

# Early Childhood Special Education (ECSE) Updates

## Revised Transition Policy: Parental Opt-Out

The ESIT State Leadership Office is pleased to announce the 90-day training and technical assistance period for the revised Transition policy: Parental Opt-Out. The revised policy will give families the opportunity to opt-out of the notification to Part B Special Education services during the transition window. The revised Transition policy will roll out statewide beginning April 1<sup>st</sup> for all DCYF contracted ESIT Provider Agencies and CLA affiliated ESIT Provider Agencies.

The ESIT Accountability and Quality Improvement team has scheduled two statewide orientation webinars in May where participants (administrators, fiscal staff, FRCs, direct EI service providers) will be provided with an overview of the revised policy and process for parents to opt-out. **The Parent Opt-Out policy will officially be available to parents starting July 2025.**

Please join one of the following Orientation webinars:

- **May 20, 2025: 9–10:30 am**
  - [Zoom link to join](#)
- **May 21, 2025: 1–2:30 pm**
  - [Zoom link to join](#)

Open Office Hours for Q&A:

- **June 5, 2025: Noon–1 pm**
- **June 10, 2025: 9–10 am**
  - [Zoom link to join](#)

## Resource: What Parents Should Know: Your Deaf Child’s Social-Emotional Development

Social-emotional skills are a set of everyday abilities we use to navigate the world, have an awareness of our own feelings, the ability to control our own behavior, understand other people’s expectations, and much more. We learn these skills as we grow up, and they are what “acting like a grown-up” often means.

For young children, a key step is the ability to recognize that other people have their own thoughts and feelings and being able to guess what they are—this concept is called “theory of mind.” But deaf, hard of hearing, deafblind, deaf/hard of hearing plus children can face unique challenges developing theory of mind and building other related social-emotional skills.



Babies and young children need language for three critical building blocks for social-emotional development: high expectations, full access to and inclusion in family life, and full access to and inclusion in community life.

This resource was created by the Early Hearing Detection & Intervention (EHDI) Parent to Parent (P2P) Committee. The P2P Committee is a CDC committee that consists of parents, EHDI professionals, and DHH adults. Anna Dodd represents the Washington EHDDI program on the P2P committee. Learn more [here!](#)

## Blending and Braiding Funds for District PK/TK Programs

April 23, 2025 | 1–3 pm | Virtual

This webinar, hosted by OSPI's Early Learning team and a variety of program representatives, will provide information and clarity on funding opportunities for both preschool and Transition to Kindergarten programs. This opportunity will provide districts with a comprehensive overview of the variety of state and federal funding available for early learning programs. The presentation will also include reporting, compliance, and apportionment information from our fiscal and SAFS departments. After a brief presentation from each program, districts will be provided with ample time to ask questions during a Q&A.

Clock hours will be provided after the webinar. To attend, [register on pdEnroller](#).

## UW Haring Center Demonstration Sites Tip Sheets

Did you know that in early learning, environmental arrangements encompass not just the physical layout of the classroom, but also the social dynamics within it? Educators can use daily schedules, routines, and activities as tools to spark curiosity and encourage exploration and independence among children. The Edwin Pratt Early Learning Center was designed by district and community stakeholders to contain child-centered, inclusive, and educationally enriching spaces. Classrooms are hands-on, sensory-rich, and accessible for everyone. Outside spaces such as the school's Music Garden were curated to spark interest, activate prior knowledge, and encourage collaborative exploration. This [new tip sheet](#) highlights how Edwin Pratt's spaces support the underlying principle that all students and families belong at their school.

## Supporting High-Quality Preschool with Title I Funds

The U.S. Department of Education and the U.S. Department of Health and Human Services jointly released the guidance "[Supporting High-Quality Preschool with Title 1 Funds](#)." The guidance provides information for local education agencies (LEAs) and schools on the Head Start Performance Standards that apply when the LEA or school uses Title 1 funds to support an early education program.

## Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package

This training package was developed in response to the need expressed by state and local providers to have specific information and resources about developing Individualized Family Service Plan (IFSP) outcomes and Individualized Education Program (IEP) goals. The guidance includes resources about such topics as:

- Relationship of Quality Practices to Child and Family Outcome Measurement Results
- Developing High-Quality, Functional IFSP Outcomes and IEP Goals Training Package
- Planning and Implementing Family-Centered Services in Natural Environments

Visit the [ECTA website](#) to explore the resources in this training package.