Recruiting Pre-K Inclusion Champions - Call to Action!

Growth Mindset Priority Area

Be watching for an announcement to launch the Call to Action for recruitment of Pre-K Inclusion Champions. This volunteer, Statewide Pre-K Inclusion Collaboration Team (PICT) will assist in the initial development, promotion, and implementation of a new Washington State Pre-K Inclusion Policy, and companion resources for a Pre-K Inclusion Toolkit. Data from the State Performance Plan Indicator B-6 Early Childhood Settings and Indicator B-7 Early Childhood Outcomes will inform the work of the PICT.

Advisory Group Representation & Participation

Leadership Priority Area

Active participation on three advisory groups will be sustained during the 2018-19 school year. Participation includes the Early Hearing Detection, Diagnosis, and Intervention (EHDDI) Advisory Group facilitated by Karin Neidt, EHDDI Manager; the Autism Spectrum Disorder and Other Developmental Disabilities (AS3D) Initiative facilitated by Jean Marie Dymond, Grant Coordinator; and the State Interagency Coordinating Council (SICC) with the Early Support for Infants and Toddlers Program under the Department of Children, Youth, and Families (DCYF) facilitated by Sue Rose, Parent Engagement Specialist. Participation will explicitly focus on strengthening cross-sector alignment and collaboration on behalf of children and youth with disabilities.

State Systemic Improvement Plan (SSIP): Pre-K Early Literacy Action Research Project

Evidence-Based Practices and Professional Development Priority Areas

The SSIP has started Phase III (Implementation & Evaluation), Year Four of the project. There are currently three regional Transformation Teams facilitating and coaching eight local Action Research Sites. To date, there has been an unprecedented 3.19% decrease in the early literacy performance gap between entering kindergartners with disabilities and their same age, typically developing peers. A new evaluation instrument to measure the fidelity of literacy-focused instructional coaching titled *Coaching with Fidelity Self-Assessment* has been developed and will be piloted during the 2018-19 school year. The self-assessment is adapted from technical assistance research.
briefs prepared and disseminated by the WestEd, National Center for Systemic Improvement. As a direct result of a summer retreat facilitated on July 19-20, 2018 by University of Washington faculty, Dr. Kathleen Meeker, Director of the Haring Research Center, the project has seven vetted classroom observation tools available for selection by the regional leaders/coaches. A Washington State Action Research Coaching definition was also developed for review and final vetting during the current project year.

### Washington State Child Outcomes Data Profile

#### Growth Mindset Priority Area

The Washington State Child Outcomes Data Profile, comparing state and national data for State Performance Plan Indicator B-7 Early Childhood Outcomes is now available. The profile compares performance in three outcome areas including social relationships, acquisition of knowledge and skills, and taking actions to meet needs. Two Summary Statement trends and five different Progress Category trends are displayed in the profile. Types of change observed over time and possible interpretations, as well as data quality criteria are also referenced. Currently, Washington State is performing above the national average (range of 9%-11%) in all three outcome areas for Summary Statement 1 – Showing Greater than Expected Growth. In contrast, the state is performing below the national average (range of 2%-11%) in all three outcome areas for Summary Statement 2 – Exiting the Program Within Age Expectations. These data begin to paint the picture for opportunities for growth in our early childhood systems at all five levels (state, regional, district, school, and classroom) of the educational framework. Exploration of specific high leverage special education practices to increase early childhood outcomes will be at the forefront of ongoing policy, procedures, and advancement of evidence-based practice dialogues within existing state-wide teaming structures.

### Washington State Team for 2018 National P-3 Institute

#### Evidence-Based Practices and Resource Allocation Priority Areas

Under the leadership of Karma Hugo, OSPI Director of Early Learning we have successfully competed for a team spot in the 2018 National P-3 Institute hosted by the National P-3 Center, October 22-25, 2018 in Beaver Creek, Colorado. Participation in the National P-3 Institute will provide members an intensive professional learning opportunity to deepen and extend our strategic efforts to implement P-3 approaches that create meaningful change -- specifically, approaches that improve the quality and coherence of learning opportunities for young children, birth through 3rd grade. Washington State team members include Karma Hugo, OSPI Director of Early Learning; Valerie Arnold, OSPI ECSE Coordinator, Barbara Sattler, Director of Early Learning, Central Valley School District; Sandra Szambelan, Director, Center for Early Childhood Services, NorthEast Washington ESD 101; Kim Lyman, Early Childhood Education/Disabilities Coordinator, NorthEast Washington ESD 101; Nicole Lor, Expansion Manager, Early Childhood Education and Assistance Program, Karin K. Ganz, Innovation, Training and CQI Manager, Early Childhood Education Assistance Program, and Aira Jackson, OSPI Director of English...
Language Arts and Literacy. Our approach to the teaming and planning will be guided by Washington’s Consolidated Plan for ESSA, DCYF’s Partnership for Pre-K Improvement Self-assessment results, The Washington State Early Learning Plan, and the Framework for Planning, Implementing and Evaluating PreK-3rd Grade Approaches. District-level teams from the Issaquah School District and Highline Public Schools will also be participating in the institute.

**Partnerships for Preschool Improvement Project**

*Growth Mindset and Leadership Priority Areas*

The Early Childhood Education & Assistance Program (ECEAP) is entering the second year of a grant project designed to advance a vision for high quality preschool and continuous improvement funded through the Ounce of Prevention foundation. Current activities are aligned with the preliminary results of a State Self-Assessment completed in November 2017. The comprehensive self-assessment includes six domains, one of which focuses on Teaching and Learning, with one section dedicated to Inclusion Policies. Inclusion indicators targeted for improvement include (a) serving children with special needs in regular state Pre-K classrooms in their natural proportion, (b) special education and related services to be delivered in regular state preschool programs, (c) State has a written vision and plan for early childhood inclusion across early childhood settings, (d) State has set goals for expanding access to inclusive high-quality early learning opportunities and is tracking progress in reaching these goals, and (e) financing policies encourage implementation of inclusive classrooms, including in private settings; funds across multiple early childhood programs are typically used to support inclusion (e.g. IDEA funds with other early childhood funding streams). Routine planning meetings will continue to be held between the early childhood and special education leaders at OSPI, and ECEAP and Head Start leadership through DCYF. Alignment with the Pre-K Inclusion Call to Action will also be a priority area for these partners.

**Preschool Development Grant – Birth to Five (PDG: B-5) Opportunity**

*Resource Allocation Priority Area*

Early childhood leaders within DCYF and OSPI have plans to submit a joint application for a discretionary, ESSA-funded Preschool Development Grant: Birth through Five project available through the Administration for Children and Families. The release of the application is targeted for early September with an anticipated due date of October 15, 2018. Our focus will be on coordination of existing early care and learning services and funding streams to ensure equal access for more children in a mixed delivery model.

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