

Building Effective Transition Supports with Early Childhood MTSS Frameworks.

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Equity Statement

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

Ensuring educational equity:

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



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Participants will learn strategies to:

Integrate inclusionary practices into existing early childhood programs using evidence-based practices such as Multi-Tiered Systems of Support (MTSS).

Effectively utilize the Rules for the Provisions for Special Education to expand district's current continuums of alternative placement options.

Analyze existing data to change instructional practices and system structures.

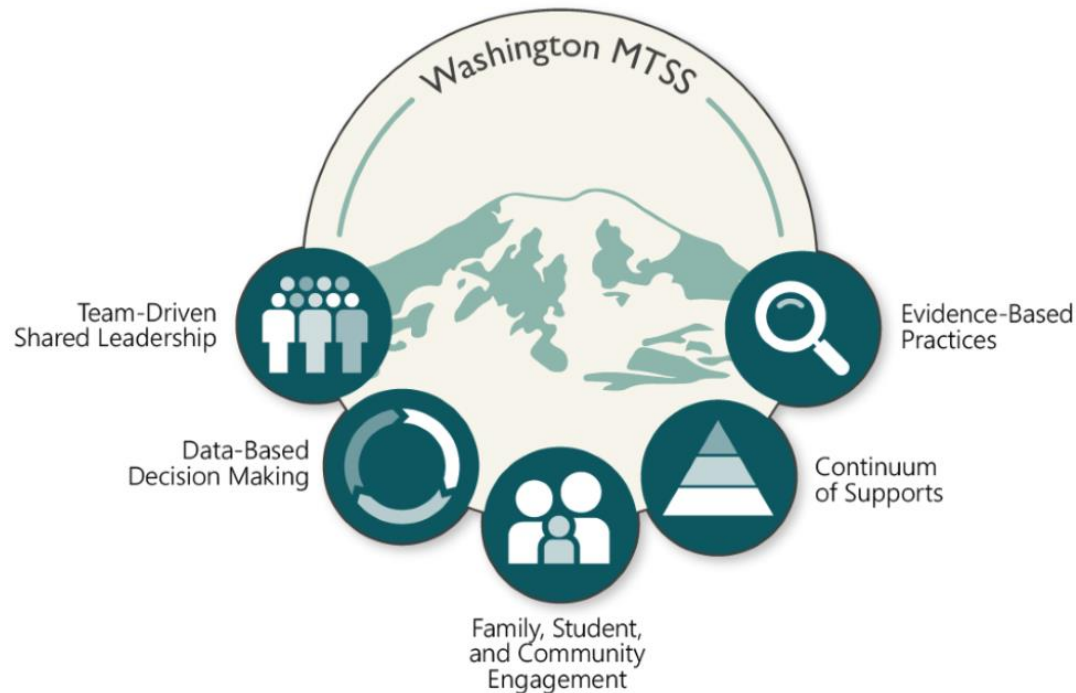
Successfully support children's transitions throughout the early childhood landscape with the support of intensive technical assistance, professional learning, and coaching using Implementation Science as a guide.



Where Are We Going?



Washington Pyramid Model within Washington Multi-Tiered System of Supports



The Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children





Notable Washington Administrative Codes (WAC) Changes to Support Inclusion in Early Childhood Programs

The Process

OSPI Special Education initiated rulemaking in order to revise (amend and add new sections) Chapter 392-172A WAC

Intent behind changes:

- (1) To address changes to federal law and requirements
- (2) To clarify existing requirements under current state law that impact the free appropriate public education (FAPE), including new language access requirements under ESHB 1130 (2019)
- (3) To make housekeeping changes to correct typographical errors, reorganize WACs for ease of reference, and make other rule changes that are technical in nature



WAC 392-172A-02050 Least restrictive environment **Update**

- (3) The public agency responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the least restrictive environment where the child's unique needs (as described in the child's IEP) can be met, regardless of whether the local education agency operates public preschool programs for children without disabilities.
- (4) For children ages three to five, a general education environment is a regular early childhood program.

WAC 392-172A-02055 Continuum of alternative placements **Update**

- (3) The continuum of alternative placements a public agency providing special education and related services to a preschool child with a disability may include, but is not limited to, the following:
 - (a) Providing opportunities for the participation of preschool children with disabilities in preschool programs operated by public agencies other than school districts (such as head start or community-based child care);
 - (b) Enrolling preschool children with disabilities in private preschool programs for nondisabled preschool children;
 - (c) Locating classes for preschool children with disabilities in regular public elementary schools; and
 - (d) Providing services and instruction in the "home".

Using Existing Data to Guide Our Decisions: Identified Data Trends Across Partner Systems.



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Inclusion, Access, and Equity – PreK to 21

K-12 Least Restrictive Environment (LRE) Data Trends: Access to General Education for 80-100% of the Day

K-12 Data Group	2018 Baseline	2021 Data	% Change from 2018 Baseline
State K-12 LRE Data	56.6%	62.4%	5.8%
IPP Pilot Districts	44.2%	59.2%	15.0%

PreK Least Restrictive Environment (LRE) Data Trends: Receiving Majority of Services in a Regular EC Program

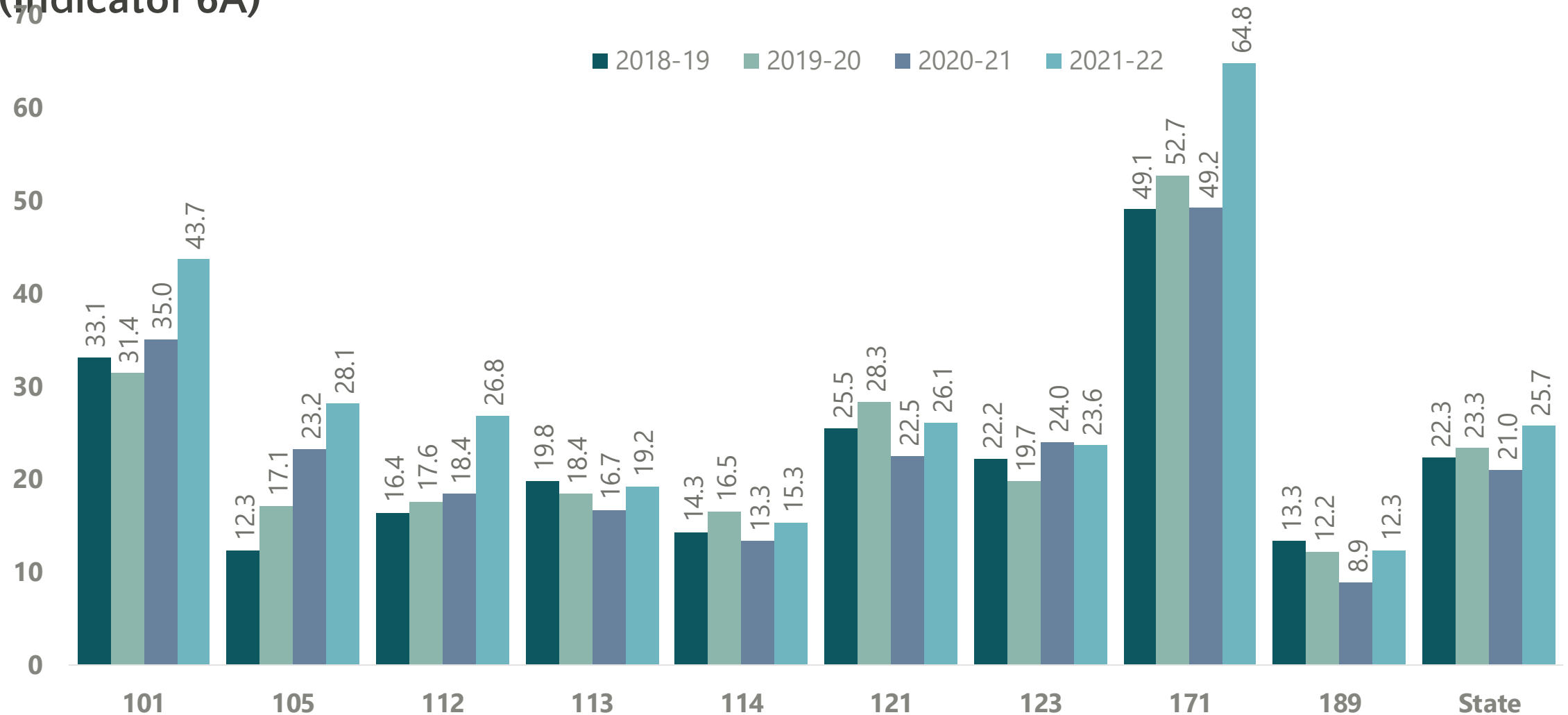
PreK Data Group	2019 Baseline	2021 Data	% Change from 2019 Baseline
State PreK LRE Data	23.3%	25.7%	2.4%
Implementation Sites	32.05%	37.67%	5.62%

Statewide Data Trends: PreK Least Restrictive Environment (LRE)

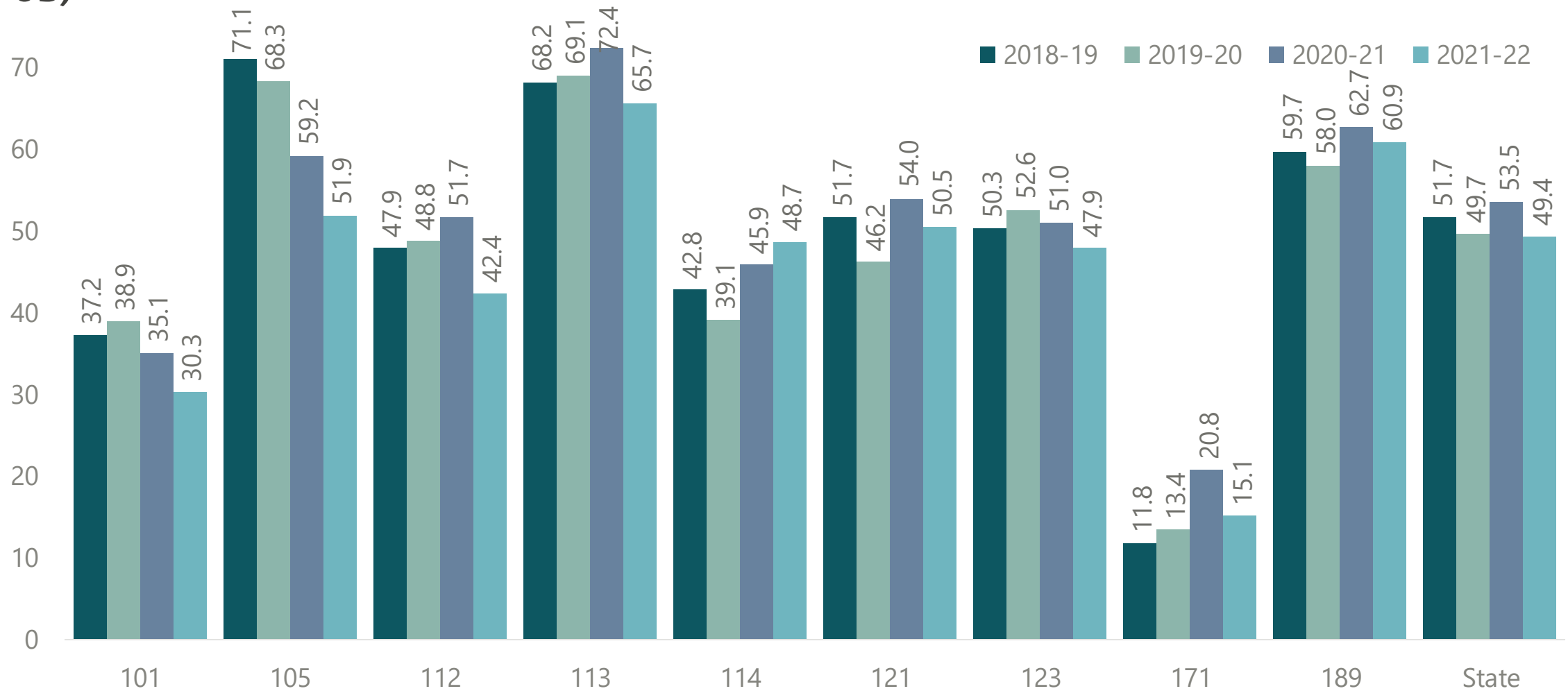
	2018 for WA	2019 for WA	2020 for WA	2021 for WA	2020 National Average
6A: LRE -14, 18	25.3%	26.4%	21.0%	25.7%	39.84%
6B: LRE 11,12, 15, 16, 35	40.7%	39.0%	53.5%	49.4%	30%
6C: LRE 13*	--	--	--	0.6%	--
Other: LRE 17, 19, 36	24.4%	24.8%	12.5%	24.3%	28%



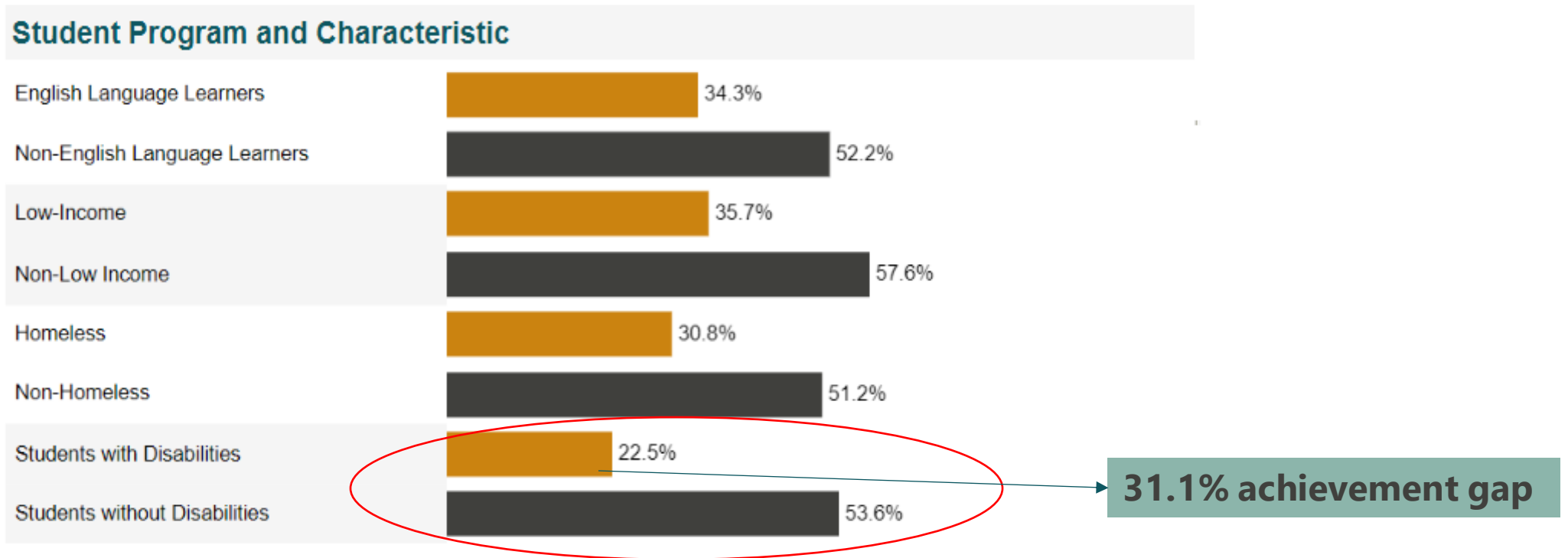
Percent of Children aged 3-5 with IEPs attending a REC program and receiving the majority of special education and related services in REC program (Indicator 6A)



Percent of children aged 3 - 5 (in grade level PK) with IEPs attending a separate special education class, separate school or residential facility. (Ind 6B)



WaKIDS 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.



Creating High Quality Early Learning Systems



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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.

1

[PreK Inclusion Champions](#)

2

ITK Inclusion Champions

- WAPM

3

[State Systemic Improvement Plan \(SSIP\) Implementation](#)

- WAPM

4

[LEAP Replication](#)



Stages of Implementation

- 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 the 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



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.



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

— *Michael Jr.*



Questions & Reflections



Contact Us!

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Resources

[Early Childhood Special Education | OSPI \(www.k12.wa.us\)](#)[Early Childhood Education Initiatives \(www.k12.wa.us\)](#)[od Special Education | OSPI \(www.k12.wa.us\)](#)

[ECSE Initiatives \(arccgis.com\)](#)

[Dollars and Cents: Collaborative Funding in Early Childhood Programs and Inclusion \(www.k12.wa.us\)](#); p. 28 Costs of Inclusive Programs

[Preschool Inclusion Finance Toolkit \(ectacenter.org\)](#)

[Unlocking State and Federal Program Funds \(www.k12.wa.us\)](#)

[ECTA Center: Inclusion](#)

