

Pre-K-12 education

LAP Inventory: Effective Practices to Assist Struggling Students

The 2013 Washington State Legislature directed WSIPP to prepare an inventory of evidence- and research-based practices, strategies, and activities for school districts to use in the Learning Assistance Program (LAP).

The state program provides supplemental academic support to eligible K-12 students achieving below grade level or not on track to meet local or state graduation requirements. LAP funds may support programs in reading, writing, mathematics, and readiness, as well as programs to reduce disruptive behavior.

An initial report was released in July 2014. Updates were published in July 2015, July 2016, and June 2018. The inventory will be updated every two years thereafter.

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Professional Educator Workforce Standards

The 2016 Washington State Legislature directed WSIPP to review the effect of revisions to Washington's Professional Educator Standards Board's (PESB) expedited professional certification process for out-of-state teachers who have at least five years of successful teaching experience.

The report will include the following:

- The extent to which advanced level teacher certificates from other states compare to the standards and requirements of the Washington professional certificate;
- The extent to which the federal or state-issued advanced level certificates that allow individuals to teach internationally compare to the standards and requirements of the Washington professional certificate; and

The report is due to the legislature by September 1, 2020.

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Early Achievers Quality Rating and Improvement System

The 2015 Washington State Legislature required Early Childhood Education and Assistance Program (ECEAP) providers and licensed child care providers who serve non-school aged children and receive state subsidies to participate in Early Achievers. Early Achievers is Washington State's quality rating and improvement system for early childhood education and child care providers.

In the same bill, WSIPP was directed to examine the relationship between the Early Achievers quality ratings and outcomes for children who participate in state-subsidized early education and child care.

A preliminary report is due to the legislature by December 31, 2019, with subsequent reports in 2020, and 2021. A final report including a benefit-cost analysis of Early Achievers is due to the legislature by December 31, 2022.

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Policy Changes to Reduce Excessive Absenteeism in Public K–12 Schools

The 2016 Washington State Legislature changed existing statute and added new provisions to decrease absenteeism and truancy in public K-12 schools, including the following:

- All school districts (except very small districts) and their corresponding juvenile courts must establish community truancy boards by the 2017-18 school year;
- Courts must implement an initial stay of truancy petitions and refer children and families to community truancy boards for assessment and intervention; and
- In cases where detention is deemed necessary, the law establishes a preference for placement in secure crisis residential centers or HOPE centers (as opposed to juvenile detention facilities).

The same bill directs WSIPP to evaluate the impacts of this act. A preliminary report on study methods and potential data gaps was published in December 2017, and the final report will be published by January 1, 2021.

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Early Childhood Education and Assistance Program (ECEAP)

Background

The 2013 Washington State Legislature directed WSIPP to conduct an outcome evaluation and return on investment analysis of the state's Early Childhood Education and Assistance Program (ECEAP). WSIPP produced two reports: one summarizing the national research literature on the long-term effectiveness of early childhood education programs of various types and a retrospective evaluation of the effectiveness of Washington's ECEAP program through fifth grade for a sample of children born between 1999 and 2004. Many children in this initial study are expected to have graduated from high school by 2019. This offers the opportunity to examine additional long term outcomes of ECEAP.

The current project

WSIPP's Board of Directors authorized WSIPP staff to produce two reports, which will update findings from the initial reports produced in January and December of 2014.

The first report will update the meta-analysis of state and district early childhood education programs for low-income children provided nationwide. To the extent possible, it will also examine the effectiveness of other types of early education.

The second report will update the original outcome evaluation of ECEAP, examining academic and other outcomes over a longer period of time. The report will include an analysis of the impact of ECEAP on high school graduation for at least two cohorts.

The first report is due by December 15, 2019, and the second report is due by December 15, 2020.

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Washington State Institute for Public Policy

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