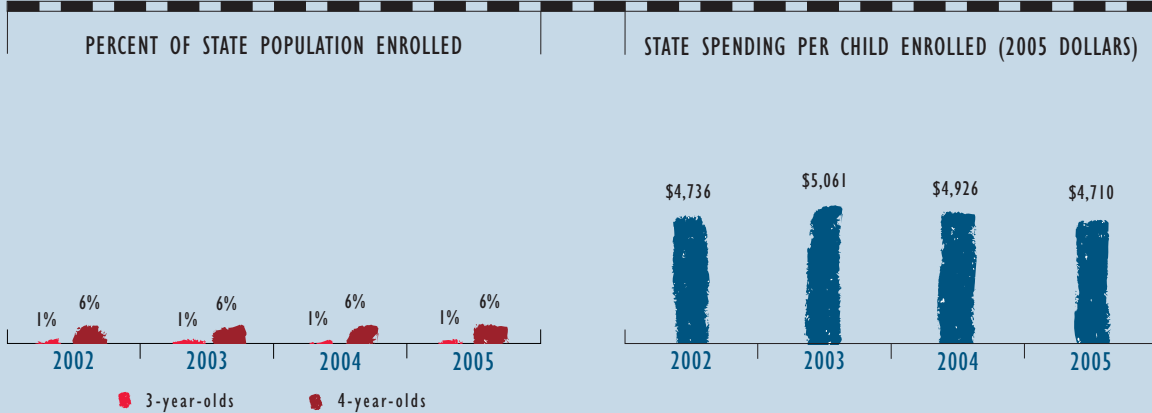


Washington



Calls for early childhood education reform in the 1980s contributed to the establishment of the Early Childhood Education and Assistance Program (ECEAP). Since 1985, ECEAP has provided prekindergarten programs primarily to 4-year-olds from families at or below 110 percent of the federal poverty level. Additionally, space is reserved to meet the needs of preschool children of migrant workers or Native Americans, as well as children with environmental or developmental risk factors. Three-year-olds without risk factors may participate only after all eligible 4-year-olds have been served. Public or private nonsectarian organizations (e.g., school districts, educational service districts, community and technical colleges, local governments, or nonprofit organizations), are eligible to receive direct funding through a renewal of funding grant process. This funding may then be used to subcontract with a range of agencies to deliver services. ECEAP contractors choose tools for child assessments. Use of the Devereux Early Childhood Assessment Program (DECA) is encouraged to help identify children’s social and emotional strengths and needs. Information gathered through these assessments is used to guide classroom activities and develop strategies for working with parents.

State budget decisions have reduced funding for ECEAP in recent years, resulting in the loss of slots and services. Funding for ECEAP development and training programs was eliminated in 2004–2005. However, the state Legislature funded a 4 percent vendor rate increase and added 282 slots for fiscal year 2006.

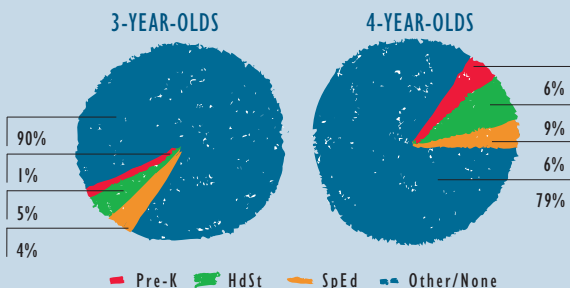
Washington adopted Early Learning Development Benchmarks in 2005, and discussion is currently under way to determine how these standards will be applied to ECEAP. The Governor’s Early Learning Council, an advisory committee that will make recommendations about the organization of early learning programs and services, was also created in 2005. Its purpose is to build on the efforts of communities to improve quality in early learning environments by developing a quality rating system and a tiered reimbursement system.



ACCESS

Total state program enrollment	5,722
School districts that offer state program	92% (counties)
Income requirement	90% of children must be at or below 110% FPL
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ²
Special education enrollment	7,332
Federally funded Head Start enrollment '03-'04	11,198
State-funded Head Start enrollment	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



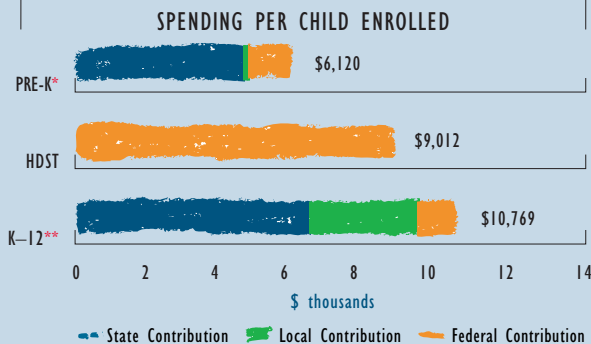
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ³	Comprehensive	<input type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	30 quarter units in ECE	Specializing in Pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	1 year ECE certificate or CDA + 1 year experience	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	Determined locally ⁴	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	24 ⁵		
4-year-olds	24 ⁵		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9 ⁵		
4-year-olds	1:9 ⁵		
Screening/referral and support services	Vision, hearing, health, and developmental; and support services ⁶	Vision, hearing, health; and at least 1 service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁷	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state Pre-K spending	\$26,949,437 ⁸
Local match required?	No
State spending per child enrolled	\$4,710
State spending per 3-year-old	\$58
State spending per 4-year-old	\$258



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '04-'05 school year, unless otherwise noted.

- All programs operate at least 2.5 hours per session. Most programs operate 3 to 4 days per week.
- Programs must provide a total of 32 weeks of direct services, which may also include educational planning meetings and adult contact.
- The state adopted the Early Learning and Development Benchmarks in June 2005 but has not yet determined how to apply the benchmarks to ECEAP.
- ECEAP requires in-service training but does not specify the number of hours required.
- Program standards specify that when it is not possible to maintain group sizes of 18, groups of 24 are permissible. In classes of 18 students, the staff-child ratio must be 1:9, and in classes of 24, the staff-child ratio must be 1:6.
- Support services include 3 hours of parent conferences, 3 hours of family support services, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, mental health consultation, services of a dietician, and oral/dental health services.
- Programs of less than 4 hours must offer meals and snacks that meet one-third of a child's daily nutritional needs. For programs of more than 4 hours, one-half to two-thirds of a child's daily nutritional needs must be met. The average program offers one meal and one snack during a half-day class.
- ECEAP also received \$5,141,990 in CCDF funds.