WaKIDS
Washington Kindergarten Inventory of Developing Skills

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) Pilot:
A report to the Washington State Legislature

January 15, 2011

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Background

The transition from the first five years of life into the K-12 system is a major milestone for about 70,000 children in Washington every year. To ensure success for every child, teachers, families and systems need information about the child's readiness for this transition to public school.

Many school districts in Washington—and even individual schools within the same districts—use different assessment tools at kindergarten entry. Most frequently, these assessments only measure literacy development, and the state is unable to aggregate the information in a meaningful way. Washington has no common statewide kindergarten readiness assessment process and, therefore, no statewide picture of where children are in their development at kindergarten entry. Policymakers want to know which programs help young children, how they improve the quality of education and inform instruction, and whether expenditures are effective over time.

Washington does not gather statewide data on children's academic progress until the Measurements of Student Progress is administered at the end of third grade.

In 2009, the Legislature directed the Department of Early Learning (DEL) to work with stakeholders and the office of the superintendent of public instruction to identify and test a kindergarten assessment process and tools in geographically diverse school districts. The assessment process was to be voluntary for school districts, and DEL was to report to the Legislature by Jan. 15, 2011.

The 2009-2011 state operating budget (HB 1244) included $100,000 in state general funds for this purpose, which was dependent upon a private match. The Bill and Melinda Gates Foundation contributed $623,000 to the WaKIDS pilot. Thrive contributed $25,000 to the WaKIDS pilot.

DEL and the Office of Superintendent of Public Instruction (OSPI), in consultation with Thrive by Five Washington, have worked in partnership to pilot the Washington Kindergarten Inventory of Developing Skills (WaKIDS) in 115 classrooms in 51 school districts around the state (see list and map of participating districts, Appendix A).

This is a "mid-year" report on WaKIDS. Because the pilot continues through the 2010-2011 school year, there are still data to be gathered and lessons to be learned about what kindergarten readiness processes would work best for Washington. The University of Washington (UW) College of Education is leading the research, data analysis, technical support for teachers and assessment materials distribution for the WaKIDS pilot through an interagency agreement with OSPI. UW's preliminary findings are also now available at www.del.wa.gov/wakids. A final WaKIDS pilot report will be issued in June 2011.

Even at this halfway point, much has been learned about what Washington students, families and educators need in a kindergarten readiness assessment process.

The results suggest that more than a third of those children participating in WaKIDS enter kindergarten below expected skill levels. In the area of language, communication, and literacy, nearly half of the children enter with skills below the expected grade level.

Although more analysis of these results is needed, we know right now that this is critical information for:

- Families, so they can support children's development of pre-kindergarten skills.
- Kindergarten teachers preparing to teach incoming students.
- Early learning professionals, so they can determine where to focus resources in order to strengthen their programs.
- State-level decision-makers so they better understand where to focus early learning investments.

Some key questions we seek to answer this pilot year are:
- Do teachers feel the assessment process helped inform their instruction?
- How much time did the assessment tools take to administer?
- What kind of information is useful to teachers to inform instruction?
- Did the information shared between parents and teachers help both support the child's education?
- What information can early learning professionals offer in the kindergarten transition? What assessment results can kindergarten teachers share back to early learning professionals?
- What assessment process would give us statewide data on children's school readiness?

Designing the WaKIDS pilot

Children enter kindergarten with various skills, abilities and challenges. A kindergarten readiness assessment can help "paint a picture" of where children are in their development.

The purpose of the WaKIDS pilot is to identify a statewide kindergarten assessment process that is informative, culturally and developmentally appropriate, cost-effective, and efficient to administer. The process must help to ensure children have smooth transitions into kindergarten.

The word "Developing" in the WaKIDS name was chosen intentionally: Research shows that typically developing children are not all performing the same tasks at the same level. WaKIDS is designed to support each child entering kindergarten, wherever she is in her overall development. WaKIDS also will provide information about the development of incoming kindergarteners at a statewide level in order to determine where to focus resources in early learning. WaKIDS is *not* designed to be a tool that assesses whether a child is ready for kindergarten or determines a child's classroom placement.

To advise the design and implementation of WaKIDS, DEL and OSPI brought together local, state and national experts to form the WaKIDS State Advisory Team. Membership included parents, licensed child care providers, school district assessment coordinators, Tribal Nations, the

Bill and Melinda Gates Foundation, equity/cultural specialists, Head Start programs, principals, reading specialists, child development specialists, research and assessment experts, and others.

The WaKIDS State Advisory Team recommended that WaKIDS be used to gather information across developmental domains ("whole child" focus) about incoming kindergarteners to:

- Help teachers make decisions about how to support individual children in the classroom.
- Inform instruction, transition activities into kindergarten, time management and parent engagement.
- Better engage, welcome and partner with families.
- Gather information that can be used by districts, communities and the state to make decisions about where to focus future investments.

Since the primary purpose of WaKIDS is to gather information about the "whole child," the Advisory Team recommended that three groups of people be involved in the kindergarten assessment process:
- Families
- Kindergarten teachers
- Early learning professionals (such as preschool teachers and child care providers)

Consequently, WaKIDS has three components that all include gathering and sharing information about incoming kindergarteners:
- **Family connection**—Participating WaKIDS teachers meet with families at or before the beginning of the school year. The Family Connection is designed to go beyond a back-to-school open house. It is a one-on-one or small group conversation for families to share information with a teacher about a child's strengths, needs, worries and characteristics.
- **Early learning collaboration**—The purpose of the early learning collaboration is to help facilitate the sharing of rich information early learning professionals often have about children with kindergarten teachers, to share ideas to better prepare children for kindergarten and to improve the transition into kindergarten. For the pilot year, WaKIDS teachers and early learning professionals are meeting in five sites around the state to discuss the best ways for the two to collaborate.
- **Whole child inventory**—This assessment component offers teachers information about students that allows them to individualize instruction. When compiled, it provides data on statewide developmental levels of entering kindergartners. During the pilot year, participating WaKIDS teachers are testing one of three assessment tools with the goal of selecting one tool for a statewide kindergarten assessment. Each of the tools measures the "whole child" in four domains of development: cognitive, linguistic, physical, and social/emotional. Within those four domains, there are 15 performance goals identified for WaKIDS that were taken from the evidence-based *Washington Early Learning and Development Benchmarks,* and are aligned with the kindergarten grade level standards.

Through an open bid process, facilitated by DEL and OSPI, three prospective assessment tool vendors were identified from 15 submitted proposals (11 vendors). An evaluation committee comprised of child development experts and assessment experts analyzed the submitted

proposals for their technical quality and developmental content. The following three tools were rated the hightest and were thus selected to participate in the piloting process:

- Teaching Strategies GOLD—hereafter referred to as GOLD (piloted with 38 teachers)
- Pearson's Work Sampling System—hereafter referred to as WSS (piloted with 39 teachers)
- CTB/McGraw Hill Developing Skills Checklist—hereafter referred to as DSC (piloted with 39 teachers)

All three tools are nationally recognized instruments. The University of Washington's preliminary data gathered about these tools, student data gathered in the fall, and teachers' experiences with the tools is available in their report at www.del.wa.gov/wakids.

Recruiting and selecting voluntary districts

"I am very hopeful that I will be able to participate in the process. This could really fill the hole we have been worrying about for a long time."—Eastern Washington teacher applying for WaKIDS pilot

February 2010
Joint bulletin from DEL and OSPI sent to educational service districts, superintendents, principals and district assessment coordinators

April 2010
Informational webinar, other communication with school districts about WaKIDS pilot

May 2010
Request for applications to participate in WaKIDS pilot

June 2010
Participating schools selected based on sample plan designed with UW

August 2010
Webinar held for selected school districts with information

February 2010: DEL and OSPI communicated with all Washington school districts and educational service districts, explaining the WaKIDS pilot and sharing information about how to apply. Districts were encouraged to participate so that:

- They could help inform the design and future direction of WaKIDS.
- They would receive resources to support smooth transitions into kindergarten.
- Statewide representation provides greater validity in decision-making based on pilot data.

April 2010: DEL and OSPI held a webinar for districts that expressed interest in WaKIDS. The webinar included information about the pilot design, participation requirements, and support and training that would be offered to teachers. At that time, DEL and OSPI launched a WaKIDS web page at www.del.wa.gov/wakids with questions and answers, WaKIDS materials and links to other related resources.

May 2010: DEL and OSPI issued a request for applications for the pilot. Applications represented about 5,000 kindergarteners (about seven percent of the total incoming kindergarten population). The public and private WaKIDS funding allowed for 120 classrooms and 3,000 kindergarten students.

June 2010: DEL and OSPI contracted with UW to select a sample from applicant schools that represented the diversity of the state's student population. The schools with teachers who had applied to be part of WaKIDS were coded for socioeconomic status based on percent of students qualifying for free or reduced-price lunch, geographic region within the state and representation of ethnic minority groups (black/African American, Native American, Asian and Latino/Hispanic). Once schools were selected, classrooms were randomly selected and adjusted to ensure sufficient representation of socioeconomic and geographic diversity.

Participating schools were notified in June.

August 2010: DEL and OSPI hosted a webinar for all selected school districts to share details about the pilot year.

Implementing the pilot

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┌─────────────────────┐    ┌─────────────────────┐    ┌─────────────────────┐
│                     │    │ September and October│    │                     │
│    August 2010      │    │        2010          │    │   November 2010     │
│                     │    │  Family Connection   │    │ Early Learning      │
│  Teachers trained on│    │ Assessments          │    │ Collaboration       │
│  assessment tools   │    │ administered         │    │ focus groups continue│
│                     │    │ Early Learning       │    │                     │
│                     │    │ Collaboration        │    │                     │
│                     │    │ focus groups begin   │    │                     │
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Training

Assessment vendors provided a one-day train-the-trainer introduction to each tool. These new trainers then provided a one-day training for participating teachers in 11 sites around the state. Vendors recommend that teachers receive two days of training; however the project timeline and budget only allowed for one day. Teachers learned about the expectations for the family connection and the early learning collaboration components as well as the child assessment tool. Providing the level of information the teachers needed on all three components of WaKIDS within one day was challenging.

According to the UW evaluation, there was a large variance in how comfortable teachers felt using their assigned tool after the one-day training. As seen in the table below, teachers administrating Work Sampling System and Developing Skills Checklist felt they were more competent and ready to use their assigned tool than the teachers piloting GOLD. This may have been influenced by the methods of data collection (observation or 1:1 with the child) or reporting (paper/pencil or online format), or a combination of the two, as well as the complexity of the tool(s) themselves.

Teachers' Confidence with Administering the Tool after Initial Training

Assessment	Felt competent, confident, and ready to use the tool	Felt confident about administering the tool with a few questions	Still had some questions about how to administer the tool	Was very uncertain of how to administer the tool
GOLD Online Observational	5.9% (2)	35.4% (12)	41.2% (14)	17.6% (6)
WSS Paper Observational	**42.4% (14)**	51.5% (17)	3.0% (1)	3.0% (1)
DSC Paper One-on-one	26.3% (10)	52.6% (20)	18.4% (7)	2.6% (1)

More information about the teacher training and support for the administration of the assessment is included in the UW preliminary report at www.del.wa.gov/wakids.

Family connection

"Each child and family had 45 minutes with their teacher in the classroom. It was wonderful. They got all the details about the child, concerns, goals, etc. and what bus they take home. They went on a tour of the school with their families and met the office staff. Our first day with all 23 students was the smoothest first day I ever had in my 35 years of teaching."

--Carolyn McNeil, Grand Coulee Dam School District

Family meets with teacher for WaKIDS family connection

Since a parent is a child's first and most important teacher, a critical component of the WaKIDS pilot is to ensure that families are able to meaningfully share their knowledge, experiences and possible concerns about their child to the kindergarten teachers. This not only allows the teacher to be prepared to receive that child in their classroom, but also lays the foundation for an ongoing partnership between the family and the kindergarten teacher that will support the child. Parents were welcome to bring whomever they wanted to the "connection" time with the teacher (e.g. grandparents, the child's early learning professional).

To facilitate this connection, teachers were asked to move beyond a traditional back-to-school night where all families attend as a whole group (Level 1 below). Instead, WaKIDS encouraged more personal one-on-one meetings where parents would feel more comfortable sharing information about their child. The intent of WaKIDS is for teachers to progress to level three family connections as described below.

- Level 1: Encourage parents to attend a whole group open house/back-to-school night, etc.
- Level 2: Host an open house before school begins and create rotating stations for children and families OR set up meeting times with small groups of families.
- Level 3: Meet with each child and family one-on-one before school begins.

To help guide family conversations and keep the focus on each individual child, UW created a booklet titled "Introducing Me," which was distributed to teachers. This tool helped families share information with kindergarten teachers such as:
- Languages spoken in the home
- Members of the family
- Child's likes and dislikes

More information will be collected in winter 2011 to measure whether these conversations with families made a difference for the teachers at the beginning of the year, how the initial

connection with their child's kindergarten teacher affected families and whether it made a difference in relationships throughout the year.

"Whole Child" inventory

WaKIDS pilot classroom

During the 2010-2011 pilot year, teachers are using one of three assessment tools. Teachers submitted student data by October 15 and completed a UW-created online survey about their assigned tool. This teacher feedback will help determine which assessment tool will be selected statewide. This is one of the strengths of the WaKIDS pilot. Further feedback will be sought to help clarify teachers' thoughts and follow-up with assessment tool usage during the remainder of the year.

More data collection and analyses are needed before a recommendation can be made on which assessment tool to use moving forward.

Since a primary purpose of WaKIDS is to provide information to kindergarten teachers to inform instruction, teacher feedback regarding the usefulness of the tools was of particular interest.

According to the UW evaluation, few of the teachers in the pilot reported using comprehensive assessment processes prior to their involvement with WaKIDS. Of those teachers who found their tool helpful, some of the key reasons reported were:

- It brought more attention to areas not always assessed.
- It identified individual students' strengths and weaknesses.
- It provided information for creating small groups to differentiate instruction.
- It showed a learning progression of how students can continue to improve their skills.

Answers to three key questions from the survey indicate that teachers prefer WSS to the other two tools. But of equal interest is why many teachers are *undecided* about recommending their tool to another kindergarten teacher and *undecided* about continuing to use their tool.

Do you plan to continue to use this assessment with your students one or more times later this year?

	Yes	No	Undecided
GOLD	17.6% (6)	26.5% (9)	55.9% (19)
WSS	42.4% (14)	18.2% (6)	39.4% (13)
DSC	10.5% (4)	55.3% (21)	34.2% (13)

Would you recommend this assessment tool to other kindergarten teachers?

	Yes	No	Undecided
GOLD	20.6% (7)	50.0% (17)	29.4% (10)
WSS	39.4% (13)	15.2% (5)	45.5% (15)
DSC	18.4% (7)	47.4% (18)	34.2% (13)

This will require further investigation during the remainder of the pilot year. Other responses about the three tools were more favorable to all three, showing that 59 percent of GOLD teachers, 76 percent of WSS teachers and 47 percent of DSC teachers thought the information gained from their tool was extremely helpful or helpful. Teachers also felt that the tools were appropriate given the range of abilities and linguistic/ethnic/cultural diversity of students in their classrooms. Thus, it will be important to determine why teachers are undecided about their tool. The UW evaluation offers some plausible reasons for the uncertainty of the teachers.

How appropriate was the assessment given the range of abilities and linguistic/ethnic/cultural diversity of students in your classroom?

Tool	Extremely Appropriate	Appropriate	Somewhat appropriate	Somewhat inappropriate	Inappropriate	Extremely in appropriate
GOLD (n=37)	0.0 (0)	**70.6 (24)**	17.6 (6)	8.8 (3)	2.9 (1)	0.0 (0)
WSS (n=36)	21.2 (7)	**48.5 (16)**	24.2 (8)	6.1 (2)	0.0 (0)	0.0 (0)
DSC (n=38)	13.2 (5)	**42.1 (16)**	26.3 (10)	5.3 (2)	7.9 (3)	5.3 (2)

Also of interest in the UW evaluation were the scores across the three tools. The UW evaluation provides possible reasons for the differences in scoring across the instruments.

Early learning collaboration

Early learning collaboration meeting in Thurston County

The WaKIDS early learning collaboration will give early learning professionals the opportunity to share the wealth of information many of them have about individual children. It will also support collaboration between early learning and kindergarten teachers about preparing children for kindergarten.

During the pilot year, kindergarten teachers and early learning professionals are meeting in small groups around the state. They are discussing what

information they could exchange about incoming kindergarten students and the best ways to share this information. These meetings are the initial step in determining the early learning collaboration component of WaKIDS.

Eighty-six percent of kindergarten teachers participating in WaKIDS say it would be useful to receive information from early learning professionals about children they've taught and cared for. Currently, only 36 percent of teachers get *some* information about *some* of their students. There is no widespread mechanism in place for sharing this information, except between some individual schools/teachers and early learning programs.

Completing the WaKIDS pilot

February 2011
District communications
Administrator webinar

March 2011
Second Early Learning Collaboration meetings

April 2011
Parent focus groups

June 2011
Wrap-up pilot with participating teachers
Final report issued
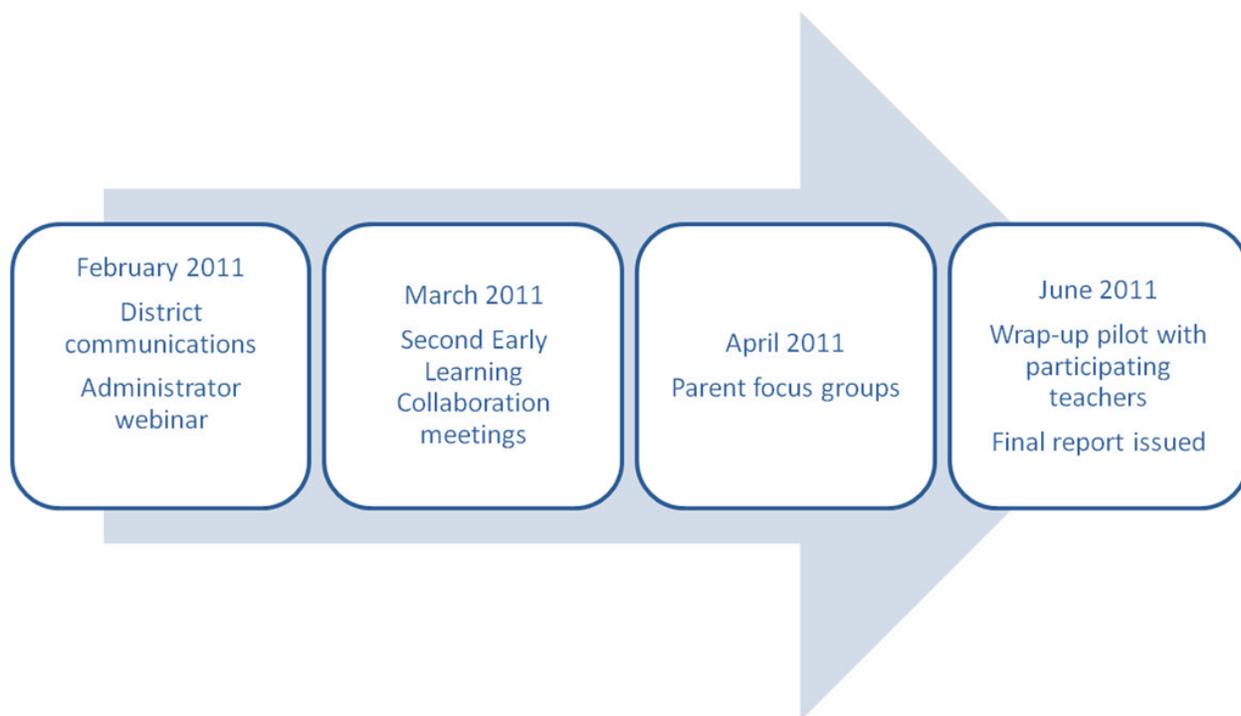
The WaKIDS pilot continues through June 2011. An online survey for early learning providers will gather information about their assessment practices, barriers to sharing information with kindergarten teachers and other pertinent information. DEL and OSPI will host a webinar for district administrators about the family connection component, which has been difficult for some districts to implement, as well as follow-up support for teachers who are continuing to use their assessment tool.

In spring 2011, a second round of Early Learning Collaboration meetings will occur, along with focus groups of parents whose children were enrolled in WaKIDS pilot classrooms. The UW will analyze the final input from teachers, parents and early learning professionals in May, and those data will be available by June 15.

Throughout the year, we are surveying parents, early learning professionals and teachers to gather their opinions on the usefulness of the WaKIDS pilot. More information about the first round of survey responses are included in Part II of this report.

Challenges during WaKIDS pilot year

As with most pilot projects, DEL and OSPI faced challenges in implementing WaKIDS. Key challenges and our solutions were as follows:

- **Defining WaKIDS for districts.** Many district staff thought that WaKIDS was a grant. Through webinars, OSPI bulletins and one-on-one phone calls, the OSPI WaKIDS coordinator was able to explain the purpose and design of the pilot.
- **Funding.** DEL and OSPI committed to designing and implementing a pilot that yielded useful data and supported smooth transitions. Seeking additional private funding was essential to ensuring a successful pilot. The Bill and Melinda Gates Foundation and Thrive by Five Washington contributed additional funding to support the pilot.
- **Adequate training for teachers and trainers.** Due to constraints in time and resources, trainers and teachers each received just one day of training on their assessment tool and the WaKIDS pilot overall. It proved difficult to fit critical information into one day. This appears to have impacted the initial pilot results. To address some of the shortages in training time, three UW team members were assigned to support teachers as they implemented the three assessment tools. This partially migrated the short training.
- **Early learning collaboration.** DEL and OSPI consider all three components of the WaKIDS pilot to be equally important. The early learning collaboration gatherings in the fall yielded useful information and ideas, but more work needs to be done at the state level to determine the strongest collaboration model moving forward.

Budget for the WaKIDS school year 2010-2011 pilot

The public and private funding for the WaKIDS pilot totals about $748,000, which covers:

- Evaluation and selection of assessment tools.
- $320 per teacher for one-day training.
- $250 compensation to each participating teacher for assessment activities.
- $100 per collaboration meeting for teachers and early learning professionals.
- Costs of assessment tools.
- Interagency agreement with UW to gather data, conduct analysis, distribute assessment materials and provide technical support to teachers.
- Program coordinator salary and benefits (housed at OSPI to have close access to OSPI's assessment experts) and a .3 FTE for administrative support.
- Five Advisory Team meetings.
- Travel, goods and services.

School districts covered any costs for teachers' time, travel or printing for the family connection component.

Recommendations for next steps

At this halfway point of the WaKIDS pilot school year, DEL and OSPI recommend the following next steps:

- Select one child assessment tool to be used statewide after an independent evaluation.
- Use the same tool in Early Childhood Education and Assistance Program (ECEAP) classrooms.
- Align ECEAP training/technical assistance to support kindergarten preparation needs, based on WaKIDS assessment data.
- Further define the expected/typical "kindergarten entry level" using the 15 identified performance goals from the *Washington State Early Learning and Development Benchmarks* and kindergarten grade-level expectations, in consultation with the vendor for the chosen assessment tool. This "entry level" will be used in compiling statewide data (not for admittance to kindergarten).
- Ensure teachers have a minimum of one day of WaKIDS training prior to the school year with follow-up support *during* the year.
- Strengthen the early learning collaboration component.
- Strengthen the prek-third grade alignment.
- Secure resources to continue and enhance WaKIDS.
- Evaluate statewide WaKIDS child assessment data across the four domains to determine training/technical assistance to strengthen early learning programs.

DEL and OSPI recommend the following plan for expanding WaKIDS into additional classrooms over the next two school years:

School year 2011-12: Continue with pilot teachers and add voluntary participation for all state-funded full-day kindergarten sites. Currently 219 schools receive state funding for full-day kindergarten. Under this proposal, sites that voluntarily participate will not be required to collect the additional data currently requested of full-day kindergartens. It is anticipated that 80 percent of full-day kindergarten sites will volunteer.

The 115 teachers currently participating in the WaKIDS pilot may continue at their discretion.

Other districts may participate in WaKIDS at the district's expense. There is keen interest in having a kindergarten entry assessment process, so any district, school or teacher that chooses to participate at the district's expense will have the opportunity. Some may be interested in participating in WaKIDS, but due to funding restrictions may not be able to.

WaKIDS participation will include:
- A minimum of one day of training for kindergarten teachers on:
  - How to administer the assessment instrument.
  - Best practices to support the developmental growth of kindergarten students using the assessment information to drive instruction.
  - Transitional practices to engage families.
  - How to engage early learning professionals to gather data.

- Administration of the child assessment during the first two months of school with required data reporting by the end of October and voluntary reporting in the spring.
- Collaboration with local early learning providers to exchange information about kindergarten preparation and the transition process.
- Meetings between families and kindergarten teachers to identify each student's strengths and needs and to ensure each family feels welcome at school and engaged in their child's learning.

School year 2012-13: Mandatory WaKIDS participation for all state-funded full-day kindergarten sites.

Costs for continuing WaKIDS

Depending upon the number of classrooms participating, and availability of funding from a variety of sources, DEL and OSPI estimate total cost for operating WaKIDS to be $745,044 in state fiscal year 2012 (assuming 556 classrooms and 12,788 children) and $807,694 in state fiscal year 2013 (assuming 1,021 classrooms and 23,483 children). DEL and OSPI believe we can identify funding for about $564,000 of that $1.552 million cost. Approximately, $988,738 will need to come from the Legislature or other sources.

OSPI will submit a bill to the 2011 Legislature that would codify the kindergarten readiness assessment process in RCW 28A.150.315.

"With a program like this, you are just able to gear right to it and the 19 students [in my class]. This is what's it's all about. That's who my clientele is. They need to be as far as they can by the end of that kindergarten year heading into first grade. The more I can learn about them at the beginning, the more successful year they're going to have."
--Casey Doyle, kindergarten teacher and WaKIDS pilot participant, Oakville Elementary School

Appendix A

Information about WaKIDS Pilot Participants
## School Year 2010-2011
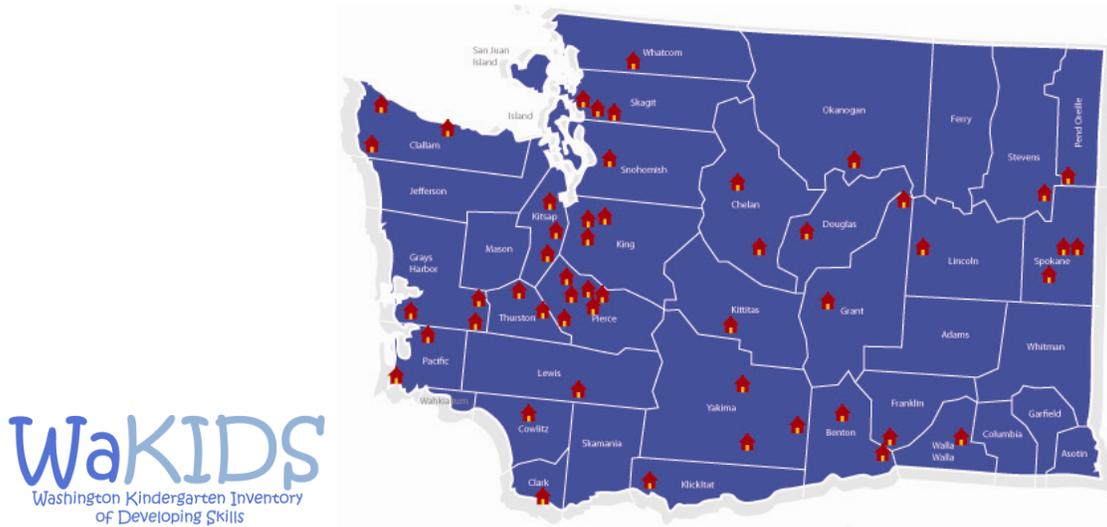
■ = *School district with classrooms participating in WaKIDS pilot*

Criteria for WaKIDS classroom selection to ensure broad statewide representation in the pilot:

- *School district location within WaKIDS regions*
- *School district enrollment*
- *School socio-economic status*
- *School student ethnicity information*

Ethnicity of children in schools participating in WaKIDS pilot

0.65%
Race not reported in school

6.04%
American Indian/Alaskan Native

5.19%
Asian/Pacific Islander

4.68%
Black

3.16%
Multi-racial

23.97%
Hispanic

56.32%
White
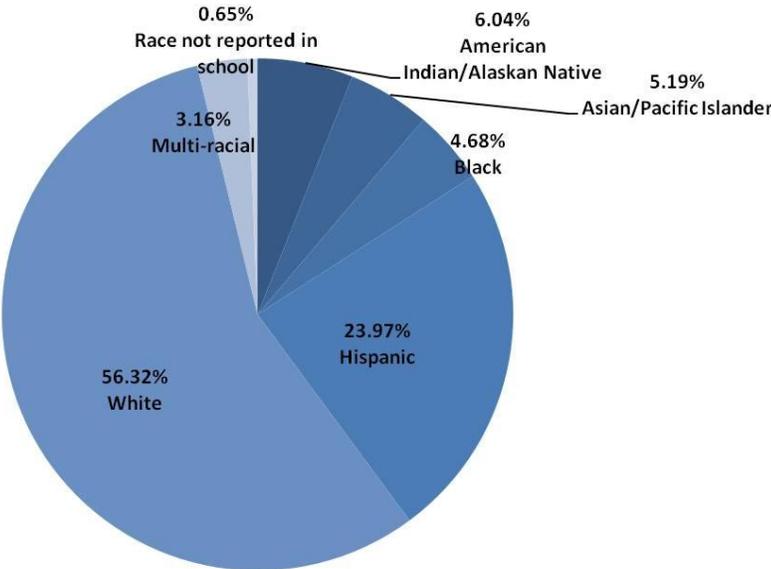
Socio-economic information for schools participating in WaKIDS pilot

52.94%
Students in school do not quality for FRPM

47.06%
Students in school qualify for free or reduced-price meals
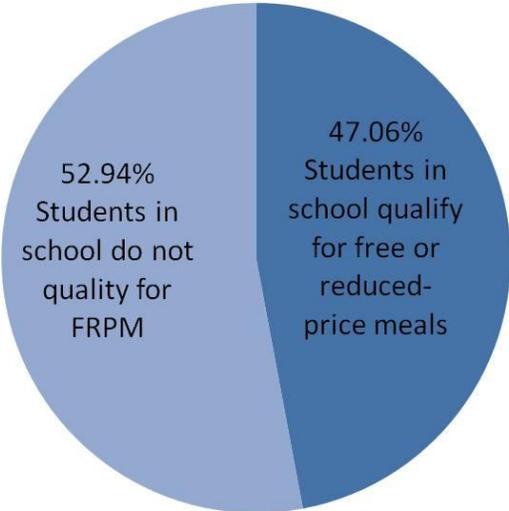
REGION 1
(Clallam, Jefferson, Kitsap, San Juan, Skagit, Snohomish and Whatcom counties)

Anacortes School District
District enrollment: 2,721
5 classrooms applied, 2 selected
Mount Erie Elementary (2 classrooms)

Bremerton School District
District enrollment: 5,294
18 classrooms applied, 2 selected
Naval Avenue Elementary School (2 classrooms)

Cape Flattery School District
District enrollment: 467
2 classrooms applied, 2 selected
Neah Bay Elementary School (2 classrooms)

Central Kitsap School District
District enrollment: 11,484
6 classrooms applied, 2 selected
Jackson Park Elementary
Silverdale Elementary

Crescent School District
District enrollment: 378
1 classroom applied, 1 selected
Crescent School

La Conner School District
District enrollment: 647
2 classrooms applied, 2 selected
La Conner Elementary (2 classrooms)

Mount Baker School District
District enrollment: 2,122
4 classrooms applied, 1 selected
Acme Elementary

Mount Vernon School District
District enrollment: 6,144
4 classrooms applied, 1 selected
Little Mountain Elementary

Mukilteo School District
District enrollment: 14,265
3 classrooms applied, 2 selected
Mukilteo Elementary (2 classrooms)

Quillayute Valley School District
District enrollment: 3,737
3 classrooms applied, 3 selected
Forks Elementary (3 classrooms)

South Kitsap School District
District enrollment: 10,013
7 classrooms applied, 4 selected
Mullenix Ridge Elementary School (2 classrooms)
Orchard Heights Elementary (2 classrooms)

REGION 2

(Adams, Chelan, Douglas, Ferry, Grant, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens and Whitman counties)

Almira School District
District enrollment: 84
1 classroom applied, 1 selected
Almira Elementary School

Brewster School District
District enrollment: 936
3 classrooms applied, 2 selected
Brewster Elementary School (2 classrooms)

Cascade School District
District enrollment: 1,218
3 classrooms applied, 3 selected
Peshastin Dryden Elementary (3 classrooms)

Cashmere School District
District enrollment: 1,453
4 classrooms applied, 3 selected
Vale Elementary School (3 classrooms)

Cheney School District
District enrollment: 3,853
3 classrooms applied, 3 selected
Betz Elementary (3 classrooms)

East Valley School District (Spokane)
District enrollment: 4,325
4 classrooms applied, 1 selected
Continuous Curriculum School

Grand Coulee Dam School District
District enrollment: 687
2 classrooms applied, 2 selected
Center Elementary School (2 classrooms)

Mary Walker School District
District enrollment: 580
2 classrooms applied, 2 selected
Springdale Elementary (2 classrooms)

Quincy School District
District enrollment: 2,563
6 classrooms applied, 3 selected
Mountain View Elementary (3 classrooms)

Riverside School District
District enrollment: 1,658
4 classrooms applied, 1 selected
Chattaroy Elementary

Spokane School District
District enrollment: 27,971
5 classrooms applied, 3 selected
Browne Elementary
Lidgerwood Elementary
Whitman Elementary

Waterville School District
District enrollment: 287
1 classroom applied, 1 selected
Waterville Elementary

REGION 3
(King and Pierce counties)

Dieringer School District
District enrollment: 1,386
5 classrooms applied, 5 selected
Dieringer Heights Elementary (5 classrooms)

Franklin Pierce School District
District enrollment: 7,476
9 classrooms applied, 3 selected
Christensen Elementary (3 classrooms)

Highline School District
District enrollment: 17,474
13 classrooms applied, 3 selected
Beverly Park Elem at Glendale (2 classrooms)
Bow Lake Elementary

Lake Washington School District
District enrollment: 23,974
2 classrooms applied, 1 selected
Redmond Elementary

Puyallup School District
District enrollment: 20,802
4 classrooms applied, 3 selected
Sunrise Elementary (2 classrooms)
Wildwood Elementary

Seattle Public Schools
District enrollment: 45,976
25 classrooms applied, 7 selected
Concord International School (2 classrooms)
Hawthorne Elementary School (3 classrooms)
Loyal Heights Elementary School (3 classrooms)

Sumner School District
District enrollment: 8,149
6 classrooms applied, 2 selected
Bonney Lake Elementary
Emerald Hills Elementary

Tacoma School District
District enrollment: 28,586
25 classrooms applied, 4 selected
Arlington Elementary
Browns Point
Grant
McKinley (2 classrooms)

REGION 4

(Clark, Cowlitz, Grays Harbor, Lewis, Mason, Pacific, Thurston and Skamania counties)

Castle Rock School District
District enrollment: 1,378
2 classrooms applied, 2 selected
Castle Rock Elementary (2 classrooms)

Evergreen School District (Clark)
District enrollment: 26,518
2 classrooms applied, 2 selected
Silver Star Elementary School (2 classrooms)

Griffin School District
District enrollment: 665
2 classrooms applied, 2 selected
Griffin School (2 classrooms)

McCleary School District
District enrollment: 313
2 classrooms applied, 2 selected
McCleary Elementary (2 classrooms)

Mossyrock School District
District enrollment: 608
1 classroom applied, 1 selected
Mossyrock Elementary School

Oakville School District
District enrollment: 288
1 classroom applied, 1 selected
Oakville Elementary

Ocean Beach School District
District enrollment: 930
2 classrooms applied, 2 selected
Ocean Park Elementary (2 classrooms)

Ocosta School District
District enrollment: 693
3 classrooms applied, 2 selected
Ocosta Elementary School (2 classrooms)

Rainier School District
District enrollment: 918
1 classroom applied, 1 selected
Rainier Elementary School

Raymond School District
District enrollment: 720
2 classrooms applied, 2 selected
Raymond Elementary School (2 classrooms)

Yelm School District
District enrollment: 5,433
8 classrooms applied, 3 selected
Mill Pond Elementary (3 classrooms)

REGION 5

(Asotin, Benton, Columbia, Franklin, Garfield, Kittitas, Klickitat and Yakima counties)

Ellensburg School District
District enrollment: 2,983
1 classroom applied, 1 selected
Valley View Elementary School

Grandview School District
District enrollment: 3,507
12 classrooms applied, 2 selected
McClure Elementary School (2 classrooms)

Kennewick School District
District enrollment: 15,704
3 classrooms applied, 3 selected
Eastgate Elementary School (3 classrooms)

Kiona-Benton City School District
District enrollment: 1,536
5 classrooms applied, 4 selected
Kiona-Benton City Primary School (4 classrooms)

Pasco School District
District enrollment: 14,254
2 classrooms applied, 2 selected
Captain Gray Early Learning Center (2 classrooms)

Toppenish School District
District enrollment: 3,521
2 classrooms applied, 2 selected
Kirkwood Elementary School (2 classrooms)

Waitsburg School District
District enrollment: 337
1 classroom applied, 1 selected
Waitsburg Elementary School

White Salmon Valley School District
District enrollment: 1,192
4 classrooms applied, 2 selected
Hulan L Whitson Elementary (2 classrooms)

Yakima School District
District enrollment: 15,309
4 classrooms applied, 2 selected
Garfield Elementary School (2 classrooms)

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