2016

ECEAP Early Learning Feedback Report

Site: Statewide (No Site)
Director: [Director]
Subcontractor: [Subcontractor]

ERDC
Education Research & Data Center

Site(s) included: [No sites included in this report]

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Summary

This is one of a series of reports presenting the fall 2015 WaKIDS results for kindergartners who had been enrolled in a specific ECEAP site or group of ECEAP sites in 2014/15. Each report compares the WaKIDS results for (a) specific ECEAP site(s) to that of the statewide former ECEAP population as a whole, as well to that of lower income and higher income kindergartners who had not been enrolled in ECEAP. The results of former ECEAP students are presented as a group and within subgroups including special education, English Language Learners, and racial/ethnic groupings, within the income categories referred to above. This report is meant to familiarize ECEAP site teachers and administrators with the WaKIDS results of their students in order to develop appropriate curriculum and interventions as needed.

The statewide results presented here provide a context for understanding the site-level data. In many cases, small sample sizes preclude the reporting of site-level data such as results for non-white students or special education students, for example. In these cases the statewide data can be used for the purpose of comparison, and also to help individual sites interpret the achievement of their own students in light of their unique demographic characteristics and special needs.

Purpose and Audience

Early Learning Providers can use the report to understand how children from their program did as they transitioned into kindergarten.

- Providers can consider how to use this information to improve the school readiness of children.
- Coaches can use the report to adapt and improve their support to early learning providers.

Regional and state agencies can use the report to identify trends at the regional and state level to inform how they can work with providers, families, and communities in supporting school readiness for children across the state.

Introduction

The ECEAP program was established in 1985 to provide education to eligible preschool children combined with health, nutrition, and family support. Participation is limited to those who meet one of the following criteria: Family income at or less than 110% of the federal poverty level; eligible for special education services; or the family has one of several other defined risk factors. Children must be older than 3 and younger than 5 years on August 31 of their academic enrollment year.

The legislature added 1,700 ECEAP slots between 2013 and 2015, for a total of 10,091 available slots in the 2014/15 academic year. However, whether by choice or circumstance an estimated 26,929 children across the state, or 57 percent of those eligible, are not served either by ECEAP or its federal counterpart, Head Start. Even with recent changes in the program structure, the number of children who meet the eligibility criteria continues to outpace the number of available ECEAP slots.

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.

Closing the Achievement Gap

Children may enroll in kindergarten if they are at least five years old on August 31 of the upcoming school year. However, many children enter kindergarten without the foundational skills they need to be successful. National research suggests that children who start kindergarten behind their peers might never catch up. The achievement gap starts as an opportunity gap that is evident as early as nine months of age.

Children are the products of their families, their neighborhoods, communities, and the state systems that support them—all of which influence readiness. Early learning providers play a key role in supporting families with young children by creating intentional learning opportunities that build on children's strengths and interests, while helping them gain the academic and social skills they will need to be successful in kindergarten and beyond. Early learning providers have established trusting relationships with families and have helped them understand their important role in supporting their children's readiness for kindergarten.

Background

Districts providing state-funded, full-day kindergarten are now required to implement the Washington Inventory of Developing Skills (WaKIDS) process. The WaKIDS assessment takes a "whole-child" approach to assessing developmental and learning skills using a subset of GOLD®; an observational assessment tool that was developed for use in early learning settings. GOLD® measures skills and abilities in six domains: cognitive, physical, mathematics, social and emotional, literacy, and language. The results provide a statewide profile of children's developmental readiness for kindergarten necessary to inform policy decisions at the community, district, and state levels.

WaKIDS can best be described as a transition process designed to inform practice and policy. First, it provides kindergarten teachers with data about the developmental and learning skills of each newly arrived student so they can tailor their instructional practices to build on the child's skills and address identified needs. Second, the process builds on the early learning foundation of parent engagement. From the start of a child's kindergarten education experience parents need to engage in conversations with the teacher about their child's development and learning. Finally, the WaKIDS assessment is meant to guide and inform collaborative practices within and across educational sectors – a key strategy for early learning collaboration.

Intent of the Feedback Reports

As early learning providers review the data and reflect on their practices, they are encouraged to use this information and process to seek a deeper understanding of how children from their program did

in the fall as they transitioned into kindergarten. For example, how can this information be used to improve the readiness of children? How can this information inform a continuous quality improvement process in ways that are:

Washington Inventory of Developing Skills (Six Domains)

1. Cognitive
2. Physical
3. Mathematics
4. Social and Emotional
5. Literacy
6. Language

- Child-focused and family-centered?
- Flexible, culturally responsive, accessible, relevant, respectful, and attentive to the needs of local communities and individual children?
- Developmentally appropriate, evidence-based (as available), and addressing each stage of child development?
- Strengths-based and reflective of children, parents, families, and the community?

By 2020, Washington's goal is for 90 percent of all children to be demonstrating—in all six domains—the characteristics of a student who is ready for kindergarten. The Department of Early Learning's ambitious goal of having 90 percent of children meeting or exceeding kindergarten readiness standards may feel overwhelming for parents and the early learning community that supports them. It is important to be thoughtful about the process and avoid emphasizing the target over the real goal: that every young child can meet their full potential. "Kindergarten readiness" as measured by GOLD® and WaKIDS is not meant to replace kindergarten eligibility as defined by traditional age criteria. Instead, this information should help early learning providers identify areas for growth, including supporting parents as the primary educators of their young children, helping kindergarten classrooms become more developmentally appropriate while also striving for academic rigor, and supporting all children regardless of where they fall along the developmental continuum.

In the same way that early learning providers will be using the information about kindergarten readiness to inform their practice, coaches and state agencies will be looking at this information to determine where improvements can be made to better support providers, families, and communities. As communities work together across the state, they will share a collective responsibility to meet the unique needs of all young children in ways that help children:

- See themselves as learners
- Be excited about learning
- Be comfortable interacting with other children and working in groups
- Feel welcomed and have a sense of belonging
- Celebrate their progress and successes

Guiding Questions

The following questions encourage early learning providers to take an objective look at the data, without jumping to conclusions. For additional support, the "Enhancing Practices Guide" can be used to discuss the data with other staff members. The guide includes discussion questions about the data and

examples of how one might use the data to inform actions.

1. Which developmental domain has the highest percentage of children demonstrating the characteristics of a student who is ready for kindergarten? How are the children in your program doing relative to similar children across the state?
2. Which developmental domain has the lowest percentage of children demonstrating the characteristics of children who are ready for kindergarten?
3. Which developmental domain has the highest percentage of children who are close to demonstrating the characteristics of a student who is ready for kindergarten?
4. Which developmental domain has the lowest percentage of children who are close to demonstrating the characteristics of a student who is ready for kindergarten?
5. Which developmental domain is your first priority for improving results?
6. In this domain, what are the possible reasons for the current results?
    a. To move beyond the most obvious reasons, try to brainstorm 10–15 reasons that may be contributing to the current results. Try to identify factors that you, as early learning providers, can impact.
    b. Which factor do you think is the most significant?
7. What actions can you take to address this and improve the readiness level of the children you serve?

Protecting Student Privacy

In order to protect student privacy, aggregate data must sometimes be withheld or fuzzied when it could potentially be used to identify or derive information about individual children. Suppression is applied to all reports that display aggregated student information, though specific suppression rules will vary based on whether the table or chart includes WaKIDS assessment information about students.

For these reports, suppression and fuzzing strategies have been used which allow the sharing of as much information as possible to ECEAP sites while still protecting student privacy as dictated by the Family Educational Rights and Privacy Act (FERPA).

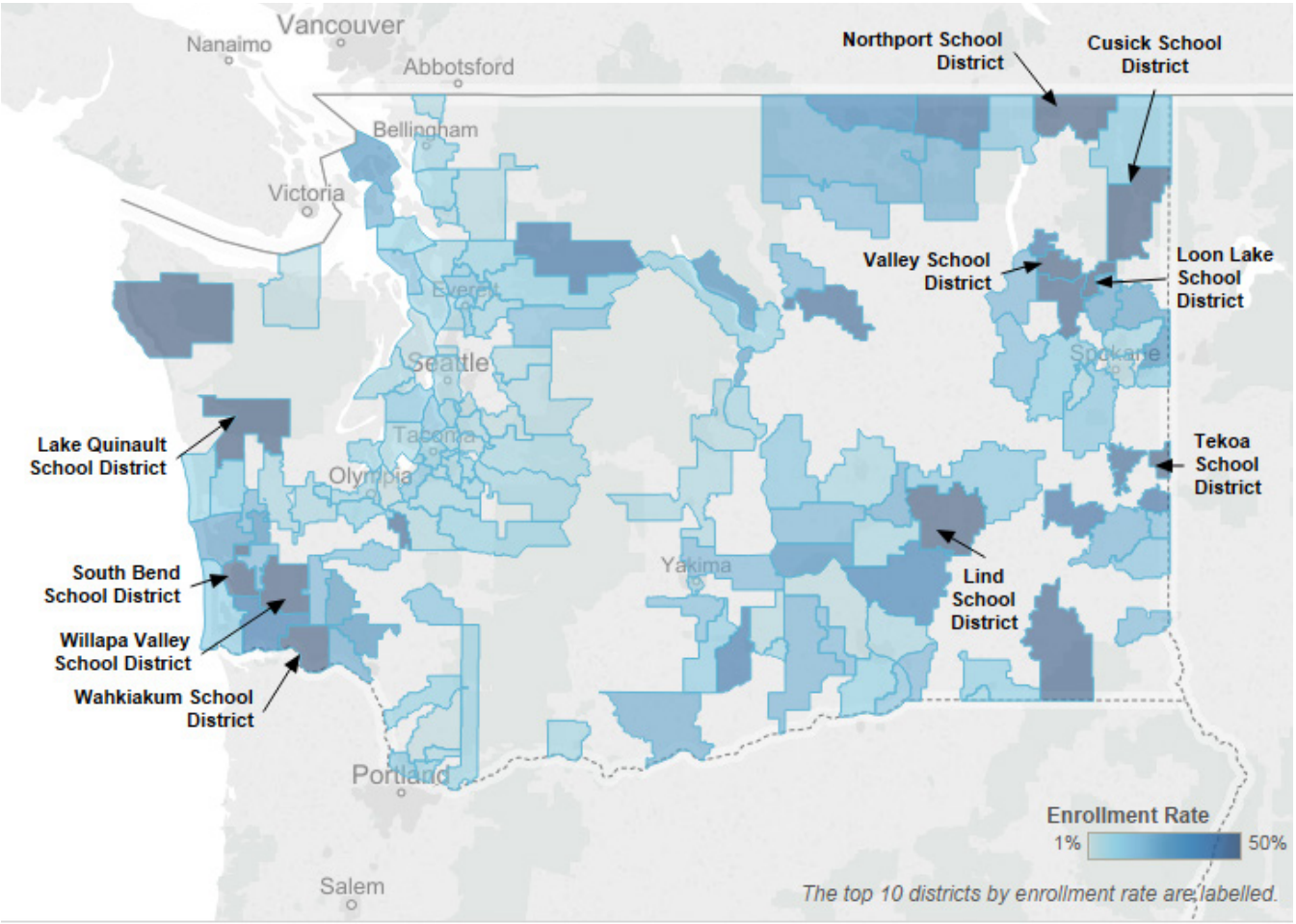
ECEAP sites with **fewer than 10 children** will not receive a report that contains WaKIDS assessment results. ECEAP sites of this size will receive a smaller report that describes the children who participated at their site in 2014/15 and some information about those students enrollment in kindergarten. To correct for small enrollments, some ECEAP sites may opt for an aggregate report combining their student data with the data for similar sites, usually those in the same district or answering to the same administrative body.

ECEAP sites (or groups of sites) **with 10 or more children** will receive a report that contains WaKIDS assessment results, but results may be suppressed or fuzzied if the denominator of the measure is small (less than 10). This is done by reporting a percent range, which is based on the size of the denominator used to calculate the percentages for each item in each table. For example, ECEAP sites with 10-20 children assessed with WaKIDS will have percentages reported in interval widths of 20 (e.g., 0-20%, 21-39%); ECEAP sites with 41-100 children assessed with WaKIDS will have percentages reported in interval widths of 5% (e.g., 0-5%, 6-10%). This method serves 2 purposes: 1) prevents the accidental disclosure of student-level information and 2) conveys that the precision of rates for smaller sites is lower than the precision of rates for sites that are larger. Each site may have several percent ranges reported in a single table.

Fig. 1: About the ECEAP Program

156 of 295 school districts have at least one ECEAP site.

7.6% of estimated population of children aged 3-4 in these districts are enrolled in ECEAP. Including children in districts with no ECEAP sites, the statewide enrollment rate is 6.3%.



Top 10 districts by ECEAP enrollment

Seattle School District	639
Tacoma Public Schools	496
Vancouver Public Schools	444
Everett School District	414
Clover Part School District	386
Evergreen School District	315
Marysville School District	279
Highline School District	262
Kent School District	261
Federal Way School District	256

Top 10 districts by # of ECEAP sites

Seattle School District	21
Vancouver Public Schools	15
Everett School District	10
Evergreen School District	10
Tacoma School District	10
Spokane School District	8
Bellingham School District	7
Clover Park School District	7
South Kitsap School District	7
Kennewick School District	6

Overview of ECEAP Providers and Children

The present report includes the entire population of children who were ever enrolled in an ECEAP program in Washington State during the 2014/15 academic year. ECEAP sites were included in present report(s) if they were listed as the primary site of enrollment for any of the selected students. Three-hundred and thirty five (335) different ECEAP sites were identified. Figure 1 presents the density of ECEAP sites and students by school district boundaries as the proportion of 3 to 5 year olds enrolled in ECEAP[1]. As might be expected, more sites are concentrated in high-population school districts such as Seattle and Vancouver. However, the proportion of ECEAP children served by the total number of 3 and 4 years olds residing within the district's boundaries tends to be higher in less populated, rural areas, such as South Bend and Lake Quinault School Districts.

1. This refers to geographical boundaries only; not all ECEAP sites are affiliated with or operated by a public school district.

About the ECEAP Children Included in This Report (ECEAP Cohort)

This report provides information on kindergarten readiness for 2014/15 ECEAP participants. The cohort used in the present analysis consisted of every student who was enrolled in an ECEAP preschool program in Washington State at any point during the 2014/15 academic year (11,409, total) and who also met each of the following criteria:

- Were enrolled at the same ECEAP site for 6 or more months in 2014/15 (8,657, or 76 percent of the total) AND
- Were enrolled in a kindergarten through the public K-12 system during the

Fig. 2: Who was included in the ECEAP cohort?

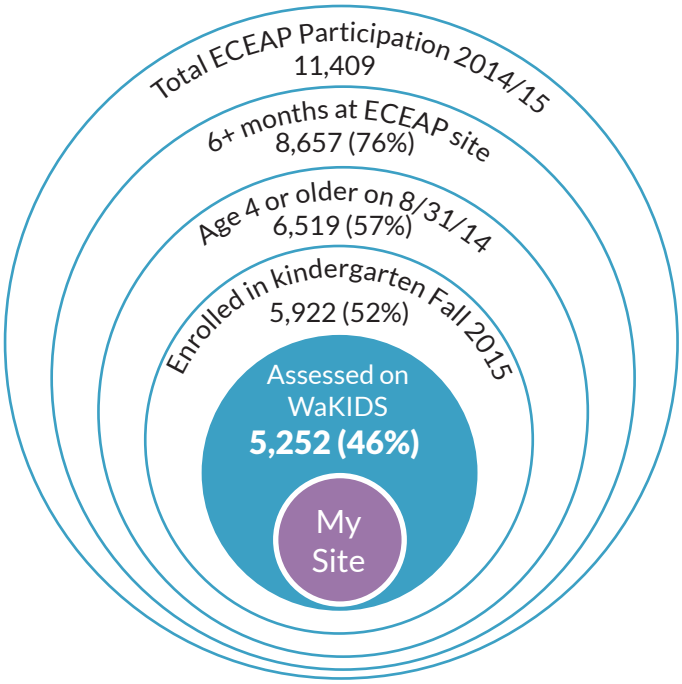


Table 1: ECEAP cohort breakdown

Total ECEAP Participation 2014/2015	11,409	100%
6+ months at ECEAP site	8,657	76%
Age 4 or older on 8/31/14	6,519	57%
Enrolled in kindergarten Fall 2015	5,922	52%
Assessed on WaKIDS	5,252	46%
Located at My Site(s)	0	0%

subsequent 2015/16 academic year (5,922, or 52 percent of the total) AND

- Were assessed using the WaKIDS assessment of kindergarten readiness in the fall of 2015 (5,252, or 46 percent of the total).

This group of 5,252 participants will be referred to throughout the report as the ***statewide ECEAP cohort*** (see Figure 2 and the highlighted cell in Table 1). Figure 2 and Table 1 also include the number of children in the ECEAP cohort who were between 4 and 5 on August 31, 2014, and so would have been age-eligible for kindergarten in 2015/16. In fact, 7 of the 5,252 in the ECEAP cohort were less than 4 on August 31, 2014; however, this breakdown provides an understanding of how many age-eligible students are actually attending kindergarten on-time. The purple bar in Table 1 indicates the number students at a particular site(s) who were included as part of the cohort. This subset of ECEAP site participants will be referred to as the ***site cohort*** in the text and as ***your site*** in the figures and tables. Please refer to the *Technical Notes* section at the end of the report for more detail about cohort creation or the data used to generate this report.

Characteristics of All ECEAP children in Washington State

The statewide population of ECEAP children in 2014/15 consisted of an equal number of boys and girls, about two-thirds of whom were between the age of 4 and 5 and therefore expected to enter kindergarten the following year[2] (see Table A1 and Figures 3 and 4). About 7 percent were eligible for special education services while attending ECEAP, while 13 percent were homeless at some point in the year prior to their ECEAP enrollment. Forty percent identified as Hispanic/Latino and 36 percent were English Language Learners. Less than 20 percent of the statewide ECEAP cohort had also attended ECEAP the prior year (2013/14), while the rest can be assumed to have had only one year of ECEAP.

Factors such as age, special education eligibility, ELL needs, race and ethnicity are commonly recognized as having a relationship to kindergarten readiness, and so the following sections will examine the relationship between ECEAP participation and kindergarten readiness separately for each subgroup. It is important that site administrators or teachers take into consideration the demographic characteristics of their own student populations before making comparisons with the statewide ECEAP cohort, as differences in kindergarten readiness between sites may be related to demographic differences.

Identifying non-ECEAP comparison groups

This report compares the characteristics and kindergarten readiness of the statewide ECEAP cohort with the statewide kindergarten population in the same year who did not attend ECEAP at all the previous year. The statewide group was further divided into two groups: those who were eligible for Free or Reduced Price Lunch (FRPL, labeled hereafter as "lower income"), and those who were not (labeled hereafter as "higher income"). This is because FRPL is currently the best indicator of income status for families that exists in K12 data, and it makes sense to compare former ECEAP students with other lower-income students. It is not a perfect comparison, however, since the income eligibility requirement

2. A very small number of students who were younger than 4 in 2014/15 did attend kindergarten the following year; these were included in statewide ECEAP cohort if eligible.

for FRPL is slightly higher than the income eligibility requirement for ECEAP participants. Furthermore, at the present time we have no way of knowing who among the statewide cohort attended Head Start or a licensed center preschool.

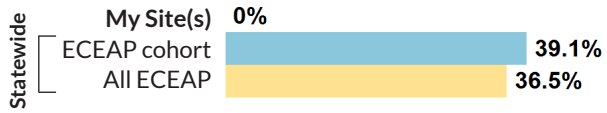
The statewide ECEAP cohort has similar racial and ethnic demographics and similar rates of special program participation (Table A2) compared to the FRPL cohort. Furthermore, the racial and ethnic demographics of both lower-income groups (the ECEAP cohort and the FRPL cohort) vary dramatically from the racial and ethnic demographics of higher income students (the No FRPL cohort). This indicates once again that – while there may be some differences – it is a good comparison group.

NOTE

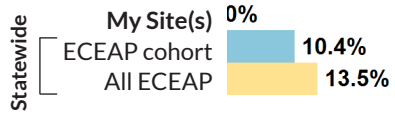
These factors are commonly recognized to influence kindergarten readiness, and so you should interpret your site results accordingly.

Fig. 3: How many ECEAP learners qualified for special programs?

English language learners (ELL)



Homeless



Special education

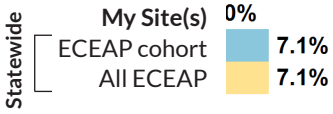
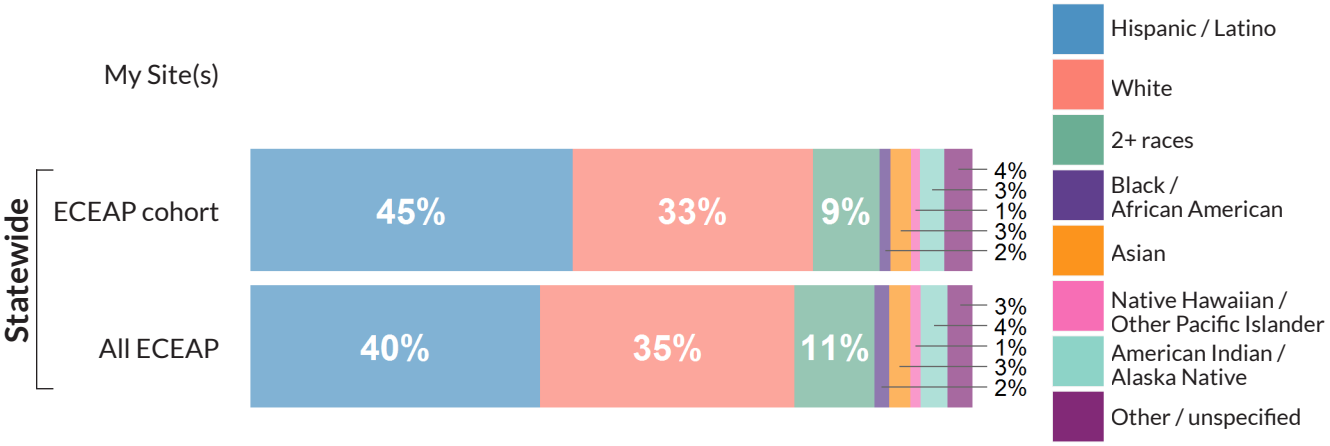


Fig. 4: What were the racial and ethnic demographics of ECEAP learners?



WaKIDS Kindergarten Readiness Indicators

Past research has shown that kindergarten readiness (as defined by the WaKIDS assessment system) is sensitive to enrichment efforts such as quality preschool programs. However, many other factors can also influence kindergarten readiness, and these factors must be acknowledged.

Income and Kindergarten readiness

It is well established that higher-income students have a distinct advantage over lower-income students when measured across many domains. For this reason, the WaKIDS assessment results of former ECEAP students are compared with those of both lower-income and higher-income non-ECEAP students, accounting as much as possible for contributing factors such as race/ethnicity, special education, or English language status. The expectation is that ECEAP participation will help to "close" this achievement gap.

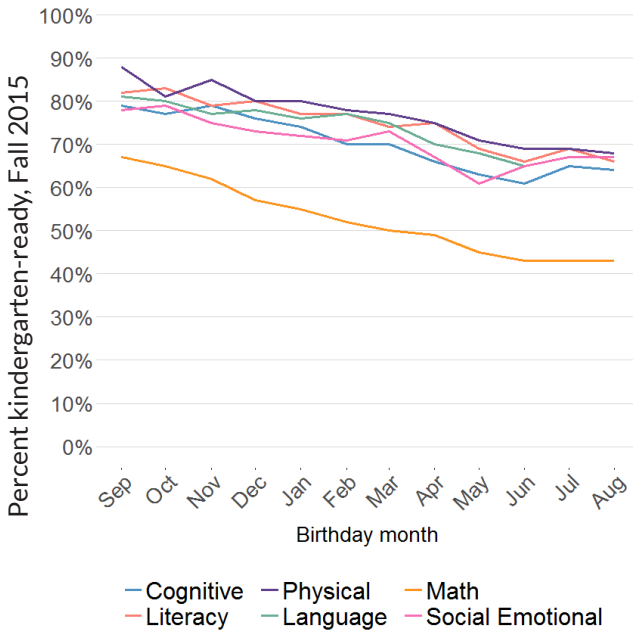
Age and kindergarten readiness

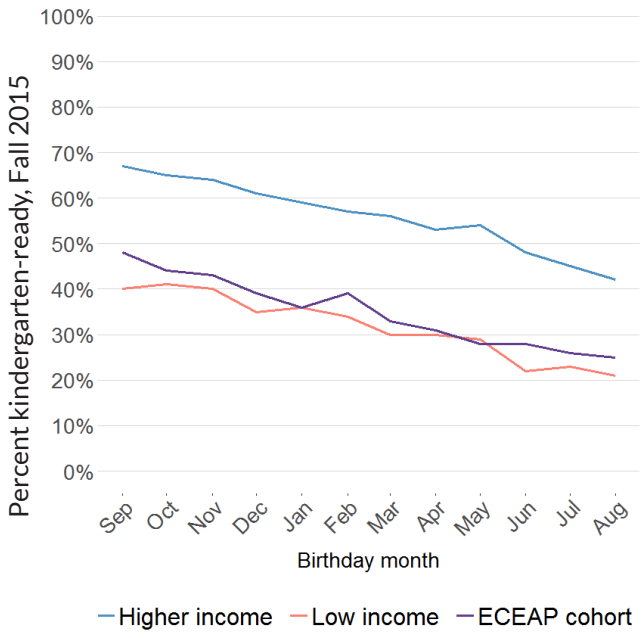
Age also influences kindergarten readiness. There appear to be developmental differences that give an advantage to children who are even a few months older than their peers. Figure 5 compares the

NOTE These charts demonstrate that the age of the learners makes a difference in their kindergarten readiness, and should be accounted for when interpreting results.

Fig. 5: How does the age of the learners affect their kindergarten readiness?

(The month represents the month learners turned 6 in the 2015-2016 school year, which means that learners towards the right are younger than learners towards the left.)



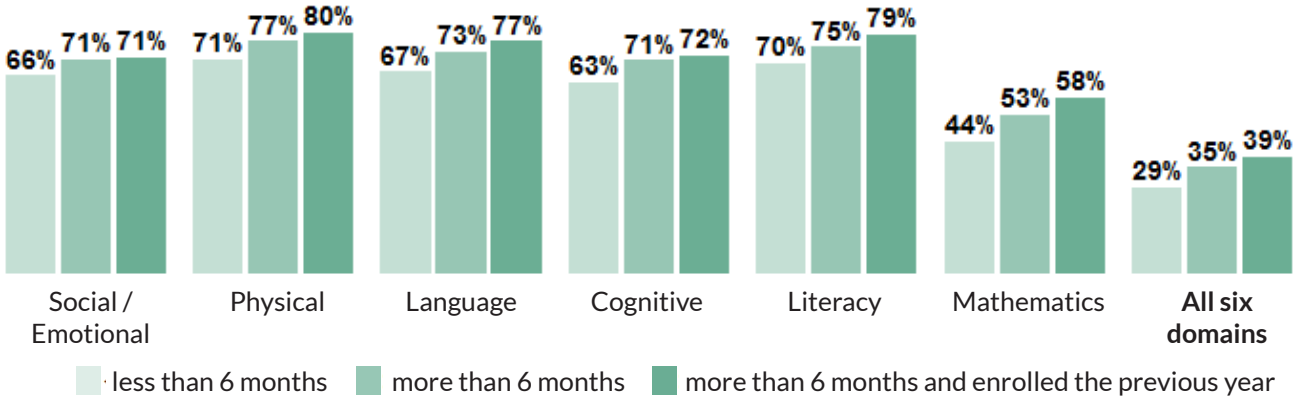


NOTE

This chart demonstrates that in addition to these other factors, ECEAP participation makes a measurable difference in learners' kindergarten readiness.

Fig. 6: How does the amount of time in ECEAP affect kindergarten readiness?

(These are the percentage of ECEAP learners who were kindergarten-ready.)



proportion of students who met readiness criteria in each of the six domains by the month they turn 6 in the 2015/16 school year. For example, among former ECEAP students, 67 percent of those who turned 6 in September, 2015 were ready in math, compared to only 41 percent of those who would turn 6 the following August (2016).

Figure 5 also compares readiness in all 6 domains between former ECEAP students and non-ECEAP students (divided into higher and lower-income groups). The same pattern exists independently of income status. This suggests a strong and stable relationship between age and WaKIDS results that is independent of socio-economic status. This should be accounted for in any research or reporting on kindergarten readiness.

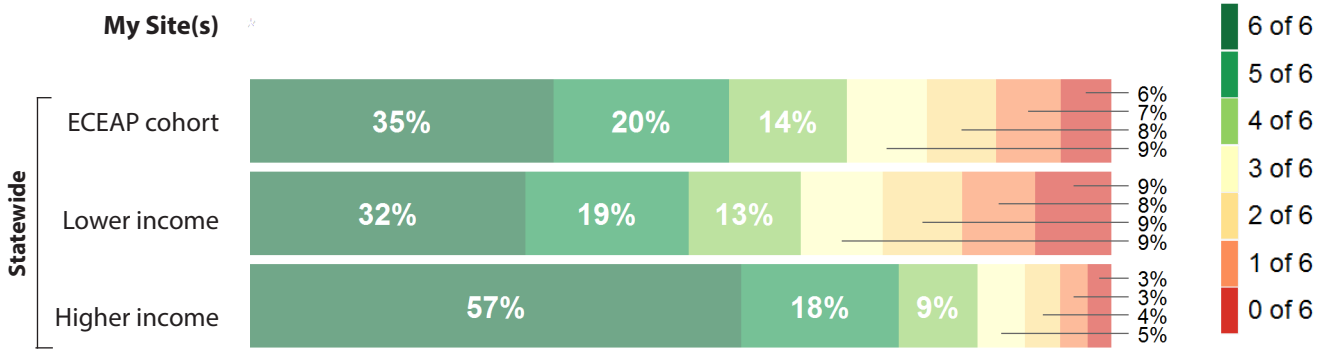
ECEAP "dosage" and kindergarten readiness

Detailed ECEAP attendance data was not available for the 2014/15 academic year, so the amount of time spent in an ECEAP program (i.e., "dosage") was defined by total time enrolled at a given provider site. The ECEAP cohort used in this report included only those students who were enrolled at one site for 6 months or more during the 2014/15 academic year. This cutoff point was chosen by consensus between early learning providers and researchers and based on the assumption that kindergarten readiness can only be confidently impacted by ECEAP participation if students were enrolled for at least that long.

Students who were enrolled in a single ECEAP site for 6 months or more performed better on all domains of kindergarten readiness compared to students who were enrolled for less than 6 months (see Figure 6). Furthermore, students who were enrolled in ECEAP for 6 months or longer *and* who attended ECEAP the previous year (2013/14) performed consistently better than their counterparts who had had only one year of ECEAP. This demonstrates that ECEAP participation is positively related to kindergarten readiness.

Fig. 7: In how many domains were children from your program prepared for kindergarten?

(The first group—the darkest green—shows the precentage of 2014-2015 ECEAP learners who were ready in all six domains in fall 2015.)



ECEAP Participation and Kindergarten Readiness

Compared to lower-income students who had not attended ECEAP, the statewide ECEAP cohort were more likely to be "kindergarten ready" in each of the 6 domains, as well as in 6/6 domains. Figure 7 and Table A3 present the proportion of kindergartners who met the WaKIDS readiness criteria on from 0/6 to 6/6 developmental domains. Thirty-five percent of the statewide ECEAP cohort were kindergarten ready in all six domains, compared to 32 percent of the lower-income group and 57 percent of the higher income group. While this may appear to be a relatively small advantage for ECEAP over non-ECEAP lower-income students, the fact that 70 percent of the former ECEAP students met criteria on at least 4 domains compared to only 64 percent of the lower-income students suggests improvement across developmental levels for former ECEAP students. **This means that ECEAP appears to offer an advantage for children regardless of whether they were kindergarten ready in all domains.**

The results also indicate considerable room for improvement. Both the statewide ECEAP cohort and lower-income group still lag significantly behind their higher-income peers, particularly in the domains of mathematics, literacy and language. However as Figure 8 and Table A4 show, ECEAP participation is associated with a 15 percent reduction in the overall "gap" between higher and lower income groups in the mathematics domain, an 18 percent reduction in the language gap and a 25 percent reduction in the literacy gap[3]. In the cognitive, social/emotional and physical domains, ECEAP participants narrowed the income achievement gap by between 30 and 50 percent. **While remaining below the higher-income group, the former ECEAP students nonetheless outperformed their lower-income counterparts consistently across all 6 domains.**

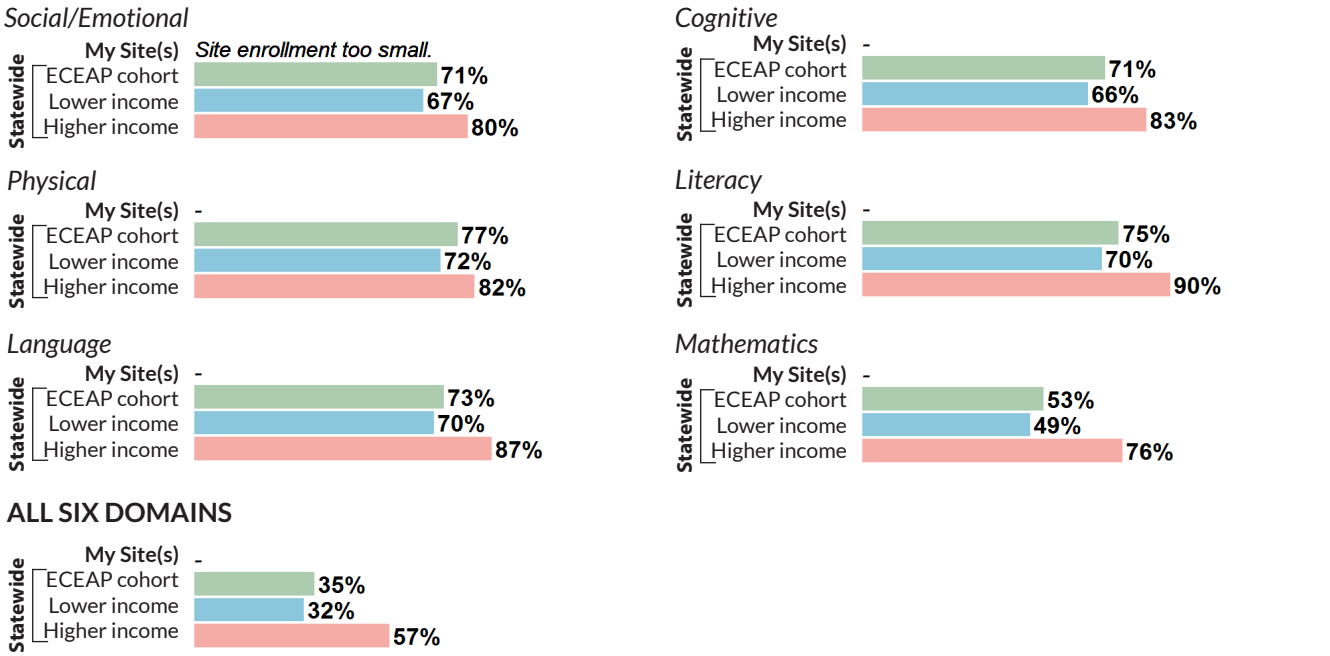
3. The "percent reduction" in the higher/lower income gap was calculated by dividing the number of percentage points that separated the ECEAP cohort from the lower income group by the number of percentage points that separated the lower from the higher income group. So if 50% of the lower income group met standard in a domain, and 70% of the higher income group met standard, this is a total gap of 20 percentage points, If the 60% of the ECEAP cohort met standard, they "closed" the gap by 10 out of 20 percentage points, or 50%.

Fig. 8: Within which domains were children from my program most prepared for kindergarten?

(These are the percentage of 2014-2015 ECEAP learners who were kindergarten ready in fall of 2015 in each of the WaKIDS assessment domains.)

NOTE

To protect student privacy, when the group is small, percentage ranges are given instead of exact values. Bars are positioned on the *midpoint* of those ranges.



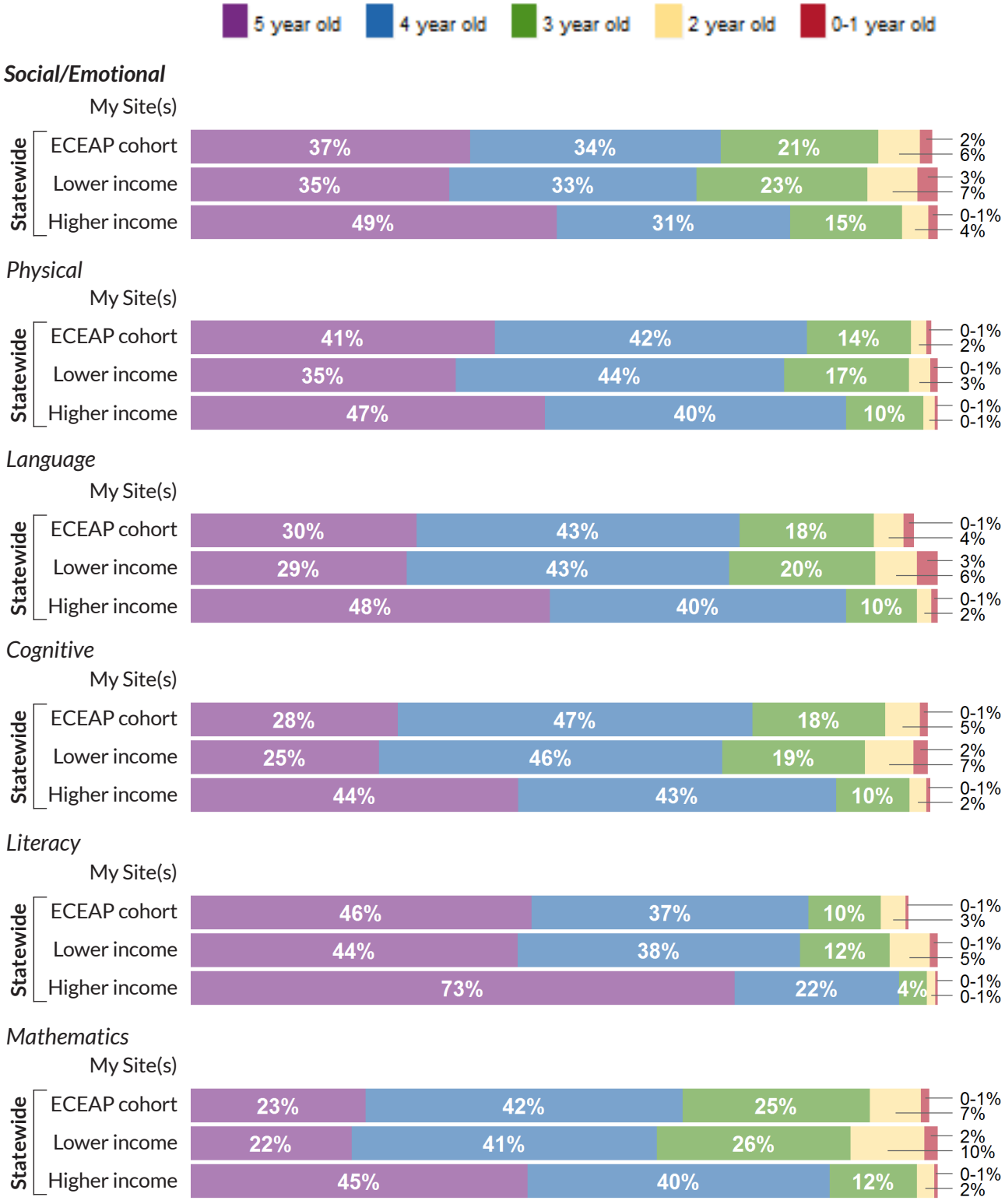
How close are children to being kindergarten ready in the different developmental domains?

In addition to the readiness criteria presented in the previous section, the WaKIDS "developmental levels" provide another way to assess the degree of improvement for those students who have not yet met the standard for readiness (Figure 9 and Table A5). The levels are organized by color as follows: Purple level (highest) indicates that the student has met the standard expected of a 5-year old; Blue level, between four and five years; Green level, between three and four years; Yellow level, between two and three years; Orange level, less than two years (lowest).

The developmental level reached indicates how close the student(s) are to being kindergarten ready in each of the six domains, which is useful in tracking forward progress for those students who have not yet met the established readiness standard. Figure 9 compares the proportion of students in the different cohorts who achieved each of 5 possible "levels" in each of the six domains. As this shows, the statewide ECEAP cohort outperformed lower-income students not only in having more students scoring in the highest level, but because they had fewer children scoring at the lowest levels.

The major findings can be summed as follows:

Fig. 9: What are the development levels of ECEAP learners within each WaKIDS domain?



- Forty-nine percent of higher-income students scored in the highest level on the socio-emotional domain, compared to 37 percent of the statewide ECEAP cohort and 34 percent of the lower-income students. Thirty three percent of lower-income students were in the three lowest levels on the same domain, compared to 29 percent of the statewide ECEAP cohort.
- In the mathematics domain, 65 percent of the statewide ECEAP cohort scored in the blue or purple (highest) levels compared to 61 percent of lower-income students.

The pattern described above was consistently repeated across all of the domains. **This provides further evidence that ECEAP participation is associated with progress toward kindergarten readiness for students at all developmental and ability levels.**

Kindergarten Readiness for Specific Populations

As shown in Table A2, both the statewide ECEAP cohort and the lower-income students are far more likely than higher-income students to identify as non-white, to be English language learners, to participate in special education services, or to have experienced homelessness. It is important to determine whether or not the relative advantage in kindergarten readiness associated with ECEAP participation is comparable for all subgroups, or whether ECEAP participation benefits certain racial/ethnic or special needs groups over others.

ECEAP participation may provide particular benefits to English language learners

The positive relationship between ECEAP participation and kindergarten readiness was even more striking within the English Language Learner (ELL) population (Figure 10 and Table A6).

- The former ECEAP ELL students out-performed the lower-income students to a larger extent than did the statewide ECEAP cohort as a whole.
- The former ECEAP ELL students very nearly approached their higher-income ELL counterparts in the social emotional, physical and language domains.

The former ECEAP ELL students showed an equal if not greater advantage over the lower-income students in literacy and math compared to the other domains. **These results indicate that ECEAP participation may be particularly beneficial in preparing English Language Learners to succeed in school.**

How is ECEAP participation related to kindergarten readiness among kindergarteners receiving special education services?

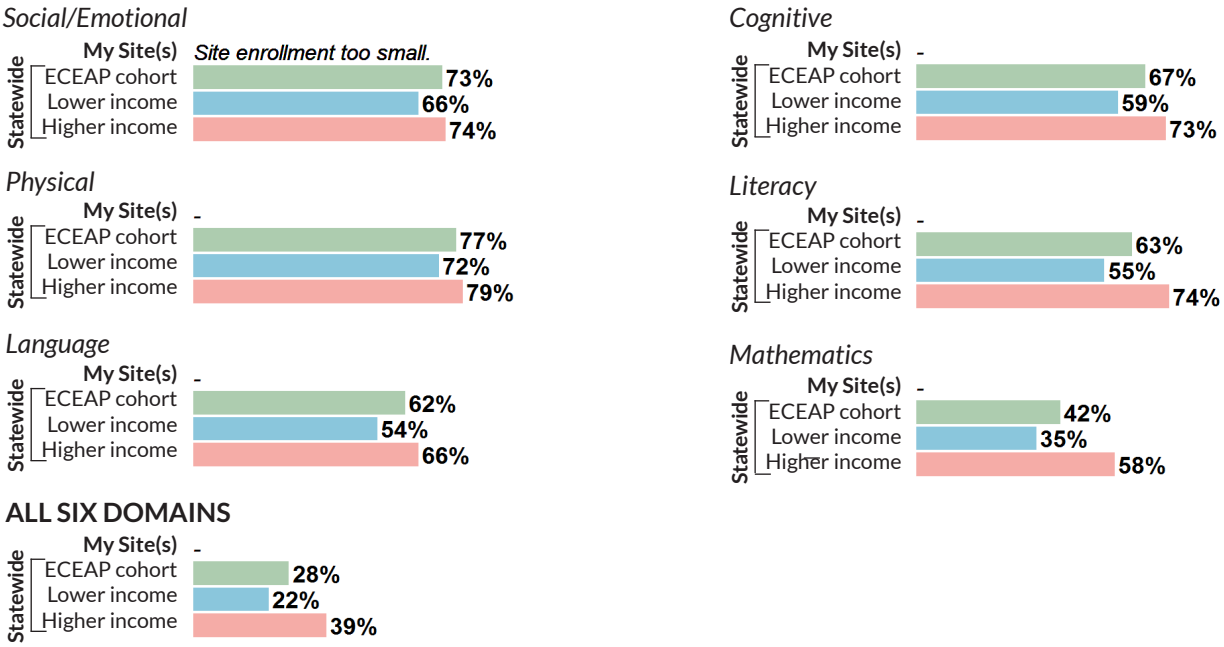
WaKIDS results for students in special education are not available at the site level due to the small site-level counts. However, the statewide ECEAP cohort demonstrates some general patterns that may be relevant to most, if not all ECEAP sites. The special education cohort identified here participated in special education services in kindergarten, not necessarily while they were enrolled in ECEAP. Using kindergarten instead of preschool special education eligibility allows for comparisons between the statewide ECEAP cohort and the statewide non-ECEAP groups discussed earlier.

NOTE

These charts will help you see how specific populations of learners are doing, and which areas you might focus on in the future within those populations.

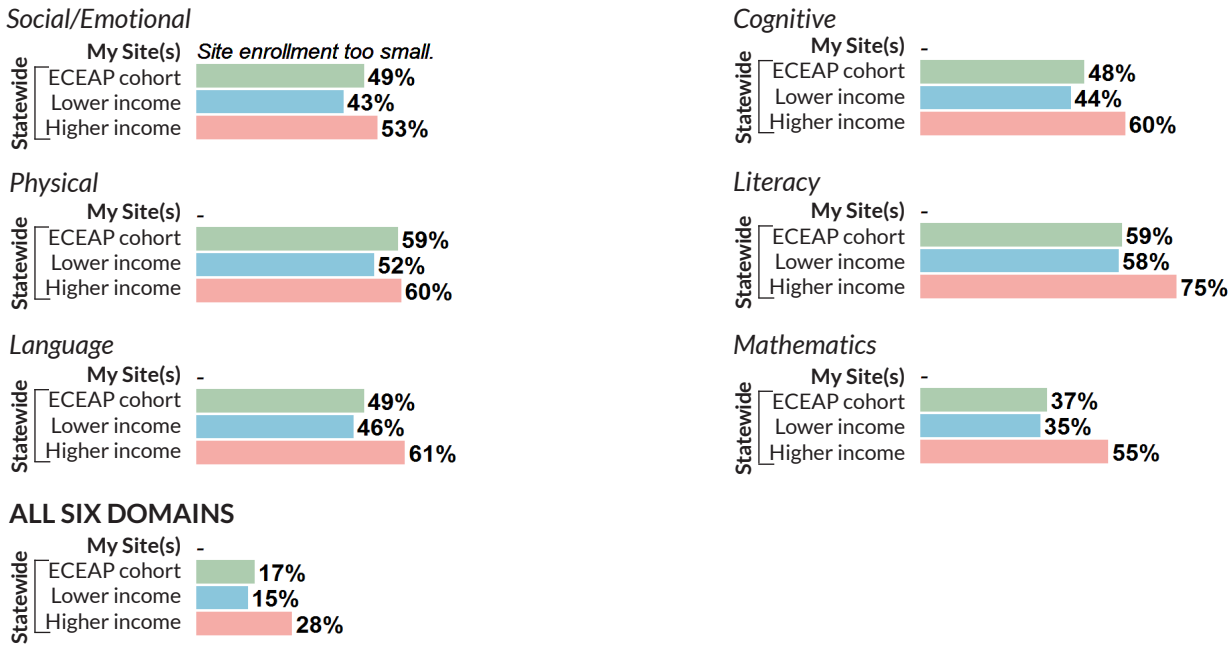
English Language Learners

Fig. 10: Within which domains were English language learners (within the ECEAP program) most prepared for kindergarten?



Special Education

Fig. 11: Within which domains were Special Education eligible learners (within the ECEAP program) most prepared for kindergarten?



As Figure 11 and Table A7 show, among kindergartners enrolled in special education services, those who had attended ECEAP the previous year outperformed their lower-income counterparts in all 6 readiness domains. Across all cohorts, kindergarten readiness rates among special education students in general were significantly lower than among the non-special education population, yet within this subgroup higher income students still performed better than either lower income or the statewide ECEAP cohort across all domains.

Nonetheless, within the special education subpopulation the statewide ECEAP cohort consistently outperformed the lower-income cohort, particularly in the physical, language and cognitive domains. Furthermore compared to the lower-income group, the former ECEAP students in special education were 28 percent closer to their higher income peers in mathematics and 36 percent closer in literacy achievement. **Students receiving special education services who attended an ECEAP preschool were more likely than the lower-income students receiving special education services to be kindergarten-ready across all WaKIDS domains.**

How does ECEAP participation relate to kindergarten readiness for students of different racial or ethnic groups?

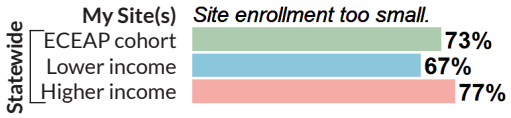
The relative increase in kindergarten readiness observed in former ECEAP students compared to other lower-income students was consistent across racial/ethnic groups. Figure 12 compares the proportion of students who were "ready" in each of the six domains and in 6/6 domains within each racial/ethnic group (see also Table A8). As these figures clearly demonstrate, ECEAP participation is associated with improved kindergarten readiness within all racial subcategories. In fact, the data would suggest that the positive impact of ECEAP participation on kindergarten readiness is actually greater for non-white than for white students, particularly in the social emotional and language domains. American Indian/Alaskan Native students who formerly attended ECEAP approached or even out-performed their higher income counterparts in virtually all domains. **Former ECEAP students consistently out-performed their lower-income counterparts regardless of racial or ethnic background.**

Race and Ethnicity

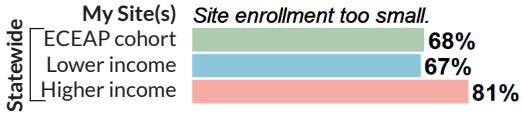
Fig. 12: Which subpopulations (within the ECEAP program) were most prepared for kindergarten in each domain of the WaKIDS instrument?

Social/Emotional

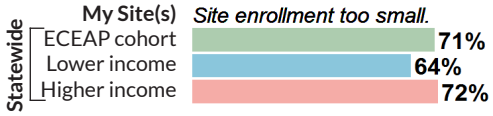
Hispanic/Latino of any race(s)



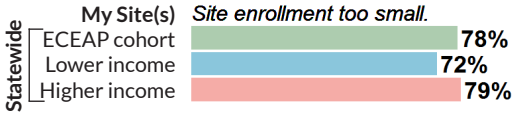
White



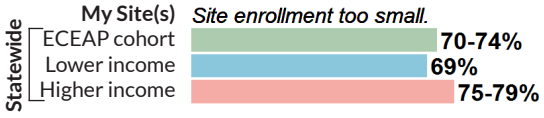
Black



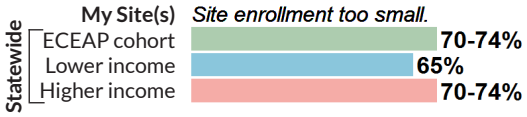
Asian



Native Hawaiian/Other Pacific Islander

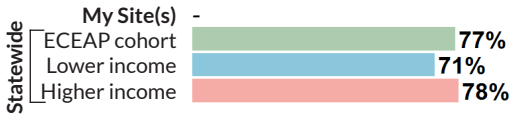


American Indian/Alaskan Native

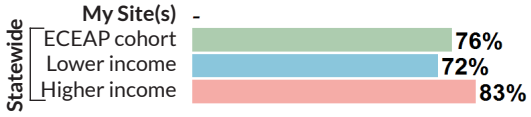


Physical

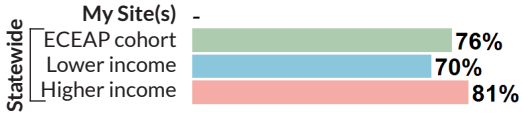
Hispanic/Latino of any race(s)



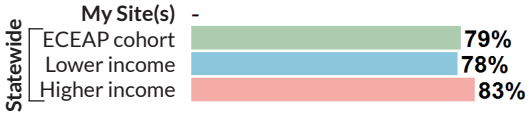
White



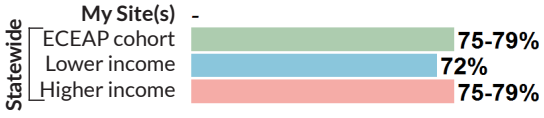
Black



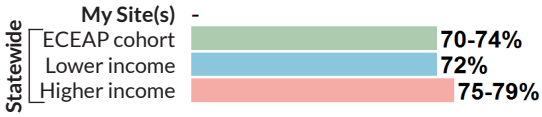
Asian



Native Hawaiian/Other Pacific Islander

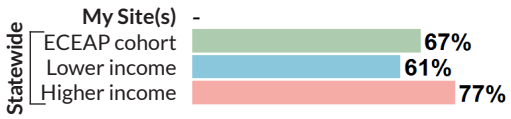


American Indian/Alaskan Native

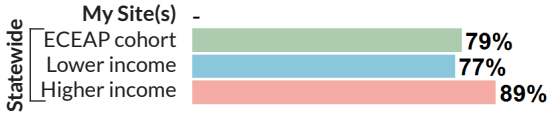


Language

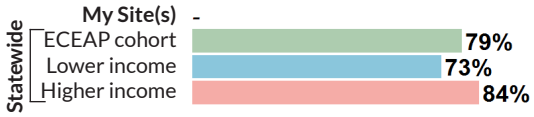
Hispanic/Latino of any race(s)



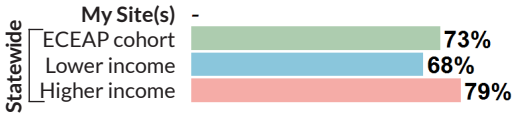
White



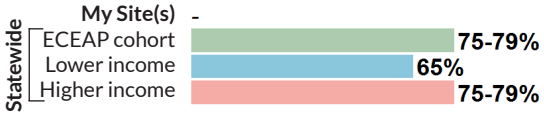
Black



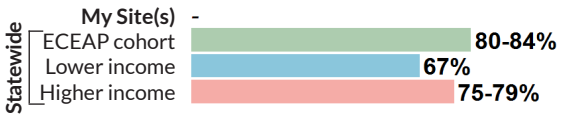
Asian



Native Hawaiian/Other Pacific Islander



American Indian/Alaskan Native

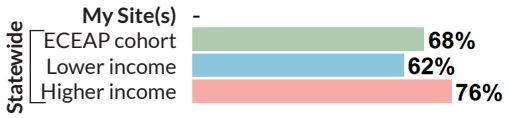


Race and Ethnicity (continued)

Fig. 12 (continued): Which subpopulations (within the ECEAP program) were most prepared for kindergarten in each domain of the WaKIDS instrument?

Cognitive

Hispanic/Latino of any race(s)



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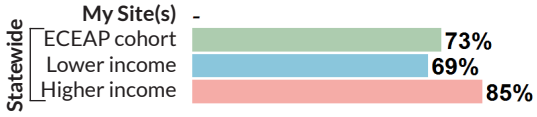

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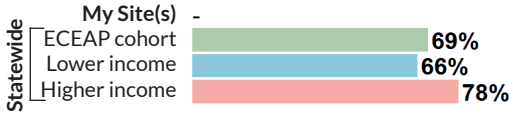
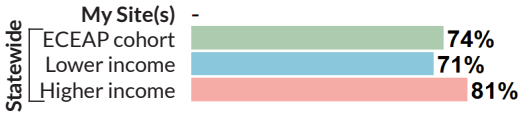
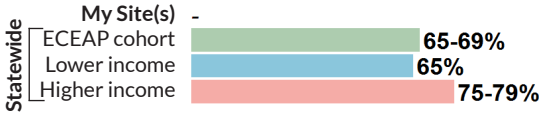


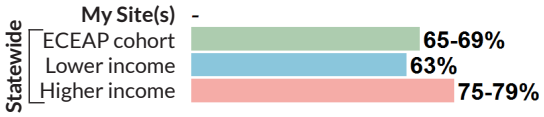
Asian



Native Hawaiian/Other Pacific Islander

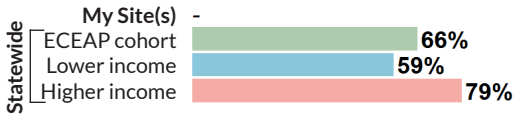


American Indian/Alaskan Native

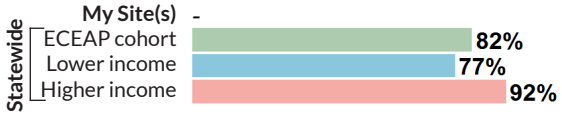


Literacy

Hispanic/Latino of any race(s)



White



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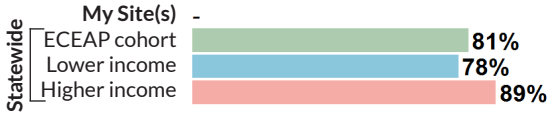
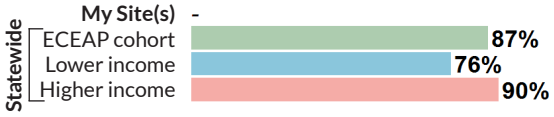
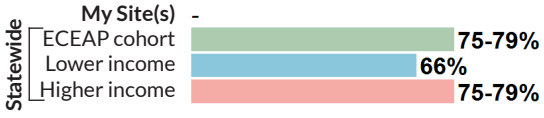


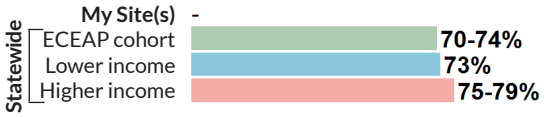
Asian



Native Hawaiian/Other Pacific Islander

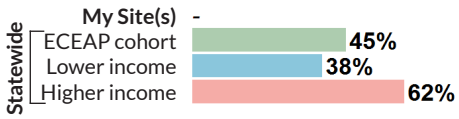


American Indian/Alaskan Native

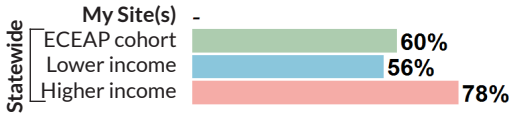


Mathematics

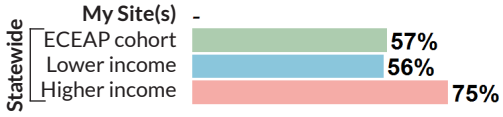
Hispanic/Latino of any race(s)



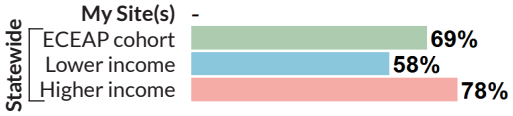
White



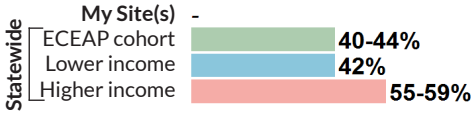
Black



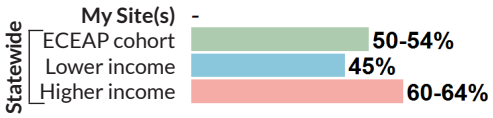
Asian



Native Hawaiian/Other Pacific Islander



American Indian/Alaskan Native



Appendix

NOTE

The information in **Table A1: ECEAP demographics** was provided by the Department of Early Learning (DEL) and is based on ECEAP enrollment data.

Table A1: ECEAP demographics	All ECEAP (11,409)		ECEAP Cohort (5,252)		My Site (0)	
Age Group						
Between age 3 and 4	3341	29%	7	0%	0	0%
Between age 4 and 5	8068	71%	5245	100%	0	0%
Gender						
Male	5717	50%	2603	50%	0	0%
Female	5692	50%	2649	50%	0	0%
Special Programs and Risk Factors						
Special Ed (EDEA Part B)	812	7%	373	7%	0	0%
English Language Learners	4163	36%	2052	39%	0	0%
Homelessness	1540	13%	547	10%	0	0%
Race and Ethnicity						
Hispanic/Latino of any race	4577	40%	2342	45%	0	0%
Black/African American	1256	11%	485	9%	0	0%
White	4020	35%	1749	33%	0	0%
American Indian/Alaskan Native	231	2%	80	2%	0	0%
Asian	342	3%	148	3%	0	0%
Native Hawaiian/Other Pacific Islander	154	1%	64	1%	0	0%
Two or more races	431	4%	178	3%	0	0%
Other or unspecified	398	3%	206	4%	0	0%
Prior Participation						
Did not attend ECEAP in prior year	10008	88%	4232	81%	0	0%
Attended ECEAP in 2013/2014	1401	12%	1020	19%	0	0%

NOTE

The information in **Table A2: Cohort demographics** was provided by OSPI and is based on K12 enrollment data (linked with ECEAP enrollment data from DEL).

Table A2: Cohort demographics	Higher income (24,324)		Low income (27,632)		ECEAP Cohort (5,252)		My Site	
Gender								
Male	12486	51%	14212	51%	2612	50%	0	0%
Female	11838	49%	13420	49%	2640	50%	0	0%
Special Programs and Risk Factors								
Special ED	1839	8%	3470	13%	649	12%	0	0%
Transitional Bilingual/ELL services	2278	9%	8880	32%	2052	39%	0	0%
Homeless services	52	0%	1370	5%	224	4%	0	0%
Race and Ethnicity								
Hispanic/Latino of any race	3215	13%	10698	39%	2417	46%	0	0%
Black/African American	540	2%	1689	6%	393	7%	0	0%
White	16528	68%	10694	39%	1757	33%	0	0%
American Indian/Alaskan Native	173	1%	593	2%	65	1%	0	0%
Asian	1476	6%	1111	4%	182	3%	0	0%
Native Hawaiian/Other Pacific Islander	133	1%	458	2%	51	1%	0	0%
Two or more races	2258	9%	2387	9%	387	7%	0	0%

Table A3: # of areas Kindergarten-ready	Higher income (24,324)		Low income (27,632)		ECEAP Cohort (5,252)		My Site	
0 out of 6	684	3%	2458	9%	314	6%	0	0%
1 out of 6	763	3%	2327	8%	396	7%	0	0%
2 out of 6	1004	4%	2566	9%	422	8%	0	0%
3 out of 6	1336	5%	2623	9%	495	9%	0	0%
4 out of 6	2232	9%	3598	13%	721	14%	0	0%
5 out of 6	4448	18%	5238	19%	1077	20%	0	0%
6 out of 6	13857	57%	8822	32%	1862	35%	0	0%

Table A4: Percent Kindergarten-ready by domain	Higher income (24,324)		Low income (27,632)		ECEAP Cohort (5,252)		My Site	
Social Emotional	19411	80%	18578	67%	3752	71%	0	*
Physical	20007	82%	19942	72%	4062	77%	0	*
Language	21119	87%	19282	70%	3880	73%	0	*
Cognitive	20292	83%	18289	66%	3729	71%	0	*
Literacy	21871	90%	19319	70%	3957	75%	0	*
Mathematics	18389	76%	13432	49%	2786	53%	0	*
All 6 domains	13857	57%	8822	32%	1862	35%	0	*

Table A5: WaKIDS Development Levels by Cohort

	Skills expected of...									
	0-2 year olds		2-year olds		3-year olds		4-year olds		5-year olds	
Social Emotional										
My Site	0	0%	0	0%	0	0%	0	0%	0	0%
ECEAP Cohort	88	2%	292	6%	1109	21%	1762	34%	1964	37%
Lower Income	733	3%	1841	7%	6276	23%	9076	33%	9503	35%
HIgher Income	299	0-1%	857	4%	3616	15%	7563	31%	11848	49%
Physical										
My Site	0	0%	0	0%	0	0%	0	0%	0	0%
ECEAP Cohort	32	0-1%	109	2%	732	14%	2193	42%	2140	41%
Lower Income	270	0-1%	784	3%	4571	17%	12062	44%	9712	35%
HIgher Income	95	0-1%	359	0-1%	2511	10%	9726	40%	11457	47%
Language										
My Site	0	0%	0	0%	0	0%	0	0%	0	0%
ECEAP Cohort	75	0-1%	209	4%	945	18%	2269	43%	1589	30%
Lower Income	735	3%	1503	6%	5224	20%	11557	43%	7726	29%
HIgher Income	201	0-1%	463	2%	2289	10%	9543	40%	11578	48%
Cognitive										
My Site	0	0%	0	0%	0	0%	0	0%	0	0%
ECEAP Cohort	55	0-1%	242	5%	936	18%	2494	47%	1455	28%
Lower Income	518	2%	1803	7%	5277	19%	12696	46%	6968	25%
HIgher Income	128	0-1%	539	2%	2398	10%	10350	43%	10664	44%
Literacy										
My Site	0	0%	0	0%	0	0%	0	0%	0	0%
ECEAP Cohort	20	0-1%	175	3%	506	10%	1949	37%	2396	46%
Lower Income	283	0-1%	1420	5%	3195	12%	10066	38%	11634	44%
HIgher Income	68	0-1%	283	0-1%	888	4%	5271	22%	17465	73%
Math										
My Site	0	0%	0	0%	0	0%	0	0%	0	0%
ECEAP Cohort	57	0-1%	360	7%	1318	25%	2229	42%	1229	23%
Lower Income	487	2%	2692	10%	7082	26%	11163	41%	5874	22%
HIgher Income	108	0-1%	561	2%	2810	12%	9761	40%	10870	45%

Table A6: Percent Kindergarten-ready among ELL participants	Higher income (2,278)		Low income (8,880)		ECEAP Cohort (2,052)		My Site
Social Emotional	1696	74%	5879	66%	1512	73%	*
Physical	1792	79%	6384	72%	1596	77%	*
Language	1501	66%	4794	54%	1288	62%	*
Cognitive	1655	73%	5260	59%	1390	67%	*
Literacy	1696	74%	4879	55%	1295	63%	*
Mathematics	1323	58%	3109	35%	876	42%	*
All 6 domains	898	39%	1931	22%	572	28%	*

Table A7: Percent Kindergarten-ready among Special Ed learners	Higher income (1,839)		Low income (3,470)		ECEAP Cohort (649)		My Site
Social Emotional	983	53%	1490	43%	319	49%	*
Physical	1108	60%	1820	52%	386	59%	*
Language	1113	61%	1579	46%	320	49%	*
Cognitive	1104	60%	1529	44%	317	48%	*
Literacy	1381	75%	2024	58%	386	59%	*
Mathematics	1010	55%	1213	35%	244	37%	*
All 6 domains	522	28%	524	15%	112	17%	*

Table A8: Percent Kindergarten-ready by race / ethnicity	Higher income (24,324)	Low income (27,632)	ECEAP Cohort (5,252)	My Site
Social Emotional				
Hispanic/Latino of any race	77%	67%	73%	NA
Black/African American	72%	64%	71%	NA
White	81%	67%	68%	NA
American Indian/Alaskan Native	70-74%	65%	70-74%	NA
Asian	79%	72%	78%	NA
Native Hawaiian/Other Pacific Islander	75-79%	69%	70-74%	NA
Two or more races	82%	68%	71%	NA
Physical				
Hispanic/Latino of any race	78%	71%	77%	NA
Black/African American	81%	70%	76%	NA
White	83%	72%	76%	NA
American Indian/Alaskan Native	75-79%	72%	70-74%	NA
Asian	83%	78%	79%	NA
Native Hawaiian/Other Pacific Islander	75-79%	72%	75-79%	NA
Two or more races	83%	74%	80%	NA

Table A8: Continued	Higher income (24,324)	Low income (27,632)	ECEAP Cohort (5,252)	My Site
Language				
Hispanic/Latino of any race	77%	61%	67%	NA
Black/African American	84%	73%	79%	NA
White	89%	77%	79%	NA
American Indian/Alaskan Native	75-79%	67%	80-84%	NA
Asian	79%	68%	73%	NA
Native Hawaiian/Other Pacific Islander	75-79%	65%	75-79%	NA
Two or more races	89%	77%	82%	NA
Cognitive				
Hispanic/Latino of any race	76%	62%	68%	NA
Black/African American	78%	66%	69%	NA
White	85%	69%	73%	NA
American Indian/Alaskan Native	75-79%	63%	65-69%	NA
Asian	81%	71%	74%	NA
Native Hawaiian/Other Pacific Islander	75-79%	65%	65-69%	NA
Two or more races	84%	70%	73%	NA
Literacy				
Hispanic/Latino of any race	79%	59%	66%	NA
Black/African American	89%	78%	81%	NA
White	92%	77%	82%	NA
American Indian/Alaskan Native	75-79%	73%	70-74%	NA
Asian	90%	76%	87%	NA
Native Hawaiian/Other Pacific Islander	75-79%	66%	75-79%	NA
Two or more races	92%	78%	85%	NA
Mathematics				
Hispanic/Latino of any race	62%	38%	45%	NA
Black/African American	75%	56%	57%	NA
White	78%	56%	60%	NA
American Indian/Alaskan Native	60-64%	45%	50-54%	NA
Asian	78%	58%	69%	NA
Native Hawaiian/Other Pacific Islander	55-59%	42%	40-44%	NA
Two or more races	77%	56%	60%	NA

Table A8: Continued	Higher income (24,324)	Low income (27,632)	ECEAP Cohort (5,252)	My Site
All Six Domains				
Hispanic/Latino of any race	45%	24%	30%	NA
Black/African American	54%	37%	41%	NA
White	59%	37%	39%	NA
American Indian/Alaskan Native	40-44%	30%	30-34%	NA
Asian	58%	41%	47%	NA
Native Hawaiian/Other Pacific Islander	40-44%	29%	35-39%	NA
Two or more races	60%	39%	42%	NA

Technical Notes

Data Sources

ECEAP data: Early Learning Management System (ELMS), Washington State Dept. of Early Learning. AY2014/15
Kindergarten enrollment: CEDARS K-12 longitudinal database, Washington State Superintendent of Public Instruction. AY2015/16.
Kindergarten Readiness: Washington Kindergarten Inventory of Developing Skills (WaKIDS). Washington State Superintendent of Public Instruction. AY2015/16

Data Linkage

The data were linked as part of the larger P20 Educational Data Warehouse project operated by the Educational Research and Data Center (ERDC) in the Office of Financial Management (OFM). Please refer to - http://www.erdc.wa.gov/about-our-data - for more information about ERDC or data linkage.

Total Time at Primary Site

Former ECEAP students were included in the "ECEAP cohort" if they had available WaKIDS data from fall, 2015, and had been enrolled in one ECEAP site for at least 6 months during the 2014/15 school year. The enrollment spans did not have to be consecutive or involve the same classroom. This was derived by adding up the enrollment spans for each site attended during the 2014/15 school year, if more than one. The site in which they were enrolled the longest was designated as the "primary site" and if the total time enrolled at the primary site was over 6 months they were included in the ECEAP cohort.

Student Demographic Characteristics and Special Program Eligibility and Participation

Both the ECEAP program and the K-12 system collect information about their students. This report uses demographic information (age, gender, race/ethnicity) and program eligibility/risk factor information (special education, ELL, or homelessness) from both sources:

1. The ECEAP ELMS data is used when only ECEAP participants are being compared. For example, in Table A1: ECEAP Demographics.
2. The K-12 CEDARS data is used when the statewide or site ECEAP cohorts are being compared to lower- and higher-income students from the K-12 system. For example, Table A2: Cohort demographics.

The ELMS and K-12 programs and data systems have their own definitions and methods for collecting this information.

Lower Income and Higher Income (K-12 data)

Within the K-12 system, a "**lower-income student"** means a student who qualifies for free or reduced price lunch (FRPL) because his/her parent(s) or guardian(s) have an annual income equal to or less than one hundred eighty-five percent of the Income Poverty Guidelines. A higher-income student means a student who does not qualify for FRPL.
Source: http://apps.leg.wa.gov/wac/default.aspx?cite=392-100-100

English Language Learner (K12 data)

An "English Language Learner" is a student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program:

3. The primary language of the student is other than English; and
1. The student's English skills are sufficiently lacking or absent as to delay learning.

Source: http://www.k12.wa.us/MigrantBilingual/pubdocs/TBIPGuidelinesIdentification.pdf

Special Education Student (K-12 data)

"Special education student" means a student qualified by their school district for special education services under RCW 28A.155.020. This includes all students with a school-determined individualized education plan (IEP).

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