

Thanks for joining the PAT Performance Based Contracting (PBC) Work Group

September 10, 2020

Please make sure your first and last name show on your video
(click on the upper right corner 3 dots of your picture and rename yourself).

***Please chat in your name and organization and
your favorite season (summer, fall, winter, spring) while we wait for all to connect .***



Today's Agenda

1. Introduction and Check-in
2. Purpose and Parameters
3. Update on Stakeholder Engagement
4. Measurement
5. Check-in/Reflection

1. Introduction and Check-in

please chat in...

- Name
- Program Name/Organization
- *What is the assessment tool you find most useful in your work with families right now (any tool) and why?*



2. Today's Purpose

- Update on parent and home visitor engagement work
- Gain familiarity with the PICCOLO and HFPI
- Set the stage for deep discussion on measurement in October

Work Group Schedule/Topics

Month	Anticipated Agenda Topics
August	Orientation & Caregiver/Home Visitor Engagement Planning
September	Engagement Planning & Study Measurement Tools
October	Reflect on Input from Caregivers/Home Visitors & Continue to Study Measurement Tools
November	Possible Decision: PAT Precise Outcome & Finalize Plan To Pilot Measurement Tool(s)
December/ January	Learning: PAT Specific Elements Using the Precision Home Visiting Lens
February/ March	Plan for Communication of Outcome & Update on Measurement Piloting
April	Possible Decision: Select Measurement Tool/Methods & Plan for Contract Targets
May	Reflection on FY21 Performance & Plan for FY22 Contract Milestones
June	Communicate/Integrate Pbc Elements Of SFY22 Contract



Parameters

- Today is information heavy to learn about the tools
- Use the chat for questions and discussion so we can keep tabs on your thinking
- We will hold for later discussion any parking lot topics that are important but not essential for today's learning session
- October's meeting will be discussion heavy – focusing on alignment, implementation, other considerations

3. Update on Engagement

- Home Visitor Engagement
 - *Team meetings*
 - *Focus groups*
 - *Surveys*
- Caregiver Engagement
 - *Incentives*
 - *Surveys*
 - *Focus Groups?*



Home Visitor Focus Groups

Tuesday October 6 1-3 pm

<https://dcyf.zoom.us/j/94361069879?pwd=QngxVCtGWIVINzJtdTZCU3NXT2JPUT09>

Meeting ID: 943 6106 9879 Passcode: 8BRXS2

October 8th 10am - noon

<https://dcyf.zoom.us/j/99494016070?pwd=MWpw d0JHT1EvOVNXUmVRTFI0QzNSUT09>

Meeting ID: 994 9401 6070 Passcode: 4x^4.h

Friday Oct 16 10am – noon

<https://dcyf.zoom.us/j/99594755790?pwd=eHdESE Q0d1dQUm1DSFZyemM1K09ldz09>

Meeting ID: 995 9475 5790 Passcode: \$?R4bx

Wednesday October 21 1:30-3:30 pm

<https://dcyf.zoom.us/j/98957697310?pwd=WkVmN DEvN3NQRYtybldRRk9Yb1pxUT09>

Meeting ID: 989 5769 7310 Passcode: 5A%Tkf

Thursday October 29 2:30-4:40 pm

<https://dcyf.zoom.us/j/94591339037?pwd=OGU2SI FBbFFTmJnIUepUM1AyWCtMUT09>

Meeting ID: 945 9133 9037 Passcode: 1U0V4s

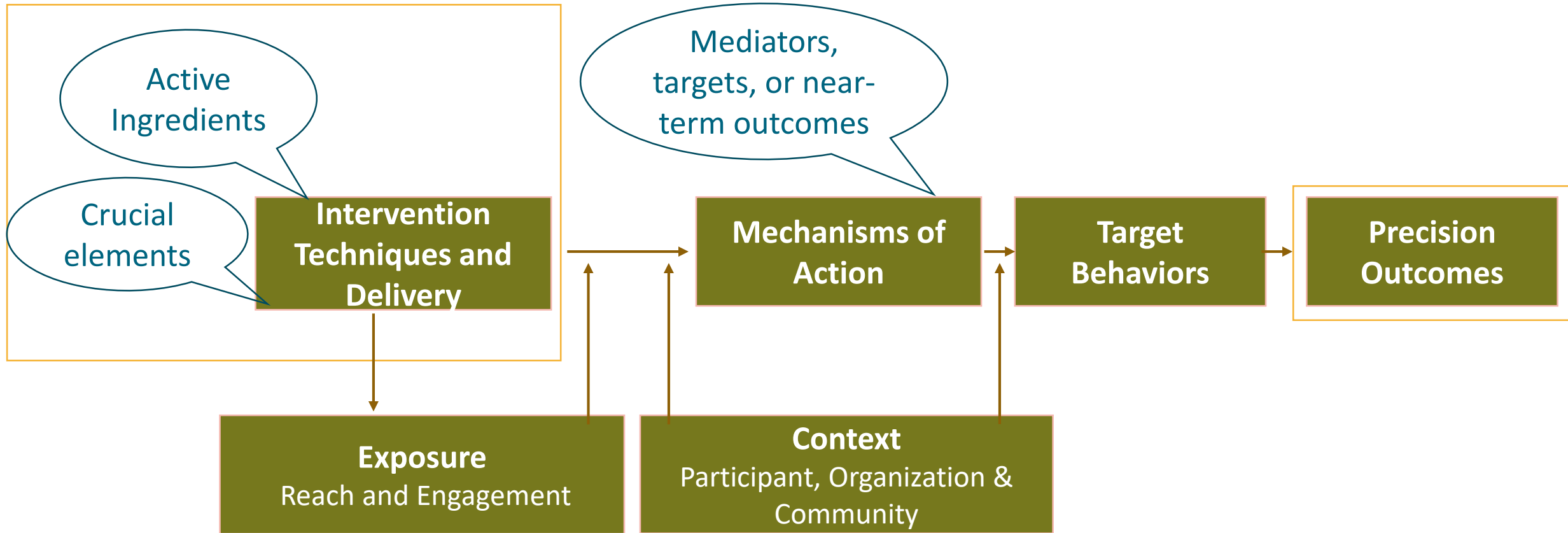
4. Measurement

- Context and Background
- Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (**PICCOLO**)
- Healthy Families Parenting Inventory (**HFPI**)
- Next Steps/Preparation for October Discussion

Measurement: Background & Context

- PAT Approved Tools
- Precision Home Visiting Paradigm
- Active Ingredients Mapping to PICCOLO
- Active Ingredients Mapping to HFPI

Precision Home Visiting Paradigm



Active Ingredients Driving Outcomes

Development centered parenting

- PAT Milestones
- Understanding child development
- Understanding how parenting behaviors impact child development
- Information sharing on child development and parent activities (PAT curriculum and materials)

Normalizing that parenting is challenging

- Affirming experience of parenting dyad and dynamic nature of challenges
- General knowledge of typical child behaviors and child development (PAT curriculum)
- Use of self or examples of other families experiencing similar challenges (Group Connections)
- Family centered- Understanding/tailoring to the family's experience

Working alliance between home visitor and caregiver

- Partners in facilitating and reflecting
- Come alongside
- Family centered- Understanding/tailoring to the family's experience

Communicating/Reflective communication (FAN)

- Mindful self-regulation
- Collaborative exploration
- Capacity building

Other Crucial Elements

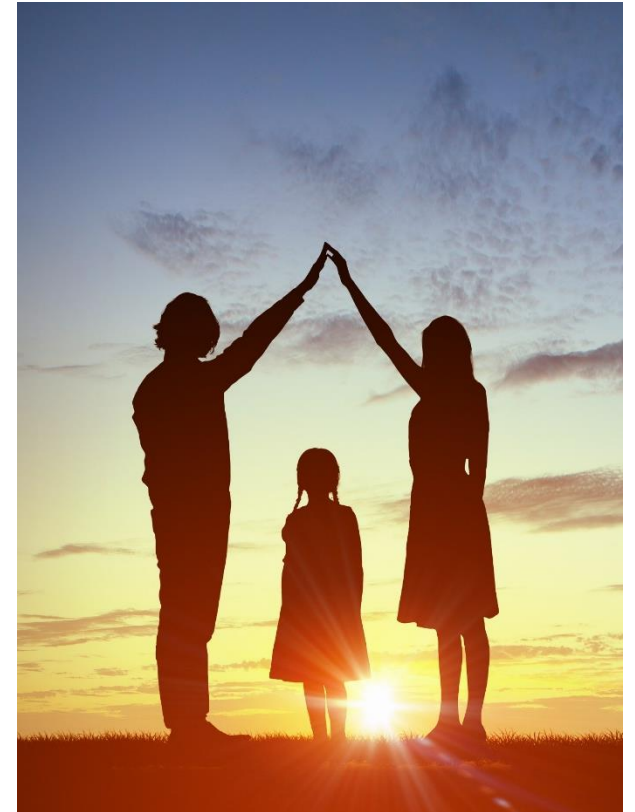
- Well-trained Home Visitors
 - Retained (no turnover)
 - Initial and ongoing training and professional development
- Home visitors receive regular Reflective Supervision
- Meaningful Connection between Home Visitor and Caregiver
 - Trustworthy
 - Reliable and Predictable
- Effective Messaging
- Consistent engagement between family and Home Visitor
 - Multiple encounters
- Group Connections
 - Regular and reliable

PICCOLO

- **What is the PICCOLO?** The PICCOLO is a 29-item Observation based Parent Child Interaction measure that was designed to examine change in 4 PCI-related subdomains.
- **What the purpose of the PICCOLO?** The PICCOLO was developed to address the need for a parent child interaction observation scale that could be used by home visitors easily, was relevant to their work in promoting responsive parenting, and was both valid and reliable.
- **How long does it take to administer?** The PICCOLO utilizes 10 minute observations. Multiple activities and multiple observations can be made.
- **How often should it be administered?** There is no set requirement, but to observe and track change in parent child interaction, it is suggested that the PICCOLO is administered 2-3 times a year at an interval of 4-6 months apart.
- Currently the PICCOLO is recognized as a MIECHV tool for measuring parent-child interaction.

PICCOLO Utility

- Can be used to plan and implement parent child interaction activities
 - Focus on achieving highest score during interaction of planned activity
 - Use observation to **review** with parents the strengths of the interaction and areas where further improvement is possible
- A standard set of interactions need to be used to make coding feasible, but this provides teaching opportunities to help parents learn valuable information around what children are capable of at different developmental ages
- PICCOLO can be used for **goal setting** with parents around responsive parenting



PICCOLO Scoring

- Absent-no behavior observed, score = 0
- Barely-brief, minor, or emerging behavior, score = 1
- Clearly-definite, strong, or frequent behavior, score = 2

PICCOLO Parenting Interactions with Children Checklist of Observations Linked to Outcomes

RESPONSIVENESS
Responding to child's cues, emotions, words, interests, and behaviors

#	Parent ...	Observation guidelines	Absent	Barely	Clearly
1	pays attention to what child is doing	Parent looks at and reacts to what child is doing by making comments, showing interest, helping, or otherwise attending to child's actions.	0	1	2
2	changes pace or activity to meet child's interests or needs	Parent tries a new activity or speeds up or slows down an activity in response to where child looks, what child reaches for, what child says, or emotions child shows.	0	1	2
3	is flexible about child's change of activities or interests	Parent accepts a child's choice of a new activity or toy or shows agreeableness about the change or about child playing in unusual ways with or without toys.	0	1	2
4	follows what child is trying to do	Parent both responds to and gets involved with child's activities.	0	1	2
5	responds to child's emotions	Parent reacts to child's positive or negative feelings by showing understanding or acceptance, suggesting a solution, rephrasing the child's labeling or describing the feelings, showing a similar feeling, or providing sympathy for negative feelings.	0	1	2
6	looks at child when child talks or makes sounds	When child makes sounds, parent clearly looks at child's face or (if eyes or child's face are not visible) parent's position and head movement face toward child.	0	1	2
7	replies to child's words or sounds	Parent repeats what child says or sounds child makes, answers child's questions.	0	1	2

Responsiveness total:

PICCOLO Parenting Interactions with Children Checklist of Observations Linked to Outcomes

ENCOURAGEMENT
Active support of exploration, effort, skills, initiative, curiosity, creativity, and play

#	Parent ...	Observation guidelines	Absent	Barely	Clearly
1	waits for child's response after making a suggestion	Parent pauses after saying something the child could do and waits for child to answer or do something, whether child actually responds or not.	0	1	2
2	encourages child to handle toys	Parent offers toys or says positive things when child shows obvious interest in toys. (Does not include preventing children from mouthing toys.)	0	1	2
3	supports child in making choices	Parent allows child to choose activity or toy and gets involved with activity or toy child chooses.	0	1	2
4	supports child in doing things on his or her own	Parent shows enthusiasm for things child tries to do and lets child try to do things before offering help or ideas (in his/her own).	0	1	2
5	verbally encourages child's efforts	Parent shows verbal enthusiasm, offers positive comments, or makes suggestions about child's activity.	0	1	2
6	offers suggestions to help child	Parent gives hints or makes comments to make things easier for child without interfering with child's play.	0	1	2
7	shows enthusiasm about what child is doing	Parent makes positive statements, claps hands, or shows other clear positive response to what child is doing, including quiet enthusiasm such as patting about activities.	0	1	2

Encouragement total:

The PICCOLO has 4 Subscales

Affection

Responsiveness

Encouragement

Teaching

PICCOLO: Affection

Subscale Statements:

- Speaks in a warm tone of voice
- Smiles at child
- Praises Child
- Is physically close to child
- Uses positive expressions with child
- Is engaged in interacting with child
- Shows emotional warmth

Program Elements/Active Ingredients:

- Understanding how parenting behaviors impact child development
- Information sharing on child development and parent activities (PAT curriculum and materials)
- Affirming experience of parenting dyad and dynamic nature of challenges
- Come alongside
- Capacity building
- General knowledge of typical child behaviors and child development (PAT curriculum)
- Curriculum focused on importance of attachment
- Importance of Smiling, Praising, knowledge of importance of healthy attachment
- Home Visitor Modeling (But with a coaching-first priority)
- Home Visitor affirmation of mother behavior

PICCOLO: Responsiveness

Subscale Statements:

- Pays attention to what child is doing
- Changes pace or activity to meet child's interests or needs
- Is flexible about child's change of activities or interests
- Follows what child is trying to do
- Responds to child's emotions
- Looks at child when child talks or makes sounds
- Replies to child's words or sounds

Program Elements/Active Ingredients:

- Understanding how parenting behaviors impact child development (Weighed heavily toward this AI)*
- Information sharing on child development and parent activities (PAT curriculum and materials) (Weighed heavily toward this AI)*
- Affirming experience of parenting dyad and dynamic nature of challenges*
- Come alongside* (e.g. Recognize and respond to baby cue)
- Capacity building
- General knowledge of typical child behaviors and child development (PAT curriculum)
- Curriculum focused on importance of attachment & observing your child's development*
- Importance of Smiling, Praising, knowledge of importance of healthy attachment
- Home Visitor Modeling (But with a coaching-first priority)
- Home Visitor affirmation of mother behavior

PICCOLO: Encouragement

Subscale Statements:

- Waits for child's response after making a suggestion
- Encourages child to handle toy
- Supports child in making choices
- Supports child in doing things on his or her own
- Verbally encourages child's efforts
- Offers suggestions to held child
- Shows enthusiasm about what child is doing

Program Elements/Active Ingredients:

- Understanding child development
- Understanding how parenting behaviors impact child development
- Importance of Child led and Parent led activities
- Information sharing on child development and parent activities (PAT curriculum and materials)
- Affirming experience of parenting dyad and dynamic nature of challenges
- Come alongside
- Capacity building
- Family centered- Understanding/tailoring to the family's experience

PICCOLO: Teaching

Subscale Statements:

- Explains reasons for something to child
- Suggests activities to extend what child is doing (Scaffolding)
- Repeats or expands words or sounds (Also scaffolding)
- Labels objects or actions for child
- Engages in pretend play with child
- Does Activities in a sequence of steps
- Talks to child about characteristics of objects
- Asks child for information

Program Elements/Active Ingredients:

- Understanding child development
- Understanding how parenting behaviors impact child development
- Importance of Child led and Parent led activities
- Information sharing on child development and parent activities (PAT curriculum and materials)
- Affirming experience of parenting dyad and dynamic nature of challenges
- Come alongside
- Capacity building
- Family centered- Understanding/tailoring to the family's experience
- Home Visitor Modeling (But with a coaching-first priority)
- Affirming parent behavior
- Calling attention to both parent behavior and child's reaction or response
- Communication styles - building partnership...asking permission, seeking feedback, etc. (Visit structure from PAT and FAN approach)

PICCOLO Subscales

Affection

Responsiveness

Encouragement

Teaching

Healthy Families Parenting Inventory (HFPI)

- **What is the HFPI?** The HFPI is 63-item outcome measure that was designed to examine change in nine parenting-related domains.
- **What the purpose of the HFPI?** The HFPI was developed to respond to the need for an outcome measure for home visitation programs that is relevant to the intervention, sensitive to change, and appropriate with a diverse participant base, and would produce data that are immediately useful in practice.
- **How long does it take to administer?** The HFPI takes about 20 minutes to complete.
- **How often should it be administered?** The HFPI should be administered for the first time as close to program entry as possible and can be administered every 6 months after that until program exit.

HFPI Scoring

- The statement is true:
 - Rarely or never ☐ score = 1
 - A little of the time ☐ score = 2
 - Some of the time ☐ score = 3
 - A good part of the time ☐ score = 4
 - Always or most of the time ☐ score = 5
- Negative questions are scored in reverse
- Each subscale has a cutoff score which indicates an area of concern
- Scores of 1 or 2 on any Red Flag items (in the shaded boxes) also indicate an area of concern
- Subscale scores that are high indicate areas of strength that can be examined with the parent and built upon.
- The HFPI Total score can be used to assess overall change

Name: Helen Smith Child ID # 12354 Site # 25
 Date: 2/12/2017 What visit is this: First visit with family

Healthy Families Parenting Inventory – Score Sheet

- Enter each score from the inventory under the "Raw Score" column.
- Under the "Scale Score" column, enter the same score for all questions except the ones marked "reverse." For these Reversed questions, the Raw Score (these are in a box) will need to be reversed as follows:
 If the Raw score is 1, enter 5 as the Scale Score
 If the Raw score is 2, enter 4 as the Scale Score
 If the Raw score is 3, enter 3 as the Scale Score
 If the Raw score is 4, enter 2 as the Scale Score
 If the Raw score is 5, enter 1 as the Scale Score
- Total the "Scale Score" column for each area and review for any low scores. *1
- The shaded boxes indicate RED FLAG QUESTIONS. These questions should be of particular concern if the SCALE Score is a 1 or 2 (Questions 12, 15, 16, 18, 33, 34, 37).
- The Total HFPI Score is achieved by adding together all the Subscale Totals.

Social Support		Problem-Solving		Depression		Personal Care		Mobilizing Resources	
Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score
1 5	5	6 3	3	12 5	2	21 4	4	26 4	4
2 5	5	7 3	3	13 2	2	22 5	5	27 4	4
3 4	4	8 3	3	14 2	2	23 3	3	28 5	5
4 5	5	9 3	3	15 3	3	24 3	3	29 5	5
5 5	5	10 3	3	16 3	3	25 3	3	30 4	4
		11 4	4	17 4	2			31 4	2
TOTAL 24		TOTAL 19		TOTAL 22		TOTAL 18		TOTAL 24	
A score 17 or lower indicates area of concern		A score 19 or lower indicates area of concern		A score 33 or lower indicates area of concern		A score 16 or lower indicates area of concern		A score 18 or lower indicates area of concern	

Role Satisfaction		Parent/Child Interaction		Home Environment		Parenting Efficacy		Total HFPI Score	
Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Raw Score	Scale Score	Add all subscale totals to get total HFPI Score	
32 3	3	38 4	2	48 3	3	58 4	4	Soc Support 24	
33 2	4	39 5	5	49 3	3	59 4	4	Prob. Solving 19	
34 3	3	40 5	5	50 4	4	60 4	4	Depression 21	
35 3	3	41 5	5	51 4	4	61 4	4	Personal Care 21	
36 3	3	42 4	2	52 3	3	62 3	3	Mob. Resources 24	
37 3	3	43 4	4	53 4	4	63 3	3	Role Satisfaction 19	
		44 5	5	54 3	3			Parent/Child 42	
		45 5	5	55 4	4	TOTAL 22		Home Environ. 34	
		46 4	4	56 3	3	A score 22 or lower indicates area of concern		Parenting Efficacy 22	
		47 5	5	57 3	3			TOTAL 223	
		TOTAL 42		TOTAL 34					
A score 21 or lower indicates area of concern		A score 40 or lower indicates area of concern		A score 33 or lower indicates area of concern					

*1. Cutting scores are based on an analysis of base rate data on over 2,500 Healthy Family participants. Most cutting scores will identify approximately 20% of the population.

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April 2017



The HFPI has 9 Subscales

Social Support

★ **Problem Solving**

Depression

Personal Care

★ **Mobilizing Resources**

Role Satisfaction

★ **Parent/Child Interaction**

Home Environment

★ **Parenting Efficacy**

★ *Closer resonance?*

HFPI: Social Support

Subscale Statements:

- I feel supported by others.
- I feel that others care about me.
- I discuss my feelings with someone.
- If I have trouble, I feel there is always someone I can turn to for help.
- I have family or friends who I can turn to for help.

Program Elements/Active Ingredients:

- **Working alliance between home visitor and caregiver**
- **Normalizing that parenting is challenging**
 - Use of self or examples of other families experiencing similar challenges

Activities/Examples:

- Activity : Circles of support and subsequent conversations that tie back to the understanding of the social supports for the family, encourage connection to people who are a positive relationship, and encourage building other relationships



HFPI: Problem Solving

Subscale Statements:

- I learn new ways of doing things from solving problems.
- I deal with setbacks without getting discouraged.
- When I have a problem, I take steps to solve it.
- When I am faced with a problem, I can think of several solutions.
- I am good at dealing with unexpected problems.
- I remain calm when new problems come up.

Program Elements/Active Ingredients:

- **Development centered parenting**
 - Understanding how parenting behaviors impact child development
- **Normalizing that parenting is challenging**
 - Affirming experience of parenting dyad and dynamic nature of challenges
 - Use of self or examples of other families experiencing similar challenges
- **Working alliance between home visitor and caregiver**
 - Partners in facilitating and reflecting
- **Communicating/Reflective communication**
 - Collaborative exploration
 - Capacity Building

Activities/Examples:

- Example: Problem solving framework from the PAT curriculum

HFPI: Depression

Subscale Statements:

- I feel sad.
- I feel positive about myself.
- The future looks positive for me.
- I feel unhappy about everything.
- I feel hopeless about the future.
- There isn't much happiness in my life.
- I have so many problems I feel overwhelmed by them.
- It is hard for me to get in a good mood.
- My life is fulfilling and meaningful.

Program Elements/Active Ingredients:

Acknowledging that these active ingredients are likely distal because PAT program does not specifically involve mental health interventions

- **Development centered parenting**
 - Understanding how parenting behaviors impact child development
- **Normalizing that parenting is challenging**

Activities/Examples:

- Example: Home visitors are connecting families to the resources they need as a way of addressing existing depression or increasing mental health to avoid depression
- Working to improve a parent's feelings of efficacy (linked to normalizing that parenting is challenging and development centered parenting)

HFPI Personal Care

Subscale Statements:

- I find ways to care for myself.
- I take care of my appearance.
- I get enough sleep.
- I am a better parent because I take care of myself.
- I take time for myself.

Program Elements/Active Ingredients:

- **Development centered parenting**
 - Understanding how parenting behaviors impact child development

Activities/Examples:

- The things you do to take care of yourself matter to your parenting and to your child's well-being
- Group Connections





HFPI: Mobilizing Resources

Subscale Statements:

- I know where to find resources for my family.
- I know where to find important medical information.
- I can get help from the community if I need it.
- I am comfortable in finding the help I need.
- I know community agencies I can go to for help.
- It is hard for me to ask for help from others.

Program Elements/Active Ingredients:

- **Working alliance between home visitor and caregiver**
 - Family centered- understanding/tailoring to the family's experience

Activities/Examples:

- Resource connections is one of 4 components in PAT model
- Conversations about goals

HFPI: Role Satisfaction

Subscale Statements:

- Because I'm a parent, I've had to give up much of my life.
- I feel trapped by all the things I have to do for my child.
- I feel drained dealing with my child.
- There are times my child gets on my nerves.
- I feel controlled by all the things I have to do as a parent.
- I feel frustrated because my whole life seems to revolve around my child.

Program Elements/Active Ingredients:

- **Development centered parenting**
 - Understanding child development
 - Information sharing on child development and parent activities (PAT curriculum and materials)

Activities/Examples:

- Information sharing on child development including what the future looks like/what the next milestone is that frees up some capacity and how parenting impacts empathy, cooperation, ability to self-regulate. The more parents have children who can do those things the more satisfied they are.
- Developmental Screening (related to parent's expectation of themselves)
- Group Connections

HFPI: Parent/Child Interaction

Subscale Statements:

- I have a hard time managing my child.
- I can be patient with my child.
- I respond quickly to my child's needs.
- I do activities that help my child grow and develop.
- When my child is upset, I'm not sure what to do.
- I use positive words to encourage my child.
- I can tell what my child wants.
- I am able to increase my child's good behavior.
- I remain calm when my child is upset.
- I praise my child everyday.

Program Elements/Active Ingredients:

- **Development centered parenting**
 - Understanding child development
- **Normalizing that parenting is challenging**
 - Affirming experience of parenting dyad and dynamic nature of challenges
- **Working alliance between home visitor and caregiver**
 - Partners in facilitating and reflecting
- **Communicating/Reflective communication (FAN)**

Activities/Examples:

- Reinforced by all aspects of the home visit and the fact that home visitors facilitate a parent-child activity every visit.
- Group Connections

HFPI: Home Environment

Subscale Statements:

- My child has favorite things to comfort him/her.
- I read to my child.
- I plan and do a variety of activities with my child every day.
- I have made my home exciting and fun for my child.
- I have organized my home for raising a child.
- I check my home for safety.
- My child has a schedule for eating and sleeping in my home.
- I set limits for my child consistently.
- I make plans for our family to do things together.
- I set rules for behavior in my home.

Program Elements/Active Ingredients:

- **Development centered parenting**
 - Understanding child development
- **Normalizing that parenting is challenging**
 - Family centered- understanding/tailoring to the family's experience
- **Working alliance between home visitor and caregiver**
 - Partners in facilitating and reflecting

Activities/Examples

- Information sharing on child development and parent activities (PAT curriculum and materials) including rules and safety (checklists at different milestones), screen time, and how the home environment sets you/your child up for success (or doesn't)
- How do you do things that are fun (at the age your child is)?

HFPI: Parenting Efficacy

Subscale Statements:

- I feel I'm doing an excellent job as a parent.
- I am proud of myself as a parent.
- I am more effective than most parents.
- I have set goals about how I want to raise my child.
- I am a good example to other parents.
- I learn new parenting skills and use them with my child.

Program Elements/Active Ingredients:

- **Development centered parenting - ALL**
- **Normalizing that parenting is challenging**
 - Family centered- Understanding/tailoring to the family's experience
- **Working alliance between home visitor and caregiver**
 - Partners in facilitating and reflecting
- **Communicating/Reflective Communication (using FAN language) - ALL**

Activities/Examples

- Tailoring parenting to child development
- Home visitor improves confidence in executing on DCP

HFPI Subscales

Social Support

★ **Problem Solving**

Depression

Personal Care

★ **Mobilizing Resources**

Role Satisfaction

★ **Parent/Child Interaction**

Home Environment

★ **Parenting Efficacy**

Equity

- Like all tools of this nature, the Piccolo and HFPI are susceptible to bias
 - Scoring is subjective through the eyes of the observer, even with training
 - What implicit bias do they bring to the table?*
 - Tools were developed by individuals who themselves may have an implicit bias
 - Should be monitored for potential inequitable situations due to nature of observation*
 - Observed and planned activities may not be equitable, should be planned with input from community
 - Goal setting may be inequitable, should be driven by community and family ideals

Measurement: Next Steps & Prep for Oct 8

1. Key Questions to Ponder
2. Team Discussions
3. Share Insights



Questions to Ponder

When considering the HFPI and the PICCOLO...

- When thinking about your work associated with **parent child interaction** OR **caregiver well-being**, are there any PAT elements/active ingredients **missing** in the discussion/mapping of each tool domain (*slides 18-21 and 26-34*)?
- Which domains of each tool **align most closely with your work** with families? (*domains listed on slides 17 and 25*)
- Based on the information presented, **what do you like and dislike** about each tool?
- Based on the information presented, what **equity or other considerations** arise for you?

Reflection and Program Team Discussions

- Reflect on this questions before October 8
- If possible, share this information with your parent educators
- Bring your and their insights and feedback to the discussion questions to our October 8 meeting



October 8 Work Group

- Review Considerations for Measurement
 - Reflections and Team Insights
 - Tool Domain Alignment with PAT Active Ingredients
 - Training, Costs and Other Implementation Issues
 - MIECHV and HVSA Aligned Measures Requirements
 - Additional Considerations (*and relevant parking lot items*)
- Update on Engagement and Summary of Input *to date*

5. Check-In/Reflections

Please chat or voice in

- *1-2 takeaways from today's meeting?*
- *Unanswered questions?*
- *How can our meetings be improved?*



THANK YOU!!!

For more information

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