

House Children, Youth & Families Committee Work Session
**Advancing Integrated and Inclusive Programs
for Preschool-Aged Children**

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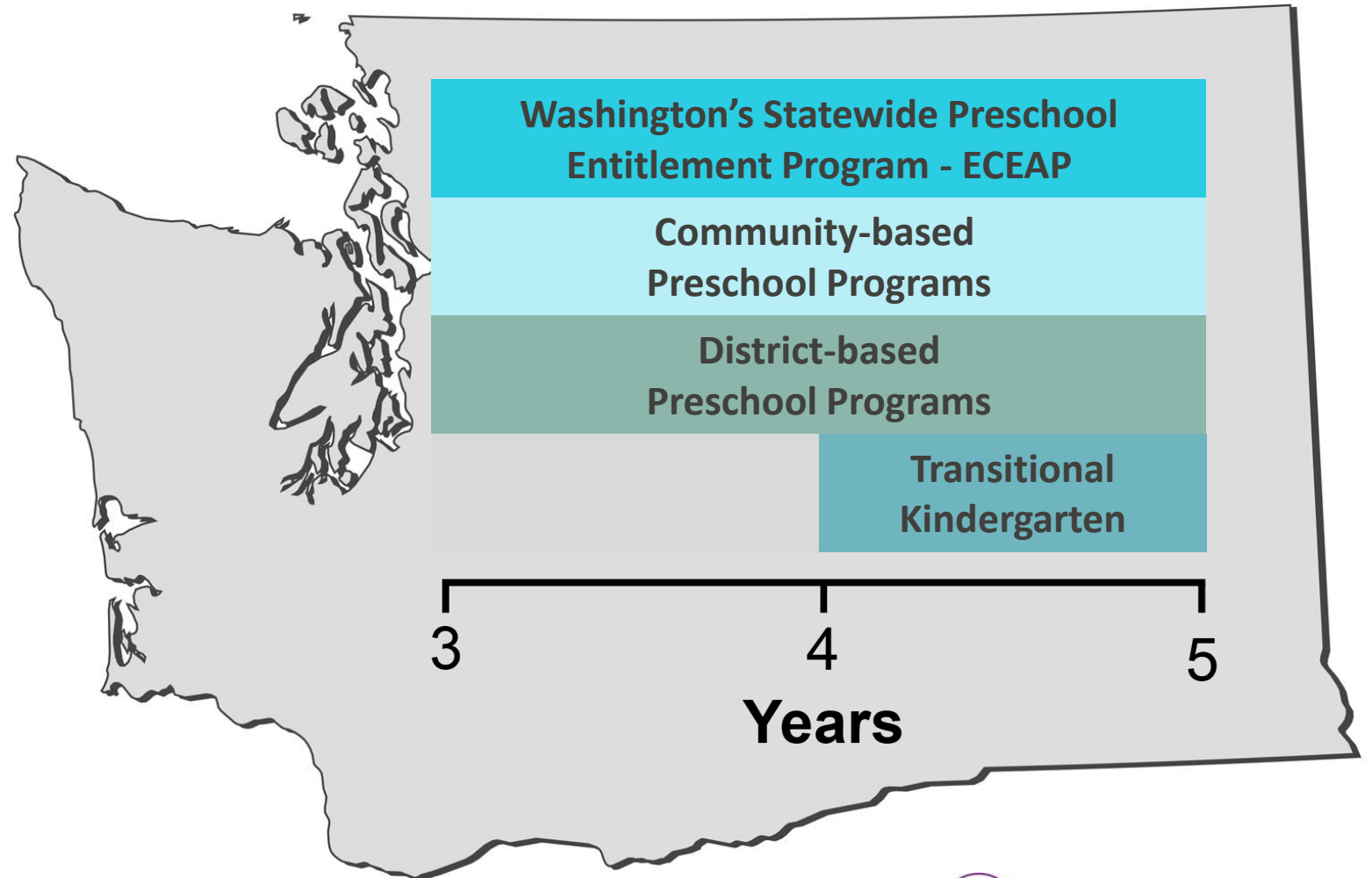
October 11, 2022



Washington State Department of
CHILDREN, YOUTH & FAMILIES

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.



Child Care and Early Learning Universe

Settings



Family Homes

- Children served in a residential home
- Ages 0-12
- Up to 12 children (Waiver allowed)



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.

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 a 9 out of 10 NIEER quality rating. 15,866 slots in 2022-23 school year.

Head Start: Federally funded preschool program for 3- and 4-year-old children from families furthest from opportunity. 11,263 slots.

Developmental PreK: Separate schools or classroom intended for preschool aged children (3-5 years) with IEPs that offer specially designed instruction across a variety of domains and developmental needs (cognition, social emotional/behavior, fine/gross motor, communication, adaptive, etc.) 9,565 children served 2021-22 school year.

Transitional Kindergarten: A program for children, below the age of five, who do not have access to high-quality early learning experiences prior to kindergarten. 3,140 children served 2021-22 school year, includes 280 TK students enrolled in charter schools.

Early Learning Programs for 3–5-Year-olds

Funding For Pre-K Programs with DCYF or OSPI Oversight

Program	Administration and Oversight	Funding Level 2021-22	Quality Measures	Total Children Served 2021-22
Part B, IDEA 619 (ages 3-5)	OSPI and USDOE	\$8,503,692	Early Childhood Outcome Indicators	9,565
Transitional Kindergarten	OSPI	\$34,681,300	The 5 Pillars, RCW 28A.150.315, RCW 28A.150.200, RCW 28A.150.220	3,140**
Title I-Building or District Level Pre-K Classroom	OSPI and USDOE	\$8,319,062	Head Start Performance Standards 1302 Subpart C—Education and Child Development Program Services	Unknown
Working Connections Child Care Subsidy	DCYF	\$355,000,000	WAC Chapter 110-15, WAC Chapter 110-300, and RCW 43.216.085	55,927
ECEAP	DCYF	\$184,999,900	ECEAP Performance Standards and RCW 43.216.085	15,869
Head Start*	Department of Health and Human Services (Federal)	\$193,880,495	Head Start Performance Standards	8,469

*Head Start is a Federal to Local relationship and governed by Federal performance standards. Number do not include Migrant Seasonal Head Start (2,384)

**Total TK children served includes 280 students enrolled in charter schools

Shared Vision for the work:

- ✓ Align and integrate early learning programs, specifically those that serve 3- to 5-year-olds, for the purpose of improved access and service delivery.
- ✓ Equity-based, whole-child educational system that provides all children and families with access to high-quality early learning opportunities.
- ✓ Includes a continuum of placement options for children with disabilities and those furthest from opportunity in Washington State. The system works to eliminate opportunity gaps early, maximize administrative and funding efficiencies, and develop strong foundations for healthy child development and future learning.

Near-Term Strategy	Lead Agency
<p>Near-Term Strategy #1: Create regional and local level coordinated recruitment and enrollment partnership groups.</p>	<p>DCYF/OSPI</p>
<p>Near-Term Strategy #2: Leverage existing efforts of the Help Me Grow system, Child Care Aware, Tribal Early Learning Initiative, and the growing Family Resource Centers to support families in their search for child care and pre-k opportunities.</p>	<p>DCYF</p>
<p>Near-Term Strategy #3: Create a shared communication plan for community and district-based providers and families to ensure information is disseminated in an ongoing, clear, and timely manner.</p>	<p>DCYF/OSPI</p>
<p>Near-Term Strategy #4: Leverage current evidence-based practices around quality and inclusion through the Early Childhood Technical Assistance Center (ECTAC) and OSPI's <u>Early Childhood Special Education Initiatives</u>.</p>	<p>DCYF/OSPI</p>

Year 1 Long-term Recommended Strategies	Who
<p>Long-Term Strategy #1: Build a notification system for opening and operating new programs serving 3- and 4-year-olds to support coordinated recruitment, enrollment, and service delivery.</p>	<p>DCYF/OSPI</p>
<p>Long-Term Strategy #2: Conduct an analysis of quality and accountability measures utilized by DCYF-administered and school district-specific programs. Identify policy changes and make progress toward increasing alignment while removing duplicative or regulatory barriers that are program-specific to support program integration.</p>	<p>DCYF/OSPI</p>
<p>Long-Term Strategy #3: Support and fund staff who have designated roles within both agencies to facilitate shared governance and communicate knowledge of shared practices related to proven outcomes.</p>	<p>Legislative Funding</p>
<p>Long-Term Strategy #4: Develop case studies of integrated pre-k program models for analysis and highlight/develop exemplars for the state.</p>	<p>DCYF/OSPI</p>

Year 1 Long-term Recommended Strategies	Who
<p>Long-Term Strategy #5: Identify policy and funding barriers impacting program operations: staff recruitment and retention, transportation, nutrition services, and facility needs. Make recommendations to inform the 2023-25 biennium.</p>	<p>DCYF/OSPI Legislative Funding</p>
<p>Long-Term Strategy #6: Explore and analyze how to share information between and across professional development tracking systems, including coordination around basic health and safety training, continuing education, and clock hours. Make recommendations to inform the 2023-25 biennium.</p>	<p>DCYF/OSPI Legislative Funding</p>
<p>Long-Term Strategy #7: Conduct an analysis of educator qualifications and pay parity building from recommendations made by the Compensation Technical Workgroup in 2019 and updated to reflect the impact of the pandemic. Make recommendations to inform the 2023-25 biennium.</p>	<p>DCYF/OSPI Legislative Funding</p>
<p>Long-Term Strategy #8: Design and implement a training and technical assistance framework to support shared practices across systems and coordinated implementation of pre-k programming, including a regional/local support structure and tool kit to inform implementation (braided funding, classroom models, staffing structures, etc.). Make recommendations to inform the 2023-25 biennium.</p>	<p>DCYF/OSPI Legislative Funding</p>

YEAR 2: Advancing Integrated and Inclusive Programs for Preschool-Aged Children (2022)

Additional funding provided for DCYF and OSPI to continue this work, and to complete a report with options and recommendations for administrative efficiencies and long-term strategies that align and integrate high-quality early learning programs administered by both agencies and consistent with implementation of Engrossed Second Substitute Senate Bill No. 5237 (child care dev. exp.).



Core Values

Equity

Ensuring equitable access to high-quality early learning programs

Inclusion

Increasing inclusive settings and supports for children with disabilities

Collaboration

Creating efficient and collaborative systems that support the needs of families, students, and the providers who serve them.



Coordinated Recruitment & Enrollment



*A shared process among programs serving children ages 3-5 to **support families** in selecting high-quality early learning programs that best meet the needs of each child and family; and to assure that community early learning programs are **working together** in ways that **maximize resources** and **serve the most children possible**.*

CRE Action Plan

1. Improving Program Capacity & Addressing Enrollment Barriers

- Map program supply and characteristics, including gaps
- Funding supports including improving funding, braiding and layering, and analyzing barriers
- Crosswalk enrollment barriers for families

2. Promoting Quality Across Programs

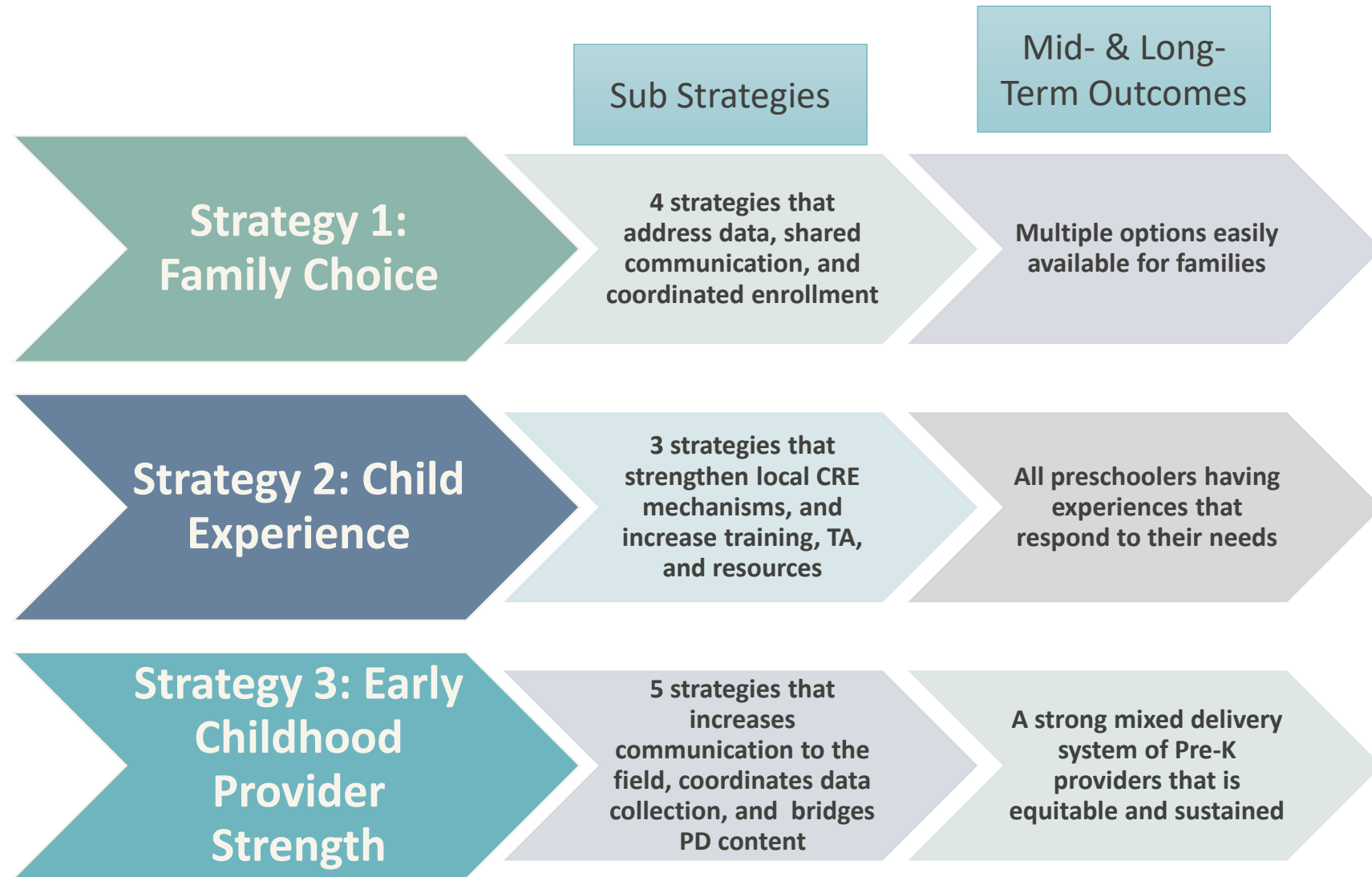
- Checklist for families looking for quality programs
- Definition of quality for professionals (what does quality look like?)
- Resource library of trainings available to promote quality

3. Engaging Families, Verifying Eligibility, Identifying EL Options & Enrolling

- Common entry point for early learning programs (leaning on what is already available)
- Joint communication with families around options available so families can make informed choices (which includes family listening sessions)
- Evaluate existing databases



Integrated and Inclusive Pre-K Programs Theory of Change (2022)



2022 Legislative Recommendations

1. **Family Access**

- Fund CRE Pilots
- Fund Communication Toolbox

2. **Enhanced Program Demand and Management Data**

- Fund 1 staff at each agency to develop joint data analysis and explore the expansion of ELMS for shared children

3. **Government to Government Collaboration**

- Fund 1.0 FTE at each agency to strengthen cross agency collaboration to provide increased training and TA to school districts and non-tribal early learning providers

4. **WA Pyramid Approach**

- Fund a multi-tiered system implementation framework that will provide aligned training, TA and coaching across the early learning system

5. **Fully Fund Special Education**

- Which includes an increase in the state Pre-K multiplier for state special education funding

2022 Legislative Recommendations

- 6. Supports for Inclusive Care in Smaller Settings**
 - Awarding points through the ELF funding to accommodate renovation of facilities to better serve children with disabilities
- 7. Culturally Responsive Programming**
 - Funding to provide training that increases culturally relevant and anti-bias services, and increases access to translation and interpretation resources for early learning providers
- 8. Additional and Consistent Early Learning School Based Facilities**
 - At the discretion of individual school districts, change the SCAP funding policy for ECEAP state funded pre-k to match developmental pre-k
- 9. Create a Sustainable ECEAP Rate**
 - Increase the School Day and Working Day ECEAP rates by 20% in FY 24 with additional increases thereafter
- 10. Workforce and Professional Development**
 - Fund 1 position at each agency to expand workforce pathways that decrease duplication and result in greater integration



Working Together

Continue Expanding Inclusionary Practices through Washington Pyramid Model

Increasing access through Coordinated Recruitment & Enrollment

Implementing Legislative Recommendations Listed in the Upcoming Report



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Questions?



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