

WASHINGTON SSIP LOGIC MODEL (AUGUST 2021)

Increase Social Emotional Learning performance rate of entering Kindergarten students with disabilities (based on WaKIDS fall assessment data)

Inputs

Internal Factors
 Fiscal

- IDEA 611 and 619 Funds
- SPDG

Cross Division Collaborations

- Aligning student need with appropriate EBP

Data Based Decision Making

External Factors
 EL Mixed Delivery System Differences in Cross Sector PreK Policy, Procedures and Practices

- Suspension/Expulsion
- Inclusionary Practices
- Race and Equity Practices
- Trauma Informed Practices

Capacity to collect aligned data sources to determine state, regional, and local level needs.

Co-creation of policy, procedure, and practices with community partners and families.

Strategies/Activities

A. Family and Community Partner Engagement Strategies
 Statewide Coordinated Recruitment and Enrollment Workgroup

- Increase access to inclusive EL settings
- Expand Continuum of Alternative Placement Options

Integrate aligned EBPs within cross sector EL programs, 0–5 years.

- WAPM Training and Coaching

B. Synchronous Facilitated Training (IS, PC, PRC, PWLT, P)

- MTSS/WAPM Training to increase knowledge of; inclusionary, race/equity, trauma informed practices
- EBPs (WAPM, MTSS, Implementation Science)
- Data Use (WaKIDS, TSG, BIRs, ECBoQ, LDIPSA) to inform decision making

C. Coaching

- IS - Systems coaching
- PC - Systems and Instructional Coaching
- PRC and P - Instructional Coaching
- PWLT - Systems and Instructional Coaching

D. Sustainability and Scale-Up

- Utilize Implementation Science to increase knowledge of system change and leadership practices (PWLT)
- Alignment to WA ECSE PIC initiatives with internal (MTSS, EL, ONE) and cross sector partners (DCYF ECEAP, ESIT, Head Start, CCA, etc.)
- Alignment to DCYF cross sector initiatives (PDG, 100 Schools Reach, IPK)
- Regional and local level scale up and scale out
- Systems to Support Improvement (Infrastructure) with the use of fidelity metrics and data-based decision making.

Outputs

A. Family and Community Partner Engagement Strategies

- Cross sector representation on state workgroups (IPK, PDG, WAPM, SSIP, CRE)
- WAPM training and coaching materials for families, community partners, LEAs
- Established family representation on PWLT (PWLT Rosters)

B. Synchronous Facilitated Training

- Training materials
- Roster of attendees, by role and location
- Survey data: Quality, relevance, usefulness, knowledge gain

C. Coaching

- TPOT results
- BIR
- LDIPSA and/or EC BoQs,
- Local Coaching Log
- Survey data: Quality, relevance, usefulness, knowledge gain
- Annual Coachee Survey?

D. Sustainability and Scale-Up
 Documentation of alignment and collaboration within SSIP Implementation and cross sector partner work

- WAPM Database
- Scale-up plan (LDIPSA, ECBoQs,)
- Criteria for fidelity (TPOT)
- P - Action Plans (following training, leadership, instructional coaching)

Abbreviations Key

- BIR = Behavioral Incident Reports
- CCA = Child Care Aware
- CRE = Culturally Responsive Education
- DCYF = Department of Children, Youth, & Families
- EBP = Evidence Based Practices
- ECBoQ = Early Childhood Benchmark of Quality
- ECEAP = Early Childhood Education and Assistance Program
- ECSE = Early Childhood Special Education
- EL = Early Learning
- ESIT = Early Support for Infants and Toddlers
- IPK = Integrated PreK
- IS = Implementation Specialists
- LDIPSA = Local District PreK Inclusion Self-Assessment
- LEA = Local Education Agencies
- LRE = Least Restrictive Environment
- MTSS = Multi-Tiered System of Supports
- ONE = Office of Native Education
- P = Practitioners
- PC = Programs Coaches
- PDG = Preschool Development Grant
- PIC = PreK Inclusion Champions
- PRC = Practitioner Coaches
- PWLT = Program Wide Leadership Team
- QRIS = Quality Rating and Improvement System
- RFA = Request for Applications
- SDT = State Design Team
- SPDG = State Personnel Development Grant
- SSIP = State Systemic Improvement Plan
- TPOT = Teaching Pyramid Observation Tool
- TSG = Teaching Strategies Gold
- WaKIDS = Washington Kindergarten Inventory of Developing Skills
- WAPM = Washington Pyramid Model



Outcomes

Short-term

Increase in children in general early childhood placements - Indicator B6
(A thru D)

Increased family and community provider engagement within local EL programs
(IS, PC, PRC, PWLT and P - A thru C)

Increased knowledge of: inclusionary practices for Tier 1 and Tier 2 MTSS/WAPM, race and equity practices, and trauma-informed practices
(IS, PC, PRC, PWLT and P - A thru C)

Increased knowledge of fidelity criteria and systems infrastructure
(IS, PC, PRC, LT and P - A thru C)

Increased knowledge of systems change and leadership practices
(IS, PC, PRC, PWLT and P - A thru C)

Intermediate

Improved Indicator B8 (parent survey) outcomes
(A thru D)

Increased family and community provider knowledge of regional and local EL systems, including continuum of LRE placements in EL programs
(IS, PC, PRC, PWLT and P - A)

Increased implementation with fidelity of WAPM, race and equity practices, and of Trauma-informed practices
(PWLT and P - A thru D)

Increase in data-informed decision making related to selection of EBPs
(IS, PC, PRC, PWLT and P - A thru D)

Long-term

Increased family and community provider engagement, knowledge of state, regional, and local systems, including continuum of LRE placements in EL programs
(IS, PC, PRC, PWLT and P - A thru C)

Increase in social emotional skills for PreK and K students with disabilities as measured by Teaching Strategies GOLD™ and WaKIDS Fall Assessments
(A thru D)

Increase in cross agency policy and procedures to expand access to students with disabilities across EL programs (reflected in DCYF Saturation Study, RFAs, QRIS)
(A thru D)

