



IMPACT REPORT

2023

A summary of 2021-2022
Early Learning Programs



Message from the Superintendent

Kevin Chase

The 2021-2022 program year was one of many celebrations and new challenges. We returned to in-person services and continued to implement COVID safety precautions throughout the year. Our staff kept their focus on providing safe, nurturing, and welcoming environments for children and families. We prioritized social-emotional learning in order to help children accelerate their social skills, offered resources and training to parents on how to facilitate social-emotional development at home, and provided targeted social-emotional professional learning for our staff.

It was a unique year, in which we continued to be challenged by the pandemic but held steadfast in our commitment to serve our children, families, and the community. We increased our efforts to retain our valuable workforce and attract new professionals dedicated to serving our community's children and families.

“As you will see from this report, together we are having an impact and making a difference!”

Our comprehensive work would not be possible without the support of our key community partners, like EPIC, Catholic Charities, child care providers, Comprehensive Healthcare, Yakima Valley Farm Workers Clinic, Children's Village, Investing in Children Coalition; and school districts in Yakima, Kittitas, and Chelan-Douglas Counties. Our partners have helped our families access needed services and resources.

We thank our community partners and stakeholders for joining us in our mission to improve the lives and outcomes of children and families in our region. As you will see from this report, together we are having an impact and making a difference!

Best regards,
Kevin Chase

Head Start Programs and Locations

Head Start, Early Head Start & Migrant Seasonal Head Start Attendance

Our Head Start programs must have an overall attendance rate of 85%, and individual children must have a 90% attendance rate. In the past year, the main reason for child absences has been due to children having COVID-19 symptoms. We continue to follow state and local health district guidelines regarding isolation periods when it comes to COVID-19.

Head Start

Castlevale - Yakima (main site)	76 full-day slots, 17 part-day slots
West Valley	34 part-day slots
Jefferson - Yakima (main site)	76 full-day slots
East Valley	19 full-day slots
East Yakima	76 full-day slots
Kittitas County - Ellensburg	72 full-day slots

Early Head Start

Castlevale - Yakima	80 home-based slots
Kittitas County - Ellensburg	20 home-based slots, 16 center-based slots

Migrant Seasonal Head Start

Bridgeport	42 slots (15 Migrant, 27 Seasonal)
East Wenatchee	70 slots (All Migrant)
Castlevale - Yakima	72 slots (15 Migrant, 57 Seasonal)



Head Start Programs

Head Start, Early Head Start, and Migrant Seasonal Head Start are national, federally-funded programs started in 1965 and designed to serve at-risk children and their families by implementing approaches and practices necessary to help young children grow up safe, healthy, and ready to learn. The program provides education, health, mental health, disability, nutrition, and family support services to engage families and ensure children enter school ready to learn and succeed. ESD 105, with its contracted partner EPIC, provides comprehensive early childhood education programming at the Seedlings Head Start Centers, combining age-appropriate learning, social interaction, health screenings, nutrition education, strong parent involvement, and family development through combined program efforts.

Program Goals

School Readiness

Children of ESD 105 (Head Start, Early Head Start, and Early Learning Programs) have maximized their potential upon entering kindergarten with skills and mindset that provide the foundation for success throughout their educational trajectory as measured by annual last checkpoint TS GOLD data that indicates all six TS GOLD domain averages (program averages) at 90% or above each program year.

1

Family Engagement

ESD 105 Head Start, Early Head Start, and Migrant Seasonal Head Start empower parents as advocates and leaders to support their children and lead rich lives within their community as measured by having at least 75% of families report an increase in their overall family strengths on the ChildPlus Family Outcomes Assessment.

2

Community Partners

ESD 105 Head Start, Early Head Start, and Migrant Seasonal Head Start have an established network of community partners and stakeholders that support comprehensive services to children and families by increasing formal engagements with key stakeholders, school districts, and community service agencies, as measured by the community engagement plan and MOUs.

3



Policy Council Members

2021-2022

Kristen Cyrus

Joel Maceda

Paola Torres

Balbina Hernandez

Veronica Mendoza Jimenez

Cristina Parra

Karina Hernandez Valdovinos

Blanca Erika Garcia-Castillo

Betsaira Zepeda-Sanchez

Laura Guadalupe Bravo Ramirez

School Readiness Goals



Social-Emotional Development



Language & Literacy, including Dual-Language Learners



Cognition and General Knowledge



Approaches to Learning



Physical Wellbeing and Motor Development

Kindergarten Preparedness

- Kindergarten preparedness in the classrooms all program year
- Kindergarten registration events with school districts
- Kinder Assessment information & kinder transition plans
- Support to families with kindergarten enrollment packets
- Support on completing health and dental exams
- Transition meetings for children receiving special services



Curricula

- Creative Curriculum for Preschool, 6th Edition (Including the studies)
- Creative Curriculum for Infant & Toddlers, 3rd Edition
- Parent as Teachers
- IMIL (I Am Moving, I Am Learning)
- Oral Health Dental Curriculum Kids (Early Head Start Home Base)
- Second Step: Social-Emotional Learning
- Child Protection Unit
- Transportation Safety Education Curriculum
- Early Learning Math Pathways
- Hatch Ignite System
- Ready Rosie
- Conscious Discipline

Assessments & Screenings

- ASQ-3 & ASQ: SE 2 (developmental and social-emotional parent questionnaire)
- Teaching Strategies GOLD (ongoing assessment system)
- CLASS (Classroom Assessment Scoring System for preschool, infant, and toddler)
- HOVERS (EHS Home Visiting Rating System)
- Ready Rosie (Family Engagement Curriculum)
- Ignite by Hatch

Family Engagement and Parent Involvement

This year we had an opportunity to focus more on family goals and outcomes training with Family Advocates in hopes of encouraging families to go more in-depth. The main priority is getting families to do more critical thinking around their priorities and wellness. Information gathered from family nights, socialization, and other family engagement opportunities is compared to data from previous years. The goal is to find a way to set families up for success and kindergarten readiness through goals they establish for themselves.

Areas Where Families Make Goals

Food	Clothing	Transportation	Employment	Financial Security	Housing	Safety
Health	Health Insurance	Mental Health	Substance Abuse	Child Development	Nurturing Relationships	Father Figure
Home Routines	Promoting Primary Language	Family Education at Home	Child's Screen Time	School Readiness	Participant Attendance	English as a Second Language
Computer Skills	Parent/Guardian Education	Volunteering	Transitions	Support Networks	Access to Community Resources	Leadership and Advocacy

Family Program Data

Program	Families Served	Families that have Family Partnerships	Family Goals Established	Family Goals Completed
MSHS 2021	80	64	67	53
EHS 2021	77	23	64	13
HS 2021	250	121	230	134
Total for 3 Programs	407	208	361	200

ECEAP

Early Childhood Education and Assistance Program

ECEAP (pronounced “E-Cap”) is the Early Childhood Education and Assistance Program funded by Washington State for children ages three and four. Children who attend ECEAP learn to manage their feelings, get along with others, and follow classroom routines. They build the beginning skills for reading, math, and science. The programs work closely with parents to support their children’s health and education and to meet family goals. They help families access medical and dental care and social services.

Early Childhood Education and Assistance Program (ECEAP) Sites

Blossoms Early Learning Center, operated by ESD 105 19 school day, 59 working day

Child Care Partners

Bright Beginnings Family Child Care	6 working day
Easter Seals Jane’s House	19 working day
Heritage University Early Learning Center	15 school day, 15 working day
Rainbow Kids Yakima	16 working day
Rainbow Kids Union Gap	20 working day

School District Partners

Cle Elum-Roslyn School District	18 part-day
Ellensburg School District	11 part-day
Toppenish School District	72 part-day, 75 school day

Children in this type of high-quality program nationwide are

- Healthier when they start kindergarten
- Less likely to be in special education or repeat a grade in school
- More likely to graduate from high school and attend college
- Less likely to become pregnant as a teen or become involved in a crime
- More likely to be employed and earn more as an adult

Source: <https://www.dcyf.wa.gov/services/earlylearning-childcare/eceap-headstart>

ESD 105 ECEAP offers free early-learning preschool services to qualified families in a variety of settings including licensed childcare homes, licensed childcare centers, and school district preschool programs.

We work with families as their child’s first and most important teachers to support healthy child development and kindergarten readiness. As early learning educators, our mission is to provide safe, nurturing, and developmentally-appropriate learning environments that foster children’s natural desires to explore, discover, create, and continue as lifelong learners.

ECEAP supports child development and learning by ensuring

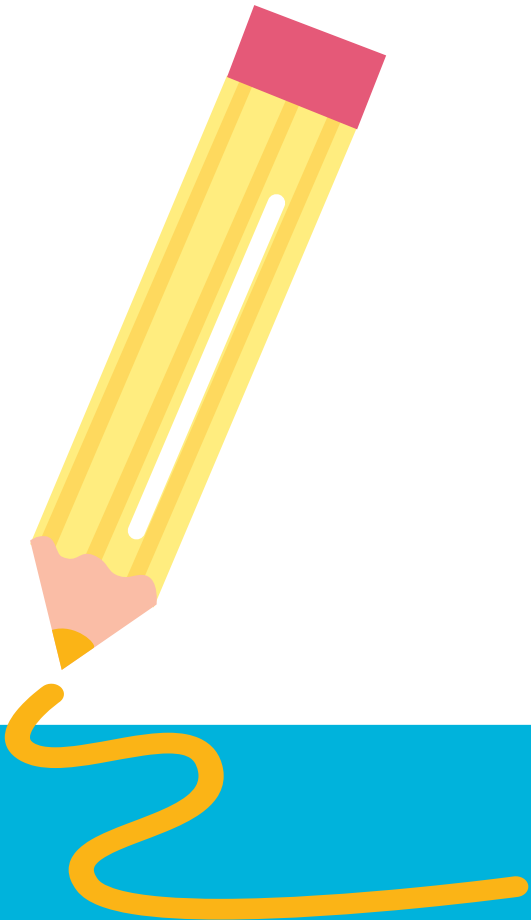
- High-quality classroom experiences with qualified and dedicated teachers
- Family support and parent involvement
- Child health coordination and nutrition
- Services responsive and appropriate to each child’s and family’s heritage and experience
- Free preschool to support children’s development and learning

ECEAP Models

Part-Day	School Year Calendar	2.5 or more hours/day	360+ hours/year
School-Day	School Year Calendar	5.5-6.5 hours/day	1,000+ hours/year
Working-Day	Year-Round	6.5-10 hours/day	2,370+ hours/year

Curricula

- Creative Curriculum, foundational curriculum in English and/or Spanish
- Second Step, Social-Emotional Learning
- Sunshine Circles, Social-Emotional Learning
- Math Innovations, Mathematics
- Guided Language Strategies, Language and Literacy
- Mobility Mentoring, Family Support Framework
- Families Moving Forward, Parent/Caregiver Education Series
- Ready Rosie, Family Engagement Curriculum



Family Partnerships

As an early learning program, ECEAP understands that parents, staff, and community partners are essential to understanding needs, making policy decisions, evaluating services, and planning for continuous improvement. We cannot do this work alone. Last year the ECEAP Parent Policy Council established a partnership with two community organizations: Save the Children Action Network (SCAN) Family Engagement Program and We Are OneAmerica. The objectives of these partnerships are to develop parent voices and empower parents to be active in their children’s school and community. Together we established priorities in the areas of leadership, advocacy, voting, and civic engagement. Two ECEAP policy council parents joined Claudia Villatoro, SCAN Family Engagement Lead, at the 2022 Advocacy Summit in Washington, D.C., where they deepened their knowledge about advocacy issues and had the unique opportunity to meet federally-elected leaders.

“ECEAP uses a framework called Mobility Mentoring®—a family engagement approach using coaching methods rooted in the latest brain science. Mobility Mentoring® aims to overcome the extreme stresses of poverty by improving focus, planning, and decision-making. It is designed to help people set and achieve future-oriented goals, despite the immediate challenges and weight of poverty.” - EMPATH

Mobility Mentoring® Approach

The Mobility Mentoring® approach is based on neuroscience and executive function research, Mobility Mentoring® and has five underlying principles:

- **Individualization:** There is no “one size fits all” path to economic independence.
- **Horizontality:** The path to economic independence cannot be found in any one health or human service silo; effective service delivery must “bridge” silos.
- **Time:** There is no quick journey from poverty to economic independence.
- **Co-investment:** An individual can only fully achieve success when they are invested in that success.
- **Networking:** No one gets to economic independence alone.

Source: https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0013.pdf

Community Partnerships

ESD 105 and other ECEAP Contractors in the Yakima Valley participate in a shared Health Advisory Committee called Yakima Valley ECEAP Partners (YVEP). In addition to health coordination services, YVEP plans and delivers training to families and staff on topics selected by parents and caregivers. Topics include Kindergarten readiness; Kindergarten enrollment and transition; social-emotional learning; and at-home learning tips, tricks, and resources, to name a few.

YVEP Members:



DCYF Bridge to Child and Family Self-Reliance

Family Stability

Housing

Having a safe, affordable, and stable place to call home.

Family and Dependents

Making sure your family's needs are met so you can focus on your goals.

Wellbeing

Physical and Mental Health

Feeling physically and emotionally healthy so you can participate fully in work, school, or family.

Personal and Professional Networks

Having people in your life who give personal support and who have knowledge and connections to help you achieve your goals.

Financial Management

Debt

Being up-to-date on any debt payments.

Savings

Having enough money in the bank to meet your family's needs and afford more than the basics.

Education and Training

Educational Attainment

Having enough education and training so you can choose a well-paying and satisfying career.

Employment and Career Management

Earning Levels

Being employed in a career that pays enough so you can support your family.



ECEAP Partner Testimonials

Anastasia Sanchez, Early Learning Director, Toppenish School District

"The ECEAP program has been an extremely important program for the Toppenish School District. If we did not have the ECEAP program, we would not be able to provide an early childhood educational program for the students of the Toppenish School District. Our school district saw federal funding shrinking that provided early learning for our students. We sought out alternative funding sources, and ECEAP funding has saved our preschool program in Toppenish.

"We have increased the number of students we serve from 208 to 248. We have also created a dual-language program for our Native American students. In the future, we hope to add a second dual-language class for our four-year-old students. This way, our Native American students will have two years of Yakama language classrooms.

"The ECEAP program has made a tremendous difference for the students of Toppenish. Students enter kindergarten ready to learn. Thank you, ECEAP, for all your support."





Claudia Villatoro, Save the Children Action Network

"In 2021, Save the Children Action Network (SCAN) launched a national Family Engagement Program in three communities across the US, one being Yakima County in Washington State. The Family Engagement Program was created as an avenue for families to learn about policy, advocacy, and the legislative process. Since the program launched in Yakima County, one of our strongest partnerships has been with ESD 105 ECEAP. When I first met with the Family Support team, they shared a clear vision for connecting the families they serve with opportunities to strengthen their leadership and advocacy skills. At that point, it was clear that we needed to form a partnership where SCAN could be a value add to the overarching goals ESD 105 ECEAP has for their families

Since we started working together, ESD 105 ECEAP and the Family Support team have invited us to join their monthly Parent Policy Council meetings and Parent Policy Council Planning Committee. The opportunities to join the Parent Policy Council meetings have opened doors for SCAN to provide mini advocacy trainings to families and, most importantly, offer parents individualized support to begin their advocacy journey.

Thanks to our partnership, I have been able to connect with four ESD 105 ECEAP parents who are interested in learning more about how to become active parent advocates for children's issues. My approach to supporting parents' advocacy journey is to meet them where they are at in their journey, whether it is learning about advocacy, the issues, or they're ready to take action. Since we started working together, an ESD 105 ECEAP parent submitted a Letter to the Editor (LTE) to the Yakima Herald-Republic.

Although her LTE was not published, she felt proud and accomplished for having done something new; she is not ready to give up and plans to submit an LTE next year. In addition, she invited the Yakima City Mayor to join a national Mayors Alliance to End Childhood Hunger, she engaged in our 2022 GOTV campaign and traveled to Denver to join other advocates at the SCAN Regional Summit. In September, two ESD 105 ECEAP parents joined SCAN and Save the Children's National Advocacy summit in D.C. While attending the D.C. summit, one of them was selected to join a small group of parents to meet with Second Gentleman Doug Emhoff to speak about child hunger issues.

As a former home visitor and early learning coach, I have experience working one-on-one with parents and childcare providers. These personalized interactions are what help build strong trusting relationships with families. Trust and relationships are key elements when having conversations with parents, especially about intimidating subjects such as advocacy, policy, and meeting with lawmakers. The partnership between SCAN and ESD 105 ECEAP has been a great way to link families with advocacy resources to help them launch their advocacy journey at their pace and comfort level. Our partnership with ESD 105 ECEAP has been key to our success in Yakima County."



ECEAP Family Testimonials



- The program has given us the additional support we needed for Isabelle because although we have family support, it felt lonely when it came to supporting her socially because she didn't have many other kids to be around, especially after COVID. The ECEAP program has really helped her in feeling comfortable with other kids, as well as for us being able to know we have the support from her teachers in continuing to teach her and support her at home. I feel like I would be way more nervous about her starting kinder if she wouldn't have been in this program. We love it! - Erica
- ECEAP has made a change in Alexander's life with the learning skills and with sharing. I love the conference meeting with positive energy and with what they will help him more with. - Vanessa
- ECEAP has made an impact on Aubree's life with her learning and social-emotional skills and getting her ready for kindergarten. - Susan
- Since starting ECEAP, Liam has shown improvement with his speech and communication skills. He sings, has new friends, and has learned so much! - Katelyn
- Annabelle has been enrolled in ECEAP for a little over a year. Since starting, Annabelle has improved her social skills. She has learned how to count to 20 and recognizes several letters. Her communication skills have developed to a point where she has complete conversations. Overall, we are completely satisfied with the ECEAP program. - Madanna



Migrant Education Program - Preschool

The Washington State Migrant Education Program (MEP) is federally funded to ensure high-quality education programs and supplemental support services for migrant children.

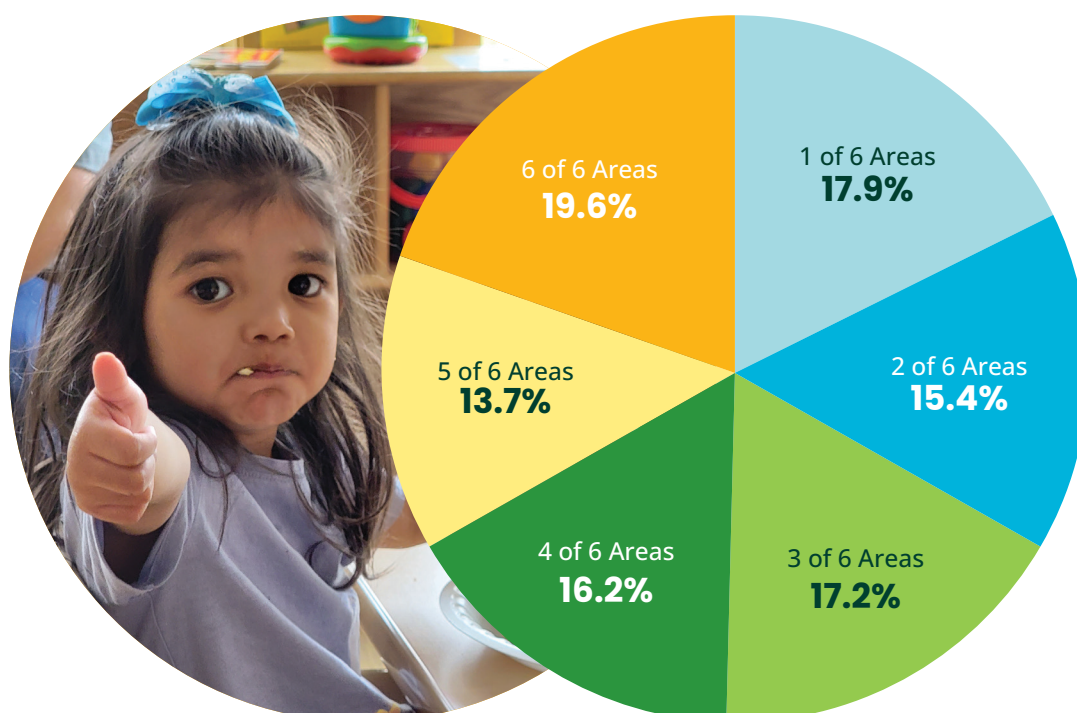
Washington is currently second in the nation with the largest number of migrant students ages three to 21 (U.S. Department of Education). The ESD 105 region provides support to 35% of the 29,300 migrant students in our state. Although identification and recruitment efforts remained steady, as compared to previous years, there was a decrease in statewide preschool enrollment.

Our goal is to ensure that more services are provided to migrant three- to five-year-old children and that they demonstrate substantial and measurable educational gains.

The chart below shows almost 20% of our migrant kindergartners are entering school ready in all six domains of development and learning (cognitive, language, literacy, math, physical, social/emotional), according to our kindergarten entry assessment. Our ESD 105 MEP Team provides professional development and technical assistance to school districts and early learning partners to improve access to existing services, develop high-quality early learning programs and services, increase and improve collaboration with early learning partners, and identify and recruit migrant-eligible preschool children.

WaKIDS 21-22 Migrant Data

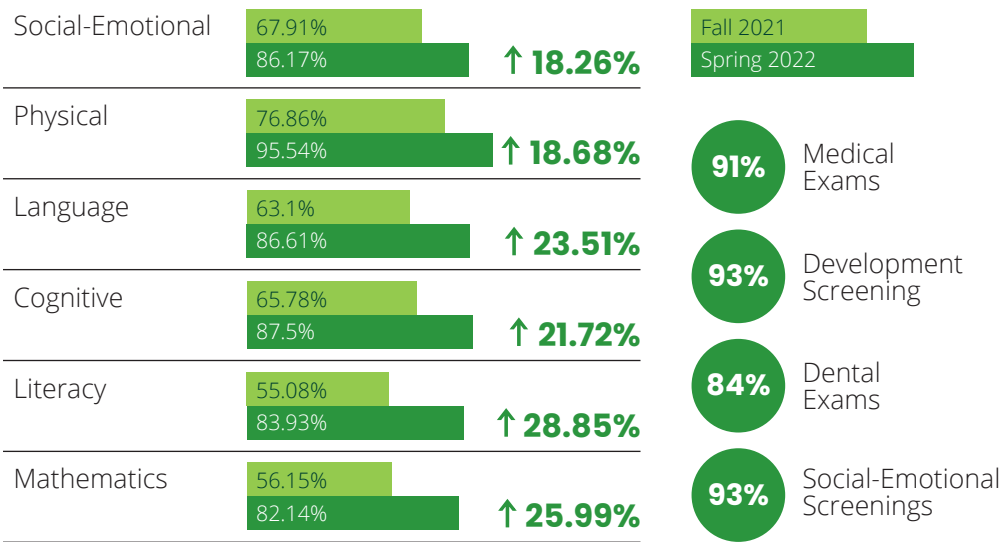
Areas of Development: Cognitive, Language, Literacy, Mathematics, Physical, Social-Emotional



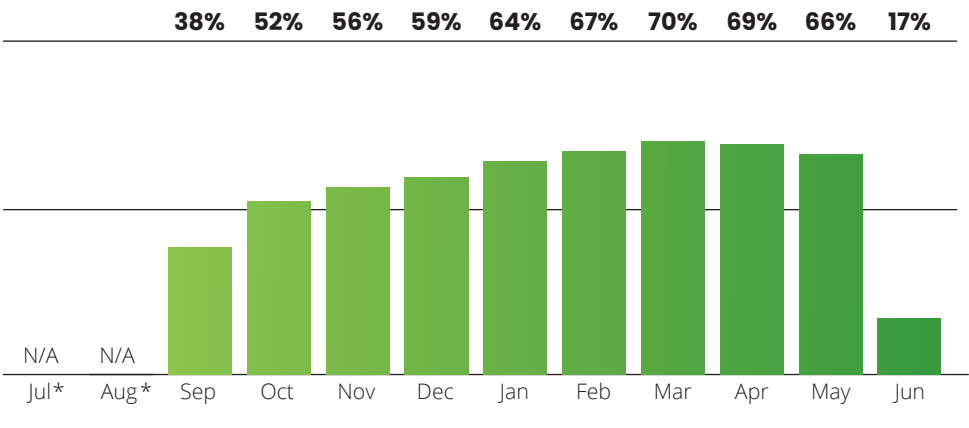
Child Outcome Data 2021-2022

Head Start

Meeting and Exceeding Expectations



Monthly Enrollment - 370 Funded Enrollments



*Programs were not operating during these months.

Comparing child assessment data from the fall (when children enter) and spring (when children exit) for the program year, each domain showed growth. There were 105 children who transitioned to kindergarten out of 268 total served. We had the largest growth from entry to exit in the domains of Social and Emotional and Physical development. There was a high focus in supporting children with self-regulation and social expression, especially coming out of the pandemic. The classrooms focused on more opportunities for movement and outdoor time to help children relieve stress or anxiety. The area of language also showed growth. The staff focused on supporting the home language of children and identifying ways to support children who are dual-language learners.



Early Head Start (Home & Center Based)

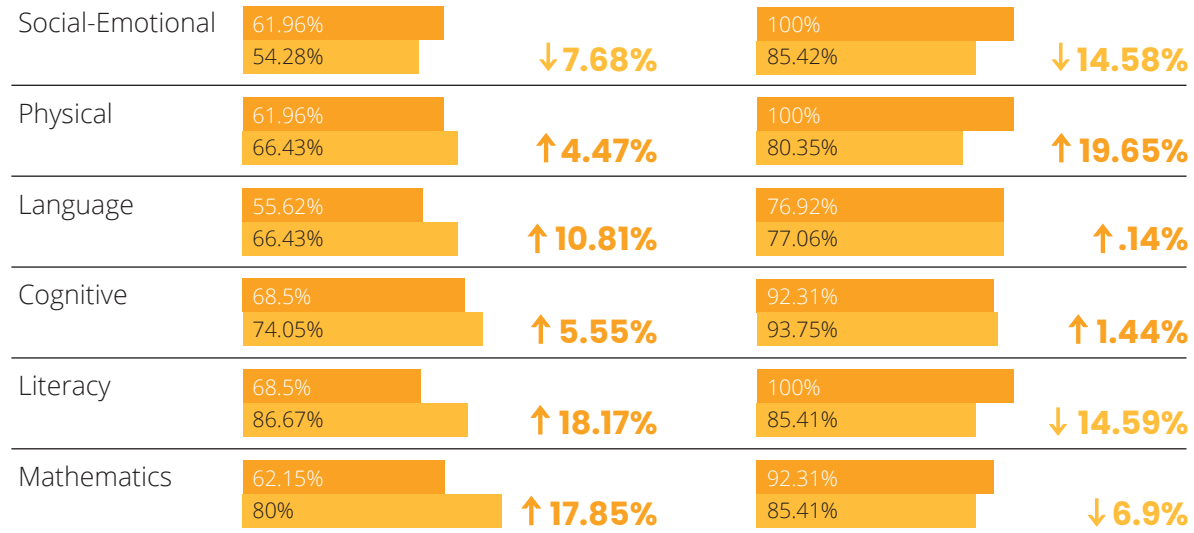
Meeting and Exceeding Expectations

Home

Center

Fall 2021

Summer 2022



89%

Medical Exams

90%

Development Screening

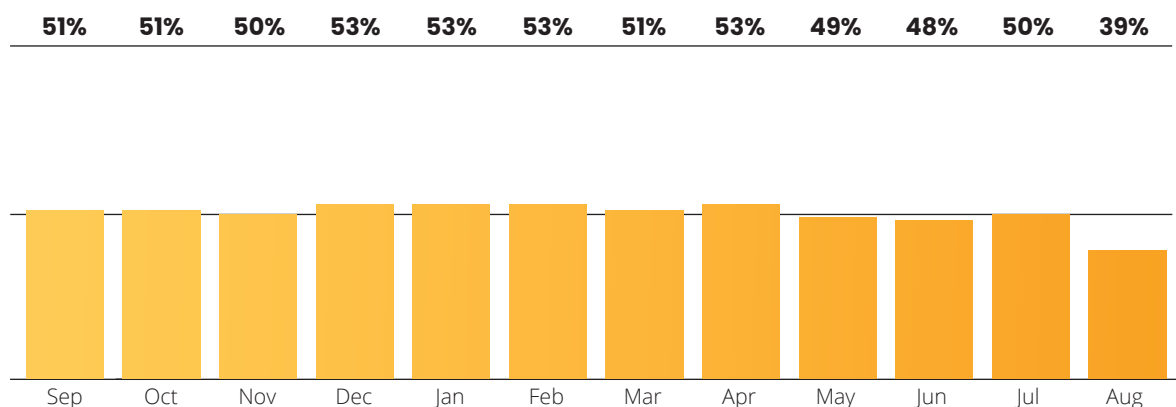
88%

Dental Exams

90%

Social-Emotional Screenings

Monthly Enrollment - 116 Funded Enrollments

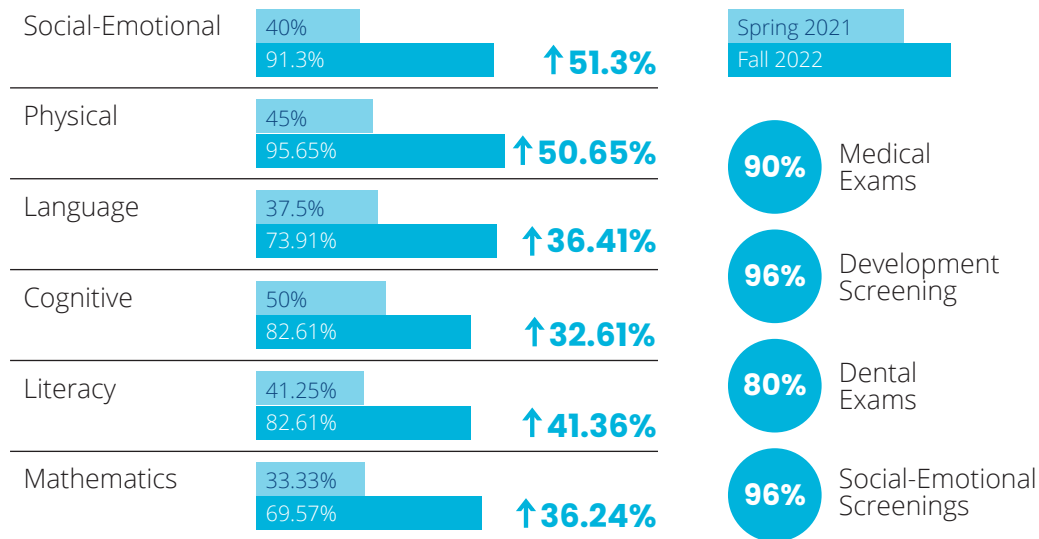


For the Early Head Start center-base program year, we maintained full enrollment of children unless the child withdrew or transitioned into our Head Start program, which indicates why the growth shows a decrease. The center base program piloted the Baby Doll Circle Time from Conscious Discipline. It focuses on how to teach young children empathy and nurturing care.

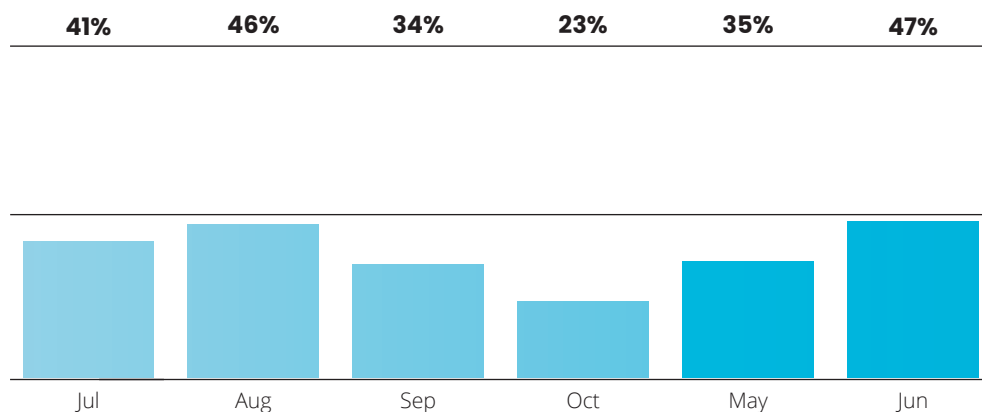
The home base program was able to provide in-person services this program year, so both parents and children were able to experience in-person activities and visits. The program had growth in almost all domains. The program utilized the Family Engagement Curriculum Ready Rosie during visits and children who were 28 months and older were able to explore the Hatch Ignite Learning system.

Migrant & Seasonal Head Start

Meeting and Exceeding Expectations



Monthly Enrollment - 184 Funded Enrollments



Programs were not operating from November-April

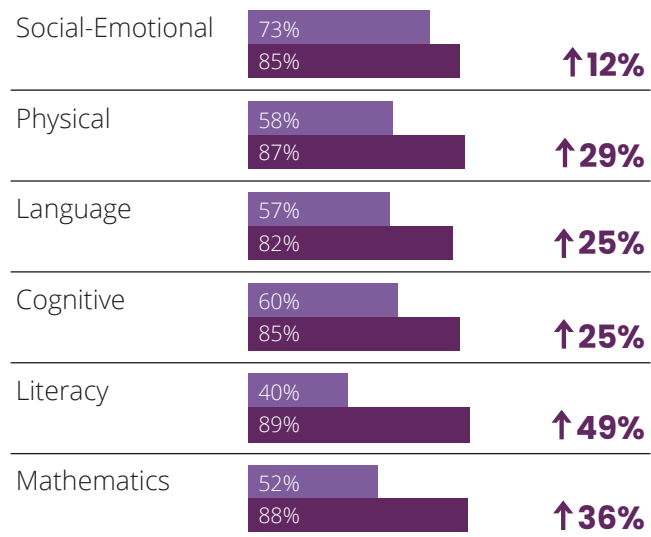
In the Migrant Seasonal Head Start program, there was growth in all domains. The program focused on social-emotional and language development. We extended outdoor time and incorporated indoor materials into the outdoors. With lower enrollment, the staff was able to provide more one-on-one instruction and support to children.

We served a total of 19 pre-K children in the Migrant Seasonal Head Start Program.



ECEAP

Meeting and Exceeding Expectations



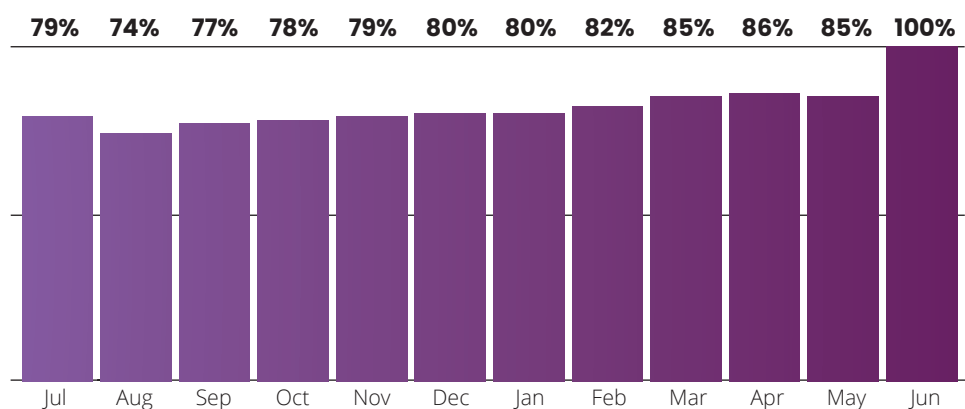
Medical Exams



Dental Exams



Monthly Enrollment - significantly impacted by COVID-19



Health & Nutrition Services

The Head Start programs work closely with community health partners to ensure all children receive recommended services on the EPSDT (Early and Periodic Screening Diagnosis and Treatment) schedule. Staff perform hearing and vision screenings and growth assessment within the first 30 to 45 days from the first date of child attendance.

Within 90 days, we work with the family and community partners to ensure the child has a complete well-child exam, dental exam, lead screening, and nutrition assessment. If at any point within the first 90 days a child is flagged as needing additional resources or screening, we will work with the family to obtain the services.

The program has partnered with Yakima Valley Farm Workers Clinic to contract a nurse consultant to conduct lead screenings for children as needed. Nurses will complete consults in both our Early Head Start and Migrant Seasonal Head Start infant classrooms. We also have a local dental provider come into the program to screen children if there is a great need.

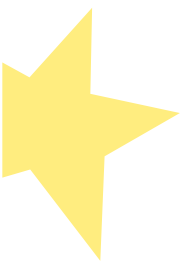
Special Services & Mental Health

- Special services are provided to children in person at centers.
- Recruitment and referrals occur through collaborations with school districts (Part B), Children's Village, and North Central ESD (Part C), which are IDEA partners.
- Children identified with possible developmental concerns are referred to Part C, Early Intervention, or to Local Education Agency partners for further evaluation.
- Classroom environments and experiences are coordinated to meet individual children's needs.
- We provide inclusive environments that help support presenting diagnoses or to accommodate specialized needs.
- Services are provided from pregnancy until kindergarten.
- Families and parents are included in the process of identifying needs, the referral process, identifying goals, and accepting services with the partnering agencies.
- The center staff is provided training on creating and maintaining positive learning environments, promoting positive relationships, self-regulation, and social-emotional growth throughout the program year.
- All developmental screenings ASQ & ASQ:SE were completed for children who were enrolled in the program for 30 days or more.



Other Services

- Offered in-person services at all centers and in all programs.
- Implemented safety measures and precautions that eliminated having to close a center due to COVID-19 exposures.
- Continued to use the Zoom virtual platform to support families who were not ready to meet in person for events like family night, policy council, and home visits.
- Continued to utilize the Hatch Ignite system for children 28 months and older for all programs at the centers and in homes.
- Connected families to the Family Engagement Curriculum Ready Rosie.
- Reflected and welcomed the diverse backgrounds of our families in classroom environments.
- Focused greatly on supporting children's home language in the classroom.



Health Coordination Services

Health coordination is an important part of a comprehensive early learning service program. Children who enter kindergarten with their basic and specialized health needs met are more ready to learn and thrive.

Early learning program staff work closely with families, health care providers, and community partners to screen children for health needs and support families through the referral and assessment process for specialized services.

Children in our programs receive regular screenings including:

- Medical
- Dental
- Hearing
- Vision
- Nutrition
- Review of well-child exams and health history documentation



An ESD 105 Health Team assists with the creation, implementation, and monitoring of child health plans to ensure child safety and support staff and families in caring for children with special health care needs.



Developmental Screenings

Children receive regular developmental screenings using parent-completed Ages & Stages Questionnaires (ASQ) and Ages & Stages Questionnaires: Social-Emotional (ASQ:SE) to determine where children are in the different developmental areas and to inform lesson planning and instruction.

Developmental screening results determine whether a student is on track for their age, requires assistance and additional experiences to support development in a particular area, or requires a referral for assessment through the regional Early Support for Infants & Toddlers (ESIT) provider or their home school district.

Reference: <https://agesandstages.com/>



WaKIDS

The Washington Kindergarten Inventory of Developing Skills (WaKIDS)

is a transition process that helps to ensure a successful start to the K-12 experience and connect the key adults in a child's life.

- ESD 105 trained 73 teachers, administrators, and support staff for WaKIDS 101 (Washington Kindergarten Inventory of Developing Skills).
- In our region, 95% of our kindergarten/TK teachers collected and finalized all required WaKIDS student data information for 100% of their students.
- Our staff provided professional development on best practices to teachers in our region in topics that included instructional strategies in English language arts, math, and science for preschool and kindergarten students, and effective strategies for addressing social-emotional development, inclusive environments, and UDL (Universal Design for Learning).

Early Learning Fellows

The Washington State Fellows' Network is a group of instructional leaders convened by the OSPI and the Association of Educational Service Districts to support district and community implementation of state learning standards in Mathematics, English Language Arts, and the Early Learning Guidelines. Last year, we trained seven teachers, administrators, and early learning partners from regional school districts, focusing on leadership skills, culturally responsive teaching, and developmentally appropriate practice in our preschool through 3rd-grade classrooms.

School Improvement (OSSI)

School Improvement is a space for P-3 coordinators to partner and support ESD content specialists and continuous improvement partners with closing gaps early by prioritizing and measuring early learning strategies in system and school improvement efforts.

- All districts in our region were invited to participate in the statewide P-3 Leadership Network, where districts were spotlighted for their outstanding efforts in improving their P-3 systems that aligned with the National P-3 Center Framework.
- We had a total of 10 out of the 25 districts in our region express interest and register for participation.
- In June 2022, West Valley School District was one of the districts to showcase all the work they have done to build and sustain P-3 partnerships through their cross-sector work.



Transitional Kindergarten (TK)

A kindergarten program for children, below the age of five, who do not have access to high-quality early learning experiences prior to kindergarten. Additionally, they have been deemed by a school district, through a screening process and/or other instrument(s), to be in need of additional preparation to be successful in kindergarten the following year.

- In our region, 15 of 25 districts have TK classrooms
 - East Valley, Highland, Mabton, Naches, Royal, Selah, Sunnyside, Union Gap, Wahluke, West Valley, Yakima, Zillah, Cle Elum/Roslyn, Ellensburg, and Kittitas

Inclusive Transitional Kindergarten (ITK)

Inclusive Transitional Kindergarten adheres to all the same program expectations as TK with the exception that ITK districts are applying for grant funds that can be used toward creating a more inclusive environment that meets the needs of all learners.

- Of the 15 TK districts in our region, three districts were granted ITK funds to support inclusion in their TK classrooms. These districts were Cle Elum, Ellensburg, and Kittitas.
 - These districts engaged in building district-wide leadership teams, created a vision/mission for their program, and used two program assessment tools before and after implementation to guide action planning toward program improvement efforts.
 - At the end of the grant, districts will evaluate their readiness to continue implementation and initiate participation in the Washington Pyramid Model Framework Training for all team members.

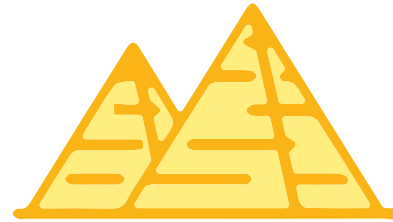
Special Projects - Grants

To prioritize the intersectionality of social-emotional development and embedded inclusionary practices in early childhood programs, OSPI's Special Education division has funded the following initiatives to increase positive outcomes of young children (3–5 years) with disabilities with coordinated intensive technical assistance and systems-level coaching for early childhood staff in integrated early learning environments.

ESD 105's Special Services Department is engaged in the following:

- PreK Champions 1 & 2 (PIC) (5 districts)
- Washington Pyramid Model Initiative - in collaboration with EPIC/ECEAP
- State Systematic Improvement Plan (SSIP)
- Learning Experiences and Alternative Program (LEAP)

Washington State Pyramid Model



The OSPI Early Childhood Special Education initiatives are implementation stages supporting districts with the inclusion of students with disabilities in high-quality early learning environments through the Washington Pyramid Model.

ESD 105 was invited to participate in the PreK Inclusion Champion's work in 2019 and to participate in the State Systemic Improvement Plan in 2021. Districts across our region are invited to participate on a rolling basis for a period of three years.

The seven PIC districts working in various stages of implementation science around providing rich environments for students with disabilities alongside their typically developing peers this year are:

- Granger School District
- Kittitas School District
- Mt. Adams School District
- Royal School District
- Wapato School District
- Yakima School District
- Zillah School District



Through this work, teams complete self-assessments twice a year to gather data on their progress toward systemic and classroom environmental practices to support inclusive programs.

The ESD 105 State Systemic Improvement Plan has three districts working on full implementation of the Washington Pyramid Model to address program and classroom practices to support challenging behaviors for more inclusive classrooms.

The three ESD 105 districts participating this year are:

- Yakima, second year
- Highland, first year
- Selah, first year

The SSIP teams complete a highly vetted professional development series and collect implementation data, including program self-assessments, coaching cycles, behavior incident reports, TPOT observations, and program data meetings using the National Center for the Pyramid Model Data System. This is the first time OSPI has had district preschool data around the implementation of inclusionary practices for students with disabilities.



PreK Champions 2022-23

District Partners

Phase 1 - Highland, Naches, and Selah
Phase 2 - Cle Elum and Yakima

Local Inclusion Self-Assessment drives action planning goals. Phase 1 teams revisited this assessment from last year and made applicable updates. Phase 2 teams developed a mission statement and completed the self-assessment for the first time. All teams developed action planning goals and updated those throughout the year to improve each child's access to integrated, inclusive preschool classrooms (more than 50% typically developing peers to a class).

District	Objective	Objective	Objective
Highland School District	Partner with families.	Assess and improve the quality of inclusion in early childhood programs.	Enhance professional development.
Naches Valley School District	Assess and improve the quality of inclusion in early childhood programs.	Establish an appropriate staffing structure and strengthen staff collaboration.	Enhance professional development.
Selah School District	Adhere to legal provisions of support and services in inclusive settings with IEPs.	Assess and improve the quality of inclusion in early childhood programs.	Enhance professional development.
Cle Elum School District	Partner with families.	Establish an appropriate staffing structure and strengthen staff collaboration.	Enhance professional development.
Yakima School District	Partner with families.	Assess and improve the quality of inclusion in early childhood programs.	Enhance professional development.

Additional Self-Assessments

Each district completed an additional ECTA self-assessment twice during the year. All districts chose the Benchmarks of Quality for Classroom Based Programs except Highland, which chose the Indicators of High-Quality Inclusion. Documents provided to OSPI included mid-year self-assessment, end-of-year self-assessment, and an updated action plan.

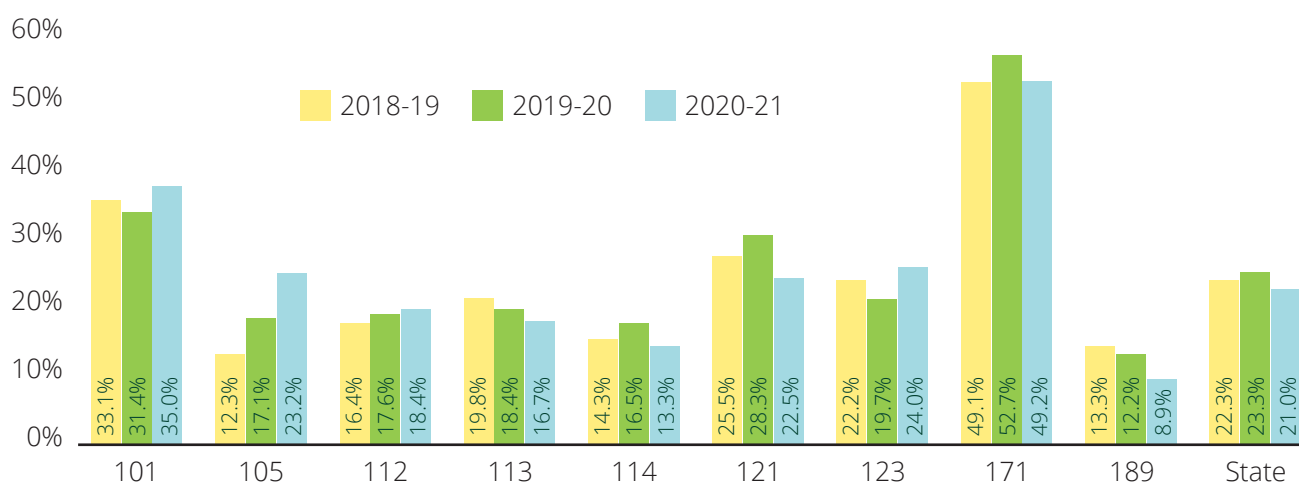
IDEA Part B State Systemic Improvement Plan (SSIP): Pre-K Early Literacy Action Research Project

Objectives of state design team members:

- Evidence-Based Practices and Professional Development Priority Areas
- Promoting the blending of implementation functions across initiatives (e.g., common training for coaches, integrated professional development)
- Identifying gaps in infrastructure and problem-solving at a systems level to close those gaps (i.e., links among teacher expectations in classrooms with teacher preparation programs and certification)
- Creating, guiding, and continually improving implementation capacity at all levels
- Promoting aligned data collection systems to evaluate implementation and impact outcomes
- Regularly communicating, timely problem solving, and using data for decision-making
- Networking to ensure cross-sector projects/initiatives are understood and supported by fellow team members
- Operationalizing practice to policy and policy to practice feedback loops at the state and regional levels

Most current data by region members:

Percent of children age 3-5 (PK) with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (Ind 6A)



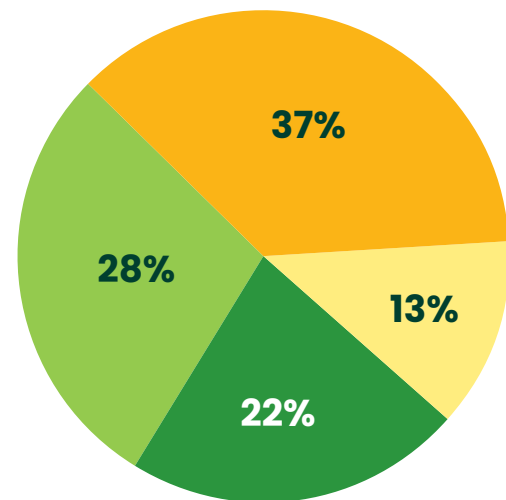
Fiscal - Audit, Revenue, and Expenditures

2020-2021 ESD 105 Audit Report, no findings: <https://rb.gy/5xuqvn>

2021-2022 Revenue Funding Source

Head Start	\$6,182,079
Early Head Start	\$2,128,170
Migrant & Seasonal Head Start	\$3,739,766
ECEAP	\$4,808,233

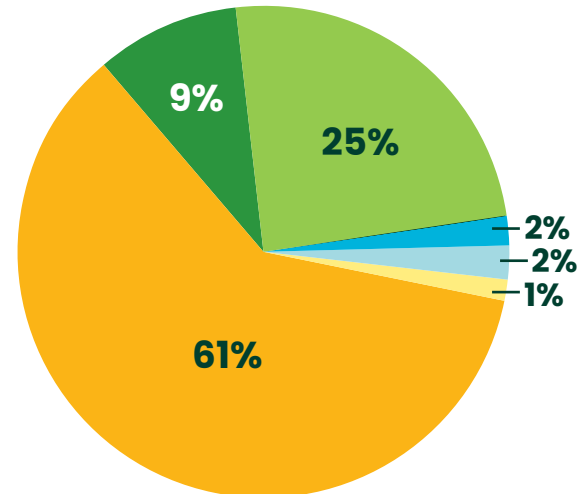
\$16,858,248



2021-2022 Expenditures Expense Category

Wages & Benefits	\$4,146,616
Travel	\$24,475
Equipment	\$305,227
Supplies	\$364,699
Copying	\$220,412
Contractual	\$10,234,929
Administrative Indirect Costs	\$1,561,890

\$16,858,248



Examples of items purchased with CARES Act, CRRSA Act, and ARP funding: take-home educational material; Seedling centers security cameras; personal protective equipment (PPE) for children & staff; IT equipment for staff, children, and families to facilitate remote services; COVID-19 facility health & safety improvements; and COVID-19 incentive pay for direct line staff.

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) Funding & American Rescue Plan Funding (ARP)



2021–2022 CRRSA Act & ARP Revenue Funding Source

Head Start/Early Head Start CRRSA	\$65,294
Head Start/Early Head Start ARP	\$309,372
Migrant & Seasonal Head Start CRRSA	\$47,769
Migrant & Seasonal Head Start ARP	\$117,139

\$539,574

2021–2022 CRRSA Act & ARP Expenditure

Equipment	\$9,618
Supplies	\$92,241
Contractual	\$390,577
Administrative Indirect Costs	\$47,138

\$539,574

Coronavirus Aid, Relief, and Economic Security (CARES) Act Funding

2021–2022 CARES Act Revenue Funding Source

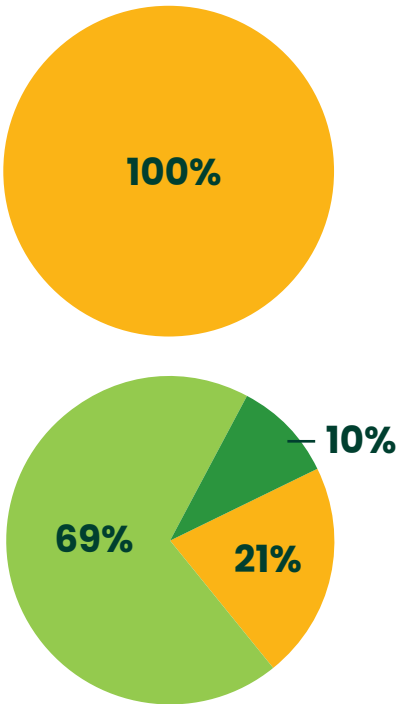
● Head Start/ Early Head Start	\$85,163
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\$85,163

2021–2022 CARES Act Expenditures Expense Category

● Supplies	\$18,194
● Contractual	\$58,529
● Administrative Indirect Costs	\$8,440

\$85,163



Early Learning System

This illustration shows how expansive and complex the system of early learning is within our region. ESD 105 acknowledges the critical role each of these partners play in contributing to our collective goals of helping young children grow and develop to their fullest potential.

