



## Application for 100 Schools Initiative

**The Washington State Department of Children, Youth, and Families (DCYF) and the Washington Office of Superintendent of Public Instruction (OSPI) are recruiting 10 public school and/or tribal school and early learning teams to be part of the national 100 Schools Initiative.**

Washington State was awarded the federal Preschool Development Renewal Grant to support innovations in early learning systems from 2020 to 2022. This grant includes a focus on strengthening transitions from early learning to K-12. At the same time, the Office of Head Start has asked Washington State to participate in an extension of the very successful Head Start Demonstration Project – the 100 Schools Initiative.

Beginning Sept. 1, 2020, 10 selected teams will identify a high-priority goal to improve transitions for children ages birth through five years old. With a focus on equity, teams will implement specific approaches and strategies to reduce the effects of systemic injustice and disproportionality and strengthen effective transitions for children furthest from opportunity, especially:

- Children of American Indian/Alaska Native tribal communities
- Black and African American children
- Children from immigrant families, emphasizing support in the home language of English-learning families and an increase in dual-language learning environments
- Children in families experiencing homelessness
- Children with disabilities ages 0-3 (IDEA Part C) to inclusive preschool settings
- Children and families in the child welfare system using healing-centered and trauma-informed practices
- Children of migrant families

This initiative aims to support a range of transition strategies, including, but not limited to:

- Culturally-sustaining practices and transitions where families lead the conversation
- Increase in number of inclusive classrooms/least restrictive environments for children with disabilities
- Collaborative recruitment and enrollment strategies for preschool programs and transitional kindergarten

### Criteria

Priority will be given to teams with demonstrated needs in communities with the highest percentage of low-income students, children with disabilities, tribal families, children of color, migrant families, English language learners and rates of child welfare engagement based on [OSPI CEDARS<sup>1</sup>](#) and the [2019-20 Head Start/ECEAP Saturation Study](#).

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<sup>1</sup> The Comprehensive Education Data and Research System (CEDARS) is a longitudinal data system managed by OSPI to collect, store and report data related to students, programs, courses and teachers. This is one of OSPI's largest and most complex data collections in EDS and provides data used for numerous state and federal reports as well as research and policy development. CEDARS has been collected since 2009-2010 and replaced the Core Student Record System (CSRS), which had limited student data for years prior.



### **Team Composition**

Teams may include a maximum of seven persons and must include at least one member in each of the following six categories. A single team member may serve more than one role.

1. Policy-level decision-maker such as a District Superintendent, Tribal Leader, Assistant Superintendent or Executive Director
2. Elementary school principal
3. Director of Head Start or ECEAP
4. Director/Owner or staff from other early learning programs such as Early Achievers home or child care center or a community-based program serving family, friends and neighbors
5. A parent or family member of a child in the community
6. Depending upon the goal, teams must also include key staff members with budgetary and policy authority to support the goals and strategies

### **Menu**

Please identify at least one of the following themes to support transitions or specify a priority focus for your community:

- Increased family voice and culturally-sustaining transitions for children in migrant, immigrant, Black, African American or American Indian/Alaskan Native communities
- Increased attention to trauma-informed and healing-centered practices in transitions for children and families who have experienced or are experiencing homelessness or trauma, or are engaged with the child welfare system
- Increase the number of children enrolled in inclusive classrooms or other least restrictive environments
- Integrated recruitment and enrollment of children across settings

### **Timeline**

- **Applications are due by 11:59 p.m. on July 31, 2020.**
- **The selection of 10 teams will be announced by Aug. 21, 2020.**
- Teams will convene locally (as allowed by [Safe Start](#) guidelines) at least monthly from September 2020 to June 2021.
- The team lead will meet monthly with a DCYF or OSPI Transitions Specialist for technical assistance.
- Teams will build and test innovations and report on progress monthly.
- At least 50% of the team members attend the Transitions Summit to take place (virtually) in November 2020 (date and details to follow).

### **Funding**

- OSPI will support the cost of strategies and progress measurement. Up to 10 teams will be awarded grants of \$9,000 through iGrants from Sept. 1, 2020, to June 30, 2021. School districts and tribal state compact schools will subcontract with their early learning partners (Head Start, ECEAP, Early Achievers site and/or community-based service organization) to support paid staff time if needed.
- DCYF Head Start Collaboration Office will co-sponsor the Transitions Summit.



### Application

1. Please briefly describe what you would like to improve about transitions in your community for children birth through age five (prenatal through kindergarten) and how this goal will reduce disproportionate outcomes for children furthest from opportunity. Please list the key data sources used to clarify the issues and what you hope to learn as a team. What you aim to change/achieve and what you hope to learn should be framed as a “Wildly Important Goal.” (Recommended word count: 500 words)
  - a. Goal:
  - b. Data sources to identify this as highest priority:
  - c. Universal Objectives (for all children/families):
  - d. Specific Objectives (for a population of focus):
  - e. Learning Objectives (to learn and gather data on key topics needed for continuous improvement)
2. Please briefly describe your community and team and how you decided upon the makeup of your team. Include demographic information and affiliation with tribal school(s), school district(s), Special Education Part C and Part B, Head Start, Migrant Head Start, Tribal Head Start, ECEAP, licensed child care/Early Achievers site, community-based organization, rural, urban, cultural contexts and other defining demographic characteristics. (Recommended word count: 200 words)
3. *Team Lead*. Please identify your point of contact and how your team decided who would lead this work. Please note: the team lead receives all legal communication, submits monthly status reports and attends the Transitions Summit in November 2020. The team lead directs the work and delegates scheduling of meetings, notes and follow up.
  - a. Name:
  - b. Role:
  - c. Title:
  - d. Organization:
  - e. Email address:
  - f. Phone:
4. Please list additional team members to create a team of up to seven persons. Provide name, role, title and organization. All team members will participate in monthly meetings and, as feasible, attend the Summit in November.
  - a. Team member:
    1. Role
    2. Title
    3. Organization
  - b. Team member:
    1. Role
    2. Title
    3. Organization
  - c. Team member:
    1. Role
    2. Title
    3. Organization
  - d. Team member:
    1. Role
    2. Title



3. Organization
- e. Team member:
  1. Role
  2. Title
  3. Organization
- f. Team member:
  1. Role
  2. Title
  3. Organization
5. Additional comments or questions:

**Please submit your application by Friday, July 31, 2020, at**

<https://www.surveygizmo.com/s3/5677571/DCYF-OSPI-100-Schools-Initiative>.

Please direct your questions to Gretchen Stahr Breunig, OSPI Kindergarten Transitions Specialist, at [gretchen.stahrbreunig@k12.wa.us](mailto:gretchen.stahrbreunig@k12.wa.us) or Mari Taylor, DCYF Transitions Specialist, at [mari.taylor@dcyf.wa.gov](mailto:mari.taylor@dcyf.wa.gov).