

House Education and
House Children, Youth & Families Committee
Joint Committee Work Session
**Learning Opportunities for 3-5 Year-Olds:
Programs, Roles, and Responsibilities**

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DCYF Landscape of Early Learning



Washington Office of Superintendent of
PUBLIC INSTRUCTION



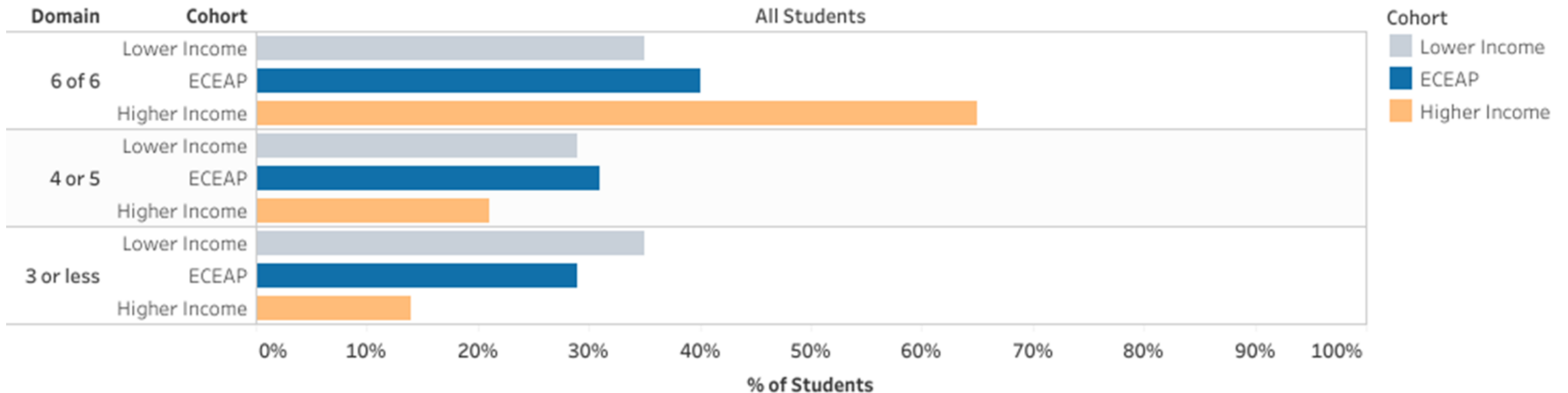
Washington State Department of
CHILDREN, YOUTH & FAMILIES

Vision for Early Learning Department of Children, Youth, and Families

DCYF vision: All Washington’s children and youth grow up safe and healthy – thriving physically, emotionally, and educationally, nurtured by family and community.

Early Learning Goal: all Washington children, regardless of race or family income, are ready for kindergarten.

What percent of students were Kindergarten Ready in multiple domains?



Child Care and Early Learning – DCYF Universe

Mixed-Delivery System from birth – age 12



Family Homes

- Children served in a residential home
- Ages 0-12
- Up to 12 children (or more with waiver)



Centers

- Children served in commercially zoned setting
- Ages 0-12
- Capacity based on sq. ft.



Outdoor

- Children served outdoors in public land
- Ages 4 -12
- Capacity based on sq. ft.



Schools

- Children served in district school settings
- Ages 0-12
- Capacity based on sq. ft.

Settings

Program Elements

Licensed child care: foundational quality standards **ensure safe, healthy, and nurturing environments**. Serves children birth through age 12. Approximate capacity for 188,000 children.

Early Achievers: Washington's **quality rating and recognition system**. Providers are licensed and eligible to receive subsidy through Working Connections Child Care. Private pay providers may also participate. Serves children birth through age 5.

Working Connections Child Care: Washington's **child care subsidy program**, helping low-income families pay for child care. Providers must be licensed or certified. Eligibility up through age 12 with a current ~26,400 caseload.

ECEAP (Early Childhood Education and Assistance Program): **Washington's state-funded pre-kindergarten** program for 3- and 4-year-old children from families furthest from opportunity with proven track record of improving kindergarten readiness. 15,827 slots in 2022-23 school year.

Head Start: federally funded preschool program for 3- and 4-year-old children from families furthest from opportunity. 12,500 slots.

Child Care and ECEAP Staff Education and Classroom Requirements for 3-5 yr. olds

Role	Staff Education
Assistant Teachers	Hiring: High School Full: Initial Certificate (12 credits) or an equivalent
Lead Teachers	Hiring: High School Homes: Initial; Center: Short Certificate (20 credits) or an equivalent
Director/ Program Supervisor	Hiring: Variable ECE Credits based on site capacity State Certificate
ECEAP Assistant	Initial Certificate (12 credits) or an equivalent
ECEAP Lead	Associate in ECE

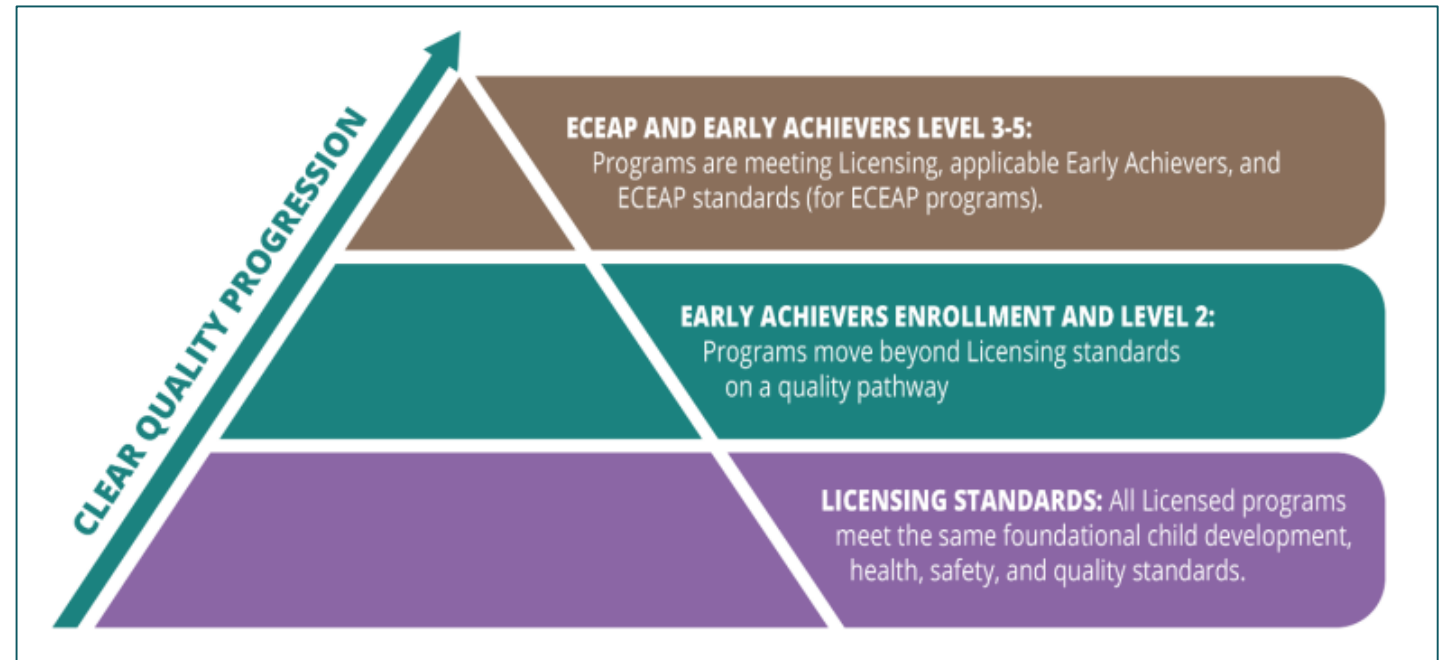
Example Ratios	
Setting	Class max size and teacher to child ratios
Family Homes	12 (2:12)
Centers	20 (1:10)

Staff Requirements are informed by Early Learning Competencies. Pathways are designed to support the cultural, linguistic, and learning needs for educators in order to be responsive and developmentally appropriate for children.



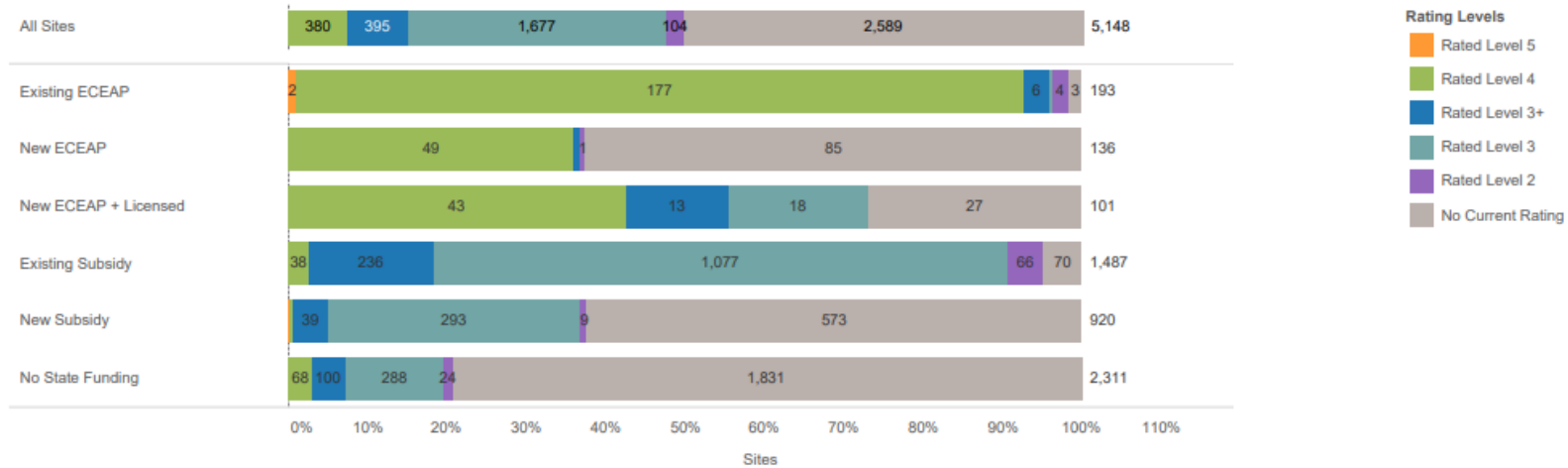
DCYF Quality Framework and Accountability

- DCYF has an aligned progression of quality standards.
- Support providers to achieve/maintain quality by monitoring, coaching, and rating.
- Partnership with University of WA, Child Care Aware (CCA) of WA, Imagine Institute, and community based organizations
- Extensive stakeholder engagement, including Early Learning Advisory Council and Provider Supports Subcommittee



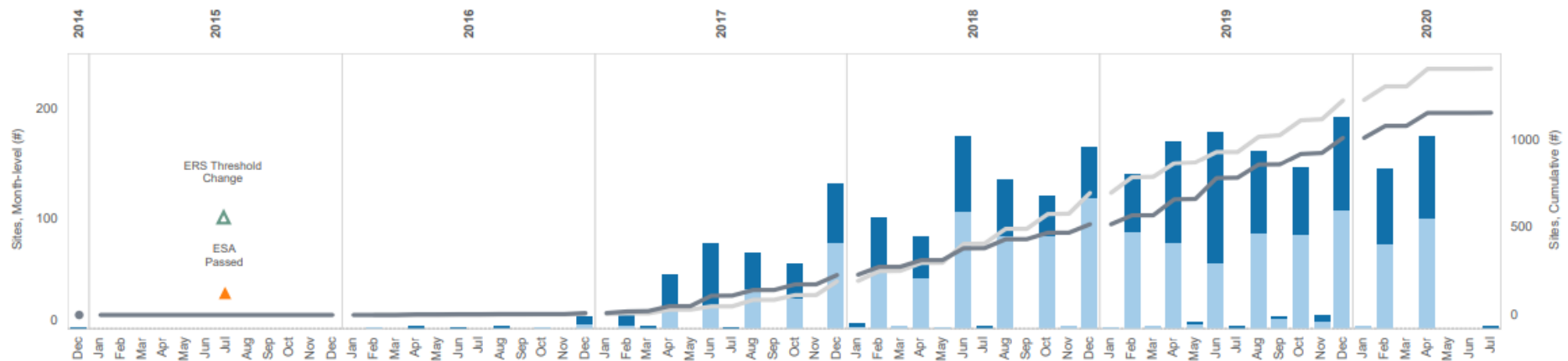
DCYF Quality Framework and Accountability

Summary of Ratings



■ Center-based Early Learning Site, Number of Records
■ Home-based Early Learning Site, Number of Records
■ Center-based Early Learning Site, Running Sum of Number of Records along Table (Across)
■ Home-based Early Learning Site, Running Sum of Number of Records along Table (Across)

Historic Ratings

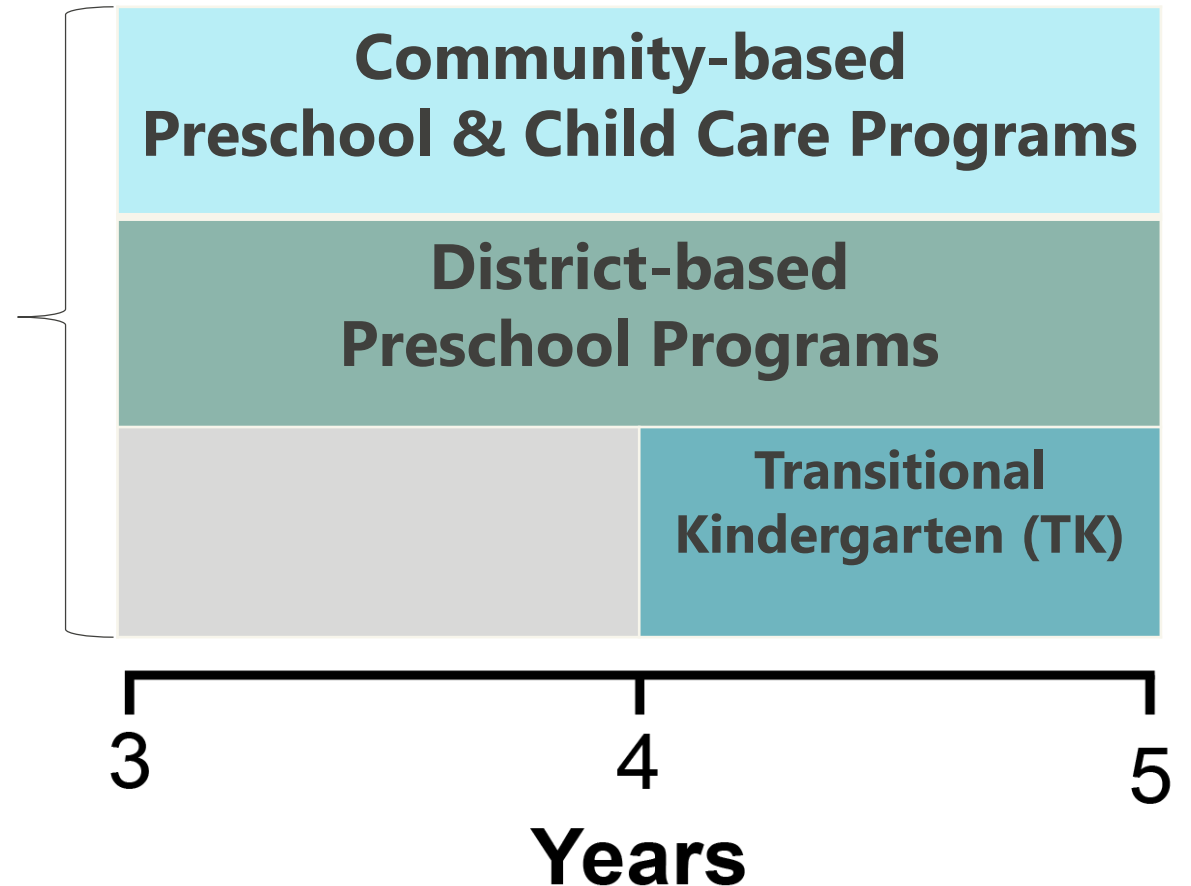


Free Appropriate Public Education (FAPE)

Children with disabilities may access Regular Early Childhood Programs in community and district-based settings.

Special education services must be designed and supervised by special education certificated staff or associate.

Student progress must be monitored and evaluated by special education certificated staff or associate ([WAC 392-172A-02090](#)).



Full-day Kindergarten Requirements

([RCW 28A.150.315](#))

- Serve all children who are 5 by August 31
- Classrooms staffed by [certificated teachers and paras](#)
- Developmentally appropriate learning environments that address the whole child
- Administration of WaKIDS
 - Family Connection
 - Whole-child Assessment
 - Early Learning Collaboration



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Transitional Kindergarten

- Early entrance to kindergarten ([WAC 392-335-025](#))
- Serves children who are 4 by August 31
- Inclusive opportunity for children with disabilities
- Same requirements as kindergarten:
 - [Staffed by certificated teachers and paras](#)
 - Developmentally appropriate learning environments that address the whole child
 - Administration of WaKIDS



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Working Together

Expanding Inclusionary Practices through Washington Pyramid Model

Increasing access through Coordinated Recruitment & Enrollment

Integrated Early Learning Report Phase Two



Image by [OmarMedinaFilms](#) from [Pixabay](#)

Questions?

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Appendix

Early Learning Programs for 3–5-Year-olds

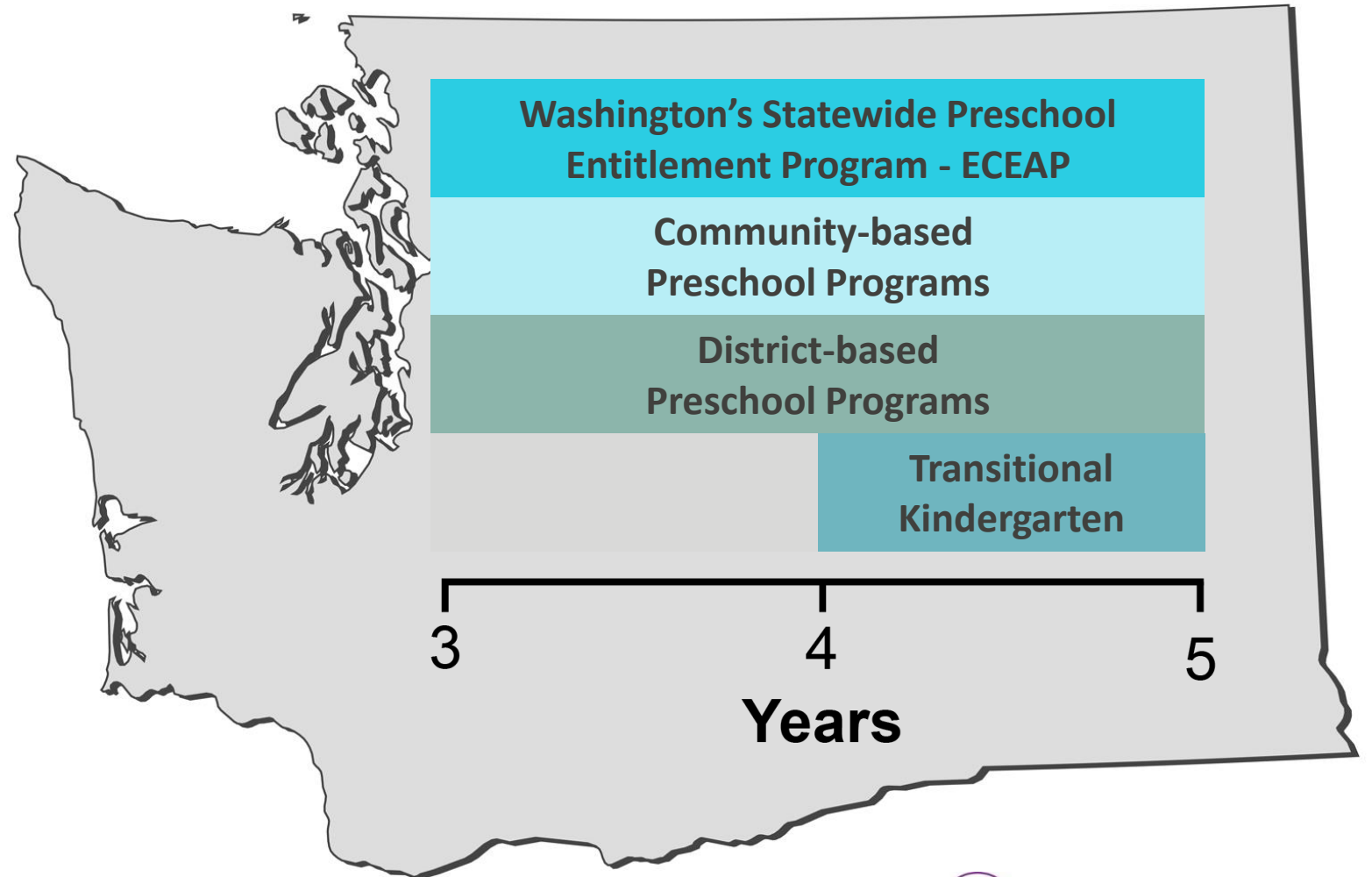
Variations in Pre-K Programs

Variables	Options
Length of program day	<ul style="list-style-type: none">• Part Day• School Day• Working Day
Program Frequency	<ul style="list-style-type: none">• Several days a week• Everyday
Program length	<ul style="list-style-type: none">• Summer• Academic year• Year-round• Evenings/weekends
Age of participants	<ul style="list-style-type: none">• Birth to 5• 3- and 4-year-olds• 4-year-olds



Integrated Programs for 3–5-Year-Olds

In 2020, Governor Inslee requested DCYF and OSPI work together to identify near-term administrative efficiencies and longer-term strategies to improve the alignment and integration of high-quality early learning programs administered by both agencies.



2020-21 District-based Programs for 3–5-Year-olds

Funding Source	Program Type	Agency	#Students	#Districts
Federal	Family & Con. Science	OSPI	89	3
	Head Start	Dept of Health & Human Services	1139	20
	Special Ed PreK	OSPI	6750	115
	Title I	OSPI	755	21
State	ECEAP	DCYF	3916	65
	Transitional K	OSPI	820	35
Federal & State	Working Connections	DCYF	21	4
Local	Grant-funded	Local	42	2
	Parent Cooperatives	Local	25	1
	Play & Learn Groups	Local	5	2
	Private pay/Tuition	Local	1678	53

2019-2020 was the first year that districts were required to report PreK and TK enrollment.

Counts shown are lower than actual.

Some enrollment data is reported differently across agencies, making it difficult to get a complete picture of district-based programs.

Source: CEDARS

Available OSPI PreK/K Data

Enrollment and Demographics

- District-based PreK & TK Enrollment
- Child Count/Least Restrictive Environment
- Student Demographics and Program Characteristics

Educator Data

- Demographic
- Education Level
- Years of experience
- Endorsement type
- Certificate type

Child Outcomes

- **Child Outcome Summary:** Data are collected on three outcomes, when a student begins to special education services and at exit from preschool, to measure individual child and family progress.
- **WaKIDS:** The Whole-child Assessment component of WaKIDS takes inventory of developing skills and abilities of kindergarteners (including TK) at the beginning of the school year.



Professional Development Requirements

Certificated educators are required to have continual professional development or training as defined by [WAC 181-85-075](#). Most educator certificates require maintenance with 100 “clock hours” (professional development) every five years. Clock hours have to meet certain requirements, some set by the Legislature and some by the [Professional Educator Standards Board](#) (PESB). There are also trainings requirements for types of certification, such as Issues of Abuse and Suicide Prevention.

K-12 teacher certificate renewal requires 100 clock hours every 5 years for most certificate areas and:

- Requirements for PD: [RCW 28A.150.415](#)
- Professional learning definition: [28A.415.430](#)
- Professional learning standards: [28A.415.432](#)
- SEL professional learning day (see [28A.410.270](#) for competencies)
- Cultural competency professional learning day ([28A.410.260](#))
- WaKIDS 101 Training ([RCW 28A.655.080](#))



Accountability and Continuous Improvement in School Districts

- **State Systemic Improvement Plan:** Multi-year plan to improve educational results for students with disabilities.
- **Washington’s State Identified Measurable Result (SiMR):** Designed to increase the social emotional learning performance rates between entering kindergartners with disabilities and their typically developing peers.
- **Washington School Improvement Framework:** Implemented as part of the Every Student Succeeds Act federal accountability program, which includes tiered support for all school improvements efforts.
- **Determinations ([WAC 392-172A-07012](#))** Annually review of data obtained from school districts through monitoring, submission of other required data reports, required by the district, and other public information provided by the district. Based on the data and information provided, OSPI determines if the school district:
 - a) Meets the requirements and purposes of Part B of the act;
 - b) Needs assistance in implementing the requirements of Part B of the act;
 - c) Needs intervention in implementing the requirements of Part B of the act; or
- **Monitoring ([WAC 392-172A-07010](#))** OSPI monitors school districts' special education programs to:
 - a) Improve educational results and functional outcomes for all students eligible for special education services;
 - b) Ensure that school districts meet the program requirements under Part B of the act with a particular emphasis on those requirements that are most closely related to improving educational results for students eligible for special education services;
 - c) Determine the school district's compliance with this chapter, chapter [28A.155](#) RCW, and federal regulations implementing 20 U.S.C. Sec. 1400, et seq.;
 - d) Validate information included in school district requests for federal funds; and
 - e) Measure and report school district performance on relative targets and priorities from federally approved state performance plans.

