

October 2024 PIE-SICC Meeting Materials

Table of Contents

[October SICC Meeting Agenda](#)

[July 2024 Meeting Minutes](#)

Agency Updates

[ESIT State Lead Agency Report](#)

[Developmental Disabilities Administration \(DDA\)](#)

[Report OSPI Special Education September 2024](#)

Committee Updates

[Finance](#)

[Personnel and Training](#)

[Public Policy](#)

Presentations

[Our healing journey: From Past to Present](#)

[OIAA ESIT SICC Performance-Based Contracting Overview Experiences](#)

[ESIT \(IDEA Part C\) Fiscal Review](#)

[Comprehensive System of Personnel Development](#)

Upcoming 2025 SICC Meeting Dates

- **Wed., Jan. 15 | Virtual – Annual Performance Report (APR)**
- **Wed., Feb. 19 | Virtual**
- **Wed., April 16 | Virtual**
- **July 15 – 16 | In person, SeaTac area (location TBD)**
 - **Tues., July 15 – PIE Graduation**
 - **Wed., July 16 – SICC Meeting**
- **Wed., Oct. 15 | TBD**

State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, Oct 16, 2024

Time: 9 a.m. – 3 p.m.

Role & Purpose

In order to carry out its mission, the Council shall advise and assist the State Lead Agency, and the other participating state agencies, on a broad range of policy and coordination issues. The SICC will promote an appreciation for the needs of children that have or are at risk for developmental delays or disabilities and will gain an understanding of the services required to address those needs.

Group Agreements

- State your name each time you speak,
- Speak slowly– this helps our note-taker and interpreters,
- Avoid using acronyms and jargon,
- Be patient with one another as we practice Robert’s Rules of Order,
- Zoom Do’s and Don’ts (Will),
- For Technical Assistance, please text Will Moncrease, Jr. at 564-999-0449 will.moncrease@dcyf.wa.gov.

Agenda

Native Land Acknowledgement

Scan the QR code to search an address:



9 a.m. - 9:30 a.m. | Welcome & Introductions (Self descriptions & must do roll call) | SICC Chair Danna Summers

Welcome members, review and approve previous meeting minutes and today’s agenda.

9:30 a.m. – 10:00 a.m. | PIE Cohort 7 Introductions & Program Overview | Parent Stories: Families will share their experience with receiving ESIT services. Members will have an opportunity to ask questions and gain additional insights.

10:00 a.m. – 10:10 a.m. | Break

10:10 a.m. -11:20 a.m. | “Our Healing Journey, Past to Present” | SICC Member Spotlight | Sheryl Fryberg | Director of the Tulalip Betty J. Taylor Early Learning Academy | Awaiting Presentation Description



Self-Notes: Sheryl maybe running late, Brayde is on standby to do an ICC share-out if there is time when Alicia is done, Brayde could be called upon to do her share out early if she is present, if not Alicia can move up and they switch.

BIO

Sheryl Fryberg, MSW: I am a Tulalip Tribal member and have lived on the Tulalip Indian Reservation for my entire life. I have been in Leadership positions that have influenced the life-long learning programs of our community since 1990. I Love my work as it allows me the opportunity to lay a strong foundation for our children that come to the birth to five Betty J Taylor Early Learning Academy.

My passion as a Mother, Grandmother, Great Grandmother, tribal member and a leader is to Revitalize our Language and Culture. I have been involved with community cultural activities as a family since 1981 and for my tribe since 1990. I want our children to know their Lushootseed language, their history and their cultural ways of life as well. I love that research tells us that if our children are well grounded in their language and cultural way of life, they will be more successful in their academics, their careers and their life.

11:20 a.m. – 11:30 a.m. | Break

11:30 a.m. - 12:00 p.m. | PBC Orientation & Initiative Update for the State Interagency Coordinating Council | Elizabeth Myer, Implementation Specialist, DCYF

Bio: Elizabeth Meyer is an Implementation Specialist with DCYF. She supports the agency's Performance-Based Contracting initiative which focuses on increasing the quality and availability of contracted client services. Prior to this role, she supported young adults in the agency's Extended Foster Care program.

12:00 p.m. - 12:05 p.m. | **Public Comment:** This time is set aside for the audience to state comments and share feedback on the SICC meeting overall. If the individual providing comment would like their comment to be included in the meeting minutes, they must provide a written summary to Community Collaboration Coordinator, E Renae` Antalan erenae.antalan@dcyf.wa.gov

12:05 p.m. -12:35 p.m. | Lunch

12:35 p.m. -1:00 p.m. | | Family Interagency Coordinating Council (FICC) Share-out | Alicia Kelly, Infant Toddler Program Director, | Holly Ridge Center, Bremerton
This time is set aside for local ICCs to share out what is going on in their counties.

1:00-1:30p.m. | Resource Allocation Report | Lauren Thompson, Resource Allocation Manager | Valerie Arnold, ESIT State Administrator | DCYF

1:30 p.m. - 1:50 p.m. | Comprehensive System of Personnel Development (CMDH)| DeEtte Snyder, Workforce Development Manager | DCYF



1:50 p.m. - 2:00 p.m. | Break

2:00 p.m. – 2:40 p.m. Committee Updates | Agency Updates

This is an opportunity for SICC state agency representatives to share insights, request advice/assistance from the council, and make announcements of upcoming events/activities.

2:40– 2:45 p.m. | Public Comments

This time is set aside for the audience to state comments and share feedback on the SICC meeting overall. If the individual providing comment would like their comment to be included in the meeting minutes, they must provide a written summary to Community Collaboration Coordinator, E Renae` Antalan erenae.antalan@dcyf.wa.gov.

2:45-3:00 p.m. | Evaluation & Wrap Up | SICC Chair Danna Summers

Council Members will have an opportunity to share their input on the day and make recommendations for future meeting topics.

Next SICC Meeting:

Wednesday, January 15, 2025, | Virtual – Annual Performance Report (APR) 9 am to Noon

Wednesday, February 19, 2025, | Virtual

Wednesday, April 16, 2025, | TBD



State Interagency Coordinating Council (SICC) | Hybrid In-Person & Zoom Meeting Minutes

Date: Wednesday, July 17, 2024

Time: 9 a.m. – 2:35 p.m.

9 – 9:37 a.m. | Welcome, Land Acknowledgement & Introductions

- ✚ The first few minutes were reserved to let members and attendees join the meeting.
- ✚ Will Moncrease, Jr., ESIT Partnership & Collaboration Manager, greeted meeting attendees and shared the Zoom Meeting Dos and Don'ts and Keyboard Shortcuts.
- ✚ A few minutes were needed to adjust the sound for the online attendees.
- ✚ SICC Chair, Danna Summers, gave her visual description, welcomed meeting attendees.
- ✚ SICC members in person and online each gave brief introductions and descriptions.
- ✚ Sheryl Fryberg, SICC Member and Tulalip Trib Representative, led a meaningful Land Acknowledgment.
- ✚ **Motion:** SICC Chair, Danna Summers, moved to approve the July agenda and the previous April 2024 meeting minutes, and SICC member, Michelle LaMotte, seconded. The motion was approved unanimously.

9:37 – 9:50 a.m. | Parent Stories | Parent Institute for Engagement (PIE) overview

A special overview presentation was shared of the ESIT PIE leadership program highlighting some of the members and their personal journeys, how they collaborate with and contribute to the State Interagency Coordinating Council (SICC), and how their involvement strengthens our work in the early learning community.

PIE member, Adriana Farnsworth, PIE Cohort 6 member, shared her personal experience with the PIE program and how helpful it was to learn to be a parent leader, the and the difficulties navigating, or even initially becoming aware of the service available for families. More parents and educators in the community are needed to spread awareness to families that Birth to Three and early learning services exist.

[PIE Overview video](#)

9:50 – 10 a.m. | PIE Cohort 6 Graduation

The meeting attendees, PIE and SICC members took time to acknowledge and celebrate the PIE Cohort 6 graduation! Each PIE member in attendance received a certificate commemorating their involvement in and completion of the PIE program. A few minutes were reserved for

congratulating and taking group photos (with those attending in-person).

10 – 10:22 a.m. | Break

10:22 – 11:21 a.m. | CDHY, Kerianne Christie and Kris Ching | Birth-5 Deaf & Hard of Hearing (D/HH) Services & Activities: Updates from Washington Center for Deaf & Hard of Hearing Youth (CDHY)

Kerianne Christie and Kris Ching presented news and updates on statewide early childhood services, projects, and other collaborative efforts centered on birth-5 D/HH activities in Washington State.

CDHY is a state agency that provides leadership and support for educational programming for children birth-21 who are D/HH, their families, and service providers who support them. WA CDHY was recently chosen by Gallaudet University’s Laurent Clerc National Deaf Education Center to become the Western hub for a national project called REAL, Regional Early Acquisition of Language. REAL-West is designed to provide technical assistance, training, and resources for parents, families and service providers. The focus is on accessible language acquisition during the first three years of critical brain development. This project corresponds with collaborative efforts including CDHY, WA Sensory Disability Services (WSDS), WA State School for the Blind (WSSB), and major state agencies such as Department of Health’s EHDDI Program and DCYF-ESIT. These agencies work closely to develop and maintain statewide early intervention (EI) guidance documents, screening tools, intake procedures, and access to IFSP services. Ultimately the above efforts will ensure all parents of deaf or hard of hearing (D/HH) infants and toddlers in WA state have equitable access to receive complete information and comprehensive EI services, specific to D/HH.

Acronym Terms

- ASL= American Sign Language
- LSL=Listen and Spoken Language
- SEE=Signing Exact English

[CDHY Collaboration and Accessibility Birth-3 DHH Systems in WA State](#)

11:21 – 11:36 a.m. | Break



11:36 – 11:56 a.m. | Boyer’s Children’s Clinic, Mike Stewart, Executive Director | ESIT COVID Impact Survey Results.

Mike Stewart shared an overview of the highlights and challenge areas that came out of the *ESIT COVID Impact Survey*, as well as recognize the resiliency of the provider agencies ability to navigate providing services during the pandemic.

For nearly four years policymakers and providers of Early Supports to Infants and Toddlers (ESIT) in Washington State have been heroically delivering vital services to young children and their families despite the vicissitudes of a devastating national pandemic. We have done our best to reach children, manage therapies and support, keep families and staff safe, and sustain our organizations financially. We are in awe of your determination, compassion, commitment, and creativity. Our purpose is to document the highlights and challenges of our shared COVID experience, so that we might learn from this crisis. The following summary is the product of the Finance and Public Policy committees of the State Interagency Coordinating Committee and has been vetted by the Early Childhood Development Association of Washington.

The SICC members had the opportunity to share their insights, recommendations and ask additional questions.

- SICC Member, Mustapha Kebbeh, proposed a recommendation for a preparedness plan for crisis.
- SICC Member, Stepanie Hokanson, shared insight to consider sociological impacts of policies as part of a crisis.
- **Motion:** SICC member, Michelle LaMotte, proposed a motion for a cross committee ad hoc work group to address developing a crisis response emergency preparedness plan for ESIT services. Amanda Simon seconded the motion. Council members voted and approved, meeting quorum at 10.

[ESIT COVID Impact Survey Results](#)

[COVID-19 Pandemic Experiences Executive Summary](#)

11:56 a.m. – 12 p.m. | No Public Comment

12 p.m. -12:50 p.m. | Lunch



12:50 - 1:33 p.m. | ESIT Update | Valerie Arnold, ESIT State Administrator

Valerie Arnold shared in depth highlights from the ESIT State Lead Agency report with the SICC and PIE members and meeting attendees. SICC and PIE members had the opportunity to remark and ask additional questions.

[ESIT State Lead Agency Report](#)

1:33 – 1:43 p.m. | SICC Member Spotlight: Michelle LaMotte, Co-Owner, Pediatric Occupational Therapist at Stepping Stone Pediatric Therapy, PLLC

SICC member and Co-Owner of [Stepping Stone Pediatric](#), Michelle LaMotte, introduced herself and shared her unique and personal journey, her contributions to the early learning community as an occupational therapist, providing services, perspectives on challenges across the community, and her hopes and ambitions for the early learning system. SICC and PIE members had the opportunity to respond and share insights.

1:43 – 1:57 p.m. | Break

1:57 – 2:02 p.m. | Committee & Agency Updates

This was a time for SICC state agency and committee representatives to share updates. Below are submitted agency updates and committee reports:

- [OSPI Special Education Update](#)
- [Data Committee Report](#)
- [Executive Steering Committee](#)
- [Personnel and Training Committee](#)
- [Public Policy Committee](#)
- [Parent Institute of Engagement \(PIE\)](#)
- [Joint Finance & Public Policy Committee](#)



2:02 – 2:27 p.m. | Brief Overview of Child Find Systems | E Renae` Antalan, ESIT Community Collaboration Coordinator

E Renae` Antalan presented to the council and attendees, sharing personal anecdotes from her own experience and using humorous props, how she learned about [Child Find](#). Child Find is the system for identifying, screening, referring, evaluating, and tracking children who are potentially eligible for early intervention or early childhood special education. Coordinated child find systems work to ensure all infants and toddlers are identified, located, and evaluated.

[Brief Overview of Child Find Systems](#)

2:27 – 2:30 p.m. | Public Comments

Requested that ACORN basic functionality is demonstrated consistently.

2:30 – 2:35 p.m. | Evaluation & Wrap Up | Danna Summers, SICC Chair

Council Members shared their input on the day and made recommendations for future meeting topics. SICC Chair, Danna Summers, shared last remarks, thanked attendees and adjourned the meeting.

Next SICC Meetings:

Wednesday, October 16, 2024 | TBD

Wednesday, January 15, 2025 | Virtual-Special Session | ESIT Annual Performance Report (APR)

Wednesday, February 19, 2025 | Virtual

Wednesday, April 16, 2025 | TBD

Wednesday, July 16, 2025 | TBD





Washington State Department of
CHILDREN, YOUTH & FAMILIES

Washington State Interagency Coordinating Council
October 2024 Quarterly Meeting
State Lead Agency Report

ACORN Data Migration in Final Stages



Preparations for the launch of the new ACORN Data Management System are nearly complete. Earlier this month, a GovDelivery was shared with local and county administrators describing shared accountability documents necessary for establishing and confirming readiness at the local, county, and state levels.

Specifically, there is a new **ACORN Readiness Verification Checklist** for each early intervention provider agency, pre-populated with applicable data and information. This checklist is a tool that helps the local provider agencies understand how to prepare their local systems for the new data management system and will help DCYF confirm overall user/agency readiness. The checklist also serves as a training tool for agency managers, county lead agency managers, and Lead Family Resources Coordinators. The ACORN Readiness Verification Checklist includes step-by-step instructions to verify training completion, access to ACORN, agency information and user accounts. In addition, agencies with current, active data exchanges will also receive an **ACORN Data Exchange Integrity Checklist** to confirm adequate functionality of the new data exchanges being sustained in ACORN. Work testing functionality for the small number of existing data exchanges has been ongoing. Both documents will be submitted to the ESIT Data Systems and Analysis Manager by **October 31, 2024**. The ESIT State Leadership Office will announce the ACORN Go-Live Date after receipt of the readiness checklists from the ESIT contractors and completed items on the checklists have been verified.

Beginning October 21, 2024, the ESIT Data Systems and Analysis Team (DSAT) will offer training to ACORN users. Trainings will be provided on a recurring basis, with multiple trainings being offered every week. **See the *Upcoming ACORN Training Blitz in the October Mini Training Tidbit for a listing of training topics***. Training resources will continue to be available on the ESIT Website and the DCYF Learning Portal. DSAT will also publish an ACORN Handbook prior to the ACORN Go-Live Date. Please continue to reach out to Kim Hopkins, ESIT Data Systems & Analysis Manager at kim.hopkins@dcyf.wa.gov with questions or reflections.

Data Share Agreement for Enhanced Medicaid Billing Initiative

Co-Project Leads for the Enhanced Medicaid Billing Collaboration Project, Lauren Thompson, ESIT Resource Allocations Manager with the Washington State Department of Children, Youth, and Families and Christine Cole, Infant-Early Childhood Mental Health Program Manager with the Washington State Health Care Authority (HCA), have worked diligently on a new Data Share Agreement between the two agencies. This newest strategy, once approved and signed by both parties, will help assure cooperation in the implementation and funding of a statewide, comprehensive, coordinated, multidisciplinary, and interagency system of early support services.



The data shared through this mission-critical agreement will help the two systems, HCA and DCYF better understand how to support billing and claiming processes for local ESIT Provider Agencies and identify statewide systemic strategies for enhancing and expanding Medicaid billing practices. As shared in the previous quarterly report, HCA has partnered with Managed Care Organizations (MCOs) to increase awareness and understanding of the ESIT program and Apple Health’s role in coverage of medically necessary services. As an actionable step, HCA reviewed managed care contract language to identify areas to improve language and clarify expectations related to ESIT services resulting in new MCO requirements.

Starting January 1, 2025, managed care contracts will include:

- Definitions relevant to Early Supports for Infants and Toddlers Program;
- Requirement for MCOs to contract with local ESIT provider agencies; and
- Requirement for MCOs to not impose prior authorization on ESIT services, rather MCOs may use concurrent or retrospective review to assess medical necessity.

We appreciate the continued partnership with HCA and look forward to next steps involved in the final signatory process and then, implementation of the Data Share Agreement. For more information about the Enhanced Medicaid Billing Collaboration Project, please feel free to contact Lauren Thompson, ESIT Resource Allocations Manager with the Washington State Department of Children, Youth, and Families at lauren.thompson@dcyf.wa.gov and/or

Dr. DeEtte Snyder Bestowed Highly Acclaimed 2024 Outstanding Alumni Award



Please join the ESIT State Leadership Team in recognizing and celebrating Dr. DeEtte Snyder as the recipient of the **2024 Outstanding Alumni Award** by **Portland State University College of Education**. The Outstanding Alumni Award is given to a College of Education alumni who has shown extraordinary service, community engagement, scholarly contribution, and/or leadership in their field. Dr. Snyder was nominated by Dr. Hollie Hix-Small as a recognition of her excellence in the field of early childhood and remarkable support for families with elevated service needs.

Dr. DeEtte Snyder is an early childhood teacher at heart through her work as a Teacher of Children with Visual Impairments (TVI) and an Orientation and Mobility (O&M) specialist. She earned her Bachelor’s degree (Psychology, 1992), Master’s degree (Special Education with focus on Early Childhood and Visual Impairment, 2003), and O&M degree (2022) from Portland State University (PSU). She received her PhD in Special Education from the University of Northern Colorado (UNC) in May 2018 and completed her dissertation with an analysis of the national database called Babies Count. **She received three distinguished awards as a part of her doctoral work: The UNC Dean's Citation of Excellence for both Outstanding Student and Outstanding Dissertation, as well as the 2019 Council of Exceptional Children (CEC)/Division of Visual Impairment and Deaf Blind (DVIDB) Outstanding Dissertation Award.**

Date: October 16, 2024 | Partnership, Prevention & Services Division

Submitted by Valerie Arnold, ESIT State Administrator



For over 30 years, DeEtte’s practice has focused on children aged birth to 5 with visual impairments. Her early work experience was at the Foundation for Blind Children in Phoenix, AZ where she was a preschool classroom teacher, early interventionist (EI) service coordinator, and later the Director of Infant and Family Services. From AZ, she moved to Washington state to work for the Washington State School for Blind where she built a program for Early Support for Infants and Toddlers (ESIT), who are blind/low vision and their families, where one did not exist prior. In her current position as the ESIT Workforce Development Manager here at the Department for Children, Youth and Families, DeEtte is responsible for coordinating the statewide Comprehensive System of Professional Development for all early intervention service providers. **Dr. Snyder was also recently recognized for ten years of Washington State service with a 10-year lapel pin and embossed 10-Year State Service Certificate signed by Secretary Ross Hunter at an in-person ESIT State Leadership Team work session held on October 1, 2024.**

Additionally, she has served as an adjunct faculty member for PSU, UNC, and the University of Arizona teaching pre-service courses and supervising teacher candidates. She loves to teach, train, mentor, and guide all teachers in the field of early childhood and blind/low vision because her passion is children and families!

Dr. Snyder received the 2024 Outstanding Alumni Award at the **State of the School** event onsite at Portland State University held on **Monday September 23, 2024**. Congratulations and accolades abound for DeEtte from all of us, across the early support landscape in Washington State!

Workforce Development Team Highlights

The Workforce Development Team has been collaboratively engaged with diverse community partners on several developments related to the Comprehensive System of Personnel Development (CSPD). Dr. DeEtte Snyder, Workforce Development Manager highlighted two new developments and a recruitment strategy underway including:

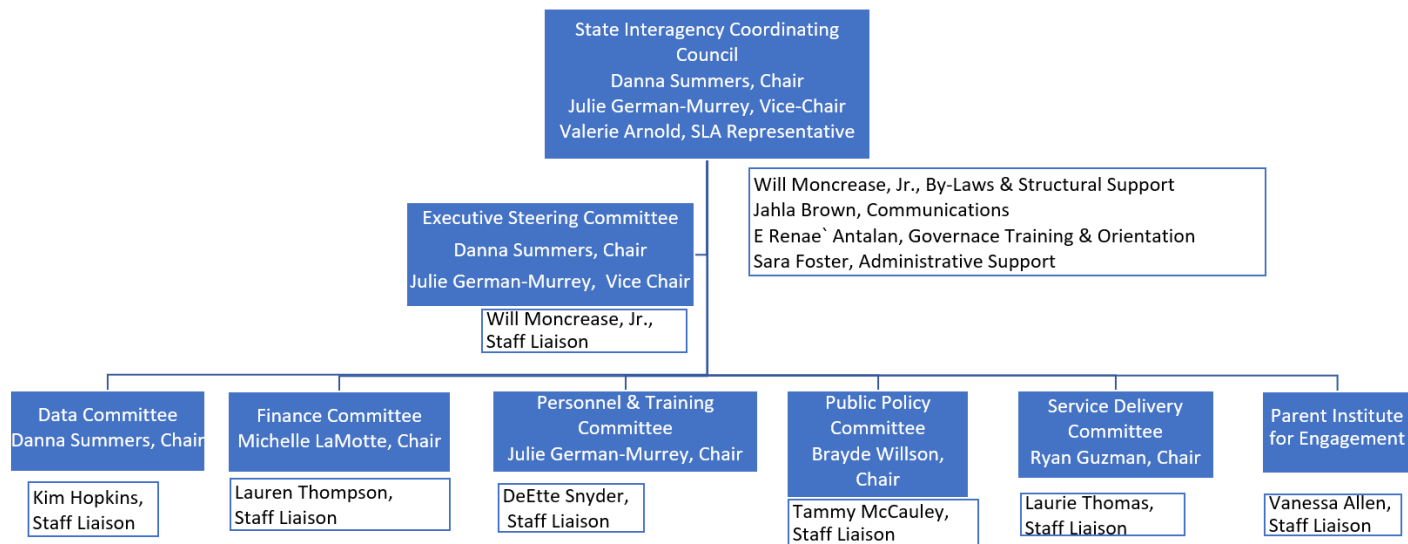
- ✚ The creation of a Family Resources Coordinator Design Team consisting of Family Resources Coordinators from around the state to work on the creation of a Family Resources Coordinator (FRC) tract to the Initial Training. This new dynamic FRC Design Team met over 4 sessions and determined unique content needed for an FRC only training to be added to the training framework.
- ✚ Holding Special Educator Focus Groups (provider of special instruction) to learn about the demographics of this provider role, including their pathways to the job, challenges, and joys of their profession. Data retrieved will be used to inform the creation of an ESIT credential for this provider role. The focus groups were held in 2 live webinars and an online survey; 24 providers attended live and an additional 68 completed the online survey for a total of 82 respondents.
- ✚ Recruitment of another Workforce Development Specialist to replace a valued colleague who retired. This position is currently active in open recruitment.



Spotlight on 2024 State Interagency Coordinating Council Structure

The Washington State Interagency Coordinating Council has a rich history of consulting, advising, and assisting not only the IDEA Part C State Lead Agency, but partner state agencies serving on the council as well. The SICC advises and assists the Washington State Department of Children, Youth, and Families, (DCYF) and other participating agencies in implementing a collaborative and comprehensive statewide system of early intervention services for infants and toddlers who have disabilities and their families, including identifying sources of fiscal and other support for services for the early intervention programs, assigning financial responsibilities to the appropriate agency, promoting interagency agreements and providing appropriate services for children.

Operating under [Executive Order 19-02](#), the SICC responsibilities include assisting DCYF in effective implementation of the statewide early intervention system by establishing a process that includes seeking information from service providers, family resources coordinators, parents/caregivers, and others about any federal, state, or local policies that impede timely service delivery; and engaging in planned steps to ensure that any policy problems are resolved. One of the primary strategies for addressing this responsibility is the Council’s creation of six sub-committees. The six sub-committees, reflected on the graphic below, operate under the direction and instruction of the full SICC. Diverse sub-committee membership is recruited from across the state and comprised of influencers at all levels of the early support community. The sub-committees engage in work priorities guided by the Council, in between the four quarterly SICC meetings. Chairs of the sub-committees, which must be currently seated Council members, collaborate with a designated ESIT Staff Liaison, to establish an annual work plan, which in turn drives the frequency of meetings, and ultimately committee agendas. All sub-committee Chairs submit a SICC Quarterly Report to the Council to help ensure strong communication loops and that work plans are aligned with established Council priorities. For more information about the SICC and its sub-committees, please contact E’Renae Antalan, Community Collaboration Coordinator at erenae.antalan@dcyf.wa.gov.





Highlights from Accountability & Improvement Team

Members of the Accountability and Quality Improvement Team, led by Tammy McCauley, Accountability & Quality Improvement Manager, continue to widen their Circles of Engagement¹ as they expand and sustain existing federal and state accountability structures involving policies, procedures, and practices. Upcoming activities include:

- ✚ Submission of the revised Early Childhood Transition Parental Opt-Out Policy and Procedures and revised Systems of Payments and Fees Policy and Procedures to the federal Office of Special Education Programs for final review and approval. Following federal approval, the team will initiate a 90-day training and technical assistance window for members of the county and local early support communities prior to full implementation.
- ✚ FFY23 Determinations are right around the corner and are set to be issued by November 30, 2024.
- ✚ Finalizing the new Child and Family Record Review and Evidence-Based Practices tools for the Systems Analysis Program Review Visits. Orientation and training for this newest component of the ESIT Statewide Monitoring System (E-SIMS), will be rolled out to the field prior to implementation anticipated in mid-winter 2025.

2024 Infant Early Childhood Conference

We are pleased to continue our annual sponsorship of the Infant and Early Childhood Conference (IECC). Please save May 5-9, 2025, and join us for the 2025 Infant and Early Childhood Conference (IECC), hosted completely virtual via Zoom.

Call for Presenters

IECC is currently seeking proposals for its 2025 conference. The IECC Conference is well known within the State of Washington for providing high quality, evidence-based training for families and professionals working with young children (ages birth to eight) and their families.



- If you or someone you know may be interested in submitting a proposal - please submit proposals no later than Monday, January 13, 2025. To apply online, [click here](#).
- IECC will be evaluating session proposals using a Rubric developed by DEC - we encourage presenters [review our selection criteria before submitting](#) their proposal.

--END REPORT--

¹ Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement*. Alexandria, VA: National Association of State Directors of Special Education.



State Interagency Coordinating Council- DDA Updates

Special Education Services

The DDA Educational Liaison Program supports full access to inclusive schools for all children and youth with intellectual and developmental disabilities, ages 3 through 22. We are working at a systems level on expanding inclusive practices and reducing our state's reliance on segregated classrooms for students with IDD. We are also working to support each individual client's full access to school through collaboration with DDA field staff. We have set up a system for "education consults" between the Educational Liaison program manager and any DDA staff person who is working with a school-aged client and family and has questions around school access. Through the consults, we are learning more about common barriers our clients are facing (like shortened school days, and unmet mental health and communication needs) and identifying more ways we can collaborate with families and schools to reduce and eliminate barriers to full school access.

Overview of HB 2008 and Timeline for Implementation

In 2022, the Washington State Legislature passed 2nd Substitute House Bill 2008 which requires that DDA remove Intelligent Quotient, or IQ, from its enrollment eligibility criteria by June 2025. Effective October 7, 2024, DDA will no longer consider IQ when determining enrollment eligibility. We are not/did not replace the IQ with another requirement. Enrollment eligibility will be based on diagnosis and adaptive functioning only. Some other changes that were made include expanding the list of those able to make a diagnosis for certain conditions and adding to our list of accepted adaptive tests.

Kids Mental Health WA

[Kids' Mental Health Washington](#) KMHWA, formerly Youth Regional Behavioral Health Navigator Program, teams connect youth who have complex mental and behavioral health needs with supports that help them live and thrive in their communities. KMHWA is a partnership between the Washington State Health Care Authority, DSHS' Developmental Disabilities Administration, and Kids' Mental Health Pierce County. The program will be available statewide. Use the map at the website kidsmentalhealthwa.org to find the most up-to-date information about each region.



Each Kids' Mental Health WA team will have:

- A steering committee driving and collaborating on local community initiatives.
- A website with up-to-date local and community-based resources for youth and their families.
- A referral process for any member of the public to submit a request for a youth in need of support.
- Multi-disciplinary teams.
 - KMHWA teams and local resource partners collaborate to develop an action plan tailored to the needs of the youth.
- Ongoing support for connecting to the recommended resources.

DDA headquarters and regional staff participate as active members of each local KMHWA team.

- Provide consultation by phone or email.
- Attend Steering Committee meetings.
- Attend Multi-disciplinary Team meetings.
- Partner to support youth with developmental disabilities and their families in navigating service systems.
- Improve cross-systems communication for more efficient collaboration.
- Address barriers to services including developing and disseminating resources to increase provider confidence in serving youth with developmental disabilities.

YYAHRT

The Youth and Young Adult Housing Response Team (YYAHRT) is a multi-agency team created under [HB1905](#) that triages complex cases involving young people ages 12-24 who are exiting publicly funded systems of care and are experiencing or at risk for homelessness. The team is comprised of equal partnership between Department of Children, Youth, and Families, Department of Social and Health Services Developmental Disabilities Administration, Department of Commerce Office of Homeless Youth, and Washington State Health Care Authority. A publicly funded system of care includes the child welfare system, behavioral health system, juvenile justice system, and programs administered by the office of homeless youth ([RCW 43.330.720](#)). The goal of YYAHRT is for young people to exit systems into safe and stable housing in their community with the necessary supports in place for them to be successful. YYAHRT engages in this objective through youth-centered case conferences, interagency agency collaboration and expertise, resource navigation, and coordination of supports to help ensure stability.



Washington Office of Superintendent of
PUBLIC INSTRUCTION



OSPI Special Education Update - September 2024

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Special Education

Special Education Update

September 2024

- [Special Education Updates](#)
 - [Program Improvement Updates](#)
 - [Fiscal and Data Updates](#)
 - [Early Childhood Special Education \(ECSE\) Updates](#)
 - [Dispute Resolution Updates](#)
 - [Tips from the Special Education Division](#)
 - [Information from Our Partners](#)
 - [Professional Development & Conferences](#)
 - [Reminders!](#)
-

Special Education Updates

2025–27 Special Education Legislative Budget Request: A Path to Full Funding and Equity in Washington



The [2025–27 Special Education Legislative Budget Request](#) aims for transformative, long-lasting improvements to the state's special education system.

The goal is to continue the Legislature's progress toward fully funding special education as an essential component of basic education while strengthening state-level initiatives with a firm commitment to equity for all students.

One of the key proposals is to eliminate the cap on state special education funding, to ensure students with disabilities receive their legally mandated services. In place of the funding cap, OSPI will enhance accountability measures to track significant increases in special education enrollment and engage districts to analyze their data and leverage preventive measures through a Multi-Tiered System of Support (MTSS) framework.

To address persistent funding gaps, OSPI advocates for phased increases in special education funding multipliers across preschool and K–12. Additionally, the plan includes a path to strengthen and stabilize state-level investments in special education—to support critical initiatives such as inclusionary practices, professional development, educator recruitment and retention, and mental health services for students with disabilities—through a 0.5% administrative set-aside of state special education funds, modeled after the federal IDEA. Finally, the request for funds will respond to legal mandates, including providing compensatory services to students who qualify to the age of 22.

Learn more about all of the 2025–27 OSPI Legislative Priorities and Budget Requests [here](#).

Technical Assistance Paper (TAPs) Drafts on the upcoming shift in eligibility for Specific Learning Disability (SLD) are now available!



OSPI Special Education September 2024 Update Video - "Specific Learning Disability Changes - Bill Rasplica"

Six new Technical Assistance Papers (TAPs) on the upcoming shift in eligibility for Specific Learning Disabilities (SLDs), set to take effect in 2028, are now available on OSPI's Special Education [website](#) under the "What's New" section. These papers provide crucial information on the changes to the SLD evaluation process, which will transition to a Response to Intervention (RTI) approach. These resources were developed in collaboration with the Washington Administrators Improving MTSS (AIMS project at University of Washington (UW) Bothell), the Goodlad Institute, and education partners across the state. Please visit the "What's New" section on OSPI's website to explore the fact sheets released last month and to review these new TAPs. We will continue to provide updates to keep partners informed about the supports available to guide districts through this important transition. Also, included here is an interview with Bill Rasplica from UW Bothell, who offers insights on how districts can begin preparing now for changes in SLD eligibility.

Special Education Parent Survey – Pilot LEAs needed

This is an invitation to be a partner in the 2024–25 Special Education Parent Survey pilot!

The pilot centers around the implementation of a new survey to gather data related to State Performance Plan (SPP) Indicator B-8, which measures the degree to which parents report that schools partner with them to improve outcomes for students with disabilities. The new survey questions were developed by the Parent Engagement Focus Group as part of the work of the State Design Team, as well as the State's Special Education Advisory Council (SEAC).

OSPI will be partnering with the Technical Assistance for Excellence in Special Education (TAESE) center at Utah State University to develop an online portal to collect this information. All parents/guardians of students with IEPs in Washington will have the opportunity to participate in the parent survey once every two years beginning with the 2025–26 school year, and Local Education Agencies (LEAs) will be assisting in disseminating survey notifications to families.

The Special Education Parent Survey pilot will take place in the late winter/early spring of 2025. Pilot LEAs and their families of students with IEPs will receive:

- Early access to the survey platform;
- Clear LEA instructions on how to disseminate the survey notifications to families;
- Technical assistance, guidance, and feedback to support and problem solve; and

- The opportunity to provide feedback on the new survey tool, platform, and process, which will be used by OSPI and TAESE to make improvements prior to launching the survey statewide.

If you are interested in participating in the pilot or have questions, please contact [the WISM team](#) using the title “Parent Survey Pilot” **by December 2, 2024**.

Operations Team Leadership: Cynthia Hargrave and Lynne Truitt Retirements

We would like to congratulate our Director of Operations, Cynthia Hargrave, and Program Fiscal Supervisor, Lynne Truitt, on their upcoming retirements.

Cynthia shares:

“I have worked in the education field for 30+ years. I have been lucky enough to have been part of teams that I have loved. I want to thank my teams from Head Start, Tumwater School District, Olympia School District, and OSPI for being a part of my work family. I’ve enjoyed every minute of it. As I retire, I look forward to spending as much time as possible with my five grandkids. I am blessed to have my son and daughter live close by.”

Lynne shares:

“I started my career in special education in the state of Nebraska as a teacher in the rural setting of Rising City, but I have had the pleasure of teaching and supporting students with disabilities for over 40 years. My roles in Washington state have included teaching in Clover Park, being a Special Education Teacher on special assignment for Bethel, serving as the Special Education Liaison/Dean of Students at the Pierce County Skills Center, leading ReLife School as the Principal/Director, being the Special Education Director for Peninsula and completing my career here at OSPI supporting districts and ESDs across the state as the Program Fiscal Supervisor. My work at OSPI encompassed many areas of fiscal but a primary role became providing support and running the EGMS system for the special education team. I am looking forward to retiring, spending more time with my family, and traveling. I will continue to support students with disabilities through my many volunteer roles to include serving on the board of Council for Exceptional Children for the state of Washington.”

Cynthia and Lynne’s last day at OSPI will be September 30. All of us at OSPI will miss Cynthia and Lynne, and we are extremely grateful for their contributions to Special Education.

We are actively working on finalizing the selections for Cynthia and Lynne’s roles and will provide an update soon. Any questions can be directed to speced.fiscal@k12.wa.us.

Program Improvement Updates

[Click here for this month's Program Improvement updates](#) on the following topics:

- Special Education Monitoring Update
 - Disproportionality and Significant Disproportionality Notifications
 - Identification and Correction of Non-Compliance for 2024–25
 - OSPI Special Education Data, Fiscal, and Program Office Hours
-

Fiscal and Data Updates

[Click here for this month's Fiscal & Data updates](#) on the following topics:

- OSPI Special Education Data, Fiscal, and Program Office Hours
 - Secondary Transition IEP (Indicator B-13) Data Application (NEW REPORTING REQUIREMENT)
-

Early Childhood Special Education (ECSE) Updates

[Click here for this month's ECSE updates](#) on the following topics:

- Important Message for OSPI's Early Learning Division-2024 Transition to Kindergarten (TK) Rules and Guidance
 - Pyramid Model Implementation Data System (PIDS) Update: New URL
 - Ensuring Access and Positive Outcomes for All Young Children: Using Data to Understand and Eliminate the Use of Exclusionary Discipline Practices
 - FYI-Joint Dear Colleague Letter on Early Hearing Detection and Intervention (EHDI) and Part C
 - ECSE Office Hours
-

Dispute Resolution Updates

[Click here for this month's Dispute Resolution updates](#) on:

- Complaint File: Special Education Discipline Procedures
-

Tips from the Special Education Division



Topic: LRE & the Continuum of Special Education Services

Tip of the Month!

Information from Our Partners

Click here for this month's updates from the following partners:

- Division of Vocational Rehabilitation (DVR) Order of Selection: Public Forum
- Washington State Learning Standards Public Comment
- Reducing Restraint and Eliminating Isolation (RREI) Manual: Feedback Wanted!
- New Nasal Spray for Treatment of Anaphylaxis
- EduDesign Teacher Learning Communities for 2024–25
- OPEN POSITION: Certified Professional Guardian Conservator Board-Vulnerable Adult Advocate

Professional Development & Conferences

[Click here for professional development opportunities and resources](#) including:

- Understanding Deep Culture
- Health and Sexual Health Professional Development Trainings
- Adapted PE Pre-Conference Workshop -SHAPE Washington
- Designing Accessible Graduation Pathways for All Students

Reminders!

This section includes hyperlinks to important information shared in previous monthly updates.

Inclusionary Practices Technical Assistance Network (IPTN) website is LIVE!

The IPTN recently launched its website, offering insights into its vision for improved access to rigorous instruction and enhanced postsecondary outcomes for all Washington state students. Explore our evolving [IPTN website](#) and reach out to [IPTN](#) for questions.



Special Education and Institutional Education Directory

The [Special Education and Institutional Education Directory](#) is posted on the OSPI website. The directory is updated monthly, on the first working day of every month. Submit changes to the [Special Education email](#).

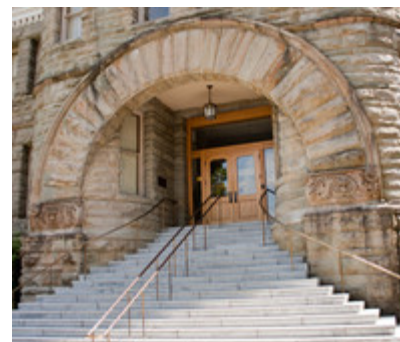
Please note, that districts must update their contact information with the Special Education office to receive emails sent out from the Special Education office. Updating your district's contact information in the Special Education and Institutional Education Directory does not update your district's information in EGMS or GovDelivery.

Got questions? Ask OSPI!

OSPI has launched a new publication that invites all Washington residents to ask OSPI questions directly and get answers publicly. Named, The Study Session, this publication is an opportunity for families and community members to engage with OSPI on all things public education. It is published once per month on the OSPI Blog. [Click to learn more about The Study Session](#), including how to submit questions.

ALL STUDENTS PREPARED FOR POST-SECONDARY PATHWAYS, CAREERS, AND CIVIC ENGAGEMENT.

Led by State Superintendent Chris Reykdal, OSPI oversees K-12 public education in Washington state. Our mission is to provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.



STAY IN TOUCH

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Washington Office of Superintendent of
PUBLIC INSTRUCTION



OSPI Special Education Update - August 2024

Washington Office of Superintendent of Public Instruction sent this bulletin at 08/15/2024 10:52 AM PDT

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Special Education

Special Education Update

August 2024

- [Special Education Updates](#)
- [Program Improvement Updates](#)
- [Fiscal and Data Updates](#)
- [Early Childhood Special Education \(ECSE\) Updates](#)
- [Tips from the Special Education Division \(REPEAT\)](#)
- [Information from Our Partners](#)
- [Professional Development & Conferences](#)
- [Reminders!](#)

State Interagency Coordinating Council

Sub-Committee Report

Finance Committee

Date: 10/7/2024

Chair/Vice Chair: Michelle LaMotte, Alicia Skelly

DCYF ESIT Staff Liaison: Lauren Thompson

of Members: 16

Recruiting: No Yes

If yes, please describe type of membership recruiting: N/A

of Meetings Since Last SICC held on INSERT Date 1 – July 2024

Topics Covered: Ongoing purpose and goals of Finance Committee and potential discussion topics.

Committee Progress to Date:

- Finance Committee separated from meeting jointly with the Public Policy Committee and met for the first time in July 2024.
- At the July meeting, Finance Committee reviewed the goal of the Finance Committee and discussed possible future meeting discussion topics for consideration. Potential topics included: 1) Discussing Grant Budget, 2) Funding and Spending, 3) Policy & Procedure Changes, 4) Accessing Funding Sources, 5) Additional Funding Sources, 6) Fiscal Forecasting, and 7) Legislative Initiatives per the [CIFR Practice Guide: Engaging Part C SIC Councils in Fiscal Discussions](#).
- Finance Committee is requesting guidance from the SICC on the Council's annual goals/work plan for ESIT in order to identify fiscal related collaboration opportunities.

Committee Challenges or Obstacles:

- To understand the SICC's annual work plan/goals for ESIT to identify specific directives or collaboration opportunities for the Finance Committee to address.

Motion(s): none at this time.



State Interagency Coordinating Council Committee Report

Personnel and Training

Date: 10/8/2024

Chair/Vice Chair: Julie German-Murrey, (Chair) / Amy Baker, (Vice Chair)

DCYF ESIT Staff Liaison: DeEtte Snyder

of Members: 12

Recruiting: No Yes

If yes, please describe type of membership recruiting: We currently have 3 members who recently left due to moves or other personal reasons, and we are in need of filling these three positions.

of Meetings Since Last SICC held on INSERT Date This sub-committee met on August 12.

Topics Covered:

- * Reviewed updated Qualified Personnel Guidelines. Work on guidelines will continue with input from the field, and will be utilized in the development of the CPDS for our state.
- * Provided guidance to ESIT SLT on supporting provider agencies with communication and clarification on providers who are qualified to provide Part C services per WAC 110400.
- * Reviewed learnings from the ESIT Workforce Dissertation conducted by Molly Stryker.

Committee Progress to Date:

This committee continues to be actively engaged and invested in the work toward supporting agencies in hiring and retaining a strong, skilled workforce. Key findings surrounding workforce retention were reviewed. The committee was provided an update on the Qualified Personnel Guidelines and clarifications; The committee generated ideas to support communication between ESIT and ESIT agencies when clarifications and communication needs to be distributed.

Committee Challenges or Obstacles:

A few of the consistent obstacles we encounter in this work include:

- * Early Support funding does not allow for agencies to offer competitive salaries, especially in this time of high cost of living.
- * Retention is also an ongoing issue, as agencies are finding a high turnover of service providers.
- * There is limited training and/or exposure to Early Support at the university level for therapists and educators, which means that many therapists and educators have are not aware of this professional path. Additionally, agencies need to spend additional time and money on training new staff on the specialized set of knowledge and skills needed to work



with families of young children.

*The current requirements for service providers, especially educators, within early support are very high, and there are limited university programs which provide the requisite requirements. This also contributes to the next challenge, which is:

*Our workforce does not generally match the cultural and language makeup of the families who we serve, which impacts the quality of services provided.

Motion(s): None.

State Interagency Coordinating Council

Sub-Committee Report

Public Policy Committee Report

Date: 10/10/2024

Chair/Vice Chair: Brayde Willson / Mike Stewart

DCYF ESIT Staff Liaison: Tammy McCauley

of Members: 16

Recruiting: No Yes

If yes, please describe type of membership recruiting: [Click or tap here to enter text.](#)

of Meetings Since Last SICC held on INSERT Date 3

Topics Covered:

- SICC bylaws review
- DCYF Decision Package, Plan of Safe Care
- DCYF ESIT multiplier analysis

Committee Progress to Date:

The PPC has completed its review of the SICC bylaws and will be preparing to submit recommendations to SICC. It has been discovered that the PPC does not have an articulated vision, so the committee will address that next. The committee is also interested in developing more intentional intersections with legislative advocacy groups and governmental agencies with ESIT-adjacent work. The committee will develop a plan for that next as well.

Committee Challenges or Obstacles:

Motion(s):



[Back to TOC](#)

OUR HEALING JOURNEY

FROM PAST TO PRESENT

OCTOBER 16, 2024

POINT ELLIOTT TREATY 1855

- THIS TREATY WAS SIGNED BY OUR ANCESTORS TO PRESERVE WHAT THEY COULD FOR FUTURE GENERATIONS. SOVEREIGNTY WAS NOT GRANTED TO US, THE SOVEREIGN DECISION WAS MADE BY OUR ANCESTORS AND PROVIDED US WITH HEALTHCARE, EDUCATION AND TO CONTINUE TO HUNT AND GATHER IN OUR USUAL AND ACCUSTOMED GROUNDS
- THIS IS WHAT WE STAND UPON TO ADVOCATE FOR OUR CHILDREN TO HAVE A HEALTHY FOUNDATION THAT INCLUDES OUR CULTURE AND OUR LANGUAGE

WHAT WERE THE OUTCOMES OF BEING “WARDS OF THE GOVERNMENT”

- LOSS OF TRADITIONAL PARENTING SKILLS
- LOSS OF LANGUAGE
- LOSS OF CULTURE AND OUR “WAYS OF BEING”
- LOSS OF LANDS
- LOSS OF TRADITIONAL FOOD GATHERING
- BROUGHT ALCOHOLISM, AS WELL AS PHYSICAL, EMOTIONAL, PSYCHOLOGICAL, AND SEXUAL ABUSE INTO FAMILIES

TULALIP BOARDING SCHOOL

- CHILDREN WERE BROUGHT FROM ALL OVER THE PACIFIC NORTHWEST
- STUDENTS WERE TAKEN AS YOUNG AS FOUR YEARS OLD
- THE ORIGINAL BOARDING SCHOOL WAS A JESUIT CATHOLIC SCHOOL THAT WAS REPLACED BY A GOVERNMENT BOARDING SCHOOL
- THE GOVERNMENT BOARDING SCHOOL ENVIRONMENT WAS A MILITARY ONE. HAIR CUT OFF, KEROSENE

BETTY J TAYLOR EARLY LEARNING ACADEMY TULALIP TRIBES

- WE PROVIDE SERVICES FOR 72 BIRTH TO THREE CHILDREN WITH OUR EARLY HEAD START GRANT
- THE TRIBE HAS FUNDED 80 SLOTS FOR MONTESSORI FOR 30 YEARS
- WE HAVE 80 ECEAP SLOTS
- WE HAVE THREE MENTAL HEALTH THERAPISTS THAT PROVIDE ON-SITE MENTAL HEALTH SERVICES WHICH INCLUDE ONE ON ONE SESSIONS, RAINBOW DANCE, AND MUSIC THERAPY
- WE PROVIDE FAMILY ENGAGEMENT ACTIVITIES REGULARLY

TELA VISION STATEMENT

- OUR CHILDREN ARE CAPABLE AND CONFIDENT IN OUR LUSHOOTSEED LANGUAGE, OUR CULTURAL VALUES AND TEACHINGS, ACADEMICS AND IN LIFE BASED ON STRONG FAMILIES, COMMUNITY, TRADITIONAL LIFEWAYS AND A COORDINATED EARLY LEARNING EDUCATION SYSTEM. OUR CHILDREN ARE LIFE-LONG LEARNERS.

TELA MISSION STATEMENT

- OUR ACADEMY CHILDREN AND FAMILIES WILL BE ENGAGED IN THE CULTURALLY RICH LUSHOOTSEED LANGUAGE TO DEVELOP STRONG CULTURAL VALUES AND TRADITIONS THROUGH CLASSROOM AND FAMILY ENGAGEMENT OPPORTUNITIES. ACADEMIC SUCCESS WILL BE ACHIEVED THROUGH HOME AND SCHOOL EXPERIENCES IN LUSHOOTSEED LANGUAGE, CULTURAL VALUES AND PARTICIPATION IN EVIDENCE BASED CURRICULUM RESULTING IN EVERY CHILD BEING HEALTHY, CAPABLE AND CONFIDENT IN SCHOOL, LIFE AND CULTURAL IDENTITY.



OUR PAST

- OUR TRADITIONAL HOMES



OUR WAY OF LIFE



WE LOVE TO RUN, CLIMB AND PLAY





OPPORTUNITIES

- WE WORK WITH DEPARTMENT OF CHILDREN, YOUTH AND FAMILIES (DCYF) TO PROVIDE ACCESS TO OUR EARLY LEARNING PROGRAMS FOR OUR TRIBAL CHILDREN THAT WERE NOT ELIGIBLE IN THE PAST. THE NEW ELIGIBILITY INCLUDES POINTS FOR BEING A DESCENDENT OF SOMEONE THAT WENT TO BOARDING SCHOOL. THIS ALLOWED US TO GO FROM ENROLLING 30 CHILDREN TO ABOUT 65 TRIBAL CHILDREN IN OUR PROGRAM.
- WE CONTINUE TO ADVOCATE FOR AUTOMATIC ELIGIBILITY INTO OUR BIRTH TO FIVE PROGRAMS AS OUR TREATY STATED THAT WE WOULD HAVE A FREE EDUCATION. THIS IS WHERE THE FOUNDATION IS LAID.
- CONTINUED EFFORTS WITH LOVIT PROGRAM ASSESSMENT AND LUSHOOTSEED DEPARTMENT WILL HELP OUR CHILDREN TO GAIN MORE LANGUAGE AT TELA THAN THEY EVER HAVE BEFORE.



CHALLENGES

- STAFFING CONTINUES TO BE A CHALLENGE AT THIS TIME DUE TO COVID. PROGRAMS ALL ACROSS THE COUNTRY ARE HAVING DIFFICULTIES STAFFING THEIR PROGRAMS. WE HAVE TWO CLASSROOMS ON THE BIRTH TO THREE WING THAT WE COULD NOT OPEN DUE TO STAFFING CHALLENGES. THE IMPROVED WAGES HAS HELPED, BUT WE STILL HAVE DIFFICULTY GAINING NEW STAFF.
- THE HIGHER INCIDENCE OF CHILDREN WITH SPECIAL NEEDS IS A CHALLENGE THAT WE STRUGGLE TO ADDRESS. WHEN YOU HAVE 2 TO 4 CHILDREN IN YOUR CLASSROOM THAT NEED ADDITIONAL SUPPORT IT IS HARD TO FOCUS ON TEACHING THE WHOLE CLASSROOM. IT IS DIFFICULT TO BRING CHILDREN ON NATURE WALKS FOR SCIENCE AS WE HAVE RUNNERS AND NOT ENOUGH STAFF TO BRING THEM OUT SAFELY.
- THE SOCIAL/EMOTIONAL NEEDS OF CHILDREN AS WELL AS THE ADULTS IS DIFFICULT RIGHT NOW. THERE INCIDENCE OF CHILD ABUSE IN EARLY LEARNING FACILITIES HAS RISEN BY 177% ACROSS THE COUNTRY. WE ARE WORKING TO SUPPORT CLASSROOM TEACHERS AS MUCH AS WE CAN.



TELA CELEBRATIONS

- WE HAVE BEEN DOING “GROW YOUR OWN TEACHERS” FOR A FEW YEARS. THIS YEAR WE HAVE 13 STAFF GETTING THEIR STACKABLES TO BE TEACHERS. WE HAVE 4 STAFF AND 2 COMMUNITY MEMBERS GOING ON TO THEIR BACHELOR’S DEGREES IN EARLY LEARNING.
- WE HAVE A GROWING PARTICIPATION OF OUR FAMILIES IN OUR ANNUAL EVENTS THIS YEAR.
- IT HAS BEEN A STRUGGLE TO GET PARENTS TO PARTICIPATE IN OUR PARENT COMMITTEE AND POLICY COUNCIL, BUT WE ARE ROUNDING THEM UP.....
- OUR COLLABORATION WITH THE LUSHOOTSEED DEPARTMENT AND OUR LANGUAGE CONSULTANT HAS HELPED US TO DEVELOP CULTURALLY RELEVANT CURRICULUM.
- “LOVIT WAY” IS OUR NEW PROGRAM ASSESSMENT THAT IS CULTURALLY APPROPRIATE FOR TRIBAL PROGRAMS. IT COMES FROM THE “ABORIGINAL HEAD START ASSOCIATION OF BC”. DCYF HAS APPROVED IT AND IS WORKING WITH INTERESTED TRIBES TO IMPLEMENT IT.

2ND ANNUAL CLAM BAKE



CLAM BAKE STORYTELLING, SINGING AND DANCING



Office of Innovation, Alignment, and Accountability

ESIT State Interagency Coordinating Council Performance-Based Contracting Overview

October 16th, 2024

DCYF's Office of Innovation, Alignment, and Accountability (OIAA) builds DCYF capacity to make evidence-informed decisions, continuously learn and improve, and successfully enact system reform



Today's Goals

- Outline the Performance-Based Contracting framework
- Understand where ESIT is in the PBC initiative
- Review connection between ESIT PBC work and reporting requirements



DCYF Performance-Based Contracting (PBC)

Per HB 1661 (2017), PBC is an initiative led by the DCYF Office of Innovation, Alignment, and Accountability (OIAA), which is responsible for building agency capacity to make evidence-informed decisions, continuously learn and improve, and successfully enact system reform.

Overarching Goals



Ensure state resources are directed toward high-performing contractors



Encourage and support all contractors to continually improve



Use PBC as a tool to help eliminate disproportionality and disparities

Key Principles



Build on and acknowledge teams' prior experiences with PBC



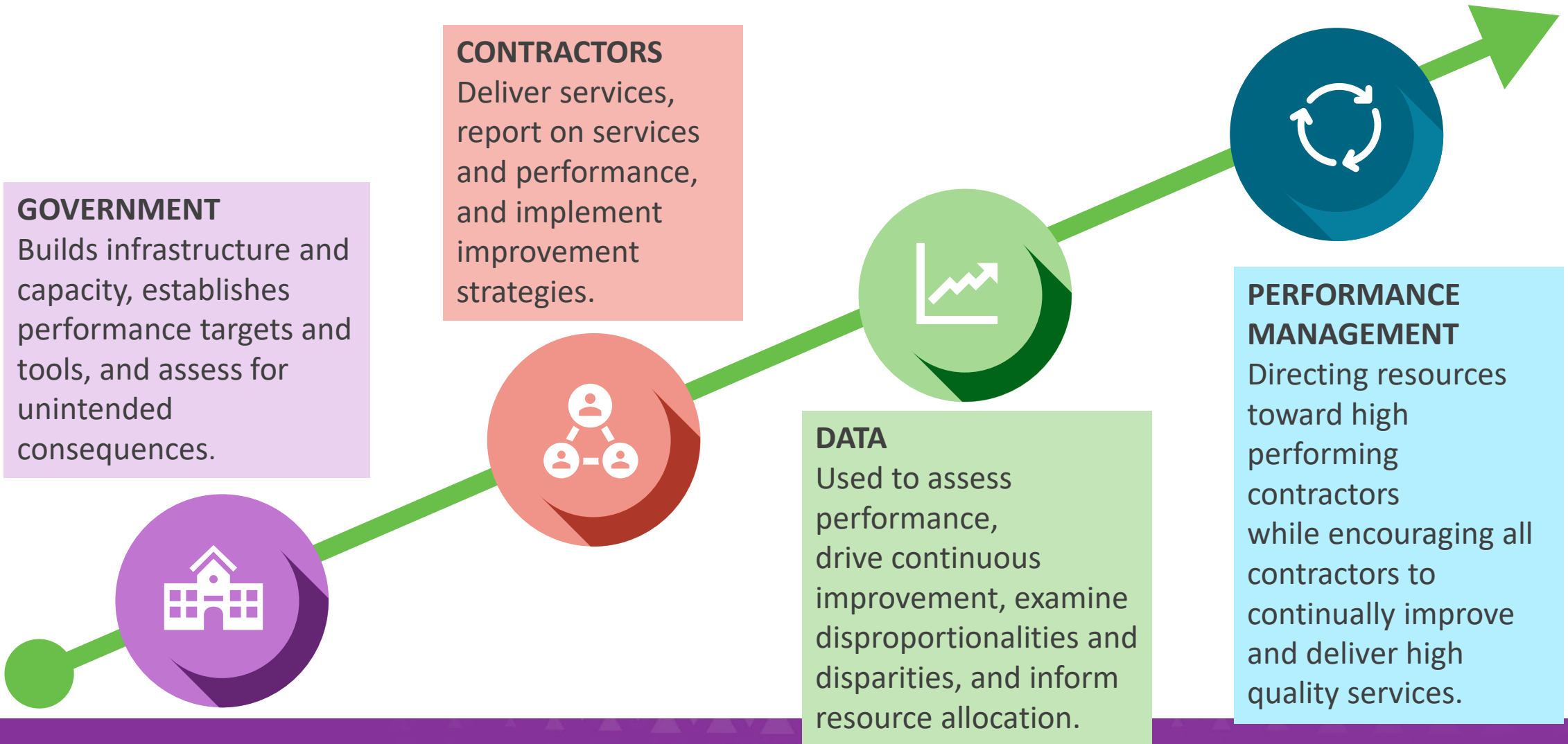
It takes a village - partnership at each step of the process is key



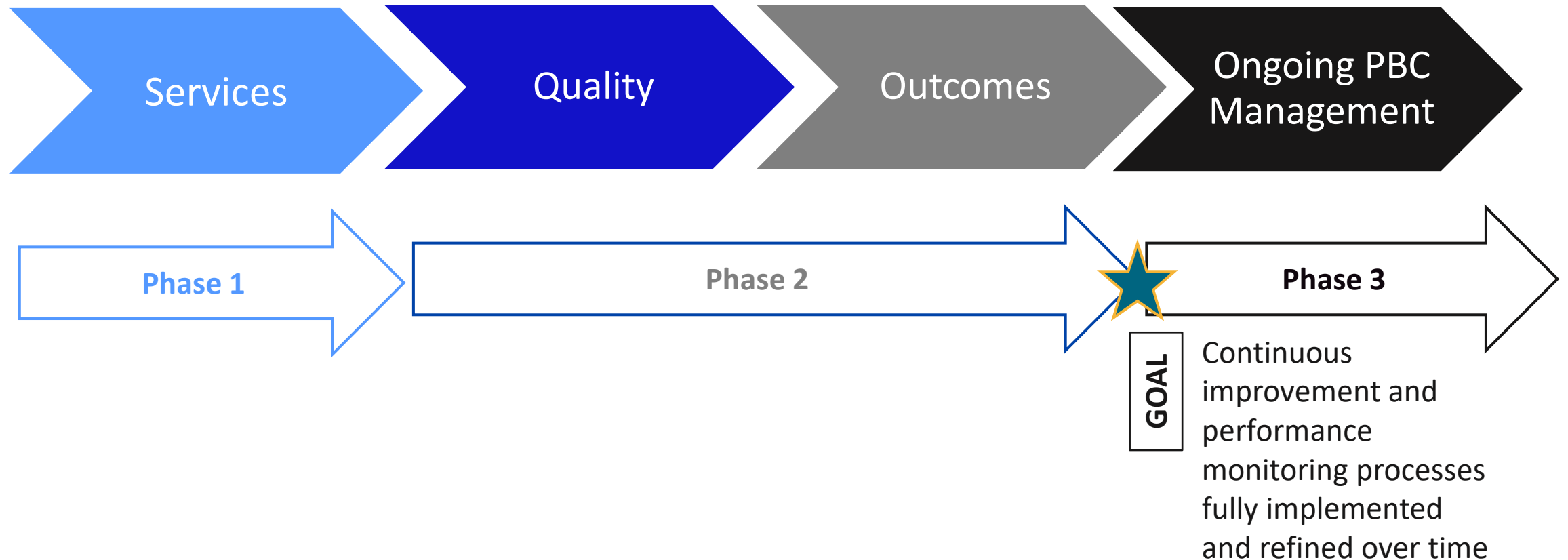
Leverage existing measures and state / federal reporting requirements



What is Performance Based Contracting (PBC)?



PBC as Continuous Improvement



ESIT PBC Development

SERVICES

Will be reported when DMS is fully established

QUALITY

Capacity to accurately complete the Child Outcome Summary (Indicator C-3)

OUTCOMES

Capacity to increase parent's confidence in their ability to support their child's development in all areas (Indicator C-4)



SERVICES <i>(Activities and Outputs)</i>	QUALITY <i>(Process Measures)</i>	PROXIMAL OUTCOME <i>(Immediate Results)</i>	PERFORMANCE MANAGEMENT TOOL (PMT)	DISTAL OUTCOME <i>(Overall Results)</i>	DCYF Strategic Priorities <i>supported by contracted services</i>
<p>Services delivered:</p> <p>Verified services were provided on a monthly basis*</p> <p>(5) Child Find (Birth to One): % of infants and toddlers birth to 1 with IFSPs compared to national data</p> <p>(6) Child Find (Birth to Three): % of infants and toddlers birth to 3 with IFSPs compared to national data</p>	<p>Capacity of EIS Provider to increase the parent's confidence in their ability to support their child's development in all areas: measured by a revised ESIT Family Survey</p> <p>(2) Services in natural environment: % of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community based settings</p>	<p>(4) Family Involvement: % of families reporting that early intervention services have helped their family</p> <p>A. Know their rights; B. Effectively communicate their children's needs; and C. Help their children develop and learn</p>	<p>Local System Improvement Plan</p>	<p><i>Kindergarten Readiness:</i> Average number of domains ready in WA kids</p>	<p>Standard Priorities:</p> <ul style="list-style-type: none"> Eliminate racial disproportionalities and advance racial equity Improve quality and availability of provider services <p>Priorities:</p> <ul style="list-style-type: none"> Create a high-quality integrated B-8 system
<p># Served</p> <ul style="list-style-type: none"> Eligible Enrolled Completed 	<p>Capacity of EIS Provider to complete the Child Outcome Summary (COS) Report: COS ratings are determined using the Decision Tree Tool</p> <p>1) Timely provision of services: % of infants and toddlers with IFSPs who</p>	<p>(3) Early childhood outcomes: % of infants and toddlers demonstrating improved :</p> <p>A. Positive social-emotional skills (including social A. relationships); B. Acquisition and use of knowledge and skills (including</p>	<p>Local System Improvement Plan</p>	<p><i>Kindergarten readiness:</i> Percentage Kindergarten ready in Social-Emotional domain in WA Kids</p>	

	<p>received early intervention services in a timely manner</p> <p>(7) 45-day timeline: % of eligible infants and toddlers with IFSPs for whom an initial evaluation, assessment, and IFSP meeting were conducted within 45 days</p> <p>(8) Early childhood transition: % of toddlers with disabilities exiting Part C with timely transition planning (90 days prior to 3rd birthday)</p>	<p>early language/ communication); and C. Use of appropriate behaviors to meet their needs.</p>			
<p>Working Assumptions: <i>The SSIP, OSEP reporting, and PBC framework are all in pursuit of the same outcomes for children and families, and that PBC is not a separate initiative requiring completely new reporting. The SSIP Logic Model may be a useful companion piece to any conversations about how all of these efforts align.</i></p>					

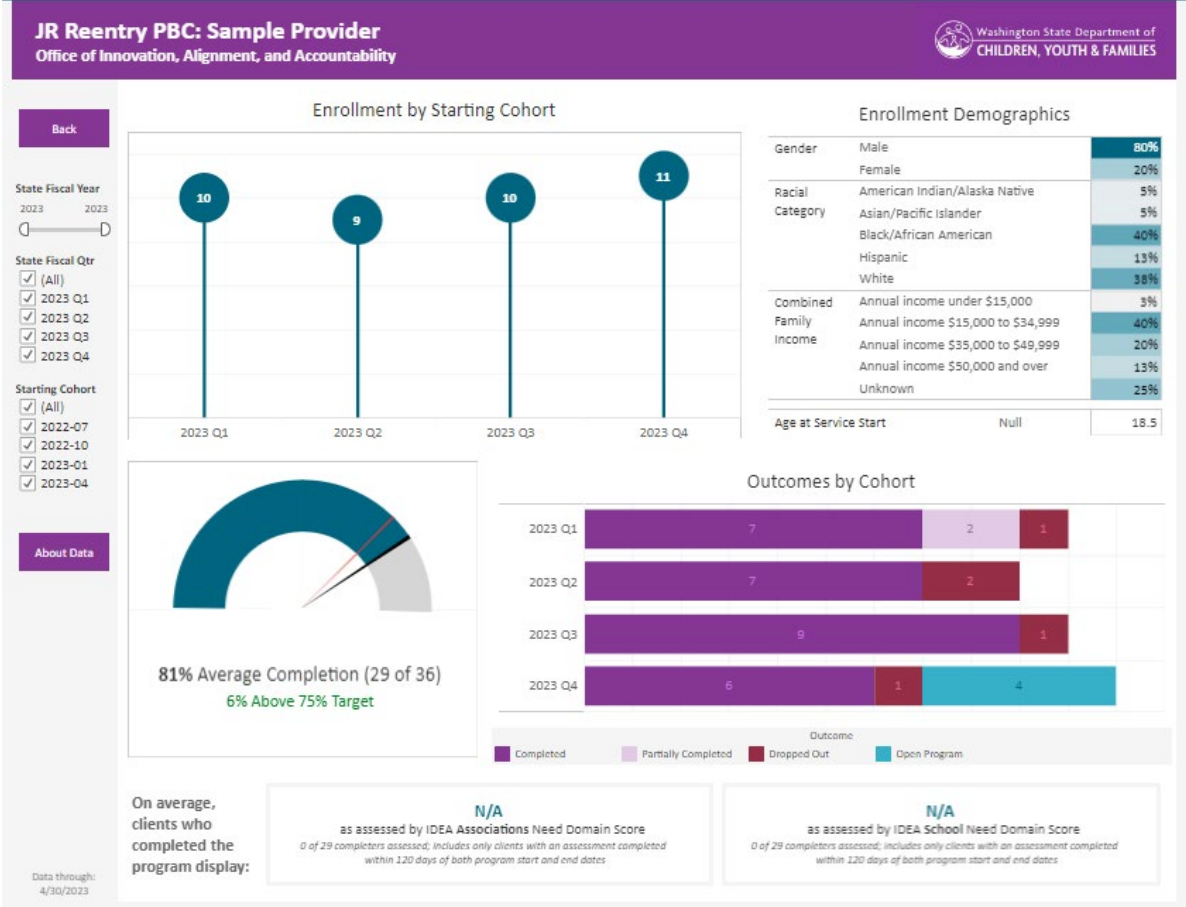
Next Steps & Federal Reporting Requirements

PBC work culminates in the production of a data dashboard

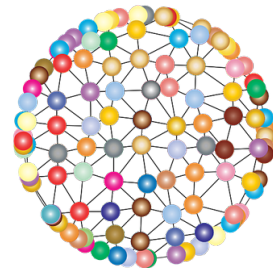
- Displays data pertaining to service, quality, and outcome measures
- ESIT quality and outcome measures are aligned with existing indicators

ESIT Dashboard work will begin after the launch of ACORN








Goal: PBC dashboard replace static data profiles and determination reports



What questions do
you have?



Appendix

-  Research
-  Partner Engagement
-  Equity
-  Logic Model
-  Performance Management
-  Contract Language
-  Continuous Improvement





ESIT's FY21-22 PBC Metrics, Targets & PMTs

QUALITY MEASURES	Metric	Target	Performance Management Tool (PMT)
Capacity to accurately complete the Child Outcome Summary (COS)	COS Ratings are determined using the Decision Tree Tool (State Performance Plan: Indicator C-3)	70% of FRCs/Teams will use the decision tree with 80-100% of families.	Local System Improvement Plan
OUTCOME MEASURES	Metric	Target	Performance Management Tool (PMT)
Capacity to increase parent's confidence in their ability to support their child's development in all ages	ESIT Family Survey (State Performance Plan: Indicator C-4)	A. Know their rights – 83.5% B. Effectively communicate their child's needs – 91.5% C. Help their child develop and learn – 87.5%	Local System Improvement Plan



Washington State ESIT - Early Support for Infants and Toddlers (IDEA Part C)

Fiscal Review

State Interagency Coordinating Council
October 2024

Lauren Thompson
ESIT Resource Allocations Manager
lauren.thompson@dcyf.wa.gov



IDEA Part C



Purpose



Fiscal Requirements & Required Assurances



FY25 Budget



Finance Committee



IDEA Part C Purpose

34 CFR §303.1



To provide financial assistance to states to:

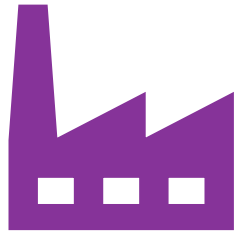
- Develop and implement a statewide, comprehensive, coordinated, multidisciplinary, interagency system that provides Early Intervention services, **and**
- Facilitate the coordination of payment for Early Intervention services, from Federal, State, local & private sources, **and**
- Enhance State capacity to provide quality Early Intervention services and expand/improve existing Early Intervention services, **and**
- Enhance the capacity to identify, evaluate, and meet the needs of all children, **and**
- Encourage States to expand opportunities for children who would be “at risk”



Fiscal Requirements

Federal
State





Federal

IDEA Part C and its implementing regulations ([34 CFR part 303](#))

Government-wide: OMB (Office of Management & Budget)
Uniform Guidance ([2 CFR part 200](#))

Department of Education: [EDGAR](#) & Departmental Guidance –
Policy Letters



State

Statute: [RCW 43.216](#)

Regulation: [WAC 110-400](#)

State Lead Agency Policy/Guidance: [DCYF ESIT
Policies & Procedures](#)



Key Part C Fiscal Requirement

Single Line of Responsibility (SLOR)



- 1) General administration and supervision of programs, agencies, and providers
- 2) Monitoring and enforcement
- 3) Identification and oversight of all available resources for Early Intervention services
- 4) Assignment of financial responsibility when funds are available and administered by other state agencies.



Key Part C Fiscal Requirements

Annual Grant Application Certifications



1. Annual application requirements [34 CFR §303.202](#), [34 CFR §303.203\(b\)\(1-2\)](#)
2. Responsibility of Lead Agency [34 CFR §303.120](#)
3. Application
4. Payor of Last Resort (POLR) [34 CFR §303.510](#)
5. System of Payments (SOPAF) [34 CFR §303.500\(b\)](#), [§303.520](#), [§303.521](#)
6. Maintenance of Effort (MOE) [34 CFR §303.225](#)



Required Assurances



Payor of Last
Resort



Control of
Funds and
Property



Records
Retention



Internal
Controls



Prohibition
against
supplanting
(MOE)



Fiscal Controls



Maintenance of Effort (MOE) Prohibition Against Supplanting

34 CFR §303.225

Funding Sources for Part C: Federal, State and Local



DCYF is responsible for the identification and coordination of all available resources for early intervention services within the state, including those from federal, state, local, and private sources.



Goal: make sure states **maintain or increase financial support** for IDEA Part C programs from one year to the next





Budget at least the same amount of state and local public funds spent in the **most recent preceding fiscal year** for which information is available.



Verify that the total amount of state and local funds spent for Part C was **at least the same or more spent in the previous year.**

Collection and timely reporting of accurate fiscal data needed for MOE is a shared responsibility across all the ESIT Provider Agencies. However, the actual calculation, documentation, and compliance obligation for Maintenance of Effort lies solely with the State Lead Agency (SLA).

MOE Procedures COMING SOON!



Fund Sources for Part C

(WA State)



- **Federal Fund Sources:**

- Tri-Care (DHA)
- **Part C of IDEA Grant**

- **State Fund Sources:**

- Public Insurance (Medicaid) ✓
- **State Special Ed 0-3 ✓**
- **ELTA (Education Legacy Trust Account) ✓**
- DDA (Developmental Disabilities Administration) funds DSHS
- NDC (Neuro-Developmental Center) ✓
Infrastructure funds DOH

- **Local Fund Sources:**

- County Tax Levy:
 - County Millage ✓
 - Best Starts for Kids ✓
- Local City/Government
- United Way
- Private Insurance
- Family Fees
- Fundraising/Cash Donations
- Foundations

Fund Sources disseminated by State Lead Agency – DCYF
Fund Sources calculated in MOE ✓

WA State Early Intervention Services and Financial Responsibility Interagency Agreement

between

Department of Children, Youth, and Families - DCYF (SLA)

and

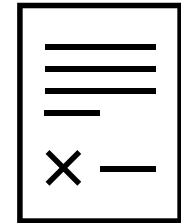
Department of Health – DOH

Department of Services for the Blind – DSB

Department of Social and Health Services – DSHS

Health Care Authority – HCA

Office of Superintendent of Public Instruction - OSPI



COMING SOON!



Washington State Department of
CHILDREN, YOUTH & FAMILIES

The mission of the Early Support for Infants And Toddlers (ESIT) Program is to build on family strengths by providing coordination, supports, resources and services to enhance the development of children with developmental delays or disabilities through everyday learning opportunities.

Part C Contracting Structure

WA State



Part C WA State Structure SFY25



Part C State Lead Agency Funds

Special Ed 0-3 (State):

Discretionary general funds allocated to the State Lead Agency for the Part C program.

ELTA (State):

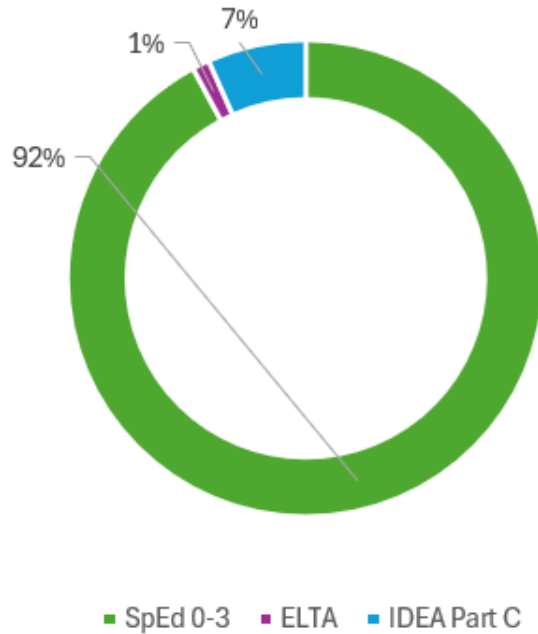
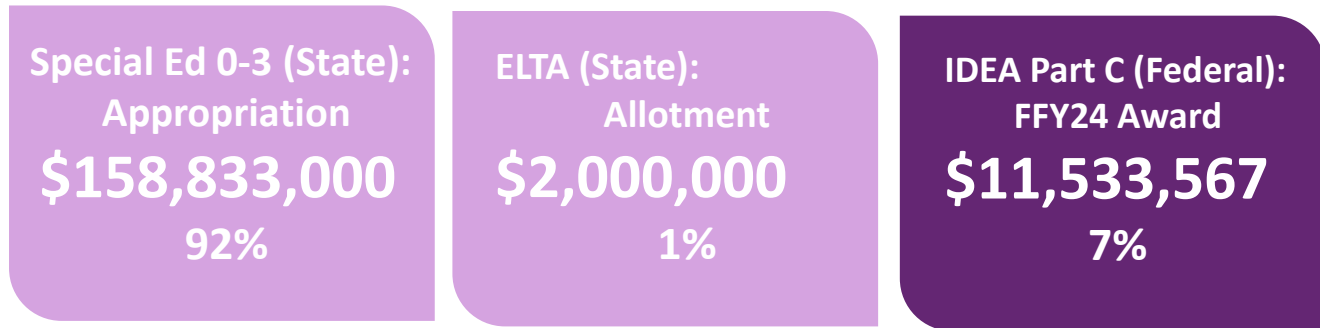
Education Legacy Trust account state treasury funds in support of early learning programs.

IDEA Part C

(Federal): Individuals with Disabilities Education Act Part C Federal Grant award for State Lead Agency.



Part C State Lead Agency Funds



SFY25 TOTAL
\$172,366,567

DCYF ESIT Allocated Funds SFY2025 Contracts

STATE

1. Special Ed 0-3: **\$138,171,643 – 87%**

FY25 July Allocation to ESIT Provider Agencies: \$135,821,720

FY25 July Allocation Statewide Training, Technical Assistance & Supports: \$2,349,923

2. ELTA (Education Legacy Trust Account) - **\$2,000,000 – 100%**

FY25 July Allocation to ESIT Provider Agencies: \$2,000,000

FEDERAL

1. IDEA Part C: **\$11,533,567 – 100%**

FY25 July Allocation to ESIT Provider Agencies: \$6,780,811

- \$6,280,811 – Part C base Allocation (FFY24) + \$500k (FFY23) – Part C Equity in Access Funds

FY25 July Allocation Part C Leadership Team, Indirect Costs, DMS & Statewide Training, Technical Assistance & Supports: \$4,752,756

FY24 Contractor Allocation Totals – Jul 1 2024



DCYF ESIT Budget to Expenditure SFY2025

BUDGET

State:

- SpEd 0-3 - \$158,833,000
- ELTA - \$2,000,000

Federal:

- IDEA Part C – \$11,533,567

EXPENDITURES YTD

State:

- SpEd 0-3 – \$25,499,241 – 16%
- ELTA - \$389,252 – 19%

Federal:

- IDEA Part C – \$2,284,857 – 20%



DCYF ESIT Fiscal Priorities SFY25

- Maintenance of Effort (MOE)
 - MOE Procedures & Calculations
- OSEP Monitoring
 - Single Line of Responsibility (SLOR)
- Enhanced Medicaid Billing
 - Data Share Agreement with HCA
 - Bi-weekly Collaboration with HCA
- Statewide Fiscal Technical Assistance/Support



Fiscal Responsibilities of ESIT SICC

The SLA has a number of fiscal responsibilities as it administers the Part C grant, and the SICC advises the SLA in that work.

- The SICC provides input on the **available sources of revenue** that may be used for early intervention. These sources may include state funds, local funds, insurance (public and/or private), and/or funds from federal programs.
- The SICC also has the responsibility of providing feedback and guidance to the state LA on the **yearly grant budget**. This is especially important when the state LA is experiencing either unanticipated additional funding or a funding shortfall.
- The SLA may use IDEA Part C funds to support the **SICC's work**.

[Quick Reference guide on the Fiscal Responsibilities of Part C SICC](#)



Engaging Part C SICCC in Fiscal Discussions

- Discussing the Grant Budget
- Funding & Spending
- Policy & Procedure Changes
- Accessing Funding Sources
- Additional Funding Sources
- Fiscal Forecasting
- Legislative Initiatives

[Engaging Part C State Interagency Coordinating Councils in Fiscal Discussions](#)



Potential SICC Fiscal Updates

October – Update on current fiscal year (Budget & July Allocations)

January (special session) – *could add fiscal update (Expenditures to date in current fiscal year & Statewide Revenue Report from most recent closed fiscal year)

February – Part C Grant Application (Timeline & Public Hearing/Comment Process) – Feb 2024 presentation



Finance Committee

GOAL: To maintain a sustainable system for early intervention that supports streamlined, equitable statewide funding of services for infants, toddlers, and their families and promotes best practice in early intervention.

- Review issues related to funding, including annual budget, funding formulas, funding allocation, and accessing funding sources.
- Engage and support the SICC in meaningful ways on fiscal issues.



Ask to the Council

What are the Council's priorities for this program year?

Of the 4 fiscal-related priorities identified by DCYF for this program year, which priority area(s) should the Finance Committee include in their annual FY25 work plan?



Comprehensive System of Personnel Development

SICC meeting
10/16/24

DeEtte Snyder, PhD
DCYF ESIT Workforce Development Manager
Staff Liaison to P&T Committee

www.dcyf.wa.gov



Purpose of Today's Presentation

- Provide brief high-level overview of WA's CSPD
- Develop shared understanding of SICC and Personnel & Training Committee role in advising and consulting in CSPD



System Framework

Comprehensive System of Personnel Development



“...Ensures that infants, toddlers, and young children with disabilities and their families, are provided services by knowledgeable, skilled, competent, and highly qualified personnel, and that sufficient numbers of these personnel are available in the state to meet service needs.”

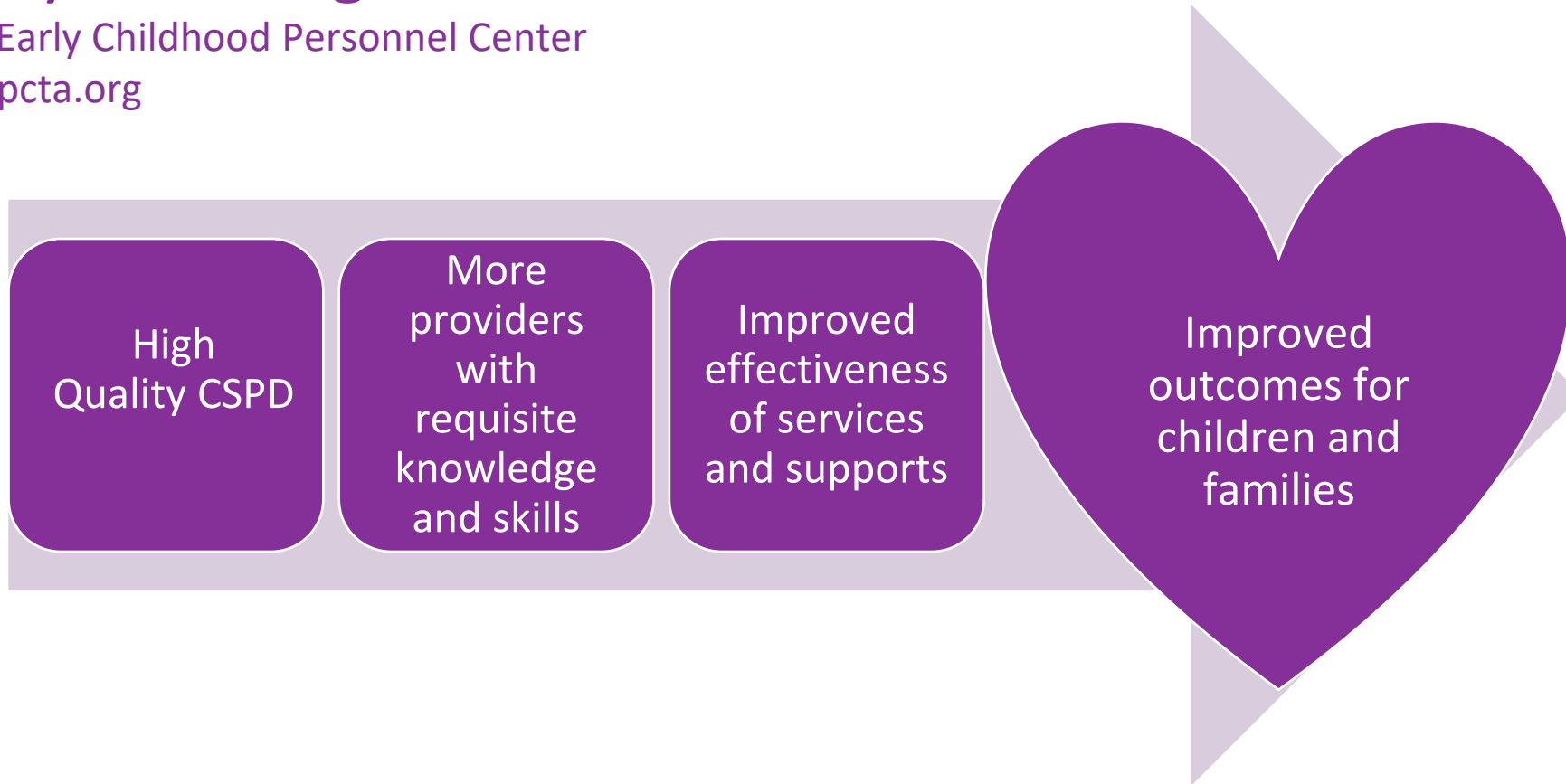
Statutory Requirement of IDEA Part C
(34 CFR Sec. 303.118)

www.ectacenter.org/sysframe/component-personnel.asp



Theory of Change

Source: Early Childhood Personnel Center
www.ecpcta.org



Critical Partner Engagements

Regional Provider Meetings in Nov 2021

Statewide Collaboration Meeting in Jan and Feb 2023

Ongoing Personnel and Training Committee Meetings



Diversity
and Equity

Knowledge
and
Expertise

Continuous
Learning
Growth
Mindset

Early
Relational
Health

Community
Partnerships

CSPD Mission: To attract, prepare, and retain a high quality and diverse workforce that upholds the unique value and dignity of each child and family through trusting relationships.



Comprehensive System of Personnel Development (CSPD)



Structures for ongoing support of all personnel development activities, including the leadership of the DCYF/ESIT (Workforce Development team), the Personnel & Training Committee, CLAs, and Provider Agency Leadership.



Strategies to identify, hire, and maintain a qualified workforce across areas of the state and disciplines. This area has been identified as a high need in our state and a priority at DCYF/ESIT.



Across disciplines
knowledge, skills, and
competencies for the
workforce, including
licensure and
credentials



Formal programs of studies at colleges and universities to prepare for the ESIT workforce



Initial and ongoing learning activities to build and maintain the competence and confidence of the workforce.



Evaluation Plan in collaboration with OIAA is being developed to evaluate the impact of each component to the Theory of Change



Loop Back to Purpose of Today's Presentation

- Council delegates consultation regarding the CSPD to the Personnel and Training Committee who will update regularly in quarterly reports
- Any general questions or reflections about the brief high-level overview of WA's CSPD or individual activities?

