



ADVANCING INTEGRATED AND INCLUSIVE PROGRAMS FOR PRESCHOOL-AGED CHILDREN



Washington State Department of
CHILDREN, YOUTH & FAMILIES



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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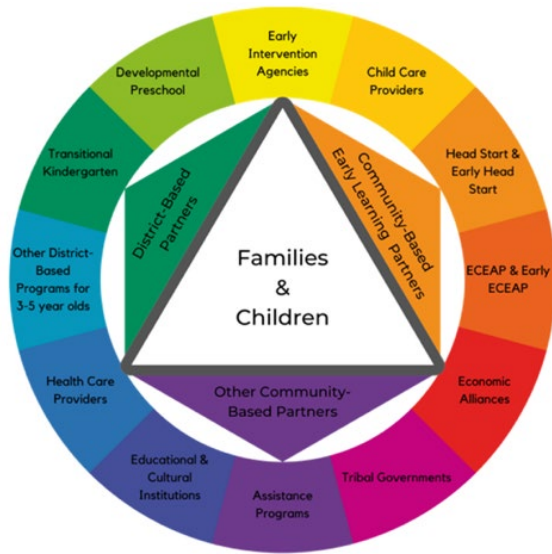
Executive Summary

Decades of rigorous research show that high-quality early learning that is inclusive of children with special needs in a least restrictive environment contributes to a child's lifelong ability to learn and relate to others. Our state has a diverse mixed delivery system of public and private early learning and preschool programs to build upon. However, there are vast variations in resources and quality. Information about available places to enroll is spread out, so families have a tough time finding services. There are dramatic shortages in some communities and competitive pressures in others. That is why the Governor and Legislature have asked the Washington State Department of Children, Youth, and Families (DCYF) and the Office of Superintendent of Public Instruction (OSPI) to align services for children ages 3 to 5, so families get what they need – when and where they need it.

The Challenges

Insights gained from Washington families¹ and from other states² make it clear: one type of program does not meet the diverse needs of families. The best and most efficient path forward is a mixed delivery system with a variety of program types for preschool-age children as we have Washington (see Figure 1).³

Figure 1



Each type of PreK faces different challenges. If a licensed family home child care provider is under-enrolled, they may go out of business, leaving families without care. If an elementary school is under-enrolled, they must still serve all students, so they face choices such as increasing class size, which impact the child's learning

experience. When one program opens or closes, it affects the enrollment at other sites.

Legislative Mandate

This is a technical report of agency actions and legislative recommendations for programs regulated by the state or government-to-government responsibilities that must be met for children aged 3-5. As changes in PreK services affect enrollment in birth-3 and school-age care, impacts on these other programs are vital to alignment work.

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 Sept. 1, 2022, shall address:

- Capital needs
- Data collection and data sharing
- Licensing changes
- Quality standards
- Community-based and school-based settingsⁱ
- Fiscal modeling
- Changes needed for administrative efficiencies
- Inclusive facilities and operationsⁱ
- Other requirements of Engrossed Second Substitute Senate Bill No. 5237 (child care & early dev. exp.)ⁱⁱ

ⁱ [OSPI proviso P595 \(e\) line 35 - P596 line 10](#)

ⁱⁱ [DCYF proviso 9 P505 \(4\) lines 3-18](#)

¹ See Appendices A, B, and C for insights from tribal and families across Washington.

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

³ The system includes tribal nations, community-based organizations, center and family home child care businesses, non-profit organizations, school districts, educational service districts, city and county government organizations, faith-based organizations, community colleges, and other entities.

Tribal Partnerships

Partnering with tribal nations and DCYF and OSPI advisory groups to implement the [Centennial Accord](#) is essential to this work. The state honors tribal sovereignty and sustains government-to-government partnerships with tribes. Input from native families and tribal representatives are embedded in this report.^{4,5}

Challenges and Opportunities

Three systems that offer PreK – K-12 public schools, ECEAP, and child care – impact the other providers of preschool-age early learning as well as private provider businesses. Two mandates, one emerging practice, and the critical need for quality early learning experiences, including child care, offer both challenges and opportunities for PreK services.

Increasing and continuing staffing shortages continue to impact all early learning programming. Efforts to address these challenges and must work consider systemwide impacts to build the inclusive and integrated system the state seeks to serve children.

The federal [Individuals with Disabilities Education Act \(IDEA\)](#) mandates school districts to serve preschool-aged children in their least restrictive environment, across a continuum of placement options. As staffing shortages continue and worsen, school districts, child care providers, and community programs share ongoing concerns about meeting the needs of children with disabilities across all preschool settings with existing funding structures, staffing regulations, and program requirements. As a result, access for children with disabilities to high-quality early childhood programming is significantly disproportionate when compared to their nondisabled peers.

By the 2026-27 school year, families eligible for the Early Childhood Education and Assistance Program (ECEAP) will be entitled to services. Meeting expansion milestones (2022-23: eligibility is 36% state median income (SMI); 2026-27: achieve entitlement; 2030-31: eligibility is 50% SMI) will require the concerted action of community- and school-based partners, new classrooms, and sites.

The need to bolster and rebuild Washington’s child care industry: The pandemic worsened the already broken child care market. Families still struggle to find care and education for their children. [Family, Friend, and Neighbor \(FFN\) Stabilization Grants](#) have helped to stabilize child care. The significant [Fair Start for Kids Act](#) requires DCYF to build upon the Child Care Collaborative Task Force work and create rates based on the cost of care rather than the previous market rate surveys.⁶ However, there are continuing shortages.

The implementation and/or expansion of new Transitional Kindergarten (TK) programs by local school districts: Over the last decade, Washington State has implemented a statewide full-day kindergarten (FDK) program. As FDK was expanding, the Legislature intentionally paired ECEAP expansion sites with FDK expansion to create a stronger continuum of services for children. TK provides another option in the mixed-delivery early learning system. It is a kindergarten program for children below the age of 5 who do not have access to high-quality early learning experiences before kindergarten and are deemed to need additional preparation for success in kindergarten. To support districts in their implementation of high-quality programming, OSPI will engage in rulemaking during the 2022-23 school year to clarify the purpose, eligibility, and partnership requirements for TK, building on the [Five Pillars of TK](#).

Driving Toward a More Integrated and Inclusive PreK System

Integrating and improving the inclusiveness of preschool services must create a sufficient cadre of providers while preserving parent choice about what will meet their child’s needs. The theory of change (See Figure 2) illustrates the

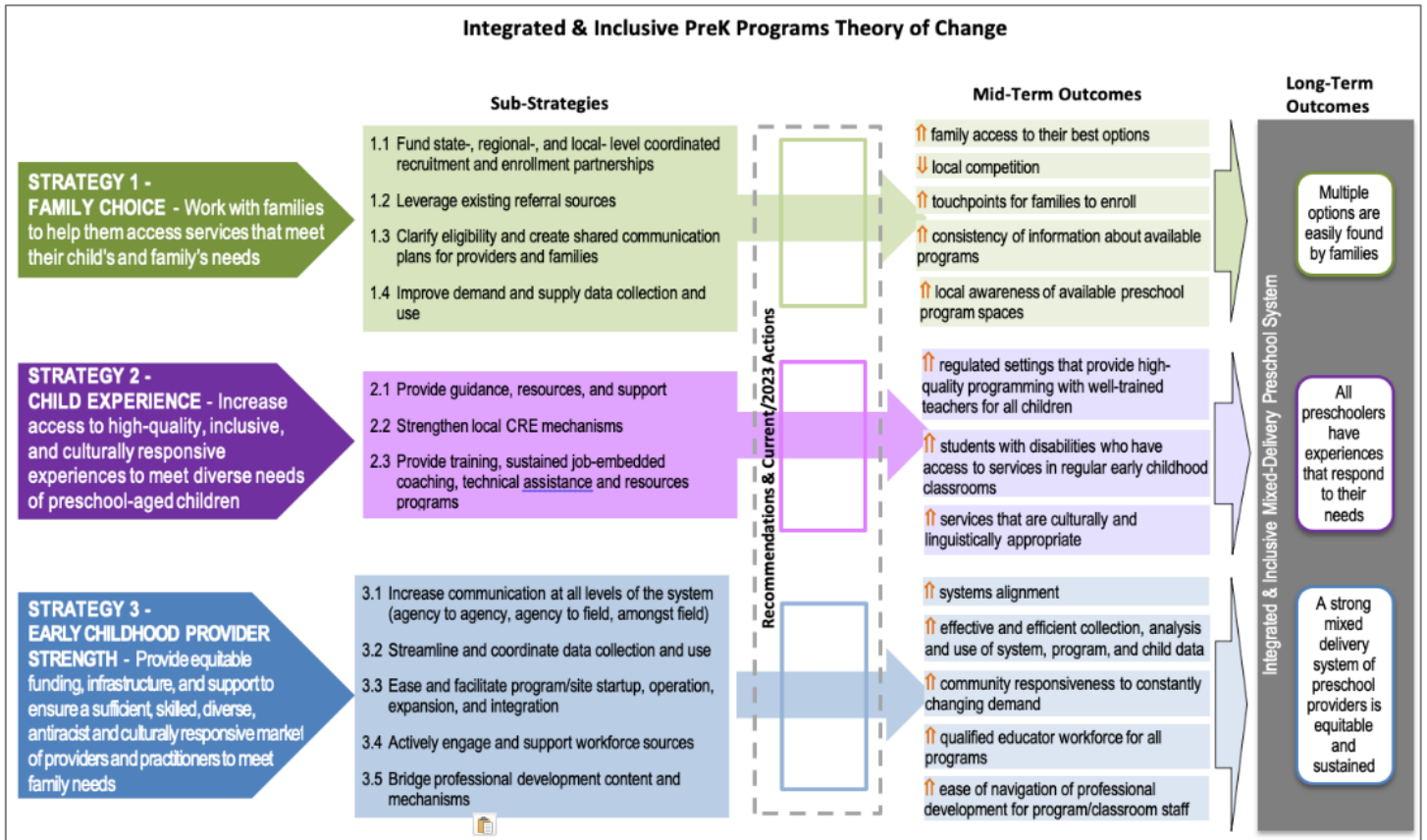
⁴ Work between the state and tribal nations is intended to: mutually recognize tribal sovereignty to govern their own affairs; enhance communications between the parties and facilitate resolution of issues; act to achieve mutual goals through an improved relationship between sovereign governments; and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

⁵ Additional DCYF-ECEAP’s efforts to build on the ECEAP [Tribal Pathway Report](#) can be found in the companion ECEAP Expansion & Entitlement Report once it is released.

⁶ The Fair Start for Kids Act reduced copays and increased income eligibility for Working Connections Child Care (WCCC), strengthened prenatal to 3 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.

strategies, outcomes, and vision for an integrated and inclusive mixed delivery system for preschool-aged children. Mid-term outcomes can be attained in one to three years. Long-term outcomes are expected to take four or more years.

Figure 2



Strategy 1 – Family Choice

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

We need to be able to put the right programs (that meet children’s development and learning needs) in the right places (where children and families can access them and where there is demand). Variations in staff training and financial resources create immense challenges which are magnified for children with multiple or complex needs and those who have experienced racism and trauma.⁷

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 PreK services has a huge impact on a child's experience, but today, quality varies greatly by type of program, funding source, and local resources. Policies and practices must be changed to ensure that all children have access to the services that they need.

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

The state’s long-term vision is to have a common unifying definition of high-quality programming,⁸ well-trained teachers, and equitable funding so any program can provide children the learning experiences that research and sovereign nation knowledge show deliver positive outcomes. This requires continuing efforts to align the standards,

⁷ For more information about DCYF’s commitment to equity and antiracist approaches, please see the [DCYF Strategic Priorities 2021-26](#). For more information about OSPI’s commitment to equity and antiracist approaches, please see the [OSPI Strategic Goals document](#).

⁸ Across the continuum of options for children ages 3-5: licensed and exempt child care, informal settings (like FFN care), ECEAP, Head Start, school district inclusive PreK, TK, and municipal PreK programs.

monitoring processes, and professional preparation of staff implementing DCYF’s quality framework [Early Achievers](#) and OSPI’s [Teacher/Principal Evaluation program \(TPEP\)](#) which address quality assurance in different ways. 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 provider organizations and early learning professionals.

Misalignments in funding, procedural, monitoring, and data systems result from years of categorical funding streams and requirements put into place at different times.

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

As ECEAP and TK expand, there are changing dynamics in the mixed-delivery system. When one type of program expands, it can reduce access and stability of other early learning programs since losing preschool-age children means a program may not be able to make ends meet by caring only for infants and toddlers whose care is more costly. There are also private programs in addition to the expansion of state-funded programs that impact the early learning ecosystem and can create competitive dynamics in the market place. Additionally, community partners and private actors may not have the interest or bandwidth to participate in ongoing systems planning work and shared conversations about the elements that impact the program offering and quality for PreK experiences.

Further, PreK and child care programs face enormous staff turnover both within early learning and because professionals in each setting are leaving the field entirely in search of a living wage and better working conditions. It is hard for professionals who work across settings to track professional development in multiple systems.

2023 Legislative Recommendations

To advance these long-term strategies to better serve families, OSPI and DCYF are taking 32 actions noted in Appendix E – Matrix of Joint Recommendations and Actions that they can take under their agency authority. The following 10 legislative recommendations will bolster these efforts:

1. **Family Access:** Fund state, local, and regional coordinated recruitment and enrollment (CRE) pilots that improve family navigation and access to the best choice for their child by addressing projected gaps in services. Fund development of a CRE communication toolbox that can be adapted to individual community needs.
2. **Enhanced Program Demand and Management Data:** Fund one additional staff at each agency to:
 - a. Develop an annual data analysis of family interest, program need, and supply by community (including data for ECEAP, Head Start, licensed, certified for payment only, license-exempt FFN care, subsidized child care, TK, and Special Education).
 - b. Research and specify future expansion of the Early Learning Management System (ELMS) to manage data for children enrolled in integrated programs.
3. **Government-to-Government Collaboration:** Fund one 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 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.
4. **Washington State Pyramid Approach:** Fully 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 early learning and mixed delivery and into the K-12 systems. Build upon the work currently happening in this area started as part of the Preschool Development Grant work.
5. **Fully Fund Special Education:** In 2020-21, school districts in Washington State expended more than \$500M for special education services to students with disabilities than they received in federal and state special education funds. Support OSPI’s decision package to fully fund special education, which includes an increase to the PreK

multiplier for state special education funding. (\$3.6M more for special education PreK in FY24 and \$5.07M in FY25)

6. **Supports for Inclusive Care in Smaller Settings:** Enact ways to support timely renovations of small provider/family home child care provider facilities, such as awarding points in Early Learning Facilities funds for small providers needing renovation to accommodate children with disabilities.
7. **Culturally Responsive Programming:** Provide additional funding for providers to remove barriers to culturally responsive programming (e.g., cultural relevance/antibias training, translation related to inclusion, and including children whose primary language is other than English).
8. **Additional School-Based Early Learning Facilities:** At the discretion of individual school districts, advance alignment by changing policy to count ECEAP students at ½ FTE (the same as PreK special education students) in the School Construction Assistance Program (SCAP) eligibility formulas. Increase the SCAP student space allocation to recognize the actual square footage needs of students.
9. **Sustainable ECEAP Rates:** Increase ECEAP school day (SD) and working day (WD) slot rates to an average of \$17,658/child for SD and \$27,569/child for WD in FY24 (to facilitate expansion and integration).
10. **Workforce and Professional Development:** Fund a 1.0 FTE position @ \$125K/year compensation at each agency’s professional development team to sustain and expand workforce pathways.

[Note: DCYF and OSPI support the Department of Commerce FY24 request for \$40M in the Early Learning Facilities Fund in FY24-25 and \$10M for critical child care facility needs, including minor renovation]

Introduction

Overview

Decades of rigorous research show that a high-quality preschool (PreK) experience that is also inclusive of children with special needs in a least restrictive environment is an important factor in a child’s optimal development, which contributes to the lifelong ability to learn and relate to others and improves child outcomes. The Governor and Legislature have asked the Washington State Department of Children, Youth, and Families (DCYF) and the Office of 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 and Opportunities

Washington is home to a mixed-delivery system of richly diverse early learning programs, services, and providers serving children birth to age 12, as shown in the graphic to the right.⁹ Mixed-delivery systems can strengthen both parental choice and the health of a community’s early learning programming in Washington. Implementing robust and diverse early care and education programs helps to ensure working parents, young children, and local early learning providers have the programs and supports that they need.¹⁰

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 tirelessly to leverage and



⁹ The system includes tribal nations, community-based organizations, center and family home child care businesses, non-profit organizations, school districts, educational service districts, city and county government organizations, faith-based organizations, community colleges, and other entities. DCYF and OSPI. (2021, Dec). [Integrated PreK – Aligning and Integrating Early Learning Programs](#) (p.3).

¹⁰ Morris, Suzann & Smith, Linda. Examples of Mixed Delivery Early Care and Education Systems. Bipartisan Policy Council. June 17, 2021.

integrate the early learning system to meet family needs. However, more is needed.

Each type of PreK program and service faces different challenges in providing high-quality learning experiences for children. For example, if a licensed family home child care provider is under-enrolled, they may go out of business, leaving families with less access to care. If an ECEAP contractor is not fully enrolled, funding is returned to the state, creating instability in programming. If an elementary school loses enrollment, they too lose state funding, however, they are still required to serve all students. Even more, as there no good sources 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 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, this is a technical report regarding ways to improve access to high-quality PreK experiences for children ages 3-5 years. The report includes recommendations DCYF and OSPI suggest for legislative action in the 2023 session, as well as actions DCYF and OSPI are taking individually and jointly to programs they administer. It also includes actions and recommendations developed through government-to-government partnerships with sovereign tribal nations. While the mixed-delivery system includes many components such as private programs and what happens in PreK-aged programs may impact 0-3 serving programs, this report is focused on attending to the elements outlined in the proviso as directed by the Legislature.

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 DCYF and 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 and funding
- Statutory and rule changes and the funding needed to achieve administrative efficiencies
- Other requirements of the [Fair Start for Kids Act](#)

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 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 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 families¹¹ and from the experience of other states¹² make it clear: one preschool program does not meet the needs of diverse families. Building upon our mixed-delivery system is the path to creating the inclusive and integrated system we seek.¹³ It is necessary to strategically expand ECEAP and TTK, advance the mandate to serve children with disabilities in their least restrictive environment, and bolster and rebuild child care. Each of these three systems impacts the others through effects on funding sources and enrollment: providers of specialized services, facilities, capacity for program quality, and practice improvement. Further, engaging community partners in

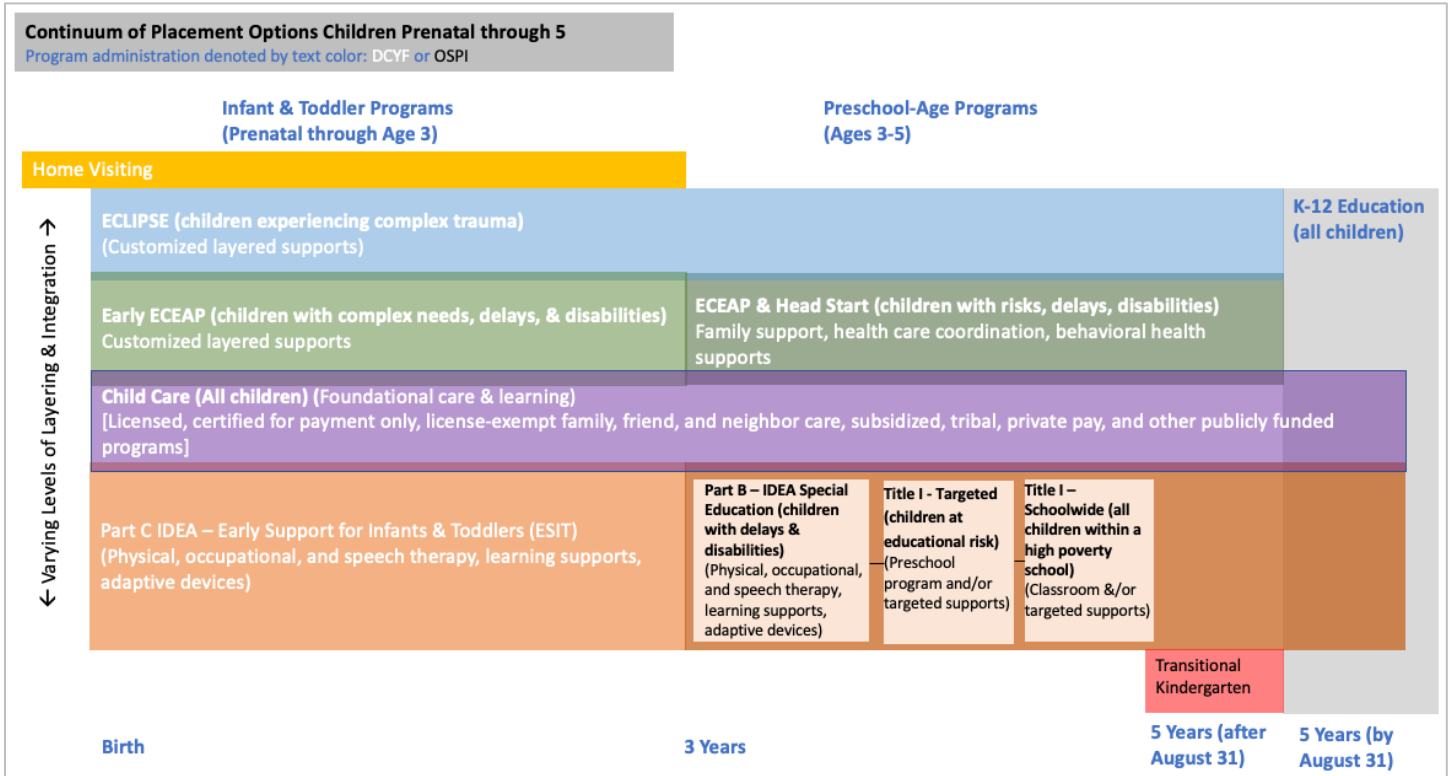
¹¹ [A Mixed Delivery System Is The Most Sustainable And Efficient Solution To Meet Policy Objectives](#). Early Care and Education Consortium.

¹² See Appendices A, B, and C for insights from tribal and families across Washington.

¹³ The system includes tribal nations, community-based organizations, center and family home child care businesses, non-profit organizations, school districts, educational service districts, city and county government organizations, faith-based organizations, community colleges, and other entities.

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 larger ecosystem of tribal, private, and public early learning settings serving families with diverse characteristics. [Note: Families use a mix of care options such as FFN, license-exempt programs and caregivers, au pairs, nannies, and private PreK programs such as Montessori and Bezos Academy. The National Center for Children in Poverty notes more than half of families use FFN in the U.S.¹⁴].



While this report is focused on attending to the PreK elements outlined in the proviso as directed by the Legislature, more work must be done to address the impacts that changing PreK programming has on 0-3 services in our mixed-delivery system. 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 antibias 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 (LRE), across a continuum of placement options. IDEA requires that students with disabilities be educated with their nondisabled peers to the maximum extent appropriate. A regular early childhood program (RECP) is defined as a setting in which the child with a disability is able to access an environment that includes nondisabled peers for 10 or more hours a week. In 2021-22, there were 9,565 preschool students with disabilities in Washington served through an individualized education program (IEP), of which 2,459 were served in a RECP.¹⁵ These findings highlight the systemic barriers among the approximately 7,100 children who do not have access to high-quality inclusive early childhood programming in Washington. This trend is compounded by the intersect of disability and race, with data trends showing an increase in Black children being referred for special education evaluations, and having a

¹⁴ Susman-Stillman, A., Banghart, P., Project Research Connections; & Publication Type Report. (n.d.). [Demographics of family, friend, and neighbor child care in the United States](#). NCCP. Retrieved Sept. 24, 2022.

¹⁵ [Nov 2021 Federal Child Count and Least Restrictive Environment \(LRE\) Data](#). OSPI.

greater likelihood of experiencing suspension and expulsion practices against them.¹⁶ Increased cross-agency collaboration opportunities related to PreK 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)					
Types of LRE Settings	Washington (2018)	Washington (2019)	Washington (2020)	Washington (2021)	National (2020)
Access to a RECP for than 10 hours, with majority of services provided within the program. (IDEA Part B Indicator 6A: LRE codes 14, 18)	25.3%	26.4%	21.0%	25.7%	39.84%
Services provided in a self-contained classroom without access to non-disabled peers. (IDEA Part B Indicator 6B: LRE Codes 11,12, 15, 16, 35)	40.7%	39.0%	53.5%	49.4%	30%
Services are provided at the child’s home. (IDEA Part B Indicator 6C: LRE Code 13)	--	--	--	0.6%	--
Access to a RECP for than 10 hours, with majority of services provided outside the program, away from peers. (Other IDEA Part B Indicators: LRE Codes 17, 19, 36)	24.4%	24.8%	12.5%	24.3%	28%

Source: Annual Federal Child Count and LRE Data.

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 Inclusive Transitional Kindergarten (ITK) pilot sites in local school districts. These participating school districts have built leadership teams of community members, family members, educators, practitioners, and administrators to align [Washington Pyramid Model](#) a multi-tiered systems of support (MTSS) framework, to embed inclusionary practices in early learning environments. The intentional training, coaching, and reflective practices lay the foundation for inclusionary practices in PreK, and also includes other grade levels not applicable to this report. Anticipated outcomes of this collaborative work includes Increased family and community provider engagement in the co-creation of state, regional, and local systems, including coordinated recruitment and engagement activities mean to expand the continuum of LRE placements in early learning programs as well as coordinated cross agency policy and procedures modifications meant to expand access to students with disabilities across early learning programs.

OSPI and DCYF seek sustained federal funding across shared programming sites, as the ESSER pandemic relief funds expire on June 30, 2023, to support school districts to extend a 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, district expenditures for special education and related services exceeded the federal and state special education funding

¹⁶ Susman-Stillman, A., Banghart, P., Project Research Connections; & Publication Type Report. (n.d.). [Demographics of family, friend, and neighbor child care in the United States](#). NCCP. Retrieved Sept. 24, 2022.

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. Continued overreliance on local revenues to meet district obligations for serving children with disabilities means districts have less opportunities to leverage local funds to provide access for preventative and emergent supports for all students. This is an also issue of equity, because not all school districts have equal access to local funds, which means that some of Washington’s children who are furthest from educational justice have less opportunity to access preventive and emergent supports. DCYF continues to recognize and explore additional funding needs for Early Supports for Infants and Toddlers (ESIT) that serve children birth to 3 as well.

In an effort to leverage existing infrastructures within local schools where robust partnerships exist with community programs (ECEAP and Head Start), OSPI’s State Systemic Improvement Plan (SSIP) implementation project elevates the role of community partnerships and viable pathways to increase inclusionary services within those partnership classrooms with children who have disabilities. For further information, visit the OSPI Early Childhood Special Education [webpage](#).

To increase family and community partner engagement at local, regional, and state levels, OSPI has leveraged Federal IDEA 619 activity funds. These funds have been used to create incentives for local school districts to hold permanent positions on their Washington Pyramid Model (WAPM) Program Wide Leadership Teams (PWLTS). This includes 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 Washington State PreK Inclusion Champions Initiatives (a joint OSPI/DCYF effort) 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 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 Washington 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 indicators related to preschool LRE, childhood outcomes, and Part C to Part B referral (IDEA Part B Indicators B6¹⁷, B7¹⁸, and B12¹⁹).

Partners within this group deemed WAPM Implementation Specialists and SSIP Regional Leads 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 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 with partners at DCYF ECEAP, Head Start, ESIT, and many others. It is through these partnerships that the WAPM Training and Coaching Network, led by OSPI, in collaboration with the University of Washington, Haring Center, and Cultivate Learning, will continued expansion efforts from prenatal to grade 12, aligning engagements efforts of local districts, community-based programs, and families.

Continued Efforts of Program-Wide Local Leadership
 “While this Leadership Team had only a short period of time together, a lot was accomplished, especially 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 sense making and start joint family activities, alignment of curriculum and assessment tools, and shared professional development.”
 “Our Action Plans for Year 3 include expanding our knowledge and practice of peer-supported learning in classrooms, as well as Universal Design for Learning. In 2022-23, we will have all of our inclusive preschool classrooms use the 50/50 model, continue the in-class model for students with disabilities in Head Start and ECEAP, and implement a braided model with ECEAP services for at least one classroom.”

¹⁷ 2022 Early Childhood Special Education Least Restrictive Environment (LRE) [Indicator 6 Webpage](#).

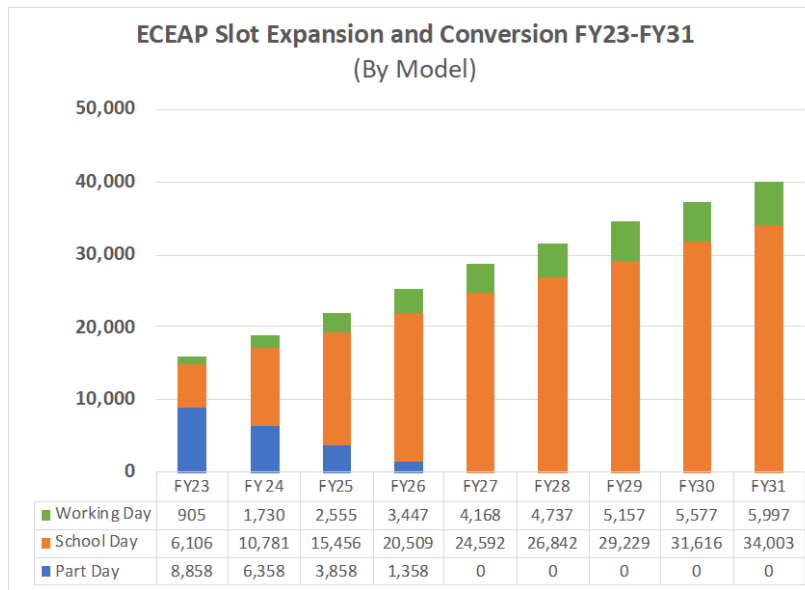
¹⁸ 2022 Early Childhood Special Education Early Outcomes [Indicator 7 Webpage](#).

¹⁹ 2022 Early Childhood Special Education: Part C to B Transition [Indicator 12 Webpage](#).

Expanding ECEAP to Entitlement in 2026-2027

Since 1985, ECEAP, Washington’s publicly funded PreK 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 furthest from opportunity, 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.
- 9% had experienced homelessness over the school year.²⁰



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

Modeled after Head Start (the federally funded PreK program) 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 through coordination with medical providers, are up to date on well-child exams, dental screenings, and related treatment. As a “two-generation” approach, ECEAP also provides 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.²¹ Data show that children who participate in ECEAP are more ready for kindergarten, especially if they have participated in two years of the program.²²

For these reasons, the Washington State Legislature has continuously grown the program since 1985. In 2010, with [SSHB 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 2026-27 school year. Eligibility will be further expanded to 50% of SMI by the 2030-31 school year. The Legislature also determined that eligible families should be entitled to ECEAP as of the 2026-27

²⁰ DCYF. (2019). [2018-19 ECEAP Outcomes Report](#) (p. 4, 5, 8). Retrieved Aug. 31, 2022.

²¹ Homer, C. J., Winning, A., & Cummings, K. (2021, December 20). [Coaching model to promote economic mobility and child developmental outcomes](#). American Academy of Pediatrics. Retrieved Sept. 27, 2022.

²² See the [2018-19 ECEAP Outcomes Report](#) for detailed information on ECEAP outcomes.

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.

For ECEAP to meet its expansion milestones (implement eligibility to 36% SMI in 2022-23 to ramp up toward entitlement, achieve entitlement in 2026-27, and increase eligibility to 50% SMI in 2030-31) we need concerted action of the many community- and school-based partners in the early learning system is needed. Together, we will need to build the capacity to provide customized supports to start new sites and attend to any new needs for customized supports in existing and new programs, as well as to create greater flexibility so that ECEAP services can move to where they are needed as families move to pursue socioeconomic 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 [FFN Stabilization Grants](#) have helped to stabilize the child care industry. The [Fair Start for Kids Act](#) was a significant investment in early learning that requires and enables DCYF to build upon the work of the Child Care Collaborative Task Force.²³ The Fair Start for Kids Act reduced copays and increased income eligibility for Working Connections Child Care (WCCC), strengthened prenatal to 3 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 For Providers

In addition, the Child Care Collaborative Task Force will recommend the Legislature replace the current private market rate analysis used to determine provider subsidy base rates with a cost estimation model starting in 2025. The model indicates a program’s cost to provide high-quality child care for various program types, compositions, and staff wage levels. Since many families now can barely afford to pay a market rate that is lower than it costs programs to provide care, moving to the model will drive subsidy rates higher, improving provider compensation particularly in areas where the market is most broken. The Legislature can also use the model to consider other public policy options to address the broader child care market beyond subsidy.

Emerging Use of Transitional Kindergarten Among Districts

Over the last decade, Washington State has implemented a statewide full-day kindergarten (FDK) program (under [RCW 28A.150.315](#)). As FDK was expanding, the Legislature intentionally paired ECEAP expansion sites with FDK expansion to create a stronger continuum of services for children (formerly RCW 43.216.456, (4)). Transitional Kindergarten (TK) is a natural extension of the mixed-delivery early learning system so that all children have access to high-quality preschool and are ready for success in the K-12 system.

TK is a kindergarten program for children below the age of 5 who do not have access to high-quality early learning experiences before kindergarten. Additionally, they have been deemed by a school district, through a screening process and/or other instrument(s), to need additional preparation to be successful in kindergarten the following year.

In partnership with community-based early learning programs, districts offer TK to provide early intervention for children with complex intersectional needs. TK allows for the following:

- Access to a continuum of placement opportunities for children with disabilities.

²³ The Fair Start for Kids Act reduced copays and increased income eligibility for Working Connections Child Care (WCCC), strengthened prenatal to 3 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.

- Placement option for children below the age of 5 who do not have access to high-quality early learning experiences before kindergarten.
- Supports children with behavioral/physical disabilities not well served in other early learning programs.
- Expands options for children in unstable housing or experiencing homelessness.
- Builds strong partnerships and referrals among district, Head Start, ECEAP, and Early Achievers family homes and centers.

Under [RCW 28A.225.160](#), it is the general policy of the state that schools shall be open to the admission of all persons who are 5 years of age and less than 21 years who reside in a school district. School districts are authorized to adopt uniform entry qualifications for kindergarten, including birth date requirements. OSPI [WAC 392-335-025](#) further provides that school districts may adopt policies that provide for individual exceptions to the district's uniform entry qualifications. Under the rule, such policies must provide for a screening process or instrument that measures the ability or the need, or both, of an individual student to succeed in earlier entry.

Additionally, TK programs must adhere to the mandates of state-funded FDK outlined in [RCW 28A.150.315](#), which states that districts receiving funding for all-day kindergarten must:

- Provide a curriculum that offers a rich, varied set of experiences that assist students in:
 - Developing initial skills in the academic areas of reading, mathematics, and writing.
 - Developing a variety of communication skills.
 - Providing experiences in science, social studies, arts, health and physical education, and a world language other than English.
 - Acquiring large and small motor skills.
 - Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group.
 - Learning through hands-on experiences.
- Establish learning environments that are developmentally appropriate and promote creativity.
- Demonstrate strong connections and communication with early learning community providers.
- Participate in kindergarten program readiness activities with early learning providers and parents.

As expected of state-funded kindergarten, TK programs are located at and fully integrated into district-operated schools. Students ride the bus, play on the playground at recess, eat lunch in the cafeteria, and participate in library, PE, and music in developmentally appropriate ways. Classrooms are staffed by certificated teachers and paraeducators. TK programs are also required to administer the WaKIDS whole-child assessment within the first 10 weeks of programming.

TK provides a longer period of time for children to mature and become confident, self-managed learners before transitioning to FDK. To support districts in their implementation of high-quality programming, OSPI will engage in rulemaking during the 2022-23 school year to clarify the purpose, eligibility, and partnership requirements for TK, building on the [Five Pillars of TK](#), which detail: 1) child eligibility, 2) teacher qualifications and classroom environment, 3) inclusion and responsiveness, 4) integration into school facilities, and 5) collaboration with community-based preschool programs to not adversely impact their enrollment and coordinate outreach, referral, and placement to assure best fit and appropriateness of services based on each child and family's need.

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 OSPI's [agreement](#) to partner with DCYF, this report focuses on the 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,

ADVANCING INTEGRATED AND INCLUSIVE PROGRAMS FOR PRESCHOOL-AGED CHILDREN

and other tribal funds and overseen by tribal governments and entities). These sources, the administering entity, funding levels, and students served are noted in the following table.

Program Name	Administration and Oversight	Current Funding Level	Children Served
ECEAP ²⁴	DCYF	\$184,999,900	15,869
Head Start (Head Start, American Indian Alaska Native HS) ²⁵	Department of Health and Human Services (Federal)	\$193,880,495	8,476
Migrant and Seasonal Head Start ²⁶	Department of Health and Human Services (Federal)	\$39,825,828	2,384
Working Connections Child Care Subsidy ²⁷	Department of Health and Human Services (Federal) / DCYF	\$355,000,000	55,927 (ages 0-12)
Part B, IDEA ²⁸ <ul style="list-style-type: none"> • 619 (ages 3-5) • 611 (ages 3-21) 	OSPI and USDOE	<ul style="list-style-type: none"> • \$8,503,692 • \$244,172,280 	<ul style="list-style-type: none"> • 9,565 (ages 3-5)
Title I, Part A – Early Childhood Set Aside ²⁹	OSPI and USDOE	\$8,319,062	Current federal data collection processes make it difficult to determine the # of children served
Transitional Kindergarten ³⁰	OSPI	\$37,180,030	3,127
Tribal Early Learning Programs ³¹	Tribal Nations	No data available**	No data available**

On the ground, programs may use multiple funding sources by layering, braiding, or blending them³² 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 ECEAP, TK, and other services. Note: ECEAP, Head Start, Early Head Start, child care centers, and family home capacity are on the [Early Learning Dashboard](#) and ECEAP sites in the [Saturation Study](#).

²⁴ ECEAP ELMS 2022-23 school year. Does not include \$4,735,000 in ECEAP Complex Needs Funding and \$4,612,000 in ECEAP Summer funding.
²⁵ Funding Level: Head Start Enterprise System (HSES), including current funding levels as of 8/15/2022 Notice of Awards. This number includes Early Head Start in grants that are blended with Head Start funding but does not include Early Head Start Expansion or Early Head Start-Child Care Partnership grants. Numbers served: HSES current number of slots awarded as of 8/15/2022. Head Start only.
²⁶ Head Start Enterprise System (HSES), through 8/15/2022. Migrant and Seasonal Head Start serves children ages 0 to 5.
²⁷ FY23 - Including child care subsidy policy and audit teams, contact center, seasonal, and direct services (base rates). Does not include tiered reimbursement or cost of care enhancements for licensed family homes.
²⁸ 2021-22 (funding year 2021) Section 611 and 619 GAN Award #H173A 210074 Budget period 7/1/2021-9/30/2022.
²⁹ 2021-22 Title I Form Package 20. The amount provided for Title I, Part A is not tied to specific activities (i.e., TK classrooms, PreK classrooms, etc.) but rather, a total of what LEAs set aside at the district level for planned early learning activities.
³⁰ Current figures were reported to OSPI for the 2021-22 school year. Districts have up to three years to revise enrollment. Current funding level is an estimated per pupil state average for all grades K-12 multiplied by the reported number of TK children served.
³¹ Tribal Early Learning Programs are administered and funded by sovereign nations in Washington. Data for these programs are not currently collected by DCYF or OSPI.
³² Manuela Fonseca, Ed.D. [Braiding, Blending and Layering Funding Sources to Increase Access to Quality Preschool](#). Preschool Development Grant Technical Assistance.

Insight and Guidance for a Shared Vision

OSPI and DCYF are aligning and integrating PreK services to address two issues:

1. In 2019-20, Washington ranked 54 of 59 states and territories for preschool-aged children with disabilities in a RECP at least 10 hours per week.³³ Families and professionals in the field have highlighted a number of **misalignments** that impede best practices and impact effective and inclusive services that meet family needs. Differing regulations, funding levels, and program requirements create **disincentives and competitive pressures** in the early learning “market.” This leads to fear and frustration for providers and confusion for families. Additionally, high staff turnover and shortages of child care are additional barriers.
2. The pandemic had significant impacts to children and families, the child care industry, ECEAP and Head Start programming, and the 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 and remote learning modes for many.

If these challenges remain unaddressed, they will continue to create negative 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.

In addressing these two issues, the agencies sought guidance and input from families, providers, and tribal partners. Input received in discussions with tribal representatives are detailed in Government-to-Government Relations and detailed in Appendix A. Engagement of community partners and stakeholders is detailed in 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 programs, including ECEAP. 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.”

³³ U.S. Department of Education. (n.d.). [Data Profiles - Department of Education Open Data Platform](#). Retrieved Sept. 28, 2022.

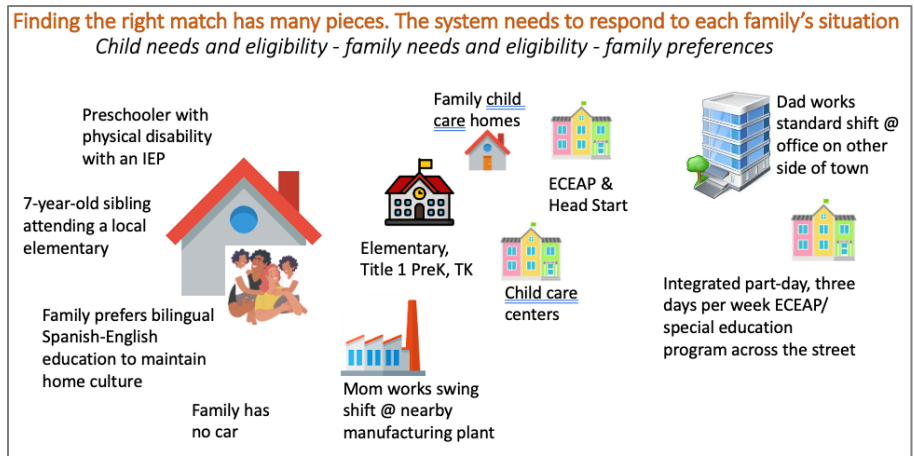
Vision for a More Integrated Demand-Driven Early Learning System

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

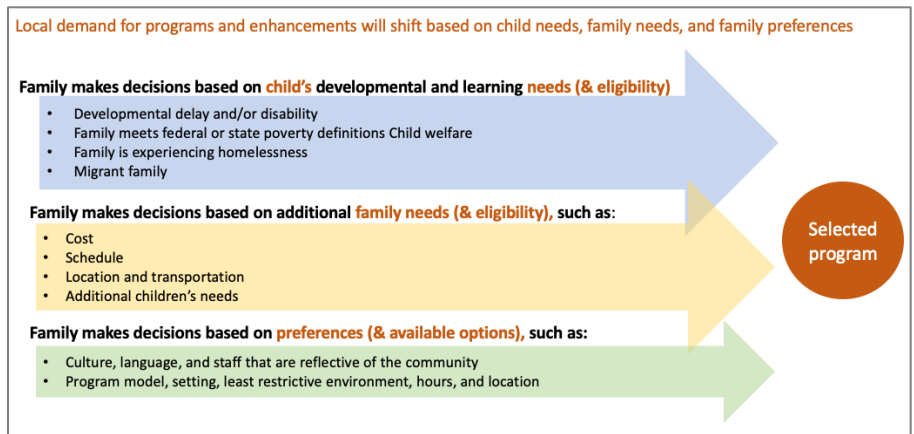
Within this joint agency work, both DCYF and OSPI are dedicated to community-based feedback and implementing [Liberatory Design](#) approaches that

address power differentials that exists between communities and these state government agencies. Currently, this approach is embedded in multiple ECEAP entitlement focused tasks, within the coordinated recruitment and enrollment work, as well as in ongoing joint agency inclusion and transitions work. Both agencies plan to further expand opportunities to engage, gather, and implement community-based feedback and human-centered design principles moving forward. This will include, but is not limited to, the expanding ECEAP pathways work, future OSPI inclusion work, and the integrated programs pilot work that is anticipated to start in the fall of 2022.

DCYF Commitment to Equity

DCYF created a [Strategic and Racial Equity Plan](#) that outlines six strategic priorities 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, eliminating racial disproportionalities, and advancing racial equity. 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

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

OSPI partners with leaders across Washington State – including a variety of cross agency partners to advance [its commitment to equity](#) in support of early learning programs.

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. We must continue work toward solutions-oriented collective actions 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 advancing 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 one to three years. Long-term outcomes require four 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 for the 2023 Legislative Session and the current activities the agencies are taking (within their existing authorities) are designed to deliver better outcomes for families, children, and providers.

Voices 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-19 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 6 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.

Administrative Efficiencies and Recommendations

As noted above, the uniqueness of family needs and interests, the shifting socioeconomic 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.

“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 member

Strategy 1 – Family Choice

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

Legislative Recommendations in 2023

1. **Family Access:** Fund state, local, and regional coordinated recruitment and enrollment (CRE) pilots that improve family navigation and access to the best choice for their child by addressing projected gaps in services. Fund development of a CRE communication toolbox that can be adapted to individual community needs.
2. **Enhanced Program Demand and Management Data:** Fund one additional staff at each agency to: 1) Develop an annual data analysis of family interest, program need, and supply by community (including data for ECEAP, Head Start, licensed, certified for payment only, license-exempt FFN care, and subsidized child care, TK, and Special Education), 2) Research and specify future expansion of the Early Learning Management System (ELMS) to manage data for children enrolled in integrated programs.

Proviso Topics	
	<i>Capital</i>
X	<i>Data</i>
	<i>Licensing</i>
X	<i>Quality</i>
X	<i>Program setting</i>
X	<i>Fiscal model</i>
X	<i>Law/rule/\$</i>
X	<i>Inclusion</i>

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

- a. We do not have routine methods of learning what families need and prefer.
- b. 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.
- c. Lack of coordination among providers of local services can cause some programs to be at risk of closure due to low enrollment, while others have long wait lists.
- d. Families have a hard time finding programs, knowing what their options are, and navigating the system. These barriers are even greater for families with children furthest from opportunity in our state.
- e. Variation in staff training, institutional support, and financial resources create inconsistencies in services to children with multiple or complex needs.
- f. 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. School districts provide updated developmental assessments and IEP services that may not meet family needs (i.e., dual-working family needing full-time care).
- g. Opportunity gaps, particularly for 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.)

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 **Engage families and 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.

Family Choice Actions Currently 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 CRE 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 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.

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 partnership 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 Nov. 2021, OSPI “least restrictive environment” data show that 72.9% of students with disabilities three to five years of age in special education preschool accessed the least restrictive environment (indicators 6A: LRE 14,18) in a regular early childhood program. Currently they do this through Developmental PreK, ECEAP and community-based PreK. Next, they will add Inclusive Transitional Kindergarten with supportive grant funds to explore the Washington Pyramid Model as a framework.

Strategy 2 – Child Experience

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

Legislative Recommendations in 2023

3. **Government-to-Government Collaboration:** Fund one 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 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.
4. **Washington State Pyramid Approach:** Fully 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 early learning and mixed delivery and into the K-12 systems. Build upon the work currently happening in this area started as part of the Preschool Development Grant work.
5. **Fully Fund Special Education:** In 2020-21, school districts in Washington State expended more than \$500M for special education services to students with disabilities than they received in federal and state special education funds. Support OSPI's decision package to fully fund special education, which includes an increase to the PreK multiplier for state special education funding. (\$3.6M more for special education PreK in FY24 and \$5.07M in FY25)

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

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

DCYF’s [quality recognition system Early Achievers](#) is designed to support program quality through recognizing strengths and opportunities for growth and connecting sites to resources. OSPI’s [TPEP \(Teacher/Principal Evaluation Program\)](#) requires annual evaluation of educators and is designed to ensure quality providing consistent, meaningful feedback to educators that will more effectively promote continuous professional growth. These different systems implement different ways of ensuring healthy and safe environments, and program quality among programs. Vast variations in program quality, inclusion, and cultural responsiveness result in large part from inadequate and differing funding levels.

- a. Program curricula, materials, assessments, and environments vary widely.

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 3 (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 or within their classroom. Children 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.

- b. Programs and professionals vary in their preparedness to provide developmentally appropriate and reflective practice, antibias education, culturally responsive practice, and inclusion support.
- c. Accountability for child outcomes does not always match resources.
- d. Policies and procedures advantage and disadvantage groups of children in gaining access to the development and learning support they need to succeed.
- e. Existing local agreements to support a continuum of options and effective transitions do not yet include all early learning providers in many communities.

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 Currently Underway

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

- The Statewide CRE Committee has worked to establish a common definition of quality across Washington PreK programs that is informed by what already exists, such as Early Achievers (see Appendix G). The committee continues its work to engage diverse partners in deepening and further aligning the definitions, standards, and monitoring methods across programs. This includes exploration of connections of OSPI’s [TPEP](#) and DCYF’s [Early Achievers](#) to promote consistent quality.
- Update rules for provision of special education, define “regular early childhood program,” and clarify Washington Administrative Codes related to programs enrolling children ages 3-5 eligible for IDEA Part B.
- Develop Crosswalk of Resources for Quality Availability Across Programs (see Appendix H).
- Support districts in their implementation of high-quality programming by engaging in rulemaking to clarify the purpose, eligibility, and partnership requirements for TK, building on the [Five Pillars of TK](#).
- Identify exemplary developmentally appropriate, high-quality curriculum, materials, environments, and assessments to be considered for use across the early learning mixed delivery system.
- Continue to learn from integrated program pilots and coordinated recruitment and enrollment action teams to develop local memoranda of understanding (MOU) templates and practical methods of facilitating local access to inclusive settings between many local schools, community partners and tribes.

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 ITK grant funding which ends June 30, 2023.

- Expand access to existing inclusion supports – Leverage OSPI, AESD, and DCYF inclusionary practices efforts to create support systems and shared services for local districts, community, and family home 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 home child care providers and other small organizations providing culturally and linguistically responsive care (CRE) (e.g., equity grants, stipends/wage supplements).

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.

Legislative Recommendations in 2023

- 6. Supports for Inclusive Care in Smaller Settings:** Enact ways to support timely renovations of small provider/family home child care provider facilities, such as awarding points in Early Learning Facilities funds for small providers needing renovation to accommodate children with disabilities.
- 7. Culturally Responsive Programming:** Provide additional funding for providers to remove barriers to culturally responsive programming (e.g., cultural relevance/antibias training, translation related to inclusion and including children whose primary language is other than English).
- 8. Additional School-Based Early Learning Facilities:** At the discretion of individual school districts, advance alignment by changing policy to count ECEAP students at ½ FTE (the same as PreK special education students) in the School Construction Assistance Program (SCAP) eligibility formulas. Increase the SCAP student space allocation to recognize the actual square footage needs of students.
- 9. Sustainable ECEAP Rates:** Increase ECEAP school day (SD) and working day (WD) slot rates to an average of \$17,658/child for SD and to \$27,569/child for WD in FY24 (to facilitate expansion and integration).
- 10. Workforce and Professional Development:** Fund 1.0 FTE position @ \$125K/year compensation at each agency’s professional development team to sustain and expand workforce pathways.

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

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

- ECEAP and TK 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 home child care program 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).
- Different systems of role qualification which includes educational requirements, degree conferment, professional preparation, inadequate leadership (i.e., lack of support for guiding behavior, training on classroom supports, etc.), and records management, make working in integrated classrooms complicated.
- There is a severe shortage of individuals entering the early learning workforce, and recruiting a diverse workforce means perpetuating predominately women of color to work for low wages. Differences across

compensation structures depending on site or program type causes turnover and transitions to seek more competitive compensation. This is one reason for the necessity of increasing ECEAP slot rates, as the gap in funding between ECEAP and other programs further drives pay inequity.

- 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 (also listed in the soon-to-be-released Early Learning and Coordination Plan).
- 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.

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 licensed family home child care provider or small child care center. Currently, 45% of ECEAP providers (and 56% of family home child care providers who also provide ECEAP) offer multilingual services, whereas larger centers tend to not offer these. 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

Walla Walla Public Schools – Local partnerships help families get connected

Rural Southeast Washington

Opportunity: Opened in the 2020-21 school year, the [Walla Walla Center for Children & Families](#) is a comprehensive early learning center which houses the district TK, Head Start, ECEAP (operated by ESD 123), and Developmental Preschool. Because WWPS accesses each of these categorical funding streams, they have been able 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 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.

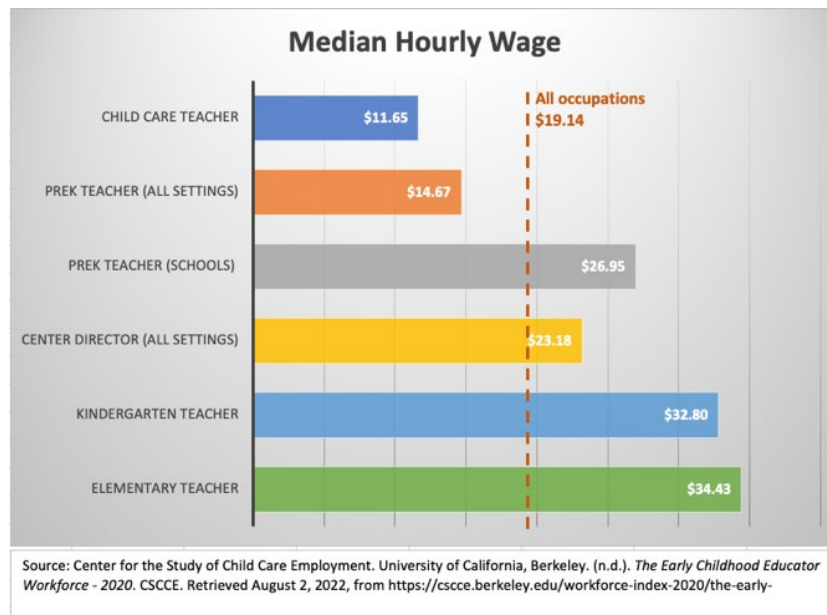
“I love the implementation of this, but we need to bridge the collaboration between school districts and early learning programs.”
~DCYF Provider Supports Subcommittee member

the other hand, it can be more difficult for licensed family home child care provider to provide care that is inclusive of children with disabilities and/or fully meeting ECEAP requirements, due to their smaller size, which can create unique financing challenges. As part of Washington’s mixed-delivery system for early learning, family home 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 home child care providers and other small early learning providers to do these things.

All providers depend upon their ability to recruit and sustain early learning professionals that can deliver high-quality, responsive 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:

1. Pandemic related changes that affect families’ ability and willingness to participate in traditionally delivered services, especially in the coming years as we are solving the workforce shortage.
2. 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 Currently Underway

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

- Develop a DCYF and OSPI 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, facility use and development (e.g., SCAP inclusion), 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 exploring ways to enable interface/sharing of early learning data among providers (particularly integrated programs):
 - Creating ways for OSPI CEDARS (school districts’ data feeding into OSPI system), WaKIDS, and Teaching Strategies GOLD® to connect with DCYF ELMS so that duplicate data entry and licensing costs diminish.
 - Creating OSPI CEDARS “after enrollment” data sets between systems (CEADR and ELMS) so that duplicate data entry diminishes, and kindergarten registration and transition are eased for families.
- Exploring ways to expand statewide transportation access to ECEAP, including program-specific buses, fuel vouchers for families, improved access to school district transportation.
- Piloting a learning community of forward thinking ECEAP contractors and school district partnerships to identify additional policy and procedural barriers. It is intended that this work will allow early learning providers to more easily integrate and braid funding for ECEAP, TK, WCCC, and/or Developmental PreK services co-existing in one classroom.
- Educating districts about waived licensing requirements for government entities (SD, ESD, community college, government) operating school-day ECEAP and exploration of expansion of this exemption to any site located in a school/government facility.
- Expanding school-based provider pathways to open/expand ECEAP.
- Providing customized support for tribes to recruit workforce from their communities.
- Working with SBCTC, universities, and colleges to promote connections among the community-based non-credit bearing and credit bearing courses as required in HR 2556.
- Expanding availability of credited, stackable, and transferrable micro-credentialed content that is transferrable across roles.
- Expanding Career Pathways content on DCYF professional development website to provide targeted pages for school district settings.
- Exploring recommendations from the Child Care Collaborative Task Force and others that promote equitable compensation across settings.
- Working 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.
- Exploring 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.
- Exploring additional procedural/technical/software changes that ease educator data entry and bridge OSPI’s training registry [PD Enroller](#) & DCYF’s [MERIT Workforce Registry](#).
- Identifying and expanding availability of foundational professional learning opportunities that might be coordinated/offered regardless of setting (e.g., antibias/antiracist training, interactions with children and families).

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 Aug. 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](#), once it is released.]

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.

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, and 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 U.S. 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 3 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

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.

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

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 customized 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.

Engagement of Partners & Stakeholders

Participant Voices

DCYF and OSPI have sought 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.

Family Voices

ECEAP Parent Policy Council Meetings

DCYF partnered with ECEAP contractors host listening sessions with 91 parents at 10 Parent Policy Councils in April and May 2022. Participating programs included Tulalip Tribe, City of Seattle, Community Child Care Center,

- *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?*

Edmonds Community College, EPIC, Inspire Child Development Center, Mid-Columbia Children’s Council, Opportunity Council, Olympic Community Action Programs, and Snohomish County.

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

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 5 programs.

Families commented on how overwhelming navigating 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, which will be released late 2022 or early 2023.

Preschool Development Grant (PDG) Family Listening Sessions

Beginning in April 2022, DCYF and OSPI shifted existing family listening sessions for the PDG 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.

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 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. As the Parent Policy Council meetings noted above, trusting relationships were important in navigating the system. The full richness of family responses inform this report.

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

Provider Voices

As noted above, because providers are most familiar with the “programmatics” in the system we have inherited, DCYF and OSPI have sought input, insights, and guidance from early childhood educators that run 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 ELAC and its Provider Supports 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

“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

be found 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

ECEAP Steering Committee and Monthly ECEAP Director Meetings

The intent of these meetings 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.

Focus Groups, Interviews, and Case Studies

DCYF and OSPI conducted eight interviews in the spring of 2022, spanning the mixed-delivery system

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

with representation from tribes, school districts, community colleges, ESDs, and nonprofits. OSPI also hosted eight focus groups with district-based early learning programs.

Across all interactions, participants elevated 1) family engagement and choice, 2) priorities among program elements and child experience, and 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 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, CRE, and report recommendations and sections feedback.

Five themes are noted in Appendix B – Insights from Community Partners & Stakeholders.

Statewide Coordinated Recruitment and Enrollment Committee

In late 2021, the statewide CRE committee began. It 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, which will be released after this report. CRE also supports important priorities like inclusive preschool and ECEAP entitlement and expansion and helps us to coordinate across a mixed-delivery system. This work brings together other efforts our agencies have been partnering around related to the PDG, with its focus on the [Washington State Early](#)

[Learning Coordination Plan](#), transition practices, family voice, PIC, 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 of innovative CRE approaches and removing obstacles. Partners at the state, regional, and local levels are testing ways for the system to better serve families and set an agenda for change. These could be policy changes we will all advocate, agency policies, procedures, or guidance we can work to change, infrastructure and supports we can create or redirect, and state and regional efforts that 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, TK, and/or Developmental PreK programming innovatively, while focusing on:

- Ensuring best practices.
- Maximizing (braided and separate) funding to serve as many children as possible.
- Promoting a pathway for school districts to partner for integrated PreK.

Moving Forward

DCYF and OSPI are committed to building 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 through high school and higher education. As described in the report, we have listened carefully and learned from tribes, families, and 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 and OSPI 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 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 convened a statewide CRE 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 rulemaking to clarify the requirements for school districts implementing TK, building on the Five Pillars of TK.

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 home 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.

Appendices

The appendices that follow provide additional context for the recommendations to the Legislature and the actions that the agencies and their partners are taking.

Appendix A: Joint Agency Report Proviso – Tribal Input

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
A. Capital Needs	<ol style="list-style-type: none"> 1. <u>Facilities</u> – Tribes have requested a webinar and technical assistance about applying for early learning facilities grants 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 3. <u>Workforce support</u> – To expand ECEAP services tribes will need additional resources to develop qualified staff from within their communities 4. <u>Workforce support</u> – Funding for educator pay needs to match DCYF staff qualification requirements
B. Data Collection and Data Sharing	<ol style="list-style-type: none"> 1. <u>Privacy</u> - Continue working with tribes on ways to further protect tribal data sovereignty and data privacy 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.
C. Licensing Changes	<ol style="list-style-type: none"> 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 2. <u>Tribal programs</u> - Identify all tribal programs (including tribal programs that are state licensed) in the child care licensing data system 3. <u>Tribal children served in non-tribal programs</u> – Develop language for licensing non-tribal programs that serve tribal children
D. Quality Standards	<ol style="list-style-type: none"> 1. <u>Alternative assessment</u> - Proposed language about Early Achievers alternative assessment for tribes: <ol style="list-style-type: none"> a. 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 <u>The LOVIT Way</u> 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.
E. Options for Community-Based and School-Based Settings	<ol style="list-style-type: none"> 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 2. <u>Culturally & 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"> 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 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 4. <u>Increased tribal funding</u> - Increased funding for tribal schools to provide early learning services
F. Fiscal Modeling	<ol style="list-style-type: none"> 1. <u>Enhanced tribal slot rate</u> – An enhanced rate that covers ECEAP services, administration, and culturally based services 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) 3. <u>Funding & 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)

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Proviso Area	Input
	<ol style="list-style-type: none"> 4. <u>Additional complex needs support</u> - More supports for children with complex needs that are the result of intergenerational trauma 5. Supports for children with autism 6. <u>Nutritional counseling and alternative therapies</u> - Support for nutritional counselling and alternative therapies to support children with complex needs 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 8. <u>Advance teacher qualifications bonuses</u> - Funding for bonuses for teachers that complete education to meet DCYF qualifications 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 10. <u>Pay parity</u> – Parity is needed to compete with schools and other organizations that pay living wages
<p>G. Statutory Changes Needed to Achieve Administrative Efficiencies</p>	<ol style="list-style-type: none"> 1. Develop tribal ECEAP compacts 2. Reduce duplicate data entry and monitoring 3. Welcome packets for volunteers
<p>H. ECEAP Entitlement</p> <p>I. Coordinated Recruitment and Enrollment</p>	<ol style="list-style-type: none"> 1. <u>Engaging with tribes</u> - Provide training and ongoing supports re: working with tribes and understanding what services tribes offer 2. <u>Transportation</u> - Funding is needed for transportation to and from early learning services 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 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 5. <u>Reduce requirements</u> - Reduce and consolidate the many tribal, state, and federal requirements that tribes have to follow
<p>J. Vision for an Integrated and Inclusive System</p>	<ol style="list-style-type: none"> 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 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
<p>K. Additional Input</p>	<ol style="list-style-type: none"> 1. <u>Awareness</u> - Create more robust communications related to DCYF’s obligation to tribal nations and the tribal ECEAP pathway work 2. <u>Collaboration</u> - Collaboration is the State’s responsibility <ol style="list-style-type: none"> a. Tribal providers want to see more examples of collaboration vs. feedback across DCYF programming 3. <u>Longer timelines</u> - Tribes need more time for grant applications to go to tribal school boards and tribal councils 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. 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 6. <u>Training and TA re: complex needs funds</u> – Provide tribal specific complex needs funding webinar

Appendix B: Insights from Community Partners and Stakeholders

This matrix summarizes themes heard from community partners and stakeholders, cross-referencing the sources of input. DCYF and OSPI engaged with IPEL, the ECEAP Tribal Pathway Work Group, ECEAP and Head Start parent policy councils, family listening sessions that are part of the state’s PDG activities, the ECEAP Steering Committee, school districts that participated in interviews and focus groups, ELAC and its Provider Supports Subcommittee, and the statewide CRE committee.

Since the two agencies have articulated three long-term strategies to continue to align and integrate the system, the input was grouped to reflect them. The processes used varied depending on the family or provider group, so nuanced detail can be found in that section. 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	SD Interviews and Focus Groups	ELAC (Provider Supports)	Statewide CRE Committee	Actions planned as a result
STRATEGY 1 - FAMILY CHOICE								
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, 3.1.2
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
STRATEGY 2 - CHILD EXPERIENCE								
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
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
STRATEGY 3 - PROVIDER STRENGTH								

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Themes	IPEL and ECEAP Tribal Pathway Work Group	Parent Policy Councils	PDG Family Listening Sessions	ECEAP Steering Committee	SD Interviews and Focus Groups	ELAC (Provider Supports)	Statewide CRE Committee	Actions planned as a result
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
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

Appendix C: PDG Family Listening Sessions Brief

DCYF ECEAP met with family members as the culmination of the PDG 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 TK and at ECEAP/Head Start policy councils across the state to gain family perspective.

Methodology

To inform this work, the PDG Strengthening Transitions team reviewed comments from more than 140 family listening session participants (held October 2021 through June 2022) 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.³⁴

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 three years in the district DD preschool program, two years at two 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."

³⁴ 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 TK 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 workgroup 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 of 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 K-12 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, which is anticipated to be released late 2022 or early 2023. 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 partnered around related to the PDG, with its focus on the Washington State Early Learning Coordination Plan, transition practices, family voice, PICT, 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 and 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	
STRATEGY 1 - FAMILY CHOICE - Work with families to help them access services that meet their child's and family's needs						
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 navigation and 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: Engage families and 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 family interest, 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
STRATEGY 2 - CHILD EXPERIENCE - Increase access to high-quality, inclusive, and culturally responsive experiences to meet diverse needs of preschool-aged children						
2.1: Provide guidance, resources, and support so that all regulated settings provide high-	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	Tribes	.			2023

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quality programming with well-trained teachers for all children, using evidence-based and/or culturally responsive practices.	<ul style="list-style-type: none"> • 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 • Provide customized training and technical assistance to tribes regarding layering/braiding/blending of funding sources for PreK services • (OSPI) Conduct a data review of longitudinal outcomes for our AI/AN children 						
	2.1.2 LEGISLATIVE RECOMMENDATION – Fully 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 early learning and mixed delivery and into the K-12 systems. Build upon the work currently happening in this area started as part of the Preschool Development Grant work.		.				2023
	2.1.3 LEGISLATIVE RECOMMENDATION – In 2020-21, school districts in Washington State expended over \$500M 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, which includes an increase to the PreK multiplier for state special education funding. (\$3.6M more for special education PreK in FY24 and \$5.07M in FY25)			.			2023
	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.	JAMii	.				2023
	2.1.8 Engage a variety of partners in Transitional Kindergarten 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 Continue to learn from integrated program pilots and coordinated recruitment and enrollment action teams to develop local memoranda of understanding (MOU) templates and practical methods of facilitating local access to inclusive settings between many 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 home 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 home child care providers and other small organizations providing culturally and linguistically responsive care (e.g., equity grants, stipends/wage supplements).	S-CRE	.			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 need							
3.1: Increase communication at all levels of the system	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	

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(agency to agency, agency to field, amongst field) so that systems continue to align.	3.1.2. DCYF and OSPI coordinate messages and engagement with school district executive cabinet members regarding shared goals, progress monitoring, facility use and development [e.g., SCAP inclusion], 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.	JAMii	.			2023
	3.2.2. Begin exploration of ways to enable interface/sharing of early learning data among providers (particularly integrated programs) <ul style="list-style-type: none"> 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 home 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
	3.3.3. LEGISLATIVE RECOMMENDATION - Additional School-Based Early Learning Facilities – At the discretion of individual school districts, advance alignment by changing policy to count ECEAP students at ½ FTE (the same as PreK special education students) in the School Construction Assistance Program (SCAP) eligibility formulas. Increase the SCAP student space allocation to recognize the actual square footage needs of students.	JAMii	.			2023
	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	.			2023
	3.3.5. Support the Department of Commerce’s request for \$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	.			Now
	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 (SD) and working day (WD) slot rates to an average of \$17,658/child for SD, and to \$27,569/child for WD, in FY24 (to facilitate expansion and integration).	SDs			.	2023
	3.3.9. Expand school-based provider pathways to open/expand ECEAP.	ECEAP	.			Now
3.4: Actively engage and support workforce organizations (community/tech colleges, universities, community-based	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	.			2023

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organizations, and shared service providers) so that there is ample qualified educator workforce for all programs.	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 HR 2556 . Expand availability of credited, stackable, and transferrable micro-credentialed content that is transferrable across roles.	JAMii	.			2023
	3.4.4. Revise Career Pathways content on DCYF professional development website to facilitate ease of use for school district staff.	JAMii			.	2023
	3.4.5. Explore recommendations from the Child Care Collaborative Task Force 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 PESB (Professional Educator Standards Board) and requirements .	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 DCYF PD Policy 408) 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

Appendix F: ECEAP Expansion and Entitlement Overview

The ECEAP Expansion and Entitlement Report (to be released at a later date) lays out the DCYF plan to expand ECEAP into an entitlement program by the 2026-27 school year as required by ([RCW 43.216.556](#)) [and continuing to expand income eligibility for ECEAP in FY31]. It also describes how ECEAP will be integrated within the larger mixed-delivery system of child care and other programs for preschool-aged children.

The expansion of this high-quality preschool is grounded in decades of research showing 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. This is particularly important as [The Nations Report Card](#) shows the biggest declines in reading and math since 1990.

The alignment of ECEAP with child care, Head Start, TK, developmental preschool, and other special supports will ensure that children and families can get the high-quality PreK services they need – when and where they need them. It will particularly advance DCYF priorities of “eliminating racial disproportionalities and advancing racial equity” and “creating a responsive & inclusive integrated PreK system” as noted in the [Strategic Priorities 2021-2026](#). When the Early Learning Coordination Plan is released later in 2022, ECEAP expansion efforts and the integration and inclusion efforts will be aligned with the new Early Learning Coordination Plan.

Appendix G: Draft Definition of Quality Across Washington PreK Programs

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 are required to engage in additional quality practices and supports through [Early Achievers](#) (and child care providers that serve children receiving [Working Connections Child Care \(WCCC\) subsidies](#) and [ECEAP](#) are required to participate in Early Achievers). Programs run by school districts must adhere to all basic education requirements, the paramount duty of the state, as outlined in RCW 28A, which includes health, safety, and quality standards.

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. **Intentional planning 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 interactions 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

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 CRE 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: Haring Center & Cultivate Learning ,	CCA of WA , UW: Haring Center & Cultivate Learning , WA Community & Technical colleges , QRIS National Center	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: NCPMI , DEC , WA ELDG , CSEFEL ,	Evidence-based practices informed by but not limited to: NAEYC , WA ELDG , ECLKC , CSEFEL , NCPMI ,	
Training and Professional Development	WAPM Implementation Training Sequence Document	DCYF training requirements are licensing requirements as opposed to Early Achievers. Early Achievers Institutes & Training ; Haring Center Internships; CQI training provided by Child Care Aware of WA and Imagine U	Possible need for ADA training across systems?
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 Role Document 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. Ongoing 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: Crosswalk of Infant Early	Can these roles be leveraged for cross-sector work?

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Components	Washington Pyramid Model	Early Achievers Framework	Opportunities
		Childhood Mental Health Consultation and Pyramid Model Coaching	
Quality Measures & Standards	WAPM Summary Report	Early Achievers Quality Standards	
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 Continuous Quality Improvement .	How can data from one framework enhance the other?
Data System	PIDS	WELS, MERIT, Impact and CECL. We will also use PIDS for sites implementing Pyramid.	
Program-level Data	Early Childhood Benchmarks of Quality	Program Profile (based on quality standards and includes family, teacher, director, owner voice), Records Review (program policy monitoring)	
Classroom-level Data	TPOT – Teaching Pyramid Model Observation Tool	Video Highlights 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). ERS-3/ELDG alignment Sites participating in Pyramid will use the 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 aligned with WaKIDS 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 Inclusionary Practices Project to support ALL children with the right to access academic and social opportunities.	Equity in Early Achievers DCYF	

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 10 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 5 programs. (See ECEAP Expansion and Entitlement Report, once it is released, 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.³⁵ 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.

³⁵ 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 Aug. 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

Appendix J: Glossary

1. **619** – Part B, Section 619 of **IDEA** authorizes additional preschool formula grants to states that are eligible for grants under Section 611 of Part B. States are eligible if they make Free Appropriate Public Education (FAPE) available to all children ages 3-5 with disabilities. While not mandatory, all states currently provide IDEA services to preschool-aged children.
2. **Antibias** – Anti-bias education is an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students' learning, and strategies to create and sustain safe, inclusive, and respectful learning communities.
3. **Antiracism** – Anti-racism is the practice of actively identifying and opposing racism. The goal of anti-racism is to actively change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
4. **Blended funding** – Blending refers to wrapping funds from two or more funding sources together to fund a specific part of a program or initiative. In blending, costs are not necessarily allocated and tracked by individual funding sources.
5. **Braided funding** – Braiding refers to when two or more funding sources are coordinated to support the total cost of a service. Revenues are allocated and expenditures tracked by different categories of funding sources. In braiding, cost-allocation methods are required to ensure that there is no duplicate funding of service costs and that each funding source is charged its fair share across the partners.
6. **Centennial Accord** – This Accord dated Aug. 4, 1989, is executed between the federally recognized Indian tribes of Washington, signatory to this Accord and the State of Washington, through its governor, in order to better achieve mutual goals through an improved relationship between their sovereign governments. This Accord provides a framework for that government-to-government relationship and implementation procedures to assure execution of that relationship.
7. **CRE – Coordinated recruitment and enrollment.**
8. **DaSy – Center for IDEA Early Childhood Data Systems.**
9. **DCYF – Department of Children, Youth & Families** is the lead agency for state-funded services that support children and families to build resilience and health, and to improve educational outcomes. We accomplish this by partnering with state and local agencies, tribes, and other organizations in communities across the state of Washington.
10. **Early Achievers** – Early Achievers is Washington State's Quality Recognition and Improvement System. Participation in Early Achievers is required for all ECEAP programs and all DCYF programs that serve families receiving child care subsidies. Early Achievers has defined and promoted a definition of high-quality early learning experiences. Over the past decade, it has helped providers strengthen the quality of experiences for children through widespread, universal supports for providers.
11. **ECE - Early Care and Education** – Early childhood education consists of (often out-of-home) activities and/or experiences that are intended to support developmental changes in children prior to their entry into elementary school.
12. **ECEAP – Early Childhood Education and Assistance Program** – Washington's preschool program for 3- and 4-year-old children.
13. **ECSE – Early Childhood Special Education** – Free specially designed instruction to meet the unique needs of a preschool child with a disability, three years of age until the age of eligibility for public school, including instruction in physical education, speech-language services, travel training, and orientation and mobility services. Instruction is provided in any of the following settings: home, hospitals, institutions, special schools, classrooms, and community childcare or preschool settings.
14. **EL - Early Learning** – Programs that provide education for children outside their own home before kindergarten.
15. **ELAC – Washington's Early Learning Advisory Council.**
16. **ESSER - Elementary and Secondary School Emergency Relief Fund** – authorized by the federal American Rescue Plan Act (ARPA), provides funding to schools to support sustained safe building reopening and operation while meeting students' academic, social, emotional, and mental health needs resulting from the COVID-19 pandemic.

17. **Fair Start for Kids Act** – A \$1.1 billion investment to make child care and early learning more affordable for Washington families by expanding access, capping copays, and providing resources to support child care and early learning providers. The changes made under the Fair Start for Kids Act are intended to help create an integrated system of child care and early learning in Washington State that is accessible, affordable, and in which providers and child care workers can have the support they need to provide quality care.
18. **FHCC – Family home child care.**
19. **FFN – Family, friend, and neighbor caregiver** – FFN providers include grandparents, aunts and uncles, elders, older siblings, friends, neighbors, and others who help families by providing child care. Both in Washington and around the nation, FFN care is the most common type of child care for infants and toddlers and for school-age children before and after school.
20. **GED – General Educational Development** certificate.
21. **IDEA – Individuals with Disabilities Education Act** – IDEA is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B. Additionally, IDEA authorizes:
 - a. Formula grants to states to support special education and related services and early intervention services.
 - b. Discretionary grants to state educational agencies, institutions of higher education, and other nonprofit organizations to support research, demonstrations, technical assistance and dissemination, technology development, personnel preparation and development, and parent-training and -information centers.
22. **IDC – The IDEA Data Center** helps states build capacity to collect, report, analyze, and use accurate IDEA Part B data.
23. **IEP – An Individualized Education Program (IEP)** is a written statement for a student eligible for special education that is developed, reviewed, and revised in accordance with state and federal laws. The IEP guides a student's learning while in special education. It describes the amount of time that a student will spend receiving special education, any related services the student will receive, and the academic/behavioral goals and expectations for the year.
24. **Inclusion** – Inclusion embodies the values and practices that create access to individualized opportunities for every child and their family. State agencies, community partners, and families all work together to provide access to inclusive high-quality early learning settings for all children. Inclusive practices ensure that all children and their families, regardless of ability, can participate in a broad range of activities and are supported to engage as full members of their program, school, communities, and society. The desired result of inclusive experiences for all children and their families is that they feel a sense of belonging to a community, develop positive social relationships and friendships, and experience learning that engages the individual child's development.
25. **IPEL – The Indian Policy Early Learning (IPEL)** committee was established in 2013 following recommendations of native leaders. The objective of IPEL is to assist the collective needs of the Tribal governments with other American Indian organizations to assure quality and comprehensive service delivery to all American Indians and Alaska Natives in Washington State. Each Federally Recognized Tribe of Washington State is entitled to determine one delegate by tribal resolution as well as determine any number of alternates that they desire.
26. **IPK – Integrated PreK** – In 2021, DCYF and OSPI engaging in interagency work focused on ways to better align and integrate services for preschool-aged children pursuant to the [Governor's Directive](#) and [Superintendent's agreement](#). The [Integrated PreK Report](#) that resulted referred to "integrated PreK" as a way of describing programs with different funding streams that work together in an integrated classroom. Integrated PreK is not a program, but rather a description of successful braiding, layering, or blending of funding to offer more responsive services to children.
27. **ITK - Inclusive Transitional Kindergarten** – A grant funded by the [Elementary and Secondary School Emergency Relief Fund](#) that supports participating districts in building high-quality and inclusionary practices within Transitional Kindergarten programs. These also feature intentional alignment with MTSS systems and PIC (PreK Inclusion Champions) efforts.

28. **LEA – Local Education Agency** – A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.
29. **LRE – Least Restrictive Environment** ([WAC 392-172A-02050](#)) refers to school district obligations to serve children with disabilities, including preschool students and students in public or private institutions or other care facilities, with their nondisabled peers to the maximum extent appropriate with non-disabled peers. The school district responsible for serving a preschool child with a disability must ensure access to the least restrictive environment where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the school district operates a public preschool program for children without disabilities. Least restrictive environment must be determined based on each individual child's needs and should not automatically be developmental preschool. For children ages three to five, a general education environment is a regular early childhood program.
30. **Mixed Delivery System** – The public and private, licensed and exempt, formal and informal, programs that provide care and education to preschool-aged children.
31. **Mobility Mentoring®** – A family engagement approach that uses coaching methods rooted in the latest brain science. Mobility Mentoring® aims to overcome the extreme stresses of poverty by improving focus, planning, and decision-making. It is designed to help people set and achieve future-oriented goals, despite the immediate challenges and weight of poverty.
32. **MTSS – Multi-Tiered System of Supports** (MTSS) is a framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds on a public health approach that focuses on organizing the efforts of adults within systems to be more effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to instruction and supports that are differentiated to meet their unique needs.
33. **ONE – The OSPI Office of Native Education** (ONE) aids school districts in meeting the educational needs of American Indian and Alaskan Native (AI/AN) students. ONE serves as a liaison between OSPI and school districts, tribal governments, State-Tribal Education Compact schools (STECs), tribal schools, Native communities, parents/guardians of Native children, and other groups and individuals.
34. **OSPI – The Office of Superintendent of Public Instruction** is the primary agency charged with overseeing public K-12 education in Washington State. Working with the state's 295 public school districts and 6 state-tribal education compact schools, OSPI allocates funding and provides tools, resources, and technical assistance so every student in Washington is provided a high-quality public education.
35. **OTR – The DCYF Office of Tribal Relations** coordinates, monitors, and assesses DCYF's relationships with tribes and Recognized American Indian Organizations (RAIOs), working to enhance and improve government-to-government relationships. OTR's goal is to assist the collective needs of tribal governments and RAIOs to assure quality and comprehensive program service delivery in the areas of child welfare and early learning.
36. **PDG – The Preschool Development Birth to Five Grant** seeks to empower state governments to better leverage federal, state, and local early care and education investments. States are not to create another early childhood program, but rather help coordinate early childhood programs and services that already exist in the state according to the identified needs of the state.
37. **PIC – The Special Education PreK Inclusion Champions** Pilot Program makes small awards to the special education divisions within the Educational Service Districts and local school districts who will work with teams of PreK Inclusion Champions and respective policy and/or practice community-based partners. Project activities include identification and implementation of applied research strategies that address specific inclusionary policies, procedures, and/or practice challenges, instructional and/or systemic coaching, and reflections on potential opportunities to implement relevant early learning recommendations and braided funding as described in the Washington State *Every Student Succeeds Act (ESSA) Plan*.
38. **PWLT – Program-Wide Leadership Team** – The leadership team meets monthly and guides the implementation of the program-wide approach. The team is comprised of a program administrator, representation from the teaching staff, an individual who can provide coaching and support to teachers, the individual who serves as a behavior

specialist (some individuals might fill more than one of these roles), and a family member. The team ensures that a system is developed to provide individualized behavior supports to children with challenges, professional development and support to teachers, a plan for family engagement, and uses data to make decisions as they guide implementation.

39. **QRIS – Quality Recognition & Improvement System** – A QRIS is intended as a framework for quality in early care and education to support ongoing improvement for educators, providing information about current quality and support for ongoing improvement. Early Achievers is Washington State's QRIS. Participation in Early Achievers is required for all ECEAP programs and all DCYF programs that serve families receiving child care subsidies. Early Achievers has defined and promoted a definition of high-quality early learning experiences. Over the past decade, it has helped providers strengthen the quality of experiences for children through widespread, universal supports for providers.
40. **RCW – The Revised Code of Washington (RCW)** is the compilation of all permanent laws now in force. It is a collection of Session Laws (enacted by the Legislature, and signed by the Governor, or enacted via the initiative process), arranged by topic, with amendments added and repealed laws removed. It does not include temporary laws such as appropriations acts. The official version of the RCW is published by the [Statute Law Committee](#) and the [Code Reviser](#).
41. **RECP – A Regular Early Childhood Program** is a program that includes at least 50% non-disabled children (i.e., children who do not have an IEP). The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, parent choice, and development and learning to reach their full potential. Programs may include but are not limited to: Head Start; Early Childhood Education and Assistance Program (ECEAP); kindergarten; TK; preschool classes offered to an eligible PreK population by the public school system; private kindergartens or preschools; group child development centers; or licensed child care.
42. **SCAP – The School Construction Assistance Program (SCAP)** provides funding assistance to school districts that are undertaking a major new construction or modernization project. Projects must meet eligibility requirements. School districts are responsible to secure local funding for construction projects. If eligible, the State provides partial funding based on formulas, allowances, and costs related to certain aspects of a construction project called [recognized project costs](#).
43. **SMI** – The State Median Income is the dollar amount in household income that indicates that 50% of households have income below and 50% above.
44. **SSIP – State Systemic Improvement Plan** – The state's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.
45. **Title I** – Title I is a section of federal education law that provides funding to elementary and secondary schools for programs and services to help disadvantaged students succeed. Title I is the largest federal aid program available to elementary and secondary schools. In some cases, Title I allows parents to get free tutoring and other supplemental educational services or to choose a different school when their student's academic needs are not being met by a low-performing school.
46. **TPEP – Teacher and Principal Evaluation Pilot** – In 2010, the Washington state Legislature passed [Engrossed Second Substitute Senate Bill \(E2SSB\) 6696](#) that created the Teacher and Principal Evaluation Pilot (TPEP) and TPEP Steering Committee. The intent was to develop a standards-based system that would be an important tool for teacher and principal growth as well as evaluation. TPEP requires annual evaluation of educators and is designed to ensure quality providing consistent, meaningful feedback to educators that will more effectively promote continuous professional growth. These different systems implement different ways of ensuring healthy and safe environments, and program quality among programs. Vast variations in program quality, inclusion, and cultural responsiveness result in large part from inadequate and differing funding levels.
 - a. Program curricula, materials, assessments, and environments vary widely.
 - b. Programs and professionals vary in their preparedness to provide developmentally appropriate and reflective practice, antibias education, culturally responsive practice, and inclusion support.
 - c. Accountability for child outcomes does not always match resources.

- d. Policies and procedures advantage and disadvantage groups of children in gaining access to the development and learning support they need to succeed.
 - e. Existing local agreements to support a continuum of options and effective transitions do not yet include all early learning providers in many communities.
47. **TK – Transitional Kindergarten** – A kindergarten program for children below the age of 5 who do not have access to high-quality early learning experiences before kindergarten. Additionally, they have been deemed by a school district, through a screening process and/or other instrument(s), to need additional preparation to be successful in kindergarten the following year.
 48. **Universal Design for Learning** – UDL is an approach to curriculum design that can help teachers customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach students with diverse needs.
 49. **USDOE – U.S. Department of Education.**
 50. **WAC – The Washington Administrative Code** is the index of regulations of executive branch agencies that are issued by authority of statutes. Like legislation and the Constitution, regulations are a source of primary law in Washington State. The WAC codifies the regulations and arranges them by subject or agency. The online version of the WAC is updated twice a month. Copies of the WAC as they existed each year since 2004 are available in the **WAC archive**.
 51. **WAPM – The Washington Pyramid Model** is aligned with the commitment to increase opportunities for all children to receive high-quality, early learning services in inclusive environments. WAPM is not a curriculum package, but a collection of programs and evidence-based classroom practices—selected by experts in early childhood research—to support optimal development and prevent challenging behaviors.
 52. **WCCC – Working Connections Child Care** (WCCC) helps eligible families pay for child care. When a family qualifies for child care subsidy benefits and chooses an eligible provider, the state pays a portion of the cost of child care. Parents may be responsible for a copayment to their provider each month.
 53. **WSIPP – The Washington State Institute for Public Policy** (WSIPP) is a nonpartisan public research group located in Olympia, the hub of Washington State government. WSIPP is a team of multidisciplinary researchers who conduct applied policy research for the state legislature in a creative and collaborative environment.