already collected comparing the following factors and make biennial recommendations to the legislature regarding working connections subsidy and state-funded preschool rates and compensation models that would attract and retain high quality early learning professionals:
  - (i) State-funded early learning subsidy rates and market rates of licensed early learning homes and centers;
  - (ii) Compensation of early learning educators in licensed centers and homes and early learning teachers at state higher education institutions;
  - (iii) State-funded preschool program compensation rates and Washington state head start program compensation rates; and
  - (iv) State-funded preschool program compensation to compensation in similar comprehensive programs in other states;
- (f) To serve as the state lead agency for Part C of the federal individuals with disabilities education act (IDEA);
- (g) To standardize internal financial audits, oversight visits, performance benchmarks, and licensing criteria, so that programs can function in an integrated fashion;
- (h) To support the implementation of the nongovernmental private-public partnership and cooperate with that partnership in pursuing its goals including providing data and support necessary for the successful work of the partnership;
- (i) To work cooperatively and in coordination with the early learning council;
- (j) To collaborate with the K-12 school system at the state and local levels to ensure appropriate connections and smooth transitions between early learning and K-12 programs;
- (k) To develop and adopt rules for administration of the program of early learning established in \*RCW 43.215.141;
- (l) To develop a comprehensive birth-to-three plan to provide education and support through a continuum of options including, but not limited to, services such as: Home visiting; quality incentives for infant and toddler child care subsidies; quality improvements for family home and center-based child care programs serving infants and toddlers; professional development; early literacy programs; and informal supports for family, friend, and neighbor caregivers; and
- (m) Upon the development of an early learning information system, to make available to parents timely inspection and licensing action information and provider comments through the internet and other means.

(3) When additional funds are appropriated for the specific purpose of home visiting and parent and caregiver support, the department must reserve at least eighty percent for home visiting services to be deposited into the home visiting services account and up to twenty percent of the new funds for other parent or caregiver support.

(4) Home visiting services must include programs that serve families involved in the child welfare system.

(5) Subject to the availability of amounts appropriated for this specific purpose, the legislature shall fund the expansion in the Washington state preschool program pursuant to \*\*RCW 43.215.142 in fiscal year 2014.

(6) The department's programs shall be designed in a way that respects and preserves the ability of parents and legal guardians to direct the education, development, and upbringing of their children, and that recognizes and honors cultural and linguistic diversity. The department shall include parents and legal guardians in the development of policies and program decisions affecting their children.

# APPENDIX B: RESULTS WASHINGTON GOALS

DEL is part of Gov. Jay Inslee's Results Washington accountability initiative under Goal 1: World-Class Education.



Specifically, DEL is responsible for reporting on the following measures:

## Access

- ⊙ 1.1: Increase the percentage of children enrolled in high-quality early learning programs from 2013 baseline to targets per program
  - ✓ 1.1.a: Increase state-funded preschool enrollment slots from the 2013 baseline of 8,391 slots to 19,682 slots by 2018-19 school year to serve 100% of eligible children whose families choose to enroll.\*
  - ✓ 1.1.b: Increase number of children served in licensed child care settings and preschools meeting quality criteria from 2013 baseline of 60,719 children to 87,144 children by December 2015.
  - ✓ 1.1.c: Increase percentage of infants and toddlers who due to developmental delays receive early intervention services from 2013 baseline of 2.2% to national average of 2.4% by December 2015.
  - ✓ 1.1.d: Increase the STEM training opportunities for early learning professionals by 20% from 2013 baseline by December 2015.
  - ✓ 1.1.e: Increase the number of parents/families who have access to support through voluntary home visiting services by 10% from 2013 baseline by December 2015.

## Success

- ⊙ 2.1: Increase the percentage of children entering kindergarten who demonstrate they are ready by 2% by 2015
  - ✓ 2.1.a: Increase by 2% each year (2012-13 through 2015) the percentage of children who demonstrate readiness skills for kindergarten in these areas: social-emotional, physical, language, cognitive, literacy and math.\*
  - ✓ 2.1.b: Increase number of early learning providers who achieve level 3 or above in Early Achievers (voluntary quality rating and improvement system) from 2013 baseline of 253 programs to 1,471 programs by December 2015.

Find more information about Results Washington at [www.results.wa.gov](http://www.results.wa.gov).

*\* Data separated by Native American, Asian, Pacific Islander, African American, Hispanic, Caucasian, English Language Learners, Students with Disabilities, Low Income*