

Early Childhood Special Education (ECSE) Updates

Form Package 213 Is Open for Participating Districts

Form Package 213 is now open in EGMS to support Early Childhood Special Education (ECSE) through IDEA Part B, Section 619 funds for preschool-aged children (3–5). These federal funds ensure that young learners with disabilities receive free appropriate public education, along with the services, protections, and instructional access required under IDEA. Districts certify, as part of this application, compliance with all IDEA program assurances; including the use of funds for excess costs, maintaining accessibility of instructional materials, and ensuring qualified personnel serve students with disabilities.

This year's Form Package 213 reflects Washington's continued shift toward cohesive, system-aligned early learning inclusion through the Building Blocks for Belonging (BB4B) framework. Districts will develop plans grounded in local data, aligned with K–12 initiatives, and supported through technical assistance, coaching, and targeted funding from OSPI's Special Education division. Activities focus on strengthening inclusive preschool environments, implementing evidence-based practices such as the Washington Pyramid Model, engaging families and community partners, and building sustainable structures—like program-wide leadership teams and ongoing fidelity measures—to improve early childhood outcomes statewide.

SPP/APR Season Update: Strengthening Early Childhood Outcomes Through Inclusive Systems

As we head into SPP/APR reporting season, OSPI is preparing to submit federal performance data across several key Part B indicators, including those specific to early childhood. For preschool-aged children, Indicator 7 measures the percent of children ages 3–5 with IEPs who demonstrate growth in social-emotional development, knowledge and skills, and appropriate behaviors. These data complement statewide reporting on graduation (Indicator 1), dropout (Indicator 2), secondary transition (Indicator 13), and post-school outcomes (Indicator 14). Washington continues its commitment to improving early childhood special education outcomes through our Statewide Systemic Improvement Plan (SSIP) that prioritizes building a strong statewide infrastructure that supports improved social-emotional outcomes by expanding access to high-quality, inclusive early childhood programs and strengthening the systems that support high quality preschool and early learning opportunities. Learn more about the SSIPs theory of action here: [Washington's State Systemic Improvement Plan \(SSIP\) Theory of Action](#).



Highlighting ECSE Myths & Facts to Strengthen Inclusive Early Learning Systems

For [Inclusive Schools Week](#), we encourage districts and partners to revisit and share [OSPI's ECSE Myths and Facts resource](#)—a helpful tool for clearing-up common misconceptions about services for young learners with disabilities. This document provides clear, accessible explanations that support an accurate understanding of ECSE requirements, inclusive practices, and the role of early learning partners. As we recognize Inclusive Schools Week, and throughout the year, we invite you to use this resource to spark thoughtful conversations with staff, families, and community partners about what high-quality, inclusive early learning truly looks like. Centering accurate information helps strengthen shared expectations and supports more welcoming, engaging preschool environments for every child.