

# The Road Map Project

## BIRTH TO 3<sup>RD</sup> GRADE

### ACTION PLAN

Version 1  
September 18, 2012



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# **THE ROAD MAP PROJECT**

## **BIRTH TO 3RD GRADE ACTION PLAN V.1**

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# THE ROAD MAP PROJECT

## BIRTH TO 3RD GRADE ACTION PLAN V.1

### INTRODUCTION AND PLAN PURPOSE

#### The Road Map Birth to 3rd Grade Action Plan: Version 1

The first 2,000 days of a child's life are instrumental to future social, emotional, and cognitive development. During this period, brain development happens at astonishing speed, and what children are or are not exposed to can have enormous implications for future success and achievement in and out of school. Research from the University of Washington's Institute for Learning and Brain Sciences (I-LABS) shows that the first five years of life have a significant impact on children's lives and educational outcomes.

Creation of the Road Map's initial Birth to 3rd Grade Action Plan is rooted in recognition of the fundamental importance of this period in a child's life. This initial Plan builds on the important work taking place in the region to support children during this critical developmental phase. It also recognizes that much work remains to be done. A well-functioning system needs to be built over time, by many partners.

#### Learning and Improving as We Go

Version 1 of the Birth to 3rd Grade Action Plan lays out three foundational strategies and implementing steps: (1) building a Birth to 3rd Grade system that is focused on improving kindergarten readiness and 3rd grade reading; (2) identifying new and compelling ways to create opportunities for building literacy throughout the summer; and (3) strengthening and developing new approaches to engage parents as a child's first teacher.

Other potential strategies are identified and will need further development.

#### A Targeted Approach

The overall goal guiding the work of the Road Map Project is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low-income students and children of color, and increasing achievement for all students from cradle to college and career.

In 2011, the Road Map data advisors helped to select a subset of Road Map on-track indicators, which, when taken together, give a view of how students are doing from cradle to college and career. We set interim 2014 and 2017 targets and final 2020 targets for the on-track indicators.



The results of this Action Plan will be measured against the Road Map's key on-track indicators: **kindergarten readiness** and **3rd grade reading**.

Getting kids ready for kindergarten will go a long way in preparing them to succeed throughout their education. A kindergarten readiness indicator informs teachers and parents of kids who need extra attention right at the beginning of the school year. These early investments can prevent achievement gaps from forming, and can help prevent the need for more expensive interventions later on.

### Early Literacy is Key to Success in School

It is critical for a child’s ongoing success in school to get a good start on early literacy. First students learn to read; by the end of 3rd grade, they read to learn. Not reaching this important milestone can have far-reaching and long-lasting consequences: a recent report from the Annie E. Casey Foundation<sup>1</sup> found that third graders who are not proficient in reading are four times more likely than proficient readers to drop out from high school.

Third grade reading is a key on-track indicator for the Road Map Project. Within the Road Map Region, only 66% of students met the state State’s 3rd grade reading assessment standard in 2009-10 academic year. Implementing the Birth to 3rd Grade Action Plan, and moving from this baseline of 66% to our 2020 Goal of 87%, will require various components of the Road Map Project approach to be successful:

- A powerful community voice to ensure that public demand for improved early learning services and outcomes is heard;
- Strong data capability to see clearly what is and isn’t working;
- Funding alignment to boost collective impact;
- Alignment and collaboration among key implementers; and, perhaps most importantly,
- Building a strong system.

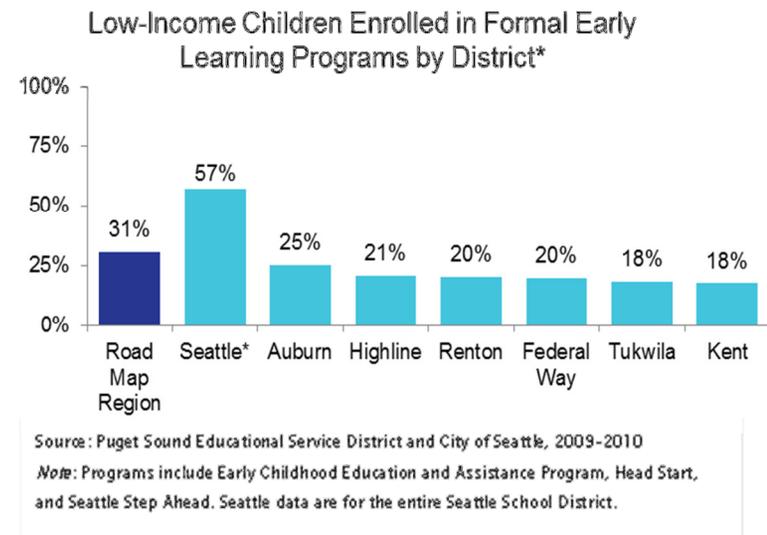
## CURRENT SITUATION: STARTING POINT FOR THIS PLAN

### Participation in Early Learning Programs

Most low-income children are not enrolled in any formal early learning program. In the Road Map Region, only 31% of eligible children are served

by either a Head Start program, Early Childhood Education Assistance Program (ECEAP), or the Seattle Step Ahead program. Rates vary considerably by school district, from a low of only 18% of low-income children in Tukwila and Kent School Districts, to a high of 57% in the entire Seattle Public School District (Exhibit 1).

**Exhibit 1**



<sup>1</sup> *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation*, The Annie E. Casey Foundation, 2011.

When children enter school, it becomes easier to reach them. But as they get older, catching them up becomes more difficult. Achievement gaps persist (or increase), as the 3rd grade reading scores by subgroup demonstrate (Exhibit 2).

This means that we need to widen our scope in terms of reaching children and their parents and caregivers about the importance of early learning and getting kids ready for school.

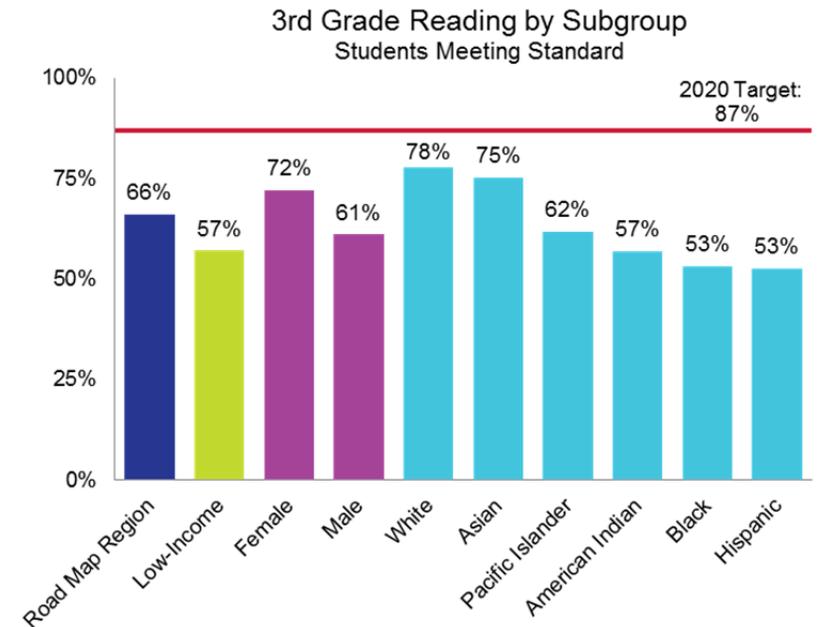
The goal of the Road Map Project is to double the number of students who are on-track to graduate from college or earn a career credential by 2020, and to close the unacceptable achievement gaps for low-income children and children of color.

This Action Plan is one of several guiding the work of the Road Map Project across the education continuum. For more information about the Road Map Project, please visit [www.roadmapproject.org](http://www.roadmapproject.org).

**Exhibit 2**



Third grade reading is a critical on-track indicator for the Road Map Project. The Road Map Project is a collective impact cradle to college and career initiative that is working to dramatically improve education results for the children growing up in South Seattle and South King County.



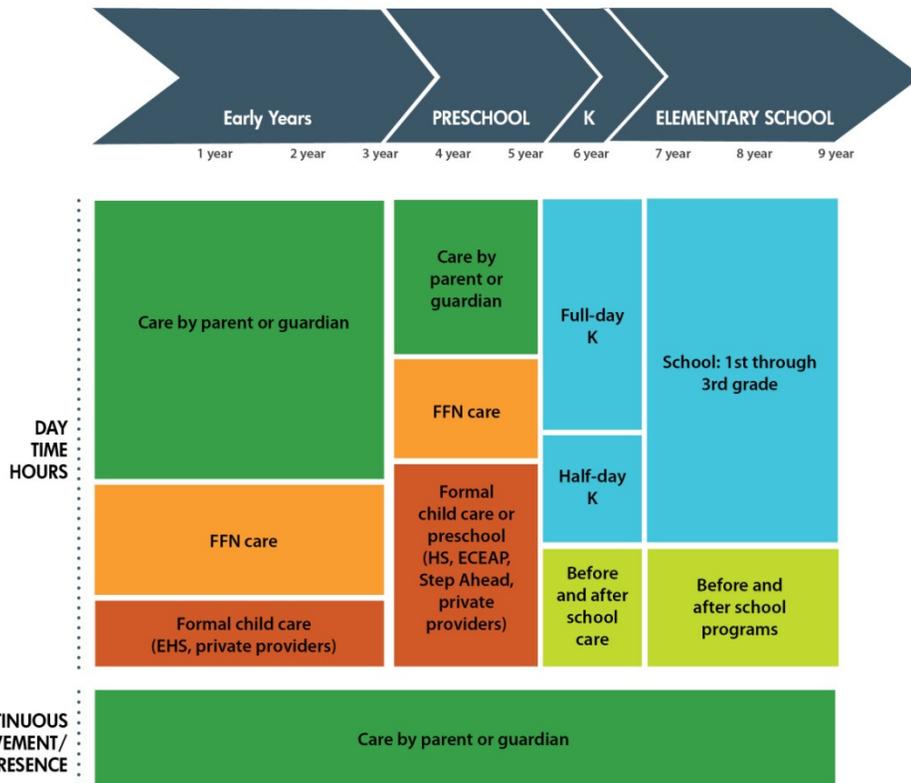
## FOCUS ON PARENTS TO REACH THE CHILDREN

One way of thinking about reaching children is to think about where and how they spend their time. Exhibits 3 and 4 represent, proportionally, the continuum of child care and involvement. These graphics are based on information from a 2008 Department of Early Learning survey<sup>2</sup>. While the graphs are meant to be illustrative rather than precise, they come close to approximating the time a child spends in different care settings from birth to 3rd grade, during both the school year and the summer.

Before many children enter kindergarten, their primary child care is provided by a parent or guardian. Family, friend, and neighbor (FFN) care is another frequent child care setting for children. This category includes informal care (i.e. relative, friend, or neighbor who helps care for kids) and family-based child care programs run in a family's home with 12 or fewer children. Some children are enrolled in formal child care, including Head Start, ECEAP, and private providers, though Head Start and ECEAP programs are closed during the summer.

**Exhibit 3**

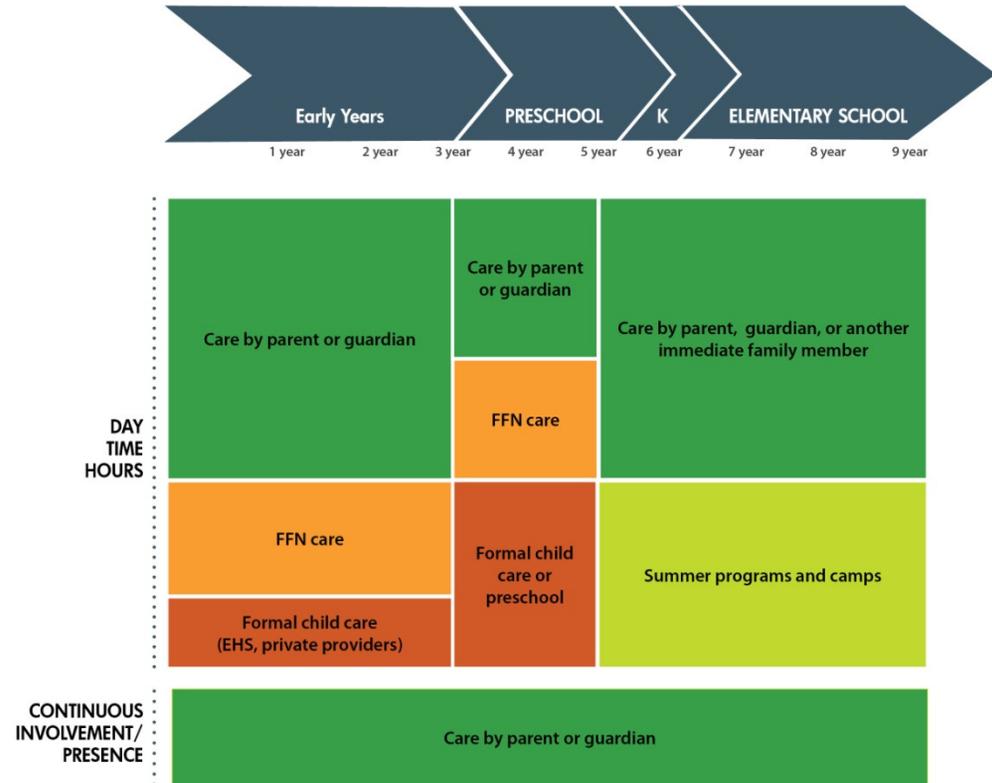
### Continuum of Child Involvement and Care: Academic Year



Parent Voices: A Statewide Look, DEL, 2008.

**Exhibit 4**

### Continuum of Child Involvement and Care: Summer



Data show that only about 30% of Road Map Region children are enrolled in formal early learning programs. If the exhibits above were drawn to represent a typical child in the Road Map Region, it might only include care from a parent or guardian before that child reached kindergarten.

From kindergarten on, children spend a lot of their day at school. Many children also participate in before and after school programs and parents maintain continuous involvement. During the summer, children can participate in summer camps and programs, but many likely spend a majority of their time being cared for by parents or other family members.

### Poverty and Achievement Gaps

The Road Map Region has large areas of poverty. The large number of Title I elementary schools—schools with 55% or more of their students receiving free or reduced-price lunch (FRPL)—demonstrates this fact (Exhibit 5). Title I funding provides supplemental instruction in literacy and math, funds for parent involvement activities, and professional development opportunities for teachers.

**Exhibit 5**  
**Title I Schools in the Road Map Region**

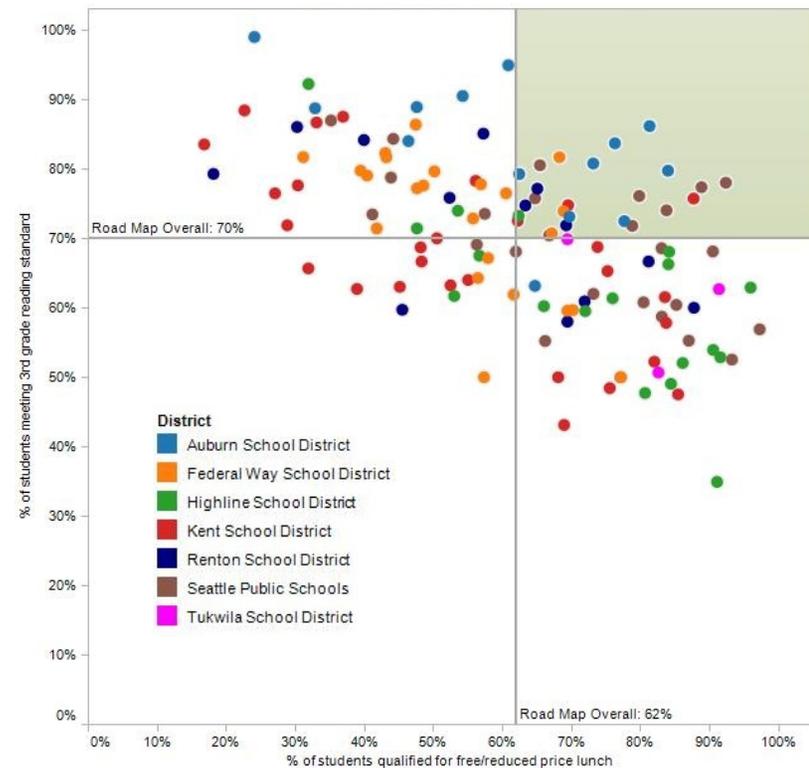
	<b>Number of Title I Elementary Schools</b>	<b>Number of Elementary Students in Title I Schools</b>	<b>Percentage of Elementary School Students in Title I Schools</b>
Auburn School District	9	4,010	63%
Federal Way School District	22	9,250	96%
Highline School District	13	7,521	78%
Kent School District	19	9,675	68%
Renton School District*	11	5,609	83%
Seattle Public Schools	23	9,433	38%
Tukwila School District	3	1,366	100%
<b>Total</b>	<b>100</b>	<b>46,864</b>	<b>64%</b>

Source: OSPI, 2010-2011

\*Data for all Seattle Public Schools

There are a total of 100 Title I elementary schools in the Road Map Region, serving more than 46,000 students. Students learning in areas with higher levels of poverty typically exhibit below standard reading scores (Exhibit 6). Closing the gaps becomes increasingly difficult as children make their way through school. Reaching the students in Title I schools and making sure that they meet 3rd grade reading standards will be a challenge, but it is ultimately necessary to close the achievement gaps.

**Exhibit 6**  
**Percent of Students Qualifying for FRPL vs. Percent of Students Meeting 3rd Grade Reading Level**



Source: OSPI Report Card, 2010-11

## Building a System is Critical to Increasing Achievement

A big challenge in moving the needle on birth to 3rd grade outcomes is the reality that there is not yet a comprehensive early learning system in place. Early learning is fragmented across multiple programs and organizations; we are “program rich and system poor.”

**The status quo is unacceptable.** The lack of a comprehensive, cohesive early learning system connected to the K-12 system creates a set of problems distinct from the very real economic and opportunity gap problems facing children and parents in the region. The lack of a coordinated system means that there is little assessment data available for children entering elementary school. There is also not a tradition of sharing data between the early learning providers and the K-12 system to help foster best practices and learn from what is and is not working.

We also have not had tools such as a child care rating system to empower parents as consumers to put their children in a setting where they could get the skills they need to succeed throughout their education. Washington’s emerging Quality Rating and Improvement System (QRIS), also called Early Achievers, will help address this critical need by giving parents the information they need to decide which early learning providers are best for their child.

## Working Together to Build a System

As a Road Map Region, we need to knit programs and activities together into a cohesive system. This system-building effort will take work, and a collaborative approach. Several guiding principles will help us build the system we need to reach the 2020 Goal:

**Focus all Efforts on Achieving Kindergarten Readiness and 3rd Grade Reading Targets.** School curriculum (including teaching practices and instructional strategies) and out of school programs need to be targeted towards achieving kindergarten readiness and 3rd grade reading goals.

**Start with System Building, Establishing the Foundation.** To achieve the 2020 Goal and meet interim targets, we must build a system that

works across the birth to 3rd grade continuum, directly engaging parents and caregivers, and bringing together the work of schools, community organizations, faith communities, health care providers, and others.

**Scale and Urgency are Necessary to Achieve Impact.** We need workable strategies that build on existing momentum and can impact large numbers of children, to achieve progress as quickly as possible.

**Take a Focused Approach to Reach Vulnerable Children and Families.** We need to focus on children and families that need help the most, through a whole systems effort. This may mean leveraging and implementing programs where those kids are already present, in locations such as where they live, where they worship, where they receive healthcare, and in other settings.

**Leverage Major “Points of Access” to Directly Engage Large Numbers of Parents and Young Children.** We need to leverage successful existing programs and systems of service to develop scalable approaches to directly engage and support parents and caregivers. Road Map strategies must use multiple pathways to reach parents and children at the scale needed to create change.

## A Time of Opportunity: Current Efforts Underway

Building a high-quality, birth to 3rd grade system – both regionally and at the state level – is necessary to improve outcomes for children. While we are still at the beginning of the system building process, there are promising signs that state and regional efforts are getting off the ground and achieving success. We need to ensure that the state continues to fund and implement the build-out of the early learning system. Where gaps exist, we need to invent new cost-effective ways to directly reach parents, and harness the potential of the region’s place-based projects and other major systems that serve low-income families.

There are also many organizations engaged in the various components of early learning work in the Road Map Region. We need to continue building momentum and leverage the bright spots – what is working and showing results in terms of Kindergarten readiness and 3rd grade reading.

Where proven programs and models exist, we must consider replicating and scaling them throughout the region.

Current efforts underway at the state level and across and within the region have the potential to contribute necessary and important pieces of this system.

### State-Level Work Underway

- **WaKIDS Implementation.** The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a pivotal tool needed for system building. Use of this tool is now expanding pursuant to legislative direction: the inventory is mandated for all state-funded full-day kindergarten programs in the 2012-13 school year.

Once WaKIDS is completely operational and broadly in use, this information can be incorporated into a feedback loop that will connect Pre-K and elementary school programs with information about children's strengths and weaknesses. Schools and teachers will be able to assess students when they enter kindergarten, and teachers and parents will better understand the needs of each child. Because WaKIDS will be such a crucial piece of the system's infrastructure and a source of data about where improvement is needed, the importance of its effective implementation cannot be overstated.

- **QRIS/Early Achievers.** Washington's Quality Rating and Improvement System (QRIS), also known as Early Achievers, is also nearing full roll-out and will provide much needed information on the quality of licensed child care, and will help build a high-performing early learning system by empowering parents as consumers.
- **Race to the Top Early Learning Challenge Grant.** Washington was recently awarded a \$60 million federal Race to the Top Early Learning Challenge grant. Funding from the grant will focus on accelerating the statewide implementation of WaKIDS and QRIS.

### Regional Initiatives and Collaborations

- **Campaign for Grade Level Reading.** Eight cities in the Road Map Region—Auburn, Burien, Federal Way, Kent, Renton, SeaTac, Seattle, and Tukwila—were recently named All-America Cities based on their regional plan to increase the number of low-income students reading at grade level. While hard work will be needed to achieve these gains, the award was competitive, with over 120 communities across the country vying for its designation. The award, one of 14 given, is an honor that has mobilized the communities and created momentum for action.
- **Place-based Initiatives.** Some of the most exciting work happening in our region is in place-based programs. Place-based programs are noteworthy because they reach those populations where achievement gaps are greatest and where low-income children, English language learners, and children of color receive care, and because they are using data to ensure they are reaching desired outcomes.
  - The King County Housing Authority (KCHA) is undertaking an exciting program in its Kent East Hill properties called Read to Succeed that works in partnership with service providers to build capacity and alignment around shared goals and outcomes.
  - KCHA is also working to advance the reading skills of children in the White Center area through collaborative work with partners in an effort called White Center Promise.
  - Seattle University's Youth Initiative (SUYI) is engaged in several school readiness programs benefiting the children living at Yesler Terrace, a Seattle Housing Authority (SHA) community.
  - High Point Promise is working with several community partners to improve school readiness and early literacy for the children in the High Point area.

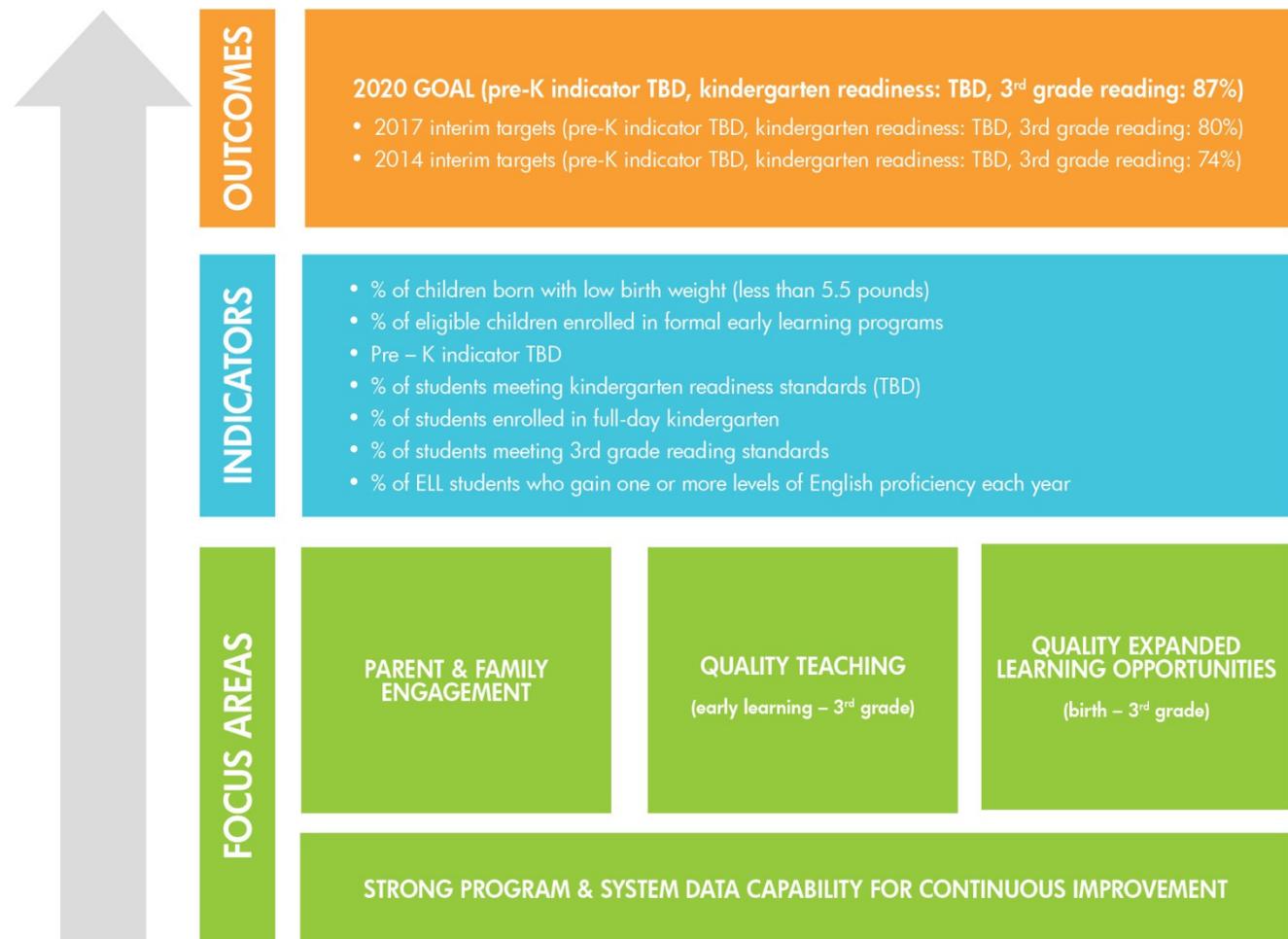
- **City of Seattle Families & Education Levy.** City of Seattle voters have continued their commitment to investing in improving student success, approving a \$230 million over seven years to improve outcomes across the education spectrum, with a substantial portion dedicated to early learning activities. With this Levy, Seattle will continue to build an effective and cohesive outcomes-based system that uses data to evaluate performance and results.
- **PreK-3rd Partnerships.** School districts in the Road Map Region are partnering with early learning providers to improve children's experiences as young learners, align assessment and instructional practices and assure that not only are children ready for kindergarten, they also sustain gains through high quality educational experiences in kindergarten through 3rd grade. For example, Auburn School District – working with its early learning partners – produced phenomenal results around 3rd grade reading: going from 68% to 84% in reading proficiency in just four years. Their work informs a large part of the Birth to 3rd Grade Action Plan.



## The Birth to Third Grade Action Plan Framework

Exhibit 7 shows the Action Plan’s outcome-focused framework and key indicators. Achieving the 2020 Goal and Interim 2014/2017 Targets will require new approaches to the building blocks of a highly effective birth to 3rd grade system: partnering with parents and caregivers, great teaching across the PreK-3rd continuum, expanded learning opportunities for children out of school, and strong data and systems capability for continuous improvement.

**Exhibit 7**  
**Birth to 3<sup>rd</sup> Grade Action Plan**



## Birth to 3rd Grade Action Plan: Starting Implementation

Implementing the Road Map Birth to 3rd Grade Action Plan must be done in stages. Some system building elements need to be in place to provide the foundation for others to take root. Once the foundation is in place, other strategies can be considered and implemented.

### Three Foundational Strategies are the Starting Point for this Work:

- 1. Develop Community Birth to 3rd Grade Networks.** Working with the Puget Sound ESD, community based organizations, early learning providers, school districts, parents, and schools, create a solid early education system that will help increase kindergarten readiness and 3rd grade reading achievement.
- 2. Focus on Summer Reading through *Let's Read!*** The effects of summer reading loss are well documented. The *Let's Read!* campaign started in 2012, and will expand its scope in subsequent years.
- 3. Engage Parents and Caregivers by Leveraging Major Service Systems/Points of Access.** Use the health care system to gain access to parents to develop early literacy for all children. Leverage the work of the region's housing authorities, particularly the place-based projects. Finally, use the internet and social media to reach parents in new ways that align with how they use technology.

### Achieving the Goal is a Whole Community Effort that will be Different for Each Community

The Road Map region includes seven school districts and numerous political jurisdictions. Building durable systems across this region requires approaches that work for each community. Every community is unique and implementation will look different from community to community. Some communities are farther along than others in building a strong PreK-3rd system, and lead roles in implementing the strategy may vary across communities.

### Collaborative Partnerships are Key and Roles Need to be Defined

Strengthening existing strategic partnerships and building new ones with organizations is necessary to scale impact. School principals, early learning directors, teachers, parents and caregivers, health care providers, and community organizations all have a role to play.

### Access to and Better Use of Data Will Drive Improvement

Obtaining and using student data through a data feedback loop can inform instruction, planning and continuous improvement. Parents need this information as do teachers, principals, early learning providers and system administrators.



## ACTION PLAN FOUNDATIONAL STRATEGIES

### FOUNDATIONAL STRATEGY #1: DEVELOP COMMUNITY BIRTH TO 3RD GRADE NETWORKS

#### Key Elements

The purpose of building systemic, high quality, integrated Community Birth to 3rd Grade Networks is to significantly improve students' kindergarten readiness and early literacy skills, resulting in successful students and the elimination of achievement gaps. We will work to identify and build from the existing partnerships and work being done in each district and community.

Below are key elements of a fully-functioning Community Birth to 3rd Grade Network (also pictured in Exhibit 8 below):

- **Partnerships.** Create strong partnerships between early learning providers and K-3rd teachers and administrators in the Community Birth to 3rd Grade Networks.
- **Alignment.** Align training, curriculum, and instructional approaches between early learning providers and elementary schools in each community.
- **Data Use.** Establish use of formative assessments to inform instruction, planning, and continuous improvements.
- **Data Feedback Loop.** Share data between early learning providers and K-3rd grade teachers to inform teachers on the strengths and areas of growth.
- **Support for Great Teaching.** Provide professional development (PD) opportunities for early learning providers and K-3rd teachers based on formative assessments, align instructional approaches and strategies, and establish improvement plans for the lowest achieving schools.
- **Family Engagement.** Engage consistently with families and caregivers to build on early learning activities and ensure family buy-in.

#### The Auburn Work

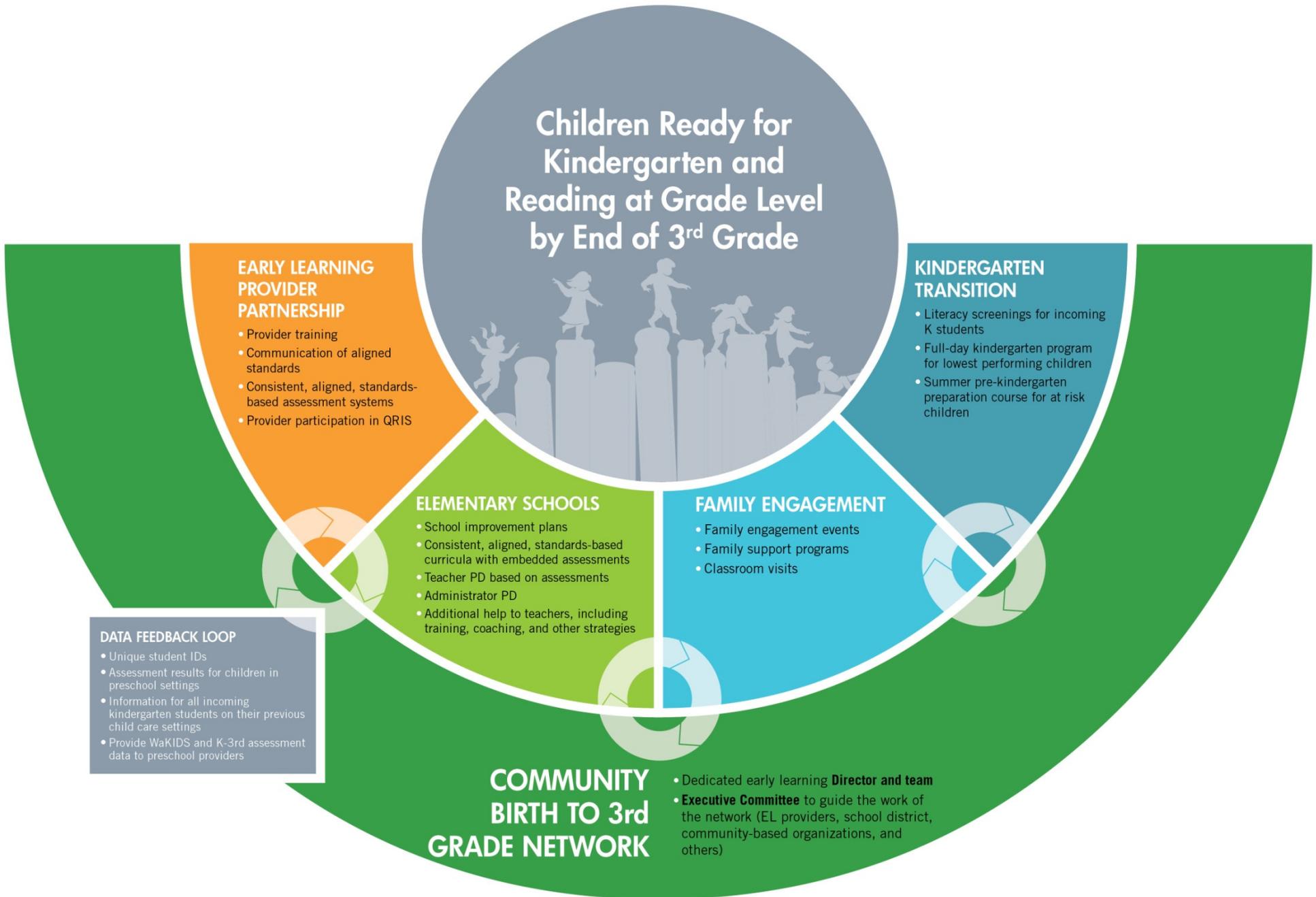
**The Community Birth to 3rd Grade Network idea is modeled after the work happening in many districts. In our region, the Auburn School District has invested in strengthening its early education program and as a result has seen significant improvement in its students' early literacy skills. Student reading proficiency in the 3rd grade has increased from 68% to 84% percent in four years.**

Auburn School District serves as a central organizing entity for district-wide early learning activities. The district provides monthly and quarterly trainings for early learning providers to build capacity around teaching literacy skills and classroom management. These trainings focus specifically on instructional strategies that reinforce key skills for literacy.

Prior to Kindergarten, students are invited to attend **Jump Start to K, a three-week summer school program** that prepares students for the kindergarten learning environment. This has made a difference for kids struggling with language acquisition. Student progress is monitored throughout kindergarten, at least monthly and even weekly for the lowest performing students. Many students benefit from attending full-day or extended-day kindergarten.

**K-3rd grade teachers also receive additional help** around template training, vocabulary strategies, and coaching from professional learning communities that meet 25 times a year. As these new practices get instituted, the district is working to build a culture where teachers take ownership over their students and commit to changing their instruction.

**Exhibit 8**  
**Community Birth to 3<sup>rd</sup> Grade Network**





The development of the Community Birth to 3rd Grade Networks will require the involvement and participation of many different players. The ESD and the seven school districts will be participants, but the specific roles of each stakeholder will be

assessed, based on the needs and challenges of the Road Map Region's communities. Early learning providers, community organizations, and parents will also have roles in the design and implementation of the Community Birth to 3rd Grade Networks.

## Implementing Actions

### Immediate Actions

- Conduct an assessment of the current situation in each school district catchment area. Identify what network-related elements are in place and what is needed.
- Identify a leader or champion for each area to move the process forward, coordinate the many related pieces, and communicate progress.
- Develop a clear action plan, identifying roles, timelines, and specific actions for creating a Community Birth to 3rd Grade Network. Teams could use the P-3 Framework created by Kristie Kauerz as a tool to help create the plan.
- Complete and continuously update the Community PreK-3rd System Maps (see Attachment for an example).

### Next Steps

#### A. Obtain Commitments from Leadership and Set Goals

- Identify a lead at the PSESD who can convene, coordinate trainings and support the networks regionally.
- Establish an Executive Committee to guide the work of each Network (comprised of providers, school district, Head Start, community organizations, and others).
- Identify a Network Director or Committee to oversee the implementation of the work and to connect to the PSESD support.

#### B. Establish Early Learning Provider Partnerships and Train PreK Providers

- Develop provider partnerships to share information, best practices, and promote participation in QRIS (Early Achievers).
- Provide PreK provider training and instructional materials (monthly or quarterly).
- Establish participation incentives for participation in the Partnership. Examples could include:
  - Provide curriculum materials to PreK providers at no cost.
  - Translate training hours into credits for the state's MERIT system.
  - Provide scholarships for release time to participate, and planning time to develop lesson plans and strategies.

#### C. Engage with Families, Parents, and Caregivers

- Host family engagement events to spread the word about PreK opportunities.
- Offer families opportunities to help develop early literacy skills with their children, including online tools.
- Engage with families during kindergarten transition as part of the WaKIDS assessment and feedback process.

#### **D. Prepare Children for Kindergarten**

- Provide literacy screenings for entering kindergartners.
- Provide a summer PreK preparation course for children who may be at risk, and or children performing below standard on final PreK assessments.
  - Explore funding with Title 1 and Learning Assistance program (LAP) money, or other sources.
  - Establish training for teachers to ensure consistent instructional strategies.
- Expand full-day kindergarten programs for the lowest performing children.

#### **E. Improve K-3rd Grade Instruction**

- Target instructional improvements in schools with the most low-performing children.
- Identify and use continuous formative and summative assessments to inform data-driven instruction.
- Use the WaKIDS tool and its results to inform instruction and support a smooth transition for children from PreK to Kindergarten.
- Continuously review and analyze assessment data and make improvements.
- Increase the number of ELL endorsed teachers working with ELL students in the region.

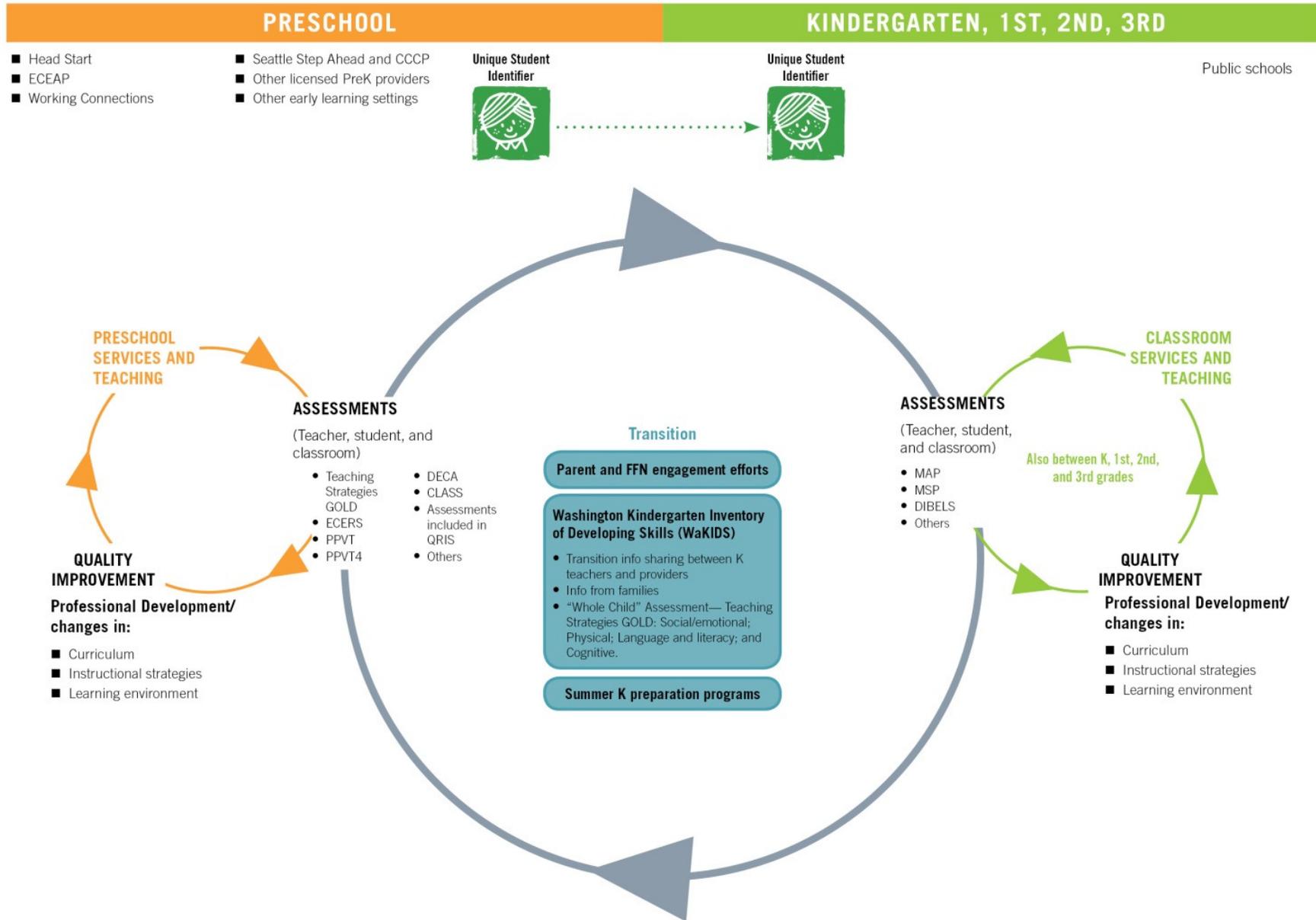
#### **F. Support Aligned Professional Development**

- Create joint professional development opportunities between K-3rd and early learning programs.
  - Establish early learning provider cohort trainings focused on specific topics, such as literacy instruction.
  - Develop and implement institutes and additional coaching programs for PreK-3rd staff.
- Provide professional development for principals, directors, and other administrators and for instructional support staff, to develop school-wide shared understanding of an aligned PreK-3rd system.
- Train early learning professionals on school readiness (school transitions, effective family engagement, child assessment, teacher-child interaction) as part of QRIS (Early Achievers).

#### **G. Collect, Analyze, and Share Assessment Data**

- Gather information for all incoming kindergarten students on their previous PreK or child care setting.
- Establish agreements with formal PreK providers to assign unique student IDs.
- Gather and share assessment results for children in PreK settings to inform teachers' professional development.
- Establish data feedback loops between PreK and K-3. Share K-3rd assessment data with preschool providers and discuss shared strategies for alignment and improvement (Exhibit 9 on the next page depicts the feedback loop concept).

## Exhibit 9 Early Learning Data Feedback Loops



## FOUNDATIONAL STRATEGY #2: ESTABLISH AND EXPAND REGIONAL SUMMER READING CAMPAIGN

**The Importance of Summer Learning.** To succeed in school and life, children need to continue to learn and practice essential skills during the summer months. During this time, children from low-income families are especially vulnerable, losing more than two months in reading achievement. This loss is cumulative; the unequal access to summer learning opportunities account for more than half of the achievement gap between lower- and higher-income youth<sup>3</sup>.

*Let's Read!* is a region-wide summer reading campaign created to promote the importance of reading in the summer – an important step in reading proficiently by the 3rd grade. The campaign is aimed at both children and their parents, and encourages parents and children to read together each day during the summer.

This effort builds off the summer reading infrastructure currently in place through the King County Library System and Seattle Public Libraries, and aims to increase opportunities for low-income children, English language learners, and children of color to participate and build critical literacy skills and develop a love of reading.

*Let's Read!* combines the broad reach of a campaign spreading the message of the importance of grade-level reading, and a specific focus of providing tools that parents can use to engage with their children. The campaign's website ([letsreadkingcounty.org](http://letsreadkingcounty.org)) and outreach materials provide reading tips for parents and links to events happening in King County.



<sup>3</sup> National Summer Learning Association

## Roles

The campaign kicked off during spring 2012 and is a partnership with the King County Library System, the Seattle Public Library, the Road Map Project, the United Way of King County and many other organizations in King County, including other place-based cradle to college and career projects such as Eastside Pathways.

### The Campaign's Key Messages:

- 1. Read every day with your child!**
- 2. Read anywhere – Read in any language.** And if you don't have a book with you, sing a song or tell a story.
- 3. Help your child learn to read.** Find the right level of books for your child at the library.
  - Sound words out;
  - Look at the part of the word they know;
  - Back up and try again; and
  - Use different words that make sense
- 4. Talk about what you're reading.** Ask questions about the story.
  - What is happening?
  - How will the story end?
  - What was your favorite part of the story?
- 5. Reading is fun!** Have fun reading and sharing stories with your family.

## Implementing Actions

### Actions in 2012

#### A. Developed campaign materials.

- Designed and developed colorful and accessible posters and flyers, in multiple languages.
- Designed and developed a website that serves as a resource repository for parents ([www.LetsReadKingCounty.org](http://www.LetsReadKingCounty.org)).

#### B. Engaged multiple mediums in spreading messages to the entire community, while specifically targeting low-income children, English language learners, and children of color.

- Engaged a wide variety of program operators, service providers and city leaders spreading the campaign's messages.
- Sent over 40,000 flyers home with PreK – 3rd grade students in 5 school districts.
- Sent flyers through the mail with rent notices for King County Housing Authority.
- Displayed 1,500 posters in places where children are in the summer, including libraries, community centers, pools, housing sites, and others.
- Developed 4 PSAs, featuring three local mayors and the head of KCLS, to run on municipal TV stations through the summer.

#### C. Engaged King County Library System's *Library2Go!* mini-bookmobiles to serve childcare centers, low-income housing, and nutrition programs in KCLS' service area.

### Future Actions: Planning for Summer 2013

- Gather and analyze qualitative and quantitative data on the effectiveness of the 2012 campaign.
- Commence planning for summer of 2013 campaign, including:
  - Secure public commitments from city governments and key partners to participate in a summer reading campaign that takes a targeted approach.
  - Secure support for a dedicated full-time *Let's Read!* Coordinator that works throughout the region.
- Map areas of high-need and schools with low 3rd grade reading scores. Overlay information about which organizations are providing students with summer reading programming. Identify gaps and work to secure resources for summer reading programs.
- Strengthen partnerships with housing authorities, child care programs, and other organizations that work with parents to directly offer information and resources related to summer reading.
- Strengthen partnerships with schools districts in the spring to help spread the message of the importance of summer reading to students and families.
- Partner with additional organizations, corporate sponsors, and notable community celebrities who can spread the campaign's messages. Partner with regional transit providers that could offer bus and train ad space, as well as the region's municipal TV stations, and local media TV and radio stations.
- Develop more online tools for parents and children, including summer learning activity calendars, interactive games, etc.

### FOUNDATIONAL STRATEGY #3: ENGAGE PARENTS AND FAMILIES IN SUPPORTING THEIR CHILDREN'S EARLY EDUCATION BY LEVERAGING MAJOR SERVICE SYSTEMS AND EXISTING POINTS OF ACCESS

**Parent Engagement is Pivotal.** Parents are their children's first and most influential teachers. Parents play a critical role in a child's learning, and are a constant throughout a child's educational experience. Directly engaging parents and families in their child's development and education, starting at birth, will help develop early literacy and school readiness.

The goals of this strategy are:

- Parents understand that learning begins at birth and that they are their children's first teachers.
- Parents are aware of benefits of early reading and start reading to their child from birth.
- Parents have information and skills to support their child's optimal development, including knowledge of early learning programs that can accelerate learning.

**Engaging Parents Through Multiple Channels.** Reaching parents in ways that make sense and are conducive to learning is key to effectiveness. This Goal focuses on leveraging the power of existing systems or points of access to reach parents and families.

This strategy encompasses three potential ways of engaging parents:

1. Leveraging the parent/doctor relationship and the medical system.
2. Supporting Housing Authorities and place-based cradle to college and career projects, including the programs in these communities that work to engage parents, such as the Parent Child Home Program.
3. Partnering to leverage the power of the internet, social media and online learning tools.



## I. Partnering to Leverage the Power of the Parent-Doctor Relationship: the Reach Out and Read Program

Decades of educational research demonstrate that books at home, parents reading aloud, and early language skills are vital precursors to later success in learning to read. Making sure parents know this, while providing them with the knowledge, skills, and books to support their children, is a critical strategy to improve children's early literacy skills.

By partnering with the health care system that children and families already access, Reach Out and Read creates an efficient, cost-effective, community-wide parent-engagement system that is rapidly scalable. Reach Out and Read supports high quality programs for children and families, focusing first on children living in low-income families or are otherwise at risk for poor educational outcomes.

### Approach: Supporting Parents as their Child's First Teacher to Help Children be Ready for Kindergarten

#### Partnering with Doctors Supports Families "Where They Are"

Almost every young child in Washington has access to health insurance and preventive care. Pediatricians, family physicians and other primary care providers have repeated one-on-one contact with families and provide trusted guidance about child development. They serve as the only source of formalized support for many families, especially those who are low-income. In some of the highest need communities in Washington, surveys showed that 96% of young children had received a medical checkup in the previous year.

Further, the most preferred and trusted source of early learning information chosen by Washington parents surveyed by the Department of Early Learning was their child's health care provider. Parents also overwhelmingly said they wanted information about reading and school readiness. Reach Out and Read provides the support Washington parents want, from the source they trust.

#### The Reach Out and Read Program

Reach Out and Read prepares young children to succeed in school by partnering with doctors to prescribe books and encourage families to read together. Using an evidence-based, proven, national early literacy program in doctors' offices, Reach Out and Read supports parents as their child's first teacher. At each well-child checkup from ages 6-months through 5-years, medical providers give the child a new book and encourage parents to read aloud at home by offering individualized, developmentally- and culturally-appropriate advice and support.

Fifteen published studies show that Reach Out and Read works. When families participate, parents read aloud more often at home, and children show significant improvement in language and literacy skills.

#### Reach Out and Read Washington State

Established in 2007, Reach Out and Read Washington State is building a sustainable statewide network of high-quality Reach Out and Read programs that support parents as their child's first teacher and improve children's language and literacy skills, so that children are ready for kindergarten. Reach Out and Read Washington State is a Regional Office of the national Reach Out and Read 501c3 organization.

Reach Out and Read provides support that enables each medical practice to participate and deliver a high quality program, while developing a statewide system of programs that is aligned with state and local kindergarten readiness strategies. Reach Out and Read provides technical assistance to medical practices and professional development services to medical providers, using an ongoing, data-driven, continuous quality improvement approach. Staff develops and implements strategies that increase services to families; support program quality; and align with desired educational outcomes, including kindergarten readiness and 3<sup>rd</sup> grade reading proficiency. Reach Out and Read has a well-developed data collection system which facilitates regular reporting and analysis of both system and service data.

## Reach Out and Read Programs in the Road Map Region

Implemented in diverse medical settings, including community health, public health, tribal, hospital-based, and private practices, Reach Out and Read has served families in the Road Map Region since 1998. At Project baseline, Reach Out and Read providers in 22 clinics supported families during 27,559 one-on-one visits, distributed 22,086 new children's books, and served an estimated 13,780 young children and their families.

## Implementing Actions

### A. Provide Reach Out and Read to Young Children and Families.

- Sustain existing programs, and implement new programs.
- Set growth goals with intent to take to scale community-wide.

### B. Provide Program Support for Medical Providers and Practices.

- Provide professional development to medical providers to enable them to deliver Reach Out and Read to families.
- Provide technical assistance to medical practices to put the systems in place to implement high quality programs.
- Implement continuous program quality improvement processes to assess and support quality for each program, and for the network.

### C. Support a Reach Out and Read Network Aligned with Strategies to Improve Kindergarten Readiness and 3<sup>rd</sup> Grade Reading.

- Increase awareness about Reach Out and Read.
- Develop partnerships to support and sustain Reach Out and Read as a community-wide parent engagement system.

### D. Collaborate with the Road Map Project and Partners.

- Advocate for and support implementation of early learning systems within the Region and statewide.
- Continue to partner with King County Library System and Seattle Public Libraries, including summer reading promotions.



## II. Partnering to Leverage the Power of the Region's Place-Based Projects

- The **King County Housing Authority's (KCHA) program in Kent East Hill** properties, called Read to Succeed, has three goals:

1. Children enter kindergarten ready to read.
2. Children stay on-track to read by the end of 3rd grade.
3. Parents are engaged in their children's learning throughout this crucial period.

KCHA emphasizes partnering with existing service providers already serving the largely immigrant and refugee populations in Kent East Hill. This strategy also creates connections between the various providers in these communities who then have opportunities to use their existing resources to work together to help achieve the goals.

- **KCHA's White Center Educational Initiative** is focusing on the 3rd grade reading by partnering with existing service providers. The initiative is focused on family engagement, extended learning opportunities, and connecting families, teachers, and service providers.
- **Seattle University's Youth Initiative (SUYI)** is engaged in several school readiness programs at Yesler Terrace, a Seattle Housing Authority (SHA) community.
  - In the Jump Start and Read Out Loud Early (ROLE) programs, children gain language acquisition and literacy skills that help prepare them for school. The ROLE program also includes professional development opportunities for parents and early learning providers that increase the quality of instruction.
  - SUYI also offers a kindergarten orientation program for the elementary school serving Yesler Terrace students that introduces children and parents to the classroom and teaching staff.

## III. Partnering to Leverage the Power of the Internet, Online Tools, and Social Media

- Expand the use of technology, online learning tools and new communication mediums to reach parents.



## NEXT STAGE STRATEGIES: BUILDING ON THE FOUNDATION

Once the foundational strategies have been implemented, these additional ideas can be further developed and evaluated.

### Expand Parent and Caregiver Engagement

In addition to Foundational Strategy #3, below are some ideas to promote deeper parent engagement and participation in their child's education.

- Promote early literacy by providing parents with information and skills to support their children's learning.
  - Build on Child Profile mailings by the Department of Health to reach new parents and inform them of available programs, services, and activities.
- Expand and strengthen programs and activities to create high-quality structured play groups for young children and their caregivers [**Place-based initiatives could be pilot sites**].
  - Provide opportunities for low cost or free playgroups for birth to 5 year old children (targeting those in parent and FFN care) to emphasize the skills needed for appropriate development and kindergarten readiness.
- Provide information about the benefits of enrollment in PreK programs and full day Kindergarten.
  - Broadly publicize information about opportunities for PreK and kindergarten registration.

### Develop Expanded Learning Opportunities for Children in Need

High quality, evidence-based programs can augment classroom time and enhance student learning. It is important to leverage the high quality programs that can support the birth through 3rd goal. These ideas focus on developing great programs to increase the number of children and families served by high-quality, evidence-based education and support programs.

- Scale an extended day connected learning model.
  - Working with community providers and families, provide children in need with remedial support through an integrated continuum of services.
- Increase the number of children served by high quality before and after school programs, and summer programs.
- Explore securing new funding streams in order to scale the impact of program operators and service providers and to incentivize the most effective approaches for serving low-income, English language learners, and children of color.



## ALIGNMENT WITH THE STATE’S EARLY LEARNING PLAN

Exhibit 10 below shows how the Road Map’s Birth to 3rd Grade Action Plan is aligned with several of the Washington State Early Learning Partnership’s 3-Year Action Plan strategies.

### Exhibit 10

#### Alignment Between the State and Road Map Region’s Plans

State Early Learning Partnership 3-Year Action Plan Strategies	Road Map Birth to 3rd Grade Action Plan Strategies
<p><b>Align prekindergarten and K-3 instructional and programmatic practices</b></p> <p>Develop a comprehensive P-grade 3 plan designed to support implementation of P-grade 3 models throughout the state.</p>	<p><b>Foundational Strategy #1: Develop Community Birth to 3rd Grade Networks</b></p>
<p><b>Provide more parenting learning opportunities</b></p>	<p><b>Foundational Strategy #2: Establish and expand regional summer reading campaign</b></p>
<p><b>Increase use of early literacy services and programs</b></p> <ul style="list-style-type: none"> <li>Invest in Reach Out and Read WA (HB 6444, 2010 Supplemental Budget)</li> </ul>	<p><b>Foundational Strategy #3: Engage parents and families in supporting their children’s early education by leveraging major service systems and existing points of access</b></p>

## NEXT STEPS: A FOCUS ON IMPLEMENTATION

Working with members of the Birth to 3rd Grade work group and many other individuals and groups around the region, we will focus on the implementation of several action items in the coming year. We are seeking implementation partners to lead this system-building work in the Road Map region. With appropriate leadership and commitment in place, we will work to establish an implementation plan and a funding strategy to fill any gaps in resource or capacity.

Through the data reporting structures created in the Road Map Project, results will be regularly reviewed. Annual Road Map Results Reports will include recent data on Road Map indicators and the progress made towards reaching Road Map goals, and will be released every December. In addition, relevant data will be regularly collected on both student achievement indicators and process indicators identified to monitor the progress of the system-building work.

# THE ROAD MAP PROJECT BIRTH TO 3RD GRADE ACTION PLAN V.1

## ATTACHMENT:

### Community PreK-3rd Sample System Map



[www.roadmapproject.org](http://www.roadmapproject.org)

This is a DRAFT sample PreK-3rd System Map for the Seattle Community. Teams from each community within the Road Map Region are working to complete their system maps.

# EARLY EDUCATION SYSTEM MAP: SEATTLE SCHOOL DISTRICT

## ELEMENTARY SCHOOLS

- Number of children age 6-8: X

### Elementary schools

- 62 elementary and K-8 schools (served ~25,000 students in 2009-10)
- **Title 1 schools:** 23 Title I elementary and K-8 schools (total enrollment of 9,300 students); most south of downtown
- **Full day K:** all schools. 18 of Title 1 schools have state-funded full-day K, and 5 are school-district funded. The rest of SPS's K is fee-based.
- **Number of PreK sites in schools:** X

### Seattle Families & Education Levy

- Grants for elementary school innovation sites - starting in 2012 add ~4 schools/ year
- Required elements:
  - Pre-K to 3rd grade alignment and collaboration
  - extended in-school learning time
  - social/emotional/behavioral support
  - student and family support services
  - out-of-school time programs

### District Early Learning Organizational Structure

- Program Manager, Early Learning

## CONNECTIONS BETWEEN EARLY LEARNING AND PUBLIC SCHOOLS

### WaKIDS participation

- 16 schools in 2011-2012 (1,135 students) - schools in the Road Map portion of Seattle

### Connecting entity

- SEEC

### Other PreK-3rd efforts

- PreK-3rd Partnership Action Plan (City of Seattle, SPS, LEV, other partners)
- Joint professional development between SPS and SEEC providers
- SOAR's Getting School Ready Action Teams

## FAMILY ENGAGEMENT

- SPS Kindergarten fairs
- SPS Kindergarten transition coordinators
- SPS Family Symposiums
- SPS Family Support Workers
- Head Start and ECEAP family support services

## EARLY LEARNING SETTINGS

- Number of children age birth to 5: X

Licensed **Family Child Care homes:** 450

- Total capacity: 3,540
- Source: Child Care Resources, 2011; BERK, 2011

**Child care centers:** 280

- Total capacity: 11,560 slots
  - Preschool capacity: 4,300 slots
- Source: Child Care Resources, 2011; BERK, 2011

**Parents and Family, Friend and Neighbor Care (FFN):** approximately 70% of children

Source: CCER and DEL, 2011

### Low Income Programs

#### ■ Head Start and Early Head Start

Federally funded - enrollment of **1,726** for 0-5 year-olds in 2011. Five grantees:

- Seattle Public Schools: 509
- United Indians of All Tribes Foundation: 123
- Neighborhood House: 182
- Denise Louie Education Center: 217
- First A.M.E. Child Development Center: 274

#### ■ Early Childhood Education and Assistance Program (ECEAP)

State-funded - **330** preschool slots (3 and 4 year-olds) in 9 centers:

- Jose Marti Child Development Center: 34
- Refugee Women's Alliance (ReWA): 42
- Tiny Tots: 92
- The Experimental Education Unit (EEU): 36
- Prospect Enrichment Preschool: 12
- Primm ABC Child Care Center: 10
- Martin Luther King, Jr. Day Home Center: 8
- The Refugee and Immigrant Family Center (RIFC): 80
- SeaMar Community Health Center: 56

#### ■ Seattle Step Ahead Preschool Program

Families & Education Levy-funded - **278** preschool slots (3 and 4 year-olds) in 12 centers

### Other Child Care Subsidies

- **City of Seattle child care subsidies:** 650 families in 2011
- **Working Connections** Child Care (state-funded): 5,941 youth (0-17 years of age) in 2010 [may overlap with HS and ECEAP]

### EARLY LEARNING COLLABORATIONS

- **Seattle Early Learning Collaborative (SEEC):** City of Seattle, 22 providers (in 2010), community representatives, SPS. Joint professional development, assessment, data collection and kindergarten transition services

 Possible Future Additions: Home Visitation Programs, Health Care Programs, etc.

# EARLY EDUCATION SYSTEM MAP: AUBURN SCHOOL DISTRICT

## ELEMENTARY SCHOOLS

- Number of children age 6-8: X

### Elementary schools

- 14 elementary and K-8 schools (served ~6,370 students)
- **Title 1 schools:** 9 Title I elementary and K-8 schools (total enrollment of 4,010 students)
- **Full day K:** 7 schools; 3 sections total
- **Number of PreK sites in schools:** 8 schools; 261 students

### District Early Learning Organizational Structure

- Director, Elementary Student Learning
- Early Learning Executive Committee

## CONNECTIONS BETWEEN EARLY LEARNING AND PUBLIC SCHOOLS

### WaKIDS participation

- 18 schools in 2011-12, same schools in 2011-12

### Connecting entity

- Auburn School District
  - Aligned literacy-focused curriculum
  - Monthly training for early learning providers around literacy
  - Screen kids when they enroll and invite them to Jump Start Instruction, a 4-week summer school
  - Boot camp for teachers teaching Jump Start to ensure that instructional strategies are consistent and intentional
  - Extended day K (additional 60-90 minutes) for lowest performing kids
- Approximately 80 early learning providers are a part of the PK-3rd effort

## FAMILY ENGAGEMENT

- ASD hosts Early Learning Fairs where parents can learn about and connect to services and kids get take home activities

## EARLY LEARNING SETTINGS

- Number of children age birth to 5: X

Licensed **Family Child Care homes:** 95

- Total capacity:
- Source:

**Child care centers:** 27

- Total capacity:
  - Preschool capacity:
- Source:

**Family, Friend and Neighbor Care (FFN):**  
approximately 70% of children

Source: CCER and DEL, 2011

### Low Income Programs

#### ■ Head Start and Early Head Start

Federally funded - enrollment of X for 0-5 year-olds in 2011. Two grantees:

- Puget Sound Educational Service District (PSESD)
- Children's Home Society (CHS)

#### ■ Early Childhood Education and Assistance Program (ECEAP)

State-funded - X preschool slots (3 and 4 year-olds) in X centers

### Other Child Care Subsidies

- **Working Connections** Child Care (state-funded): X youth (0-17 years of age) in 2010 [may overlap with HS and ECEAP]

### EARLY LEARNING COLLABORATIONS

- PreK-3rd grade alignment efforts led by Auburn SD with Head Start & community EL providers

 Possible Future Additions: Home Visitation Programs, Health Care Programs, etc.

# EARLY EDUCATION SYSTEM MAP: FEDERAL WAY SCHOOL DISTRICT

## ELEMENTARY SCHOOLS

- Number of children age 6-8: X

### Elementary schools

- 23 elementary and K-8 schools (serve ~9,650 students)
- **Title 1 schools:** 22 Title I elementary and K-8 schools (total enrollment of 9,250 students)
- **Full day K:** all schools; 1,153 students
- **Number of PreK sites in schools:** 8 schools; 328 students

### District Early Learning Organizational Structure

- ?

## CONNECTIONS BETWEEN EARLY LEARNING AND PUBLIC SCHOOLS

### WaKIDS participation

- ?

### Connecting entity

- ?

## FAMILY ENGAGEMENT

- ?

## EARLY LEARNING SETTINGS

- Number of children age birth to 5: X

Licensed **Family Child Care homes:** 85

- Total capacity:
- Source:

**Child care centers:** 24

- Total capacity:
  - Preschool capacity:
- Source:

**Family, Friend and Neighbor Care (FFN):**  
approximately 70% of children

Source: CCER and DEL, 2011

### Low Income Programs

#### ■ **Head Start and Early Head Start**

Federally funded - enrollment of **152** for 0-5 year-olds in 2011. One grantee: Puget Sound Educational Service District (PSESD). Federal Way School District is a Head Start provider.

#### ■ **Early Childhood Education and Assistance Program (ECEAP)**

State-funded - 184 preschool slots (3 and 4 year-olds) in X centers

### Other Child Care Subsidies

- **Working Connections** Child Care (state-funded): X youth (0-17 years of age) in 2010 [may overlap with HS and ECEAP]

### EARLY LEARNING COLLABORATIONS

- Ongoing PLC with all district EL programs (SpEd, ECEAP, HS, B-3 Developmental). Has included FW YMCA ECEAP site in the PLC work.

 Possible Future Additions: Home Visitation Programs, Health Care Programs, etc.

# EARLY EDUCATION SYSTEM MAP: HIGHLINE SCHOOL DISTRICT

## ELEMENTARY SCHOOLS

- Number of children age 6-8: X

### Elementary schools

- 18 elementary and K-8 schools (serve ~9,670 students)
- **Title 1 schools:** 13 elementary and K-8 schools (total enrollment of 7,520 students)
- **Full day K:** 8 schools; 800 students
- **Number of PreK sites in schools:** 3 schools; 110 students

### District Early Learning Organizational Structure

- ?

## CONNECTIONS BETWEEN EARLY LEARNING AND PUBLIC SCHOOLS

### WaKIDS participation

- ?

### Connecting entity

- ?

## FAMILY ENGAGEMENT

- ?

## EARLY LEARNING SETTINGS

- Number of children age birth to 5: X

Licensed **Family Child Care homes:** 76

- Total capacity:
- Source:

**Child care centers:** 17

- Total capacity:
  - Preschool capacity:
- Source:

**Family, Friend and Neighbor Care (FFN):**  
approximately 70% of children

Source: CCER and DEL, 2011

### Low Income Programs

#### ■ Head Start and Early Head Start

Federally funded - enrollment of **330** for 0-5 year-olds in 2011. One grantee: Puget Sound Educational Service District (PSESD). Head Start providers:

- Educare
- Angel Lake (Eastern Deals)
- Curiosity Corner
- Highline Head Start
- Childrens Home Society

#### ■ Early Childhood Education and Assistance Program (ECEAP)

State-funded - 198 preschool slots (3 and 4 year-olds) in X centers

### Other Child Care Subsidies

- **Working Connections** Child Care (state-funded): X youth (0-17 years of age) in 2010 [may overlap with HS and ECEAP]

### EARLY LEARNING COLLABORATIONS

- HSD, PSESD/Educare, CHS, White Center CDA, EL Coalition (SOAR), CCR King County
- Educare Platform for Policy Change (PfC)
- WaKIDS EL Coalition/PSESD project

 Possible Future Additions: Home Visitation Programs, Health Care Programs, etc.

# EARLY EDUCATION SYSTEM MAP: KENT SCHOOL DISTRICT

## ELEMENTARY SCHOOLS

- Number of children age 6-8: X

### Elementary schools

- 28 elementary and K-8 schools (serve ~14,220 students)
- **Title 1 schools:** 19 elementary and K-8 schools (total enrollment of 9,675 students)
- **Full day K:** 25 schools; 1,535 students
- **Number of PreK sites in schools:** 8 schools; 316 students

### District Early Learning Organizational Structure

- ?

## CONNECTIONS BETWEEN EARLY LEARNING AND PUBLIC SCHOOLS

### WaKIDS participation

- ?

### Connecting entity

- ?

## FAMILY ENGAGEMENT

- ?

## EARLY LEARNING SETTINGS

- Number of children age birth to 5: X

Licensed **Family Child Care homes:** 182

- Total capacity:  
Source:

**Child care centers:** 28

- Total capacity:
- Preschool capacity:  
Source:

**Family, Friend and Neighbor Care (FFN):**  
approximately 70% of children

Source: CCER and DEL, 2011

### Low Income Programs

#### ■ **Head Start and Early Head Start**

Federally funded - enrollment of **133** for 0-5 year-olds in 2011. One grantee: Puget Sound Educational Service District (PSESD). Head Start providers:

- Kent Youth & Family Center
- Toddler Town
- Learning Land

#### ■ **Early Childhood Education and Assistance Program (ECEAP)**

State-funded - 144 preschool slots. PSESD - grantee; Kent Youth & Family Center - provider

### Other Child Care Subsidies

- **Working Connections** Child Care (state-funded): X youth (0-17 years of age) in 2010 [may overlap with HS and ECEAP]

### EARLY LEARNING COLLABORATIONS

- ECEAP/HS blended model pilot

 Possible Future Additions: Home Visitation Programs, Health Care Programs, etc.

# EARLY EDUCATION SYSTEM MAP: RENTON SCHOOL DISTRICT

## ELEMENTARY SCHOOLS

- Number of children age 6-8: X

### Elementary schools

- 14 elementary and K-8 schools (serve ~6,770 students)
- **Title 1 schools:** 11 elementary and K-8 schools (total enrollment of 5,600 students)
- **Full day K:** 7 schools; 350 students
- **Number of PreK sites in schools:** none

### District Early Learning Organizational Structure

- ?

## CONNECTIONS BETWEEN EARLY LEARNING AND PUBLIC SCHOOLS

### WaKIDS participation

- ?

### Connecting entity

- ?

## FAMILY ENGAGEMENT

- ?

## EARLY LEARNING SETTINGS

- Number of children age birth to 5: X

Licensed **Family Child Care homes:** about 104

- Total capacity:  
Source: CCR

**Child care centers:** about 30

- Total capacity:
- Preschool capacity:  
Source:

**Family, Friend and Neighbor Care (FFN):**  
approximately 70% of children

Source: CCER and DEL, 2011

### Low Income Programs

#### ■ Head Start and Early Head Start

Federally funded - enrollment of **133** for 0-5 year-olds in 2011. One grantee: Puget Sound Educational Service District (PSESD). Head Start providers:

- Renton School District
- Learning Land

#### ■ Early Childhood Education and Assistance Program (ECEAP)

State-funded - 72 preschool slots. PSESD - grantee; Renton School District - provider

### Other Child Care Subsidies

- **Working Connections** Child Care (state-funded): X youth (0-17 years of age) in 2010 [may overlap with HS and ECEAP]

### EARLY LEARNING COLLABORATIONS

- ECEAP/HS blended model pilot
- New early learning site is being built where all EL programs district-wide (including HS & ECEAP) will be housed

 Possible Future Additions: Home Visitation Programs, Health Care Programs, etc.

# EARLY EDUCATION SYSTEM MAP: TUKWILA SCHOOL DISTRICT

## ELEMENTARY SCHOOLS

- Number of children age 6-8: X

### Elementary schools

- 3 elementary and K-8 schools (serve ~1,370 students)
- **Title 1 schools:** 3 elementary and K-8 schools (total enrollment of 1,370 students)
- **Full day K:** 3 schools; 250 students
- **Number of PreK sites in schools:** 2 schools; 93 students

### District Early Learning Organizational Structure

- ?

## CONNECTIONS BETWEEN EARLY LEARNING AND PUBLIC SCHOOLS

### WaKIDS participation

- ?

### Connecting entity

- ?

## FAMILY ENGAGEMENT

- ?

## EARLY LEARNING SETTINGS

- Number of children age birth to 5: X

Licensed **Family Child Care homes:** 29

- Total capacity:
- Source:

**Child care centers:** 3

- Total capacity:
  - Preschool capacity:
- Source:

**Family, Friend and Neighbor Care (FFN):**  
approximately 70% of children

Source: CCER and DEL, 2011

### Low Income Programs

- **Head Start and Early Head Start**  
Federally funded - enrollment of X for 0-5 year-olds in 2011.
- **Early Childhood Education and Assistance Program (ECEAP)**  
State-funded - 72 preschool slots. PSESD - grantee; Tukwila School District - provider

### Other Child Care Subsidies

- **Working Connections** Child Care (state-funded): X youth (0-17 years of age) in 2010 [may overlap with HS and ECEAP]

### EARLY LEARNING COLLABORATIONS

 Possible Future Additions: Home Visitation Programs, Health Care Programs, etc.