

Strengthening Transitions

100 SCHOOLS REACH



Washington State Department of
CHILDREN, YOUTH & FAMILIES



Washington Office of Superintendent of
PUBLIC INSTRUCTION





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CONTEXT AND CONNECTIONS

In September 2020, the Preschool Development Grant (PDG) Strengthening Transitions team launched 13 teams in the 100 Schools Reach Initiative. The PDG transitions team members supported each cross-sector community-school partnership to identify a Wildly Important Goal (WIG), assess baseline data, monitor progress, and test innovative transition approaches to meet their goal. The Department of Children, Youth, and Families (DCYF) Head Start Collaboration Office led the 100 Schools Reach Initiative as part of the second phase of the national Head Start – Public Schools Collaboration Demonstration Project. For more information, go to <https://eclkc.ohs.acf.hhs.gov/video/head-start-public-schools-collaboration-demonstration-project>.

Dr. Deborah Bergeron, Director, Office of Head Start, launched the expansion to 100 schools in December 2019 with memoranda of understanding with the AASA (The School Superintendents Association) and the National Association of Elementary School Principals. The PDG Transitions Team decided to braid PDG funding and staff with the 100 Schools Reach Initiative to increase leverage in these partnerships.

New collaborations among community organizations and districts created space for families to express their needs, change school Parent Teacher Student Association (PTSA) bylaws, build leadership capacity in inclusionary practices for children with disabilities, and support social-emotional learning for children in bilingual inclusive PreK and Transitional Kindergarten (TK), among many other shifts in mindset.

The details in this publication offer a glimpse of the work undertaken by these resilient teams through 14 months of the pandemic and the strength that each team demonstrated in carrying this work forward. The PDG Strengthening Transitions Team presents this summary and appreciates the privilege of learning with these 100 Schools Reach teams.



TIMELINE TO TRANSITIONS: 100 SCHOOLS REACH

<p>2020</p>	<ul style="list-style-type: none"> • PDG-R B-5 funding brings together transitions leads from DCYF and Office of Superintendent of Public Instruction (OSPI) to align work streams, expand collaboration, and leverage partnerships. • With the onset of COVID-19 in spring 2020, the DCYF/OSPI team pivoted transitions implementation approaches to operate within the constraints of the pandemic. • 100 Schools Reach, a highly successful initiative through the Office of Head Start, selected as an initial approach to support community-school and birth-5 years/kindergarten–12th grade partnerships. • Transitions leads review existing work streams to support opportunities for topical engagement. Collaboration expands with extensive participation from the Office of Head Start, OSPI's Office of Native Education, Title I Part A, Learning Assistance Program (LAP), Migrant Education, Multilingual Education, Early Childhood Special Education, DCYF Inclusion and Trauma Informed Care, and the Washington Association for Head Start and Early Childhood Educational Assistance Program (ECEAP). • In December 2020, DCYF and OSPI convened a half-day summit with members from every 100 Schools team in Washington as well as school districts, Educational Service Districts (ESDs), community partners, and state and federal leaders.
<p>2021</p>	<ul style="list-style-type: none"> • The PDG Transitions Team identified a paramount need for systems to incorporate family voice, leadership, and advocacy to support effective transitions. Specific populations of focus include historically marginalized and underserved groups, including children with disabilities, children from migrant and immigrant communities, children of Black/African American or Native heritage, among others. Prioritized family voice in the development of a protocol for future listening sessions. • Ten 100 Schools Reach teams applied and were granted a second round of funding to extend the work through October 2021.
<p>2022</p>	<ul style="list-style-type: none"> • DCYF and OSPI offer family voice listening sessions through November of 2022. • OSPI contracts with Swan Innovations LP (Cree and Dr. Martina Whelshula) to learn from tribal families' lived experiences with children's transitions from birth through kindergarten. • Swan Innovations LP reviewed and made recommendations on potential applicability of the Washington Pyramid Model (WAPM) to tribal early learning and tribal schools. • Strengthening early learning transitions through expanded access to inclusive settings, utilizing and aligning the Multi-Tiered Systems of Support (MTSS) framework, WAPM, with K–12 systems. • PDG Strengthening Transitions staff updated the Seeds of Inspiration manual to include children's transitions from Early Support for Infants and Toddlers (ESIT) birth–3 to preschool (including Part B developmental or inclusive preschool) and updated the Part C to Part B Practitioners' Guide. • Core goals and strategies from 100 Schools partnerships continue to manifest through ongoing collaboration and extend through participation in related projects and programs such as WAPM, inclusive TK, MTSS, the OSPI-AESD P-3 Leadership Network, and the state advisory for Coordinated Recruitment and Enrollment as part of the Joint Agency Preschool Integration Proviso.

LESSONS LEARNED

1

Federal program and performance standards for Head Start programs and for Title I, Part A schools make Head Start contractors critical school partners. Performance standards require that Head Start programs engage in transitions practices with neighboring elementary schools, and Title I Part A elementary schools are required to enter a Memorandum of Understanding (MOU) with Head Start programs. The required MOU could include family leadership opportunities, shared services such as transportation, and support for low-income families. (West Valley School District #208, Sedro-Woolley, Chief Leschi, Muckleshoot Indian Tribe Head Start and Muckleshoot Indian School, Bethel School District, among others).

2

School community partnerships rely on an initial relationship before expanding to include complementary community-based partners (Bethel initiated their strategies with PAVE and Step Ahead; Bremerton engaged with Kitsap Community Resources and Grupo de Mamas; Sedro-Woolley built on pre-existing relationships with YMCA Youth Programs and Early Head Start; Granite Falls collaborated in dovetailing a Department of Commerce grant with Sno-Isle Libraries, Snohomish County Early Head Start, Young Lives, child care providers, Granite Falls Community Coalition, Granite Falls Food Bank, Family Resource Center in Arlington, Volunteers of America, Wraparound with Intensive Services (WISE) Team, Sherwood Community Services, City of Granite Falls, and the Chamber of Commerce; West Valley started with their collaboration with ESD 105 and Inspire (ECEAP and HS contractors); Tribes connect with Washington State Native American Educators Advisory Committee (including state compact and BIE schools)).

3

Limitations on capacity: While grants like 100 Schools Reach can create a catalyst for conversation and open new opportunities, they can also overtax current staff's time and highlight systemic inequities. Two tribes were awarded grants but withdrew because of lack of staff capacity, competing priorities, and lack of a trusting relationship with neighboring school districts.

4

Systemic inequities: Several tribal schools struggled to communicate with neighboring school districts, especially in securing Child Find screening and special education services to support tribal children with IEPs.

5

Broad opportunities and open-ended design parameters allowed teams to respond in ways that were appropriate and relevant to their community rather than "chasing" narrowly constructed grant dollars that preclude local needs and genuine dialogue. This community-specific approach is reflected as best practice in transitions literature.

6

Flexibility and focus on equity allowed teams to pivot to relevant and impactful work during the COVID-19 pandemic. Virtual classroom learning highlighted the necessity of connections with community partners as school districts could not support the child's virtual learning without active involvement of family members, friends, and childcare providers.



7

When presented with the opportunity to conduct outreach, a high number of specialists at OSPI and DCYF volunteered to distribute the grant application within their trusted relationship with state tribal schools, school district administrators, and Head Start and ECEAP contractors. From the introduction of this grant opportunity, a diverse team of experts in ECEAP, Tribal Affairs; Head Start Collaboration Office; and the OSPI Office of Native Education, Early Learning, Special Education, Multilingual Education, Migrant Education, Title I Part A, and LAP continued to participate as facilitators at the summit, facilitation of affinity groups, and shared staffing of the 100 Schools teams. This cross-agency approach leveraged capacity of the Head Start Collaboration Office and the two staff members for PDG Strengthening Transitions.

8

Community school partnership is always a relevant area of growth as cross-sector professional relationships demand extra effort to build and to sustain—especially in the most challenging areas for school districts such as family engagement and building relationships with culturally specific communities.

9

Collegiality, shared goals, and shared learning created momentum for the 100 Schools Reach teams across early learning, elementary schools, child care, Head Start, and ECEAP (Sedro-Woolley’s shared professional learning in Conscious Disciple and West Valley’s focus to support family leadership from Head Start Policy Council into Parent Teacher Student Association with support from “Mas Fuertas” community collaborative.)



BETHEL SCHOOL DISTRICT

Bethel School District aimed to improve communication and build relationships with families to support children’s transitions from Individuals with Disabilities Education Act (IDEA) Part C ESIT to IDEA Part B (preschool), and from preschool to kindergarten. Bethel gathered a cross-sector, cross-division team to reimagine their communication with families of children with disabilities and multilingual families. Bethel invited Step Ahead Pierce County and Washington PAVE (Partnerships for Advocacy, Voices for Empowerment) to incorporate perspectives of ESIT providers and families of children with disabilities.

Bethel initiated a family survey on entry to kindergarten to inform continuous improvement, with support from the team, including the director of bilingual education. Also, Bethel updated the early learning website to increase accessibility for families seeking to understand their choices and be informed about the transition to kindergarten. They reconfigured their website to include PreK and K registration together and

to be more family friendly. With better organization and engagement, an additional 300 families expressed interest in early learning over the prior year. Bethel created and distributed early learning kits for families, centers, and home providers that included the district’s new kindergarten guide, social stories for children with disabilities, and translated information about the district’s programming.

Through the 100 Schools project, principals met regularly as a task group to create greater consistency in transition practices and better align inclusionary practices between early learning and elementary school classrooms. As Bethel proceeds with inclusionary practices in preschool and TK, the district is implementing strategies to enhance parent engagement and communication as well as the use of Washington Pyramid Model in elementary schools. In strengthening connections with elementary partners, Bethel hired a social worker to support all students, folding into Multi-Tiered Systems of Support at the elementary level.

WIG



Improving alignment of transition practices for early learning programs within Bethel School District PreK–12.

POPULATION OF FOCUS



Children with disabilities and English Language Learners

TEAM LEAD



Sally Keeley, Special Education Director

PARTNERS



Step Ahead Pierce County and Washington PAVE

CONTINUING CONNECTIONS



Washington Pyramid Model, Preschool Inclusion Collaboration Team, Preschool Inclusion Champions, Transitional Kindergarten



BREMERTON SCHOOL DISTRICT

Bremerton School District sought to identify barriers faced by families from Mexico and Guatemala through a survey created in collaboration with Kitsap Community Resources (KCR). During COVID-19 shutdowns, the team struggled to gather meaningful data through administration of the survey.

The Bremerton team pivoted to engage in a live community event - Día De Los Niños (Children's Day) - which included participation of many early learning providers and offered direct language services to support Spanish-speaking PreK families to complete the survey.

Families shared about their barriers to finding affordable, high-quality early learning services for children from birth through 5 years of age, including eligibility (over or under-income), cultural misalignment, transportation, and hours of operation. The families identified how challenging the process is to qualify for early learning programs.

Head Start and ECEAP Family Development Specialists (FDS) completed the survey with enrolled PreK families at their sites. Bremerton School District and KCR Identified a lack of depth to initial survey responses and pivoted the work to examine barriers from the perspective of families. Identify barriers beyond whether or not the family qualifies for the program to take a broader perspective that the process to qualify for ECEAP or Head Start might be a barrier in and of itself.

WIG



To recruit ELL families for preschool and develop a transition process that welcomes and honors families from Mexico and Guatemala.

POPULATION OF FOCUS



English Language Learners

TEAM LEAD



Kelsey McCreary, Administrative Intern/Pre to K Instructional coach and Linda Sullivan-Dudzic, Director of Special Programs and Alternative Learning

PARTNERS



Kitsap Community Resources (KCR), Head Start, ECEAP, Grupo de Mamas, Kitsap Integration Assistance Center (KIAC)



CHIEF LESCHI SCHOOLS

The 100 Schools Reach grant created the opportunity for Chief Leschi PreK to 5th grade elementary school to conduct Child Find screening up to three times per year. The impact of this critical service is illustrated by the profound effect it had on one child in need of speech services and her three siblings.

The screening services in Chief Leschi Head Start opened other opportunities for inclusionary practices, including implementing Universal Design for Learning (UDL) and providing special education services for all children with IEPs on site. Chief Leschi worked with OSPI Special Education, Office of Native Education, and Early Learning to identify their eligibility for Washington Special Education Safety Net funds, which enabled

Chief Leschi to continue screening children. In this process of reestablishing screening every two or three months, Chief Leschi demonstrated that screening children for potential disabilities is a relationship of trust, “opening the door for services so that they [the families] can see they [the children] can have the best future and career from babies, preschool, and on up.”

“I raise my hands to this process and wish I could share snapshots of my brain around the journey for this little girl. This has provided an opportunity for Chief Leschi to continue with this work and keep it happening over the next year and summer. Our team continues navigating braided funding and creating opportunities in our own system by building trusting relationships.”

WIG 

Offer developmental screenings directly to children in the Chief Leschi School, provide early detection of developmental delays and health issues, and provide parent education to help parents understand their role in encouraging their child’s development. These outcomes could improve Native American children’s school readiness and parent involvement onsite.

POPULATION OF FOCUS 

Puyallup Tribal families

TEAM LEAD 

Kathryn Yates

PARTNERS 

PSESD ECEAP

CONTINUING CONNECTIONS 

Family voice listening sessions, IPEL ECEAP-Head Start workgroup, WSA Tribal Directors work group, ECEAP Complex Needs Funding

EDUCATIONAL OPPORTUNITIES FOR CHILDREN AND FAMILIES (EOCF)

Educational Opportunities for Children and Families (EOCF) has been centered in Diversity, Equity, and Inclusion (DEI) for many years. With 70% of children and 30% of staff who are people of color, their practice includes regular input from children and families, active recruitment of staff of color, and advocacy for policy change at the state and federal levels. EOCF conducted a data carousel review, and they identified an over representation of children of color – especially boys – in Behavior Incident Reporting (BIR). Leveraging the support of 100 School Reach, EOCF convened a task group to review the BIR process and investigate how they might look at intervention differently across all of their programs. EOCF invited the Office of Head Start, Region X, and the Washington Head Start Collaboration Office to participate in an anti-biased, anti-racist approach to analyze data and identify findings.

Inclusion has historically been a high priority for EOCF. For the past 26 years, they have offered co-taught blended classrooms with a 50/50 split of children receiving special services and their typically developing peers. These classrooms offer high staffing due to deep collaboration with Evergreen Public Schools; the school district provides a certificated teacher and paraprofessional, and EOCF provides a teacher and an educational assistant. EOCF continues to expand this model so that all children receiving special services will be enrolled in ECEAP.

Extensive work of the BIR task group led to implementation of an entirely new system. Systematic Embrace, Communication, Understanding, Responsive Education (SECURE) report realigns child action support as a part of learning, establishing a precise process that undermines biases and assumptions that plague more traditional behavior management strategies. A Child Action Team (CAT) made up of staff from resource teams, discusses different strategies they have used to support the staff and provide creative ideas to help the child be successful in the classroom.

EOCF hired a DEI manager in 2020. The DEI Manager observed challenges in the fidelity using SECURE across sites and followed up with training directors and data managers to support continuous improvement. In addition, EOCF has implemented extensive DEI training for staff in many modalities, including highly impactful diverse speakers; Coaching for Equity, Strategic Authentic Diversity, Cultural Assessment and Work Environment survey; and parent-led groups.

WIG



To increase family and student engagement and cultural validity with concerted focus on children in migrant, immigrant, Black, African American, and American Indian/Alaskan Native communities.

POPULATION OF FOCUS



Migrant, immigrant, Black, African American, or American Indian/Alaskan Native communities

TEAM LEAD



Rekah Strong, Amanda Gear

PARTNERS



Evergreen PS

CONTINUING CONNECTIONS



In partnership with Evergreen Public Schools, the Preschool Inclusion Champions and exploration of the Washington Pyramid Model as part of the Multi-Tiered System of Support framework. PDG Family Voice sessions to learn about families' lived experiences with transitions.

GRANITE FALLS SCHOOL DISTRICT

Granite Falls 100 Schools Reach team collaborated to find 4-year-old children and their families to support child development. Granite Falls School District partnered with organizations invested in families’ well-being, including Sno-Isle Libraries, Snohomish County Early Head Start, Young Lives, childcare providers, Granite Falls Community Coalition, Granite Falls Food Bank, Family Resource Center in Arlington, Volunteers of America, Wraparound with Intensive Services (WISe) Team, Sherwood Community Services, City of Granite Falls, and the Chamber of Commerce.

The Granite Falls team started with the Wyoming self-assessment to establish continuous improvement practices. Braiding a Department of Commerce grant with the 100 Schools Reach grant, the team engaged in a needs assessment, feasibility study, and interviews and surveys with more than 475 family members.

Concurrently, Granite Falls School District created consistent routines in kindergarten classrooms. Kindergarten teachers created developmentally aligned materials for families of young children and their early learning providers. Initially, the team had hoped to identify 4-year-old “cubs” and their families. In response to the community survey data, the team extended their plan.

Assistant Superintendent, Dr. Karin Manns explains:

“These data continue to inform the work that we are doing. We are looking at development through all stages and aligning language that we use with our families. We are working to increase the number of years and number of contacts with families prior to kindergarten. We are looking for our “cubs” early on and ideally we’ll have 5 years before they come to kindergarten.”

Survey data indicate that families have a deep affinity with the Granite Falls community. Early connections and relationships matter. Through their outreach, the Granite Falls team launched a community early childhood team, including new representatives from underserved communities, to set goals for 2021–22. In this plan, families will receive written resources on their children’s ages and stages in hospitals, medical clinics, food pantries, libraries, community service organizations, and the school district.

WIG 

To work with our community partners to find all of our 4-year-old children, connect with their families, and collaboratively prepare them for kindergarten, especially in the area of social emotional skills. Development of a centralized support system, inclusive of childcare, to provide resources to families to overcome obstacles and barriers; we envision this system as a wrap-around model that can be accessed from multiple points.

POPULATION OF FOCUS 


SES

TEAM LEAD 

Karin Manns, Assistant Superintendent

PARTNERS 

Sno-Isle Libraries, Snohomish County Early Head Start, Young Lives, child care providers, Granite Falls Community Coalition, Granite Falls Food Bank, Family Resource Center in Arlington, Volunteers of America, Wraparound with Intensive Services (WISe) Team, Sherwood Community Services, City of Granite Falls, and the Chamber of Commerce.

CONTINUING CONNECTIONS 

Washington Pyramid Model implementation through an ESSER Inclusive Transitional Kindergarten grant, PDG Family Voice Listening Session.



LOWER COLUMBIA COLLEGE HEAD START/EHS/ECEAP

Lower Columbia College Head Start/Early Head Start/ECEAP, Policy Council and Longview Public Schools sought to strengthen kindergarten transitions by taking their lead from families. Together they drafted a survey to learn how families experience kindergarten transitions. The Lower Columbia team activated their learning to support culturally-sustaining transitions through implementation of specific strategies and practices.

Facilitating the engagement of families across systems, the Lower Columbia team sought to support parents' understanding children's progress during preschool; highlight practices families use to effectively provide academic and social support for their children during transitions and foster their continued involvement in the education of their child; equip parents to exercise their rights and responsibilities concerning the education of their child in the elementary school setting, including disability services and language instruction; and assist parents in ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their child's education.

Children and families benefit if educational systems design transitions with culture in mind. This team provided Spanish language kindergarten and early learning development kits, elevated the importance of correct pronunciation of names, and identified solutions to specific barriers for families such as requiring birth certificates for kindergarten registration.

Ensuring access to language services prioritizes two-way communication, creating a welcoming environment that promotes a sense of belonging, dignity, and respect. The school district arranged for additional interpreter hours to support kindergarten registration in person by appointment. Future plans include providing Spanish language kindergarten development kits and offering a Spanish language "Welcome to Kindergarten" event.

The survey results and parents' advocacy resulted in the elementary school planning a virtual event designed to help multilingual families navigate their students' virtual learning platforms. In addition, the team purchased bilingual and Spanish language books for use in elementary schools.

WIG 

To leverage existing preschool to kindergarten transition processes, apply culturally sustaining practices, and ensure families lead the conversation by June 2021.

POPULATION OF FOCUS 

Hispanic, ELL, Disabilities

TEAM LEAD 

Mindy Leasure

PARTNERS 

Longview Public Schools, Lower Columbia College Head Start/ECEAP

MOUNT VERNON SCHOOL DISTRICT

100 Schools Reach was a catalyst to refresh the Mount Vernon School District’s (MVSD) early learning program and build stronger relationships with families. About half of entering MVSD kindergartners have no experience in group settings. In addition, the district serves a high percentage of migrant families who speak Spanish or indigenous languages at home. Mount Vernon aimed to increase early access to services and amplify family voice.

The 100 Schools Reach team was composed of district and community members, including district administration, Special Services staff, representatives from Child Care Aware of Washington, childcare providers, Opportunity Council coaches, and family members.

Washington Elementary aimed to create a strong sense of belonging among migrant students with the theme, “Tu perteneces aquí” or “You belong here.” The elementary school envisioned flexibility to address students’ needs and make a space where all feel welcomed and experience self-confidence and purpose. MVSD partnered with Opportunity Council to identify the child care centers and homes that transition children into Washington Elementary. Welcome events included child care providers in the families’ first experience with the school, compensating the child care providers for that time, and developing a more holistic experience where children and their families attend with their child care providers to explore the learning environments.

The children had the opportunity to make artwork to decorate the school, which was then posted so that children would see their own art when they entered school in the fall. Children also took an art creation home with them. This make and take activity established the initial two-way communication between the school and family. For kids who had no experience in preschool, their families had the support of having all teachers there, numerous interpreters, and ample time to move through the building, safely distanced and masked.

Washington Elementary School hosted the same relational event again in August, building from lessons learned. Mount Vernon’s Migrant home visitor connected with families so that students – all of them – could become familiar with school before the first day. Mount Vernon increased the family support available in summer with increased involvement of the migrant coordinator in childcare professional learning circles, the Children’s Council, and other places migrant families gather.

The Mount Vernon team attends to the complexities of family engagement in kindergarten transitions. Families face a maze of challenges in navigating early learning and kindergarten transitions. This team identified that relationships with trusted individuals can go far toward smoothing transitions for children and families. “This really is about relationships. We cannot solve the problems with a checklist.”

WIG 

To seek out family voice, specifically families who are part of our migrant community and families furthest from educational justice. To connect families with services in our community, beginning with prenatal and continuing throughout the birth to five years. To address the rising need among entering kindergartners with behavioral support.

POPULATION OF FOCUS 


Migrant, ELL

TEAM LEAD 

Stephanie Thomas, Melissa Van Straten

PARTNERS 

Opportunity Council, INSPIRE Development Centers

CONTINUING CONNECTIONS 

Preschool Inclusion Champions

MUCKLESHOOT INDIAN TRIBE

In planning for 100 Schools Reach, the Muckleshoot Indian Tribe (MIT) articulated the Wildly Important Goal to develop and strengthen a comprehensive system of scaffolding and wrap-around services to support Native students' kindergarten readiness. Muckleshoot Indian Tribe outlined several strategies addressing every stage of the child and family's transitions from infancy into elementary school. The team included directors and staff of the Muckleshoot Early Learning Academy (MELA), Muckleshoot Birth to Three program (MB3), Muckleshoot Head Start program (MHS), and the Muckleshoot Tribal School (MTS). The team met monthly from October 2020 to May 2021 and did not apply for the extension.

The strategic plan included comprehensive scaffolding of children and families in transition practices. Strategies included the following:

- *Increased family voice:* family surveys at MELA and MTS, and a community survey for MHS regarding eligibility, support services, and community partnerships.
- *Shared kindergarten entry event:* The virtual Kindergarten Round-up event provided families from MELA and MHS with three different dates/times.
- *Seamless transitions from MB3 into MHS:* updated well child exams and supported families with registration.
- *Shared planning:* MHS PreK4 teachers and MTS staff reviewed *GOLD*® growth reports for incoming kindergartners.
- *Aligned curricular strategies:* MHS and kindergarten teachers collaborated with four weeks of Jump Start; MTS offered six weeks of summer school for all other entering kindergartners; and MELA culture teachers implemented locally designed Muckleshoot culture and language curriculum that continues in scope and sequence through MTS.
- *Aligned attendance support strategies:* Head Start home visiting and teachers reviewed attendance data to plan home visits; MIT offered "Popcorn with the Principal" as an incentive for students with 90-100% attendance records.
- *Enhancing transitions for children with disabilities:* MELA and kindergarten teachers co-wrote IEP goals to ease transitions; MELA mental health counselor and MTS school psychologist identified appropriate assessments.
- *Continuous family engagement* with Ready Rosie.

The Muckleshoot Indian Tribe collaborated to support families in their transitions from birth into elementary school and found strength in their systems during the pandemic. They continue to enhance transition processes to support children and their families.

WIG



To develop and strengthen a comprehensive system wrap-around services to support Native students' kindergarten readiness.

POPULATION OF FOCUS



Muckleshoot Tribal members and their children

TEAM LEAD



Patty Eningowuk

PARTNERS



Tribal Head Start and Early Learning Center

CONTINUING CONNECTIONS



IPEL Head Start-ECEAP Directors Work Group



SEDRO-WOOLLEY SCHOOL DISTRICT

Sedro-Woolley School District (SWSD) convened a cross-sector team to improve the relational quality of early learning transitions practices. Through deep collaboration with community partners and broad training and implementation of Conscious Discipline, the Sedro-Woolley team found a fulcrum for strengthening kindergarten transitions across the district.

The 100 Schools team completed a self-evaluation with the Wyoming tool, which led to the formation of a kindergarten transition team, including active representation from community partners. This team created a timeline of transition activities, communication, and information to share with incoming kindergartners, their families, and community. The kindergarten transition team continues to hold monthly meetings, implement annual activities, and build more positive relationships through Sedro-Woolley Early Learning Leaders (SWELL).

Already engaged deeply with Conscious Discipline in early learning, the SWSD team opened up this training, broadly offering access to the 10 module training to district employees, community partners (including all YMCA early learning and school age programs), and families. Incentives included 10–15 clock hours, the Conscious Discipline book, money to spend on materials, and a professional learning group. With common language, tools, and strategies to understand behavior and support social-emotional learning, this effort has received broad support and sparked connections across grade levels and with other initiatives such as MTSS.

Conscious Discipline is transforming the mixed delivery continuum of early learning experiences through common language, understanding children’s functional behavior, and staff buy-in to this collective work. Out of the total cohort of full-day kindergartners next year, Sedro Woolley enrolled only two students in a self-contained special education class.

WIG 

To have 75% (roughly 30% more) students with typical development in skills, knowledge, and behavior demonstrated with anticipated developmental ranges on GOLD® progressions in four of the six areas of development.

POPULATION OF FOCUS 


Migrant, English Language Learners, Early Intervention, and Inclusive PreK and TK

TEAM LEAD 

Sarah Dahl

PARTNERS 

Head Start, Early Head Start, Good Beginnings Birth–5, YMCA, Skagit Children’s Council, SWELL

CONTINUING CONNECTIONS 

ESSER Inclusive Transitional Kindergarten grant to implement the Washington Pyramid Model as part of the Multi-Tiered Systems of Support framework; Preschool Inclusion Champions



SELAH SCHOOL DISTRICT

The Selah School District 100 Schools Reach team aimed to document growth in social emotional learning among 100% of their preschool students as measured by the development and learning progressions in *GOLD*[®]. Teachers and specialists observed students’ development in classroom routines to document their social emotional learning with an established baseline.

Using data from *GOLD*[®], Selah’s Robert Lince Early Learning Center engaged with the district’s approach in the Washington Pyramid Model (WAPM) as part of the Multi-Tiered System of Support (MTSS) framework, Positive Behavior Intervention (PBIS), and the related embedded instruction in social emotional skills.

Selah School District braided funding and actively engaged in shared learning with OSPI, DCYF, and the University of Washington Haring Center to weave inclusionary practices in early learning into a bridge

to kindergarten MTSS. Staff collaboration and data collection establish common practices in supporting children’s strengths and learning goals with Tier 1 universal support systems, Tier 2, and Tier 3 interventions.

Working with the Migrant Parent Advisory Council, Selah built an approach to serve the whole family across district siloes to an integrated system of support.

The Selah team dreamed big and aligned funding sources and models of inclusionary practices to approach their support of children’s social emotional learning. In 2021–22, Selah School District aimed to create an aligned curriculum plan for social emotional learning and culturally responsive teaching tied to *GOLD*[®] progressions into first grade. The momentum with migrant families continues to build bridges and dismantle siloes from early learning to elementary education.

WIG 


By May 31, 2021, 100% of preschool students will show growth toward kindergarten readiness in SEL as measured by GOLD[®]. To close the academic, equity, and kindergarten opportunity gaps for our English language learners and students in early learning special education through the strengthened partnerships with parents, fellow educators, specialists, and the implementation of inclusive practices for both special education and English learners.

POPULATION OF FOCUS 

English Language Learners, Migrant education, and Transitional Kindergarten to complement ECEAP and Dual Language learners

TEAM LEAD 

Lee Grams and Kristi Irion

PARTNERS 

ECEAP, Haring Center, four Selah early learning providers, statewide Minds in the Making, and Migrant Parent Advisory Council

CONTINUING CONNECTIONS 

Preschool Inclusion Champions, Haring Center Demonstration Site, and statewide Minds in the Making

WEST VALLEY SCHOOL DISTRICT #208

West Valley School District participated as one of 13 initial demonstration projects and applied to 100 Schools Reach to extend their work in building family leadership in culturally sustaining transition practices. Cottonwood Elementary and district leaders set these goals for 100 Schools Reach: 1) to support parent leaders from the Head Start Policy Council to serve on the Cottonwood Elementary Parent Teacher Student Association (PTSA); and 2) to support PTSA members to deepen their understanding of equity and inclusion.

The plan included multiple strategies:

- Provided leadership training for family members who served on the Head Start Policy Council.
- Provided equity and inclusion training for PTSA members at Cottonwood Elementary, with principals supporting training at the other elementary schools
- Implemented an annual survey of families to measure their perceptions of their schools

Cottonwood PTSA leadership built their capacity with braided funding. Stacy Drake, Principal of Cottonwood Elementary, participated in the initial Head Start Demonstration project and saw potential to engage PTSA

to build capacity with the Intercultural Development Inventory (IDI) as a common approach taken by district leadership, teachers, school board directors, and paraeducators (For more information, go to <https://idiinventory.com/>). With the additional funding and extension, staff from Summitview Elementary and Mountainview Elementary completed the IDI assessment and cultural-proficiency training in August 2021.

The extension of the IDI work attracted common interest through appreciative inquiry. As staff across WVSD hear the conversations and see the effects, the IDI work has begun a groundswell of improvement in DEI. Involvement in IDI is invitational and is not mandated by WVSD. The program is growing through an organic process with braided funding.

An example of the positive impact of this work is that members of the district’s Migrant Education Program “Parent Advisory Council” have joined their schools’ PTSA groups, and they are participating on the PTSA leadership teams. Assisting Superintendent Peter Finch shared their logic, “If elementary school communities unpack their systemic bias, create a welcoming environment, and build capacity of staff and family leaders, children and families will feel a greater sense of belonging and agency.”

WIG 

To improve transitions by increased family voice and culturally-sustaining transitions for children from diverse communities, including racial diversity and English-Language Learners. In order to “Ready our School,” WVSD will provide a more welcoming and inclusive environment for our families. The WVSD project will initiate at Cottonwood Elementary with growth to additional elementaries with the extended funding from May to October 2021. The goals are: 1) to support parent leaders from the Head Start Policy Council to have a positive transition to serve on the PTSA (PTSA); and, 2) to support PTSA members to deepen their understanding of equity and inclusion.

POPULATION OF FOCUS 

English Language Learners, both children and families

TEAM LEAD 

Peter Finch

PARTNERS 

PTSA, EPIC, ECEAP/Head Start, Yakima Valley Community Foundation, Investing in Children Coalition, Washington Communities for Children, La Casa Hogar, “Stronger Together * Más Fuertes Juntos”

CONTINUING CONNECTIONS 

AASA | The School Superintendents Association, P-3 Leadership Network





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DCYF PUBLICATION EPS_0084 (11-2022)