

Early Learning in Washington: Where we are, where we're going

And how the ESDs are partners!

AESD Annual Conference



Dr. Bette Hyde, Department of Early Learning
April 23, 2010



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- ◆ Why is early learning important?
- ◆ Draft Early Learning Plan/State initiatives
- ◆ Recent legislation
- ◆ Early Learning Plan—Next steps/ESD partnerships
- ◆ Discussion and questions





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“Education is the single most important investment we can make for our children, our state, our economy and our future.”

--Governor Christine Gregoire





Early learning is important because...

- ◆ Data show that investing in early learning works:
 - Longitudinal studies show long-term, significant positive benefits for at-risk kids and families.
 - HighScope Perry Preschool Study
 - Carolina Abecedarian Project
 - Chicago Child-Parent Center Program
 - Shorter term studies
 - Harlem training project
 - Florida Parent Education Project
 - Local Washington school districts





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Early learning is important because...

- ◆ Data show that investing in early learning works:
 - Benefits include:
 - Increased reading and math skills
 - Social competence
 - Staying in school
 - College attendance
 - Full-time employment in adulthood
 - But only if:
 - Quality offerings
 - Continued preschool through primary grades
 - Bremerton School District: “fade out” at grade 2 if intentional focus not maintained



Early learning is important because...

- ◆ There are basic health needs that create great risk for children:
 - In 2007 (before the recession) 11% of all children in our country had no health insurance
 - Poor families are six times more likely to be in less than optimal health
 - 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 (e.g., poor prenatal care/low birth weight/poor nutrition/availability of fresh foods/pollutants.)

(Source: Poverty and Potential: Out of School Factors and School Success, David Berliner, 2009)



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Early learning is important because...

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)





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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



Early learning is important because...

- ◆ Cost/return rates vary by program and state
 - Children enrolled in Abecedarian program projected to make \$145,000 more than control group over lifetime
 - Rates of return for Washington: \$12.80 for every \$1
 - Lynch, R., Washington College, Cost Effectiveness of Public Investment in High-Quality Preschool: A State-Level Synthesis, 2007*
 - Quality early learning is the one public program that can pay for itself over time
 - Dickens, W., and Baschnagel, C., The Brookings Institution, The Fiscal Effects of Investing in High-Quality Preschool Programs, 2009*
 - School districts can, in general, project average savings of \$11,000 per child per year in special education/remedial program costs averted
 - Hanover Research Council, 2009*



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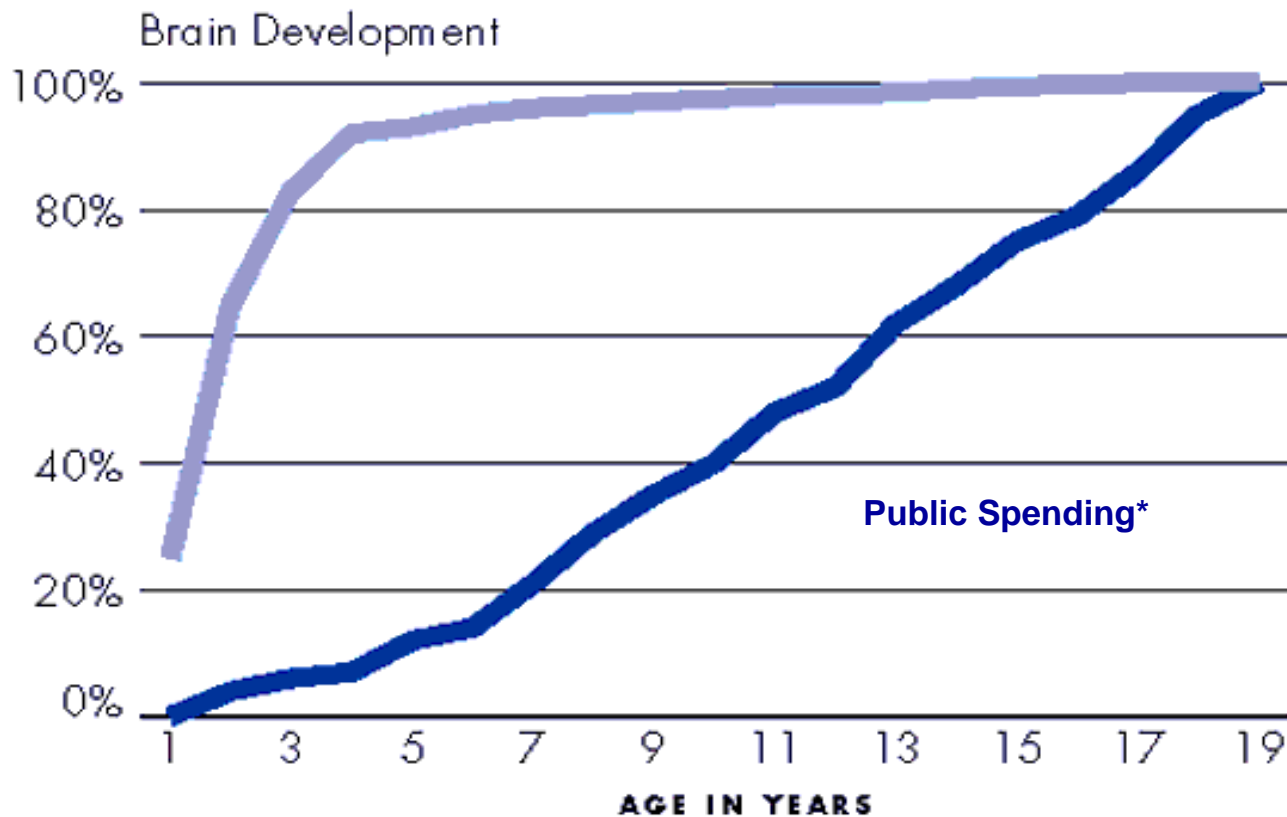
Early learning is important because...

- ◆ 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!
- ◆ Early learning continues once children are in school—it's a continuum up through 3rd grade.





Public Spending & Brain Research: The Disconnect



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

Source: The RAND Corporation

The draft Early Learning Plan

The draft 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

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.



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.

What's in the draft 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

www.del.wa.gov/partnerships/elac/elp.aspx

What's in the draft plan? (cont'd)

- ◆ Outcomes for ready and successful children
 - Children are physically and mentally healthy
 - Support given to optimize pregnancy and health of newborns, children and families
 - Children demonstrate developmentally appropriate social-emotional, language, literacy and cognitive skills
 - High-quality early learning programs and services are available, affordable, and welcoming
 - Entering kindergartners are healthy and emotionally, socially and cognitively ready

What's in the draft plan? (cont'd)

- ◆ Outcomes for ready and successful parents, families and caregivers
 - Parents get support to help their children “learn to learn” in their first years of life
 - Information and referral system about all aspects of a child is accessible
 - Parents, families and caregivers have the knowledge and skills needed, along with services and supports, to best support young children
 - Parent, family and caregiver voice shapes policies and systems

What's in the draft plan? (cont'd)

- ◆ Outcomes for ready and successful early learning professionals
 - Early learning professionals and teachers offer developmentally and culturally appropriate early learning experiences in healthy and safe environments
 - Access is available to high-quality, affordable child care and early education programs staffed by providers and teachers who are adequately trained and compensated
 - A fully developed quality rating, improvement and outcomes system (QRiOS) exists

What's in the draft plan? (cont'd)

- ◆ Outcomes for ready and successful schools
 - All children and families make smooth transitions among home, early learning settings and school
 - All schools are ready and welcoming of children and families
 - All students transition from third grade with the abilities to read well, do basic math, and to actively participate in the learning environment

What's in the draft plan? (cont'd)

- ◆ Outcomes for ready and successful system and communities
 - Evidence-based system and/or demonstrated best practices supports families, helps build high-quality early learning programs
 - System works to close preparation gap
 - System supports children with developmental disabilities and other special needs
 - Governance and accountability systems in place
 - Communities support families and promote children's learning and healthy development
 - Public understands the critical economic and social value of high-quality early learning and supports related policies and investments

What we need to know from you

- ◆ What do you like about the plan/which parts seem relevant to you and your community?
- ◆ What do you think is missing?
- ◆ What do you want more information about?

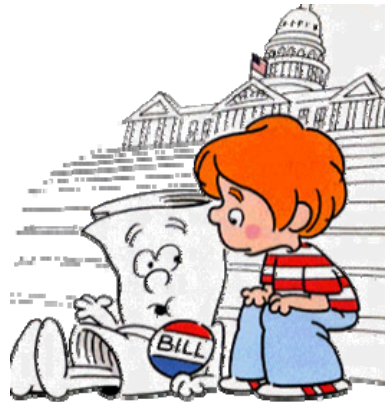
www.del.wa.gov/plan

Take the survey!



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2010 legislative session



Key early learning bills—2010

- ◆ HB 2731—Signed by Governor
 - Locks ECEAP at at least current levels (entitlement program)
 - Refinement/enhancement of ECEAP
 - Entitlement to all eligible children by 2018-2019
 - Aligned with all-day kindergarten implementation
 - Opens ECEAP to children with disabilities, regardless of family income/10% over-income rule
 - Opens ECEAP to tuition paying non-eligible peers as space available
- ◆ SB 6759—Signed by Governor
 - Establishes OSPI/DEL work group to make recommendations including whether pre-k should be entitlement/basic education

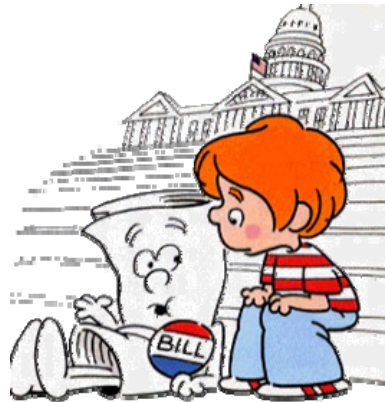
Key early learning bills—2010 (cont'd)

- ◆ SB 6593—Signed by Governor
 - Transfers Infant Toddler Early Intervention Program from DSHS to DEL July 1
 - Renames program “Early Support for Infants and Toddlers”
- ◆ HB 2867—Signed by Governor
 - Originally the Governor’s “All Start” bill
 - Now focuses on creating a plan to support quality in birth-to-3 services
- ◆ HB 3141—Signed by Governor
 - Families with children enrolled in ECEAP, Head Start, Early Head Start eligible for extended 12-month child care subsidy authorization.
 - DEL, DSHS will measure impact on continuity, costs



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Supplemental budget



DEL/ESD partnerships

- ◆ Early Learning Plan needs to “live” in local communities
 - We propose to begin in modest ways, implement about 70% of our recommendations to the Governor
 - Still gathering input on draft plan, but need to begin
 - ◆ For 2010-2011 school year, redirect and invest new funding in 10 geographic regions to:
 - Initiate 3 to 5 Early Learning Plan initiatives
 - Operationalize how to measure impact on children, families, providers
 - Define how local partnerships work
 - Identify an outreach plan, business plan, and who will serve as the local lead agency (or agencies)
 - ◆ DEL/OSPI/Thrive Early Learning Partnership
 - Will continue supporting select state-level partners as well (including child care resource & referral agencies, ESDs).

DEL/ESD partnerships

- ◆ Among our greatest needs at DEL: Ensure quality professional development for early care and education professionals (including school-age providers)



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What we do at DEL...





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Discussion

