

2021 SSIP Report

State Systemic Improvement Plan-Phase III: Washington State Evaluation Report IDEA Part B- Indicator B17



Washington Office of Superintendent of
PUBLIC INSTRUCTION

2023

STATE SYSTEMIC IMPROVEMENT PLAN - PHASE III

Year Two-FFY 2021

2023

Dr. Tania May
Assistant Superintendent of Special Education

Prepared by:

Dr. Cassie Martin, Executive Director of Special Education

cassie.martin@k12.wa.us | 360-725-6075

Ryan Guzman, Early Childhood Special Education/619 Coordinator

ryan.guzman@k12.wa.us | 360-725-6075

Sandy Grummick, Program Supervisor

sandy.grummick@k12.wa.us | 360-725-6075

Julie Dean, Early Childhood Special Education Inclusion Specialist

julie.dean@k12.wa.us | 360-725-6075



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INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the state's targets under Indicator 17.

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. The SSIP includes the components described below.

Phase I - Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Children with Disabilities;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

Phase II - Plan (which, is in addition to the Phase I content (including any updates)) outlined above:

- Infrastructure Development;
- Support for local educational agency (LEA) Implementation of Evidence-Based Practices;
- Evaluation.

Phase III - Implementation and Evaluation (which, in addition to the Phase I and Phase II content (including any updates)) outlined above:

In Phase III, the state must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the state has made progress toward and/or met the state-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the state intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the state intends to continue implementing the SSIP without modifications, the state must describe how the data from the evaluation support this decision.

Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2021 through 2025 SPP/APR, the state must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The state must report on whether the state met its target. In addition, the state may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

Phase III Implementation, Analysis and Evaluation

The state must provide a narrative or graphic representation (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the state's last SSIP submission (i.e., Feb. 2022). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The state must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the state intends to continue implementing the SSIP without modifications, the state must describe how the data from the evaluation support this decision.

The state must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the state and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The state must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal.

The state must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the ongoing use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

Community Partner Engagement

The state must describe the specific strategies implemented to engage community partners in key improvement efforts and how the state addressed concerns, if any, raised by community partners through its engagement activities.

Additional Implementation Activities

The state should identify any activities not already described that it intends to implement in the next fiscal year including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The state should describe any newly identified barriers and include steps to address these barriers.

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

Washington's SiMR is designed to increase the social emotional learning (SEL) performance rates of students with disabilities entering kindergarten programs. The method of data collection for the SiMR is the Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment that is administered to all kindergarteners in the fall of each school year. The observational assessment tool used to collect the data is *GOLD*® by Teaching Strategies® (TSG) which evaluates six domain areas including cognition, literacy, language, physical development, SEL, and mathematics.

The population of Washington state engaged in SSIP Implementation.

Washington's SiMR is designed to increase the social emotional learning (SEL) performance rates of entering kindergartners with disabilities in nine Educational Service District (ESD) regions (112, 114, 123, 121, 101, 171, 105, 189, and 113), which represents nearly 100% of all preschoolers with Individualized Education Programs (IEPs) statewide.

This is an expansion of the project work first reported in the 2020 submission, which included five ESDs and represented 63% of all preschoolers with IEPs statewide. All local school districts recruited into the SSIP Implementation Project are contractors or subcontractors with the Department of Children, Youth, and Families (DCYF) Early Childhood Education and Assistance Program (ECEAP), a state-funded preschool program; Head Start, a federally-funded preschool program; or a locally-funded community preschool program, which in most cases is also a licensed child care facility that enrolls children between 3 and 5 years of age with and without disabilities who have met specific enrollment criteria.

To assess and monitor existing supports for children with disabilities within our Indigenous communities and to identify inequities that might exist within our current systems of support, intentional recruitment of Tribal ECEAP and Head Start programs was maintained within the expansion of the 2021 SSIP Implementation process.

Figure 1: Washington SSIP Theory of Action

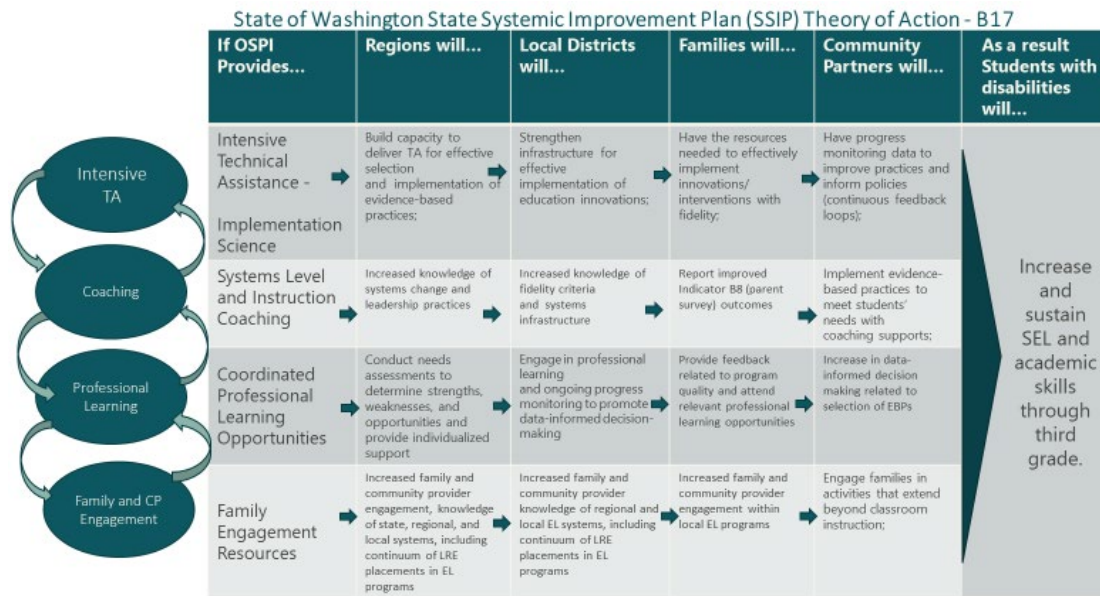


Table 1: Progress towards the SiMR

SiMR Historical Data

Baseline Year	Baseline Data
FFY 2019	49.00%

2020-2025 SiMR Targets

FFY	2021	2022	2023	2024	2025
Target >=	51.75%	53.25%	54.75%	56.25%	57.75%

FFY 2021 SPP/APR SSIP SiMR Data

# SWD with skills expected of 5-year-olds entering kindergarten (SEL Domain)	# SWD Tested in the SEL Domain	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
2074	4294	50.71%	51.75%	48.3%	No	Yes

Source: WaKIDS Fall 2021 Kindergarten Entry Assessment SEL Domain

Reasons for slippage.

Local school districts and early learning state agencies representing state and federal PreK, Developmental PreK, Part C, and kindergarten, continue to see significant enrollment declines across the early learning landscape for the 2021 school year.

Notably, the number of students reported on the *Kindergarten Readiness Report Card* who participated in WaKIDS 2021 state assessment was found to be 5,412 less than the 2019 total children statewide, dropping from 79,326 to 73,914 total children. It is hypothesized that the decline in enrollment was, in part, due to the impacts of the pandemic, families' hesitance to place young children back into existing structures due to lack of access of coordinated care (established child care located beyond school boundaries), fears of COVID exposure, and shifts in school routines due to staff shortages. As was expected, this decline in enrollment, paired with the expansion of the SSIP Implementation cohort, resulted in slippage from the previous reporting year.

According to the Annual Federal Child Count and Least Restrictive Environment (LRE) Data, for the 2019 school year, 18,256 children between the ages of 3 and 5 years were reported to have an IEP in Washington state. Over the course of the next two school years, the number of children found eligible for IDEA, Part B, and enrolled in a PreK program declined to 10,150 in 2020, and 9,565 in 2021. From 2019 to 2021, this is a decline in total PreK student enrollment of 8,691 or 47%.

Additionally, district staff reported significant social emotional impacts on young children due to the inability to assess structured learning environments in the 2021–22 school year. This barrier to access was further compounded by guidance issued from the Washington state Department of Health and Centers for Disease Control (CDC) which resulted in:

- Class size reductions within early childhood programs which reduced or removed access to inclusive learning environments for children with disabilities.

- Early childhood classrooms being reduced or closed in districts to accommodate elementary school efforts to meet current health guidance, which reduced or removed opportunities for young children to access high-quality learning environments.

- Staff attrition within early childhood settings (state and federal preschool programs, child care, developmental prekindergarten programs, and Transitional Kindergarten and traditional kindergarten settings).

In some instances, programs reported that teachers were hired later in the school year and, as a result, missed the training window to implement the WaKIDS assessment, resulting in a lower n count.

The data collection and analysis process.

Each fall, from late August to October 31st, kindergarten teachers, support staff, and special education teachers who provide specialized instruction to kindergarten students, observe, and conduct formative and summative assessments based on children's everyday activities. These include their interactions with peers, their ability to successfully navigate their learning environment, and their ability to access adults facilitating their learning experiences to meet their

personal and academic needs.

Once the teachers collect data, they then enter student ratings into the Teaching Strategies GOLD® platform by the due date. OSPI data analysts process the data and provide each district with a score file that indicates kindergarten readiness for each child based on *widely held expectations* for 5-year-olds. The term *widely held expectations* describes the range of knowledge, skills, and abilities that children of a particular age or class/grade typically demonstrate over a year of life (birth through age 3) or from the beginning to the end of a program year (PreK 3, PreK 4, kindergarten, first grade, second grade, third grade).

The data are then shared with the OSPI Special Education Division by the OSPI Assessment Office, and are further disaggregated by race/ethnicity, gender, student program, and characteristics (English language learner (ELL), low income, homeless, students with disabilities). Data are shared annually via the Washington state Report Card, and for purposes of this project, are further disaggregated for SSIP region and participating local districts. The data collected are then shared by early childhood special education (ECSE) Implementation Specialists for deeper analysis of student and program level outcomes to the participating SSIP Implementation program wide leadership team (PWLT) members. By creating this data review process, the SSIP state leads (SLs) have ensured a mechanism for the development of data literacy nurtured at the local, regional, and state levels.

It is the intention of the SSIP SLs that the regional and local districts will align findings of the WaKIDS Fall Kindergarten Entry Assessment (KEA) with other local data, including but not limited to B6 Preschool (PreK) Environments data, B7 PreK Outcomes data, and other data metrics highlighted throughout this report and within the SSIP Evaluation Plan. Data findings elevated at the state, regional, and local levels are then leveraged for deeper reflection and inevitably create greater collaboration opportunities with community, tribal, and other essential cross sector partners strengthen the implementation process and to further efforts made to create system change utilizing implementation science.

Additional data collected by the state to assess progress towards the SiMR.

In addition to the SiMR, SSIP leadership identified additional assessment measures to reflect input from state, regional, and local school district partners. These prescribed assessment measures include:

The State Infrastructure Leadership Capacity Assessment adapted from the Early Childhood Technical Assistance Center (ECTA). This assessment, completed by individual State Design Team (SDT) members annually at the start of each calendar year, evaluates the impact of the state infrastructure related to collaboration, motivation and guidance, vision, and direction. This assessment includes SDT demographic data collection including gender, race, ethnicity, and dual language speaker SDT information.

The [State Leadership Team Benchmark of Quality](#) (SLT BoQ). This assessment, completed by the SDT annually at the start of each calendar year, is employed by the cross-agency leadership to assess progress and plan future actions to advance Pyramid Model evidence-based practices.

[The Teaching Pyramid Observation Tool \(TPOT\)](#). This assessment tool evaluates and reinforces high-quality practices that support children’s social-emotional development and behavior. TPOT assessments are conducted two times annually across program sites implementing Pyramid Model practices to measure progress and fidelity.

The [Local District Preschool Inclusion Self-Assessment \(LDPIISA\)](#). This self-assessment tool evaluates partnerships among schools, early care, and education providers to promote the inclusion of young children with disabilities. Programs are required to conduct an initial assessment to collect baseline data within eight weeks of the start of the current school year and then to engage in planning activities based on the stage of implementation they are found to be in. Districts are asked to revisit the LDPIISA at the end of each school year to assess progress and to support strategic planning for the year to come.

The [Early Childhood Program Wide PBS Benchmark of Quality \(EC BoQ\)](#). This tool evaluates program progress towards implementing the Pyramid Model Program-Wide. This instrument is administered two times annually across program sites implementing Pyramid Model and engaged in Stage 3, Implementation, initial to full, activities. The assessment timeline will mirror that of the LDPIISA described above.

The [Behavior Incident Report System \(BIRS\)](#). This monthly data system collects and analyzes behavior incidents in programs to inform data-based decision-making with additional analysis related to equity issues by calculating disproportionality. District teams are asked to ensure critical data is submitted by mid-December and mid-June.

The Parent Survey Instrument: Schools Efforts to Partner with Parent Scale: This nationally normed evaluation instrument was administered in correlation to the parent engagement strand of the theory of action annually across all participating programs. This data provides valuable information about the extent of parental involvement within the context of Indicator B-8 on the State Performance Plan. These results indicate the extent to which parents believe that school districts have facilitated their involvement in their child’s education as a means of improving student outcomes. The Parent Survey has historically been shared to families of children with IEPs in the SSIP Implementation programs in the spring of each implementation cycle.

The Participant Survey Instrument. This post-training survey collects data related to quality, relevance, usefulness of professional development activities, and measures knowledge gained directly related to technical assistance provisions. This tool is shared with training participants following the completion of each training found within the WAPM training sequence, as well as program, practitioner, and Implementation Specialist Coaching calls.

Data quality concerns directly related to the COVID-19 pandemic during the reporting period.

A reduction in student enrollment continued to impact the data pool sample. Data may also have been impacted by teachers leaving the workforce, impacting the program’s ability to conduct the assessment. In some instances, as was reported in the 2020 SSIP report, programs reported that teachers were hired later in the school year and, as a result, missed the training window to

implement the assessment, resulting in a lower count. As was shared above, it is hypothesized that families' hesitancy to place young children back into existing structures due to lack of access to coordinated care (established child care located beyond school boundaries), fears of COVID exposure, and shifts in school routines due to staff shortages also played a factor in declined enrollment. As was expected, this decline in enrollment, paired with the expansion of the SSIP Implementation cohort, resulted in slippage from the previous reporting year. Notably, the number of kindergarten students reported on the Kindergarten Readiness Report Card who participated in WaKIDS 2021 state assessment was found to be 5,412 less than the 2019 total of children statewide, dropping from 79,326 to 73,914 total children.

The first confirmed COVID-19 case in the United States was identified on January 21, 2020, in Washington state. To ensure adherence to the Health Insurance Portability and Accountability Act (HIPAA) of 1996, which guarantees protection of individual protected health information, restrictions were established to ensure the health and safety of staff and student were established in the 2020 school year and extended into the spring of 2021. Beginning in the fall of 2021, school districts resumed in-person school sessions with limited restrictions, though it was reported that SSIP Implementation local districts continued to require additional time to conduct baseline and progress monitoring program level self-assessments, as well as to convene staff to engage in professional learning and in-person technical assistance and coaching opportunities. It was reported by SSIP regional leads (RLs) that efforts were made to facilitate observations and program wide leadership team (PWLTL) meetings via video recording, zoom conferencing, and later in person sessions as COVID restrictions were waived towards the closing of the 2021 school year.

Following the first school facility closure on March 12, 2020, the state detailed data collection mitigation strategies in the *Reopening Washington Schools 2020: Special Education Guide aligned to health and safety guidelines* from the Washington Department of Health (DOH) and the Department of Labor & Industries (L&I). Along with the *OSPI Provisions of Services to Children with Disabilities in Early Childhood Programs During a School Facility Closure* document, detailed ongoing communication and clear expectations around documentation and data collection processes were provided by the SSIP state leads (SLs) to the SSIP RLs. This guidance detailed ongoing technical assistance and support related to data collection processes, along with documentation related to assessment, observation, and referral methodology.

Data quality concerns have been regularly addressed during SSIP Regional ECSE Implementation Specialist monthly calls, which include SSIP RLs SSIP state leads, DCYF ECEAP leadership, and national technical assistance partners. The SDT and RL discussion centered around identifying alternative implementation processes to further enhance data collection measures and teaming strategies by providing technical assistance and ongoing coaching calls related to data input, collection, and analysis. Activities included completing focused observations and debrief cycles; engaging in inter-rater reliability activities to ensure data reliability and fidelity in practice; and developing a cascading coaching structure to support fidelity in both implementation and data analysis processes (e.g., implementation specialists, program coaches, and practitioner coaches).

Section B: Implementation, Analysis, and Evaluation

Figure 2: SSIP Evaluation Plan

Evaluation Question	Target/Performance Indicator	Responsibility	Data Collection Method/Frequency	Data Collection Tools (Instrument/Protocol)
Long-Term Outcomes 1. How much did placement of children with disabilities in general early childhood settings increase? 2. How much did social/emotional skills increase for K students with disabilities? 3. How much did family knowledge of local and state early childhood systems, along with family engagement increase?	1. Targets for APR Indicator 6 (placement)	LEAs	Annually	1. State BoQ and State Infrastructure Leadership Capacity Self-Assessment Systems Change and leadership practices (State BoQ Total Score), Fidelity criteria and systems infrastructure (State Infrastructure Leadership Capacity Self-Assessment Total Score)
	2. Targets for APR Indicator 7 (child outcomes – COS)	WAPM SLT SSIP SDT		
	Year 1 Target for SIMR: Increase Social Emotional Learning performance rate of entering Kindergarten students with disabilities (based on WaKIDS fall assessment data)	LEAs	Annually	1. WaKIDS Fall Entry Assessment: Social Emotional Development 1. Parent Survey, Community Partner group participation and feedback, Local District Preschool Inclusion Self-Assessment (LDPISA, Components 1a-j), and the State BoQ (Indicators 28-31), and TPOT (COM 1-8, INF 1-7)

Infrastructure improvement strategies implemented within the 2021 SSIP reporting period.

Prioritization of the improvement strategies continue to be identified with the support of the SDT with direct input from the SSIP Regional Leads and National Technical Assistance state leads representing the IDEA Data Center (IDC) and the National Center for Systemic Improvement (NCSI), including cross-divisional and cross-sector partners (CP, families, DCYF, ECEAP, Head Start, ESIT, parent advocates, higher education representatives, and local districts).

Identified infrastructure improvement strategies include family and community partner engagement strategies, synchronous and asynchronous facilitated training, coaching, and efforts dedicated to sustainability and scale-up practices. The strategies focus on promoting state, regional, and local school district efforts to improve current communication and engagement strategies, with intentional efforts made to expand the framework to include community partners and families throughout the implementation process.

Family and community partner engagement strategies continue to focus on increasing access to inclusive EL settings and expanding the continuum of alternative placement options. The SSIP SLs have also taken care to introduce the frameworks of implementation science over the course of the project cycle. Implementation science is an essential component of the project work, laying out the necessary steps, stage-by-stage, to meet full implementation of evidence-based practices and sustainability of the program shifts made within regional and local programs. To further build sustainability of efforts, the SSIP SLs have established cross-divisional, collaborative opportunities funded by ESSER III Funds. This is based upon the identified problem of practice; lack of access to inclusive, high-quality early childhood learning experiences with integrated SEL infrastructures for children with disabilities contributes to opportunity gaps in social emotional development as these students enter kindergarten.

Deployment of synchronous and asynchronous facilitated training to support MTSS/WAPM knowledge increase related to inclusionary, race/equity, and trauma informed practices along with intentional data use to inform decision making remains a critical strategy within this reporting

cycle. With the Early Learning Regional Coordinators, the SSIP Regional Leads and Washington Pyramid Model (WAPM) Implementation Specialists have collaborated with local school districts to achieve positive student outcomes with the deployment of inclusionary practices within school districts utilizing the Stages of Implementation.

Associated activities continue to strengthen the capacity of early childhood programs to support the alignment of developmental preschool programs within local school districts with Inclusive Transitional Kindergarten Champions by building proficiency among coaches, specialists, and educators in the methods of [Multi-Tiered System of Supports \(MTSS\)](#) and the utilization of other evidence-based practices. School districts continue to engage in strategic partnership with the Educational Service Districts (ESDs) Regional Implementation Specialists to develop a system of progress monitoring, service, and supports, while continuing to prioritize data literacy to elevate collaborative teaming and data-informed decision making. Continued collaboration with SSIP Regional Leads to create and disseminate training opportunities relating to IDEA performance indicators (B6, B7) has supported the intermediate and long-term outcomes, resulting in an increase in children in general early childhood placements.

Not only has the recruitment to [early childhood special education \(ECSE\) initiatives](#) increased year to year, but the data is supporting this finding as well. In the winter of 2021, the Special Education SDT proposed that the B6 baseline and corresponding targets for B6A and B6B increase year to year with the duration of the implementation cycle by 1.5%. Upon release of the 2021 federal Least Restrictive Environment (LRE) and Child Count Data, B6A data improved from 21% to 25.7% (4.7% increase) and B6B data decreased from 53.3% to 49.4% (3.9% decrease). These preliminary data illustrate the impacts of the SSIP regional leads' efforts to facilitate intensive technical assistance, coaching (systems level and instructional), and professional development within identified regular early childhood programs (RECPs) to support IDEA performance indicators for programs participating at the implementation sites.

The statewide WAPM Implementation Specialists Training and Coaching Network in partnership with the University of Washington Haring Center, and in collaboration with DCYF, is a critical component in advancing the SSIP project work and the broader efforts of early learning advocates statewide to great inclusive high-quality learning experiences for children across Washington's complex mixed delivery system. School district and DCYF ECEAP preschool staff, under the direction of program and practitioner coaches, continue to implement the essential social-emotional frameworks needed to ensure all students have access to high-quality learning environments with the establishment of pilot projects amongst licensed care facilities overseeing children 0–3 years of age.

Ongoing focus on sustainability and scale-up practices to support knowledge of systems change and leadership practices, aligning initiatives with internal and cross-sector partners and regional and local scale up and scale out efforts remains a top priority for the SSIP SL and regional leads (RLs). The engagement of SSIP RLs from three times per year to monthly meetings with IDC/NCSI TA, reinforced intentional collaboration to increase understanding of evaluation tools (logic model, evaluation plan, and theory of action), stages of implementation science, and defining roles and responsibilities of regional and local districts. The SDT hypothesizes that employing this infrastructure strategy to integrate aligned EBPs within agency cross-sector EL programs, 0–5 years,

will result in increased knowledge of fidelity criteria and systems infrastructure, as well as increased knowledge of systems change and leadership practices.

Though slippage has been reported for the SSIP SiMR, the SSIP state leads have observed significant changes within the early learning landscape for the 2021–22 school year that support this hypothesis. Through the data collected by the SSIP implementation sites, the SSIP leads have created a strong narrative outlining how, when data is used with intention, educational systems can be positively impacted and children farthest from opportunity can be elevated and offered access to learning environments never seen before and children farthest from opportunity can be intentionally provided access to richer learning environments.

Short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period

The short term and intermediate outcomes achieved for each infrastructure improvement strategies to further support system changes in support of the achievement of the SiMR include:

Ongoing focus on family and community partner engagement strategies, including agency cross-sector representation of state workgroups, Washington Pyramid Model (WAPM) training and coaching materials for families, community partners, and programs, along with established family representation on Program-Wide Leadership Teams (PWLTs). Within this reporting cycle, these efforts continue to ensure an aligned message reflects the strong working relationships built and sustained between leaders within the Special Education division at OSPI. Data indicates 43% (3% increase) of PWLTs have secured family and community representation for decision-making and leadership development activities.

Note that the total n size for participating programs has increased from 9 to 23, further reinforcing sustainability in systems' improvement efforts and actualizing scale up practices. The SSIP SDT convened in January 2023 to conduct the State BoQ assessment. Preliminary findings of the critical element "Leadership Team" were discussed and resulted in a request to reassess the process to which the assessment is facilitated with the intent of ensuring equitable engagement of all partners. The SSIP SLs will modify the self-assessment process to increase the engagement opportunities of SDT members and will use the findings to drive action planning for the upcoming SSIP cycle.

Employing facilitated synchronous and asynchronous training, including MTSS/WAPM training to increase trauma-informed practices has resulted in increased knowledge of inclusionary, race and equity, and trauma-informed practices. During this reporting cycle, 53 individual participants completed 20 hours of asynchronous training focused on data-based decision making and evidence based coaching practices, yielding a total of 84 asynchronous training completions. Approximately 268 participants have completed state and regional synchronous training, yielding a total of 13,320 minutes. Additionally, deploying a certification process for implementation specialists to disseminate non-proprietary training yielded a total of eight supplemental regional training offerings totaling 8,640 cumulative minutes. During this reporting cycle, 321 individual participants met

fidelity in the prescribed training sequence, yielding a total of 76,920 professional development and training minutes recorded. Biannual training, monthly coaching, and ongoing technical assistance are in place to promote fidelity in implementation and best practice as it relates to EBPs for program coaches supporting all 23 participating programs.

Increased training opportunities related to IDEA performance indicators (B6 and B7) continue to support regional alignment of technical assistance provisions, creating opportunities for agency cross-regional collaboration across SSIP programs while leveraging current initiatives to help ensure successful execution, implementation, and continuous quality standard improvements within the SSIP. Employing this framework has bolstered accountability and monitoring of practice, as recorded through ongoing bi-monthly ECSE check-ins and current technical assistance modules (in development) related to Indicator 7. This infrastructure strategy informs current governance policy and practice, resulting in ongoing action planning to promote cross-agency work expanding access to general early childhood programs for young children/students with disabilities to expand access to students with disabilities across EL programs (as reflected in the DCYF Saturation Study, RFAs, and QRIS).

Focusing on coaching activities, including the continued utilization of evidence-based practices to support increased knowledge of fidelity criteria and systems infrastructure, increased knowledge of trauma-informed practices, increased knowledge of race and equity practices, and increased family and community provider engagement within local EL programs. Evidence-based practices include the deployment of a certification process for implementation specialists to serve both as coaches and trainers for the selection and implementation of specific evidence-based practices (EBPs). Note that all nine Educational Service Districts have an identified implementation specialist in which 77% of the participating implementation specialists have completed the WAPM implementation specialist certification process.

Employing a statewide network of coaches has resulted in a 33.3% increase (extensive) with a 66.70% moderate increase in overall practices knowledge gained collected via survey data. By providing varying dimensions related to the statewide network, the SSIP SDT is better equipped to provide both programmatic, fiscal, and governance recommendations to support future implementation. Preliminary data indicates 70% (a 30% increase) of participating programs having met fidelity per the prescribed training sequence. The SSIP RLS remain dedicated to the project work and embrace the benefits of actively engaging practitioners and leaders, including family partnerships and community partners (e.g., parent advocates, family voice listening group participants, PWLT family members, etc.). In the current SSIP implementation cycle period, SSIP RLS participated in 15 monthly core convenings, launched April 26, 2021, and extended through to November 28, 2022. RLS continue to employ the principles of implementation science to develop criteria related to quality standards in practice.

Centering sustainability and scale-up considerations, including documentation of alignment and collaboration within SSIP implementation and cross-sector work that integrates a comprehensive database, scale-up plan protocol, criteria for fidelity, and ongoing action

planning. Implementation of this strategy has increased knowledge of fidelity criteria and systems infrastructure, along with knowledge of systems change and leadership practices. The scaling up of partnerships with external early learning content experts to support the integration and collaboration of new landmark initiatives with SSIP activities has been of particular benefit. With the ongoing utilization of tools such as the SSIP Evaluation Plan, Theory of Action, and Logic Model, the SSIP state leads have successfully navigated both regional and local school district partners to leverage the frameworks of implementation science within their current infrastructures to identify the necessary steps, to meet full implementation of evidence-based practice across sites.

Employing implementation science to guide practice resulted in 100% program self-identification across all 23 participating programs and alignment to the stages of implementation science of which nine programs are engaging in initial and/or full implementation practices. During this reporting cycle, each implementation site developed a leadership team action plan to promote fidelity in practice aligned with the stages of implementation science with data markers to monitor progress and recalibrate as necessary. Note that in the prior reporting cycle, 22% of participating programs identified a comprehensive leadership team action plan. The implementation of this improvement strategy is imperative in supporting system sustainability necessary to achieving the SiMR, along with establishing and promoting intentional alignment of project practice related to accountability and monitoring.

With these continued measures in place, improvement in the performance rates in social-emotional development among students with and without disabilities is expected. Targeted improvements to the system infrastructure, intentional scale-up, and sustainability in practice will yield knowledge of both system change and leadership practice(s) as measured through EBPs.

Next steps for each infrastructure improvement strategy

The 2021 SSIP infrastructure improvement strategies will continue to focus on:

Increased family and community partner engagement strategies will continue to promote knowledge of regional and local early learning systems, including the continuum of LRE placements. As a result, intermediate outcomes to support both sustainability of improvement efforts and scale-up through strategic and intentional collaboration to enhance technical assistance provisions and fidelity in implementation to better meet the needs of community partners has become evident. It continues to be the hypothesis of the SSIP SDT, the Special Education Advisory Council (SEAC), and ECSE Coordination team that with intensive technical assistance in the area of social-emotional development, along with system-level coaching in MTSS infrastructure development for program staff in integrated early learning environments, there will be an increase in family/community partnerships across all participating SSIP sites, yielding, a 40% gain from baseline (100% PWLT parent/community representation as the terminal goal).

The SSIP SLs will continue to employ both asynchronous and synchronous facilitated training within targeted timelines specifically meant to target educational practitioners' access to professional learning related to trauma-informed practice, race and equity practices, and inclusionary practices to support ongoing quality standards. It remains the

hypothesis of the SSIP SLs that ongoing facilitated training, completed to fidelity per the prescribed sequence, will yield fidelity in practice application directly correlated with TPOT and LDPIISA raw scores, resulting in 80% of programs meeting fidelity in the subsequent reporting cycle (13% of participating programs have met the fidelity criterion detailed above within this SSIP reporting period). By increasing training opportunities related to IDEA performance indicators, via intensive data analyses, accountability and monitoring, and broad community partner input, the SSIP SLs expect to see an increase in access to inclusive settings, improved academic settings, and a decrease in reported suspensions and expulsion rates of children, 3–5 years and beyond.

Ongoing investment in maintaining and enhancing the WAPM coaching, and training network is hypothesized to continue to support the effectiveness of SEL intensive technical assistance, and professional development associated with the implementation of inclusionary practices and the early learning MTSS framework, WAPM, to expand the continuum of placement options for children with IEPs within their local communities' early learning programs. Multiple early childhood initiatives (e.g., Washington Pyramid Model, Learning Experiences—An alternative Program for Preschoolers and Parents (LEAP), Preschool Inclusion Champions Network, and the University of Washington-Haring Center Demonstration Sites) led by the OSPI Special Education division are directly aligned to the SSIP and prioritize the intersection of social-emotional development and embedded inclusionary practices in early childhood programs for all students, paired with intensive technical assistance and systems level coaching for preschool staff in integrated early learning environments.

Data indicates that in employing the statewide network of coaches, an increase in inclusionary practice knowledge gained across the three tiers of coaching (e.g., implementation specialist, program coach, and practitioner coach) will continue. Coaching knowledge gain will continue to be collected and analyzed in subsequent reports to inform best practice. Intentional engagement with SSIP RLs in coordinating, disseminating, and employing EBP has resulted in increased rates of response (as evidenced via participant survey response rate, training attendance, and data submission) examples include:

Scaling up the current WAPM Training and Coaching Network with support of University of Denver, PELE Center, to establish a Regional *Learning Experiences -An alternative Program for Preschoolers and Parents* (LEAP) Coaching Network.

Establishing a funding source for ECSE Implementation Specialists that have met fidelity within the WAPM training and coaching sequence) to collaborate with Regional Implementation Coordinators in the training, coaching, and technical assistance efforts to scale out multi-tiered systems of support (MTSS), P–21.

Intentional alignment with implementation science to support the phases of implementation, including sustainability and scale-up, have resulted in data-informed decision making related to the selection of EBPs. By utilizing these tools, local districts are increasing knowledge of systems change and leadership practices, which in turn is offering vital information from RLs and local districts relating to areas of strength and need. The

SSIP SLs continue to expect maintained progress of 100% program identification in alignment with the phases of implementation science as the project continues to progress. The SSIP SLs continue to center on strategies for involving multiple divisions within OSPI to maximize the allocation of resources across multiple funding streams to support procedures and policies. The SLT BoQ informs current efforts to scale-up and sustain evidence-based practices, requiring intentional co-creation and collaboration with community partners. Examples related to intentional alignment of systems to promote scale-up and sustainability practices include:

The deployment of a March 2022 contract with [Pyramid Model Consortium](#) (PMC), to access licenses to the Pyramid Model Implementation Database (PIDS). The acquisition of this license ensured that the SSIP SLs have a vetted data submission platform for all local districts engaging in inclusionary practice and MTSS project work. This also ensured that the SSIP state data manager had a streamlined tool for data submission and later data analysis. With this database in place, the SSIP SLs expect a continuous increase in data submissions across all eight prescribed data sources in the subsequent reporting period (note that there is an 87% data submission response reported in this period from the prior reporting period in which 67% of programs submitted data yielding, a 20% response rate increase).

Continued efforts on sustaining the ECSE Inclusion Champions cohort, a title designated to local school districts and program leads, who continue to demonstrate progress per their program-identified stage of implementation as demonstrated by their submitted action plan and qualitative and quantitative data sourcing (e.g., LDPISA, TPOT, EC BoQ, Coaching Log(s), BIRs).

Expansion of the PreK Inclusion Champions Network to include Inclusive Transitional Kindergarten grantees, bringing together school district leadership across Washington state that are committed to expanding the continuum of placement options for all children through the implementation of inclusionary practices and MTSS frameworks.

Expansion of partnership with DCYF ECEAP to integrate WAPM training and coaching practices into their existing coaching framework known as Early Achievers, which serves children ages 0–5 years enrolled in state and federal prekindergarten programs, as well as licensed child care.

The evidence-based practices implemented with summaries of implementation strategies.

The selected evidence-based practices (EBPs) implemented by the state in the reporting period include:

- Washington Pyramid Model (WAPM)
- Learning Experiences and Alternative Program (LEAP) Replication
- Multi-Tiered System of Supports (MTSS)
- Implementation Science

The state deployed EBPs to increase capacity to support regional and local educational systems and to positively impact the SiMR findings. These practices include the implementation of WAPM, MTSS, LEAP, and Implementation Science.

The SSIP SLs continue to intentionally implement the Pyramid Model, a national innovation for equitable multi-level systems of support in participating SSIP programs, across Washington state's complex mixed delivery system. This framework is tailored to meet state-specific needs, promote inclusionary practices, and enhance social and emotional competence in infants, toddlers, and young children. The application of this framework in Washington is WAPM. The WAPM vision is aligned with the commitment to increase opportunities for all children to receive high-quality, early learning services in integrated and 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.

The LEAP Preschool Model reflects both a behavioral and developmentally appropriate approach for teaching children with and without disabilities within an inclusive early childhood environment. In LEAP Preschool Models, typically developing peers are trained how to communicate and engage in reciprocal social relationships with their classroom peers with autism spectrum disorder (ASD). The LEAP PreK Model also uses an integrated curriculum approach (i.e., designing learning experiences that promote children's skill development across multiple domains) to provide opportunities related to all areas of development (e.g., social/emotional, language, adaptive behavior, cognitive, and physical). OSPI has contracted with the University of Denver to implement LEAP PreK Models across Washington state and is currently being implemented in four of the nine ESD regions.

A MTSS is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices through data-based decision making to achieve important outcomes for every student. The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs. MTSS integration involves coordination of tiered delivery systems, including Academic Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), Washington Pyramid Model (WAPM), and Social and Emotional Learning (SEL).

The state continues to employ implementation science to build organizational commitment,

capacity, and systems so that children, families, and communities' benefit from implementation practices and improved outcomes are sustained. The Early Childhood Technical Assistance Center (ECTA) identified five implementation stages to describe the implementation process: Exploration, Installation, Initial Implementation, Full Implementation, and Expansion and Scale-Up. Implementation stages identify specific activities, outcomes, and unique challenges associated with the implementation process. These stages help in the planning, communication, resource allocation, and evaluation of SSIP implementation.

How each evidence-based practice impacts the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices.

The impact related to each EBP (i.e., WAPM, MTSS, Implementation Science, LEAP) includes improvements to the systems comprising the state infrastructure via the employment of family and community partner engagement strategies, synchronous and asynchronous facilitated training and coaching, data-based decision making, and sustainability and scale-up activities.

Data sources informing EBPs impact include the *Local District Preschool Inclusion Self-Assessment (LDPISA)*, *Teaching Pyramid Observation Tool (TPOT)* and *Early Childhood Program Wide PBS Benchmark of Quality (EC-BoQ)*. These sources continue to highlight program/district policies and practices for targeted increase and ongoing action planning to better inform current program/district practice and areas for improvement (e.g., family participation and monitoring and data-based decision-making). Through data aggregated over the last three years of implementation, continuous implementation of WAPM has supported Washington state in efforts to increase high-quality, integrated, and inclusive early learning settings for young children. The utilization of data-based decision-making and comprehensive training and coaching based on said data, are the heart of WAPM fidelity in practice.

In this reporting period alone, the increase in response rate across all eight prescribed metrics resulted in a significant increase in data submission in 87% of participating SSIP programs. SSIP SLs continue to provide professional development and technical assistance opportunities around data-based decision-making by offering six optional data office hours to all participating programs during the statewide deployment of the Pyramid Model Implementation Database (PIDS) system. WAPM employs ongoing practice-based coaching and fidelity of implementation by execution, implementation, and continuous monitoring as featured in the *Teaching Pyramid Observation Tool (TPOT)* and *Behavior Incident Report System (BIRS)*.

These instruments directly assess fidelity and impact provider practices, parents/caregiver outcomes, and child outcomes. Furthermore, they guide the training and coaching network to assess, examine and provide ongoing practice-based coaching support to participating programs based on direct observation data collected during PWLT convenings and direct classroom observations.

Ongoing analysis and data collection processes (as featured in the bi-annual EC-BoQ self-assessment) are intended to impact the SiMR by changing program/district policies directly related to *staff buy-in (1.2/2)*, *leadership team development (1.4/2)*, *family and community engagement*

(0.9/2), and integration of *data-based decision-making* (0.9/2). Data indicate that WAPM implementation continues to impact teacher/provider practices specifically related to trauma-informed practices, race and equity, and inclusion as recorded through knowledge gain survey data and direct observation data collected via the Teaching Pyramid Observation Tool (TPOT). The SSIP SDT hypothesizes that ongoing family/caregiver outcomes, feedback, and concern will continue to be recorded and addressed during monthly leadership team meetings and collected via parent/family survey data.

The SSIP SDT have worked to begin identifying areas for statewide improvement (e.g., family/community partnership, alignment of professional development opportunities across a mixed delivery system) and engage in bimonthly action planning to address low-score indicators as collected via the state level Benchmark of Quality instrument for increase.

The SSIP SLs have identified and developed the WAPM Training and Coaching Network, designating the existing SSIP RLs to support WAPM and ECSE practices across their respective regions. Each SSIP RL has completed an intensive training and coaching sequence to support local districts in their efforts to assess current system infrastructure to deploy a rigorous action plan aiding in implementation of the frameworks of WAPM to ensure equitable access to children with disabilities across their districts continuum of placement options. SSIP RLs have begun to collaborate and partner with Regional MTSS Implementation Coordinator (RIC) expert in efforts to expand MTSS scale out from K–12 to P–12 across systems convening on two separate occasions during this reporting cycle alone.

To note, the essential components of MTSS are interrelated, and as the intensity of student need increases, each of the components also increases with intensity. Washington state MTSS implementation includes seven critical components: Team Driven Shared Leadership, Data-Based Decision-Making, Family, Student, and Community Engagement, Continuum of Supports, Evidence-Based Practices, Cascading District and School Systems, and Implementation Stages. MTSS implementation and alignment are intended to impact the SiMR by changing program/district policies through analysis using tools such as the District Capacity Assessment (DCA) and Schoolwide PBIS Tiered Fidelity Inventory. MTSS continues to emphasize student voice in decisions about their education and provide opportunities for choice and designing supports that fit individual strengths and needs. Implementation of MTSS requires engaging community partners in leadership team development, decision-making, and analysis. The SSIP SLs understand that partnerships with families and community members are essential to successful employment of these EBPs.

The SSIP SLs continue to hypothesize that, by building continued statewide capacity to scale up, sustaining implementation practices through the application of implementation science will significantly impact the SiMR by changing program/district policies, procedures, and practices. ECTA affirms that the adoption of practices can work to support the state's great capacity for change. With an intentional focus on specific steps and associated activities per each stage, the SSIP SLs understand that each program requires individualized support to meet fidelity of implementation to impact the SiMR. Integrating WAPM, MTSS, and Implementation Science provide the SSIP SDT opportunities to assess and revisit program progress based on data to inform decision-making and make individualized program recommendations aligned with relevant data.

Data collected to monitor fidelity of implementation and to assess practice change.

The state evaluated the outcomes of each improvement strategy through various data collection instruments.

Indicator B7A (1) targets an increase in positive social emotional skills as measured by individual rate of growth with a proposed future target of 89.2% across a six-year period. Indicator B7A (2), targeting an increase in positive social emotional skills, as measured within age expectations yielded 40.69% in 2021–22 with a proposed future target of 43.9% in 2025–26.

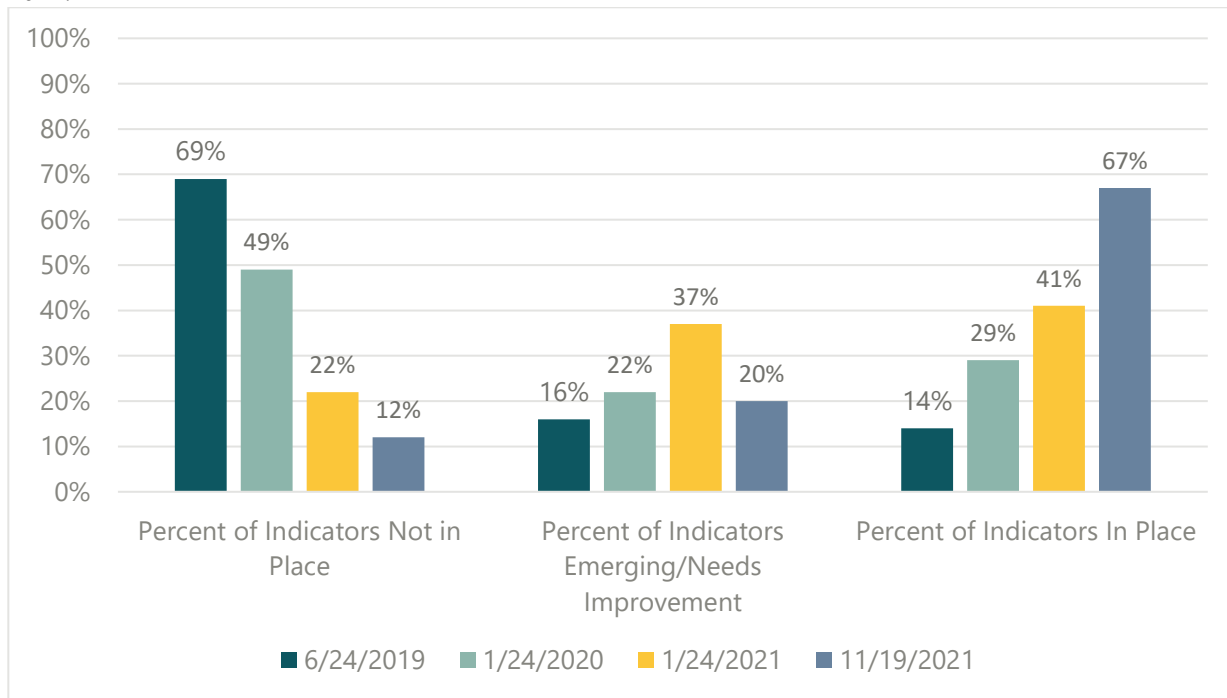
In 2021, 9,565 children ages 3 to 5 were reported to have an IEP in the state of Washington. Of those identified, 25.7% of these children had access to a regular early childhood program (RECP)(B6A) while 49.4% of these children were reported to be enrolled in either a separate class or program (B6B). It was determined that 24.3% of the children reported were either enrolled in a RECP with services provided elsewhere or received specially designed instruction via a service provider location. When compared to the performance indicator B6 data for 2020, there is a positive increase of 4.7% for B6A (from 21%) and decrease of 4.1% (from 53.5%) for B6B. There was also a reported increase of the number of children in a RECP with services provided elsewhere or via service provider location in 2020 from 12.5%.

Analysis of the State Infrastructure Leadership Capacity Assessment indicates stable maintenance across all three domain areas. Acquisition in the leadership area of collaboration yielded a mean score of 3.42. A mean score of 3.42 in motivation and guidance and 3.42 in vision and direction were recorded. A demographic analysis of the SDT indicates that 86% identify as female, 6% identify as male, and 6% as prefer not to report. Additionally, 86% identify as not Hispanic or Latino of any race, 6% identify as Hispanic or Latino of any race and 6% prefer not to report. 6% of SDT members indicated Yes to Dual Language Speaker Status (DLL), 73% indicated No, 13% indicated Other and 6% preferred not to report.

Preliminary discussion regarding the [State Leadership Team \(SLT\) Benchmark of Quality \(BoQ\)](#) was initiated in January of 2023. Preliminary findings related to the first critical element “Leadership Team” were discussed and the SSIP SDT requested the SSIP SLs develop a modified scoring procedure to meet the needs of the community spanning across a six-month time sample. The SSIP SDT anticipate reporting on this metric in future reports. In the prior year, the *SLT BoQ: Implementing Evidence-Based Practices Statewide conducted on January 27, 2023*, indicates 12.2% of total indicators are “not in place,” demonstrating a longitudinal decrease of 57% across four administrations of the assessment (initially conducted in Fall 2019). A reported 20.4% of indicators are “emerging and/or need improvement”, with an acceleration of 4% across four administrations spanning from 2019–present. A reported 67.3% of indicators are “in place”, yielding an increasing acceleration towards the terminal goal (80%) with a 53% increase from baseline.

Figure 4: State Leadership Team Benchmarks of Quality

Figure 4 shows the State Leadership Team Benchmark of Quality, ranging from June 2019 through November 2021.

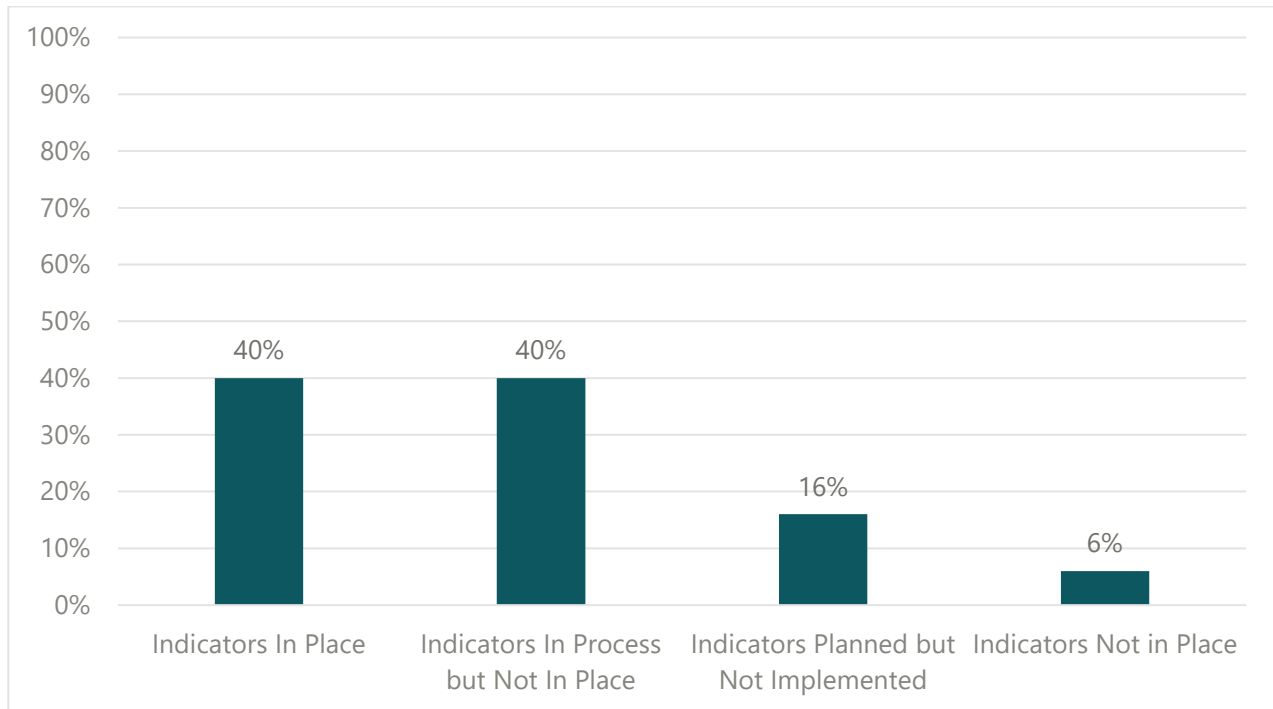


Source: [State Leadership Team Benchmark of Quality Instrument \(SLT- BoQ\)](#)

The [Local District Preschool Inclusion Self-Assessment \(LDPISA\)](#) evaluates partnerships among schools and early care and education providers to promote the inclusion of young children with disabilities. The LDPISA yielded a 65% instrument response rate, indicating an average of 40% of indicators “in place” with an average 40% of indicators “in process but not in place,” 16% of indicators planned but not implemented, and 6% “not in place.” Statewide analysis indicates *developing formal collaborations with community partners (2.82/4)* and *enhancing professional development (2.94/4)* as areas for future growth. *Reviewing and modifying resource allocation (3.23/4)* and *adhering to legal provisions of support and services in inclusive settings with Individualized Education Programs (3.55/4)* have been identified as statewide implementation strengths through comparative analysis. Note that the *partnering with family’s* domain yielded an increased score (3.08/4) along with *establishing an appropriate staffing structure and Strengthen Staff Collaboration (3.5/4)* from the prior reporting period.

Figure 5: Statewide Analysis of the Local District PreK Inclusion Self-Assessment (FFY21)

Figure 5 shows the statewide analysis of the Local District PreK Inclusion Self-Assessment across all participating SSIP implementation programs in FFY21 in four key categories; indicators in place, indicators in process but not in place, indicators planned but not implemented, and indicators not in place).



Source: [Local District PreK Inclusion Self-Assessment](#)

The [Teaching Pyramid Observation Tool \(TPOT\)](#) evaluates and reinforces high-quality practices that support children’s social-emotional development and behavior. TPOT assessments are conducted two times annually across program sites implementing Pyramid Model practices to measure progress and fidelity. The TPOT yielded a 35% response rate, in which forty-four cumulative TPOT observations were completed. An analysis of the data indicates 76% of key practices were observed including indicators related to *teacher engagement in supportive conversations with children, collaborative teaming, teaching behavior expectations and connecting with families*. This reporting period yielded a cumulative 51 red flags (RFs) with the primary red flag indicating a need for additional support related to *classroom transitions* (RF #17). Longitudinal analysis indicates a steadily decreasing trend in observable red flags recorded in classrooms implementing EBPs (30 instances recorded in spring 2022 to 21 instances recorded in fall 2022).

The SDT state leads noted an increasing statewide trend in direct observational data supporting *interventions for children with persistent challenging behavior* and stable implementation in *supporting family use of the Pyramid Model Practices* within this reporting cycle. The SSIP state leads expects to engage in continued comparative analysis of future spring 2023 data as collected via the TPOT instrument to further guide statewide coaching provisions.

The [Early Childhood Program Wide Positive Behavior Support Benchmark of Quality \(EC BoQ\)](#) evaluates program progress towards implementing the Pyramid Model program-wide two times annually across program sites implementing the Pyramid Model engaging in initial to full

implementation stages. The EC BoQ yielded a 74% instrument response rate. 38% of indicators were reported to be "in place," 40% were "emerging and/or needed improvement," and 22% were "not in place." A statewide analysis of the data aggregated across the implementation cycle indicates *monitoring implementation and outcomes* (16% in place) and *staff buy-in* (36% in place) as areas for future growth. Analysis indicates that *procedures for responding to challenging behavior* (92% of indicators in place/ partial) and *establishing leadership team* (84% of indicators in place/ partial) critical elements have been implemented with the highest percentage of fidelity per comparative analysis from the prior reporting period.

The [*Behavior Incident Report System \(BIRS\)*](#) collects and analyzes behavior incidents in programs to inform data-based decision-making with additional analysis related to possible equity issues by calculating disproportionality. Analysis of the BIRS (26% response rate) indicates a variable decreasing trend in behavior incident report summaries (ranging from a frequency of 0-25 cumulative BIRS/daily time sample). Analysis indicates that BIRS most frequently occurred on Mondays (23%) and Thursdays (23%) with the lowest occurrence documented on Fridays (18%). Note the statewide average number of BIRS documented across a six-month time sample was 121. Preliminary data collected from the respondents report 2% in-school suspensions.

Of those in-school suspensions (ISS) reported, twenty-one reported ISS instances in which 13 in behavior incident report summaries (ranging from a frequency of 0–25 cumulative BIRS/daily time sample). instances were identified for children enrolled as General Education and 3 instances for children enrolled as having an IEP. When analyzing the frequency of ISS for both children both with and without an IEP by race, the risk ratio for children who identify as Black is 3.04. Children who identify as Asian have a 1.93 risk ratio, and children who identify as White have a 1.14 risk ratio (all other risk ratios yielded a score of 0). 0.002% out-of-school suspensions were reported in which all students were classified as White. In this reporting cycle there were 0% documented dismissals. 38.5% of children with BIRS were classified as children with IEPs and 61.5% of BIRs were classified as children without an IEP. The percentage of BIRS attributed to dual language learners (DLL) is 15.7% and 84.3% for non-DLL children.

Data indicates the following percentages of children with BIRs who belong to a student group: *Asian* (0%), *American Indian* (1.6%), *Alaskan Native* (0%), *Black or African American* (3.6%), *Latino or Hispanic* (15.3%), *Native Hawaiian*, (0%), *two or more races* (2.2%), *Pacific Islander* (0%), *White* (86%), *Other* (0%), and *prefer not to report* (0%). Data indicates that 14.3% of BIRS were attributed to children who identify as *Hispanic or Latino of any race*, 85.7% to children identified as *Not Hispanic or Latino of any race*, and 0% of children who identify as *Other*. Data indicate 14.6% of children with a BIR identify as *female*, 0% identify as *Gender Nonconforming/Transgender*, 85.4% identify as *male*, 0% identify as *non-binary*, and 0% identify as *Other*. Note that the data report includes 732 children in total with a total 121 BIRS reported.

Note that the data report includes 732 children in total. The SSIP state leads understand that continued collection and analysis of BIRS data across Washington's mixed delivery system will better inform partners of current program practice as it relates to race, equity, and inclusionary practice. Gathering this data continues to affirm the need for ongoing and continued technical assistance and support related to short term, intermediate, and long-term outcomes. The state continues to engage in ongoing analysis of current in-school, out-of-school, and dismissal data

cross-referenced with race, ethnicity, and gender data to better inform the SSIP community of practice. Participants will continue to increase employment of this tool (26%) to meet the terminal target of 50% in the subsequent reporting period.

Analysis of [program](#) and [practitioner coach](#) activity logs indicates a cumulative 19,069 minutes (increase of 10,450 minutes) of coaching to support the development of leadership teams, practitioner coaches, behavior specialists, and establish relationships with family and community partners.

Program coach data indicates 16% of coaching activities are targeted at assisting with meeting processes, 16% spent reviewing fidelity tools, 16% allocated to leadership team development and 16% focused on developing practitioner coach activities. 61% of coaching activities were reported to occur in face-to-face meetings and 39% via virtual modalities. Data indicates 166 coaching cycles have been completed, yielding an average of 115 minutes per cycle. Within those recorded cycles, coaches report 10% were allocated to *developing and setting goals/action plans*, whereas *reflective conversations and problem-solving* discussions both during the observation period and post-observational meetings accounted for 38%. It should also be noted that *help with environmental arrangements* and *other help in the classroom for individual child support* accounted for approximately 16.3% of coaching support provided across the 23 participating SSIP programs.

The Parent Survey Instrument: School Efforts to Partner with Parents Scale results indicate that 41.7% of the parent respondents believe that schools have facilitated their involvement in their child's education. This report yielded a 10.2% response rate (12 responses/118 total). The total sample of parents surveyed included parents of students identified as Hispanic (33%), American Indian/Alaska Native (0%), Asian (20%), Black (0%), Pacific Islander (0%), Two or More Races (17%), and White (12%).

Additional data metrics collected to support continued use of each evidence-based practice.

To further enhance the work established within the current SSIP cycle, additional progress monitoring data collection continues to better assess current gains related to short-term outcomes, capturing knowledge gain related to inclusionary practice, race and equity practices, trauma-informed practices, system change and leadership practices, and fidelity criteria and systems infrastructure. The SSIP SDT are in the early stages of SEL implementation and note that practitioner changes in knowledge are expected to accelerate programs towards fidelity in implementation (note 13% of participating programs have met fidelity in implementation in scoring 80% or higher across two or more TPOT administrations and LDPIISA) and ultimately to achieving the SIMR. The SSIP SDT will continue to analyze the Parent Survey Instrument: School Efforts to Partner with Parents Scale in subsequent reporting cycles to assess gains in family engagement as evidenced by participant response and PWLT demographic data.

This process has been supported by the SSIP SDT, which represents a variety of partners across agencies representing children and families between the ages of 0–5 years. Collected through WAPM training and coaching participant survey to assess knowledge gain in five critical areas: Inclusionary Practice, Race and Equity, Trauma Informed Practice, Systems Infrastructure and Fidelity Criteria, and Systems Change and Leadership Practice. Participants reported knowledge

gain using a scaling criterion (*none, limited, moderate, extensive*).

Knowledge gain related to inclusionary practices yielded 50% in the *moderate* category and 50% in the *limited* category. Knowledge increase related to race and equity practices, yielding 100% in the *limited* category. Similarly, knowledge increase in the trauma informed practice criteria yielded 100% in the *limited* category. Notably, knowledge gain in systems infrastructure and fidelity criteria increased over this reporting period with 50% reporting limited increase and 50% reporting moderate increases in this domain. Systems change and leadership practice reported a 50% moderate knowledge increase and 50% extensive knowledge increase.

Continued efforts to sustain moderate to extensive knowledge increase across all five domains are in place and are expected to stabilize with increased partner engagement at the local level, regional WAPM certification of SSIP leads, and with the expansion of regional training opportunities across the early learning landscape.

The SSIP SLs continue to expand efforts to support educational practitioners with updated technical assistance, professional learning, and coaching that will improve data quality in the long term. In utilizing the Teaching Pyramid Observation Tool, SLs identified a statewide average score of 6.36 (significant increase) in the *Communicating with Families* (COM1-8) and a statewide average score of 0.525 in *Supporting Family Use of the Pyramid Model Practices* (INF1-7) as documented across 44 separate direct observations during this reporting cycle.

Identified next steps for each evidence-based practice and the anticipated outcomes to be attained during the next reporting period.

Utilizing the SSIP Logic Model as a guide, the SSIP SLs have implemented the strategies, outputs and desired outcomes identified within this plan to move the needle on SSIP.

With the use of EBPs throughout the implementation process, the SSIP SLs with the support of RLS, community partners and families, have successfully met the identified short term goals: increased numbers of children in general early childhood placements, increased family and community provider engagement within local early learning (EL) programs, increased knowledge of inclusionary practices for Tier 1 and Tier 2 of WAPM, race and equity practices, and trauma informed practices, increased knowledge of fidelity criteria and systems infrastructure, and increased knowledge of systems change and leadership practices.

Through efforts made to promote data literacy across all levels of engagement (state, regional, local), the SSIP SLs have identified key next steps to further enhance the SSIP implementation process.

Based upon Community Partner (CP) feedback, the SSIP SLs reviewed, revised the current ECSE PreK Inclusion Champion grant application and associated activities to ensure that they were aligned with the outcomes identified within the SSIP theory of action and logic model. With the prioritization of intensive technical assistance, coordinated professional learning, instructional and systems-level coaching, as well as intentional engagement of both families and community

partners, the updated grant and activities will ensure that the SSIP RLs work directly with local districts to prioritize the intersection of social emotional development, embedded inclusionary practices, and MTSS frameworks in early childhood programs by engaging in the activities associated with the Stages of Implementation; Exploration and Planning, Installation, Implementation; initial to full, and scale up.

With these efforts, local districts will expand their continuum of alternative placement options, creating greater access to high-quality early-learning and elementary programs. Examples of activities include but are not limited to:

Stage 1–2 (Exploration and Planning, Installation)

Within six weeks of the current school year's initiation, establish a program-wide leadership team (PWLT) that includes a family representative and at least one community-based early care and education provider.

With the PWLT, collect baseline and ongoing progress monitoring data using evidence-based practices and standardized metrics including the Local District PreK Inclusion Self-Assessment (LDPISA), and Early Childhood Benchmark of Quality (EC-BoQ). Review with district team no less than twice per year to assess progress for up to three years. Analyze and create a baseline state of inclusion within each district program utilizing indicator B6 and B7 data.

With the PWLT, create action plans prioritizing engagement to families and Community Partners within local district's ECSE initiatives.

To further support the efforts of the SSIP RL and local districts as they move closer to decreasing the achievement gap between children with and without disabilities in the social emotional domain and increasing access to inclusive early learning environments, the SSIP SLs have taken steps to collaborate with cross sector partners at DCYF ECEAP to increase integrated programming opportunities for local districts contracting or subcontracting with DCYF for ECEAP slots and associated funding.

ECEAP provides child-centered, individualized preschool education and health coordination services on a foundation of strengths-based family support. Under WAC 110-425-0080, a child is eligible for enrollment in ECEAP if the child is at least three years old by August 31st of the school year, is not age-eligible for kindergarten, and is either: (1) From a family with income at or below one hundred ten percent of the federal poverty level (FPL); (2) Qualified by a school district for special education services under RCW 28A.155.020. All children on a school district individualized education program (IEP) meet this requirement; or (3) From a family with income that exceeds one hundred ten percent federal poverty level and is impacted by specific risk factors incorporated into the department's prioritization system described in WAC 110-425-0085 (4) which includes preference for enrollment of children from families with the lowest income, children in foster care, or children from families with multiple needs. No more than ten percent of slots statewide are enrolled with children eligible under this provision.

At the close of 2022–23, ECEAP *Request for Applications* (RFAs) for ECEAP Services, seventeen applicants applied for 1,331 ECEAP slots across the state, which was 581 more than was projected

within ECEAP Expansion efforts to expand for the current school year. DCYF expects to be able to award most of the slots requested as a result of funding that was recaptured from some returned part day slots and additional investment from the legislature in the 2022 Legislative Session. Within the next calendar year, 3,233 additional slots will be available, with 9,699 slots awarded by the start of the 2026–27 school year. Based upon the 2021–22 ECEAP & HEAD START SATURATION STUDY, districts that have been identified as having a higher B6A LRE percentage and who are operating an integrated ECEAP/DD PreK program will receive prioritization for upcoming ECEAP Expansion slot awards.

To expand WAPM across the complex mixed delivery system found in Washington state, the SSIP SLs have combined efforts with DCYF Professional Development leads to create a complimentary training and coaching tract for practitioners working within state and federal preschool programs, licensed child care, and with partners at Child Care Aware (CCA) of Washington.

Over the next year, the SSIP SLs expect to see ongoing program and facility recruitment with a continued focus on regional onboarding and professional development offerings (to date, one Training of Trainer offering has been coordinated in this reporting cycle). DCYF leads continue to engage in site onboarding practices utilizing the EC-BoQ to identify instructional practices and training needs with an anticipated TPOT and Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) launch in March 2023. Future DCYF efforts will continue to focus on program alignment, ongoing coaching visits with an intentional focus on Mental Health Consultation and community leadership development in alignment with the stages of implementation. To further enhance the current WAPM training and coaching Network, the SSIP SLs will be working in collaboration with the University of Denver-PELE Center and SSIP RLs, to establish a LEAP Coaching Network that will span the state of Washington and ensure sustainability of implementation efforts.

In partnership with the Center for the Improvement of Student Learning (CISL), the SSIP SLs have secured funds that allow the SSIP RLs to begin the process of initial exploration and planning with the MTSS K–12 Regional Implementation Coordinators (RICs). Over the next implementation cycle, we expect that this community of partners will engage in regional collaboration opportunities (within this reporting cycle, two have occurred with three additional connections forecasted) to support project alignment and sustainability. Additional efforts are underway to develop a comparative analysis tool (e.g., crosswalk) for programs utilizing the EC-BOQ to support comprehensive leadership team development to better support sustainability and scale up practices. Future progress will be reported in subsequent reporting cycles.

How evaluation data was used to support the decision to implement without any modifications to the SSIP.

The testimony of the ECSE Inclusion Champions, which include the SSIP Implementation programs, paired with submitted data, show that the current model of the SSIP is effective in offering districts the opportunity to assess current practices, create viable improvement strategies, and increase access to high-quality learning environments for all children when provided with intensive professional learning and technical assistance related to inclusion, inclusionary practices, and social emotional learning. Local districts that paired this technical assistance with system level and instructional coaching found greater buy-in from program staff, community partners, and families, as well as positive outcomes for children engaged integrated learning environments.

Local districts shared that:

"The project gave staff the ability to best support students across settings and to align their practices as of their PLC efforts... The use of aligned materials increased the amount of success our students experienced as they transitioned from our special education program into our Inclusive classrooms... this supported us in having 100% of our 4-year-old students included with their same aged peers for the majority of their school day."

"It was a building year. There are LOTS of discussions about the direction and planning of the center regarding inclusive practices. Solidifying 'where we've been, where are, and where are we going' was key to planning and having common mission."

"Our action plan helped us to bring the connection with local daycare and we even visited one, opening the door for communication. This is an area that we need to continue to grow and build. ECEAP went through a big transition with new staff, and we now feel like we can start to build relationships with them."

"We are thrilled to say that the opportunities provided by this grant and (with) the support of the ESD, we are on target to meet that goal~ Our Inclusion Committee and our entire staff should be commended for their willingness to engage in deep conversations, be open to new learning and try new strategies to support students... (we) are on our way to making our vision a reality."

State data trends indicate an increase in response data across all tools prescribed by the SSIP SLs. An increase in the utilization of the Teaching Pyramid Observation Tools (TPOTs) were conducted via direct observation methods, yielded a 35% (a 5% increase from prior reporting period) response rate across 23 participating programs. The Behavior Incident Reporting System (BIRS) yielded a statewide response rate of 26% (a 6% increase from the prior reporting period). Accordingly, the SSIP SLs continued to identify ongoing coaching and training opportunities as a critical element to ensure fidelity in assessment and analysis in subsequent reporting cycles. In addition to direct observation methods, programs were directed to complete either the Local District Preschool Inclusion Self-Assessment tool, yielding a 65% instrument response rate (15% increase from prior reporting period), and/or the EC-BoQ, yielding a 74% instrument response rate (24% increase from prior reporting period). Note that 52% (12% increase from prior reporting period) of participating programs conducted both self-assessment instruments. The SSIP SLs hypothesize that the recent deployment of the Pyramid Model Implementation Database (PIDS) system has supported the increase in statewide data submission. As such, the SSIP SLs expect an increase in data analysis and monitoring practices as recorded in the EC-BoQ Monitoring Implementation and Outcomes domain in the subsequent reporting period.

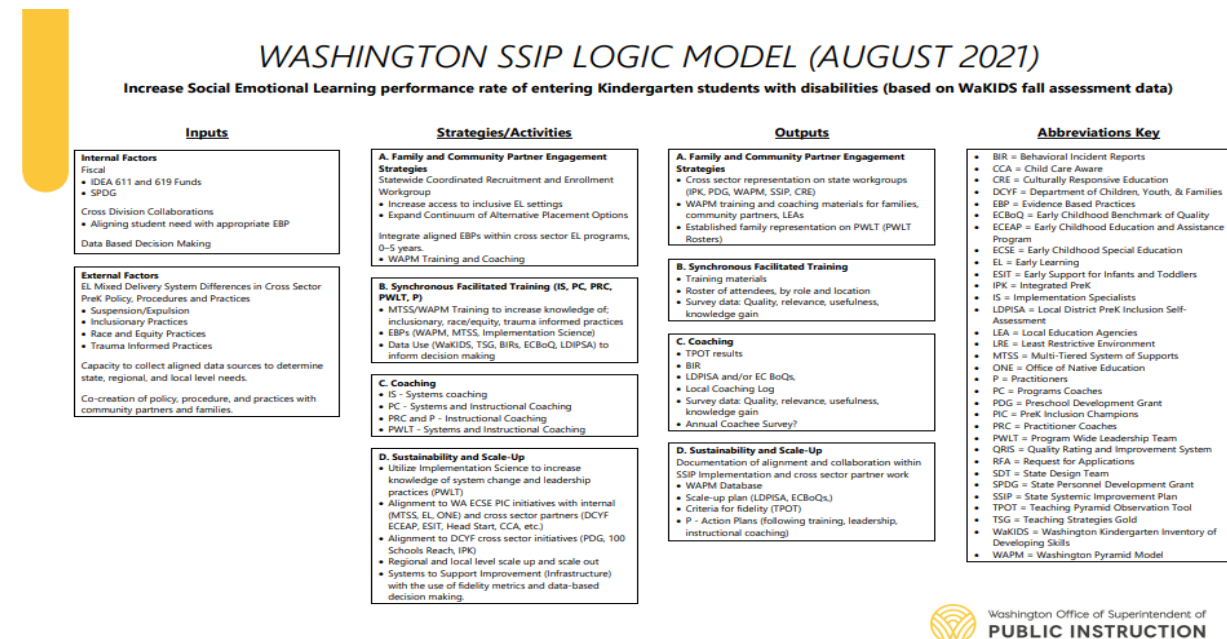
Section C: Community Partner Engagement

Description of Community Partner Input.

An immediate point of clarification for reviewers will be that after extensive conversations with early childhood community partners, the Washington SSIP SLs will not be using the term "stakeholder" within this report, or within companion tools within the SSIP, to respectfully honor relationships with tribal partners within advisory committees who represent their individual Sovereign Nations (29 federally recognized within Washington state).

This action was taken at the request of the SSIP SDT and for this reason, the term stakeholder will be struck from all communications and references. By striking this term, we are putting into practice our commitment to assess our systems and interrupt institutional racism and racist practices, ensuring that we are meeting the OSPI Equity statement to "...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 understands that language and advocacy are fluid, and it is our intent to continue these conversations as they apply to the impacts of language used to describe community partners (CP) in additional contexts, including future iterations of the SPP/APR.

Figure 6: Washington SSIP Logic Model



Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

Essential partners enlisted to improve the overall quality of early childhood programming in Washington state has increased significantly in the past year due to intentional alignment with internal and external cross-sector strategic planning. Representatives identified within each partner group (state, regional, local district, families, and community partners) below were actively engaged throughout the project work with special consideration made to ensure equitable representation

and opportunities for co-creation at each level of implementation. As shared earlier in this report, the SDT captures a wide variety of partners, including practitioners and leaders from our state Parent Advocacy groups, state and federal PreK programs, Part C state agency representatives, Higher Education, ESDs, local districts, tribes, and Child Care Aware of Washington.

Using the SSIP Logic Model as a guide, the SSIP SLs were able to make meaningful progress towards meeting identified outcomes in the 2021 school year. To support the expansion of inclusive EL settings, and to expand access to WAPM training and coaching, DCYF ECEAP and Head Start took remarkable measures to change recruitment methods and communications related to inclusion and least restrictive environment. Annually, DCYF prepares the ECEAP and Head Start Saturation Study to analyze access to Washington's ECEAP and Head Start programs serving 3- and 4-year-olds. This study estimates the number of eligible children living within each school district boundary and calculates the percentage currently served. This Saturation Study is part of the information DCYF uses to determine appropriate locations for ECEAP slots. Current or potential ECEAP contractors may also use this study to inform decisions to apply for ECEAP slots or move existing ECEAP slots to communities with high needs.

To encourage the expansion of integrated programs and inclusive settings, the 2021–22 ECEAP & HEAD START SATURATION STUDY, published November 9, 2022, shared with potential ECEAP contractors the definition of least restrictive environment (LRE) and included the B6 PreK Environments data, disaggregated by ELL status, race/ethnicity, and age. Shifting the focus of priority groups to include local districts with the lowest B6A data increases opportunities for districts to access additional funding and integrated programming. This will be the first time many local districts will be placed in the position to access ECEAP funding, and braiding funds that allow districts and community ECEAP programs to work collaboratively to better serve children with disabilities across learning environments.

Other essential partners that have supported statewide efforts to increase access to inclusive EL settings and the expansion of local districts' continuum of alternative placement options includes the Washington state ECSE Coordination Team, the Special Education Advisory Council (SEAC), the PreK and Transitional Kindergarten (TK) Inclusion Champions Network, the Association of Educational Service Districts (AESD) Special Education Directors, and OSPI's Division of Early Learning, Center for the Improvement of Student Learning (CISL), UW IPP PreK Demo Sites and Office of Native Education (ONE). Each community represents an essential partner of the SSIP implementation process that has been developed to scaffold the learning of regional ESDs, local districts, community partners, and families, as they navigate the Stages of Implementation Science, MTSS implementation, and other identified EBPs.

To increase family and CP engagement at the local level, OSPI has leveraged Federal Special Education 619 activity funds to incentive local districts to hold permanent positions for families and CPs on their Program Wide Leadership Teams (PWLTS) and to include them in all relevant training 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 (PICs) Initiatives, a grant intended to support local districts as they work to increase the continuum of alternative placement options and to increase student access to high-quality early learning with strategic utilization of EBPs, included:

"...Public School and our community partners continued our partnership to improve our program and capacity to serve preschool students with disabilities in inclusive preschool settings. (the) ECSE Coordinator and ECSE teaching staff worked collaboratively with community preschool staff and administrators during monthly collaboration and coaching sessions to implement the practices identified in the research to action plan."

"(the) early childhood program has been able to expand the number of placement options in general education settings within the district for preschool children with disabilities being served on an IEP from 26% to 43% for the 2021–22 school year."

The Washington 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 ECTA, IDC, and 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: B6, B7, B11, and B12. Partners within this group have also met criteria to be identified as WAPM Implementation Specialists and SSIP Regional Leads and, in turn, have become the master trainers and coaches within their regions, ensuring that all training and technical assistance is aligned across regions, regardless of geographic location and local district size. This shift in engagement has empowered the ECSE Coordination Team to become the leaders of 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.

Sustainability and scale-up efforts continue to be a priority for the SSIP SLs as they partner with SSIP RLs and local districts to build skills in the utilization of implementation science and work to align initiatives across agencies. As the work to expand WAPM, MTSS, and the implementation of inclusionary practices continues, it is paramount that districts take explicit efforts to understand the implications of personal biases of staff and the lived experiences of the children and families they serve. To truly engage in practices that create systems of support and infrastructure improvement, local districts must first examine their current practices to build understanding of the implications of disproportionate representation within their educational systems by race and equity and/or specific disability category (performance indicator B9 and B10). Referral for special education is a result of well-intended adult responses to student needs. Disproportionality is a measure of the impact of those adult decisions on the lived experiences of students, particularly students of color. It is critical that partners across education understand that these decisions can cause harm when actions do not address the root causes of student need and are not culturally affirming.

Equally essential is the need for local district staff to have a strong understanding of the communities they serve, the potential trauma experienced over the course of the pandemic on both children and families, and the impacts of intergenerational trauma on Black, Indigenous, and other persons of color. To better serve the SSIP Implementation districts, the SSIP SLs have continued efforts to collaborate with experts in the field who are successfully making positive changes for children and families farthest from opportunity.

Addressing concerns expressed by the SSIP State Design Team and external partners.

With the engagement of CPs, local districts, SSIP RLs, and families, the SSIP SLs continue to take significant steps to move the implementation of inclusion, inclusionary practices, and MTSS in early childhood programs across the complex mixed delivery systems for children, 0–5 years. Each advisory group has been actively engaged in collective influence, identifying issues, solving problems, and taking action to ensure all students have access to high-quality early learning environments across Washington state. Opportunities to engage have varied to be responsive to the needs of CPs at the state, regional, and local levels, offering monthly network meetings, bi-weekly OSPI ECSE updates on hot topics, editing and writing sessions for upcoming guidance, access to statewide advisories, including the Coordinated Recruitment and Enrollment (CRE), and Integrated Early Childhood Programming in partnership with DCYF.

Accordingly, an analysis of identified CP concerns includes the following:

Equitable considerations for Tribal children, including children with disabilities, children impacted by intergenerational trauma, including Black children, and practitioners living within these communities.

Leveraging existing data sources to avoid the weaponization of data, especially when considering our most marginalized community members.

Within this reporting cycle, the SSIP SDT and SLs have worked to address these critical concerns with the following actions:

The SSIP SDT and SLs executed a contract in November 2021 with Swan Innovations to review existing technical assistance training materials and plan dialogue with tribal early learning programs to adapt materials for use in tribal early learning programs, state Compact Schools, and Bureau of Indian Education (BIE) Schools in Washington state. Swan Innovations offers unique and transformational experiences for Indigenous communities, and those who serve them, by providing innovative training and creative health and wellness content aligned with Indigenous values and worldview. Following the content review and analysis conducted by Swan Innovations consultants Dr. Martina Whelshula, PhD., and Cree Whelshula, a written summary of collected feedback and recommended revisions was developed.

This written summary and feedback included adaptations from tribal consultation related to WAPM Coaching and Training materials. This planned review included cross-cultural training recommendations and a close-in examination of WAPM practices through an Indigenous epistemological lens to determine what elements can be adapted to Native American tribal early childhood programs. One key recommendation from this examination is that adaptations of the professional development materials will vary depending on whether the training is for Native American educators or non-Native educators.

Recommendations related to trauma-informed care, culturally responsive relationships, supportive environments, social-emotional learning, rules and expectations, reflective practice, and training and coaching have been embedded within the WAPM professional development framework within

the Module 1 and Module 2 offering and will continue with subsequent offerings. Current efforts are underway to develop an additional professional development opportunity for participating programs that supports a deeper understanding of cultural bias and how individuals who come from western European cultures (which includes mainstream American culture) may mistake their own cultural values, beliefs, and paradigms as universal behavior and values. The SSIP SLs intend to report on progress related to this CP concern in the subsequent reporting cycle.

To promote alignment in practice and technical assistance across a mixed delivery system, the SSIP SDT and SLs developed a content review process to provide community partners with opportunities to provide feedback related to content development and materials. Through content review meetings, SSIP SDT noted the imminent need to center on family/community voice, trauma-informed practice, inclusionary practice, and race and equity in all aspects of the implementation framework, cascading logic model, and theory of action. Accordingly, the state has employed an ongoing content review process to review all technical assistance content to further advance/promote family and community voice, trauma-informed practice, race and equity, and inclusionary practice for future training and coaching opportunities focused on data analysis and literacy. The SSIP SDT regularly participates in technical assistance offerings and provides ongoing feedback as part of the content review and bi-monthly convening process.

Within this reporting cycle, OSPI has partnered with the National Center for Systemic Improvement (NCSI), a federally funded technical assistance center, to co-design a systemic equity review. The systemic equity review's priorities include centering students with disabilities, partner voice, racial equity, and inclusionary practices. It has been hypothesized that data yielded from the systemic equity review will better inform current beliefs, processes, and practices as it relates to the SiMR. Additionally, the SSIP SLs expect that this analysis of the state's current systems through multiple data sources is essential to better inform future changes across Washington state related to data impact and systems development that avoids the weaponization of data.

Future efforts are underway to create SSIP SDT professional development opportunities that explore the three pillars of culturally responsive data literacy (culturally responsive pedagogy, data-decision making, and equitable instruction) in subsequent SSIP SDT workgroups and/or bi-monthly convenings facilitated by Dr. Alexandria Harvey, NCSI Senior Program Associate. The SSIP SLs intend to report on progress in the subsequent reporting cycle.

Additional activities intended to be implemented in the next fiscal year that are related to the SiMR.

A legislative mandate was made in the 2021 legislative session based upon the Governor's request for 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 prekindergarten services affect enrollment in birth–3 and school-age care, impacts on these other programs are vital to alignment work.

Decades of rigorous research show that high-quality early learning inclusive of children with disabilities in a least restrictive environment contributes to a child's lifelong ability to learn and

relate to others. Washington state has a diverse mixed delivery system of public and private early learning and preschool programs to build upon. However, there are wide variations in resources and quality. Information about available places to enroll is spread out, so families have a difficult time finding and accessing services. There are dramatic shortages in some communities and competitive pressures in others. That is why the Governor and Legislature have asked the DCYF and OSPI to align services for children ages 3 to 5, so families get what they need – when and where they need it. DCYF and OSPI formed a core team to drive coordination and planning of coordinated recruitment and enrollment practices across the state’s mixed delivery system. A statewide cross-agency workgroup was created to advise these efforts, with workgroup members representing school district and community-based early learning programs, advocacy groups, community colleges, and other regional and state organizations, all of whom will support and maintain their advisory role under this initiative, and a supplemental statewide advisory, the Coordinated Recruitment and Enrollment (CRE) Committee.

DCYF and OSPI are recommending funding be provided within the 2022 legislative session to go towards 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. It is also suggested that funding be secured to develop a CRE communication toolbox that can be adapted to individual community needs. 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 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 up to high school and beyond to higher education and employment. As described in the report, DCYF and OSPI 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, DCYF and OSPI have examined their policies and procedures and worked together to identify key actions that they are taking within their existing authorities and those that will require legislative action. 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. To further align the practices of the SSIP Implementation project across local district and community-based settings, the SSIP SLs, in partnership with DCYF ECEAP and Head Start, have developed an additional level of engagement, convening the state leaders overseeing policy and procedure of the local districts engaged in the project work. A core advisory committee has been developed to support ongoing planning and policy and practice alignment necessary to support identified SiMR outcomes, including cross-agency policy and procedures necessary to expand access to students with disabilities across EL programs. As was anticipated and

shared earlier in this report, data sourcing and alignment were reflected in the DCYF saturation study, Request for Application (RFA), and it is expected over the course of the SSIP implementation cycle to later be reflected in both the Quality Rating and Improvement System (QRIS) and Early Learning Management System (ELMS).

Similarly, recognizing the integration and alignment of inclusionary practices and MTSS infrastructures into our PreK–3 systems is critical to student outcomes. OSPI’s ECSE and Early Learning divisions have joined forces to prioritize the integration of WAPM, race/equity, inclusionary practices, and trauma-informed practices within Transitional Kindergarten (TK) programs. Intentional alignment between TK and WAPM has strengthened the quality of instructional practices. Ongoing, deliberate, and intentional coordinated collaboration meetings (bi-weekly meetings with state leads, monthly with TK Leads) support the partnerships necessary to provide increased access to regular early childhood programs (RECPs), with the development of Regional Implementation Teams (RITs), bringing together EL Coordinators, ECSE Coordinators, DCYF ECEAP and Head Start CPs, and families, to elevate an innovative and collaborative partnership. An added benefit to this collaboration has been the expansion of the PreK Inclusion Network. For the 2021–22 school year, TK program leads were invited into this network to engage in conversations that bridge PreK to TK and kindergarten (K), allowing for peers to inspire peers. With the expansion of this network, and the extensive efforts made by the SSIP RIs to recruit and sustain partners within this work, monthly engagement has expanded from 30 district leaders engaged to over 90 district leaders engaged (33.3% increase).

Washington continues to embrace the opportunity to reimagine a stronger, more aligned early learning and education system that prioritizes quality, inclusion, and family choice. High-quality early learning programs promote children’s development, learning, health, and safety.

Timelines, anticipated data collection measures, and expected outcomes for these activities that are related to the SiMR.

The SSIP Evaluation Plan lays out the long term, intermediate, and short-term outcomes to meet the SiMR over the course of the five-year implementation cycle. The Evaluation Plan also identifies the associated targets and performance indicators, who is responsible for each action step, the frequency of actions taken, and data collection tools used. Opportunities to engage CPs have varied in an effort to be responsive to the needs at the state, regional, and local levels, offering monthly network meetings (PIC Network), bi-weekly OSPI ECSE updates on hot topics (ECSE Coordination Team meetings) editing and writing sessions for upcoming guidance (ESIT and EHDDI), access to statewide advisories, including the ECSE Focus Group, Coordinated Recruitment and Enrollment (CRE), and Integrated Early Childhood Programming in partnership with DCYF, as well as the Office Hours for LEA Special Education Directors.

To meet the long-term outcomes, SSIP SL participated in the development of a technical report that was written with OSPI and DCYF early learning leadership 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
- Fiscal modeling and funding
- Statutory and rule changes and the funding needed to achieve administrative efficiencies.

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. The state agencies 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. DCYF is making careful plans for ECEAP expansion and bolstering the child care market. OSPI is engaging in rulemaking to clarify the requirements for school districts implementing TK, building on the Five Pillars of TK.

To meet the intermediate outcomes and to further strengthen existing infrastructures that increase and sustain SEL and academic skills as measured in the SiMR, the SSIP SL, in partnership with the OSPI Early Learning Division, within the strategic goals outlined within Washington state's PreK Development Grant (PDG), launched the WAPM 0–5 Transition and Beyond project work in December 2021 OSPI's Special Education and Early Learning, with external partners, partners have drafted a manual on transition practices for children exiting ESIT Birth to 3 (Part C) and entering a Least Restrictive Environment (LRE) (Part B). This manual is set for joint agency publication in the winter of 2023.

The manual highlights the vision that all children and families benefit from a family-centered, statewide framework that supports coordinated, effective, equitable, culturally, and linguistically responsive transitions from early intervention to preschool special education services and/or the Early Childhood Education and Assistance Program (ECEAP), Head Start, and other high-quality early childhood settings. The development of this manual has integrated rigorous content review sessions from Washington's Department of Health, the Department for Children, Youth, and Families, Washington State School for the Blind, Partnership for Action, Voices for Empowerment, PDG family listening session partners, Open Doors for Multi-Cultural Families, The Early Hearing-Loss Detection, Diagnosis, and Intervention Program, Washington Sensory Disabilities Services and Washington State Hands and Voices.

A steady increase in participation of regional and local partners with the ECSE Inclusion Initiatives is evident as the SSIP SLs continue to examine and engage in comparative analysis between the SSIP data pool (23 participating programs) and the larger body of ECSE initiative work (127 participating programs). Approximately 80% of participating PIC and ITK champions engaged in baseline assessment practices. In this reporting cycle, 62 new programs have participated in the PIC or ITK project work, further highlighting expansion efforts across Washington's mixed delivery system to

center on inclusionary practices. These efforts directly correspond to the SSIP Theory of Action which works to strengthen infrastructures for effective implementation of education innovations, increase knowledge of fidelity criteria and systems infrastructure, and increase family and community provider knowledge of regional and local EL systems directly impacting the SiMR.

To meet the short-term outcomes outlined in the SSIP Evaluation Plan, and with the support of OSPI's Early Learning Division, a contract was executed with Swan Innovations in November 2021. To date, this contract has included dialogue with tribal early learning programs to adapt WAPM materials and associated training materials for use in tribal early learning programs, state Compact Schools, and Bureau of Indian Education (BIE) Schools in Washington state. Swan Innovations submitted a final review of WAPMs that has been embedded in the WAPM Coaching and Training content (November 2022). Future efforts are underway to develop an additional professional development opportunity that supports a deeper understanding of cultural bias as it relates to WAPM implementation with an anticipated launch date of June 2023. Proposed data collection measures to identify the effectiveness of this project work include the knowledge gain survey assessment metric related to the short-term and intermediate outcomes as featured in the SSIP Evaluation Plan (knowledge gain related to inclusionary practices, race/equity practices and trauma-informed practices).

With the expansion of MTSS implementation in Washington state, the SSIP SLs expanded their current partnership with representatives from Washington MTSS to include Regional Implementation Coordinators (RICs), to support the outcomes predicted within the SSIP Logic Model, Evaluation Plan, and Theory of Action. Leveraging the existing efforts of the SSIP RLs and SSIP Implementation project sites, the goal of this collaboration includes supporting the implementation of MTSS, P-12, through intentional alignment of professional development, technical assistance, and coaching (instructional and systems level). A workgroup comprised of SSIP RLs and RICs has identified the following objectives and anticipates completions of the first two objectives no later than April 2023, with long-term objectives set for completion within the subsequent reporting cycle:

- Identify shared professional development opportunities highlighting the similarities and differences in WAPM and MTSS.

- Create a crosswalk of training requirements and instrument for programs to reduce duplication and align cascading systems and implementation sequence.

The SSIP SDT understands that supporting a child with an IEP is not the sole responsibility of special education staff, but rather is the responsibility of the greater mixed-delivery system in Washington state and efforts to align systems to promote greater outcomes for children, families, and communities' benefit everyone.

Identified barriers and include steps the SSIP State Design Team and Partners intend to do to address these barriers.

Within these convenings, CPs, SSIP Implementation Sites, and SSIP RLs have identified that the greater barriers for the success of the SSIP implementation and larger systems-level change in the early learning community falls in the space of equitable funding and systems alignment for early childhood programs. These expressed barriers, shared by local district and SSIP RLs, were categorized into the following three bullets and efforts are underway to systemically address each concern:

- Intentional connections and leverage of current K–12 practices and initiatives with early childhood to harness district level support and to ensure sustainability to ensure sustainability and scale up included the continued offering of WAPM trainings for early childhood expansion into K–3rd grade.

- Continued emphasis on Washington state’s public school system as an inclusive 3–21 system, not K–12. (Spec ED strategic plan).

- Access to equitable funding to support the alignment for early childhood programs.

Current efforts to address these concerns include the following:

As cited in Section C of this report, the expansion of MTSS through WAPM welcome partners representing Washington MTSS to support in the development of the SSIP Logic Model, Evaluation Plan, and Theory of Action to further enhance alignment. The goals of this project include leveraging current K–12 practices to harness district level support to ensure sustainability. As a key strategy notated in the SSIP Logic Model, alignment to Washington ECSE initiatives and cross sector partners is essential to sustainability and scale-up practices. The SSIP SLs understand that these efforts are actualized when systems to support improvement (infrastructure) and developed with the use of fidelity metrics and data-based decision making.

OSPI supports and empowers students, educators, families, and communities through equitable access to high-quality curriculum, instruction, and support. OSPI’s shared focus is supporting all of Washington’s learners by providing coordinated, data-driven resources and support to school districts and programs. OSPI is committed to providing equitable access to strong foundations. OSPI’s strategic goals are deliberately aspirational, and leaders understand that progress will require continued, effective collaboration and advocacy with CPs. OSPI has identified their first strategic goal to focus on increasing student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices. Initial objectives for this goal include providing universal access to PreK, New K–3 literacy focus, and universal access to dual language learning by elementary. Activities to support this practice include the utilization of implementation science to increase knowledge of systems change and leadership practices as cited in the SSIP Logic Model: Sustainability and Scale-Up.

Funding that school districts for special education services receive is not well aligned with their expenditures, leaving some districts to rely on local levies to supplement their special education programs. School districts have a legal obligation to serve all students with disabilities in Washington, regardless of the cost of services. OSPI has requested that the legislature remove the

13.5% cap on state special education funding and increase the special education tiered multiplier to fully cover the cost of special education services and sustain the state's investment in inclusionary practices.

Providing full funding for special education will provide districts and schools across the state access to the resources they need to reimagine the ways they are providing special education services, including job-embedded professional development around inclusive practices for early childhood programs.

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