

# Advancing Integrated and Inclusive Programs for Preschool-Aged Children

**2022 Report**

Draft



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

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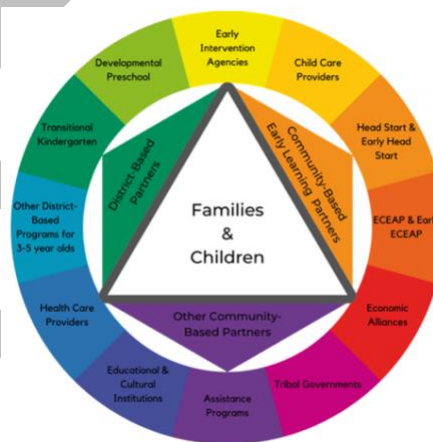
## A. Executive Summary

Decades of research show that a high-quality preschool (PreK) experience can be an important factor in a child’s optimal development, which contributes to the lifelong ability to learn and relate to others. Years of experience also demonstrate that supporting children with special needs in the least restrictive environment in classrooms with typically developing peers improves child outcomes.

The Governor and Legislature have asked the Washington Department of Children, Youth and Families (DCYF) and the Office of the Superintendent of Public Instruction (OSPI) to align PreK programs so children and families can get the high-quality PreK services they need – when and where they need them.

### The Challenges.

Washington is home to a mixed delivery system of richly diverse early learning programs, services, and providers as shown in the graphic to the right.<sup>1</sup> Insights gained from Washington families<sup>2</sup> and from the experience of other states<sup>3</sup> make it clear: one preschool program does not meet the needs of diverse families. A mixed delivery system is the best path forward. However, our programs have developed in response to years of federal and state mandates, small business entrepreneurial spirit, and changing family needs. State agencies, and early learning and K-12 professionals have worked hard to leverage and integrate the early learning system to meet family needs. However, more is needed.



<sup>1</sup> The system includes tribal nations, community-based organizations, center and family child care businesses, non-profit organizations, school districts, educational service districts, city and county government organizations, faith-based organizations, community colleges, and other entities. Department of Children, Youth & Families & Office of the Superintendent of Public Instruction. (2021, Dec). *Integrated Pre-K – Aligning and Integrating Early Learning Programs* (p.3). Retrieved August 25, 2022, from <https://www.dcyf.wa.gov/sites/default/files/pdf/reports/IPKReport-2021.pdf>

<sup>2</sup> [A Mixed Delivery System Is The Most Sustainable And Efficient Solution To Meet Policy Objectives](#). Early Care and Education Consortium

<sup>3</sup> See Appendices A, B and C for insights from tribal and families across Washington.

Each type of PreK program and service faces different challenges in providing high-quality learning experiences for children. For example, if a family child care home (FCCH) is under-enrolled, they may go out of business, leaving families with less access to care. If an elementary school is under-enrolled, they are still required to serve all students, so they too must make other choices such as increasing class size, that impact the child's learning experience. Even more, as there is not a good source of information about location and enrollment for all different types of PreK services, families may have a tough time finding the program or service that meets their family's needs (e.g., hours, location, cultural responsiveness, etc.). Lastly, when one program opens or closes, it affects the enrollment at other local sites resulting in everything from severe shortages to competition for children.

### Legislative Mandate.

As requested in the legislative provisos to the right, this is a technical report regarding ways to improve access to high-quality PreK experiences, for children ages three-five years. The report includes recommendations DCYF and OSPI suggest for legislative action in the 2023 session along with actions the agencies are taking individually and jointly.

### Tribal Partnerships.

Partnering with individual tribal nations and tribal advisory groups such as the DCYF [Indian Policy Early Learning Committee](#) (IPEL) and OSPI Office of Native Education's partners to implement the *Centennial Accord* (signed by the State of Washington on August 4, 1989) is an essential part of this work. The commitments in the accord to honor tribal sovereignty and sustain government-to-government partnerships with each tribe, are paired with the State agencies' efforts to respond to the diverse interests of native families. Ideas, input, and quotes from native families and tribal representatives, and DCYF and OSPI implementation steps are embedded throughout this report.<sup>4 5</sup>

### Critical Needs that Bring Challenge and Opportunity.

Two mandates and the critical need for child care offer challenges and opportunities to improve the continuum of programs and services.

The federal [Individuals with Disabilities Education Act \(IDEA\)](#) mandates school districts to serve preschool-aged children in their least restrictive environment. School districts are concerned about meeting increasing special education needs and costs as staffing shortages worsen, and budgets are impacted by changes in enrollment. In 2021–22, federal IDEA funding covered 12% of the costs for 147,000 Washington students ages 3–21 receiving special education services. State funds covered about 70%. District expenditures exceeded the federal and state funding by over \$400M (nearly 18%).

RCW 43.216.556 mandates that by the 2026-2027 school year, families eligible for the Early Childhood Education and Assistance Program (ECEAP) will be entitled to services. ECEAP has been shown to improve child readiness for kindergarten and help families stay up to date on well-child exams, dental

#### Legislative Provisos for DCYF & OSPI:

State appropriation for fiscal year 2023 are provided solely for the department(s) to collaborate with the office of the superintendent of public instruction/ department of children, youth, and families to complete a report with options and recommendations for administrative efficiencies and long-term strategies that align and integrate high-quality early learning programs administered by both agencies and consistent with implementation of Engrossed Second Substitute Senate Bill No. 5237 (child care dev. exp.). The report, due September 1, 2022, shall address

- capital needs,
- data collection and data sharing,
- licensing changes,
- quality standards,
- options for community-based and school-based settings,<sup>1</sup>
- fiscal modeling,
- statutory changes needed to achieve administrative efficiencies
- inclusive facilities and operations,<sup>1</sup>
- other requirements of Engrossed Second Substitute Senate Bill No. 5237 (child care & early dev. exp.)<sup>1</sup>

<sup>1</sup> OSPI proviso

<sup>1</sup> DCYF proviso

<sup>4</sup> Work between the state and tribal nations is intended to: (a) mutually recognize tribal sovereignty to govern their own affairs; (b) enhance communications between the parties and facilitate resolution of issues; (c) act to achieve mutual goals through an improved relationship between sovereign governments; and (d) translate the government-to-government relationship into more-efficient, improved, and beneficial services to Indian and non-Indian people.

<sup>5</sup> Additional DCYF-ECEAP's efforts to build on the ECEAP [Tribal Pathway Report](#) can be found in the companion *ECEAP Expansion & Entitlement Report*.]

screenings, and related treatment.<sup>6</sup> As a “two generation” program, ECEAP provides preschool *and* family support and leadership opportunities that pay dividends for the whole family. To effectively meet expansion milestones (2022-2023: eligibility increase to 36% SMI; 2026-2027: achieve entitlement; 2030-2031: eligibility increase to 50% SMI) will require the concerted action of community- and school-based partners, supports to start new classrooms and sites, and year-to-year flexibility as population shifts.

The need to bolster and rebuild Washington’s child care industry. The pandemic worsened hardships of an already broken child care market. Families still struggle mightily to find affordable, stable care and education for their children. Programs too have struggled, and many have had to close their doors, against the backdrop of evolving health issues and guidelines, and the changing needs of families as K-12 schools and workplaces open and close. 20% of child care programs have closed, at least temporarily, as of July 2020.<sup>7</sup> [The Child Care Stabilization Grants](#) and the [Family, Friend, and Neighbor \(FFN\) Stabilization Grants](#) have helped to stabilize the child care industry. The [Fair Start for Kids Act \(FSKA\)](#) was a significant investment in early learning that requires DCYF to build upon the work of the Child Care Collaborative Task Force.<sup>8</sup> However, the continuing shortage shows that the problem continues.

Overall. The school district mandate to serve children with disabilities in their least restrictive environment, ECEAP’s expansion, and the need to bolster, rebuild, and continue to enhance child care, all can and must work in tandem to build the inclusive and integrated system we seek. Each of these three systems - schools, ECEAP, and child care - impacts the others. Technical and infrastructure issues such as sources of funding, availability of specialized services, regulations, and supports for program quality and practice improvement, and service coordination ultimately impact the development and learning of preschool-aged children and their families. All of this is more urgent given the [impacts of social isolation during the pandemic](#) which resulted in young children having less words spoken to them, as well as [recent national test results](#) that showed the pandemic’s devastating effects on American schoolchildren, with the performance of 9-year-olds in math and reading dropping to the levels from two decades ago.

### Driving Toward a More Integrated and Inclusive PreK System.

Improving Washington’s early learning programs for preschool-aged children requires attending to emergent issues (e.g., coordinating enrollment among programs) while advancing long-term strategies to achieve our shared goal of an integrated and inclusive mixed delivery system. Our challenge is to:

- Preserve parent choice and flexibility in the early learning marketplace to meet children’s needs *and*
- Address structural issues to create and sustain a sufficient cadre of providers in our [mixed delivery system](#).

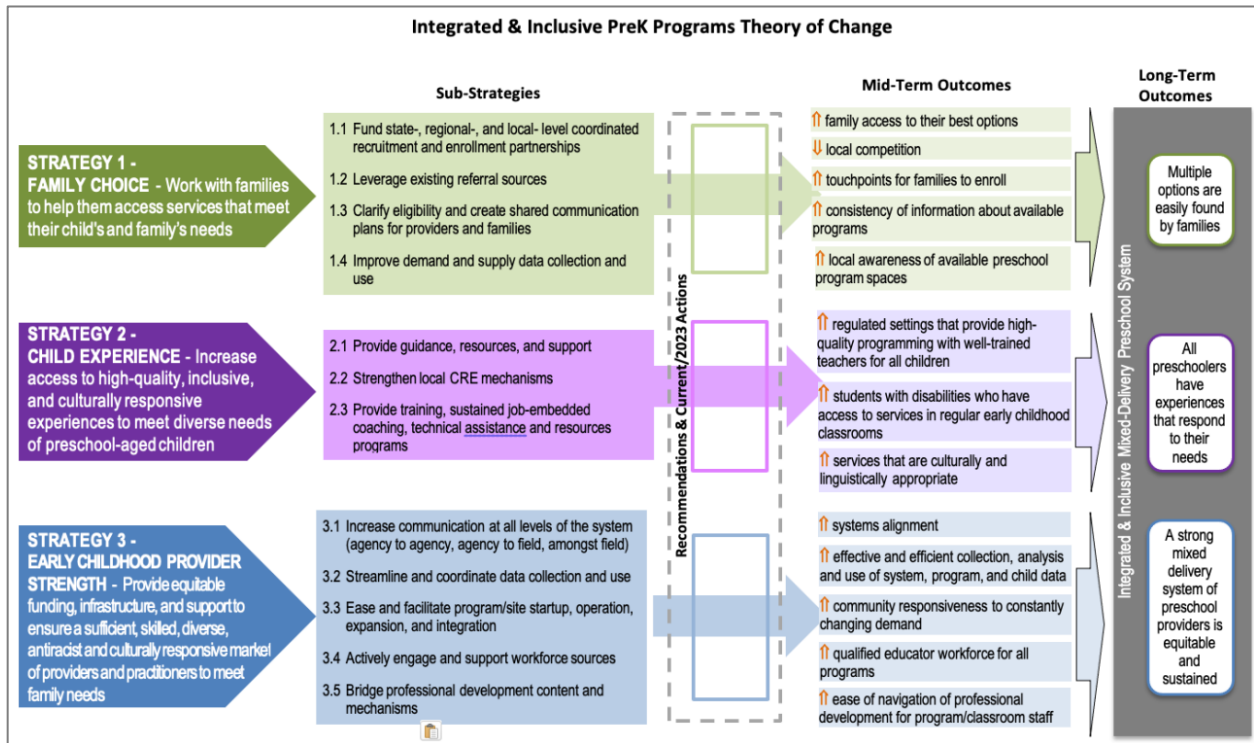
The agencies have developed a theory of change to advance our vision of an integrated and inclusive mixed delivery system for preschool-aged children. It shows how the long-term strategies interact, and the improved outcomes that will be generated. Mid-term outcomes articulate improvements to be attained in 1-3 years. Long-term outcomes are expected to take 4 or more years. The three strategies will require concerted work over several years. Sub-strategies that contribute to long-term change may themselves take several years to fully implement. The recommendations that are requested for the 2023 legislative session, and the current and planned activities the agencies are now taking (within their existing authorities) are designed to deliver better outcomes for families, children, and providers.

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<sup>6</sup> *Washington State Institute for Public Policy*. (n.d.). Retrieved August 31, 2022, from [https://www.wsipp.wa.gov/ReportFile/1576/Wsipp\\_Outcome-Evaluation-of-Washington-States-Early-Childhood-Education-and-Assistance-Program\\_Report.pdf](https://www.wsipp.wa.gov/ReportFile/1576/Wsipp_Outcome-Evaluation-of-Washington-States-Early-Childhood-Education-and-Assistance-Program_Report.pdf)

<sup>7</sup> [Washington Child Care Collaborative Task Force](#), Washington State Child Care Industry Assessment Report to the Legislature, July 2020

<sup>8</sup> The FSKA reduced copays and increased income eligibility for Working Connections Child Care (WCCC), strengthened prenatal to three supports, expanded resources for child care licensing, and increased supports for child care and early learning providers such as infant rate enhancements, increased scholarships and trauma-informed care supports.



### STRATEGY 1 - FAMILY CHOICE

**Work with families to help them access services that meet their child's and family's needs.**

The capacity to put the right programs (that meet children’s developmental needs and learning style) in the right places needs to be greatly expanded. Current systems are complex and hard to navigate, particularly for the children that are furthest from opportunity. Variations in staff training, institutional support, and financial resources can make it immensely challenging to deliver services children with multiple or complex needs difficult. As data continue to demonstrate vast disproportionality for children of color, OSPI and DCYF have both committed to antiracist approaches that provide responsive programs that address the diverse needs of children and families, particularly those who have experienced trauma.<sup>9</sup>

**Family Choice Result:**  
Multiple program/service options can be easily found and accessed

### STRATEGY 2 - CHILD EXPERIENCE

**Increase access to high-quality, inclusive, and culturally responsive experiences to meet diverse needs of preschool-aged children.**

The quality of services varies greatly by type of program and the resources available in different areas of the state. School districts must serve any child that resides in their catchment area, and current statute indicates ECEAP will need to serve any eligible child by the 2026-2027 school year. Other programs for preschool-aged children (e.g., licensed child care and many private preschools) must carefully balance access with actual costs that are not reimbursed with state or federal funding. This arises from differing financial and infrastructure resources. Similarly, because systemic barriers have historically disadvantaged some groups of children, policies and practices must be changed to ensure that all students have access to the development and learning support they need to succeed. The State’s long-term

**Child Experience Result:**  
All preschoolers have experiences that respond to their needs

<sup>9</sup> For more information about DCYF’s commitment to equity and antiracist approaches, please see the [DCYF Strategic Priorities 2021-2026](#). For more information about OSPI’s commitment to equity and antiracist approaches, please see the [OSPI Strategic Goals document](#).

vision is to have a common unifying definition of high-quality programming<sup>10</sup> and well-trained teachers, and equitable funding. With these common elements, any program can provide children the learning experience and continuity that research and sovereign nation knowledge show deliver positive outcomes. See [Appendix G](#).

### STRATEGY 3 - EARLY CHILDHOOD PROVIDER STRENGTH

#### **Provide equitable funding, infrastructure, and support to ensure a robust, skilled, diverse, antiracist and culturally responsive market of providers and practitioners.**

Today, many funding, procedural, monitoring, and technological misalignments and challenges result from a variety of requirements and categorical funding streams put into place at different times for different, but related purposes. Additionally, as ECEAP and Transitional Kindergarten expand, local programs at times seek to enroll the same children. This has implications for stability of the early learning industry since programs that “lose” children to other programs (sometimes on short notice) may face enrollment pressure and challenges to their sustainability. Further, disparate funding levels result in enormous and inequitable turnover in the system. Often, child care professionals move to ECEAP and Head Start for better pay. ECEAP and Head Start teachers also move to classified school-district positions. Then, classified staff move toward certificated positions. In addition, professionals in each setting are leaving the field entirely in search of a living wage and better working conditions. This is yet further complicated by differing professional development systems that can create burdensome complexity (e.g., educational requirements, qualification management databases, access to data to support professional practice). State agencies and elected officials continue to bridge diverse systems to ease professional advancement and movement.

**Early Childhood Provider Result:** A strong mixed delivery system of preschool providers is equitable and sustained

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<sup>10</sup> Across the continuum of options for children ages 3-5: licensed and exempt child care, informal settings (like family, friend, and neighbor care), ECEAP, Head Start, school district inclusive PreK, Transitional Kindergarten, and municipal PreK programs



## 2023 Legislative Recommendations

To advance these long-term strategies to streamline the system and allow providers to better serve families, OSPI and DCYF are making the following legislative recommendations (Note: See additional actions underway or starting in 2023 in one or both agencies [Appendix E – Matrix of Joint Recommendations and Actions](#)).

1. **Service Coordination** – Fund state, local, and regional coordinated recruitment, and enrollment pilots that improve family access to the best choice for their child by addressing projected gaps in services.
2. **Program Information** – Fund development of a coordinated recruitment and enrollment (CRE) communication toolbox that can be adapted to individual community needs
3. **Program Need & Supply Data** – Fund additional staff at each agency to develop an annual data analysis of program need and supply by community. Include data for ECEAP, Head Start, licensed, license exempt, and subsidized child care, Transitional Kindergarten, Special Education.
4. **Government-to-Government Collaboration** – Fund additional staff at each agency and strengthen cross-agency collaboration to increase government-to-government partnerships with tribes.
  - a. Provide training for school districts and other agencies regarding services that tribes offer, the history of tribes, sovereignty, government-to-government requirements, and provision of culturally and linguistically appropriate services to enrolled Native children.
  - b. Provide customized training and technical assistance to tribes regarding layering, braiding, and blending of OSPI and DCYF funding sources for PreK services.
  - c. Provide training and technical assistance to non-tribal providers of services to children ages 3-5 that are serving tribal children to provide culturally and linguistically appropriate service.
5. **Washington State Pyramid Approach** – Fund a Washington State Pyramid multi-tiered system of support (MTSS) implementation framework that will support the alignment of professional development, technical assistance, systems level coaching, and existing instructional coaching structures across the mixed delivery and into the K-12 systems.
6. **Fully Fund Special Education** – In 2020-21, school districts in Washington state expended over \$400M more for special education services to students with disabilities PreK to age 21 than they received in federal and state special education funds. Support OSPI’s decision package to fully fund special education by removing the 13.% cap on state K-12 special education funding and increase the special education multipliers for PreK and K-12.
7. **Integrated Classroom Data Management** – Fund an FTE to specify and contract for an architectural and feasibility assessment and plan the scope and cost estimate for expanding and scaling the Early Learning Management System (ELMS) to manage child data for children enrolled in integrated ECEAP, Head Start, Developmental PreK, and Transitional Kindergarten programs.
8. **Supports for Inclusive Care in Smaller Settings** – Enact ways to support timely renovations of small provider/family child care provider facilities, such as awarding points in Early Learning Facilities funds for small providers needing renovation to accommodate children with disabilities.
9. **Culturally Responsive Programming** – Provide additional funding for providers to remove barriers to culturally responsive programming (e.g., training, translation related to inclusive and including children whose primary language is other than English).
10. **Additional School-Based Early Learning Facilities** – Advance alignment by changing policy to count ECEAP students at ½ (the same as Pre-K special education students) in the School Construction Assistance Program (SCAP) eligibility formulas.

- 11. Additional Early Learning Facilities** – Provide funding of the Early Learning Facilities Fund by \$40 million in the 2023-2025 state capital budget for competitive grants to eligible organizations, and \$10 million in 2023-2025 to address critical child care facility needs, including minor renovation.
- 12. Sustainable ECEAP Rate** – Increase the ECEAP school day slot rate from state average \$12,413/child to \$15,145/child in FY24 (to facilitate expansion and integration).
- 13. Workforce & Professional Development** – Fund a 1.0 FTE position on the DCYF Professional Development team to sustain and expand ECEAP Workforce Pathways. Fund additional staff on the OSPI team to expand and enhance workforce development and professional development.

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## B. Introduction

### Overview

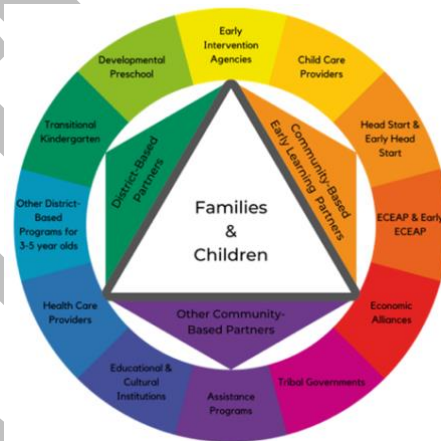
Decades of research underscore that a high-quality preschool (PreK) experience can be an important factor in a child’s optimal development, which contributes to their lifelong ability to learn and relate to others. Years of experience also demonstrate that supporting children with special needs in the least restrictive environment in classrooms with typically developing peers improves child outcomes.

The Governor and Legislature have asked the Washington Department of Children, Youth and Families (DCYF) and the Office of the Superintendent of Public Instruction (OSPI) to align PreK programs so children and families can get the high-quality PreK services they need – when and where they need them.

### The Challenges.

Washington is home to a mixed delivery system of richly diverse early learning programs, services, and providers serving children birth to age twelve, as shown in the graphic to the right.<sup>11</sup> Mixed delivery systems can strengthen both parental choice and the health of a community’s early care and education market. Implementing a robust and diverse early care and education programs helps to ensure working parents, young children, and local early care and education programs have the programs and supports that they need.<sup>12</sup>

Washington's system has developed in response to years of federal and state mandates, small business entrepreneurial spirit, and changing family needs. State agencies, and early learning and K-12 professionals have worked hard to leverage and integrate the early learning system to meet family needs. However, more is needed.



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<sup>12</sup> Morris, Suzann & Smith, Linda. Examples of Mixed Delivery Early Care and Education Systems. Bipartisan Policy Council. June 17, 2021

Each type of PreK program and service faces different challenges in providing high-quality learning experiences for children. For example, if a family child care home (FCCH) is under-enrolled, they may go out of business, leaving families with less access to care. If an elementary school is under-enrolled, they are still required to serve all students, so they too must make other choices such as increasing class size, that impact the child's learning experience. Even more, as there is not a good source of information about location and enrollment for all different types of PreK services, families may have a tough time finding the program or service that meets their family's needs (e.g., hours, location, cultural responsiveness, etc.). Lastly, when one program opens or closes, it affects the enrollment at other local sites resulting in everything from severe shortages to competition for children.

### Legislative Mandate.

As requested in the legislative provisos to the right, this is a technical report regarding ways to improve access to high-quality PreK experiences, for children ages three-five years. The report includes recommendations DCYF and OSPI suggest for legislative action in the 2023 session. As well as actions the agencies are taking individually and jointly.

Both the value and challenge of our complex system of early care and education are evident in the legislative charges noted in the provisos that the Department of Children, Youth, & Families (DCYF) and the Office of the Superintendent of Public Instruction (OSPI) identify and take actions and make further recommendations that can align and integrate:

- Capital needs
- Data collection and data sharing
- Licensing changes
- Quality (definition, standards, oversight, educator compensation and qualifications and professional development
- Options for community-based and school-based settings
- Fiscal modeling funding
- Statutory and rule changes and the funding needed to achieve administrative efficiencies
- Other requirements of the [Fair Start for Kids Act](#)

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- other requirements of Engrossed Second Substitute Senate Bill No. 5237 (child care & early dev. exp.)<sup>2</sup>

<sup>1</sup> OSPI proviso

<sup>2</sup> DCYF proviso

In particular, the following critical needs offer challenge and opportunity to improve services for preschoolers:

### Washington's Mixed Delivery System.

While programs for preschool-aged children address some family needs, inequitable resources mean that many need more support to consistently offer high-quality programming choices provided by prepared and equitably compensated service providers. Even more, families have both multiple needs and interests, and many have more than one child of very young, preschool-age or school age. The system needs the capacity to respond to these complex set of child needs, family needs, and family interests.

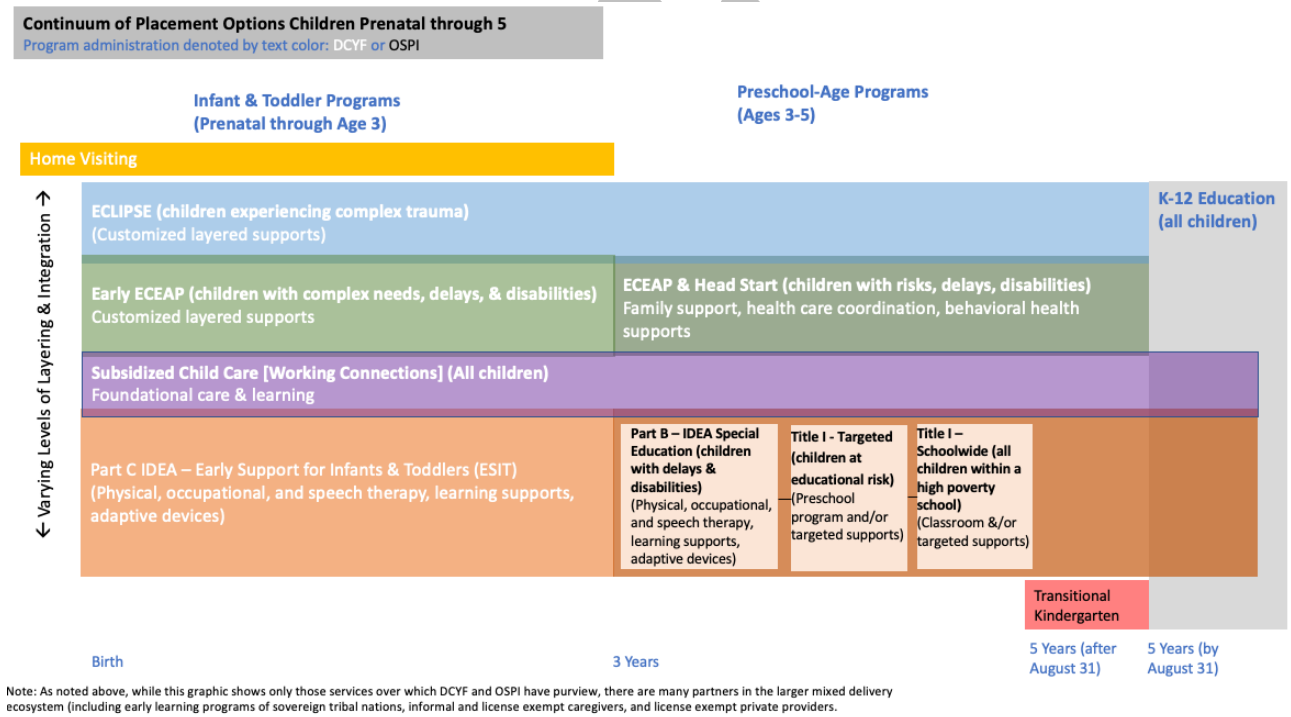
Insights gained from Washington families<sup>13</sup> and from the experience of other states<sup>14</sup> make it clear: one preschool program does not meet the needs of diverse families. Building upon our mixed delivery system is the

<sup>13</sup> [A Mixed Delivery System Is The Most Sustainable And Efficient Solution To Meet Policy Objectives](#). Early Care and Education Consortium

<sup>14</sup> See Appendices A, B and C for insights from tribal and families across Washington.

path to creating the inclusive and integrated system we seek. It is necessary to: expanding ECEAP; advancing the mandate to serve children with disabilities in their least restrictive environment; and, bolstering and rebuilding child care. Each of these three systems impacts the others through effects on funding sources: providers of specialized services, facilities, capacity for program quality and practice improvement. Further, engaging community partners in service coordination will make it easier for families to learn about and enroll in the program that best meets the child’s and family’s needs.

These programs exist in a yet larger ecosystem of tribal, private, and public early learning settings serving families with diverse characteristics. [Note: family, friend & neighbor (FFN), license exempt, au pair, nanny, private PreK, etc. are care options families use and [families use a mix of different types of care](#). Imagine Institute notes 50% of families use FFN in the US<sup>15</sup>].



Although this report focuses solely on services to PreK aged children, both agencies are doing additional work to align services and transitions across age groups. Additionally, many funding sources focus on children and families with different characteristics. While some funding categories focus on “at risk” and “at risk or lack of school readiness”, an important value in the system is to take an anti-bias stance to dismantle harmful deficit-based characterizations. Throughout this report, families and children may be referred to as having experienced complex trauma and/or experiencing complex needs. Currently, some programs serve only certain children, with some overlap for different “categories”.

**Serving Children with Disabilities.**

The federal [Individuals with Disabilities Education Act \(IDEA\)](#) mandates school districts to serve preschool-aged children in their least restrictive environment. IDEA requires that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate. In PreK settings, this is defined as receiving services within settings that include nondisabled peers upwards of 10 hours a week. In 2021-22, there were 9,565 preschool students with disabilities in Washington with an IEP, of which 2,459 are served in a regular

<sup>15</sup> Child Care Aware Fact Sheet

early childhood program (RECP)<sup>16</sup>. These findings highlight the disproportionality among the approximately 7,100 children who do not have access to high-quality inclusive early childhood programming in Washington. Increased cross-agency collaboration opportunities related to PreK least restrictive environment (LRE) support the alignment of technical assistance leveraging current early childhood special education (ECSE) initiatives to ensure the successful execution, implementation, and continuous quality standard improvement of evidence-based practices.

**Statewide Data Trends: PreK Least Restrictive Environment (LRE)**

	Washington (2018)	Washington (2019)	Washington (2020)	Washington (2021)	National (2020)
<b>6A: LRE -14, 18</b> Access to a RECP for than 10 hours, with majority of services provided in the program	25.3%	26.4%	21.0%	25.7%	39.84%
<b>6B: LRE 11,12, 15, 16, 35</b> Services are provided in a self-contained classroom without access to nondisabled peers.	40.7%	39.0%	53.5%	49.4%	30%
<b>6C: LRE 13*</b> Services are provided at the child’s home	--	--	--	0.6%	--
<b>Other: LRE 17, 19, 36</b> Access to a RECP for than 10 hours, with majority of services provided outside the program, away from peers.	24.4%	24.8%	12.5%	24.3%	28%

Source: *Annual Federal Child Count and Least Restrictive Environment (LRE) Data*; [WAC 392-172A-02050](#)

To ensure equitable access to RECPs and expand the continuum of placement options for children with disabilities, OSPI leveraged *Elementary and Secondary School Emergency Relief (ESSER)* funding to create Transitional Kindergarten pilot sites in local school districts. School districts have built leadership teams of community members, family members, educators, practitioners, and administrators to align Washington Pyramid model practices with the multi-tiered systems of support (MTSS). The intentional training, coaching, and reflective practices lay the foundation for inclusionary practices from PreK to 12<sup>th</sup> grade.

In addition to this, OSPI will engage in rulemaking and regulations to clarify requirements for Transitional Kindergarten (TK) building on the [Five Pillars of Transitional Kindergarten](#).

OSPI and DCYF seek sustained federal funding, as the ESSER pandemic relief funds expire on June 30, 2023, to support school districts to extend continuum of inclusive placement options for children with disabilities and typically developing children without access to high-quality learning environments.

The pandemic continues to markedly reduce access to services for students with disabilities. In 2021–22, federal IDEA funding accounted for 12% of the costs for 147,000 Washington students ages 3–21 receiving special education services, with state funds accounting for the remaining 88%. District expenditures for special education and related services exceeded the federal and state special education funding received by over \$500M or nearly 18%. This gap requires school districts to cover over \$400M of the excess costs of special education through local funding sources, including basic education and local levies. School districts continue to share concerns about meeting special education needs as children’s needs and costs rise, staffing shortages worsen, and budgets are impacted by changes in enrollment.

In an effort to leverage existing infrastructures within local schools and community programs, OSPI’s State Systemic Improvement Plan (SSIP) implementation project elevates the role of community partners. For further information, visit the OSPI Early Childhood Special Education [web page](#).

Project outcomes cited by district partners engaged in the WA state PreK Inclusion Champions (PIC) initiatives include the testimonial to the right.

To ensure equitable access to RECPs and expand placement options for children with disabilities, OSPI and local school districts, have leveraged *Elementary and Secondary School Emergency Relief* (ESSER) funds to create Transitional Kindergarten pilot sites. These sites are developing plans for inclusionary practices through alignment of systems, paired with the refinement or initial development of an MTSS system, PreK to 12. OSPI will also engage in Transitional Kindergarten (TK) rulemaking to clarify requirements and regulations that can increase access for children with disabilities to the least restrictive environment. This builds on the [Five Pillars of Transitional Kindergarten](#) by codifying component pillars.

Together, OSPI and DCYF seek sustained federal funding to support school districts in their efforts to expand the continuum of placement options for children with disabilities and increase access to high-quality learning environments for children who do not qualify for existing early learning programs.

The pandemic continues to markedly impact services and progress for students with disabilities. In 2021–22, federal IDEA funding accounted for 12% of the costs for 147,000 Washington students ages 3–21 receiving special education services, with state (and local) funds accounting for the remaining 88%. District expenditures for special education and related services exceeded the federal and state special education funding received by over \$500M or nearly 18%. This gap requires school districts to cover over \$500M of the excess costs of special education through local funding sources, including basic education and local levies. School districts continue to share concerns about meeting special education needs as both needs and costs rise, staffing shortages worsen, and budgets are impacted by changes in enrollment.)

In an effort to leverage existing infrastructures within local schools and community programs, OSPI’s State Systemic Improvement Plan (SSIP) Implementation project elevates the role of community partners. For further information, visit the OSPI Early Childhood Special Education [web page](#).

To increase family and community partner engagement at the local level, regional, and state level, OSPI has leveraged Federal IDEA 619 activity funds to create incentives for local school districts to hold permanent positions on their Washington Pyramid Model (WAPM) Program Wide Leadership Teams (PWLTs), and to include them in all relevant trainings and technical assistance opportunities related to the implementation of WAPM, inclusionary practices, race/equity, and/or the impacts of trauma. Project outcomes cited by district partners engaged in the WA state PreK Inclusion Champions Initiatives include the testimonial to the right.

The state ECSE Coordination Team continues to be an essential partner group, with intentional efforts made to assess current technical assistance and professional learning and modify as deemed necessary. With the support of national technical assistance partners from Early Childhood Technical Assistance Center, IDEA Data Center (IDC), and the Center for Early Childhood Data Systems (DaSy), the WA state ECSE Coordination Team has been responsive to the needs of the practitioners in the field of early learning and ECSE by developing technical assistance materials supporting federal

**Continued Efforts of Program-wide Local Leadership**

*“While this Leadership Team had only a short period of time together, much work was accomplished, especially as it relates to broadening the understanding of inclusive practices and the breadth of work needed ahead to create a truly inclusive system. This grant allowed the team to begin sensemaking and to begin some concrete tasks towards inclusive practice including joint family activities, alignment of curriculum and assessment tools, and shared professional development across preschool groups.*

*Our Action Plans for Year 3 include expanding our knowledge and practice of using peer supported learning in classrooms, as well as Universal Design for Learning. As we continue to build staff knowledge and capacity, we plan to have all of our Inclusive Preschool classrooms use the 50/50 model beginning 2022-23, continue with the in-class model for students with disabilities in Head Start and ECEAP, and begin to implement a braided model with ECEAP services for at least one classroom in the 2022-23 school year.”*

indicators; <sup>17</sup>B6, <sup>18</sup>B7, and <sup>19</sup>B12. Partners within this group have also been deemed WAPM Implementation Specialists and SSIP Regional Leads and, in turn, have become the master trainers and coaches within their regions, ensuring that all training and technical assistance is aligned across regions, regardless of geographic location and local district size. This shift in engagement has empowered the ECSE Coordination Team to become the leaders of Multi-Tiered Systems of Support (MTSS) and WAPM implementation within their agencies, which in turn has ensured the successful integration of each framework within agency cross-sector and cross-divisional project work.

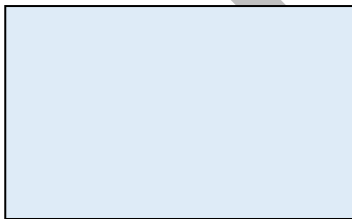
### Expanding ECEAP to Entitlement in 2026-2027.

Since 1985, the Early Childhood Education and Assistance Program (ECEAP) [Washington’s pre-kindergarten program] has prepared 3- and 4-year-old children furthest from opportunity for success in school and in life. ECEAP focuses on the well-being of the whole child by providing comprehensive education, health, and family support services to the most vulnerable of Washington’s young children – those in intense poverty, experiencing complex trauma, or both. Before the pandemic:

- 86% of ECEAP families had annual income less than \$27,610 for a family of four.
- 34% of parents did not have a diploma or GED.
- 13% were involved in the child welfare system.
- 12% had a substance abuse issue; and
- 9% had experienced homelessness over the school year.<sup>20</sup>

The pandemic has amplified the hardships ECEAP families have been facing and ECEAP is well situated to help.

Modeled after Head Start but provided with additional flexibility to serve Washington’s many rural and remote communities, ECEAP has demonstrated that participating children are more likely than other low-income



children to be ready for kindergarten and up to date on well-child exams, dental screenings, and related treatment. As a “two generation”, ECEAP also supports the whole family through family support and leadership opportunities that pay dividends for the whole family. ECEAP’s Mobility Mentoring® approach helps families make substantial gains in resilience and economic security. Data show that children who participate in ECEAP are more ready for kindergarten, especially if they have participated in two years of the program.<sup>21</sup>

For these reasons, the Washington Legislature has continuously grown the program since 1985. In 2010, with [SSH B 2731](#), it was determined that ECEAP should become an entitlement for eligible families. Most recently, in 2021, through [ESSSB 5237 \(the Fair Start for Kids Act\)](#), the Legislature determined that more families can benefit from ECEAP services. Eligibility was increased from 110% of the federal poverty level to 36% of the state median income (SMI) with 100% SMI for tribal families, starting in the 2026-2027 program year. Eligibility will be further expanded to 50% of the SMI by the 2030-2031 program year. The Legislature also determined that eligible families should be entitled to ECEAP as of the 2026-2027 program (RCW [43.216.556](#)). To accommodate the fact that children move from year-to-year the Legislature has also created a definition of “allowable” families who can enroll when an empty spot is available in their local program.

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<sup>17</sup> 2022 Early Childhood Special Education Least Restrictive Environment (LRE) Indicator 6 Webpage. <https://www.k12.wa.us/student-success/special-education/early-childhood-special-education/preschool-least-restrictive-environment-lre-indicator-6>

<sup>18</sup> 2022 Early Childhood Special Education Early Outcomes (Indicator 7) Webpage. <https://www.k12.wa.us/student-success/special-education/early-childhood-special-education/early-childhood-outcomes-indicator-7>

<sup>19</sup> 2022 Early Childhood Special Education: Part C to B Transition (Indicator 12). <https://www.k12.wa.us/student-success/special-education/early-childhood-special-education/transition-part-c-part-b-indicator-12>

<sup>20</sup> Washington Department of Children, Youth & Families. (2019). *2018-19 ECEAP Outcomes Report* (p. 4, 5, 8). Retrieved August 31, 2022, from <https://dcyf.wa.gov/sites/default/files/pdf/eceap/Outcomes.pdf>

<sup>21</sup> See the [2018-19 ECEAP Outcomes Report](#) for detailed information on ECEAP outcomes.



For ECEAP to meet its expansion milestones (2022-2023: implement eligibility to 36% SMI in order to ramp up towards entitlement; 2026-2027: achieve entitlement; 2030-2031: eligibility increase to 50% SMI) concerted action of the many community- and school-based partners in the early learning system will be needed. Together, we will need to build the capacity to provide customized supports to start new sites - in both existing and new programs, - and create year-to-year flexibility so that we can offer services where they are needed as families move to pursue socio-economic opportunity.

**Bolstering and Rebuilding Washington’s Child Care Industry.**

The pandemic worsened hardships of an already broken child care market. Children and families struggled to secure stable, affordable care. Programs struggled to stay open, against the backdrop of K-12 schools opening and closing, and managing the numerous and evolving health guidelines. The Child Care Stabilization Grants and the Family, Friend, and Neighbor (FFN) Stabilization Grants have helped to stabilize the child care industry. The Fair Start for Kids Act (FSKA) was a significant investment in early learning that requires and enables DCYF to build upon the work of the Child Care Collaborative Task Force.<sup>22</sup> The FSKA reduced copays and increased income eligibility for Working Connections Child Care (WCCC), strengthened prenatal to three supports, expanded resources for child care licensing, and increased supports for child care and early learning providers.

This includes:

- [Child Care Complex Needs Funding](#)
- [Early Childhood Equity Grants](#)
- Trauma-Informed Care Supports
- Dual Language Rate Enhancements
- Infant Rate Enhancements
- Increased Scholarships

**Six Key Funding Streams**

As part of the effort to better align and integrate existing program options for preschool-aged children, and in response to the [Governor’s Directive](#) and the Superintendent of Public Instruction’s [agreement](#) to partner with DCYF, this report focuses on the six categorical funding streams and their associated programs or services (each of which is administered and overseen by state or federal agencies – OSPI or DCYF at state level, Department of Health and Human Services at the federal level. (Note: in addition to these sources, tribal councils manage sovereign early learning programs—funded with a combination of American Indian Alaskan Native (AI/AN) Head Start and Early Head Start, tribal Child Care and Development Fund grants, Washington Working Connections child care (WCCC) subsidy funds from the state Child Care Development Fund (CCDF) dollars, Tribal ECEAP, and other tribal funds and overseen by tribal governments and entities. These six sources , the administering entity, funding levels and students served are noted below.

Program Name	Administration and Oversight	Current Funding Level	Students Served
		Figures in red are from 2021 report	
ECEAP	DCYF	\$184,999,900*	15,869 in 2022-23
Head Start (Head Start, American Indian Alaska Native HS)	Department of Health and Human Services (Federal)	\$193,880,495	8,476

<sup>22</sup> The FSKA reduced copays and increased income eligibility for Working Connections Child Care (WCCC), strengthened prenatal to three supports, expanded resources for child care licensing, and increased supports for child care and early learning providers such as infant rate enhancements, increased scholarships and trauma-informed care supports.

Program Name	Administration and Oversight	Current Funding Level	Students Served
Migrant and Seasonal HS	Department of Health and Human Services (Federal)	\$39,825,828	2,384
Working Connections Child Care Subsidy	Department of Health and Human Services (Federal) / DCYF	\$339,158,908	55,927 (ages 0-12)
Part B, IDEA 619 (ages 3-5) 611 (ages 3-21)	OSPI and USDOE	\$8,503,692 \$244,172,280	9,565 (ages 3-5) [2021]
Title I Early Learning Activities	OSPI and USDOE	\$6,110,649	[REDACTED]
Building or District Level Pre-K classroom		\$1,107,408	
Transitional Kindergarten	OSPI	\$29,755,230	2,694
Tribal Early Learning Programs	Tribal Nations	No data available**	No data available**
<b>TOTAL</b>	(Representing X% of PreK-aged children)		

\*Does not include \$ 4,735,000 in ECEAP Complex Needs Funding and \$4,612,000 in ECEAP Summer funding.

\*\*Tribal Early Learning Programs are administered and funded by tribal sovereign nations in Washington State. Data for these programs are not currently collected by DCYF or OSPI.

On the ground, programs may use multiple funding sources by layering, braiding, or blending them<sup>23</sup> in a classroom or suite of services to serve children appropriately. The DCYF and OSPI recommendations and actions that follow are intended to ease integration and efficiency at the classroom and service level while expanding and enhancing ECEAP, Transitional Kindergarten, and other services.

### Insight and Guidance for a Shared Vision

The actions the agencies are taking to align and integrate PreK services are guided by two key factors. First, families and professionals in the field have highlighted a number of **misalignments** that impede best practices and lessen our ability to provide effective and inclusive services that meet family needs. These differing regulations, funding levels, and program requirements which can create **disincentives and competitive pressures** in the early learning “market.” This leads to fear and frustration for providers and confusion for families. One example of the effect of these regulations and pressures is evident in the fact that Washington ranked 54 of 59 states and territories in 2019-20 for preschool-aged children with disabilities in a least restrictive environment at least 10 hours per week. Other examples include high staff turnover and the shortage of child care.

Second, the pandemic has had significant impacts to children and families, the child care industry, and school system. Because of this, family choices about the best setting for their child are now guided by health considerations and challenged by intermittent disruptions of early learning programming, economic dislocation, and shift to telework modes for many.

<sup>23</sup> Manuela Fonseca, Ed.D. [Braiding, Blending And Layering Funding Sources To Increase Access To Quality Preschool](#). Preschool Development Grant Technical Assistance.

If these challenges remain unaddressed, they will continue to create negative unintended consequences and obstacles to reaching our shared vision of an equity-based, whole-child educational system that provides all children and families with access to high-quality early learning opportunities.

The input received in discussions with tribal representatives are detailed in [Section E – Government-to-Government Relations](#) and detailed in [Appendix A](#). Engagement of community partners and stakeholders is detailed in [Section F – Engagement of Partners & Stakeholders](#). Insights from all of these partners are detailed in [Appendix B](#).

### **The Suquamish Tribe – Programs that revitalize culture and language pay multiple benefits**

#### *Rural Kitsap Peninsula*

**Challenge:** The Suquamish Tribe operates the Marion Forsman-Boushie Early Learning Center, offering services to children six weeks old through age 12 with multiple program offerings, including ECEAP for 3 and 4-year-old children. Education managers and a Cultural Specialist oversee quality, and culture and language revitalization. However, without the help of tribal funds, these programming elements (which are critical to families and their community) would not be possible. According to the ECEAP Director, “*programs barely cover the costs for direct services*”, let alone the vital cultural programming that has enormous benefits to the community.

**Approach:** PreK children in all classrooms in the Early Learning Center experience the practice of language and culture daily in the classroom. The ELC has a calendar of suggested themes, cultural activities, monthly words, and phrases in the Suquamish Language, and is building towards a goal of a full immersion language program within the next five years. In addition, the ELC supports teachers continuously in connecting with and then helping teach culture and language. The staff have a deep respect for cultural and language teachings, as do the parents, but not very many of them grew up with Suquamish culture and language. It is an ongoing process to teach the teachers and infuse it into everything.

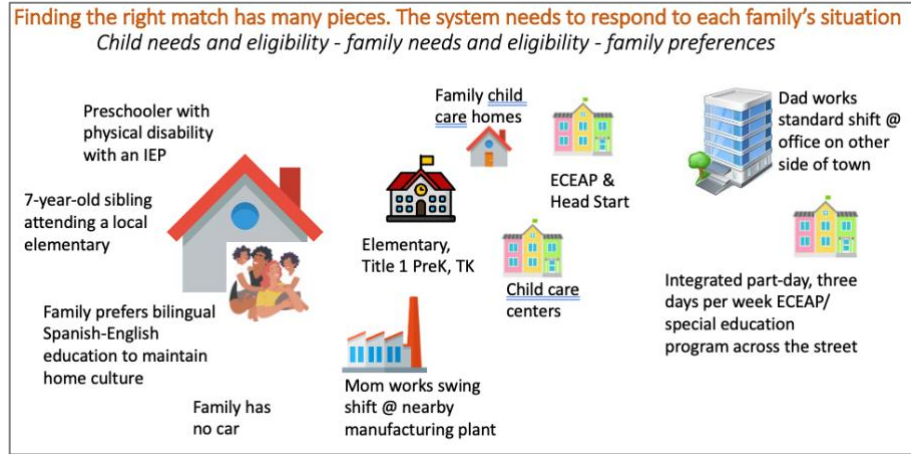
**Results:** Children, families, and community members are benefitting from the foundational and traditional services that the Early Learning Center provides. According to the ECEAP Director, their early learning services provide “*a sense of belonging because of representation. You see the ownership, self-esteem and the pride parents have, especially after staff helped teach the parents to weave cedar headbands for the kids. Normalizing and providing that piece of culture, and doing it together, helps to heal the community as well. That is truly what the historical trauma is about, the historical separating of cultural identity and practices from the classroom. These practices and outcomes absolutely cannot be replicated in other programs.*”

## C. Vision for a More Integrated Demand-Driven Early Learning System

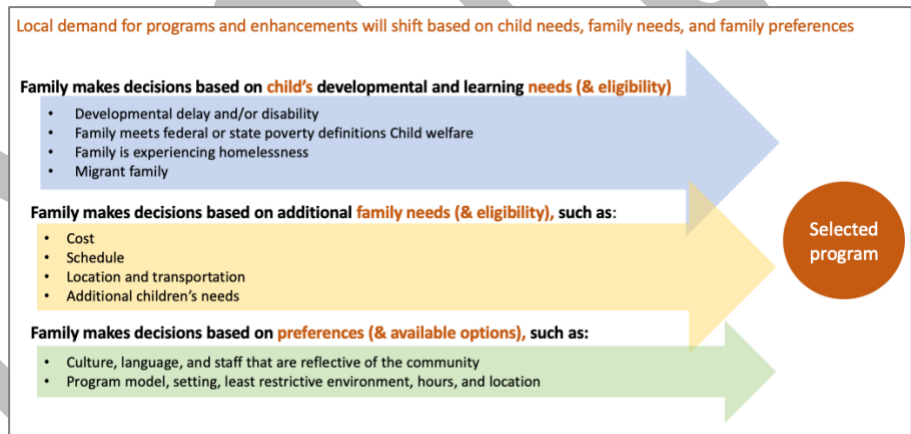
As noted above, there are mandates, sources of inspiration, and insight that can guide a vision for a more integrated and demand-driven early learning system for preschool-aged children in Washington.

### Family Demand and Choice Drives the System

In addition to being their children’s first teacher, and knowing their child’s unique characteristics, families are also attuned to their family needs and preferences such as distance from home, hours, culture, and language. Currently, families are making a choice from the often limited and in some cases unavailable options.



The graphic to the right shows the types of family needs and preferences that guide decision making. As the system is expanded and aligned, families will be better able to secure services that meet their needs. The system of the future will need to anticipate shifts in needs and preferences and be able to respond.



### Equity-Driven System

#### DCYF Commitment to Equity.

DCYF created a [Strategic and Racial Equity Plan](#) that outlines six strategic priorities that the agency will focus on over the next five years. Additionally, DCYF created the [Office of Racial Equity and Social Justice](#), and the [Office of Tribal Relations](#) to support the agency’s goal of becoming an antiracist organization. DCYF ECEAP commits to dismantling racism and building an equitable state-funded preschool system in Washington. Increasing the

understanding of and capacity to address the deep-rooted impacts of bias and racism at every level is the highest priority for the DCYF ECEAP team. The team commits to:

- Embracing equity as a foundation of and driving force behind our work by listening to and learning from families, contractor staff and communities.
- Developing and revising systems, policies, and practices with families and communities, with the goal of eliminating disparities and transforming lives

### OSPI Commitment to Equity.

OSPI is partnered with leaders across Washington state—including a variety of cross agency partners to advance [its commitment to equity](#) in support of early learning programs. This is to continue their mission to employ responsive systems that partner with the adults in children’s lives to promote social-emotional health through the framework of the Washington Pyramid Model (WAPM), so all children, prenatal–5 years, experience high-quality, inclusive early learning settings. Washington has worked to recruit, engage, and support a statewide network of program coaches to provide culturally responsive, practice-based coaching with fidelity. Intentional collaborative partnerships with practitioners, children, families, and their communities are at the core of this effort.

It is hypothesized that, when implemented with fidelity, WAPM will result in:

- Increased program capacity to equitably meet the needs of all children and families.
- Reduction in suspension and expulsion of young children.
- Promotion of family engagement.
- Integration of early childhood best practices with infant mental health consultation.
- Utilization of data-based decision making and intervention monitoring.

### Creating a Continuum of Inclusive Options – Theory of Change

Preparing for a family demand driven and equitable preschool system will require an ongoing commitment to a shared goal of increasing access to high-quality inclusive early learning programs while attending to both emergent issues and long-standing challenges. Continued work towards solutions-oriented collective actions will be needed to address the structural challenges that affect programs, providers, and professionals. To strengthen our mixed delivery system, OSPI and DCYF, along with our community partners, are making strides to advance three long-term strategies to better meet family needs, ensure high-quality experiences for all children, and promote efficiency across the system to expand the strong provider base and workforce.

The agencies have developed a theory of change to advance our vision of an integrated and inclusive mixed delivery system for preschool-aged children. It shows how the long-term strategies interact, and the improved outcomes that will be generated. Mid-term outcomes articulate improvements to be attained in 1-3 years. Long-term outcomes are expected to take 4 or more years. The three strategies will require concerted work over several years. Sub-strategies that contribute to long-term change may themselves take several years to fully

**Voice of Tomorrow – Culturally responsive and age-appropriate services, plus diversity of funds, create opportunities for East African children and families**

Urban King County

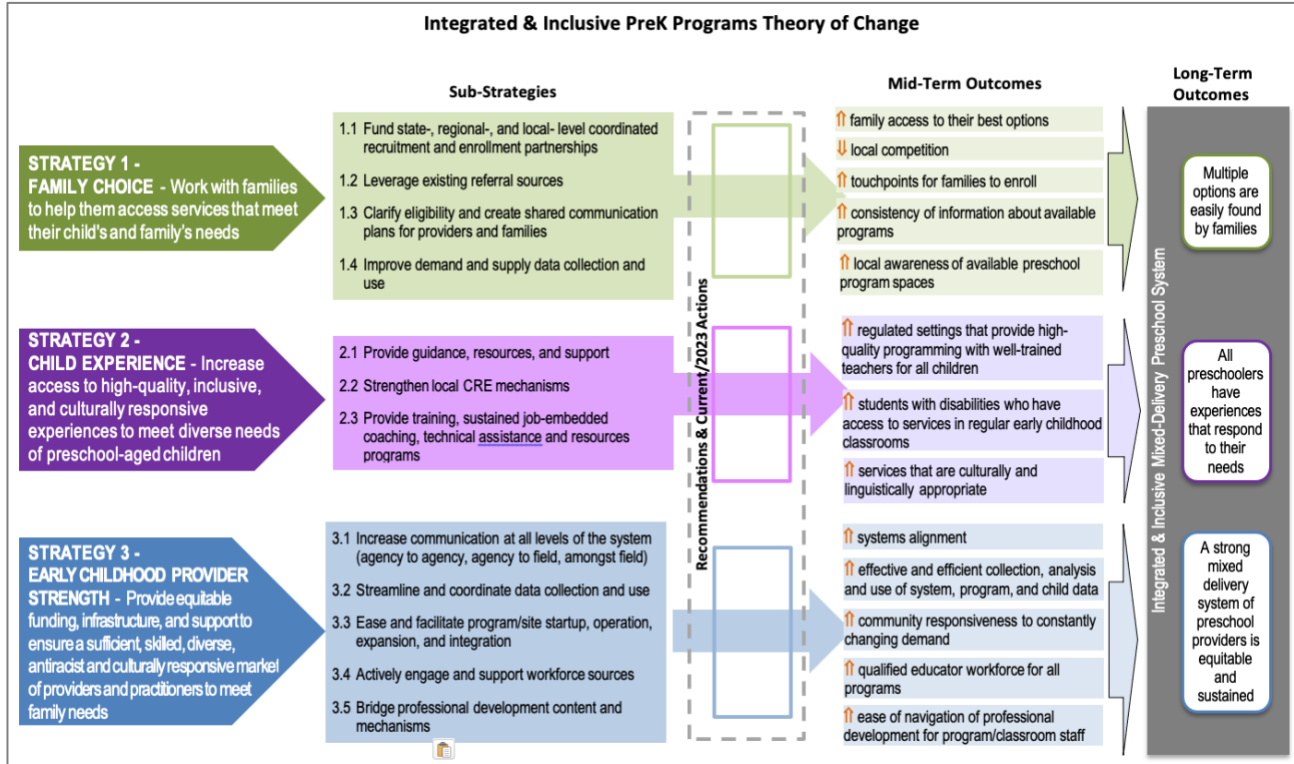
**Challenge:** Voices of Tomorrow (VOT), a nonprofit organization located in South King County, has a mission: serve children and families in King County’s East African immigrant and refugee community, aiming to reduce disparities through high-quality services that preserve family culture and heritage. Representation of the East African immigrant and refugee community was not apparent in other programming. In recent years, challenging behaviors of children have increased, necessitating an increase in staffing to support children and an increased focus on child development with parents and families.

**Approach:** Coming back from COVID closures, VOT had 21 children who were identified for evaluation for special education. VOT has utilized ECEAP Complex Needs funding on top of their existing ECEAP, Seattle Preschool Program, and private funding, to provide additional staffing to classrooms struggling with increased challenging behaviors of children.

In the Somali culture, it is a widely held belief that children do not begin learning until at least six years old, so VOT provides a program called Mind, Body, and Culture, where specialists visit with families and share information regarding growth and development of their child and provide any mental health or trauma resources they need.

**Results:** A story of the success of VOT’s classroom and family supports: *“We had a child come back from a long trip to Africa. The first day he was running around, screaming, and trying to hit kids. The teaching team worked on a plan for the next day. His behavior literally changed within one day. Having the funding for the extra staff allows us to support children with multiple needs in our classroom to make sure children are successful, and they are learning and having fun.*”

implement. The recommendations that are requested for the 2023 legislative session, and the current and planned activities the agencies are now taking (within their existing authorities) are designed to deliver better outcomes for families, children, and providers.



## D. Administrative Efficiencies and Recommendations

As noted above, the uniqueness of family needs and interests, the shifting socio-economic dynamics spurred by the pandemic, and the legacy systems and funding sources that underpin the system, create a need for focused actions that drive toward the three long-term goals. Actions and recommendations that build on last year’s report to the Legislature are noted in greater detail below as a companion to [Appendix E – Matrix of Joint Recommendations and Actions](#).

In each of the following sections, the specific legislatively requested areas of improvement are noted in a legend to the right. Actions and recommendations include symbols noting whether they are being taken or recommended by DCYF, OSPI, or jointly with DCYF and OSPI working together.

### STRATEGY 1 – FAMILY CHOICE

**Work with families to help them access services that meet their child's and family's needs.**

Capital   X Data   Licensing   X Quality   X Program setting   X Fiscal model   X Law/rule/\$   X Inclusion

#### Legislative Recommendations in 2023

1. Fund state, local, and regional coordinated recruitment, and enrollment (CRE) pilots that improve family access to the best choice for their child by addressing projected gaps in services.
2. Fund a communication consultant and work with communities and providers to create easily identifiable translated marketing materials describing all early learning programs. Establish a CRE communication toolbox that can be adapted to represent the unique needs individual communities.
3. Fund additional staff to develop an annual data analysis of program need and supply by community. Include need & supply (ECEAP, Head Start, licensed and subsidized child care, Transitional Kindergarten, Special Education).

**Why is this important?** The toughest challenges that families may experience are noted below.

- a. There are not enough of the right programs (that meet children’s developmental needs and learning style) and services, including culture and language, in the right places.
- b. Lack of coordination among providers of local services can cause some programs to be at risk of closure due to low enrollment, while others long wait lists.
- c. Families have a hard time finding programs and navigating the system. These barriers are even greater for families with children furthest from opportunity in our state.
- d. Variation in staff training, institutional support, and financial resources create inconsistencies in services to children with multiple or complex needs.
- e. The federal [IDEA mandate](#) charges school staff to address the urgent needs of children with special needs by engaging families, school staff, and community providers to create and implement an *Individual Education Plan* (IEP) with the aim of responding to each child’s specific needs, yet funding is severely limited. Additionally, many families’ experience fragile interdependence with school districts to provide updated developmental assessments and IEP services, which may not meet family needs such a dual-working family needing full-time care.
- f. Opportunity gaps, particularly those who have experienced trauma, lead to disparities in child outcomes. (To address this OSPI and [DCYF](#) have both committed to antiracist approaches. However, most of these efforts are in early stages of implementation.)

“Regarding the regional and state teams, as we think about creating these structures for greater collaborations, purposefully look at power dynamics to truly create equitable spaced for everyone’s voice, especially smaller providers.”

~ DCYF Provider Supports Subcommittee

The State’s long-term goal is to ensure that providers and leaders across the mixed delivery system are working together and partnering with families to create and coordinate multiple program and service options that meet child and family needs can be found and accessed by families.

The four interlocking sub-strategies below are helping us advance the family choice strategy.

- 1.1. Strengthen state-, regional-, and local- level coordinated recruitment and enrollment **partnerships** so that families can learn about and access to multiple options that meet their individual needs.
- 1.2. Leverage existing **family engagement and referral systems** so that many places that connect with families can point them to services.
- 1.3. Clarify eligibility and create shared communication plans for community and district-based providers and families so that **program information** regarding eligibility, enrollment, ongoing service, and transition is disseminated in an ongoing, clear, and timely manner.
- 1.4. **Improve** demand and supply **data collection and use** so that local awareness of available program spaces for preschool-aged children, especially children with disabilities is clear.

**Moses Lake School District - Streamlined enrollment and warm handoffs help children to get a good start**

*Rural North Central Washington*

Opportunity: By utilizing multiple programs and funding streams as they work toward their goal of preschool for all, Moses Lake School District (MLSD) seized an opportunity to streamline enrollment and transition for families.

Approach: Providers across the district use a common an intake, referral, application, and enrollment process. Through a partnerships with ChildFind the screening process is streamlined and provides a “warm handoff” from those conducting the child evaluations to practitioners and educators implementing the IEP.

Results: As of November 2021, OSPI “least restrictive environment” data show that 72.9% of students with disabilities three to five years of age in special education preschool<sup>1</sup> accessed the least restrictive environment (indicators 6A: LRE 14,18) in a regular early childhood program. Next, they will add Inclusive Transitional Kindergarten with supportive grant funds to explore the Washington Pyramid Model as a framework.

**Family Choice Actions Now Underway.**

The following actions that do not require legislative action are underway. They are designed to improve alignment of siloed funding, address unhelpful “full enrollment” requirements), and maximize the ability of partners to anticipate, plan, and respond to family needs.

- Continue statewide coordinated recruitment & enrollment committee and action teams. Connect with regional and local partners to improve program capacity, promote quality across programs, and help families learn about and enroll in programs that meet their needs.
- Create a toolkit and script for streamlined family engagement, eligibility, choice, and enrollment.
- Identify eligibility and application barriers and diagram desired coordinated recruitment and enrollment (CRE) protocols and pathways to preschool programs.
- Work with CCAs and ESDs to explore capacities, accountability, and position to strengthen access to PreK programs and provider supports.
- Examine technical, data governance, and procedural issues for future expansion of existing CCA database to enable provision of real-time data about program options.



## STRATEGY 2 – CHILD EXPERIENCE

Increase access to high-quality, inclusive, and culturally responsive experiences to meet diverse needs of preschool-aged children.

Capital X Data X Licensing X Quality X Program setting X Fiscal model X Law/rule/\$ X Inclusion

### Legislative Recommendations in 2023

4. Fund additional staff at each agency and strengthen cross-agency collaboration to increase government-to-government partnerships with tribes. Provide training for school districts and other agencies regarding services that tribes offer, the history of tribes in Washington state, sovereignty, government-to-government requirements, and provision of culturally and linguistically appropriate services to enrolled native children
  - a. Provide customized training and technical assistance to tribes regarding layering, braiding, and blending of OSPI and DCYF funding sources for PreK services
  - b. Provide training and technical assistance to providers of services to children ages 3-5 that are serving tribal children to provide culturally and linguistically appropriate service
  - c. (OSPI) Conduct a data review of longitudinal outcomes for our AI/AN children
5. **Washington State Pyramid Approach** – Fund a Washington State Pyramid multi-tiered system of support (MTSS) implementation framework that will support the alignment of professional development, technical assistance, systems level coaching, and existing instructional coaching structures across the mixed delivery and into the K-12 systems.
6. **Fully Fund Special Education** – In 2020-21, school districts in Washington state expended over \$400M more for special education services to students with disabilities PreK to age 21 than they received in federal and state special education funds. Support OSPI’s decision package to fully fund special education by removing the 13.% cap on state K-12 special education funding and increase the special education multipliers for PreK and K-12.

**Why is this important?** These challenges affect a child’s experience as well as their development and learning.

- a. Ways of ensuring healthy and safe environments, and program quality are unclear and differ among programs.
- b. Vast variations in program quality, inclusion, and cultural responsiveness result in large part from inadequate and differing funding levels.
- c. Program curricula, materials, assessments, and environments vary widely.
- d. Programs and professionals vary in their preparedness to provide developmentally appropriate and reflective practice, antibias education, culturally responsive practice, and inclusion support.
- e. Accountability for child outcomes does not always match resources.
- f. Policies and procedures advantage and disadvantage groups of children in gaining access to the development and learning support they need to succeed.
- g. Existing local agreements to support a continuum of options and effective transitions do not yet include all early learning providers in many communities.

**Tulalip Tribes – Special education services at tribal facilities increase access for children with IEPs**

*Rural/suburban Snohomish County*

Challenge: The Betty J. Taylor Learning Academy offers high-quality programming for students. They offer birth to three (Early Head Start), preschool offering (ECEAP, Montessori) and child care. Within the last few years, the Learning Academy began work with the Marysville School District to plan an innovative approach to serving children with IEPs. Before this work began, children had to be bused from the Academy to district classrooms midday to receive IEP services.

Approach: Leadership from the Tulalip Learning Academy met with the Marysville School District and agreed that school district staff would serve children with IEPs on site at the Betty J. Taylor Learning Academy, thus significantly reducing the interruption of care and increasing responsive and individualized services for children with specific special education needs.

Results: The program provides a resource-based program where children are given individualized instruction in a classroom near their class. Students work with a teacher and support staff on specific goals developed through the IEP team, utilizing a holistic and culturally relevant teaching practice. Critical time is spent in classrooms learning instead of on buses transitioning to classrooms off-site.

The State’s long-term child experience goal is to create a common unifying definition of quality (See [Appendix G](#)), high-quality programming and well-trained teachers, and commensurate funding so that any program can provide children the learning experience and continuity that research and sovereign nation knowledge shows delivers outcomes.

Three interlocking sub-strategies are helping us advance this long-term strategy.

- 2.1: Provide **guidance, resources, and support** so that all regulated settings provide high-quality programming with well-trained teachers for all children, using evidence-based and/or culturally responsive practices.
- 2.2: Strengthen **local mechanisms** so that students with disabilities have access to services for in regular early childhood classrooms.
- 2.3: Provide **training, sustained job-embedded coaching, technical assistance, and resources** for programs so that they are culturally and linguistically appropriate.

**Child Experience Actions Now Underway.**

The following related actions do not require legislative action are underway.

- Establish a common definition of quality across Washington PreK programs that is informed by what already exists, such as Early Achievers (See [Appendix G](#))
- Update Rules for the Provisions of Special Education; define Regular Early Child Program, clarify Washington Administrative Codes as they relate to programs enrolling children ages 3-5 found eligible for IDEA Part B.
- Develop Crosswalk of Resources for Quality Availability Across Programs (See [Appendix H](#))
- Explore connections of TPEP and Early Achievers, while not creating unintentional inequities among providers
- Engage a variety of partners in Transitional Kindergarten rulemaking to clarify requirements and regulations engaged in Transitional Kindergarten (TK) rulemaking to clarify requirements and regulations built on the five pillars of Transitional Kindergarten
- Identify exemplary developmentally appropriate, high-quality curriculum, materials, environments, and assessments to be considered for use across the early learning mixed delivery system
- Develop local memoranda of understanding templates to facilitate local access to inclusive settings between local schools, community partners and Tribes.
- Expand access to existing inclusion supports – Leverage the OSPI, AESD, and DCYF inclusionary practices efforts to create support systems and shared services for local districts, community, and family child care, or other early learning programs who would like resources, education, training, and support to enroll children with delays and/or disabilities (CRE)
- Explore ways to support family child care providers and other small organizations providing culturally and linguistically responsive care (CRE) (e.g., equity grants, stipends/wage supplements)

**Sedro-Woolley School District - Local Collaboration Increases Access to Diverse Service Options**

*Rural Northwest Washington (East of Burlington near Clear Lake, Hamilton, and Prairie)*

Challenge: Increase the number of general education opportunities in community-based early learning settings that expand upon the aligned and inclusive instruction of schools and the Sedro-Woolley School District (SWSD).

Approach: The district participates in PreK Inclusion Champions (PIC), Network Improvement Collaboration (NIC), Early Learning Fellows, and their county's Children's Council to help build a foundation of inclusion and collaboration along with their work with the Washington Pyramid Model (WPM) collective. They provide push-in special education services in community settings (Head Start, Early Head Start, YMCA, Tribal/Migrant Programs, and local child care programs). These community collaborations are nurtured with effective communication and engagement of parents as to build the home-school connection. The district and its partners received an Inclusive Transitional Kindergarten (ITK) grant to expand general education options.

Results: Additional inclusive educational settings for four-year-olds were created with the ITK grant. The district is committed to training staff on Universally Designed Learning (UDL) and embedding UDL into all aspects of the learning environment. This would not have been possible without the Inclusive Transitional Kindergarten (ITK) grant funding which ends June 30, 2023.

### STRATEGY 3 – EARLY CHILDHOOD PROVIDER STRENGTH

Provide equitable funding, infrastructure, and support to ensure a sufficient, skilled, diverse, antiracist and culturally responsive market of providers and practitioners to meet family needs

X Capital X Data X Licensing X Quality X Program setting X Fiscal model X Law/rule/\$ X Inclusion

#### Legislative Recommendations in 2023

7. Fund an FTE to specify and contract for an architectural and feasibility assessment, scope, and plan expand the Early Learning Management System (ELMS) to manage child data for children enrolled in integrated ECEAP, Head Start, Developmental PreK, and Transitional Kindergarten programs and save on licensing fees for use of MyTeachingStrategies GOLD®.
8. Enact ways to support timely renovations of small provider/family child care provider facilities, such as awarding points in Early Learning Facilities funds for small providers needing renovation to accommodate children with disabilities.
9. Provide additional funding for providers to remove barriers to culturally responsive programming (e.g., training, translation related to inclusive and including children whose primary language is other than English).
10. Advance alignment by changing policy to count ECEAP students at ½ (the same as Pre-K special education students) in the School Construction Assistance Program (SCAP) eligibility formulas.
11. Provide \$40M additional funding to the Early Learning Facilities Fund in the 2023-2025 state capital budget for competitive grants to eligible organizations, and \$10 million in 2023-2025 to address critical child care facility needs, including minor renovation.
12. Increase the ECEAP school day slot rate from state average \$12,413/child to \$15,145/child in FY24 in order to facilitate expansion and integration.
13. Fund a 1.0 FTE position on the DCYF Professional Development team to sustain and expand ECEAP Workforce Pathways. Fund additional staff on the OSPI team to expand and enhance workforce development and professional development.

**Why is this important?** The toughest challenges facing providers and professionals are:

- ECEAP and Transitional Kindergarten are both expanding, which can cause local programs to seek to enroll the same children. While there is a shared goal to serve children in the environment that best meets their needs, there can be significant implications for child care and early learning programs who “lose” children to other programs. As a private business, a family child care business could lose revenue necessary to remain open, an ECEAP or Head Start program may be under pressure to be fully enrolled, and a school-based program may have to shift resources to meet the needs of additional children.
- Differing and/or duplicative goals, processes, and guidance in programs run by different agencies.
- Data collection is cumbersome and time consuming, particularly for blended classes.
- There are not enough preschool programs and “spaces” in many communities across the state.
- Overall program funding, facility funds, and resources for program equipment, materials, and site modification are often unavailable, too little, and too late to ensure children can be served (this is particularly true for services for children with disabilities and among small provider organizations).
- There is a severe shortage of staff across the early learning workforce due to inequitable compensation, socio-economic changes and burdensome complexity and differences in compensation.
- Different systems of educational requirements, degree conferment, professional preparation, and records management, make working in integrated classrooms complicated.
- Disparate funding levels result in enormous and inequitable staff turnover in the system. Many professionals from child care move to ECEAP and Head Start for better pay, and many ECEAP and Head Start teachers move to classified school-district positions, and classified staff move toward certificated positions.

The State's long-term early childhood provider strength goals are to ensure that providers of varying sizes are supported in their service delivery; program funding and educator pay correspond to program standards and professional qualification requirements and accountability levels; and professional advancement and movement are eased.

Five interlocking sub-strategies affecting infrastructure, provider capacity, and workforce are helping us implement this long-term strategy.

- 3.1. Increase **communication at all levels** of the system (agency to agency, agency to field, amongst field) so that systems continue to align
- 3.2. Streamline and coordinate **data collection and use** so that system, program, and child data are collected, analyzed, and used effectively and efficiently
- 3.3. Ease and **facilitate program/site startup, operation, expansion, and integration** so that local communities can respond to constantly changing demand
- 3.4. Actively **engage and support workforce organizations** (community/tech colleges, universities, community-based organizations, and shared service providers) so that there is ample qualified educator workforce for all programs.
- 3.5. Bridge **professional development content and mechanisms** so that professional development and job-embedded coaching are easier for program/classroom staff and educators to navigate.

**Walla Walla Public Schools – Local partnerships help families get connected**

Rural Southeast Washington

**Opportunity:** As a partner with Educational Service District (ESD) 123, Walla Walla Public Schools (WWPS) provides “shared services” that allow smaller providers to deliver comprehensive services to preschool-aged children. Because WWPS uses each of these categorical funding streams, they have been working with ESD 123 to better coordinate recruitment, prioritization, referral, and enrollment for children who may be eligible for one or more programs.

**Approach:** Over the past year, the enrollment team has updated selection criteria and waitlist considerations for students with the highest needs (McKinney Vento classification of a homeless child, child welfare involved, special needs, or very low income). They collaborate with local ECEAP and Head Start programs in the district to co-fund an Enrollment Coordinator who recruits families, assesses eligibility using a common screening form (which considers child needs [such as an IEP], family needs [such as other children], and family preferences [such as home language]), to determine the best placement option. This collaboration is built on years of community partnership through the [Walla Walla Valley Early Learning Coalition](#) which has convened early learning stakeholders since 2008.

**Results:** The district found last year that the way that center staff collaborated to implement early intervention strategies and Tier 2 supports has ensured that children are ready for kindergarten. Center staff see that being engaged earlier with children, at the Center and/or through ECEAP and Head Start partners, they are better able to support families early.

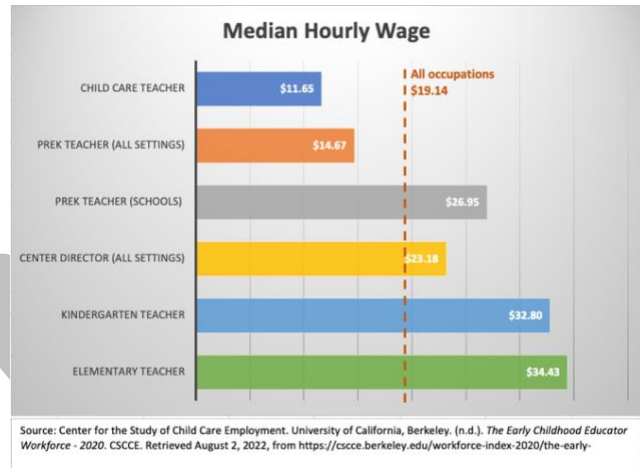
All providers across the system face obstacles related to data system, standards and financing noted in this report. Additional supports are needed for all providers and easier pathways to expand and integrate services are also needed. Further, many families prefer the smaller, informal, and personal setting of a family child care home or small child care center. Currently, 45% of ECEAP providers (and 56% of family child care providers who also provide ECEAP) offer multilingual services. This often feels safer for families, connects them to others in their community, and supports the maintenance of key cultural components while their child is in care. On the other hand, it can be more difficult for family child care homes to provide care that is inclusive of children with disabilities and/or fully meeting ECEAP requirements, due to their smaller size, which can make financing challenging. As part of Washington’s mixed delivery system for early learning, family child care businesses are an essential component in reaching ECEAP entitlement and provide important options for families as they consider the needs of their children and priorities of their family. Because these small private businesses are such an important part of our mixed delivery system of preschool, DCYF and OSPI are taking action to bolster the ability of family child care providers and other small early learning providers to do these things.

“I love the implementation of this, but we need to bridge the collaboration between school districts and early learning programs.”  
 ~DCYF Provider Supports Subcommittee member

The ability of all providers depends upon their ability to recruit and sustain early learning professionals that can deliver high quality, responsiveness services with the interactions that promote children's development and learning. However, we are facing dire shortages of capable professionals all across the state.

As noted in the April 2019 [Compensation Technical Work Group Report](#), building and sustaining this workforce will depend upon:

1. Compensation that is competitive with K-3 and corresponds to the education, qualifications, and responsibilities of early childhood educators.
2. Substitute coverage so that early childhood educators can have adequate time to prepare, continue education, and take time off (comparable to their K-12 peers).
3. More, and more aligned, financial support for early childhood programs so that they can hire and sustain capable early childhood educators.



DCYF and OSPI additionally note that we need to address:

4. Pandemic related changes that affect families' ability and willingness to participate in traditionally delivered in services, especially in the coming years as we are solving the workforce shortage.
5. Ways to develop and provide more "modular" credit-bearing courses that can stack up to degrees and other credentials in ways that meet the complex time and schedule demands of the early childhood workforce.

### Early Childhood Provider Strength Actions Now Underway.

The following related actions do not require legislative action are underway:

- Develop a DCYF & OSPI memorandum of understanding (MOU) that codifies the ongoing work of OSPI and DCYF to align and integrate services for preschool-aged children.
- DCYF and OSPI coordinate messages and engagement with school district executive cabinet members regarding shared goals, progress monitoring, and accountability for moving the PreK system forward in areas like tribal partnerships regarding CHILD FIND practices (and when special education is needed and when other wrap around services are needed), developmentally appropriate practice, integration, ECEAP, TK, developmental PreK, etc.
- Begin exploration of ways to enable interface/sharing of early learning data among providers (particularly integrated programs)
  - a. OSPI CEDARS (school districts' data feeding into OSPI system) WaKIDS and Teaching Strategies GOLD® connect X DCYF ELMS so that duplicate data entry and licensing costs diminish
  - b. OSPI CEDARS (school districts' data feeding into OSPI system) "after enrollment" data X DCYF ELMS so that duplicate data entry diminishes, and kindergarten registration and transition are eased.
- Explore ways to expand statewide transportation access to early learning programs, including program-specific buses, fuel vouchers for families, improved access to school district transportation
- Create a learning community to identify additional policy and procedural barriers to integrating ECEAP, Transitional Kindergarten, and/or Developmental PreK (Focus: best practices, braiding funding, inclusion, creating a pathway for school districts to partner for integrated PreK)

- Educate districts about waived licensing requirements for government entities (SD, ESD, Community college, government) operating school-day ECEAP, except when government entity is not providing oversight
- Expand school-based provider pathways to open/expand ECEAP
- Provide customized support for tribes to recruit workforce from their communities
- Work with SBCTC, universities, and colleges to promote connections among the community-based non-credit bearing and credit bearing courses as required in HR 2556. Expand availability of credited, stackable, and transferrable micro-credentialed content that is transferrable across roles.
- Revise Career Pathways content on DCYF professional development website to facilitate ease of use for school district staff
- Explore recommendations from the Child Care Task Force and others that promote equitable compensation across settings
- Work with school districts to make it easier for an individual educator to meet both DCYF and school related PESB (Professional Educator Standards Board) and requirements
- Explore development of ECE content that OSPI can include in clock hour training (e.g., paraeducator reassigned from working with youth) to bridge the clock hours and early Learning STARS requirements
- Explore additional procedural/technical/software changes (beyond the recently revised DCYF PD Policy 408) that ease educator data entry and bridge OSPI training registry (PD Enroller) & MERIT (DCYF).
- Identify foundational professional learning opportunities that might be coordinated/offered regardless of setting (e.g., antibias/antiracist training, interactions with children and families)

## E. Government-to-Government Relations

DCYF and OSPI are also partnering with individual tribal nations and tribal advisory groups such as the DCYF Indian Policy Early Learning Committee (IPEL) and Washington State Native-American Education Advisory Committee, among other policy advisory committees to implement the Centennial Accord signed by the State of Washington on August 4, 1989. The commitments in the accord to honor tribal sovereignty and build partnerships with each tribe in government-to-government fashion, are paired with acknowledgement of education as a treaty right, and the agencies efforts to respond to the diverse needs and interests of native families. These ideas, quotes from native families and tribal representatives, and DCYF and OSPI implementation steps are embedded throughout this report. These are intended as steps to realize the commitments made in the accord to:

- Act in a manner that the respective sovereignty of the state and each federally recognized tribe provides paramount authority for that party to exist and to govern
- Enhance and improve communications between the parties, and facilitating resolution of issues
- Act to achieve mutual goals through an improved relationship between sovereign governments
- Translate the government-to-government relationship into more-efficient, improved, and beneficial services to Indian and non-Indian people

[Note: DCYF-ECEAP's efforts to build on the ECEAP [Tribal Pathway Report](#), and implement commitments during ECEAP's expansion toward entitlement can be found in the companion [ECEAP Expansion & Entitlement Report.](#)]

### Sovereignty.

Key to the relationships DCYF and OSPI have with tribal nations is an understanding of tribal sovereignty; it is something tribes hold close and DCYF has an obligation to respect, understand, and act in accordance with tribal sovereignty.

The National Congress of American Indians notes: “Sovereignty is a legal word for an ordinary concept—the authority to self-govern. Hundreds of treaties, along with the Supreme Court, the President, and Congress, have repeatedly affirmed that tribal nations retain their inherent powers of self-government. These treaties, executive orders, and laws have created a fundamental contract between tribes and the United States. Tribal nations ceded millions of acres of land that made the United States what it is today and, in return, received the guarantee of ongoing self-government on their own lands. The treaties and laws create what is known as the federal “trust responsibility,” to protect both tribal lands and tribal self-government, and to provide for federal assistance to ensure the success of tribal communities.”

The [Centennial Accord](#) was signed by federally recognized tribes and Washington’s Governor in 1989. Its intent is to provide a framework for government-to-government partnerships between tribes and the Washington state government. It articulates that it is the State of Washington’s responsibility to make sure that the State is working with tribes on a government-to-government basis. This means that Washington state agencies collaborate with tribes in creating programs and policies that meet the needs of tribal partners. Collaboration with tribes should start from the beginning of planning not brought to tribes for feedback after decisions have already been made.

### **Acknowledging, Ending & Addressing Intergenerational Trauma.**

Tribal people have layers of trauma from loss of culture, language, land, and traditional ways of life due to many historical racist practices in the United States. These have included forced removal of families from tribal ancestral lands, child welfare practices that disproportionately removed tribal children from their families and communities and secured their adoption by White families, and the removal of children as young as three years old from their families to live at “Indian boarding schools” where the main goal was to “kill the Indian...and save the man”.

In addition to historical trauma, tribal communities experience the pain of losing community members to illness, addiction, and violence that are a result of the unresolved grief that tribal people experience because of colonization and systematic racism. Tribal people grieve for the loss of the larger family network as well as the loss of culture. Because of forced assimilation, tribal people have not been able to grieve the many losses they experience. Despite these and many other traumas that tribal people have endured, they continue to fight to protect their culture, sovereignty, and treaty rights. In addition, the implementation of traditional practices, storytelling, and ceremony can start the process of healing from unresolved trauma.

OSPI and DCYF are working to have comparable capacity at each agency for tribal consultation and to carry this work forward. The following recommendations and actions that affect tribes have been generated through collaboration with tribes and tribal advisory groups to acknowledge, end, and address the impacts of these traumas.

### **Tribal Input.**

#### **Indian Policy Early Learning (IPEL) and ECEAP Tribal Pathway Work Group.**

Over the course of the last year, DCYF ECEAP has worked in partnership with DCYF’s Office of Tribal Relations to support the delivery of ECEAP services that are of high quality and culturally sensitive, and to ensure that tribes can access ECEAP services in a timely manner. DCYF ECEAP has also engaged with [IPEL](#) and the ECEAP Tribal Pathway Work Group to gather input from tribes on the topics in the legislative proviso. After a meeting in March 2022, IPEL members suggested that DCYF address the complex and in-depth topics at the ECEAP Tribal Pathway Work Group, with an invitation to all IPEL members to join that group to be able to give input.

The ECEAP Tribal Pathway Work Group is an advisory group created in 2018 in partnership with tribal nations who operate ECEAP within their early learning programs. The work group gathers input from tribes about barriers to implementing ECEAP and changes to program and/or policy to remove them. In addition, the work group works to increase the number of tribal children served across the state, ideally at tribal early learning



program. Throughout 2022, DCYF brought proviso-related topics to the ECEAP Tribal Pathway Work Group for input. Topics included: ECEAP entitlement, changes to licensing, and quality standards, coordinated recruitment and enrollment, capital needs, data collection and sharing, fiscal modeling, administrative efficiencies, options across the system, vision for an integrated and inclusive system, review of input gathered from tribes, and the *Year 2022 PreK Integration Report* timeline.

Themes are noted in [Appendix A – Joint Agency Report Proviso – Tribal Input](#) and [Appendix B – Insights from Community Partners & Stakeholders](#).

Key tribal goals:

- More tribal children being served by tribal providers so that children and families experience culturally and linguistically appropriate services and supports.
- Tribal children have access to special services in the early learning setting of the family’s choosing and the children do not miss culturally appropriate early learning programming to get special services.
- Tribes will continue to partner with DCYF to determine if the LOVIT Way is meeting the needs of tribal providers or if another alternative tool is needed.
- DCYF will continue working with tribes on ways to further protect the privacy of tribal data and protect tribal data sovereignty.
- Obtain technical assistance about applying for early learning facilities grants.
- Secure funding to allow expansion of programs without taking tribal funds that support administrative capacity and other tribal and education priorities.
- Secure additional funding to support adaptation of classrooms and outdoor spaces to be culturally responsive.
- An early learning workforce that is reflective of the children and families served through supports for tribes to develop qualified staff from their community.

For a full table of tribal input, please see [Appendix A](#).

## F. Engagement of Partners & Stakeholders

### Participant Voices.

DCYF and OSPI have been seeking input, insights, and guidance from those who know the needs of the early learning system best: families and early childhood educators. The questions explored were intended to address the agencies’ mandates and identify ways to create a new vision for early childhood education services for preschool-aged children. Through this, each agency has gained insights about barriers to effective services, and ideas for better alignment and integration.

- *How did you find early learning services for your 3-5-year-old?*
- *How did your family experience the process of finding and enrolling into these services?*
- *In an ideal situation, what would your experience in finding quality early learning look and feel like?*
- *Once your child was enrolled into early learning services, how satisfied were you with these services and you and your child’s experiences?*

### Family Voices

#### ECEAP Parent Policy Council Meetings

DCYF partnered with ECEAP contractors and OSPI to co-host listening sessions with 91 parents at ten Parent Policy Councils in April and May 2022. Participating programs included: Tulalip Tribe, City of Seattle, Community Child Care Center, Edmonds Community College, EPIC, Inspire Child Development Center, Mid-Columbia Children’s Council, Opportunity Council, Olympic Community Action Programs, and Snohomish County.

#### **System navigation is hard**

“It’s like taking a chance, and not being sure what the outcome will be without people pointing you in the right direction.”

~ Parent

**Responsive programs make a major difference**

*"I have had three generations of children go through this program. Because of the early intervention they received, one graduated with honors and another daughter is getting her master's degree. My 9-year-old foster son made honor roll and the 5-year-old is well adjusted and prepared for Kindergarten. I can't say enough about the services provided. It's been a real pleasure to be involved. As an Elder, I share this and how strong our community is because of this program". Other families said that staff are "professional", "supportive" and "listened to them" while "providing high quality instruction".*

*~ Grandparent*

At these sessions, DCYF and OSPI listened and learned from families about their experiences seeking, researching, selecting, and transitioning among birth through five programs. Families commented on how overwhelming navigation of the system can be and the difference that a friend or helpful professional can make. When choosing a program, they seek "program elements"(e.g., program philosophy, location, hours of operation, inclusion, approach to social emotional learning, education, quality of the program and staff, and inclusion of home culture) that meet their needs. Seeing their children obtain a particularly useful skill and having professionals who respond to changing child and

family needs were among the most important considerations. The [full richness of family responses](#) have informed this report and the [ECEAP Expansion & Entitlement Report](#).

**Preschool Development Grant (PDG) Family Listening Session**

Beginning in April 2022, DCYF and OSPI shifted existing family listening sessions for the Preschool Development and associated survey to gain additional family perspective about finding early learning options, their hopes and dreams, fears and challenges, and what success looks like for their children.

**Some kids are not getting what they need**

*"I want my son to be in an academic setting with peer models and have a life that will fulfill his potential. With the current part-day, part-week options available to him, he is asked to come back into the classroom and retain and continue his learning. I still can't believe that this is what is being offered--kids most impacted by disability have less classroom time and less opportunity to interact with peers."*

*~ Parent*

**Available services vary**

*"My fear is to not be able to put together the resources that she needs in a timely way, so that she misses out on developmental opportunities. If I know what the right school is, then I will advocate for that. I don't know that [current district] is a good place for her.*

*~Parent*

Families wanted their children

to make friends, be engaged in the process of their own learning, and demonstrate kindness and humanity. As a result, they say they look for specific learning environments and supports for their child's success. Some families

described the disequilibrium of power in individualized education plan (IEP) meetings that can result in families feeling unheard and kids not being able to receive supports necessary for their success in school. Families generally focused on specific child needs rather than the type of early learning program. Like the Parent Policy Council meetings noted above, trusting relationships were important in navigating the system. The [full richness of family responses](#) have informed this report.

**Provider Voice**

As noted above, because providers are most familiar with the "programmatic rubs" in the system we have inherited, DCYF and OSPI have sought input, insights, and guidance from early childhood educators that run

**Working together across systems best supports kids**

*"I would like everyone in the district to be aware of the preschool programs. Even the principals who have ECEAP in their school do not always feel the preschoolers are part of their school. And the staff in early learning need to be compensated more as the work is so fundamental."*

*~ School staff*

programs. The questions explored were intended to address the agencies' mandates and identify ways to improve services and create a new vision for early childhood education services for preschool-aged children.

DCYF shared early ideas and held conversations with ECEAP Directors. OSPI conducted case studies and held focus group sessions that lifted the voices and insights of early learning

practitioners supporting district-based programs. The agencies jointly met with and presented ideas to the Early Learning Advisory Council and its Provider Support Subcommittee. The two agencies are jointly convening the Statewide Coordinated Recruitment & Enrollment Committee which has informed many of the

recommendations and actions in this report. Coordinated enrollment pilot projects are beginning soon with providers of integrated services.

The key themes named by providers were similar to insights offered by families, albeit from a different vantage point. Themes guided selection of recommendations to the Legislature and agency actions noted throughout this report. The full list can be found in [Appendix B – Insights from Community Partners & Stakeholders](#).

### ECEAP Steering Committee

The intent of the ECEAP Steering Committee is to introduce, discuss, and gather input regarding complex issues in the ECEAP field with ECEAP contractors, subcontractors, and partners. It is utilized as a sounding board and resource for directors and community partners, with the intent of gathering input that informs DCYF ECEAP decision-making around policy, procedures, meetings, and other important decisions related to ECEAP. Throughout 2022, DCYF brought topics to the ECEAP Steering Committee for input. Themes are integrated through this report and also noted in [Appendix B – Insights from Community Partners & Stakeholders](#).

**A more equitable distribution of service is necessary**

*“Early learning should be funded at a level to provide equitable services that align with K-12. Equitable means getting what you need to be successful. We need readily accessible mental health supports for students and families, nursing support, and specialists. Barriers to retention are salaries and compliance/paperwork and reports required that take away from the real work with students.”*

~ School staff

### Focus Groups & Interviews Case Studies & Focus Groups

DCYF and OSPI conducted eight interviews in the Spring of 2022, spanning the mixed delivery system with representation from tribes, school districts, community colleges, ESDs, and nonprofits. OSPI also hosted eight focus groups with district-based early learning programs.

**Least restrictive environments from close collaboration**

*“It was a challenge getting the culture established between preschool and other district programs. We are taking steps, but each school has to have a growth mindset that there is an openness and willingness to work with all the supports to make sure that everyone gets a chance to attend preschool and be in the least restrictive environment.”*

~ School staff

Across all interactions, participants elevated 1) Family engagement and choice, 2) Priorities among program elements and child experience, 3) Coordination and collaboration among practitioners and programs. These insights are organized into the three long-term strategies noted in this report. Actions that OSPI and/or DCYF are taking to address these are noted in the [Appendix B – Insights from Community Partners & Stakeholders](#).

### Early Learning Advisory Council (ELAC)

ELAC was created by the Legislature in 2007 to provide a venue for parents, child care providers, health and safety experts, legislators, representatives of tribal nations, independent schools, K-12 and higher education staff, and others to provide input and recommendations to DCYF. ELAC works to ensure that DCYF strategies and actions are well informed, broadly supported, and driving toward a statewide early learning system that helps all children realize their full potential. During 2022, DCYF ECEAP and OSPI partnered to engage [ELAC and its Provider Supports Subcommittee](#) in five separate meetings to gather feedback regarding potential actions, recommendations, and content in this report, including: report requirements, ECEAP Entitlement, Coordinated Recruitment and Enrollment, and report recommendations and sections feedback.

5 Themes are noted in [Appendix B – Insights from Community Partners & Stakeholders](#)

### Statewide Coordinated Recruitment and Enrollment Committee

In late 2021, the statewide CRE committee was begun. It has continued its work to advance priorities it has

*“It would be beneficial if the state would focus on creating programs that do not compete and put community early learning programs out of business.”*

~ DCYF Provider Supports Subcommittee member. July 2022

identified in its action plan. Many of these items are integrated throughout this report and the ECEAP Expansion and Entitlement Report. From the beginning, there has been an awareness that CRE also supports important priorities like inclusive preschool and ECEAP entitlement and expansion and helps us to coordinate across a mixed delivery system. We also see how well this work brings together other efforts our agencies have been

partnering around related to the Preschool Development grant, with its focus on the [Washington State Early Learning Coordination Plan](#), transition practices, family voice; PICT and other inclusion work like Washington Pyramid, and so many other opportunities.

The statewide CRE committee is taking action to support the innovative CRE work happening in communities, spurring faster adoption, and removing obstacles. Partners at the state, regional, and local levels are testing ways for the ecosystem to better serve families and set an agenda for change. These could be policy changes for which we will all advocate, agency policies, procedures, or guidance we can work to change, infrastructure and supports we can create or redirect, and a set of mechanisms [the state and regional efforts] that can support each other in changing the systems. Further description of this work is detailed in [Appendix D](#).

#### *Program Integration Pilots*

DCYF, OSPI, and 15 current ECEAP contractors from across the state are coming together as a learning community to identify additional policy and procedural barriers to programs integration and inclusion. These programs are integrating ECEAP, Transitional Kindergarten, and/or Developmental PreK programming innovatively, while focusing on:

- ensuring best practices,
- maximizing (braided and separate) funding to serve as many children as possible, and
- promoting a pathway for school districts to partner for integrated PreK.

## **G. Moving Forward**

Summative statement – What do you want to say?

DCYF and OSPI are committed to building toward an aligned inclusive early learning system. This can offer families better choices of services when and where they are needed. This can also improve child development and learning all the way through high school and higher education. As described in the report, we have listened carefully and learned from tribes, from families, and from providers about what it will take to improve services and reduce the barriers and disincentives necessary to realizing our goal of a highly integrated and inclusive PreK system. As state agencies we have examined our policies and procedures and worked together to identify key actions that we can - and are - taking within our existing authorities and those that will require legislative action. These are described succinctly in [Appendix E – Matrix of Joint Recommendations & Actions](#).

Work is underway. The agencies are beginning work on a DCYF & OSPI memorandum of understanding (MOU) that codifies the ongoing joint and individual work that OSPI and DCYF will undertake to align and integrate services for preschool-aged children. We are now working together to create a shared definition of quality so that we have a clear and unified understanding about the programmatic experiences that will best promote children's learning and development. We have convened a statewide coordinated recruitment & enrollment committee to develop ways to coordinate and streamline these efforts across programs. DCYF is making careful plans for ECEAP expansion and bolstering the child care market. OSPI is engaging in Transitional Kindergarten rule making.

Addressing some of the biggest challenges will require legislative action and funding. These range from enacting ways to support timely renovation of small provider/family child care provider facilities to support small providers in making renovations needed to accommodate children with disabilities, to increasing access to high quality preschool by increasing ECEAP slot rates.

Taken together these actions will help our state advance our goals of equitably serving PreK aged children and their families.

## **H. Appendices**

Appendix A - Joint Agency Report Proviso - Tribal Input  
(08-30-22)

Over the course of gathering input and partnering with tribes during the building of this report, the following key needs were brought up by tribes who participated in IPEL and the ECEAP Tribal Pathway Workgroup. DCYF, and OSPI (where indicated), will continue to partner with tribes to plan how to move forward on key recommendations in the coming months and year.

Proviso Area	Input
<b>A. Capital needs</b>	<ol style="list-style-type: none"> <li>1. <u>Facilities</u> – Tribes have requested a webinar and technical assistance about applying for early learning facilities grants</li> <li>2. <u>Facilities</u> – To expand ECEAP services tribes will need additional resources to avoid taking tribal funds that support administrative capacity and other tribal and education priorities</li> <li>3. <u>Workforce support</u> – To expand ECEAP services tribes will need additional resources to develop qualified staff from within their communities</li> <li>4. <u>Workforce support</u> – Funding for educator pay needs to match DCYF staff qualification requirements</li> </ol>
<b>B. Data collection and data sharing</b>	<ol style="list-style-type: none"> <li>1. <u>Privacy</u> - Continue working with tribes on ways to further protect tribal data sovereignty and data privacy</li> <li>2. <u>Data uses</u> - Review data with the ECEAP tribal pathway work group: Why data are collected. How DCYF uses data. What is required in legislation and ECEAP reporting.</li> </ol>
<b>C. Licensing changes</b>	<ol style="list-style-type: none"> <li>1. <u>Tribal program definition</u> - Review the DCYF Licensing definition of a tribal program and recommend changes to better meet the needs of tribes</li> <li>2. <u>Tribal programs</u> - Identify all tribal programs (including tribal programs that are state licensed) in the child care licensing data system</li> <li>3. <u>Tribal children served in non-tribal programs</u> – Develop language for licensing non-tribal programs that serve tribal children</li> </ol>
<b>D. Quality standards</b>	<ol style="list-style-type: none"> <li>1. <u>Alternative assessment</u> - Proposed language about Early Achievers alternative assessment for tribes: <ul style="list-style-type: none"> <li>• <i>The Early Start Act (HB1491) required that DCYF explore the use of alternate quality assessment tools that meet the culturally specific needs of the federally recognized tribes in the state of Washington. After a rigorous collaboration with tribal partners across the state and a pilot at two tribal early learning programs, DCYF and our tribal partners are recommending <a href="#">The LOVIT Way</a> as an optional alternate assessment tool for tribal programs. The LOVIT Way is a culturally appropriate program evaluation process developed by the Aboriginal Head Start Association of British Columbia.</i></li> </ul> </li> </ol>
<b>E. Options for community-based and school-based settings</b>	<ol style="list-style-type: none"> <li>1. <u>Tribal program expansion</u> – Tribal programs expand so that all tribal families can select an early learning program run by their tribe or another tribe for their children</li> <li>2. <u>Culturally &amp; linguistically appropriate non-tribal programming</u> - Tribal children who attend non-tribal early learning programs have access to culturally and linguistically appropriate programming <ol style="list-style-type: none"> <li>a. Non-tribal programs in urban and other areas that serve tribal children will receive ongoing training and supplies designed to support tribal children and families</li> </ol> </li> <li>3. <u>Special services</u> - Tribal children have access to special services in the early learning setting of the family’s choosing and the children do not miss culturally appropriate early learning programming to get special services</li> <li>4. <u>Increased tribal funding</u> - Increased funding for tribal schools to provide early learning services</li> </ol>

Proviso Area	Input
<b>F. Fiscal modeling</b>	<ol style="list-style-type: none"> <li>1. <u>Enhanced tribal slot rate</u> – An enhanced rate that covers ECEAP services, administration, and culturally based services</li> <li>2. <u>Consolidated funding</u> - Consolidation of ECEAP (or DCYF) funding so tribes that already have a large administrative burden do not have to apply for each part of funding separately (slots, complex needs, infant mental health, facilities)</li> <li>3. <u>Funding &amp; reporting training and technical assistance (TA)</u> - Training and TA re: braiding funding and streamlining reporting when working with multiple funding sources (including tribal, local, state, and federal)</li> <li>4. <u>Additional complex needs support</u> - More supports for children with complex needs that are the result of intergenerational trauma</li> <li>5. <u>Supports for children with autism</u></li> <li>6. <u>Nutritional counseling and alternative therapies</u> - Support for nutritional counselling and alternative therapies to support children with complex needs</li> <li>7. <u>Recruitment and support of tribal families to become staff</u> - Funding and support to encourage community members and ECEAP/Head Start parents to gain qualifications to provide special services and fill vital early learning roles for tribal programs. Convene a work group to look at how to create pathways to get native young adults in the college system that supports them to successful transition into the early learning profession</li> <li>8. <u>Advance teacher qualifications bonuses</u> - Funding for bonuses for teachers that complete education to meet DCYF qualifications beyond what Early Achievers offers</li> <li>9. <u>Program start-up funds</u> - Develop DCYF policy that gives tribes up to six months of administrative rate for program planning and development before beginning services</li> <li>10. <u>Pay parity</u> – Parity is needed to compete with schools and other organizations that pay living wages</li> </ol>
<b>G. Statutory changes needed to achieve administrative efficiencies</b>	<ol style="list-style-type: none"> <li>1. Develop tribal ECEAP compacts</li> <li>2. Reduce duplicate data entry and monitoring</li> <li>3. Welcome packets for volunteers</li> </ol>
<b>H. ECEAP Entitlement</b> <b>I. Coordinated Recruitment and Enrollment</b>	<ol style="list-style-type: none"> <li>1. <u>Engaging with tribes</u> - Provide training and ongoing supports re: working with tribes and understanding what services tribes offer</li> <li>2. <u>Transportation</u> - Funding is needed for transportation to and from early learning services</li> <li>3. <u>Program model adjustments</u> - DCYF will review the dosage requirements for school day and working day models with the ECEAP tribal pathway work group to make sure that requirement language better fits the needs of tribal communities</li> <li>4. <u>Program attendance flexibility</u> - Some children need part-time instead of full-time care at certain times of the year when the family is getting ready for a ceremony or cultural work. While program exceptions currently allow for this to happen, DCYF will work to add language that more clearly increases flexibility for families so children can be part of cultural work and return to ECEAP full time after the cultural work is completed</li> <li>5. <u>Reduce requirements</u> - Reduce and consolidate the many tribal, state, and federal requirements that tribes have to follow</li> </ol>
<b>J. Vision for an Integrated and Inclusive System</b>	<ol style="list-style-type: none"> <li>1. <u>Inclusion in the community of program offerings</u> - Tribal early learning programs are part of the local system of early learning and non-tribal providers are aware of what tribes offer and make referrals to tribal providers when appropriate</li> <li>2. <u>Training and TA re; engaging with tribes</u> - Require government-to-government training and provide technical assistance non-tribal providers regarding partnering with sovereign nations</li> </ol>

Proviso Area	Input
<b>K. Additional input</b>	<ol style="list-style-type: none"> <li>1. <u>Awareness</u> - Create more robust communications related to DCYF's obligation to tribal nations and the tribal ECEAP pathway work</li> <li>2. <u>Collaboration</u> - Collaboration is the State's responsibility               <ol style="list-style-type: none"> <li>a. Tribal providers want to see more examples of collaboration vs. feedback across DCYF programming</li> </ol> </li> <li>3. <u>Longer timelines</u> - Tribes need more time for grant applications to go to tribal school boards and tribal councils</li> <li>4. <u>Mental health funding</u> - Tribes need automatic access to mental health funding because of historical and current trauma. Create tribal specific ECLIPSE funding and reduce the need for tribes to use hard dollars for mental health providers.</li> <li>5. <u>Research re: ECEAP's multigenerational impact</u> - DCYF should implement an applied research approach about the positive impacts of ECEAP for the whole family</li> <li>6. <u>Training and TA re: complex needs funds</u> – Provide tribal specific complex needs funding webinar</li> </ol>

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## Appendix B - Insights from Community Partners & Stakeholders (08-30-22)

This matrix summarizes themes heard from community partners and stakeholders, cross-referencing the sources of input. As noted in Section F, DCYF and OSPI engaged with the Indian Policy in Early Learning, the ECEAP Tribal Pathway Work Group, ECEAP and Head Start parent policy councils, family listening sessions that are part of the states Preschool Development Grant (PDG) activities, the ECEAP Steering Committee, school districts that participated in interviews and focus groups, the Early Learning Advisory Council and its Provider Supports Subcommittee, and the statewide coordinated recruitment and enrollment (CRE) committee.

Since the two agencies have articulated the three long-term strategies to continue to align and integrate the system, the input has been grouped to reflect them. The processes used as described in Section F varied depending on the family or provider group, so nuanced detail can be found in that sections. This matrix is intended to cross reference the recommendations made to the Legislature this year, and the actions currently being taken by OSPI and DCYF or planned for 2023.

Themes	IPEL and ECEAP Tribal Pathway Work Group	Parent Policy Councils	PDG Family Listening Sessions	ECEAP Steering Committee	School District Interviews and Focus Groups	ELAC (Provider Supports)	Statewide CRE Committee	Actions planned as a result
<b>STRATEGY 1 - FAMILY CHOICE</b>								
1. Local competition to enroll the same families	X			X	X	X	X	1.1.1, 1.1.2, 1.1.3, 2.2.1
2. Families do not always realize what services are available to them		X	X	X			X	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.3.1
3. The system is hard for families to navigate	X	X	X		X		X	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2
4. Families find working with partners to receive special services for their child to be arduous and sometimes disempowering	X		X					1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 2.2.2
5. Family leadership and engagement help families to support their children	X		X	X	X			1.1.1, 1.2.1, 1.3.1, 2.1.2
6. Tribes want to ensure all tribal children are served in a culturally relevant way	X		X	X				2.1.1, 2.1.9, 2.3.1, 3.2.2, ECEAP report
<b>STRATEGY 2 - CHILD EXPERIENCE</b>								
7. Stronger cross-agency collaboration is needed to increase purposeful action and government-to-government partnerships with tribes	X				X		X	1.1.1, 1.1.2, 2.1.1
8. The differing ways that programs ensure quality are valuable, but need clarity	X			X		X	X	2.1.4, 2.1.6, 2.1.8, 2.1.9
9. Funding and other resources do not always equitably match accountability for quality and outcomes	X			X	X	X	X	2.1.6, 2.2.2, 2.3.1, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.8, 3.4.1, 3.4.3, 3.4.5, 3.5.3
10. Program curricula, materials, assessments, and environments vary widely			X		X			2.1.2, 2.1.4, 2.1.6, 2.1.9, 2.2.1, 2.3.1



Themes	IPEL and ECEAP Tribal Pathway Work Group	Parent Policy Councils	PDG Family Listening Sessions	ECEAP Steering Committee	School District Interviews and Focus Groups	ELAC (Provider Supports)	Statewide CRE Committee	Actions planned as a result
11. There is value and need for more staff that provide nurturing, trusting, developmentally appropriate and reflective practice, antibias education, culturally responsive practice, and inclusion support	X	X	X	X	X	X	X	2.1.4, 2.1.7, 2.1.9, 2.2.2, 2.3.1, 3.3.1, 3.3.2, 3.5.3
12. Identification, individualization, inclusion, and transition processes vary	X		X	X	X			2.1.1, 2.1.2, 2.1.4, 2.1.9, 2.2.1, 2.2.2
13. More and varied supports are needed for children with complex needs that are the result of intergenerational trauma	X		X					2.1.2, ECEAP report
14. Need for better support for address differing needs of children			X		X			2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.2.2, 2.3.1
15. There is a lack of clarity about ECSE and TK rules				X	X	X		2.1.5, 2.1.8
<b>STRATEGY 3 - PROVIDER STRENGTH</b>								
16. Programs run by different agencies sometimes have different and/or duplicative goals, processes, and guidance	X		X	X	X	X		1.1.1, 1.1.2, 2.1.1, 2.1.4, 2.1.5, 2.1.7, 2.2.2, 3.1.1, 3.1.2, 3.4.6, 3.5.1, 3.5.2, 3.5.3
17. There are not enough of the right programs and services in the right places. Overall program funding, facility funds, and resources for program equipment, materials, and site modification are often unavailable, too little, and too late to ensure children can be served (this is particularly true for services for children with disabilities and among small provider organizations).	X	X	X	X	X	X	X	1.4.1, 1.4.2, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8, 3.3.9, 3.3.10
18. Limited culturally relevant programs in places	X		X		X		X	2.1.1, 2.1.9, 2.3.1, 3.3.2
19. Data collection is cumbersome and time consuming, particularly for blended classes.	X			X	X	X	X	3.2.1, 3.2.2, 3.4.6, 3.5.2
20. Data usage and privacy sometimes conflict with tribal goals/values	X							2.1.1, ECEAP report
21. Funding for transportation is needed	X			X		X		3.3.4
22. Disparate funding and compensation levels result in enormous and inequitable staff turnover in the system.	X			X	X	X	X	3.3.6, 3.3.8, 3.4.1, 3.4.2, 3.4.5
23. Braiding, layering, and blending funding is complex	X			X	X	X	X	2.1.1, 2.2.2, 3.3.3, 3.3.4, 3.3.6
24. ECEAP school-day rates are not sustainable	X			X				3.3.8
25. Traditional ECEAP rates do not allow enough for culturally relevant programming	X							3.3.8, ECEAP report
26. Tribes need program startup funds to expand ECEAP	X							ECEAP report
27. There is a severe shortage of staff across the early learning workforce	X			X	X	X		3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6

Themes	IPEL and ECEAP Tribal Pathway Work Group	Parent Policy Councils	PDG Family Listening Sessions	ECEAP Steering Committee	School District Interviews and Focus Groups	ELAC (Provider Supports)	Statewide CRE Committee	Actions planned as a result
28. Different systems of educational requirements, degree conferment, professional preparation, and records management create complexity				X	X	X		3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.5.1, 3.5.2, 3.5.3
29. Achieving educational milestones for school-based professionals that also provide DCYF services is complicated				X	X			3.4.3, 3.4.4, 3.4.6, 3.5.1, 3.5.2, 3.5.3

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## Appendix C – PDG Family Listening Sessions Brief

DCYF ECEAP met with family members as the culmination of the Preschool Development Grant Strengthening Transitions research from October 2021 to present. Beginning in April 2022, DCYF and OSPI shifted perspective to inform the Integrated PreK report more directly in scheduled PDG family listening sessions, in surveys of families whose children were enrolled in Transitional Kindergarten, and at ECEAP/Head Start policy councils across the state to gain family perspective.

### Methodology

To inform this work, the PDG Strengthening Transitions team PDG team reviewed comments from more than 140 family listening session (held October 2021 through June 2022) participants regarding their experiences through the process of finding care and education and whether the process met their needs. Though initial listening sessions did not include specific questions regarding recruitment and enrollment, participants spontaneously referenced experiences in finding and accessing early learning programs and services as they reflected on their hopes and dreams, fears and challenges, and what success looks like for their children. In subsequent listening sessions families were specifically asked to reflect on their experience of finding care.

### Findings

To lead their children’s transitions, families asked for warm handoffs with educators. Families articulated their dreams for their children to make friends, be engaged in the process of their own learning, and demonstrate kindness and humanity. Families participating in listening sessions want trusting relationships and articulation of curriculum, learning environments, and specialized supports for student success. Families generally focus on their child’s specific needs than the name and type of early learning program.<sup>24</sup>

Families described the disequilibrium of power in IEP meetings that can result in families feeling unheard and kids not being able to receive the supports necessary for their success in school. The absence of family voice can impede the ability of early learning services (in community-based settings and school districts) to continuously improve and authentically partner with families. Lived experiences can provide the critical evidence as to whether service delivery had intended or unintended consequences.

#### **Culturally sustaining:**

“One of the most important assets to our people is our children. Getting a great education and instilling traditional cultural knowledge, values, and language, prepares them for helping the land, animals, plants, and water. They are our future leaders.”

#### **Lack of access to services:**

*“I want LB to be in an academic setting with peer models and have a life that will fulfill his potential. Due to his birthday, LB could spend 3 years in the district DD preschool program, 2 years at 2 days per week. He is asked to come back into the classroom and retain and continue his learning. I still can’t believe that this is what is being offered--kids most impacted by disability have less classroom time and less opportunity to interact with peers.”*

#### **Regional disparities:**

*“My fear is to not be able to put together the resources that she needs in a timely way, so that she misses out on developmental opportunities. If I know what the right school is, then I will advocate for that. I don’t know that [current district] is a good place for her.”*

<sup>24</sup> Families participated within their existing trusted advocacy arenas. Family advocacy and services organizations co-hosted these sessions communicating and scheduling directly with their constituents: Hands and Voices (families of children identifying as deaf and hard of hearing, blind or visually impaired); Washington State Association of Head Start and ECEAP; Educational Opportunities for Children and Families (EOCF, a Head Start and ECEAP contractor in SW Washington), Parents’ Institute in Education [ESIT PIE families of children in 0-3 IDEA Part C Early Support for Infants and Toddlers (ESIT) programs], First Five Years and Beyond (Western African immigrant families of children with disabilities in King County); Wahluke School District inclusive PreK program (conducted in Spanish with children funded by Migrant Education, ECEAP, and Part B special education funds), ARC of King County, ARC of Snohomish County, Washington Fatherhood Council, and Transitional Kindergarten families in SW and NW Washington.

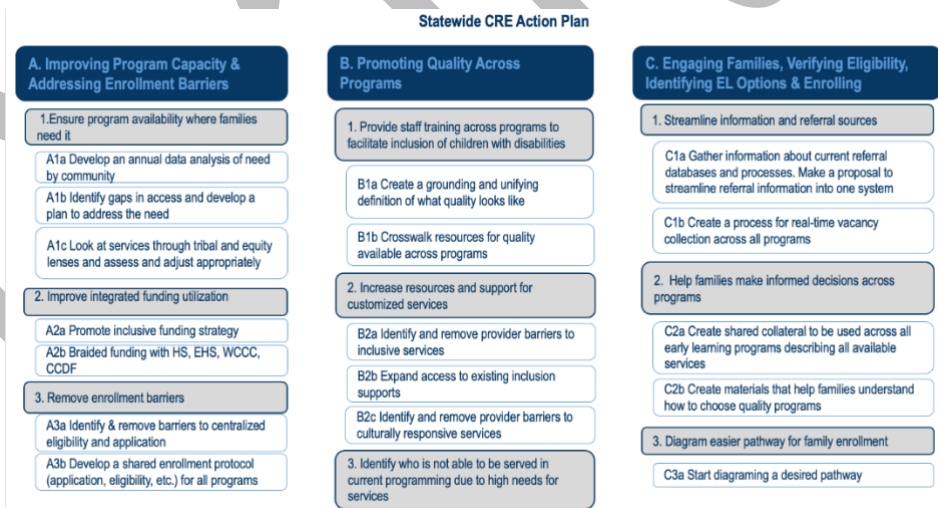
## Appendix D - Statewide Coordinated Recruitment and Enrollment Committee

In 2020 and 2021, as a result of the Governor and Superintendent’s charges to find ways to better integrate programs for preschool-aged children, DCYF and OSPI convened a Preschool Integration Work Group to meet this charge. An important recommendation from the work group was that ongoing work to better align state, local, and regional systems for coordinated recruitment and enrollment (CRE) of preschool-aged children.

In late 2021, the statewide CRE work began with a core planning team and a committee. There is a core planning team comprised on DCYF and OSPI. As work got underway, leadership from Child Care Aware Washington and the Association of Educational Service Districts joined in that core planning team discussion to help share perspectives from the touchpoints the early learning and K12 systems have with preschool-aged children. The statewide committee meets monthly. There are more than 150 community partners on the roster and 30-40 people join the monthly meetings. The committee has continued its work to advance priorities it has identified in its action plan. Many of these items are integrated throughout this report and the ECEAP Expansion and Entitlement Report. From the beginning, there has been an awareness that CRE also supports important priorities like inclusive preschool and ECEAP entitlement and expansion and helps us to coordinate across a mixed delivery system. We also see how well this work brings together other efforts our agencies have been partnering around related to the Preschool Development grant, with its focus on the [Washington State Early Learning Coordination Plan](#), transition practices, family voice; PICT and other inclusion work like Washington Pyramid, and so many other opportunities.

The statewide CRE committee has been looking at the best ways to support the innovative CRE work happening in communities, spurring faster adoption, and removing obstacles. Partners at the state, regional and local levels are testing ways for the ecosystem to better serve families and set an agenda for change. These could be policy changes for which

we will all advocate, agency policies, procedures, or guidance we can work to change, infrastructure and supports we can create or redirect, and a set of mechanisms [the state and regional efforts] that can support each other in changing the systems. See Recommendation 1.



## Appendix E – Matrix of Joint Recommendations & Actions

Legislation recommendations and agency actions are listed in the sub-strategy area that supports each long-term strategy for the envisioned more integrated and inclusive system. Partners with whom the agencies have been developing these actions are noted (Tribal partners), S-CRE [Statewide Coordinated Recruitment & Enrollment Committee], JAMii [Joint OSPI/DCYF agency meetings on inclusion and integration], SDs [School districts], and ECEAP [Current & potential ECEAP providers]) and OSPI and DCYF welcome continued engagement of community partners actions are planned and implemented. Actions and recommendations listed below continue existing effort and/or support those actions identified as making the most difference NOW (already happening) or SOON (2023). These items represent a subset of the items in the *JAMii Long-Term Work Plan* which will be codified in an interagency MOU.

Year 2 Integrated IPK Report - Actions & Recommendations						
Sub-Strategies ☑ Outcomes	Action	Partners	Action Taken by			Status
			Joint	OSPI	DCYF	
<b>STRATEGY 1 - FAMILY CHOICE - Work with families to help them access services that meet their child's and family's needs</b>						
1.1: Strengthen state-, regional-, and local-level coordinated recruitment and enrollment partnerships so that families can learn about and access to multiple options that meet their individual needs.	1.1.1.LEGISLATIVE RECOMMENDATION - Fund state, regional, and local coordinated recruitment, and enrollment (CRE) pilots that improve family access to the best choice for their child by addressing projected gaps in services.	S-CRE	.			2023
	1.1.2.Continue statewide coordinated recruitment & enrollment committee and action teams. Connect with regional and local partners to improve program capacity, promote quality across programs, and help families learn about and enroll in programs that meet their needs.	S-CRE	.			Now
	1.1.3.Create a toolkit and script for streamlined family engagement, eligibility, choice, and enrollment.	S-CRE	.			2023
1.2: Leverage existing family engagement and referral systems so that many places that connect with families can point them to services.	1.2.1 Identify eligibility and application barriers and diagram desired coordinated recruitment and enrollment (CRE) protocols and pathways to preschool programs.	S-CRE	.			2023
	1.2.2 Work with CCAs and ESDs to explore capacities, accountability, and position to strengthen access to PreK programs and provider supports.	S-CRE	.			2023
1.3: Clarify eligibility and create shared communication plans for community and district-based providers and families so that program information regarding eligibility, enrollment, ongoing service, and transition is disseminated in an ongoing, clear, and timely manner.	1.3.1 LEGISLATIVE RECOMMENDATION - Fund a communication consultant and work with communities and providers to create easily identifiable translated marketing materials describing all early learning programs. Establish a CRE communication toolbox that can be adapted to represent the unique needs individual communities.	S-CRE	.			Now
1.4: Improve demand and supply data collection and use so that local awareness of available program spaces for preschool-aged children, especially children with disabilities is clear.	1.4.1.LEGISLATIVE RECOMMENDATION – Fund additional staff to develop (over time) an annual data analysis of program need and supply by community. Include need and supply (ECEAP, Head Start, licensed, subsidized, TK, Special Education).	S-CRE	.			Now
	1.4.2.Examine technical, data governance, and procedural issues for future expansion of existing CCA database to enable provision of real-time data about program options.	S-CRE	.			2023
<b>STRATEGY 2 - CHILD EXPERIENCE - Increase access to high-quality, inclusive, and culturally responsive experiences to meet diverse needs of preschool-aged children</b>						
2.1: Provide guidance, resources, and support so that all regulated settings provide high-quality programming with well-trained teachers for all children, using evidence-based and/or culturally responsive practices.	2.1.1 LEGISLATIVE RECOMMENDATION - Fund additional staff at each agency and continue to strengthen cross-agency collaboration that increases purposeful action and government-to-government partnerships with tribes in acknowledgement of tribal sovereignty 4. Provide training for school districts and other agencies regarding services that tribes offer, the history of tribes in Washington state, sovereignty, government-to-government requirements, and provision of culturally and linguistically appropriate services to enrolled native children 5. Provide customized training and technical assistance to tribes regarding layering/braiding/blending of funding sources for PreK services 6. Provide training and technical assistance to providers of services to children ages 3-5 years that are serving tribal children to provide culturally and linguistically appropriate service 7. (OSPI) Conduct a data review of longitudinal outcomes for our AI/AN children	Tribes	.			
	2.1.2 LEGISLATIVE RECOMMENDATION – Fund a Washington State Pyramid multi-tiered system of support (MTSS) implementation framework that will support the alignment of professional development, technical assistance, systems level coaching, and existing instructional coaching structures across the mixed delivery and into the K-12 systems.		.			

## Year 2 Integrated IPK Report - Actions & Recommendations

Sub-Strategies ☑ Outcomes	Action	Partners	Action Taken by			Status
			Joint	OSPI	DCYF	
	2.1.3 LEGISLATIVE RECOMMENDATION – <u>Fully Fund Special Education</u> – In 2020-21, school districts in Washington state expended over \$400M more for special education services to students with disabilities PreK to age 21 than they received in federal and state special education funds. Support OSPI’s decision package to fully fund special education by removing the 13.% cap on state K-12 special education funding and increase the special education multipliers for PreK and K-12.			•		
	2.1.4 Establish a common definition of quality across Washington PreK programs (See Appendix G.)	S-CRE	•			Now
	2.1.5 Update Rules for the Provision of Special Education; Define “Regular Early Child Program” and clarify Washington Administrative Codes as they relate to programs enrolling children ages 3-5 found eligible for IDEA Part B.			•		Now
	2.1.6 Develop Crosswalk of Resources for Quality Availability Across Programs (See Appendix H).	S-CRE	•			2023
	2.1.7 Explore connections of TPEP and Early Achievers, while not creating unintentional inequities among providers.	JAMii	•			2023
	2.1.8 Engage a variety of partners in Transitional Kindergarten rulemaking to clarify requirements and regulations engaged in Transitional Kindergarten (TK) rulemaking to clarify requirements and regulations built on the five pillars of Transitional Kindergarten.	JAMii		•		Now
	2.1.9 Identify exemplary developmentally appropriate, high-quality curriculum, materials, environments, and assessments to be considered for use across the early learning mixed delivery system.	JAMii	•			2023
2.2: Strengthen local mechanisms so that students with disabilities have access to services in regular early childhood classrooms.	2.2.1 Develop local memoranda of understanding (MOU) templates to facilitate local access to inclusive settings between local schools, community partners and tribes.	Providers & CRE	•			Now
	2.2.2 Expand access to existing inclusion supports – Leverage the OSPI, AESD, and DCYF inclusionary practices efforts to create support systems and shared services for local districts, community, and family child care, or other early learning programs who would like resources, education, training, and support to enroll children with delays and/or disabilities	S-CRE	•			2023
2.3: Provide training, sustained job-embedded coaching, technical assistance, and resources for programs so that they are culturally and linguistically appropriate.	2.3.1 Explore ways to support family child care providers and other small organizations providing culturally and linguistically responsive care (e.g., equity grants, stipends/wage supplements).	S-CRE	•			2023
<b>STRATEGY 3 - EARLY CHILDHOOD PROVIDER STRENGTH - Provide equitable funding, infrastructure, and support to ensure a sufficient, skilled, diverse, antiracist and culturally responsive market of providers and practitioners to meet family need</b>						
3.1: Increase communication at all levels of the system (agency to agency, agency to field, amongst field) so that systems continue to align.	3.1.1. Develop a DCYF & OSPI memorandum of understanding (MOU) that codifies the ongoing work of OSPI and DCYF to align and integrate services for preschool-aged children.	JAMii	•			Now
	3.1.2. DCYF and OSPI coordinate messages and engagement with school district executive cabinet members regarding shared goals, progress monitoring, and accountability for moving the PreK system forward in areas like tribal partnerships regarding CHILD FIND practices (and when special education is needed and when other wrap around services are needed), developmentally appropriate practice, integration, ECEAP, TK, developmental PreK, etc.	JAMii	•			Now
3.2: Streamline and coordinate data collection and use so that system, program, and child data are collected, analyzed, and used effectively and efficiently.	3.2.1. LEGISLATIVE RECOMMENDATION – Fund an FTE to specify and contract for an architectural and feasibility assessment and plan the scope and cost estimate for expanding and scaling the Early Learning Management System (ELMS) to manage child data for children enrolled in integrated ECEAP, Head Start, Developmental PreK, and Transitional Kindergarten programs and save on licensing fees for use of MyTeachingStrategies GOLD®.	JAMii	•			2023
	3.2.2. Begin exploration of ways to enable interface/sharing of early learning data among providers (particularly integrated programs) a. OSPI CEDARS (school districts’ data feeding into OSPI system) WaKIDS and Teaching Strategies Gold connect X DCYF ELMS so that duplicate data entry and licensing costs diminish b. OSPI CEDARS (school districts’ data feeding into OSPI system) “after enrollment” data X DCYF ELMS so that duplicate data entry diminishes, and kindergarten registration and transition are eased	JAMii	•			2023
3.3: Ease and facilitate program/site startup, operation, expansion, and integration so that local communities can respond to constantly changing demand.	3.3.1. LEGISLATIVE RECOMMENDATION - Enact ways to support timely renovation of small provider/family child care provider facilities, such as awarding points in Early Learning Facilities funds for small providers needing renovation to accommodate children with disabilities and increase options for least restrictive environments.	JAMii	•			2023
	3.3.2. LEGISLATIVE RECOMMENDATION - Provide additional funding to remove barriers (training, translation related to inclusive and culturally responsive programming, including children whose primary language is other than English) among small providers.	JAMii	•			2023

## Year 2 Integrated IPK Report - Actions & Recommendations

Sub-Strategies ☑ Outcomes	Action	Partners	Action Taken by			Status
			Joint	OSPI	DCYF	
	3.3.3. LEGISLATIVE RECOMMENDATION - Take another step toward alignment by changing policy to count ECEAP students at ½ (the same as Pre-K special education students) in the School Construction Assistance Program (SCAP) eligibility formulas.	JAMii	.			
	3.3.4. Explore ways to expand statewide transportation access to early learning programs, including program-specific buses, fuel vouchers for families, improved access to school district transportation.	JAMii	.			
	3.3.5. LEGISLATIVE RECOMMENDATION - Provide \$40M additional funding to the Early Learning Facilities Fund in the 2023-2025 state capital budget for competitive grants to eligible organizations, and \$10 million in 2023-2025 to address critical child care facility needs, including minor renovation.	JAMii	.			
	3.3.6. Create a learning community to identify additional policy and procedural barriers to integrating ECEAP, Transitional Kindergarten, and/or Developmental PreK (Focus: best practices, braiding funding, inclusion, creating a pathway for school districts to partner for integrated PreK).	S-CRE	.			2023
	3.3.7. Educate districts about waived licensing requirements for government entities (school district, ESD, Community college, government) operating school-day ECEAP, except when government entity is not providing oversight.	JAMii	.			Now
	3.3.8. LEGISLATIVE RECOMMENDATION - Increase the ECEAP school day (6-hour) slot rate from state average \$12,413/child to \$15,145/child in FY24 (to facilitate expansion and integration).	SDs			.	2023
	3.3.9. Expand school-based provider pathways to open/expand ECEAP.	ECEAP	.			
3.4: Actively engage and support workforce organizations (community/tech colleges, universities, community-based organizations, and shared service providers) so that there is ample qualified educator workforce for all programs.	3.4.1. LEGISLATIVE RECOMMENDATION - Fund a 1.0 FTE position on the DCYF Professional Development team to sustain and expand ECEAP Workforce Pathways. Fund additional staff on the OSPI team to expand and enhance workforce development and professional development.	JAMii	.			Now
	3.4.2. Provide customized support for tribes to recruit workforce from their communities.	Tribes & JAMii	.			
	3.4.3. Work with SBCTC, universities, and colleges to promote connections among the community-based non-credit bearing and credit bearing courses as required in <a href="#">HR 2556</a> . Expand availability of credited, stackable, and transferrable micro-credentialed content that is transferrable across roles.	JAMii	.			2023
	3.4.4. Revise <a href="#">Career Pathways content on DCYF professional development website</a> to facilitate ease of use for school district staff.	JAMii			.	2023
	3.4.5. Explore recommendations from the <a href="#">Child Care Collaborative Task Force</a> and others that promote equitable compensation across settings.	JAMii	.			2023
	3.4.6. Work with school districts to make it easier for an individual educator to meet both DCYF and school-related <a href="#">PESB (Professional Educator Standards Board) and requirements</a> .	JAMii	.			Now
3.5: Bridge professional development content and mechanisms so that professional development and job-embedded coaching are easier for program/classroom staff and educators to navigate.	3.5.1. Explore development of ECE content that OSPI can include in clock hour training (e.g., paraeducator reassigned from working with youth) to bridge the clock hours and early Learning STARS requirements.	JAMii	.			2023
	3.5.2. Explore additional procedural/technical/software changes (beyond the recently revised <a href="#">DCYF PD Policy 408</a> ) that ease educator data entry and bridge OSPI training registry (PD Enroller) & MERIT (DCYF).	JAMii	.			2023
	3.5.3. Identify foundational professional learning opportunities that might be coordinated/offered regardless of setting (e.g., antibias/antiracist training, interactions with children and families).	JAMii	.			Now

Draft



## Appendix G - Draft Definition of Quality Across Washington PreK Programs

(08-29-22)

Washington is committed to a foundation of quality. In community-based programs, child care licensing provides a foundation for health, safety, and program quality. Community-based providers can also engage in additional quality practices and supports through Early Achievers and ECEAP. Programs run by school districts and other government agencies have their own processes for ensuring health, safety, and quality in their programs.

While the standards and monitoring processes for quality vary across these programs, some common references frame the high-level elements of quality in all programs. As DCYF and OSPI continue to refine agreed definitions of quality over time, these resources and others are helping to frame this definition.

- [NAEYC Developmentally Appropriate Practice \(DAP\) Position Statement](#)
- [Early Achievers QUIC Tool](#)
- [Classroom Assessment Scoring System® \(CLASS\)](#)
- [Environmental Rating Scale® \(ERS\)](#)

### High-Level Definition of Quality across Programs (for Professionals)

1. **Planfulness and Reflection** – Program shows evidence of planning to engage and advance the learning and development of children in the program using developmentally appropriate practice; appropriate teacher to child ratios; staff with appropriate education, training, and ongoing professional development; use of reflective practice for staff interacting with children; provisions for individual child medication and other health-related concerns; inclusive of activities and services for children with an individualized education plan (IEP); and emergency planning.
2. **Interactions** – Interactions are guided by the [Core Competencies for Early Care & Education Professionals](#); inclusive of all children; structured to identify developmental milestones and possible concerns; responsive; sensitive; unbiased; respectful; and engender positive among children, teachers, and peers.
3. **Physical Environments** - Physical environments are safe and clean; provide outdoor and/or indoor space for group and individual play/learning; offer varied interesting and accessible materials; reflective of the children served so they “see” themselves in environment; and visibly engaging children.
4. **Emotional & Behavioral Supports** – Supports are responsive; inclusive of clear appropriate expectations; trauma informed; choice based; re-directive; consistent; and supportive of smooth transitions.
5. **Learning Supports** – Supports are encouraging; strengths based; whole child; individualized; balanced between child-led and teacher-facilitated; and free choice/play-based.
6. **Family Engagement** - Families are treated as partners; offered a variety of ways to engage in the program; engaged with clear & consistent communication channels
7. **Cultural Responsiveness** – Program spaces, materials, and staff reflect, acknowledge, and value the social and cultural identities of children and families; and are adapted to meet related individual needs.

## Appendix H - Crosswalk of Resources for Quality Availability Across Programs (08-29-22)

In an effort to ensure that adequate resources are available to programs serving preschool-aged children, this crosswalk is the first step in an effort to identify the resources available to programs to promote quality. An action team of the Statewide Coordinated Recruitment & Enrollment Steering Committee has begun with Early Achievers and the [Washington Pyramid Model](#) (WAPM). Early Achievers is the name of Washington State’s quality recognition and improvement System (QRIS) and part of the legislative [Early Start Act](#). WAPM is a framework for early childhood positive behavior supports adopted and implemented by programs in partnership with OSPI.

Components	Washington Pyramid Model	Early Achievers Framework	Opportunities
Purpose	The WAPM vision is aligned with the commitment to increase opportunities for ALL children to receive high quality early learning services in an inclusive environment.	Early Achievers builds upon the foundation of quality early care and education to support ongoing improvement for educators in Washington state so they can offer meaningful early learning experiences that honor diversity, equity and inclusion for each child and their family	Both promote inclusion and quality early learning
Lead Agency	OSPI	DCYF	Continue partnership
Implementation Partners	AESD State Network, PAVE, UW: <a href="#">Haring Center</a> & <a href="#">Cultivate Learning</a> ,	<a href="#">CCA of WA</a> , UW: <a href="#">Haring Center</a> & <a href="#">Cultivate Learning</a> , <a href="#">WA Community &amp; Technical colleges</a> , <a href="#">QRIS National Center</a>	Cross Collaboration with partnering agencies
Partnership & Collaboration	Engaged in collaborative partnership at the local, regional, state, & national level	Engaged in collaborative partnership at the local, regional, state, & national level	
Practices	Evidence-based practices informed by but not limited to: <a href="#">NCPMI</a> , <a href="#">DEC</a> , <a href="#">WA ELDG</a> , <a href="#">CSEFEL</a> ,	Evidence-based practices informed by but not limited to: <a href="#">NAEYC</a> , <a href="#">WA ELDG</a> , <a href="#">ECLKC</a> , <a href="#">CSEFEL</a> , <a href="#">NCPMI</a> ,	
Training and Professional Development	<a href="#">WAPM Implementation Training Sequence Document</a>	<a href="#">DCYF training requirements</a> are licensing requirements as opposed to Early Achievers. <a href="#">Early Achievers Institutes &amp; Training</a> ; Haring Center Internships; CQI training provided by Child Care Aware of WA and Imagine U	Possible need for ADA training across systems?

Components	Washington Pyramid Model	Early Achievers Framework	Opportunities
Related Training	Implementing Inclusive & Equitable Pyramid Model Practices Modules 1 & 2 (3-5 yrs.)	Coming Soon! Implementing Inclusive & Equitable Pyramid Model Practices Modules 1 & 2 (3-5 yrs. and 0-3)	What could Dissemination of this training as part of cross-sector work look like?
Other Training	Universal Design for Learning	Trauma-informed Care, Dual Language Learners, Antibias/Antiracist training coming soon	
Coaching	Layered Coaching Model to include an Implementation Specialist, Program Coach, and Practitioner Coach See <a href="#">Role Document</a> Practitioner Coaches receive training in Practice Based Coaching. On-going support at the state, regional, and local level.	Early Achievers Coaches receive 2-day Coach Framework training including Practice Based Coaching. Coaching is offered at the program and/or classroom level. Coach support and partnerships at the state, regional, and local level. On-going training and support in partnership with, CCA of WA, Cultivate Learning & The Haring Center. Coaches who are working with sites to implement Pyramid will participate in WAPM Instructional Practices train-the-trainer content, including both the preschool training and the birth-through-3 training. Then coaches will move on to receive the subsequent level of training, including TPOT and TPITOS and trainers to be able to provide Pyramid Model training for the implementation sites.	Network of coaches trained in Practice Based Coaching and Pyramid Model Practices across both systems.
Additional Coaching, Consultation, Support	Behavior Specialist, Data Coordinator, Administrator, etc.	Infant & Toddler Specialists, Behavior Specialist, Health Consultants, Infant & Early Childhood Mental Health Consultation, etc. National: <a href="#">Crosswalk of Infant Early Childhood Mental Health Consultation and Pyramid Model Coaching</a>	Can these roles be leveraged for cross-sector work?
Quality Measures & Standards	<a href="#">WAPM Summary Report</a>	<a href="#">Early Achievers Quality Standards</a>	
Data-informed Decision Making for CQI	This is built in and occurs at the Systems level, local, program, classroom, and child level	Built into the system and occurs at the State, regional, local, program, classroom, and child level. The Early Achievers recognition process is currently in revision as part of <a href="#">Continuous Quality Improvement</a> .	How can data from one framework enhance the other?
Data System	PIDS	WELS, MERIT, Impact and CECI. We will also use PIDS for sites implementing Pyramid.	
Program-level	<a href="#">Early Childhood Benchmarks</a>	<a href="#">Program Profile</a> (based on quality standards and includes family, teacher,	

Components	Washington Pyramid Model	Early Achievers Framework	Opportunities
Data	<a href="#">of Quality,</a>	director, owner voice), Records Review (program policy monitoring)	
Classroom-level Data	TPOT–Teaching Pyramid Model Observation Tool	<a href="#">Video Highlights</a> , assessed using the QUIC tool. A rubric developed by UW Cultivate Learning based on extensive research and literature review drawing on resources such as ERS, CLASS, Washington ELDGs, and Washington Core Competencies. Video Highlights supports evidence-based Practice Based Coaching Model. (Initial rating process gathered ERS-Environmental Rating Scales & CLASS-Classroom Scoring & Assessment Systems. These are still used to guide practice and inform training needs). <a href="#">ERS-3/ELDG alignment Sites participating in Pyramid will use the</a> TPOT–Teaching Pyramid Model Observation Tool for ages 3-5. They will also use TPITOS (Teaching Pyramid for Infants and Toddlers Observation Scale), which is for birth-3.	
Child- level Data	Behavior Incident Report System data collected to support classrooms and programs with responding to behaviors.	Quality Standard area of Child Outcomes includes child screening and on-going assessments <a href="#">aligned with WaKIDS</a> to individualize learning & development goals for children. Sites participating in Pyramid will also use the Behavior Incident Report System data collected to support classrooms and programs with responding to behaviors. We will likely make a few modifications based on resources and input from IEMCH-C work.	
Expulsion & Suspension	Implementing the Pyramid Model to fidelity is effective in addressing challenging behavior that may lead to suspensions. Culturally responsive practices highlighted in the training may greatly reduce racial disparities in discipline and suspension.	Quality Standard area includes a policy that supports children with challenging behavior & developmental needs through family partnerships, staff training, and consultation. Annual staff training includes positive behavior support and trauma-informed care. Sites will have access to ongoing coaching including reflective practice, antibias, high quality supportive environments and targeted social emotional supports.	
Racial Equity and Social Justice	Statewide <a href="#">Inclusionary Practices Project</a> to support ALL children with the right to	<a href="#">Equity in Early Achievers   Washington State Department of Children, Youth, and Families</a>	

Components	Washington Pyramid Model	Early Achievers Framework	Opportunities
	access academic and social opportunities.		

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## Appendix I - (ECEAP Report) ECEAP Parent Policy Council Listening Sessions Brief

DCYF staff led listening sessions for ECEAP contractors, in partnership with OSPI to meet with ten Parent Policy Councils with 91 parents in April and May 2022. Participating programs included: Tulalip Tribe, City of Seattle, Community Child Care Center, Edmonds Community College, EPIC, Inspire Child Development Center, Mid-Columbia Children’s Council, Opportunity Council, Olympic Community Action Programs, and Snohomish County.

At these sessions, DCYF and OSPI listened and learned from families about their experiences seeking, researching, selecting, and transitioning among birth through five programs. (See [ECEAP Expansion and Entitlement Report](#) for full details.)

**Finding Options.** Families relied on referrals from friends and families often through word of mouth. In some instances, families learned about programs through a previous practitioner, or another agency (such as WIC or Tribal early learning program/ practitioners). Some families learned of the program from flyers, online listings, and signs.

**Engaging in the Enrollment Process.** Many ECEAP families described the process as “overwhelming,” “intense,” and “daunting.” Families appreciated practitioners’ counsel to ease the process. Many families shared that a welcoming, supportive, and resourceful staff person mitigated the anxiety experienced in the process.

**Family Considerations When Seeking Options.** Most often, families named “program elements” as a key consideration in choose a program. These included: program philosophy, location, hours of operation, inclusion, approach to social emotional learning, education, quality of the program and staff, and inclusion of home culture. Others looked for a place where their child was safe, immersed in home culture, and provided consistency and structure. Some families named “availability of transportation to and from the program” and “program responsiveness to unique family situations” as important.

*“It’s like taking a chance, and not being sure what the outcome will be without people pointing you in the right direction.”*  
~  
Parent

**Highlighted benefits.** Families appreciated their children learning specific skills: playing with peers, refining social skills, participating in multi-step instructions, and learning and engaging with multiple languages.<sup>25</sup> Families highlighted the importance of inclusion of students with disabilities and preparation to engage with other peers in developing skills that children learn typically learn in kindergarten, such as functional communication about wants and needs, fine motor and gross motor skills, and other adaptive skills.

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<sup>25</sup> In Washington, families speak 264 languages with 28 or 39 Washington counties having measurable populations of families speaking a language other than English *Limited English Proficiency Population Estimates*. Office of Financial Management. (2022, August 18). Retrieved August 21, 2022, from [https://ofm.wa.gov/washington-data-research/population-demographics/population-estimates/limited-english-proficiency-population-estimates?utm\\_medium=email&utm\\_source=govdelivery](https://ofm.wa.gov/washington-data-research/population-demographics/population-estimates/limited-english-proficiency-population-estimates?utm_medium=email&utm_source=govdelivery)

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## Appendix K – Glossary

1. 619
2. Antibias
3. Antiracist
4. Blended funding
5. Braided funding
6. Centennial Accord
7. CRE – Coordinated recruitment and enrollment
8. DaSy – Center for Early Childhood Data Systems
9. DCYF – Department of Children, Youth & Families
10. ECE - Early care and education - Programs that provide education for children outside their own home before kindergarten. OR Early care and education (ECE) includes settings in which children are cared for and taught by people other than their parents or primary caregivers with whom they live  
<https://www.healthaffairs.org/doi/10.1377/hpb20190325.519221/full/>
11. ECEAP – Early Childhood Education and Assistance Program
12. ECSE – Early Childhood Special Education
13. EL - Early learning - Programs that provide education for children outside their own home before kindergarten  
<https://elcosceola.org/for-families/what-is-early-learning/>
14. ELAC – Early Learning Advisory Council
15. ESSER - *Elementary and Secondary School Emergency Relief*
16. Fair Start for Kids Act
17. FCCH – Family child care home
18. FFN – Family, friend, and neighbor caregiver
19. GED – General Educational Development certificate
20. IDEA – Individuals with Disabilities Education Act
21. IDC – IDEA Data Center
22. IEP – Individualized education plan
23. Inclusion
24. IPEL – Indian Policy Early Learning Committee
25. ITK Inclusive Transitional Kindergarten
26. LEA – Local education agency
27. LRE – Least restrictive environment
28. Mixed Delivery
29. Mobility Mentoring
30. MTSS – Multi-Tiered Systems of Support
31. ONE – OSPI Office of Native Education
32. OSPI - Office of the Superintendent of Public Instruction
33. OTR – DCYF Office of Tribal Relations
34. PDG – Preschool Development Grant
35. PIC - PreK Inclusion Champions



36. PWLT – Program-Wide Leadership Team
37. RCW – Revised Code of Washington
38. RECP – Regular early childhood program
39. SCAP - School Construction Assistance Program
40. SMI – State Median Income
41. SSIP – State Systemic Improvement Plan
42. Title I
43. TK – Transitional Kindergarten
44. Universal Design
45. USDOE – U.S. Department of Education
46. WAC – Washington Administrative Code
47. WAPM – Washington Pyramid Model
48. WCCC – Working Connections Child Care subsidy
49. WSIPP - Washington State Institute for Public Policy

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