The Washington Early Childhood Education and Assistance Program (ECEAP), created in 1985, is overseen by the Department of Early Learning (DEL) whose mission is to help create safe, healthy, nurturing learning experiences for all Washington children, focusing on the early years. ECEAP prepares 3- and 4-year-old children from low-income families for success in school and in life. The program is operated by educational service districts, public school districts, local governments, nonprofit organizations, and community colleges in 37 of the state's 39 counties. Most ECEAP children are 4-year-olds from families at or below 110 percent of the federal poverty level, though about 14 percent of enrolled students were 3-year-olds in the 2012-2013 year. Up to 10 percent of enrolled children may be over the income cutoff if they have other specific risk factors that affect school success. Children who qualify for special education services are eligible regardless of income. ECEAP provides comprehensive nutrition, health, education, and family support services to the most at-risk children. Parents are involved in the classroom, program governance, and other volunteer roles.

Washington continues to integrate early learning programs. All ECEAP contractors now use Teaching Strategies GOLD, the same whole-child assessment used in the state's kindergarten transition process, WaKIDS. Washington implemented the Early Achievers quality rating and improvement system statewide for licensed child care, ECEAP contractors, and Head Start grantees. CLASS and ECERS-R are used as part of this system. In 2013, the state completed a pilot evaluation of nine ECEAP and Head Start programs (50 sites) to inform a reciprocity plan for participation in Early Achievers. All ECEAP contractors will join by July 2015, to ensure a common quality framework across early learning programs. The state released its Early Learning Management System in 2012, to improve accuracy and reporting ability of ECEAP data, and link with the P20 data warehouse.

The state is working towards implementing ECEAP as a statutory entitlement for eligible children as of fall 2018. Washington has taken steps towards this goal, adding 367 slots for children in the 2011-2012 school year, and 1,700 more in the 2013-15 biennium. Beginning in fall 2014, expansion slots will support innovative models such as full-day programming, integration with Early Achievers, evidence-based curriculum, and flexible comprehensive services based on family need.

<table>
<thead>
<tr>
<th>4-YEAR-OLDS</th>
<th>3-YEAR-OLDS</th>
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<td><strong>32</strong></td>
<td><strong>20</strong></td>
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<tr>
<th>STATE SPENDING</th>
<th>ALL REPORTED SPENDING</th>
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<td><strong>9</strong></td>
<td><strong>13</strong></td>
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WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state program enrollment ................................................. 8,391
School districts that offer state program ........................................... 95% (counties)
Income requirement ........................................................................ 110% FPL
Hours of operation ........................................................................... Determined locally
Operating schedule ........................................................................... Academic year
Special education enrollment, ages 3 and 4 ........................................... 8,483
Federally funded Head Start enrollment, ages 3 and 4 ...................... 10,991
State-funded Head Start enrollment, ages 3 and 4 ............................ 0

QUALITY STANDARDS CHECKLIST

POLICY
Early learning standards ................................................................. Comprehensive
Teacher degree ................................................................................. AA
Teacher specialized training ........................................................... 30 quarter credits in ECE
Assistant teacher degree ................................................................. CDA or 12 credits in ECE
Teacher in-service ........................................................................... At least 15 hours/year
Maximum class size .......................................................................... 20 or lower
3-year-olds ..................................................................................... 20
4-year-olds ..................................................................................... 20
Staff-child ratio ................................................................................ 1:10 or better
3-year-olds ..................................................................................... 1:9
4-year-olds ..................................................................................... 1:9
Screening/referral ........................................................................... Vision, hearing, health; and
and support services .................................................................... behavioral, dental; and support services
Meals ................................................................................................ At least 1 meal
Monitoring ....................................................................................... Site visits and other monitoring

RESOURCES

Total state pre-K spending ............................................................ $55,980,678
Local match required? ................................................................. No
State spending per child enrolled ................................................ $6,672
All reported spending per child enrolled* ....................................... $6,806

SPENDING PER CHILD ENROLLED

PRE-K* ............................................................................................. $6,806
HDST** ........................................................................................... $9,192
K-12*** ......................................................................................... $12,573

STATE PRE-K AND HEAD START EnROLLMENT

AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS

4-YEAR-OLDS

91%
3%
5%
1%

Pre-K
Head Start
Special Ed
Other/None

† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

1 A minimum of 320 classroom hours per year is required, and each class session must be at least 2.5 hours long. A typical program may meet 3 hours per day, 3 or 4 days per week, through the school year.

2 Lead teachers must have an AA or higher with the equivalent of 30 credits in early childhood education or have valid state teaching certification with an endorsement in ECE (Pre-K–3) or EC Special Education.

3 Support services include parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

4 Programs of fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered for programs lasting more than 3 hours.