



Inclusionary Practices

1. **Purpose:**

The Inclusionary Practices Project (IPP) seeks to end systemic social injustices caused by segregated, ableist systems that define students receiving special services in segregated settings as “other” or “less than,” by providing educators with professional development on how to provide inclusive, individualized instruction to students with a wide range of needs and abilities. This training provides educators with the skills and tools to address the learning needs of all students within their classrooms, acknowledges that the general education classroom is available for all students, and supports a universal design for learning (UDL), which benefits all students.

2. **Description of services provided:**

School and district personnel were provided with opportunities to participate in transformative professional development, and in turn provided learning experiences that inspire continuous improvement, with the goal of creating learning communities as sites for research, professional development, teacher preparation, and model demonstration sites for best practices in inclusive education.

3. **Criteria for receiving services and/or grants:**

Funding was distributed to local educational agencies (LEAs) through a competitive grant process to continue professional development for educators and purchase materials that facilitate student inclusion. The LEAs are serving as exemplars to show the benefits of inclusionary practices on student outcomes. Funds were also used to continue contracting with professional development providers to increase state capacity to do this work.

Beneficiaries in 2020-21 School Year:

Number of Pilot LEAs: 86

Number of schools within Pilot LEAs: 238

Number of districts participating in a PD Cadre training: 224

Number of OSPI staff associated with this funding (FTEs): 1.5

Number of contractors/other staff associated with this funding: 14

FY21 Funding: State Appropriation: \$19.8 million

Federal Appropriation: \$0
Other fund sources: \$0
TOTAL (FY21) \$19.8 million

4. **Are federal or other funds contingent on state funding?**

- No
- Yes, please explain.

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY21	\$19,800,000	\$19,517,507
FY20	\$5,200,000	\$4,863,925

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

Fiscal Year	Number of School Districts	Number of Schools	Number of Students	Number of Educators
FY21	86	238	All	All
FY20	85	175	All	All

7. **Programmatic changes since inception (if any):**

Not applicable

8. **Evaluations of program/major findings:**

As of 2018, Washington State was in the lowest quintile for inclusion nationwide. As of 2020, approximately 60% of children with disabilities were fully included in K–12 classrooms and approximately 23% for pre–K. Inclusive teaching practices promote equity.

This project has already demonstrated its ability to move the needle toward equity in the State of Washington. LEAs that have partnered with OSPI have seen accelerated gains in their rates of student inclusion.

9. **Major challenges faced by the program:**

Washington is among the 10 least inclusive states in the United States and to improve Washington’s rate of inclusion, all levels of the education system from teacher preparation programs, to paraeducators, to schoolboards, etc., need to be engaged. This work requires significant time and effort to be spent on planning and

direct engagement with education partners. During the first two years of the project, data shows that the state's education system is changing people's perspectives and is moving toward a cultural shift.

10. **Future opportunities:**

Cultural change does not happen quickly, but the IPP is a galvanizing project, spreading the message across the state that inclusion is incrementally achievable, ethical, and instructionally prudent.

11. **Statutory and/or budget language:**

Budget Proviso: ESSB 5092 Section 1506(14) \$5,200,000 of the general fund-state appropriation for fiscal year 2020 and \$19,800,000 of the general fund-state appropriation for fiscal year 2021 are provided solely for OSPI to support professional development in inclusionary practices for classroom teachers. The primary form of support to public school classroom teachers must be for mentors who are experts in best practices for inclusive education, differentiated instruction, and individualized instruction. Funding for mentors must be prioritized to the public schools with the highest percentage of students with individualized education programs aged six through twenty-one who spend the least amount of time in general education classrooms.

12. **Other relevant information:**

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13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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