

Senate Early Learning & K-12 Education Committee Work Session

Update on integrating pre-kindergarten programs

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Chris Reykdal, Superintendent of Public Instruction, OSPI

Ross Hunter, Secretary of the Department of Children, Youth, and Families

Allison Krutsinger, Director, Office of Government Affairs and Community Engagement, DCYF

Jenny Plaja, Assistant Director of Government Relations, OSPI

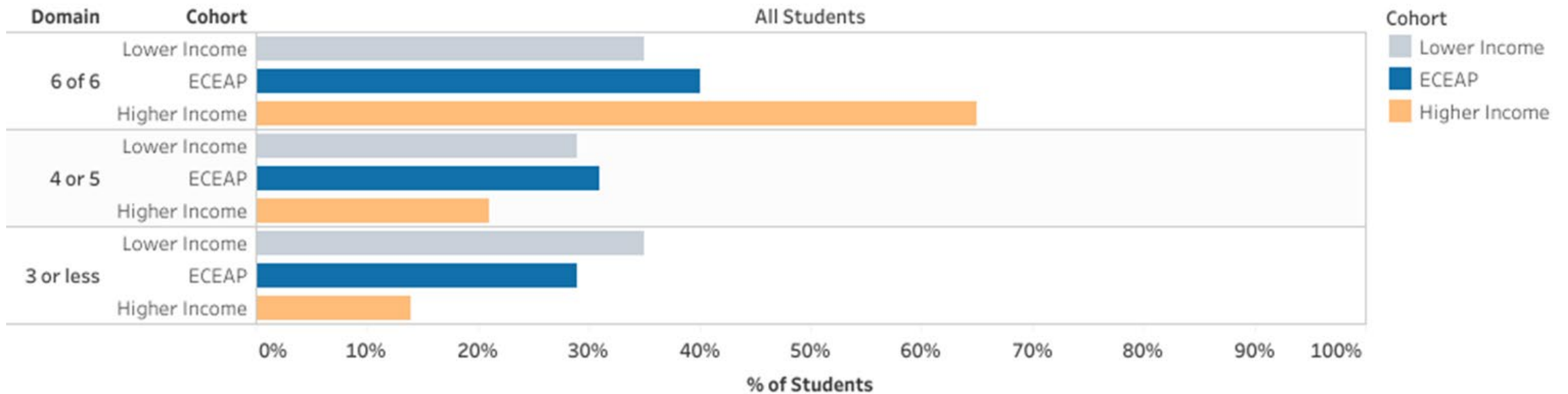
Karma Hugo, Director of Early Learning, OSPI

Vision for Early Learning Department of Children, Youth, and Families

DCYF vision: All Washington’s children and youth grow up safe and healthy – thriving physically, emotionally, and educationally, nurtured by family and community.

Early Learning Goal: all Washington children, regardless of race or family income, are ready for kindergarten.

What percent of students were Kindergarten Ready in multiple domains?



Vision of Early Learning in Washington State

Office of Superintendent of Public Instruction

OSPI vision: All students prepared for post-secondary pathways, careers, and civic engagement.

OSPI's Strategic Goal #1: Equitable Access to Strong Foundations

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.

Landscape of Early Learning



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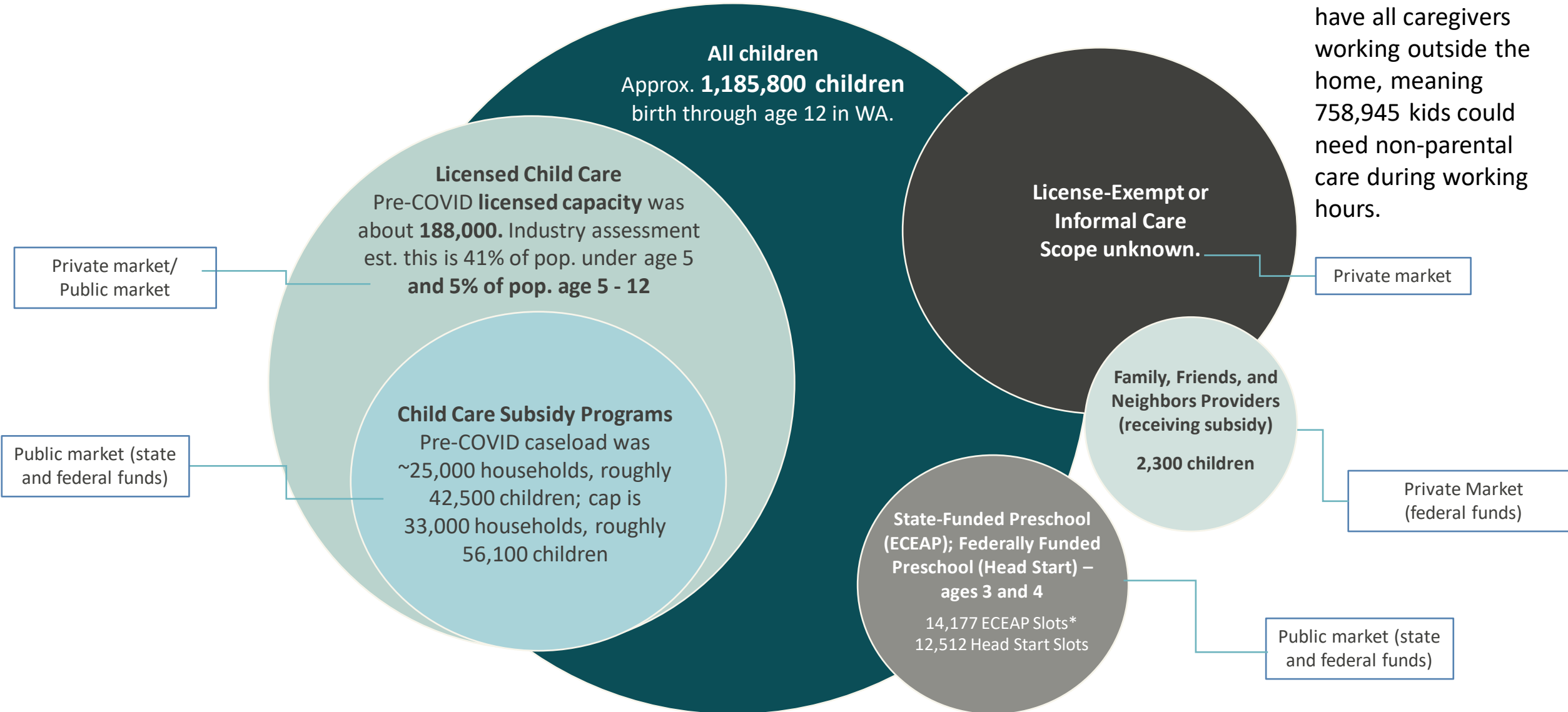


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Child Care and Early Learning in Washington

Mixed-Delivery System from birth – age 12

It's estimated that 64% of children under 12 have all caregivers working outside the home, meaning 758,945 kids could need non-parental care during working hours.



Early Learning Programs for 3–5-Year-olds Programs in School Districts

IDEA Part B

School districts have a federal obligation to provide a continuum of placement options for students with disabilities, ages 3-5, including a regular early childhood program, a setting that includes 50% or more children without disabilities.

Programs with typically developing peers may take place in both district-based and community-based settings.

ECEAP - Washington's state-funded pre-kindergarten program for 3- and 4-year-old children from families furthest from opportunity with proven track record of improving kindergarten readiness. Modeled from Head Start.

Working Connections Child Care – funding and guidelines (through the CCDF) for child care subsidy payments in licensed child care settings. Child care providers are licensed or certified and participating in Early Achievers, the Quality Rating and Improvement System.

Head Start – federally funded and administered preschool program. Performance standards guide work for program quality, family support, classroom structure.

Additional District-based Programs

Developmental Preschool, Title I, Family and Consumer Science, Grant-funded, Parent Cooperatives, Private pay/Tuition-based

Transitional Kindergarten (TK)

A kindergarten program for children not yet 5 who have been deemed by a school district to be in need of a high-quality, inclusive learning environment.



Early Learning Programs for 3–5-Year-olds

Funding For Pre-K Programs with DCYF or OSPI Oversight

Program	Administration and Oversight	Funding Level 2019-20	Quality Measures	Total Students Served 2019-20
Part B, IDEA 619 (ages 3-5)	OSPI and USDOE	\$8,503,692	Early Childhood Outcome Indicators	10,122
Transitional Kindergarten	OSPI	\$5,822,736	The 5 Pillars, RCW 28A.150.315, RCW 28A.150.200, RCW 28A.150.220	824
Title I-Building or District Level Pre-K Classroom	OSPI and USDOE	\$1,107,408	Head Start Performance Standards 1302 Subpart C—Education and Child Development Program Services	Unknown
Working Connections Child Care Subsidy	DCYF	\$323,047,779	WAC Chapter 110-15, WAC Chapter 110-300, and RCW 43.216.085	110,428
ECEAP	DCYF	\$158,318,000	ECEAP Performance Standards and RCW 43.216.085	14,641
Head Start*	Department of Health and Human Services (Federal)	\$109,272,732	Head Start Performance Standards	8,469

*Head Start if a Federal to Local relationship and governed by Federal performance standards

Early Learning Programs for 3–5-Year-olds

Variations in Pre-K Programs

Variables	Options
Length of program day	<ul style="list-style-type: none">• Part Day• School Day• Working Day
Program Frequency	<ul style="list-style-type: none">• Several days a week• Everyday
Program length	<ul style="list-style-type: none">• Summer• Academic year• Year-round• Evenings/weekends
Age of participants	<ul style="list-style-type: none">• Birth to 5• 3- and 4-year-olds• 4-year-olds

Integrated Early Learning

Report and Recommendations



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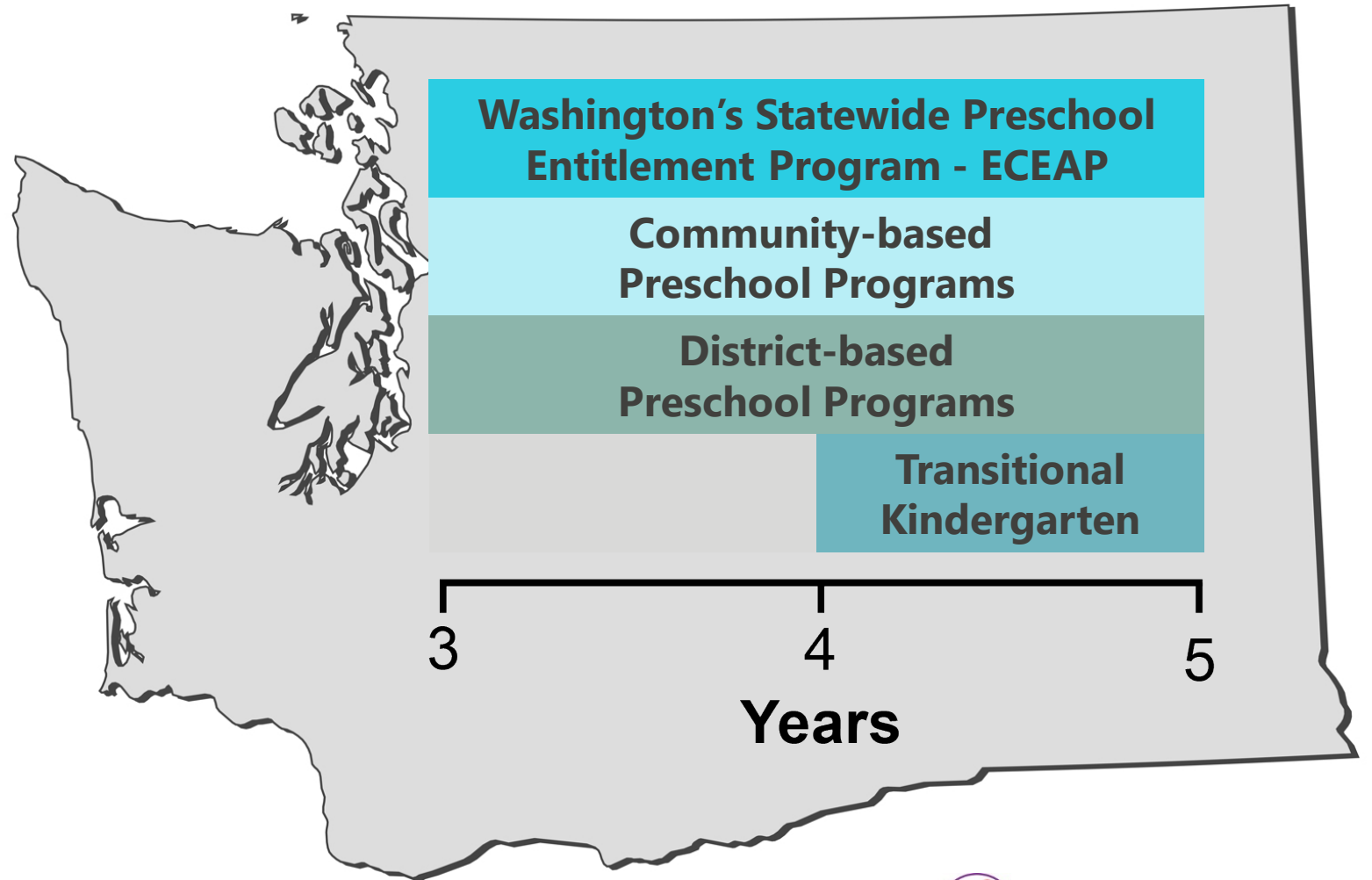
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Background

- **January 2020** – Gov. Inslee directed DCYF and requested OSPI to work together to *“identify near-term administrative efficiencies and longer-term strategies to improve the alignment and integration of high-quality early learning programs administered by both agencies”*
- **Governor’s goal** – increasing kindergarten readiness for Washington children by expanding access to high-quality pre-k programming through greater alignment and integration of existing systems

Integrated Programs for 3–5-Year-Olds

In 2020, Governor Inslee requested DCYF and OSPI work together to identify near-term administrative efficiencies and longer-term strategies to improve the alignment and integration of high-quality early learning programs administered by both agencies.



Background

DCYF/OSPI Shared Core Values –

- 1. Equity:** Ensuring equitable access to high-quality early learning programs
- 2. Inclusion:** Strengthening inclusionary practices in all classrooms
- 3. Collaboration:** Creating efficient and collaborative systems that support the needs of families, students, and the providers who serve them

Barriers - Overview

- Pre-K programs and funding sources have different regulations and pedagogies. Some barriers to alignment include:
 - Inconsistent program quality and accountability structures
 - Insufficient coordination among programs serving 3-5-year-olds in school and community-based settings, especially for children with disabilities
 - Different education qualifications and systems of professional development
 - Different regulatory frameworks, from the federal down to the local levels

Recommendations - Overview

Near-term Administrative Efficiencies

Create inter-agency, regional and local level coordinated recruitment and enrollment partnership groups.

Leverage existing systems (Help Me Grow, Child Care Aware, Tribal Early Learning Initiative, Family Resource Centers) to support families in their search for child care and Pre-K opportunities.

Create a shared communication plan for community and district-based providers and families for consistent and timely information sharing.

Leverage current evidence-based practices around quality and inclusion through the Early Childhood Technical Assistance Center (ECTAC) and OSPI's [Early Childhood Special Education Initiatives](#).

Recommendations - Overview

Long-term Strategies

Improve coordinated recruitment, enrollment, and service delivery.

Identify policy changes and funding needed to support program integration.

Explore and analyze how to share information between and across professional development tracking systems.

Conduct an analysis of educator qualifications and pay parity building from recommendations made by the [Compensation Technical Workgroup in 2019](#) and updated to reflect impact of the pandemic.

Design and implement training and technical assistance to support shared practices across systems.

Coordinated Recruitment & Enrollment



*A shared process among programs serving children ages 3-5 to **support families** in selecting high-quality early learning programs that best meet the needs of each child and family; and to assure that community early learning programs are **working together** in ways that **maximize resources** and **serve the most children possible**.*

Next Steps

The 2021 legislature directed DCYF and OSPI to develop a second report on integration of high-quality early learning programs, to include:

- Options and recommendations for administrative efficiencies and long-term strategies
- Capital needs, data collection and data sharing, licensing changes, quality standards, options for community-based and school-based settings with inclusive facilities and operations, fiscal modeling, statutory changes needed to achieve administrative efficiencies
- Due – September 1, 2022

Questions?

Allison Krutsinger, allison.krutsinger@dcyf.wa.gov

Jenny Plaja, jenny.plaja@k12.wa.us

