

# It's a Marathon Not a Sprint!

## Pacing Yourself For The Inclusive PreK-21 Journey.

Ryan Guzman: OSPI- 619/ECSE Coordinator

Janelle Bersch: NCESD Managing Director of Early Learning

Special Education Preconference

August 2, 2023



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WE'RE SO  
GLAD YOU  
ARE HERE!

# Welcome to the Race! Meet Your Trainers.



**Janelle Bersch**



**Ryan Guzman**

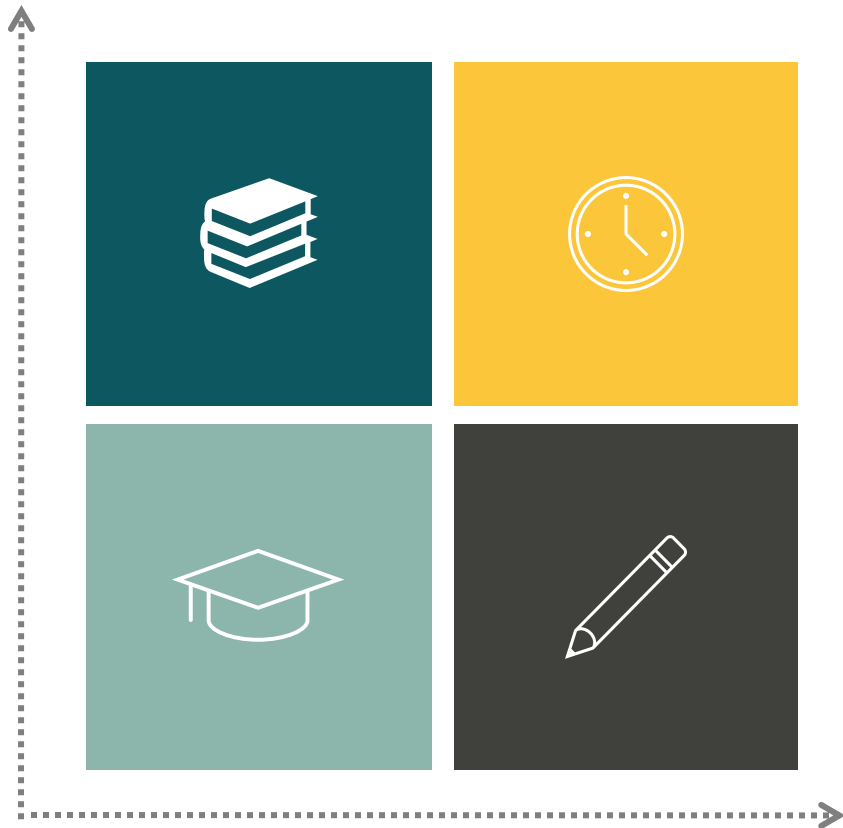


# ***Tribal Land Acknowledgement***

***•I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.***



# Agenda / Concepts



**Prepping for the Race**

**On Your Mark, Get Set, Go!**

**One District's Story**

**On to the Next Race.**



# OSPI Theory of Action

## When OSPI...

- Courageously and equitably stewards federal and state policy and resources;
- Leverages financial, human resources, and student data for school district support and advocacy;
- Drives high-quality professional learning and support, resource allocation, data, research, learning standards, and continuous improvement expectations with a culturally affirming lens;
- Makes decisions anchored in equity; and
- Intentionally focuses on interdepartmental collaboration and coordination...

## Then districts...

will authentically engage their students, families, and communities in a culturally affirming manner for the academic and social-emotional success of all students. Data, research, and student need will drive decision-making, resulting in equitably managed financial and human resources; safe facilities; and high-quality instruction, materials, and professional learning. Districts will have systems in place to ensure students, educators, and staff are provided differentiated academic, social, and emotional supports that cultivate belonging and identity.

## Then all students...

will feel seen, safe, supported, challenged, and culturally affirmed. All students will be engaged in learning that is rigorous and aligned to their goals and interests, and they will have agency and voice in their learning. All students will understand the expectations and learning objectives, as well as their progress toward meeting them.





# OSPI Strategic Goals

## Goal 1

### **Equitable Access to Strong Foundations**

Increase student access to and participation in high-quality early learning and elementary by amplifying and building on inclusive, asset-based policies and practices.



## Goal 2

### **Rigorous Learner Centered Options in Every Community**

Provide all students with access to challenging coursework, culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that meet their unique interests.



## Goal 3

### **A Diverse, Inclusive, and Highly Skilled Workforce**

Prepare all students with educators who are reflective of our global society by increasing access to a workforce that is diverse, culturally responsive, and racially literate.



## Goal 4

### **A Committed, Unified, and Customer-Focused OSPI**

Support school districts through consistent, timely, and meaningful funding and supports that center the needs of students. Agency operations unified in facilitating services and resources.



# OSPI Special Ed Strategic Planning 2021-2025

Co-design special education priorities and actions to shape equitable outcomes for all students with disabilities by leveraging diverse, inclusive learning environments and celebrating models of excellence.

## Partnering for Equity

- Partner with students, families, CBOs, and PD providers.
- Anti-racist, accessible, culturally responsive, communications.
- Recruit, retain, and support staff of color & with disabilities.

## Shaping Inclusionary Outcomes

- Resources & training to eliminate use of restraint and isolation.
- Support students served in district, in neighborhood schools.
- Inclusive early learning opportunities.

## Leading with Intention

- Model alignment of fiscal, data, program, and dispute resolution.
- Data analysis for monitoring & dispute resolution trends.
- Fiscal guidance to support staffing & funding innovations.

## Fostering Excellence

- Explore models of excellence in IPP & MTSS.
- Cross-collaboration, including ECSE and Tribal partners
- Explore diversity in local/regional "grow your own" routes.





# Warming Up Your Systems

<https://www.menti.com/alf2fmtioe36>



Photo by [Alora Griffiths](#) on [Unsplash](#)



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# Guiding Principles-Mapping Your Route

## **State Leadership Team**

State Agency Leadership

## **Professional Development Network**

PreK Inclusion Champions,  
LEAs, ESDs, External Agency  
Partners

## **Evidence Based Practices**

MTSS, LEAP, WAPM,  
Implementation Science

## **Data and Evaluation Systems**

EC BoQ, LSDPISA, BIRS, B3,  
B4, B5, B6, B9, B10, B11, B12,  
B17

## **Implementation Sites**

LEAs in Stages 1-3 of  
Implementation Science

## **Demonstration Sites**

LEAs in Stage 4 of  
Implementation Science



# Prepping for the Race: Exploration & Installation



# BRAIDING FUNDS TO BUILD SUSTAINABLE EARLY LEARNING SYSTEMS

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Federal Special Education 611 & 619 Funds

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State Special Education Funds

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State and Federal grants (Special Education, MTSS, IPP, ESSER, etc.)

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Title I

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Head Start- Federal PreK

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ECEAP- State PreK

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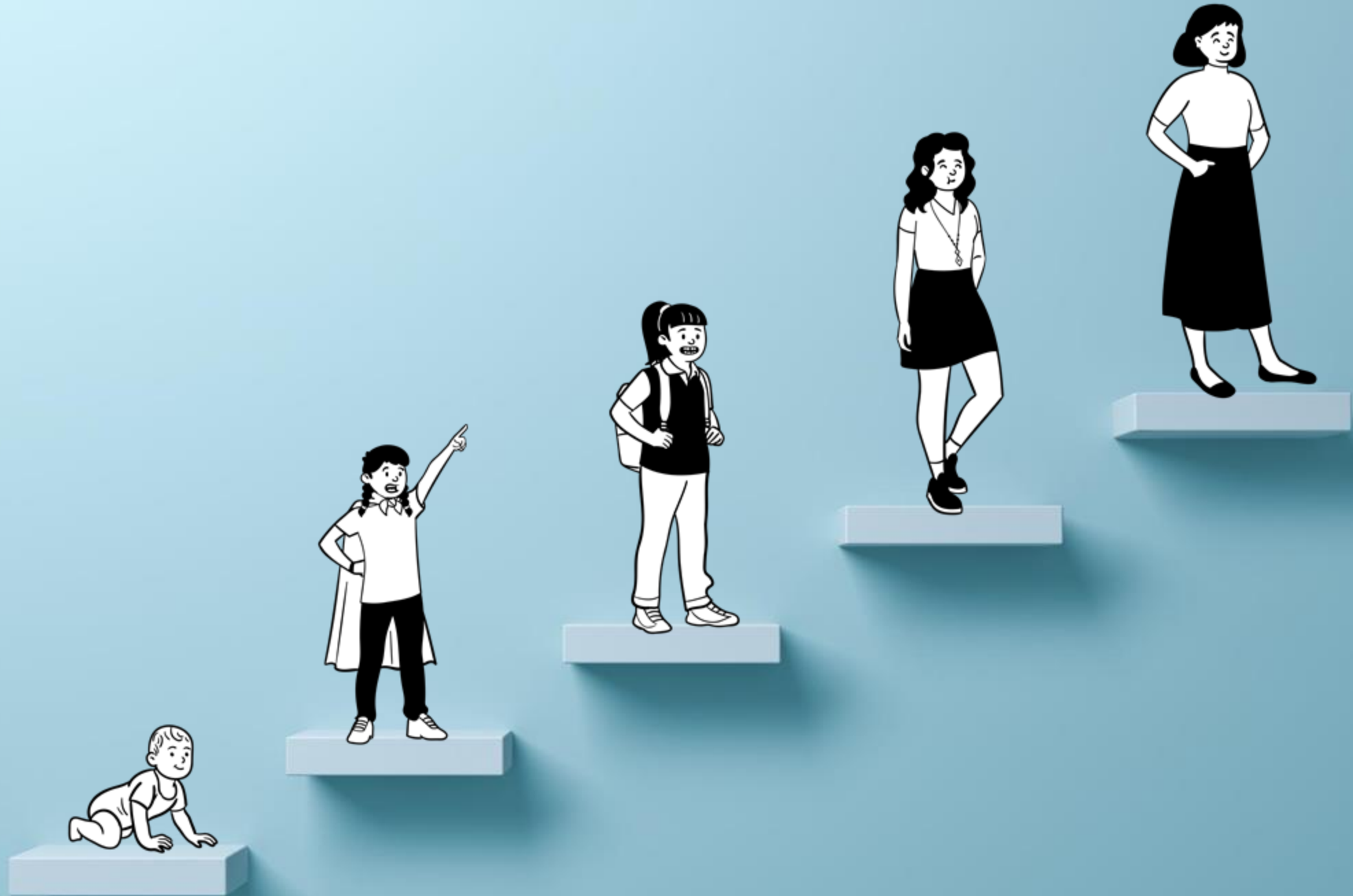
Community Pay

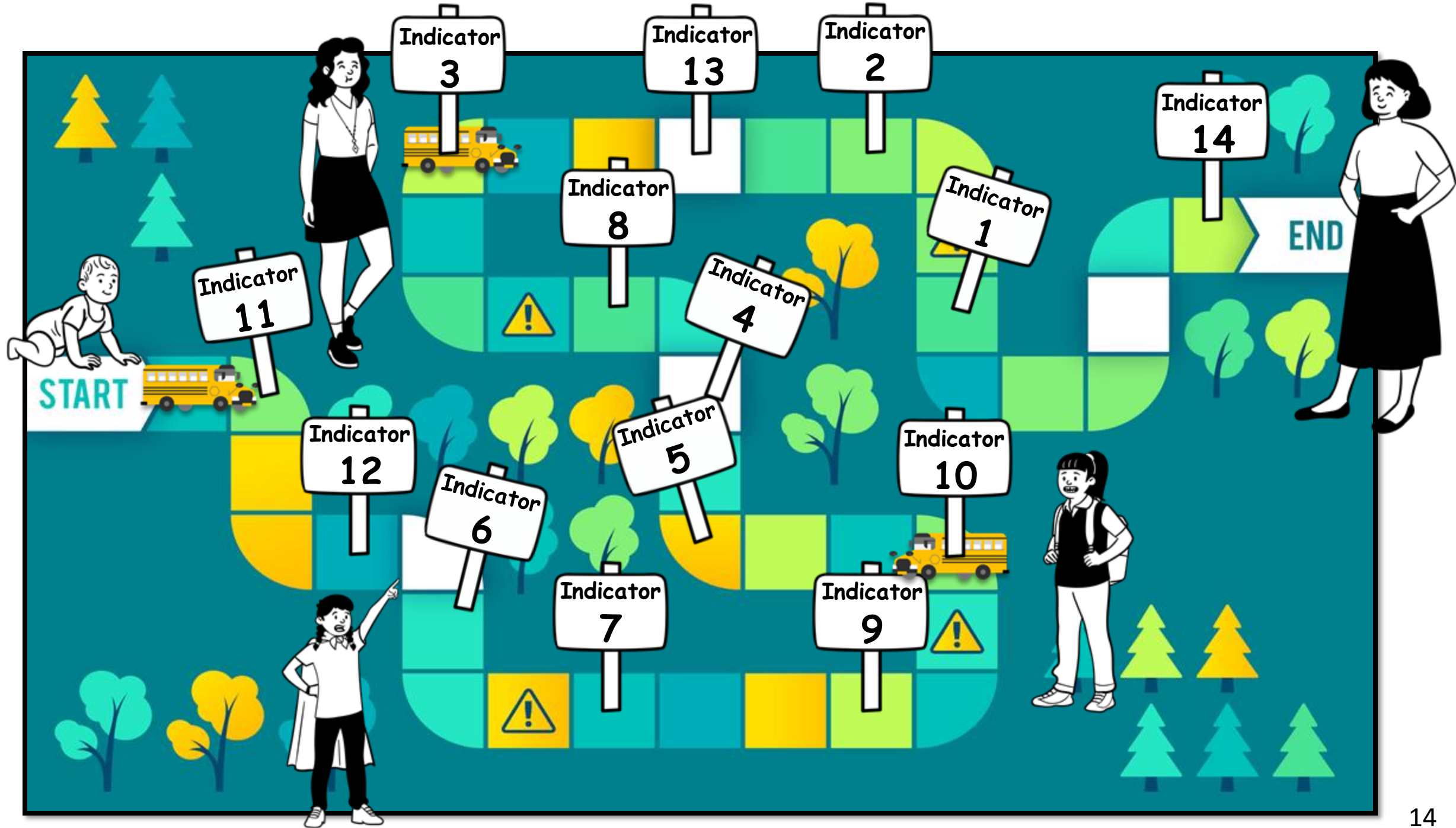
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Licensed Childcare

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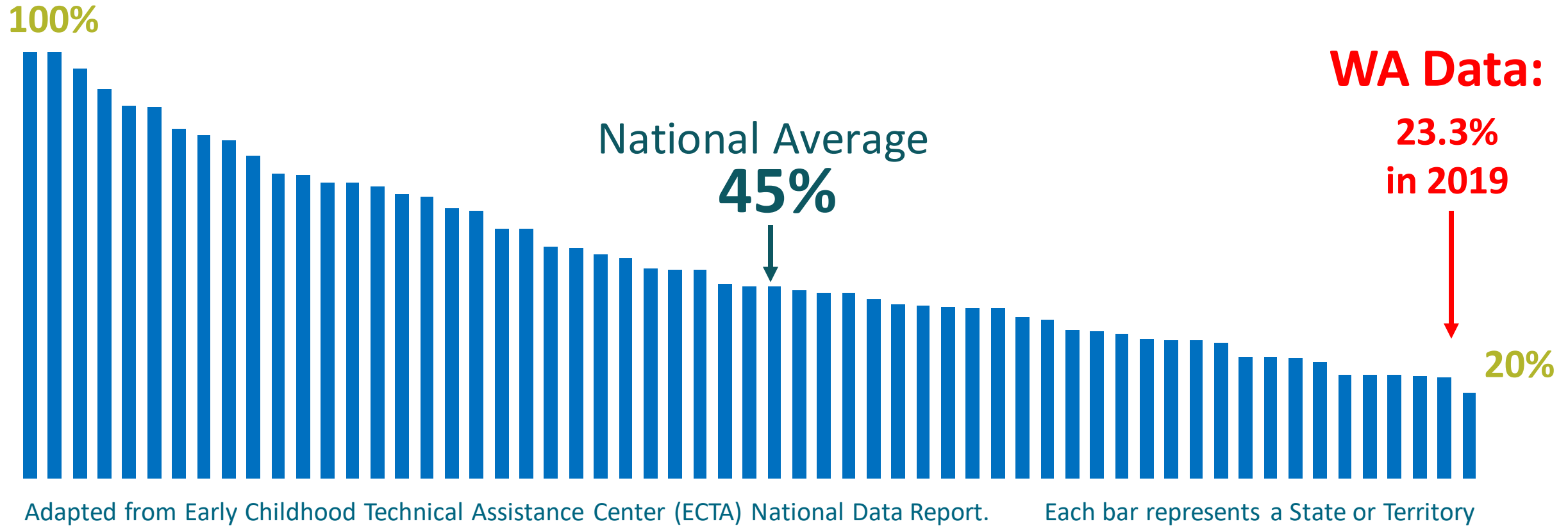








# PreK Inclusion: Children Ages 3-5 Attending & Receiving the Majority of Services in a Regular Early Childhood Program



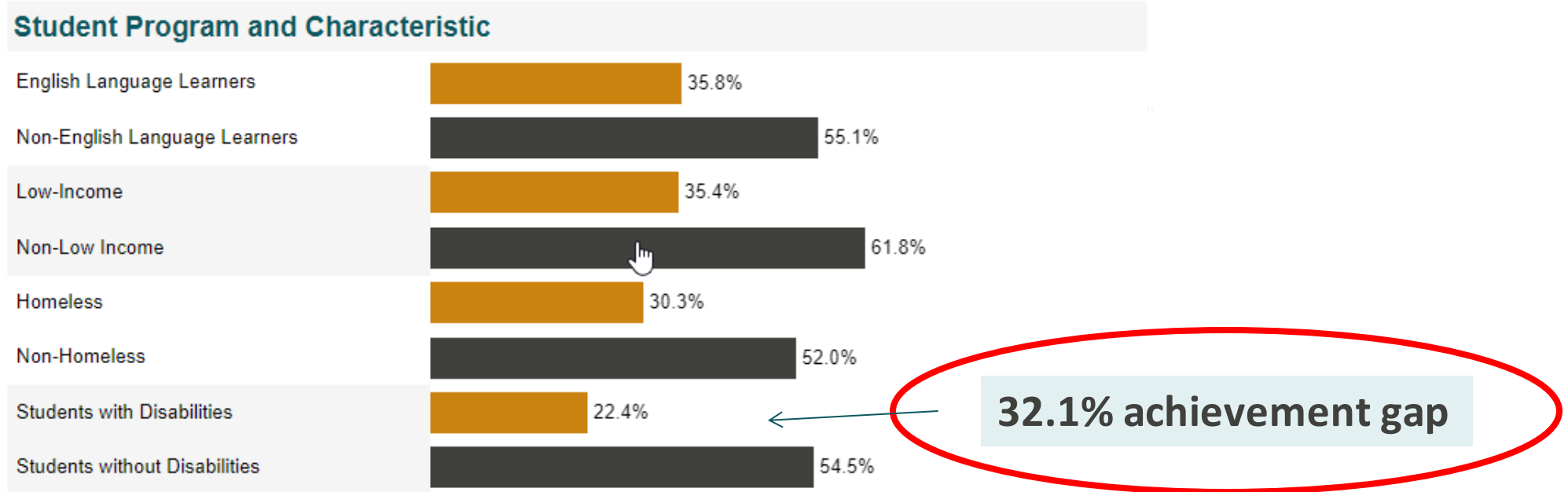
# Statewide Data Trends: PreK Least Restrictive Environment (LRE)

	2018 for WA	2019 for WA
6A: LRE -14, 18	25.3%	26.4%
6B: LRE 11,12, 15, 16, 35	40.7%	39.0%
6C: LRE 13*	--	--
Other: LRE 17, 19, 36	24.4%	24.8%

Source: Annual Federal Child Count and Least Restrictive Environment (LRE) Data



# 2019-2020 Kindergarten Entry Assessment Data



WaKIDS, the Washington Kindergarten Inventory of Developing Skills, includes an assessment that is administered during the first two months of kindergarten. Teachers observe students across six areas of development and learning; Social-Emotional, Physical, Language, Cognitive, Literacy and Math. While the only requirement for kindergarten is to be five years of age by August 31, children who demonstrate readiness in all six areas have a greater likelihood of success in kindergarten and beyond. 2020-2021 WaKids results are not available since that year's administration was affected by school closures due to Covid-19.



# The Evidence Base on Preschool Education



- Public preschool can have substantial impacts on children's early learning.
- Quality preschool is a profitable investment.
- Quality features: stimulating and supportive interactions between teachers and children and effective use of curricula.
- Coaching & mentoring teachers can yield important benefits.



# The Lifelong Impacts of Inclusive Learning

Children with disabilities in preschool settings experience a 30% gap in early childhood outcomes compared with non-disabled peers.  
(Remember our opening WaKIDS data??)

When children with disabilities have access to inclusive preschool learning environments AND continue in inclusive environments in Kindergarten and beyond...

Research has shown that opportunity gap can close by 3<sup>rd</sup> grade!

# Characteristics of Effective P-3 Systems

- Ongoing use of data to inform instruction and practice.
- Aligned standards, curricula and assessments preschool to third grade.
- Efficient coordinated funding streams to maximize dollars and reduce inefficiencies.
- Effective state level P-3 governance and coordination of programs, services, agencies and entities



# Call to Action: PreK Discipline Data

- Preschool children are suspended up to three times more than students from kindergarten through 12th grades.
- In 2012, approximately 5,000 preschoolers were suspended at least once, and of those, nearly 2,500 were suspended a second time.
- African American children, who comprise only 18% of the preschool population, make up nearly half of all preschool suspensions.
- American Indian and Native Alaskan students represent less than 1% of the student population but up to 3% of suspensions and expulsions.

Source: National Center for Pyramid Model Innovations (NCPMI). (n.d.). *Suspension and Expulsion in Early Childhood*.

# Takeaways

Research says inclusion is most effective when started early.

Research says that inclusion is beneficial and possible for children across disability types.

Research says inclusion produces the greatest academic, social, and emotional outcomes.

Decades of research find that inclusion is better.



The youngest children are the least likely to be included



Children are included at *drastically* different rates based on disability category



More than half of preschoolers with disabilities are not included



Between 1985 and 2015, preschool inclusion has increased by 5.7%

**Children of color are under-represented in early intervention & preschool special education but over-represented in K-12 special education.  
In later years, they are less likely to be included.**



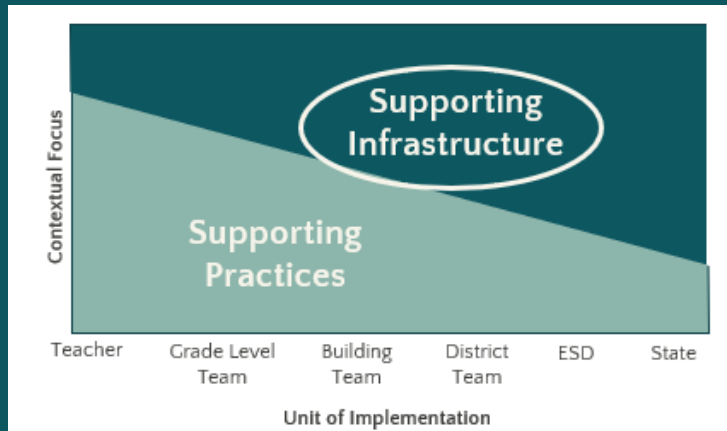
# On your Mark... Get Set... GOOOO!!!

## Implementation; Initial and Full





# What Infrastructure is Needed to Support Implementation of P-12 MTSS?





# Implementation Science

- The **Stages of Implementation** lay out the necessary steps, stage-by-stage, for fully implementing evidence-based practices, scaling-up practices, and sustaining the effort
- Below are activities in each stage, organized by the essential support structures, with links to some associated tools and materials:
  - [Stage 1: Exploration and Planning](#)
  - [Stage 2: Installation](#)
  - [Stage 3: Implementation: Initial to Full](#)
  - [Stage 4: Scale Up](#)





# SSIP Implementation Process

## Stage 1-2: Exploration and Planning, Installation

Build system capacity that will support the implementation of inclusive, developmentally appropriate early childhood classrooms with the intent to expand the LEAs current continuum of placement options for children with disabilities and increase access to regular early childhood programs.

### Criteria

- Integrated Developmental PreK
- Current ECEAP Contractor or Sub-Contractor
- New to PreK Inclusion Champions Network
- Use of TSG assessment metrics

## Stage 3: Implementation, Initial to Full

With a focus on fidelity and sustainability, professional development and organizational structures are fully functioning and working together to support practitioner implementation of the inclusive early childhood classrooms strategies identified in the Planning Phase of implementation.

### Criteria

- Integrated Developmental PreK
- Phase I, PreK Inclusion Champions Network
- Current ECEAP Contractor or Sub-Contractor
- New to WAPM Implementation

## Stage 4: Scale Up

Where fidelity has been achieved, expansion of inclusive practices to existing early childhood classrooms will occur within current programs and increased professional learning will be offered to further enhance the foundations laid by the implementation of activities identified in Planning and Implementation Phases.

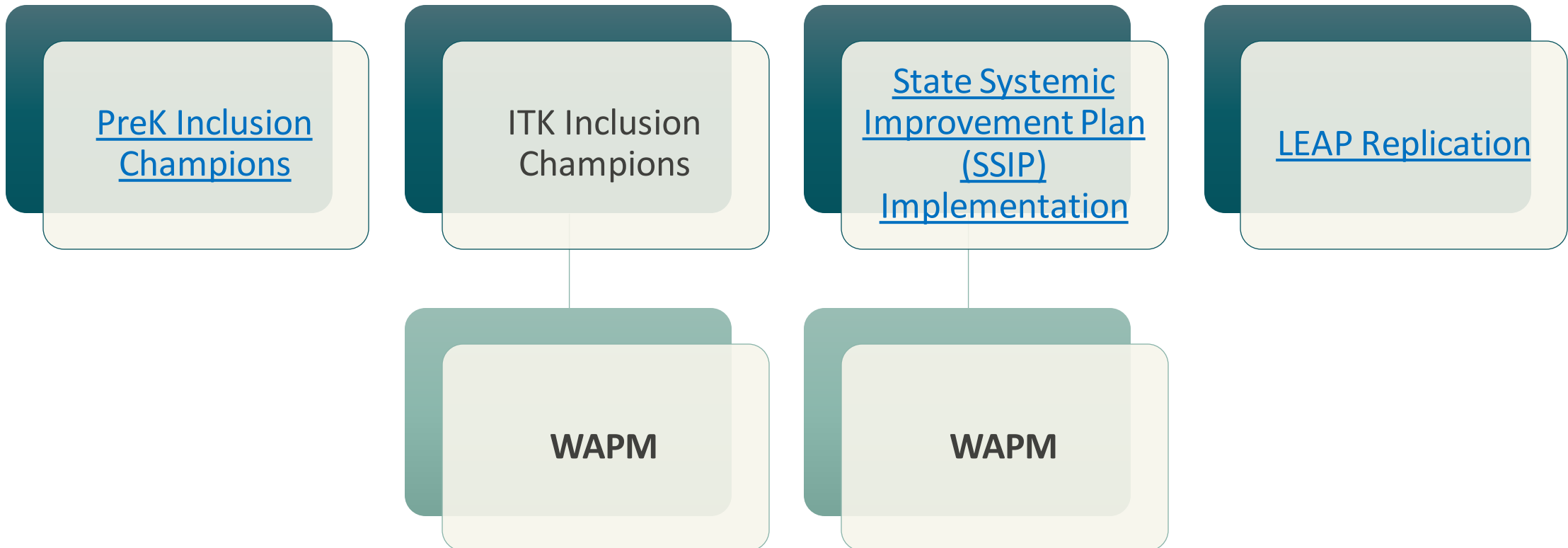
### Criteria

- Integrated Developmental PreK
- Current ECEAP Contractor or Sub-Contractor
- Continued involvement in PreK Inclusion Champions Network
- Fidelity of implementation for WA Pyramid Model met
- New to LEAP replication



# Early Childhood Special Education Initiatives

*To elevate the relationship between social emotional development and embedded inclusionary practices in early childhood programs, OSPI has funded the following initiatives to increase positive outcomes of young children (3–5 years) with disabilities with coordinated intensive technical assistance, professional development, and systems-level coaching for early childhood staff in integrated early learning environments.*



# SSIP Implementation Components

## Stage 1-2

### Integrated PreK Programming

- ECEAP Contractor/Sub-Contractor
- Use of Teaching Strategies GOLD assessments for all children
- Participation in ECEAP-DD PreK Network

### Inclusion Foundations

- PreK Inclusion Champion Network
- Engage in systems-level TA and professional learning with regional ESD
- Development of a Program Wide Leadership Team
- Local District PreK Inclusion Self-Assessment

## Stage 3

### Integrated PreK Programming

### PreK Inclusion Champion Team

### Inclusionary Practices Implementation

- Complete the WA Pyramid Model training sequence to fidelity
- Implementation of practices and data collection to drive data-based decision making
- Meet monthly with ECSE Implementation Specialist
- Set up data systems for measuring fidelity & child outcomes
- Identify Program and Practitioner Coaches and train to fidelity in the Pyramid Model training sequence

## Stage 4

### Integrated PreK Programming

### PreK Inclusion Champion Team

### Inclusionary Practices Expansion

- Demonstration site(s) established with continued WA Pyramid Model fidelity of implementation
- Continued implementation of MTSS, inclusionary practices, race/equity, trauma informed practices, impacts of intergenerational trauma, and data collection
- Monthly engagement in WAPM Coaching Network (State/Regional).
- Monthly convening of Program Wide Leadership teaming (local)
- Planning and implementation of LEAP PreK replication.



# SSIP Implementation Timeline

2019-2020  
35 LEAs

- OSPI awarded the technical assistance grant from NCPMI
- Initiation of the PreK Inclusion Champions Network
- First established LEAP Replication sites identified in Washington state

2020-2021  
55 LEAs

- Expansion of ECSE Inclusion Champions Initiatives
- Initial Development of WAPM Coaching and Training Network

2021-2022  
72 LEAs

- Integration of PreK Inclusion Champions Network with Inclusive Transitional Kindergarten/ESSER Funded Grant work begins (40+ grantees).
- Refinement of WAPM Coaching and Training Network
- Developed certification pathway for Implementation specialists

2022-2023  
95 LEAs

- Continued expansion of ECSE initiatives, projecting 112 LEAs engaged in FY 23-24
- All 9 ESDs have an identified implementation specialist
- Over 76,000 hours of coaching delivered
- Over 350 hours of PD and Training delivered



**WAPM Family Perspective**

# Guiding Principles-Mapping Your Route

## **State Leadership Team**

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## **Evidence Based Practices**

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## **Data and Evaluation Systems**

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## **Implementation Sites**

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## **Demonstration Sites**

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# One District's story...

Wenatchee School District



Castlerock Early Learning Center



Private Child Care Center,  
Family Home Child Care



Chelan/Douglas Child Services  
Association –  
Head Start, ECEAP, Child Care



Columbia Elementary - TK

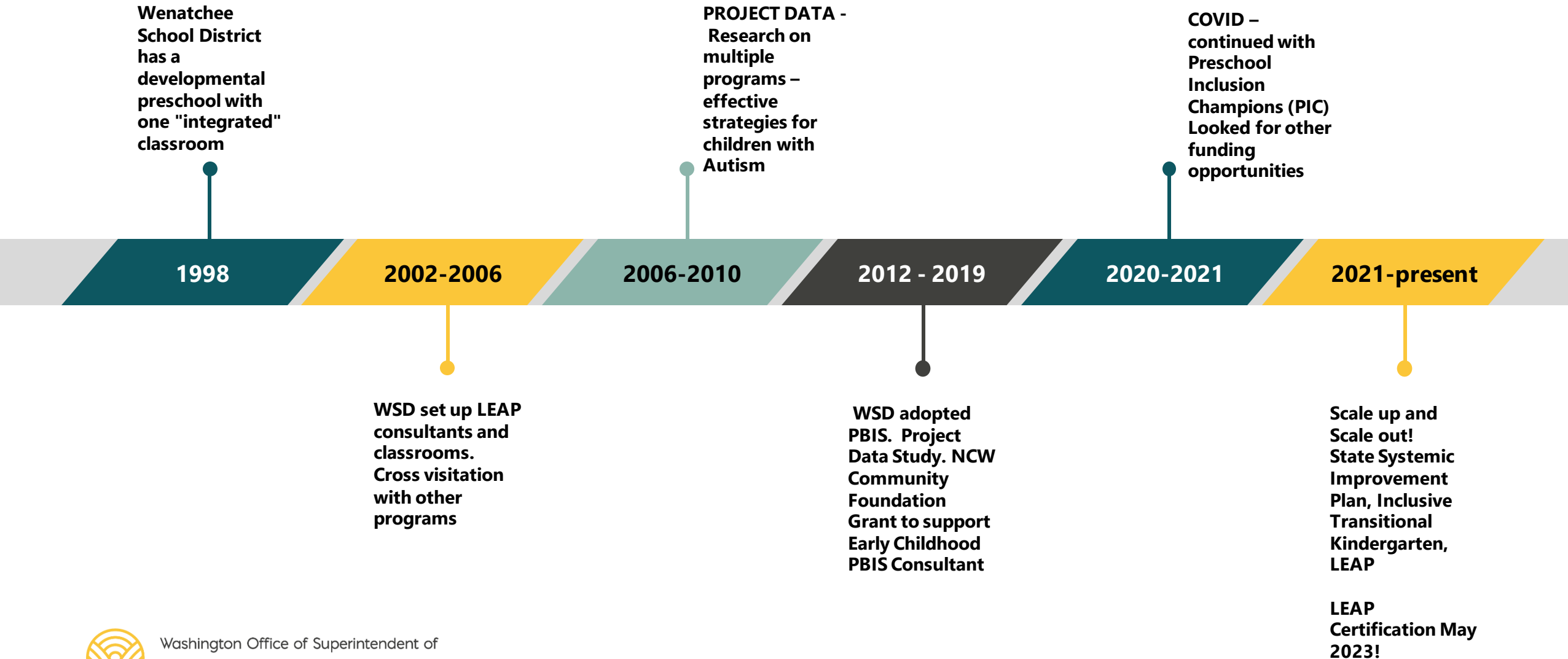


Mission View Elementary -  
TK



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# Timeline – One School District's ECSE Inclusion Journey



# The Wenatchee School District Team

## •Emily Wilgus - Program Coach



- Organize monthly leadership meetings; create agendas
- Regular communicator with partners
- Coordinated Recruitment and Enrollment
- Gather and analyze data
- Coaching logs

## Heidi Schroeder - Practitioner Coach



- Building coaching systems
- Coaching Logs
- Support for Teachers
- Itinerant Special Education coach Pyramid Model implementation



# UDL Podcast

- UDL in 15 minutes
- Louie Lord Nelson IPP project



# The hills and valleys of the racecourse!

- Pro's

- Consistent time for collaboration has been created in the preschool staff's schedules. No need to "call a meeting".
- The reflection and feedback meetings are valuable and hold all staff accountable in a collaborative manner.
- Teams become increasingly stronger across the year. This builds capacity, support and skills that are tangible.

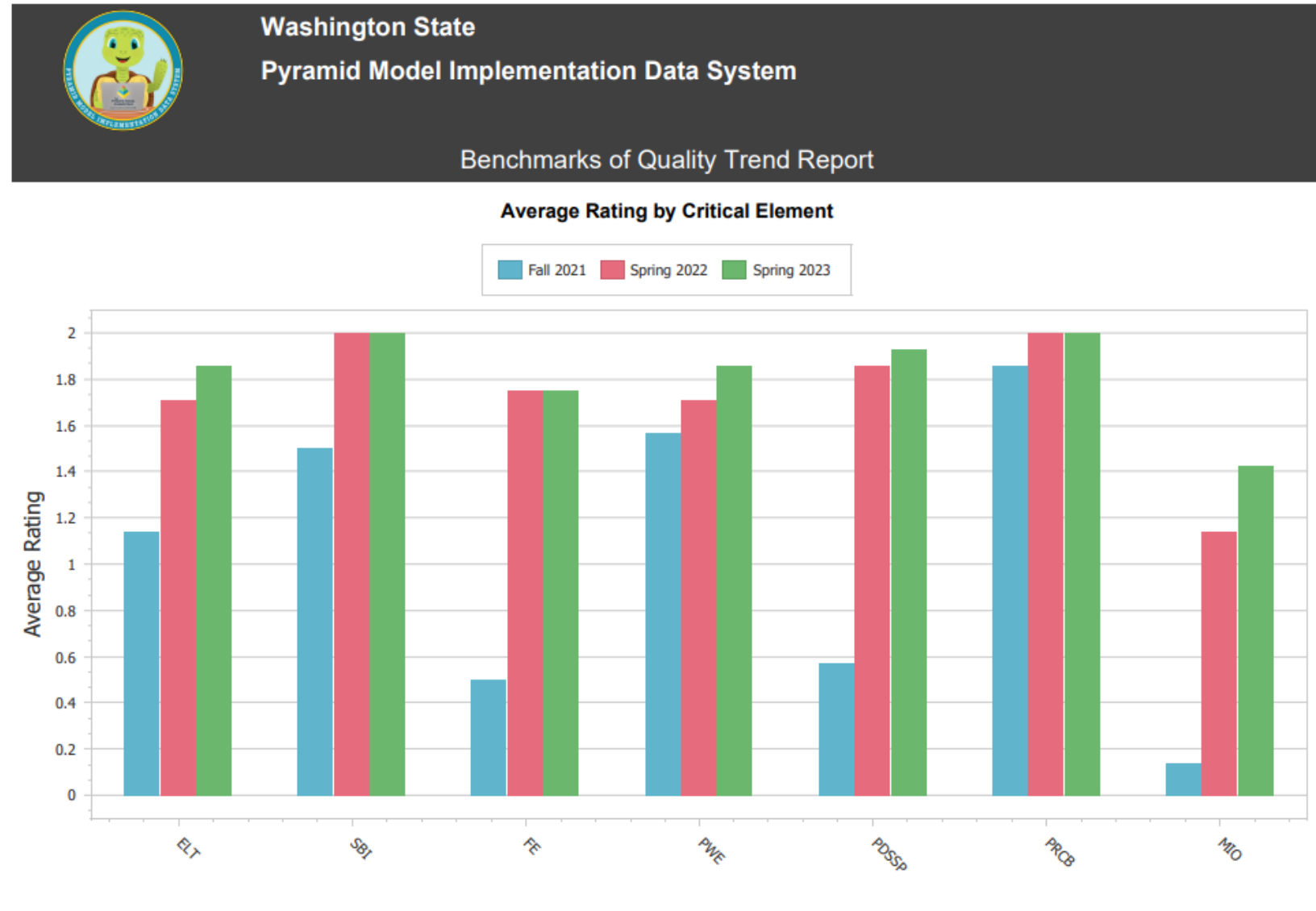
- Challenges

- Staff changes (shortages, rotating, substitutes, etc.)
- Staff buy-in to process and possible change of practice(s).
- Coordinating district level initiatives surrounding what "growth" looks like and reconciling it with "developmentally appropriate practices"





- Establish Leadership Team
- Staff Buy-In
- Family Engagement
- Program-wide Expectations
- Professional Development and Staff Support plan
- Procedures for responding to challenging behavior
- Monitoring Implementation and outcomes



# Refueling Station

- What are your Hot Buttons



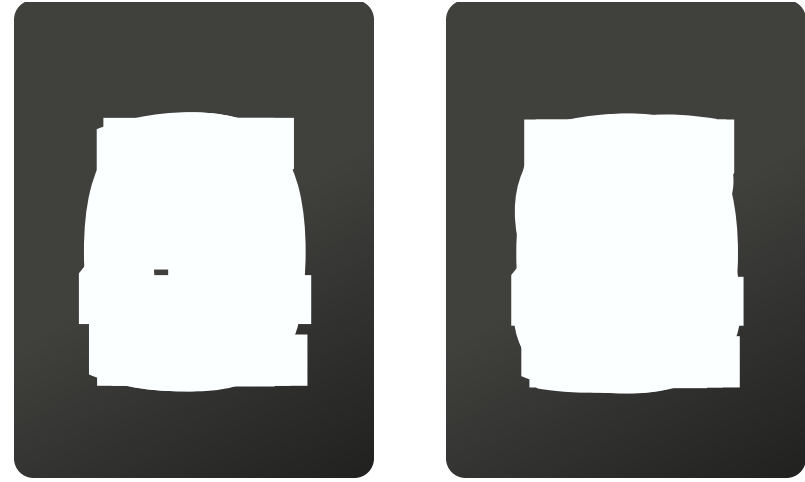
- How would you reframe the "hot" button?



# ***COLLABORATION TIME***



MINUTES



SECONDS

# Crossing the Finish Line Scale Up & Scale Out



# The Pathway to Demonstration Site Status

## University of Washington- Haring Center: Inclusionary Practices Project PreK Demo Sites

- Hood Canal
- Edwin Pratt ELC\*
- Robert Lince ELC
- Cascade SD

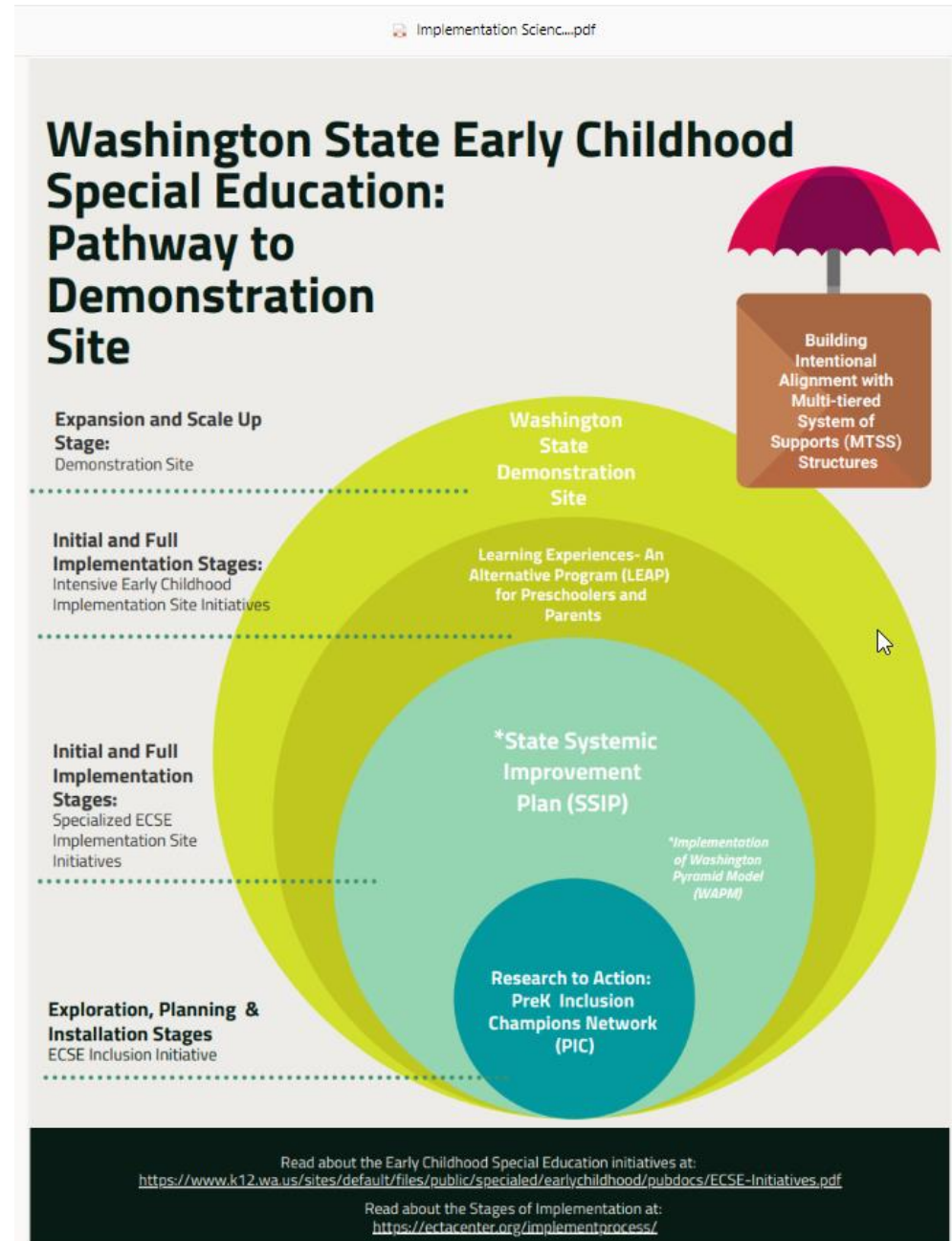
## University of Denver- PELE Center: LEAP Replication

Evergreen Public Schools

- Camas School District
- Shoreline Public Schools\*
- Central Valley School District
- Wenatchee School District
- Yakima School District
- Sedro Woolley School District



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# If You Know Your Why, Your What Has More Impact Because You're Walking Towards Your Purpose.

— *Michael Jr.*





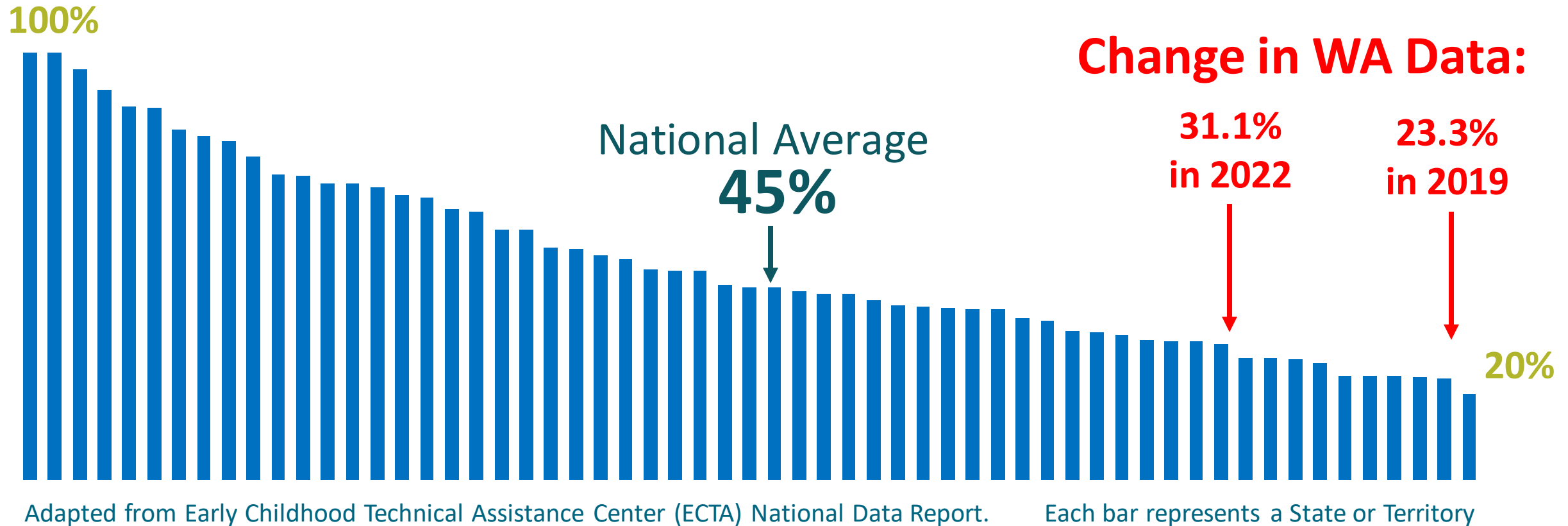
# #winning



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Photo by [Pietro Rampazzo](#) on [Unsplash](#)

# PreK Inclusion: Children Ages 3-5 Attending & Receiving the Majority of Services in a Regular Early Childhood Program



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

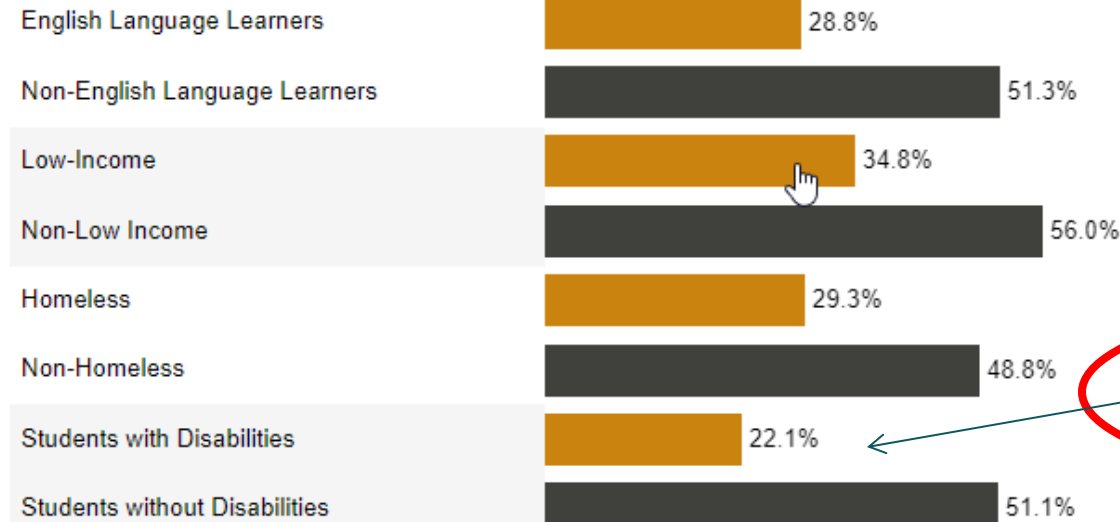
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6A: LRE -14, 18	25.3%	26.4%	21.0%	25.7%	31.08%	39.84%
6B: LRE 11,12, 15, 16, 35	40.7%	39.0%	53.5%	49.4%	43.28%	30%
6C: LRE 13*	--	--	--	0.6%	0.45%	--
Other: LRE 17, 19, 36	24.4%	24.8%	12.5%	24.3%	25.18%	28%

Source: Annual Federal Child Count and Least Restrictive Environment (LRE) Data; 2018-2022



# 2022-23 Kindergarten Entry Assessment Data

## Student Program and Characteristic



29% achievement gap

WaKIDS, the Washington Kindergarten Inventory of Developing Skills, includes an assessment that is administered during the first two months of kindergarten. Teachers observe students across six areas of development and learning; Social-Emotional, Physical, Language, Cognitive, Literacy and Math. While the only requirement for kindergarten is to be five years of age by August 31, children who demonstrate readiness in all six areas have a greater likelihood of success in kindergarten and beyond. 2020-2021 WaKids results are not available since that year's administration was affected by school closures due to Covid-19.





# Congratulations!

## LEAP Certification May 31, 2023!



THANK YOU



# Contact us!

[Ryan Guzman](#) – OSPI

[Janelle Bersch](#) – NC ESD 171



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# Resources



## OSPI & DCYF Guidance:

- [Child Find | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)
- [Child Find Public Awareness Requirements under the Individuals with Disabilities Education Act \(IDEA\) \(www.k12.wa.us\)](http://www.k12.wa.us)
- [A Guide to Assessment in Early Childhood \(www.k12.wa.us\)](http://www.k12.wa.us)
- [2022-23 eceap performance standards \(wa.gov\)](http://wa.gov)

## Office of Special Education Programs (OSEP) Child Find Guidance:

- [Dear Colleague Letter on IDEA Services in Head Start \(Oct. 5, 2022\) - Individuals with Disabilities Education Act](#)
- [UPDATED DEAR COLLEAGUE LETTER on Preschool Least Restrictive Environments \(January 9, 2017\) - Individuals with Disabilities Education Act](#)
- [Return to School Roadmap: Q&A on Child Find Under Part B of the Individuals with Disabilities Education Act \(PDF\)](#)

## Early Childhood Technical Assistance (ECTA) Center Guidance:

- [Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination \(ectacenter.org\)](http://ectacenter.org)
- [ECTA Center: Public Awareness and Developmental Monitoring](#)
- [Official DEC 2014 Recommended Practices.pdf](#)
- [Early Care and Education Environment Indicators of High Quality Inclusion and Exemplars \(ectacenter.org\)](http://ectacenter.org)

## Equity Considerations:

- [ECTA Center: Racial Equity](#)
- [OSEP Fast Facts: Children 3 through 5 Served IDEA Part B](#)

## IDEA Part B Guidance Documents:

- [IDC Laminated Cards \(ideadata.org\)](http://ideadata.org)
- [Special Education WAC and Federal IDEA | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

## Children's Equity Project

- [Start with Equity: From the Early Years to the Early Grades | Center for Child and Family Success \(asu.edu\)](http://asu.edu)

## National Center for Pyramid Model Innovations (NCPMI)

- [Pyramid Model Practices Implementation Checklist for Preschool \(2-5 years\) Classrooms \(challengingbehavior.org\)](http://challengingbehavior.org)





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