

July 2024 PIE-SICC Meeting Materials

Table of Contents

[July SICC Meeting Agenda](#)

[April 2024 Meeting Minutes](#)

Agency Updates

[ESIT State Lead Agency Report](#)

[OSPI Special Education June 2024 Update](#)

Committee Updates

[Data Committee](#)

[Executive Steering Committee](#)

[Personnel and Training Committee](#)

[Public Policy Committee](#)

[Parent Institute of Engagement \(PIE\)](#)

[Joint Finance & Public Policy Committee](#)

Presentations

[PIE Overview](#)

[Collaboration & Accessibility: B – 3 DHH Systems in WA State](#)

[Covid-19 Experiences-SICC Presentation](#)

[ESIT Covid-19 Pandemic Experiences Executive Summary](#)

[Brief Overview of ChildFind](#)

Upcoming 2024 SICC Meeting Dates

- October 16, 2024 | TBD
- January 15, 2025 | ESIT Annual Performance Report, Virtual
- February 19, 2025 | Virtual

State Interagency Coordinating Council (SICC) | Colville, Washington

Date: Wednesday, July 17, 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 or go to the [Native Land](#) site to help map Indigenous territories, treaties, and languages

9 a.m. - 9:30 a.m. | Welcome & Introductions | SICC Chair Danna Summers

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

9:30 a.m. – 9:50 a.m. | Parent Stories: (Parent Speakers TBA)

Families will share their experience with receiving ESIT services. Members will have an opportunity to ask questions and gain additional insights.

9:50 a.m. – 10:00 a.m. | PIE Cohort 6 Graduation

10:00 a.m. – 10:10 a.m. | Break

10:10 a.m. -11:20 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)

This informational presentation will share news and updates on statewide early childhood services, projects, and other collaborative efforts centered on birth-5 D/HH activities in Washington State (WA). 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.

CDHY Team Bios

Kerianne Christie has worked in the field of Deaf Education for 24 years. She has master's degrees in Deaf Education: Early Intervention and K-12 Instruction from Lewis and Clark College in Portland, OR. She obtained National Board-Certified Teacher status in 2010. Kerianne has taught early childhood education at the Washington School for the Deaf both in Preschool and Kindergarten classrooms as well as 20 years as an Early Intervention Specialist. Throughout her career, Kerianne has been committed to working closely with other professionals to build and improve educational systems in Washington state. She has presented at statewide and national conferences on a multitude of topics and considers herself a lifelong learner in addition to being an educator at heart. Kerianne is currently the Program Coordinator for Birth-to-Three Outreach Services at the Center for Deaf and Hard of Hearing Youth (CDHY) in Washington state as well as Co-Director of the Regional Acquisition of Language (REAL) Western region.

Kerianne is a native of Long Island, New York and her pursuit of higher education brought her to the Pacific NW where she fell in love with the mountains, bridges, rivers and trees. In her free time, she can be found curled up in the egg chair on her back deck with a book or crochet project in hand, in a yoga studio or out in nature running or hiking. In 2020 she completed her goal of running a half marathon in every state of the U.S. (plus DC). One of her favorite quotes is "Challenge yourself: it's the only path which leads to growth."

Kris Rydecki Ching is the director of birth-5 Outreach Services for the Washington Center for Deaf & Hard of Hearing Youth (CDHY), as well as co-director for the national Regional Early Acquisition of Language, REAL program for the Western region. She has a master's degree in Deaf Education from San Francisco State University and graduate certificate from Gallaudet University in deaf and hard of hearing (DHH) birth-to-three collaboration and interdisciplinary leadership. She also served on the board of Washington Hands & Voices for 14 years. She is fluent in American Sign Language (ASL) as her second language. Over the years her focus has been on creating change and improvement to statewide systems to ensure parents and families receive timely, accurate, and complete information, regardless of where they live in Washington. This work has been a collaborative effort involving many people – it takes a village of dedication and passion. Kris is committed to the goal to ensure all DHH babies have access to language and communication starting in the first few months of life, during foundational brain growth, so they can grow up developing healthy self-esteem and confidence in being themselves to lead fulfilling lives.

11:20 a.m. – 11:30 a.m. | Break

11:30 a.m. - 11:50 a.m. | Boyer's Children's Clinic, Mike Stewart, Executive Director | ESIT COVID Impact Survey Results. 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.

Mike Stewart Bio: I believe that sustainable growth and capacity building are the key ingredients needed to solve our most important and pressing social challenges. I have dedicated my career to building capacity within the nonprofit sector, to ensure that critical services are delivered to our most underserved and vulnerable communities.

Most recently I have grown my career and impact at Boyer Children's Clinic, whereas Executive Director I have ensured the highest level of professionalism, quality and customer service in the delivery of our programs and services. At Boyer, I successfully led a \$1.4 million capital campaign to launch a second site in order to serve more clients and families. I also strategically navigated the agency through the pandemic – growing average enrollment on a monthly basis by 65% from January 2019 to December 2023. I consider myself a “servant leader” and I believe that strong relationships are the cornerstone of success and the fuel we need to make a sustainable and long-term impact. Outside of work, I enjoy hiking, playing basketball, traveling and spending time with my wife and three kids. If you share my commitment to building strong, healthy, and sustainable organizations who can deliver on their social missions, I would love to connect.

11:50 p.m. – 12:00 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

12:00 p.m. -12:30 p.m. | Lunch

12:30 p.m. - 1:30 p.m. | ESIT Update | Valerie Arnold, ESIT State Administrator

1:30p.m. - 1:40 p.m. SICC Member Spotlight: Michelle LaMotte | Co-Owner, Pediatric Occupational Therapist at Stepping Stones Pediatric Therapy, PLLC

1:40 p.m. – 1:45 p.m. | Break

1:45 p.m. – 2:30 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.



2:30 p.m. – 2:40 p.m. **Brief Overview of Child Find Systems | E Renae` Antalan, ESIT Community Collaboration Coordinator.** 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.

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 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



State Interagency Coordinating Council (SICC) | Meeting Minutes

Date: Wednesday, April 17, 2024

Time: 9 a.m. – 3 p.m.

9:05 – 9:37 a.m. | Welcome, Land Acknowledgment & Introductions

- ✚ The first few minutes were reserved to let members and attendees join the meeting.
- ✚ SICC Chair, Danna Summers, gave her visual description and welcomed meeting attendees.
- ✚ SICC Chair, Danna Summers, conducted SICC member roll call, SICC members each gave brief introductions and descriptions.
- ✚ *Meeting Role & Purpose* statement and meeting agreements reviewed by SICC Chair, Danna Summers.
- ✚ Will Moncrease, Jr., ESIT Partnership & Collaboration Manager, shared his visual description and the *Teams Meeting Dos and Don'ts and Keyboard Shortcuts*.
- ✚ Valerie Arnold, ESIT State Administrator, welcomed everyone and gave her physical description. Val Arnold, ESIT Program Administrator, held a moment of respect and led a meaningful Land Acknowledgment, and then shared an inspirational book and quote:
 - “Dream a little Kulu, this world now sings a most beautiful song of you.” – [Sweetest Kulu](#) by Celina Kalluk, illustrated by Alexandria Neonakis.
 - "[Native Land](#) is an app to help map Indigenous territories, treaties, and languages.
 - [The Office of Native Education \(ONE\)](#) aids school districts in meeting the educational needs of American Indian and Alaskan Native (AI/AN) students.
- ✚ **Motion:** Janet George moved to approve the *April 17 agenda* and the previous *February 2024 meeting minutes*, and Val Arnold seconded. The motion was approved unanimously.
- ✚ SICC members shared their insights on our new Teams experience and insights while waiting for the PIE parent speaker to join the meeting.

9:37 – 9:52 a.m. | Parent Institute for Engagement (PIE), Parent Stories: JoAnna Hayden

JoAnna Hayden shared her experience with receiving Birth to Three services for her daughter, Indigo. Joanna’s family had an amazing experience with B-3 services: the teachers were great at communicating, they were able to sit in on her speech lessons at times and were able to see their child’s progress in real-time. B-3 services changed JoAnna’s and her family’s life for the better. Meeting attendees and members asked questions and gain additional insights.

9:52 – 10 a.m. | SICC Member Spotlight: Danna Summers | Parent, Caregiver, SICC Chair

Danna Summers is from Kazakhstan, located in Central Asia, and is a first-generation immigrant. She grew up an only child, became a psychologist and is great at math. Danna is married with two kids, both born on December 24, and both were diagnosed on the spectrum, with ADHD and learning disabilities. Kinderling, in Bothell, helped with the transition to school services. The process was difficult and Danna felt totally lost. The staff in B-3 services let her be vulnerable, were supportive and understanding throughout the whole process to help her learn. Danna is a

WA State Parent Ambassador alumnus and is directly involved with translation services and other projects to support Ukraine.

10 – 10:10 a.m. | Break

10:10 – 11:32 a.m. | [What I wish our Early Supports Team had known about robust high-tech AAC](#)

Cass Griffin Bennett shared her personal story about her daughter, Harriett, born on the autistic spectrum. When Cass noticed that her daughter’s language development was limited, yet had a love for high-tech devices, Cass was inspired by Jordyn Zimmerman’s story, [This is Not About Me](#). Seeing the similarities in their stories, Harriet turned out to be a great match to start using AAC ([proloquo2go](#)) at the early age of two. We experienced parts of Harriet’s journey, excelling with AAC and Harriet’s language development, in a unique mix of educational storytelling, visual presentation and short video diaries. The meeting attendees and SICC members had the opportunity to ask questions and share their appreciations.

Presentation: [Toddler AAC: What I Wish Our Early Supports Team Had Known About How 'Early' AAC Can Help Families Thrive](#)

Terms:

Gestalt language acquisition is language learned in in larger units of words first, rather than single words. The process of gestalt language development is described through Natural Language Acquisition stages (see stages below).

Echolalia is the repeating of an utterance that has been produced by others.

Cass Griffin Bennett is an autistic and ADHD self-advocate. She is a parent of multiple autistic children, including a young multimodal communicator. She knows firsthand that AAC can change lives. Cass started her youngest child on robust high-tech AAC at age 2. She stepped into the Outreach Coordinator role because she wishes she had known about NWACS when first embarking on this AAC quest. She hopes that sharing her family’s Toddler AAC experience will decrease gatekeeping. Cass wants to empower parents to take an active role in their child’s AAC journey.

Cass is passionate about early access to robust high-tech AAC, collaborative problem-solving, equity, neurodiversity, and inclusion. Her guiding goal in parenting is to raise her children to be their own best self-advocates. Cass has a career background in professional services business development and a degree in Psychology.

11:32 – 11:42 a.m. | Break



11:42 – 12:22 p.m. | [PAVE, Dee Bosworth & Minah](#)

Dee Bosworth and Minah presented about [PAVE](#), services, supports and trainings for family, youth groups and programs. The meeting attendees and SICC members had the opportunity to ask questions about services. PAVE and Parent to Parent resources are listed below.

Presentation: [PAVE Services](#).

- [PAVE Pierce Parent to Parent Family Group Descriptions](#)
- [Applying for the Lifespan Respite Voucher](#)
- [Find Respite](#)
- [PAVE 3-5 Transition Toolkit](#)
- [PAVE P2P Early Year: 2023-2024 group gathering and registration information](#)
- [Get Help from PAVE](#)
- [Request a PAVE Speaker](#)
- PAVE's P2P Support Groups | Sept. 2023 – June 2024:
[Register for the P2P Lunch & Learn](#)

PAVE Team Bios

Dee Bosworth (she/her) is a dedicated military spouse and the mother of a twice-exceptional child with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactive Disorder (ADHD). Her personal experience and passion for supporting military families led her to join STOMP (Specialized Training of Military Parents) at PAVE, where she now serves as the Assistant Program Director. In this role, Dee develops and delivers comprehensive training that promotes military cultural competence and equitable access to support through state, federal, and community-based programs. In addition to her work with STOMP, Dee serves as the PAVE Helpline Coordinator, connecting individuals with disabilities, their families, and professionals with essential support and resources.

Dee is deeply involved in her community and state as a NAMI Homefront Teacher and State Trainer, a graduate of Florida Partners in Policymaking, and a Community Leader for American Military Families Autism Support. She has also served on local educational and policy advocacy boards fostering meaningful community participation for individuals with developmental and intellectual disabilities and improving access to care for persons living with mental illness. Dee earned a Bachelor of Arts in Political Science, focusing on Legal Studies, and a Paralegal Certificate from California State University, Chico.

Minah (she/her) has professionally worked in early childhood development for over 29 years in teaching families & children (aged birth to five), coaching for parents/caregivers and early learning professionals, training in Universal Developmental Screening (UDS), child development program creation, and facilitation of parent education programs. She is dedicated to family support services for underserved and marginalized communities, with an emphasis on Black and African



American families in King and Pierce counties, with and without disabilities.

At PAVE, Minah serves as the Pierce Parent to Parent(P2P) Coordinator where she delivers support services to parents and caregivers of children with a developmental disability and/or special healthcare needs. As the P2P Coordinator, she provides community education, emotional support groups, training, and opportunities for parents/caregivers and self-advocates to connect with local resources.

In addition to her role at PAVE, Minah created the ICCFS 1..2..3 Jump Kindergarten Readiness Program generously funded by Best Starts for Kids. This program helps parents successfully transition their 3–5-year-olds into kindergarten by providing early intervention and school readiness home visiting services to underserved Black/African American and Spanish speaking families, with and without disabilities. Minah holds a M.Ed. degree in Curriculum and Instruction- Early Childhood Education and is mother to four outstanding children, two with autism, sensory processing disorder, and ADHD.

12:22 – 12:32 p.m. | Break

12:32 – 12:34 p.m. | No Public Comment.

12:32 – 1 p.m. – | Lunch

1 p.m. - 1:30 p.m. | Committee & Agency Updates

E Renae` Antalan, ESIT Community Collaboration Coordinator, welcomed everyone back to the meeting, gave her physical description and invited the SICC state agency and committee representatives to share their updates:

- Shellea Quillen, Health Care Authority: [SB 5580](#) partially passed, now reassessing with team to see what changes need to be made and what they can do with the funds awarded.
- Val Arnold, ESIT State Lead Agency Rep: [State Lead Agency Update](#)
- Nicole Jensen, DSHS/DDA: Working closely with DCYF, working on waivers, providing specific services, creating, and expanding services and supports that don't exist in WA State.

Submitted Agency & Committee Reports

- [Special Education Updates \(ECSE/OSPI\)](#)
- [Personnel and Training](#)
- [Service Delivery Committee](#)

1:30 -1:35 p.m. – | Ice Breaker Question & Interaction Break

E Renae' Antalan, ESIT Community Collaboration Coordinator, asked the question: *Anyone with an interesting travel adventure?* She shared a heartfelt thank you to the SICC board, providers, and supporters in the early learning field for the passion, hard work and experience shared.



1:35 – 1:54 p.m. | Legislative Update & Celebration, Stephanie Budrus, DCYF Government Affairs
Stephanie Budrus, from the DCYF Government Affairs team, shared her thanks to everyone involved in the passing of [House Bill 1916](#) and gave an overview of where their team is now in the process preparing for session and what they are prioritizing moving forward.

1:54 – 1:55 p.m. | No Public Comment.

1:55 – 1:56 p.m. | Evaluation & Wrap Up, ESIT E Renae’ Antalan, Community Collaboration Coordinator

E Renae’, ESIT Community Collaboration Coordinator, thanked everyone, gave last remarks and concluded the meeting.

Next SICC Meeting:

Wednesday, July 17, 2024, | In-Person Colville, WA





Washington State Department of
CHILDREN, YOUTH & FAMILIES

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

Strengthening ESIT Referral & Service Delivery Pathways: A Braided Legislative Opportunity

The Partnership, Prevention, and Services Division is drafting a joint decision package with three braided strands for DCYF executive leadership consideration that includes additional resources to strengthen ESIT's referral and service delivery pathways in partnership with the Plan of Safe Care (POSC) Pregnancy Substance Use Disorder pathway and Help Me Grow community pathway. Proposed funding will sustain current implementation, provide ongoing technical assistance to hospital and program partners, expand local community partnerships and provide system integration and infrastructure to support infants and toddlers in community and child welfare settings.

The ESIT-specific funding request focuses on increasing capacity at the local provider agency level to ensure equity in access to early support services in three areas:

Scholarship & Tuition Reimbursement Program

Within Washington's early intervention system, local ESIT provider agencies will require funding for scholarships or tuition reimbursement programs to both recruit high demand disciplines and grow capacity within existing statewide programs.

ESIT Service Delivery Premiums for Local Early Intervention Provider Agencies

Staff capacity to address the specific needs of children with developmental delays and/or disabilities and families is a fundamental component of both keeping children and families together and addressing the developmental needs of those referred for services through the POSC. Funding is required to establish a model allowing one EIPA serving two family systems [Birth and Foster] and two EIPAs in separate catchment areas serving same child [In Birth Family] [In Foster Family]. Funding includes correlating costs for direct services, extended travel, and Cherish 0-3 training course and certifications for IFSP Teams.

Workforce Development Training & Technical Assistance.

Within Washington's early intervention system, ESIT provider agencies will require universal training on substance use disorder and support to include a comprehensive practice guide to support the development of local policy, and ongoing statewide training on home visitor safety practices.

Next steps include final submission to Finance & Business Services Division and the Office of Public Affairs.



ACORN Launch Date Clarification



The final launch date for Phase I of ACORN has not been set and will not be established until the final work product has been completed by the Public Consulting Group. The final work product includes case management module customizations necessary for initial navigation by Users, sustained maintenance of the data exchanges that are currently in place, successful integration of 4 years of data migration, required reporting elements, delineated and sequential IFSP data mapping, and resolution of ticketed bugs and glitches identified by Users during the 90-day self-exploration in the training environment, currently running May 1, 2024 through July 31, 2024.

Supplemental activities currently under development that will support an effective launch include new system-based trainings for specific User roles, a timeline extension to increase the percentage of Users accessing the features in the training environment (sandbox), and tiered support systems post launch. We anticipate these supplemental activities taking place over the next 4-6 weeks. **To be clear, a launch date will be announced through a formal GovDelivery, with ample notice for “blackout” planning to ensure timely data entry.** Please continue to reach out to Kim Hopkins, ESIT Data Systems & analysis Manager at kim.hopkins@dcyf.wa.gov with questions or reflections.

Equity in Access-Technical Work Group (EIA-TWG) Soars!

Members of the EIA-TWG worked together to engage, influence and support the creation of equity-based data metrics in support of local decision-making processes for the use of the *IDEA Part C Equity in Access Funding Set-Aside*, totaling \$500,000 statewide. This dynamic group also assisted with the development of a streamlined mini-application package that included instructions and examples.

These influencers actively engaged in four interactive work sessions held on April 29th, June 3rd, June 17th, and July 1st 2024.

Together they were able to set and then achieve the following goals:

- ✚ Identify equity-based data metrics that we want to recommend local programs take into consideration as they decide how to use their \$\$ set-aside.
- ✚ Provide input on the start of an Equity Data Dashboard to share with local programs for their consideration and potential expansion.
- ✚ Draft an Equity in Access Mini-Application form for use by local provider agencies and embed an equity-based data metrics checklist.
- ✚ Identify additional resources to enhance and expand the “Call to Action for Three Es: Equity in Access, Equity in Services, Equity in Outcomes”.

Expressed appreciations and celebrations were shared all around as the work group wrapped up their commitments. Lauren Thompson and Kali Wraspir, who provided facilitative leadership



and supports to the TWG, said it best in a final email communication to the EIA-TWG: *We wanted to take a moment to celebrate and express our deepest gratitude to every one of you for your outstanding contributions to the Equity in Access Technical Workgroup. Working alongside such dedicated and talented individuals has been nothing short of inspiring. Your hard work, creativity, and teamwork were instrumental in achieving our goals.*

The Equity in Access Mini-Application and companion, expandable, and tailored Equity in Access Data Dashboards have been finalized and disseminated to local ESIT contractors.

Enhanced Medicaid Billing Collaboration Update

In October 2023, Health Care Authority (HCA) and Donna Cohen Ross, an independent advisor to government agencies, nonprofit organizations and private foundations specializing in the design and implementation of policies that make public programs work better for children and families, shared findings from [Washington’s Early Supports for Infants and Toddlers \(ESIT\) and Apple Health \(Medicaid\) Policy Review and Comparative Analysis](#) which highlighted opportunities for increased alignment across programs. Findings from the report indicated that ESIT provider agencies experience challenges partnering with managed care organizations (MCOs) and included recommendations to ensure MCOs are contracting with local ESIT providers and addressing prior authorization barriers.

In response, HCA has partnered with 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.

HCA will collaborate with MCOs to implement these new requirements and continue to foster knowledge regarding the ESIT program. Additionally, HCA and DCYF have begun meeting regularly to assess feasibility and explore potential next steps addressing recommendations from the report and other prioritized joint recommendations from the SICC’s Finance and Public Policy Sub-Committees.

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



Christine Cole, Infant-Early Childhood Mental Health Program Manager with the Washington State Health Care Authority at christine.cole@hca.wa.gov.

ESIT State Leader Recognized for 10 Years of State Service



We are very pleased to share the exciting news and celebrate Jahla Brown's 10 Years of State Service Award recently bestowed in person by Will Moncrease, Jr., ESIT Partnership, Collaboration, & Family Engagement Manager. Jahla received a 10-year pin and Certificate of Appreciation signed by Secretary Ross Hunter.

While these artifacts are genuinely gifted to Jahla, they frankly do not begin to express the multitude of gratitude we hold for all that she has done and continues to do each and every day on behalf of children and their families. Jahla currently serves as the Partnership & Collaboration Specialist and provides specialized consultation and universal, targeted, and tailored technical supports to internal and external stakeholders, tribal governments, and other state-level agency partners through newsletters, website management, infographic development, and editing and design work for public awareness and outreach materials. Thank you, Jahla!

Welcome to Three New Leaders Joining the ESIT State Leadership Team

Please join the ESIT State Leadership Team in welcoming three new leaders who have stepped in to fill vacancies in existing positions.



Jaclyn Johnson, ACORN Technical Assistance & Training Coordinator

The ESIT State Leadership Team is excited to introduce one of the newest members of its Data Systems & Analysis Team, Jaclyn Johnson. Jaclyn has accepted the ACORN Technical Assistance and Training Coordinator position.

Hello! My name is Jaclyn Johnson, and I am the new ACORN Technical Assistance and Training Coordinator on the ESIT team. This is my first position with the state and I'm so excited to use my skills and experience to contribute to a program that really makes a difference for children and families across Washington. I have my degree in Family and Consumer Sciences Career and Technical Education from CWU, but my professional background has largely focused on adult learning programs. This role gives me a unique opportunity to blend these career paths together.

In the past, I spent eleven years at Moneytree Inc. where I facilitated onboarding classes, trained new trainers, participated in product rollouts, and assisted with overhauling curriculum and rolling out a new learning management system. Most recently, I spent time dipping my toe

Date: July 15, 2024 | Partnership, Prevention & Services Division

Submitted by Valerie Arnold, ESIT State Administrator



into the world of safety compliance and building a training program from the ground up for a local commercial construction company.

I live in South Hill with my spouse, Joe, and our fur baby, a chubby cat named Addie. In my free time I enjoy tabletop gaming, writing, and spending as much time with our nieces and godchildren as possible.



Teanne Stangel, Data Coordinator

The ESIT State Leadership Team is excited to welcome our new ESIT Data Coordinator, Teanne Stangel. Teanne will be supporting the Data Systems and Analysis Team (DSAT), specifically our DMS/ACORN Help Desk.

Teanne started her career as a preschool teacher and spent ten years working in various roles within Early Learning before moving to K-12 and focusing on Special Education data management. An opportunity to serve as Birth-to-Three Transition Coordinator for Spokane Public Schools merged those two worlds, offering her a first glimpse into ESIT and the many varied ways this team provides vital support for children and families.

She lives in Spokane with her husband Nick and their dog and cat (Cleo and Amadeus). They love to share time with their son, Casey (23), and daughter, Tia (21), who both also live in Spokane. She enjoys backpacking through the Cabinet Wilderness, retro arcade games, and hobby-hopping.



Molly Stryker, Technical Assistance Specialist

Molly Stryker has joined the Service Delivery & Technical Assistance Team in a temporary six-month position as a Technical Assistance Specialist while Diane Golovkin is on parental leave. She earned her Ph.D. in Special Education from the University of Washington, where she studied the job satisfaction and retention of a diverse early intervention workforce in Washington State.

Her studies focused on recruiting and retaining multidisciplinary providers, systems collaboration in Part C, and innovation in coaching including tele-intervention. Molly has led studies on job satisfaction, retention, and family-centered practices among early intervention providers. Her professional experience includes providing special instruction within ESIT, coaching graduate students, and teaching courses on disability and ableism in education, and infant & toddler support systems at the University of Washington.



In her personal life, Molly lives in Seattle with her 6-year-old, Emmy. She is a former summer camp professional and is involved supporting inclusive summer camp programs in the Puget Sound. She is a vocal musician and enjoys crafting and spending time outdoors with her kiddo and partner.

IDEA Part C Dispute Resolution Requirements & Methods for Identification of Non-Compliance Clarified [Repeated]

OSEP Memorandum 2023-01 titled *Guidance on State General Supervision Responsibilities* published by the federal Office of Special Education Programs (OSEP) on July 24, 2023 provides clarification and expectations for a number of Part C of IDEA requirements, including the Dispute Resolution requirements under Sec 303.340. In addition to tracking and reporting on compliance activities related to formal dispute resolution mechanisms, State Lead Agencies are also expected to track, resolve, and report on informal inquiries related to potential areas of concern and/or non-compliance. This includes informal family inquiries received by the ESIT State Leadership Office. Prior to OSEP making available these published interpretations, inquiries from families were not consistently tracked and recorded by the ESIT State Leadership Office and would be processed based on individual family circumstances and communication with local provider agencies, always in the pursuit of a satisfactory resolution.

OSEP defines an “area of concern” as a credible allegation regarding an IDEA policy, procedure, practice, or other requirement that raises one or more potential implementation or compliance issues, if confirmed true. Such credible allegations (e.g., information and awareness) may come from integrated monitoring activities, data reviews, grant reviews, stakeholder calls, media reports, dispute resolution systems, or other mechanisms that relate to IDEA implementation (see Question B:1). When the State Lead Agency (SLA) is made aware of a credible allegation, it must engage in due diligence activities in a timely manner and reach a conclusion regarding compliance in a reasonable amount of time. If non-compliance is confirmed, then the SLA must issue a finding of non-compliance and all of the related requirements for timely correction are effectively in play.

Again, prior to OSEP making available these published interpretations, findings of non-compliance were generally limited to and issued as a result of a formal monitoring component being implemented by the ESIT State Leadership Office. Be sure and watch for upcoming invitations to participate in multiple circles of engagement opportunities to develop written protocols, statewide communication plans, training and technical assistance materials related to these new OSEP published interpretations. To share reflections and/or ask clarifying questions, please reach out to Tammy McCauley, ESIT Accountability & Quality Improvement Manager at tammy.mccauley@dcyf.wa.gov.



Preparations Underway for Federal Monitoring of DCYF-ESIT

Notable progress is being made as the agency continues to prepare for a comprehensive federal monitoring process described by the U.S. Department of Education’s Office of Special Education Programs (OSEP) as their Differentiated Monitoring and Support (DMS) system, which is part of the Results Driven Accountability System. Our State has been assigned to DMS Cohort 3 and October 2025 has been designated as our “Engagement” visit month.

The federal monitoring schedule for Cohort 3 includes three distinct phases:

1. **Discovery:** Document Request and Review
2. **Engagement:** On-site/Virtual Visit through issuing of the Monitoring Report
3. **Close-out:** Follow-up and TA

OSEP’s DMS is designed to provide differentiated levels and types of support based on each State’s unique strengths, progress, challenges, and needs. In addition, the monitoring will include a review of state-specific aspects of eight key components required to improve results for children with disabilities, which includes a focus on our systems of general supervision. OSEP will use information provided by us and our stakeholders to inform their monitoring efforts. For example, in addition to focusing on the eight components of the general supervisory system, they will also likely focus on Child Find and Early Childhood Transition.

Here is a snapshot of the DCYF’s DMs 2.0 Timeline:

Onsite Visit Scheduled for October 2025

DISCOVERY

April 2025: OSEP Document Request (5 months before visit)

April 2025: OSEP will hold 1-2 calls with the State to review any overarching questions about the State structure and documents uploaded.

April-October 2025: OSEP will be conducting calls with key **stakeholders, SICC, and local personnel** leading up to the Engagement month.

ENGAGEMENT

October 2025: On-site/virtual visit

November 2025-February 2026: Develop and Issue Monitoring Report

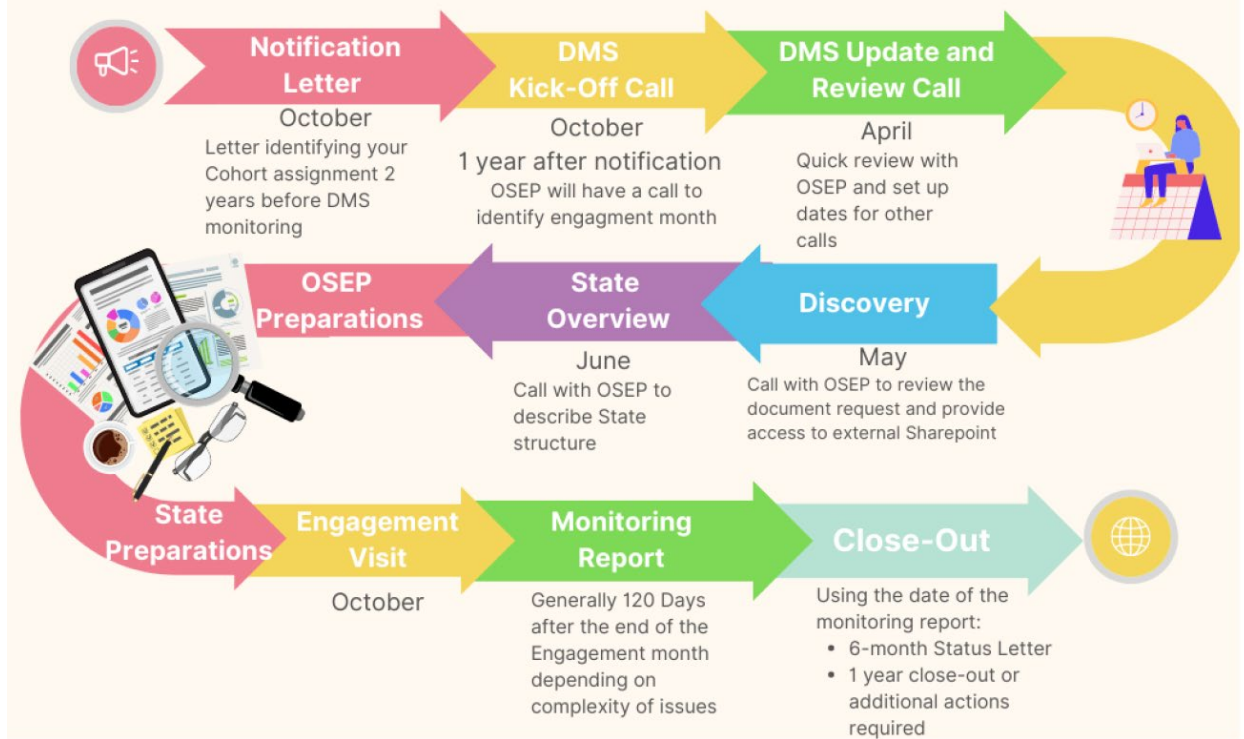
CLOSEOUT

February 2026-February 2027: Response to OSEP findings, TA and verification of required corrections.

Below is an infographic created and shared by OSEP.



DMS October Engagement



The ESIT Management Action Team is providing project management and oversight, and the full State Leadership Team will become involved in decision-making related to recommended self-assessment tools and formation of focus groups comprised of key stakeholders and partner groups. Please be thinking about SICC opportunities to collaborate on this adventure and potential strategies to engage with us as we continue to learn more about OSEP’s vision and expectations for preparation, participation, and reporting processes.

--END REPORT--

You are receiving this email because you opted to receive information from OSPI about this topic. [Manage your subscriptions.](#)



Washington Office of Superintendent of
PUBLIC INSTRUCTION
Special Education

Special Education Update

June 2024

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

Special Education Updates

End of Year Wrap Up — Assistant Superintendent of Special Education, Dr. Tania May



Dr. Tania May - End of Year Wrap Up video

Watch this video for an end-of-the-year legislative wrap up from Assistant Superintendent of Special Education, Dr. Tania May.



The Legacy of Juneteenth

Commemorating the emancipation of enslaved African Americans in the United States, has left a profound legacy that continues to impact the field of education. Celebrated on June 19th, Juneteenth marks the day in 1865 when the last enslaved people in Texas were informed of their freedom, two and a half years after the Emancipation Proclamation. This historical milestone underscores the importance of equity and justice in education. By acknowledging and teaching the significance of Juneteenth, educators can foster a deeper understanding of the struggles for freedom and civil rights, promote inclusive curricula, and inspire a commitment to eliminating racial disparities in educational opportunities and outcomes. The legacy of Juneteenth thus serves as a catalyst for ongoing efforts to create a more equitable and just educational system for all students.



Pride Month

Pride Month, celebrated every June, is dedicated to honoring the LGBTQ+ community and commemorating the Stonewall Riots of 1969, which were pivotal in the fight for LGBTQ+ rights. It involves various events such as parades, marches, and festivals, aiming to promote equal rights, celebrate diversity, and recognize the contributions and struggles of LGBTQ+ individuals. Pride Month also serves as a platform to raise awareness about ongoing issues faced by the community and to advocate for a more inclusive and accepting society. Resources and more information on Pride Month can be found at the [Library of Congress](#). To learn more about advocating for LGBTQ+ students with disabilities use [this resource](#) that is a guide for educators and parents/guardians on supporting LGBTQ students with an IEP or 504 plan produced by the Human Rights Campaign, The National Association of School Psychologists, The National Association of School Principals, The National Center for Lesbian Rights, and the National Education Association.

N.D. v. Reykdal Update: 9th Circuit Court Ruling

On Thursday, May 23, 2024, the 9th Circuit Court of Appeals issued a ruling relating to a preliminary injunction in *N. D. v. Reykdal*. The 9th Circuit concluded that the availability of adult-education programs triggers an obligation under the IDEA to provide special education services to 21-year-old students eligible for special education through their 22nd birthday. You can [read the full opinion on the 9th Circuit Court's website.](#)

This is the right decision for students, and OSPI remains in support of this policy change. OSPI will not be seeking an appeal or a stay. We will be working with the Legislature, however, to reconcile our state law which, per the 9th Circuit's ruling, is now in conflict with the IDEA.

School district partners are identifying 21-year-old students currently receiving services and preparing to hold Individualized Education Program (IEP) team meetings to discuss whether the student is on track to graduate with a diploma or age out, and whether the IEP team believes the student requires additional services over the summer or into the 2024–25 school year, until their 22nd birthday.

We are working closely with the Attorney General's Office to understand the full implications of the ruling, and we will share additional guidance about next steps with school districts to support IEP team discussions as soon as possible.

Multi-Tiered System of Supports (MTSS) Integrated Conference – Registration Open!

Washington Association of School Administrators (WASA) and the Office of Superintendent of Public Instruction (OSPI) are excited to announce the 2024 Integrated MTSS Conference. This year's conference ***Empowering Excellence: Co-Designing Systems through Instructional Leadership*** will be held on the campus of Washington State University (WSU) in Pullman **July 31–August 2**.

With our theme of ***Empowering Excellence: Co-Designing Systems through Instructional Leadership*** the focus of the conference will be on best practices and approaches that address the strands listed below:

- **Family, Student & Community Engagement**
- **Reducing Restraint & Eliminating Isolation**
- **Student Well-being & Mental Health**
- **Tiered Academic Supports**

Day 1 will be organized with breakouts featuring job-alike teaming.

Days 2 & 3 will be geared toward **collaborative teams**.

Learn more about the conference and [register here](#). We encourage prompt registration as we expect this conference to fill quickly!



Fiscal and Data Updates

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

- End of Year Data Reporting for Students with IEPs
- OSPI Special Education Data, Fiscal and Program Office Hours
- Reminder from Student Engagement & Support: Enter Restraint and Isolation Data into Your Student Information System

Early Childhood Special Education (ECSE) Updates

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

- Unlocking Federal and State Program Funds to Support School Success
- Child Opportunity Index (COI)
- Hands & Voices: Off to a Great Start
- Update: Think Inclusive Four-Part ECSE Series is Now Available
- Professional Development Opportunities

Dispute Resolution Updates

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

- Office of Administrative Hearings – Updated Website

Tip from the Special Education Division



REPEAT: Gearing up for August: Start Planning for the Exchange of Student Records.

[Tip of the Month!](#)

Professional Development & Conferences

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

- Free Virtual Learning Event from the PROGRESS Center
- Teaching Twice Exceptional Learners in Today's Classroom
- PBIS Reboot

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

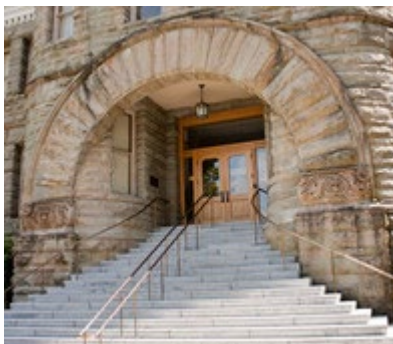
contact information in the Special Education and Institutional Education Directory does not update your district's information in EGMS or GovDelivery.

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.



State Interagency Coordinating Council Committee Report

Data Committee Report

Date: 7/10/2024

Chair/Vice Chair: Danna Summers/ Lisa Greenwald

DCYF ESIT Staff Liaison: Kim Hopkins

of Members: 8

Recruiting: No Yes

If yes, please describe type of membership recruiting: Parents

of Meetings Since Last SICC held on INSERT Date 0

Topics Covered: na

Committee Progress to Date:

Committee Challenges or Obstacles:

Motion(s):



State Interagency Coordinating Council Committee Report

Executive Steering Committee

Date: 7/12/2024

Chair/Vice Chair: Danna Summers/Julie German-Murrey

DCYF ESIT Staff Liaison: Will Moncrease, Jr.

of Members: 5

Recruiting: No Yes

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

of Meetings Since Last SICC held on April 17th: 1

Topics Covered: New SICC Members & Agenda Planning

Committee Progress to Date:

Voted & approved 5 new members to serve on the SICC.

Discussed & reviewed the July agenda. Forecast direction and topics for upcoming SICC Meetings.

Committee Challenges or Obstacles: N/A

Motion(s): N/A



State Interagency Coordinating Council Committee Report

Personnel and Training

Date: 6/10/2024

Chair/Vice Chair: Julie German-Murrey, (Chair—currently on leave) / 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 April 8, May 13, and June 10, 2024. The next scheduled meeting is August 12.

Topics Covered:

*Provided input on the development of ESIT Educator Credential via a discussion on the DEC position paper on Special Instruction.

*Provided consultation to ESIT SLT regarding FRC focus group results in order to support provider agencies with retention efforts.

*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.

*Generated feedback and suggestions on how to support agencies with a workforce who continues to work in a hybrid virtual/in-person format.

*Reviewed updates on the FRC Credential and the rollout.

*Revisited content of Required Trainings for new ESIT professionals, which is due to be revised.

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. Much of this quarter was spent supporting the work toward an ESIT Credential, specifically the Educator credential. The intent of this Credential is to better define and broaden educator standards to help ESIT agencies recruit educators who are qualified and culturally and linguistically matched with the parents who we serve in Washington state. Another area of focus this quarter was the discussion of Qualified Professionals in order to support more clear definitions of provider credentials for those professionals providing Part C services.



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 Committee Report

Public Policy Committee Report

Date: 7/12/2024

Chair/Vice Chair: Brayde Willson/Mike Stewart

DCYF ESIT Staff Liaison: Tammy McCauley

of Members: 15

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 1 PPC only – 7/10/24

Topics Covered: DCYF 2024/2025 decision package, SICC by-laws

Committee Progress to Date:

- Scheduling to meet with Mary and Val next meeting to discuss DCYF DP related to Plan of Safe Care with discreet ESIT designation
- Began reviewing SICC by-laws, last approved 2020, will continue next meeting to develop discussion points to bring back to SICC

Committee Challenges or Obstacles:

Motion(s):



State Interagency Coordinating Council Committee Report

Parent Institute of Engagement Report

Date: 7/15/2024

DCYF ESIT Staff Liaison: Vanessa Allen

of Members: 5

Recruiting: No Yes

If yes, please describe type of membership recruiting: PIE is a 12-month training program for parents/caregivers with children who have received early intervention services through the Early Support for Infants and Toddlers program (ESIT) and primarily for those who are not working in the early intervention field. Two spots are designated for a parent/caregiver who is working in the early intervention field. Our goal is to have a racially and geographically diverse group of participants.

We are looking for parents and caregivers who:

- Participated in early intervention services within the last five years
- Are not working in the early intervention field (non-affiliated slots)*
- Want to build their leadership and presentation skills
- Are curious about being on a committee and have little to no experience
- Can attend and/or participate in up to four (4) virtual/online meetings (meeting times will vary) and two (2) in-person two day meetings (travel and child care costs reimbursed)

of Meetings Since Last SICC held on INSERT Date 1

Topics Covered:

- PIE/SICC meeting and graduation.

Committee Progress to Date: PIE Cohort 6 will be graduating on July 17, 2024.

Committee Challenges or Obstacles: N/A

Motion(s): none at this time.



State Interagency Coordinating Council Committee Report

Joint Finance & Public Policy Committee Report

Date: 7/10/2024

Chair/Vice Chair: Brayde Willson, Michelle LaMotte, OTR/L

DCYF ESIT Staff Liaison: Tammy McCauley/Lauren Thompson

of Members: 14 (Finance Committee)

Recruiting: No Yes

If yes, please describe type of membership recruiting: not recruiting

of Meetings Since Last SICC held on INSERT Date 3 times as a joint committee

Topics Covered:

- Billing impacts of SHB 1916, FFY24 Part C appropriation
Equity in Access Technical Workgroup updates
COVID Impact Survey
Legislative Planning – ECDAW and ACHS
SMC Enrollment and Billing Criteria
Financial implications around safety policy development for home visitors under ESIT, cost of workforce stabilization around such policies.
Decision to separate PPC and Finance Committees again to focus on committee specific work, joining together intermittently in the next few months for topics of relevant joint interest.

Committee Progress to Date:

- Assessing financial implications and billing lag time for SHB1916, sought clarification for child count and enrollment criteria
- Continued assessment re: billing and funding implications to Part C appropriations
- Understand the goal of data metrics from Equity in Access funds in 2025, and how providers will use funds in FY25.
- Continued assessment of implications of funding on workforce stabilization, employee retention, benefits and safety.

Committee Challenges or Obstacles:

- Need for joint committee meetings pertaining to Finance and Public Policy given broad implications of legislative updates.

Motion(s): none at this time.





[back to TOC](#)

COLLABORATION & ACCESSIBILITY: BIRTH-3 DHH SYSTEMS IN WA STATE

PRESENTED BY:

KRIS CHING & KERIANNE CHRISTIE



DURING THIS PRESENTATION

WE WILL COVER INFO ON
HOW TO:

Apply best practices that work with established state systems through a collaborative approach across several state agencies and among a variety of early childhood professionals.

Create effective pathways to ensure families receive timely, effective, and inclusive services tailored to their specific needs.

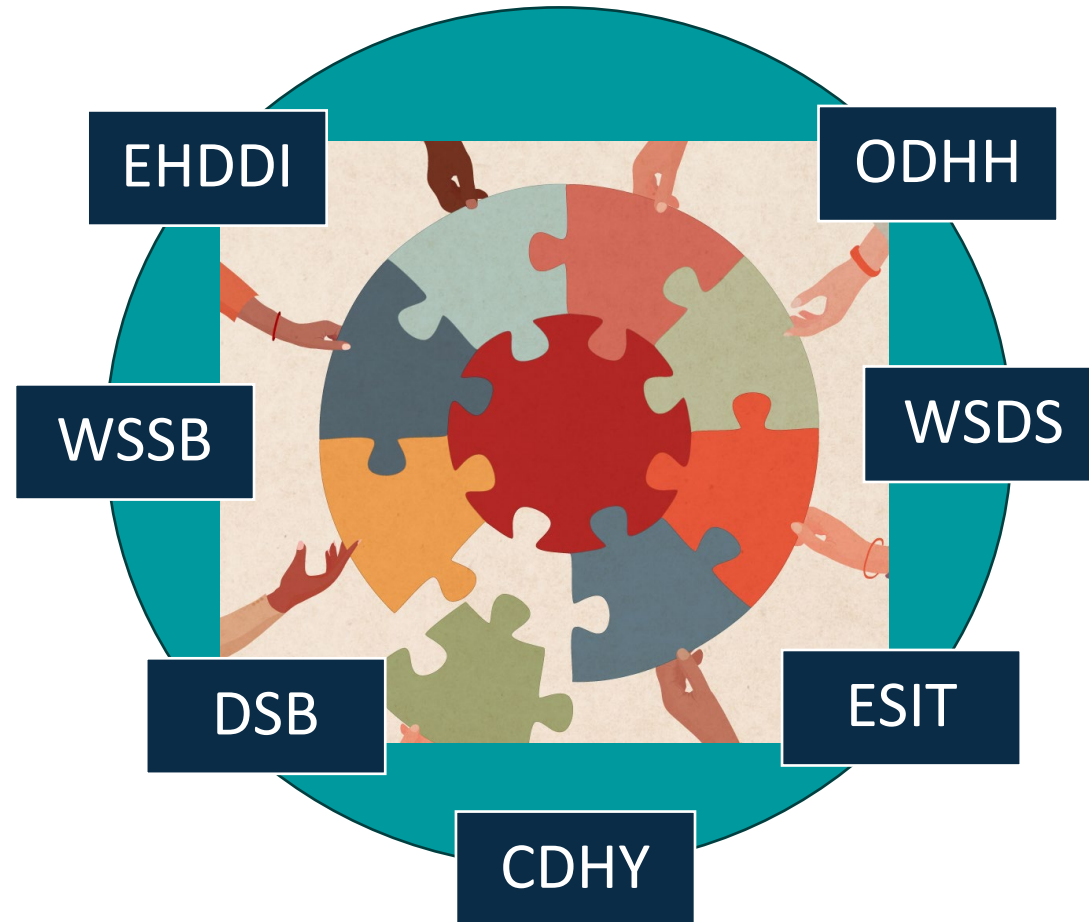
Organize accessible resources and training materials to equip professionals with tools to effectively screen vision and hearing in young children.




COLLABORATION

Apply best practices that work with established state systems through a collaborative approach across several state agencies and among a variety of early childhood professionals.

WA State Agencies Workgroup





CENTER FOR DEAF & HARD OF HEARING YOUTH

WHO WE ARE & WHAT WE DO



State Mandates



Operate and manage

Washington School for the Deaf



Provide

Outreach services for deaf and hard of hearing children throughout the state of Washington regardless of location

Collaborate

Work closely with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing (D/HH)



Outreach Services

Statewide Services: Birth to 22 years old

- ▶ Consultations
- ▶ Evaluations
- ▶ Home Visits - IFSP
- ▶ Transition support
 - ▶ Preschool & post-secondary
- ▶ Professional Development
- ▶ Family ASL Classes
- ▶ Communication: ASL, English, LSL, SEE
- ▶ Social-Emotional Development
- ▶ Deaf Plus
- ▶ Teaching Strategies, Literacy & Curriculum support

Outreach Birth-5 team

Early Childhood TODs

Family Engagement Specialist

Speech & Language Specialist

Educational Audiologist

Our birth-5 specialists offer:

Family home visits (in-person and virtual)

Developmental evaluations

IFSP development support

Training & technical assistance

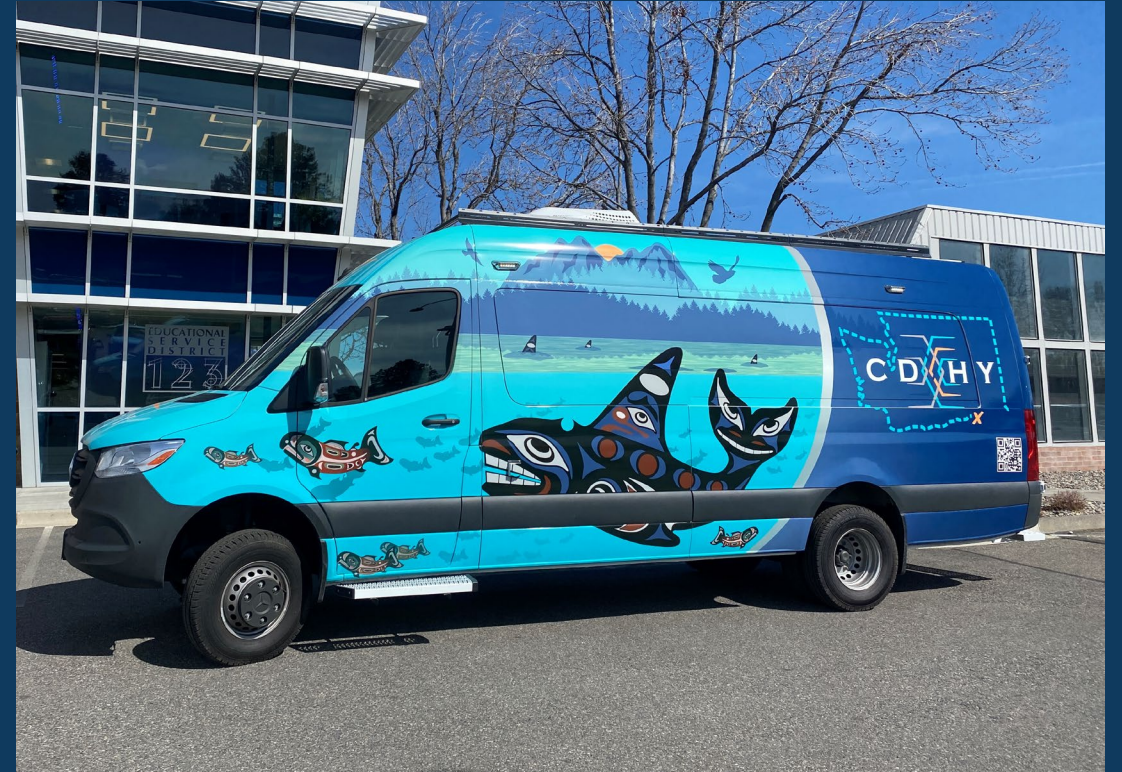
Support for transition to preschool

CDHY VAN

MOBILE AUDIOLOGY CLINIC

- Housed at ESD123
- Southeast WA
 - 23 School Districts

[Audiology Inquiry Form](#)





PATHWAYS TO SERVICES

Create effective pathways to ensure families receive fair, effective and inclusive services tailored to their specific needs.

ESIT PRACTICE GUIDES

BLIND/LOW VISION

DEAF/HARD OF HEARING

DEAF-BLIND

➤ Blind/Low Vision

[Pathways to ESIt blind low vision services](#)

➤ Deaf-Blind

[PaThways to deafblind Supports](#)

➤ Deaf/Hard of Hearing

[Pathway to Services for Infants and Toddlers Who Are Deaf or Hard of Hearing \(DHH\)](#)



History

- 2016 Practice Guide
- December 2022 Update Began
- June 2023 External Input
- January 2024 ESIT Update Posted to ESIT Website

COLLABORATIVE EFFORTS

SPECIAL THANKS TO:

- ▶ Birth-3 State Agency Reps
 - ▶ DCYF-ESIT
 - ▶ WA Early Hearing Detection, Diagnosis, and Intervention Program (EHDDI)
 - ▶ CDHY
 - ▶ WA DeafBlind Program
 - ▶ Office of Deaf & Hard of Hearing (ODHH)
- ▶ Birth-3 Teachers of the Deaf
 - ▶ ESIT Provider Agencies
 - ▶ CDHY
- ▶ DHH-Agency Reps
 - ▶ Listen & Talk
 - ▶ Family Conversations @ Northwest School for DHH Children
 - ▶ Spokane HOPE



Early Support for Infants & Toddlers

- > [Introduction](#)
- > [Child Outcome Summary](#)
- > [Early Intervention Eligibility](#)
- > [Professional Development](#)
- > [Practice Guidance](#)
- > [State Systemic Improvement Plan](#)
- > [ACORN Data Management System](#)
- > [Policies & Procedures](#)
- > [Forms & Publications](#)
- > [Contract Materials](#)
- > [ESIT System Design Plan](#)

Practice Guidance

This page contains guidance on a range of topics relevant to the service delivery of all ESIT direct service providers including Family Resources Coordinators, Speech Language Pathologists, Physical and Occupational Therapists, Behavior Specialists, Social Workers, Educators and more. Refer to this page for guidance on the IFSP process and other aspects of service delivery for children and families.

Referral	▾
Eligibility, Evaluation, and Assessment	▾
Developing the Individualized Family Service Plan (IFSP)	▾
Service Delivery	▾
Transition	▾
Blind/Low Vision and Deaf/Hard of Hearing Resources	▾
Practice Guide Materials for Medical Homes and Primary Care	▾
Coaching Resources and Training Materials	▾

Contact

Resources

I need services or support in my local area

- [ESIT Statewide Directory](#)
- [Information for Healthcare Providers](#)
- [Early Intervention Referral Form for Healthcare Providers](#)

ESIT Program Staff

ESIT Staff Directory

✉ ESIT@dcyf.wa.gov

☎ 360-725-3500

For Families Needing Help with a Referral

WithinReach Help Me Grow
Washington Hotline
155 N.E. 100th St., Suite 500,
Seattle, WA 98125
Toll Free: (800) 322-2588
Email: childdevelopment@withinreachwa.org
Fax: (206) 299-9146

ESIT Communications

Blind/Low Vision and Deaf/Hard of Hearing Resources




Note: Materials on Blind/Low Vision and the Three-Pronged Approach were updated in early 2023. Updates to materials on Deaf/Hard of Hearing and DeafBlind services will be completed soon.

- [Pathways to Services for Infants and Toddlers Who are Deaf or Hard of Hearing Practice Guide](#)
 - [Pathways to Services for Infants and Toddlers with DeafBlindness Practice Guide](#)
 - [Pathways to Services for Infants and Toddlers with Blindness or Low Vision Practice Guide](#)
- ⊕ [Three-Pronged Approach \(TPA\)](#)
 - ⊕ [Infants and Toddlers with Sensory Disabilities Practice Guide \(2016\)](#)

Request information, resources, or consultation regarding a specific child with hearing loss, visual impairment, or deaf-blindness:

[WSDS Request Form](#)



Pathway to Services for Infants and Toddlers Who Are Deaf or Hard of Hearing (DHH) Early Supports for Infants and Toddlers (ESIT) Practice Guide

CONTENTS

Purpose	1
Importance of Expedited Enrollment in DHH-Related Services	1
Communication Modalities and Opportunities	1
Technology.....	2
DHH Specialists	2
Pathways to ESIT Services.....	4
Referral and Initial Contact	4
ESIT Eligibility Determination	4
IFSP Team Formation	4
Assessment.....	5
Initial IFSP	5
Service Delivery Examples.....	5
IFSP Reviews and Annual Updates	6
Transition.....	6
Resources and Citations.....	7
Appendix. When and How to Partner with DHH Specialists Across the ESIT Enrollment Continuum	9
Appendix. When and How to Partner with DHH Specialists Across the ESIT Enrollment Continuum- Text Version	10

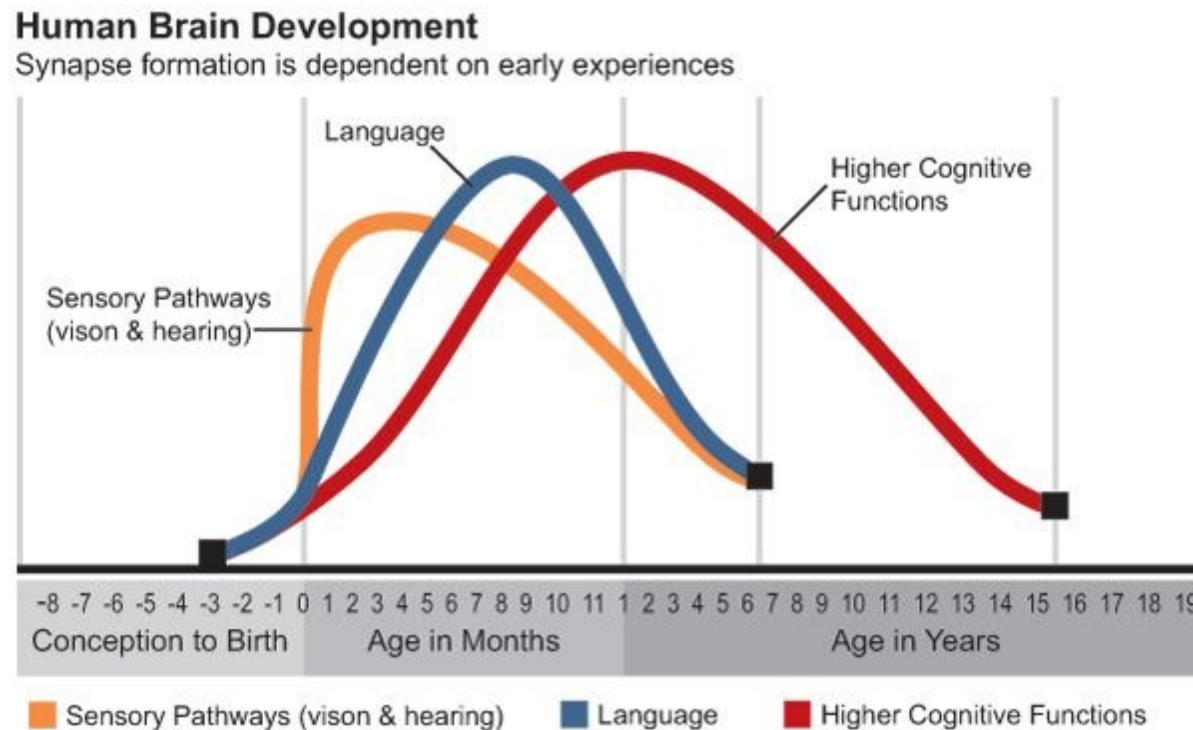


Purpose of the Practice Guide

- Describe roles of DHH Specialists
- Share information on communication modalities
- Emphasize teaming with DHH Specialists
- Explain Pathways to Services

Why is it Important to Expedite Enrollment into DHH-Related Services?

- Critical for early communication, cognitive and social-emotional development
- Connect families with DHH providers prior to initial IFSP development

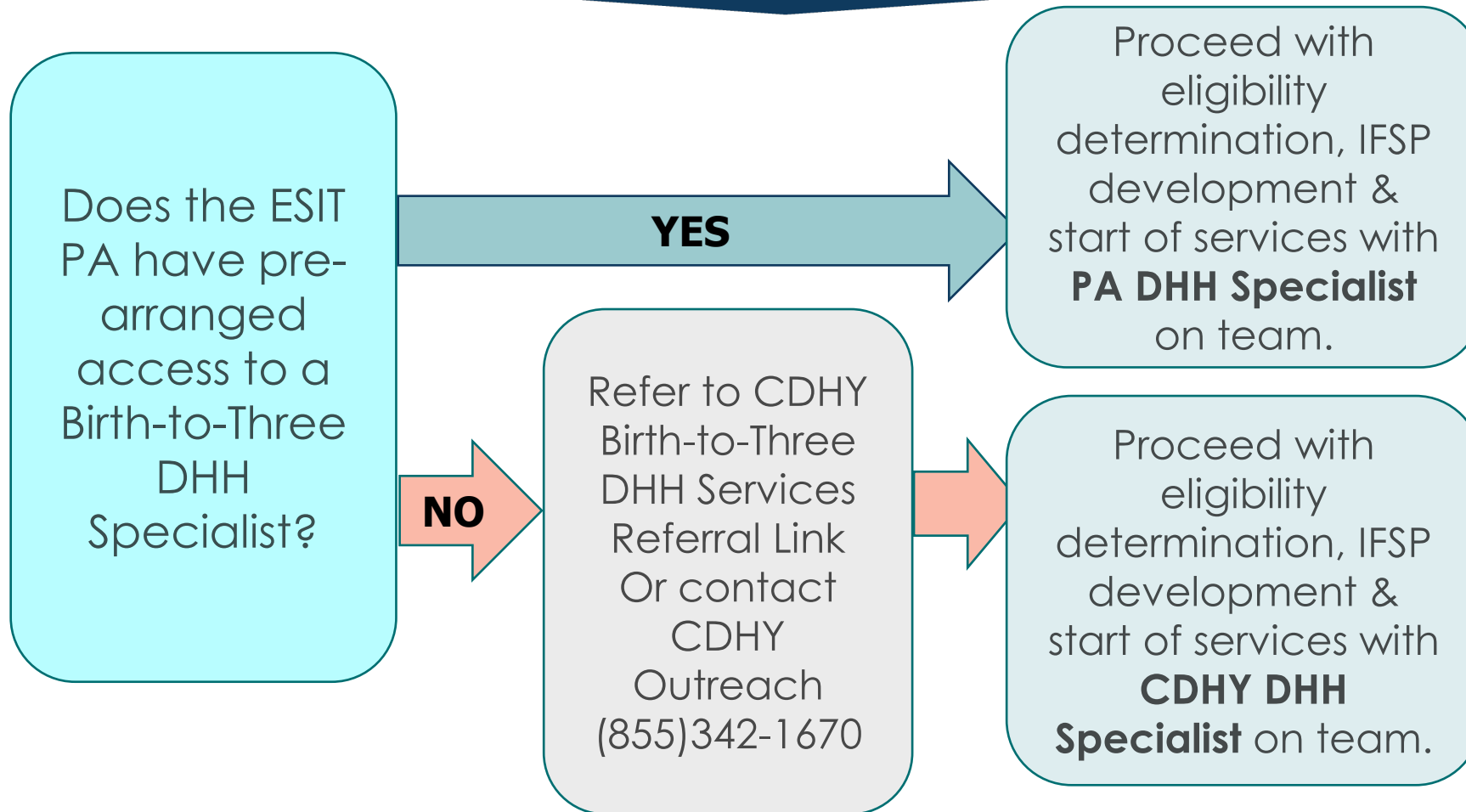




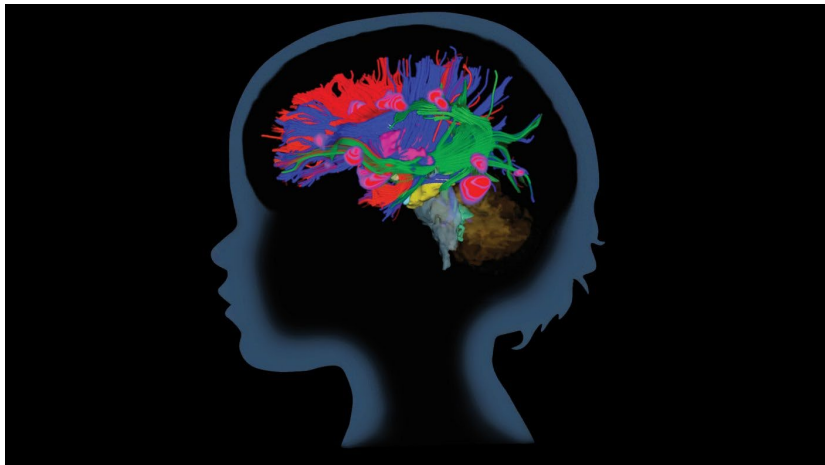
Communication Modalities & Opportunities

- Ways a family communicates with their child
- Ensures a child has full access to language
 - Expressive and receptive language development
- Young children are included in social interactions and the world around them

Pathway to Part C DHH Services



Information for Parents & Families



Understanding child's audiogram and hearing levels

Language acquisition

Early communication skills development

Social-emotional learning

Hearing aids, cochlear implants, BAHA, etc.

Communication & language opportunities

Resources for families



Assessments

On-going monitoring of language development



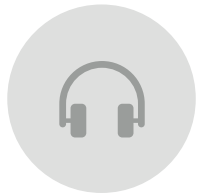
SKI HI Language
Development Scales



Visual Communication
& Sign Language
Checklist (VCSL)



DAY-C Communication
& Social-Emotional
Domains



Functional Listening
Evaluation



Arizona Articulation &
Phonology



NATIONAL REAL PROJECT

REGIONAL EARLY ACQUISITION OF LANGUAGE

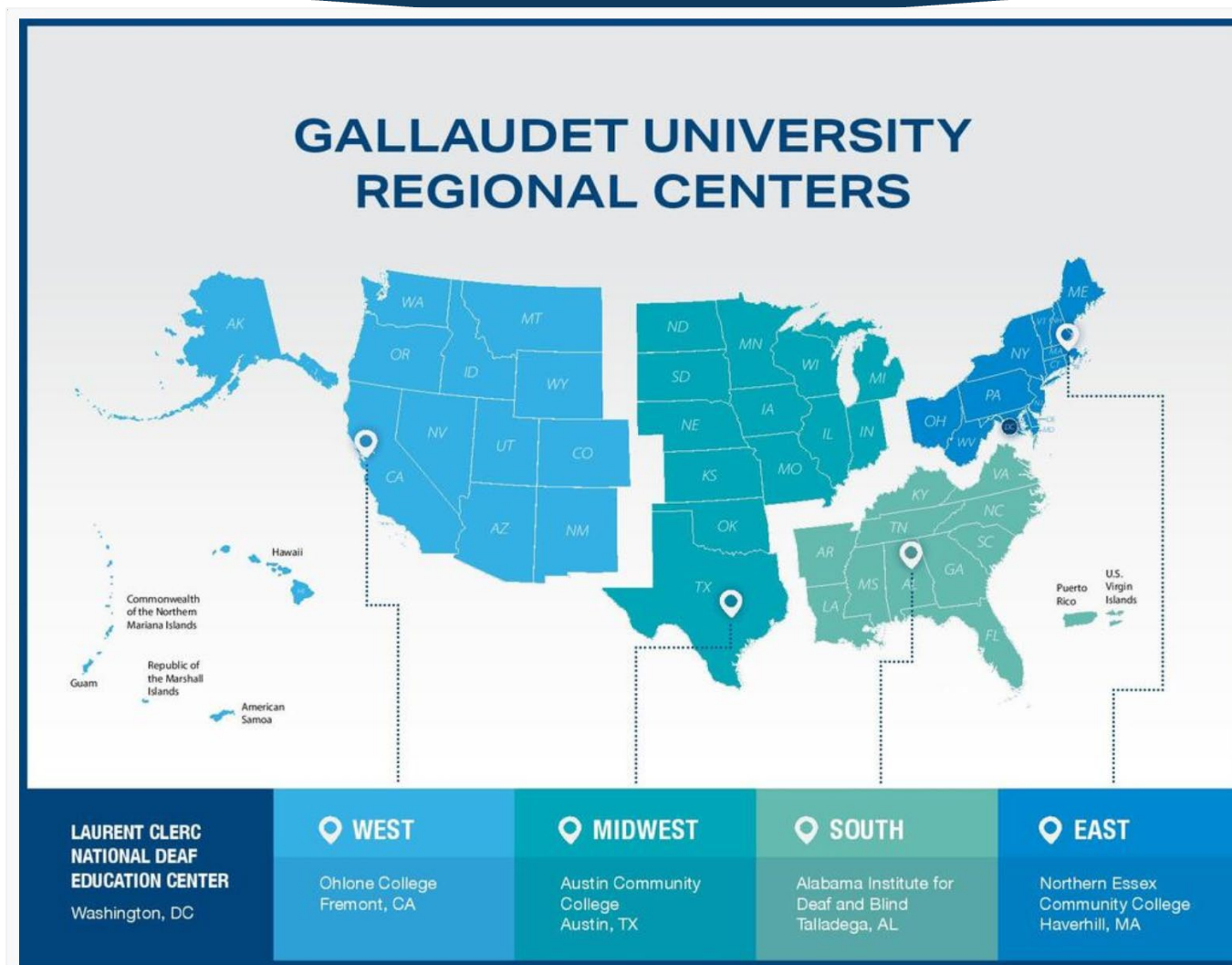




REAL-West

- ▶ Collaboration between
 - ▶ Gallaudet University's Laurent Clerc National Deaf Education Center
 - ▶ Alabama Institute for Deaf and Blind (AIDB)
- ▶ Joint effort of the Gallaudet University Regional Center (GURC)
- ▶ AIDB: REAL-South
- ▶ CDHY: REAL-West

REGIONAL EARLY ACQUISITION OF LANGUAGE





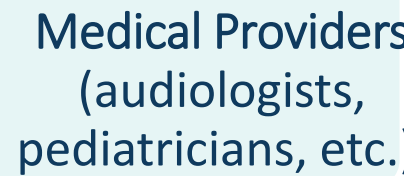
Mission of REAL

- ▶ To ensure infants and toddlers who are deaf or hard of hearing have full access to languages, including American Sign Language and English.

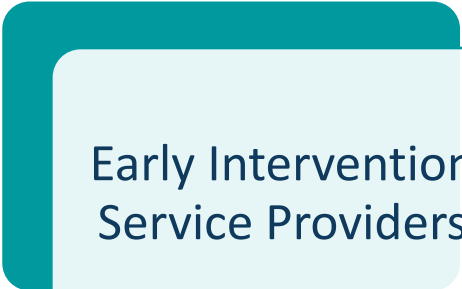
The first few years of life are critical for language acquisition because it prepares children to be “school- ready” with a foundation of language when they enter school.



Training - Technical Assistance - Resources



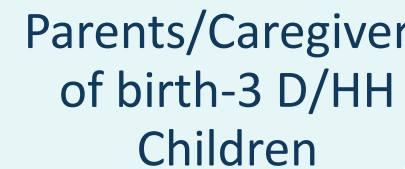
Medical Providers
(audiologists,
pediatricians, etc.)



Early Intervention
Service Providers



Early Childhood
Educators



Parents/Caregivers
of birth-3 D/HH
Children



CDHY & WA RESOURCES

Organize accessible resources and training materials to equip professionals with tools to effectively screen vision and hearing in young children.



STATEWIDE RESOURCES

- ▶ 0-3 DHH PLC – Professional Learning Community
- ▶ Part C Agency collaboration (ESIT)
 - ▶ Three-Pronged Approach (TPA)
 - ▶ Professional Qualifications Guidelines
 - ▶ Pathway to Services
 - ▶ DHH Practice Guide
- ▶ Professional Development/Trainings
 - ▶ SKI HI Curriculum training
 - ▶ Deaf Mentor Training
 - ▶ Supporting local Part C agencies
- ▶ Family Events
 - ▶ DHH Spring Family Camp
 - ▶ Deaf Family Picnic
 - ▶ Family Nights
 - ▶ Deaf Fiesta



STATEWIDE COLLABORATION

IT TAKES A VILLAGE

- CDHY
- Dept of Health- EHDDI
- Part C – DCYF-ESIT
- Office of Deaf & Hard of Hearing – ODHH
- WA Hands & Voices
- WA DeafBlind Program
- EC TODS and Public & Private DHH Programs
- Deaf/HH Community Members
- Families



TPA SCREENING

Three-Pronged Approach to Vision & Hearing Screening for Birth-3

➤ Packet of TPA forms

Introduction by ESIT, instructions, and updated forms with fillable fields

Forms soon available in Spanish

➤ On-line TPA training modules – fully accessible

Early Intervention Resources

“The developing brain responds to language no matter how it is presented”

-Dr Laura Ann Petitto, Gallaudet University

Parent to Parent Support / GBYS

Family Mentor Program / ODHH

Language Rich Environments

Language Strategies

Amplification options

Teach your child self-advocacy

Monitor your child's progress

DURING THIS SESSION

WE SHARED STRATEGIES ON HOW TO:

Apply best practices that work with established state systems through a collaborative approach across several state agencies and among a variety of early childhood professionals.

Create effective pathways to ensure families receive fair, effective and inclusive services tailored to their specific needs.

Organize accessible resources and training materials to equip professionals with tools to effectively screen vision and hearing in young children.



WASHINGTON STATE
OUTREACH TEAM



KERIANNE CHRISTIE

kerianne.christie@cdhy.wa.gov



KRIS CHING

kris.ching@cdhy.wa.gov

Website: <https://www.cdhy.wa.gov/contact-us/>

Referrals: <https://portal.laserfiche.com/l9356/forms/intake>

Phone: (855) 642-1670

Early Support for Infants & Toddlers (ESIT) COVID-19 Pandemic Experiences

Key Learnings and Future Opportunities

Michael Stewart (Boyer Children's Clinic) & Mimi Siegel (Kinding)

July 17, 2024

Purpose of the Survey

Survey Objectives

- ▶ Document highlights and challenges faced by ESIT during the COVID-19 pandemic.
- ▶ Learn from the crisis to improve future emergency responses.
- ▶ Recognize the resilience and adaptability of agencies.
- ▶ Special thanks to the Department of Children, Youth and Families for the partnership in distributing the survey and to ECDAW for vetting the survey questions.

Key Learnings from COVID-19

Innovative Solutions During the Pandemic

- ▶ **Telehealth Adoption:** Swift shift to telehealth services, crucial during and post-pandemic.
- ▶ **Remote Learning and Meetings:** Enhanced collaboration and cost reduction through virtual platforms.
- ▶ **Reflective Consultation and Capacity Building:** Grant funding supported these essential programs.
- ▶ **Digital Paperwork:** Improved efficiency with digital tools like DocuSign.
- ▶ **Virtual Services Transition:** Rapid response to virtual service delivery with comprehensive training and support.
- ▶ **Collaboration Tools:** Utilized shared tools like Google Docs and e-signature programs.
- ▶ **Electronic Medical Records:** Facilitated remote work and telehealth services.
- ▶ **Digital Transformation:** Accelerated adoption of digital systems and infrastructure improvements.

Funding and Support Mechanisms

Funding Sources and Financial Support

- ▶ **PPP Loans:** Maintained staffing levels and operational costs.
- ▶ **ARPA Funding:** Supported staff retention, technology needs, and operations.
- ▶ **CARES Act:** Provided direct financial relief and emergency childcare subsidies.
- ▶ **Enrollment and Referral Impacts:** Financial losses due to reduced referrals.
- ▶ **Support for Families:** Included Best Starts for Kids levy and city-funded services.
- ▶ **Grants and Donations:** Essential contributions from existing relationships and private donors.
- ▶ **Telehealth Insurance Reimbursements:** Facilitated remote services.
- ▶ **Employer Contributions:** Increased contributions to health insurance and out-of-pocket costs.

Staff Impacts and Learnings

- ▶ **Roles Most Impacted:** Family Resource Coordinators, Administrative Operations, Therapists, HR, and Direct Service Providers.
- ▶ **Remote Work:** Highlighted positives (flexibility, continuity) and challenges (isolation, utility costs).
- ▶ **Hybrid and In-Person Work:** Balancing remote and in-person work, monitoring performance.
- ▶ **Technology and Training:** Increased IT workloads, need for continuous training.
- ▶ **Mental Health and Morale:** Focus on self-care, managing burnout and compassion fatigue.
- ▶ **Operational Adjustments:** New policies, communication strategies, and hybrid work models.

PPE Distribution and Mandates

- ▶ **Standardization and Inventory Management:** Established processes and increased inventory cycles.
- ▶ **Distribution and Accessibility:** Ensured availability and accessibility of PPE.
- ▶ **Communication and Training:** Developed protocols and provided multilingual information.
- ▶ **Policy and Practice:** Created and updated policies based on best practices.
- ▶ **Challenges and Adaptations:** Initial challenges with PPE availability, regular leadership meetings.
- ▶ **Mandates and Flexibility:** Balanced mandatory and discretionary PPE use.
- ▶ **Long-Term Adjustments:** Permanent supply of PPE, maintained hygiene practices.
- ▶ **Community Impact:** Increased awareness of illness hygiene and the importance of PPE.

Communications and Coordination

- ▶ **Communication Efforts:** Performance teams, weekly updates, and inter-agency meetings.
- ▶ **Challenges:** Inconsistent communication from authorities, rapid information changes.
- ▶ **Coordination:** Collaborated with local agencies, frequent team meetings.
- ▶ **Family Communication:** Prioritized outreach through various channels.
- ▶ **Crisis Communication Plans:** Adapted rudimentary plans, emphasized need for solid plans.
- ▶ **Support and Resources:** Called for better coordination and clear guidelines from authorities.

Conclusion and Future Focus

Additional Insights

- ▶ **Flexibility and Coordination:** Importance of adaptability and sufficient funding.
- ▶ **Technology Integration:** Improved workflow and paperwork management.
- ▶ **Staff Appreciation:** Acknowledged staff dedication and efforts.
- ▶ **Burnout and Relationships:** Addressed burnout and the need for compassionate partnerships.
- ▶ **Positive Experiences:** Benefits and limitations of virtual services, outdoor meetings.
- ▶ **Challenges and Recommendations:** Need for policy templates, addressing economic disparities.
- ▶ **Unified Coordination:** Suggested state-level teams for unified directives.
- ▶ **Acknowledgements:** Appreciated feedback efforts and staff recognition.

Conclusion and Future Focus

Proposed Next Steps for the ESIT Community

- ▶ Continue to leverage innovative solutions developed during the pandemic.
- ▶ Ensure ongoing funding and support for telehealth and digital paperwork.
- ▶ Maintain robust communication and coordination strategies.
- ▶ **Address staff well-being and mental health needs.**
- ▶ **Develop comprehensive crisis communication plans.**
- ▶ Foster collaboration and knowledge sharing across agencies.

Conclusion and Future Focus

Proposed Call to Action

- ▶ Engage in continuous improvement and feedback processes.
- ▶ Address ESIT funding crisis
- ▶ Strengthen partnerships with local health jurisdictions and community organizations.
- ▶ Advocate for unified state-level coordination and support.
- ▶ Recognize and celebrate the resilience and dedication of the ESIT community.

EARLY SUPPORT FOR INFANTS & TODDLERS (ESIT)

COVID 19 PANDEMIC EXPERIENCES

EXECUTIVE SUMMARY

COVID Experience Early Supports to Infants and Toddlers (ESIT) Survey

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 survey 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.

During the COVID-19 pandemic, ESIT agencies adapted to unprecedented challenges with several **innovative solutions**:

INNOVATIVE SOLUTIONS:

- **Telehealth:** Agencies swiftly adopted telehealth services, which proved essential during the pandemic and remain useful post-pandemic. Funding was provided for devices and WiFi, but sustaining this support has been difficult. Effective administration and secure Zoom licenses were necessary, but as in-person services resumed, a reevaluation of the number of Zoom licenses is underway.
- **Remote Learning, Meetings, and Events:** Virtual platforms like Zoom facilitated remote learning, meetings, and events, enabling better collaboration and reducing travel and space costs. This format expanded learning opportunities and fostered connections across geographically dispersed teams.
- **Increased Supports for Reflection and Capacity Building:** Grant funding during the pandemic supported reflective consultation and capacity building, highlighting the need for ongoing funding to sustain these programs and support various organizational departments.
- **Digital Paperwork:** The shift to digital paperwork, primarily using DocuSign, improved efficiency but came with additional expenses and administrative burdens. Continued funding and support for language accessibility and form maintenance are needed.
- **Rapid Response and Virtual Services:** Agencies quickly transitioned to virtual services, creating and translating consent forms into multiple languages and providing extensive training. Funding for interpreters and virtual accessibility ensured equitable service provision.
- **Enhanced Collaboration and Tools:** The pandemic prompted the use of shared collaboration tools like Google Docs and Outlook calendars. Agencies adopted electronic signature programs to streamline paperwork and ensure timely completion.

- **Electronic Medical Records:** The transition to electronic medical records systems facilitated remote work and continued use of telehealth for evaluations and services. Agencies provided technology and internet access support to families in need.
- **Adaptation to Virtual Platforms:** The use of Zoom and Teams enabled continued service delivery and meetings, offering flexibility for inclement weather or illness. Virtual platforms also supported professional development and community connections.
- **Digital Transformation and Infrastructure Improvements:** The pandemic accelerated the transition to digital systems and improved infection control policies. Agencies implemented electronic records and utilized technology to maintain service delivery despite challenges.

Overall, these innovations highlight the resilience and adaptability of early intervention agencies during the pandemic, with many virtual and digital solutions continuing to enhance service delivery post-pandemic.

During the COVID-19 pandemic, early intervention agencies and the families they serve faced significant financial challenges, which were alleviated through various **funding sources and support mechanisms:**

FUNDING SOURCES AND SUPPORT MECHANISMS:

- **Paycheck Protection Program (PPP) Loans:** Many agencies applied for and received PPP loans, which helped maintain staffing levels and cover operational costs. Forgiveness programs associated with these loans provided further financial relief.
- **American Rescue Plan Act (ARPA) Funding:** ARPA funds were crucial in supporting agencies with staff retention, technology needs, and other operational priorities. However, the associated paperwork was often cumbersome.
- **CARES Act:** This act provided direct financial relief to families through tax rebates, credits, and supportive unemployment benefits. It also facilitated the creation of emergency childcare subsidies and other reliefs for early learning providers, significantly benefiting many families and providers in King County.
- **Enrollment and Referral Impacts:** The pandemic led to a significant drop in referrals and enrollments, causing financial losses for many agencies. Some had to use their reserves to continue operations, leading to ongoing stress.
- **Support for Families:** Various supports were put in place for families, such as the Best Starts for Kids levy funding for interpreters and city-funded bridge services for children unable to access services due to school closures. However, families faced job losses, childcare crises, and difficulties in engaging with virtual services.
- **Grants and Donations:** Agencies received grants and donations from existing relationships with grantors and private donors, some of which came without specific requests for help.
- **Telehealth Services:** Insurance reimbursements for telehealth services were increased, and agencies invested in technology to facilitate remote services. However, virtual services did not work well for all families, particularly those with limited internet access or other competing priorities.
- **Employer Contributions and Financial Support:** Agencies increased employer contributions to health insurance and covered out-of-pocket costs for families, such as co-pays and deductibles, through various funds.

Overall, these funding sources and supports helped early intervention agencies navigate the financial challenges of the pandemic, allowing them to continue providing essential services to families despite the significant disruptions.

Summary of **Staff Impacts and Learnings** from COVID-19 Pandemic

STAFF IMPACTS AND LEARNINGS:

Roles Most Impacted:

- **Family Resource Coordinators (FRCs):** Experienced significant administrative burden with paperwork changes and needed smaller caseloads due to overwhelm.
- **Administrative Operations and IT Teams:** Faced increased workloads due to new processes, technology needs, and training demands.
- **Therapists (OTs, PTs):** Struggled with adapting to telehealth services; some resigned when in-person services resumed.
- **Human Resources and Management:** Increased need for support and managing misunderstandings, with middle management particularly challenged by remote work transitions.
- **Direct Service Providers (DSPs):** Had to quickly adapt to virtual service delivery, which was difficult for certain children and families.

Learnings and Challenges:

- **Remote Work:**
 - **Positives:** Enabled continuity of services, allowed flexibility for staff with family obligations, and improved some coaching strategies.
 - **Challenges:** Feelings of isolation, difficulty in team collaboration, increased utility and internet costs, and the need for home office setups.
- **Hybrid and In-Person Work:**
 - **Positives:** Hybrid schedules offered a balance between remote and in-person work, which improved morale and productivity for many staff. Some roles, such as dietitians, were easier to maintain remotely.
 - **Challenges:** Transitioning back to in-person work was difficult for some staff, leading to resignations and adjustments in workflow. Monitoring staff performance and onboarding were also more difficult.
- **Technology and Training:**
 - **Increased IT Workload:** IT departments faced tripled workloads due to increased equipment needs and training requirements.
 - **Training Needs:** Staff required training in new technology platforms, telehealth service provision, and mental health resilience. IT security and general tech training were also consistently needed.
- **Mental Health and Morale:**
 - **Increased Focus on Self-Care:** Agencies offered various self-care and mental health support initiatives, such as yoga classes and training on resilience.

- Compassion Fatigue and Burnout: Isolation and increased caregiving responsibilities contributed to staff burnout and compassion fatigue.
- **Operational Adjustments:**
 - Policy Development: New policies were developed for remote work, documentation, and health protocols during in-person interactions.
 - Communication: Regular virtual meetings helped maintain staff connections, but some staff experienced virtual fatigue.
- **Organizational Changes:**
 - Shift to Hybrid Work: Many agencies now have a hybrid work model, which is generally preferred by staff for its flexibility.
 - Increased Support Needs: Agencies had to increase support for both staff and families, addressing mental health needs and providing necessary tools for effective remote work.

Overall, the pandemic highlighted the importance of flexibility, the need for robust technology infrastructure, and the value of staff well-being in maintaining effective service delivery.

Summary of Learnings on **PPE Distribution and Mandates** from the COVID-19 Pandemic

PPE DISTRIBUTION AND MANDATES:

Key Learnings:

- **Standardization and Inventory Management:**
 - Established standard PPE ordering processes across sites and increased inventory cycles to prevent shortages.
 - Created travel PPE kits and self-serve restocking supplies for providers, ensuring they have necessary PPE at all times.
- **Distribution and Accessibility:**
 - Ensured PPE (masks, gloves, hand sanitizer) was always available on-site and accessible for staff.
 - Maintained stockpiles of hand sanitizer, masks, and other PPE, with a preference for quality products like clear masks for effective service delivery.
 - Provided in-home/on-site COVID tests and masks through the Department of Health, enhancing safety and financial feasibility as services returned to hybrid and in-person formats.
- **Communication and Training:**
 - Developed written expectations and protocols using CDC and local health guidelines, ensuring staff and families were informed about PPE usage and illness prevention.
 - Provided information on proper PPE use in multiple languages to accommodate language barriers.

- **Policy and Practice:**
 - Leaned on staff to determine best practices for individual and family needs, especially for medically fragile or high-risk individuals.
 - Created policies that are continually updated to reflect current best practices and guidelines.

- **Challenges and Adaptations:**
 - Faced initial challenges with PPE availability and determining appropriate types of masks and sanitization products.
 - Held regular leadership meetings to discuss PPE needs, establish protocols, and ensure consistent implementation.
 - Found that different roles and services had varying PPE needs, with some requiring specific items like clear masks for speech therapy.

- **Mandates and Flexibility:**
 - Mandated PPE use when necessary, but generally preferred to provide guidance and allow staff discretion based on situational needs.
 - Vaccination mandates varied by program, leading to challenges in maintaining equity among employees.

- **Long-Term Adjustments:**
 - Recognized the importance of having a permanent supply of PPE available for future needs and ongoing health precautions.
 - Emphasized the importance of maintaining hygiene practices, such as handwashing and masking when ill, as part of daily routines.

- **Community Impact:**
 - Increased overall awareness of illness hygiene and the significance of PPE in protecting health, benefiting communities with significant health impacts and disabilities.

Overall, the experience underscored the importance of preparedness, clear communication, and flexibility in managing PPE distribution and mandates, ensuring both staff and families are protected and informed.

Summary of **Communications and Coordination by Early Intervention (EI) Agencies** during the COVID-19 Pandemic

COMMUNICATIONS AND COORDINATION BY ESIT AGENCIES:

Key Points:

- **Communication Efforts and Innovations:**
 - Some agencies, like CTC, established performance and quality assurance teams to refine policies and create effective communication channels.
 - Weekly meetings and email updates were implemented to provide the latest information from public health authorities and the CDC.

- Meetings with neighboring ESIT agencies facilitated the sharing of strategies and procedures, ensuring accurate interpretation of mandates and guidance.
- **Challenges in Communication:**
 - Inconsistencies and delays in communication from state and local lead agencies, as well as between different health districts, posed significant challenges.
 - The rapid pace of changing information from various authorities (Governor's office, ESIT, CDC) made it difficult to determine the most current and relevant guidelines.
 - Some agencies struggled with outdated information and the need for clearer, more frequent updates.
- **Coordination and Collaboration:**
 - Collaboration with other provider agencies was crucial for navigating the pandemic, though it was often informal and lacked centralized coordination from ESIT.
 - Agencies relied on local health districts, educational service districts, and their own leadership teams to interpret and streamline approaches to crisis management.
 - Frequent team meetings and collaboration within agencies helped develop better communication skills and establish consistent practices.
- **Family Communication:**
 - Agencies prioritized communication with families through websites, social media, and letters, though there was recognition of the need for more frequent and effective outreach.
 - ESIT provided some messaging for clients and families, including vaccine access information and basic needs support, which were critical resources.
- **Crisis Communication Plans:**
 - Many agencies had rudimentary crisis communication plans in place pre-pandemic, which were relied upon and adapted as the situation evolved.
 - The experience highlighted the importance of having solid, detailed crisis communication plans to better anticipate and address needs.
- **Support and Resources:**
 - There was a call for better coordination among health departments, L&I, and ESIT to create a unified set of rules and guidelines for ESIT providers.
 - Agencies noted that support from local health jurisdictions was often more effective than from ESIT leadership, which faced challenges in providing timely and consistent guidance.

Overall, while EI agencies made significant efforts to manage communications and coordination during the pandemic, the experience underscored the need for more structured and consistent communication plans, better inter-agency coordination, and clearer, more frequent updates from central authorities.

Additional Insights from Early Intervention (EI) Agencies on Their COVID-19 Pandemic Experiences

ADDITIONAL INSIGHTS:

Key Themes:

- **Flexibility and Coordination:** Emphasized the importance of being adaptable, with a focus on the critical need for coordinated and sufficient funding.
- **Technology Integration:** The pandemic accelerated the adoption of technology such as Zoom, Microsoft Teams, OneDrive, SharePoint, and DocuSign, significantly improving workflow and paperwork management.
- **Staff Appreciation:** Agencies expressed deep appreciation for their staff's dedication, recognizing the personal and professional stress they endured while ensuring continued service delivery.
- **Burnout and Relationships:** Acknowledged the burnout and strain on relationships after years of intense effort, highlighting the need to refocus on shared goals and compassionate, constructive partnerships.

Positive Experiences:

- **Virtual Services:** Highlighted both the benefits and limitations of virtual services, with potential for expanding effective coaching.
- **Outdoor Meetings:** Some agencies appreciated the opportunity to meet providers outdoors rather than online, offering a preferable alternative to virtual interactions.
- **Challenges and Recommendations:**
- **Policy Templates:** Agencies found it helpful to have templates for policies and procedures mandated by ESIT, reducing the burden of creating them from scratch and ensuring accuracy.
- **Economic Disparities:** Expressed frustration over heightened economic disparities, noting that socioeconomically disadvantaged families lacked the same access to in-person care available to those who could afford private pay services.
- **Unified State-Level Coordination:** Recommended the establishment of state-level teams to coordinate and disseminate directives on PPE provision, usage, and engagement during pandemics. The fragmented approach by separate state agencies was seen as problematic.

Acknowledgements and Future Focus:

- **Feedback and Improvement:** Appreciated the efforts to gather feedback and expressed interest in the results and subsequent actions to improve future experiences.
- **Recognition of Efforts:** Suggested that ESIT should send recognition to staff for their efforts during the pandemic as a form of appreciation and morale boost.

Overall, these insights underscore the importance of flexibility, coordinated communication, and support for staff. The integration of technology has been a silver lining, while addressing economic disparities and ensuring unified state-level directives remain crucial areas for improvement.

Other:

1. Vaccine mandates created significant complexities for agency to navigate in terms of policy discussion, equitable access and differing requirements across the state. Agencies that were NDCs faced contractual

mandates related to vaccines. This led to some staff requesting exemptions, increased attorney fees to determine legal course of action, challenged the mental health of staff members, and extra unemployment costs. Navigating the vaccine issues was really complex, and for many agencies, lead to some of the most challenging situations for administrators as some long-term employees were let go.

2. In the technology section, one of the challenging things was the home office set up and the need to determine whether people's home internet was secure since staff were providing telemedicine from home.
3. The development of forms for families added significant cost and time for agencies. Agencies had to develop a consent for virtual services.

WA State Interagency Coordinating Council (SICC) Brief Overview of Child Find

Wednesday, July 17, 2024
Colville, WA

E Renae` Antalan | ESIT Community Collaboration Coordinator

What is “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.
 - Child find systems include all the people and practices involved in locating potentially eligible children and families.
 - Both Part C and Part B 619 contain explicit requirements for states to actively identify children and determine their eligibility for services.
- **Child find data**
 - It's more than the child count that's reported to OSEP!

Critical Connections

- Part C and Part B 619 state agencies, local programs, and LEAs
- Parent centers and family-serving organizations
- Community agencies and programs serving underserved and at-risk populations
- Medical professionals (e.g., pediatricians, NICUs, health departments)
- Childcare, Early Head Start, Head Start, PreK programs, Private or Charter Schools
- Tribal agencies
- Home visiting
- Child protection and child welfare programs, including foster care and CAPTA

Part C Programs

- *Coordinated* child find systems ensure all infants and toddlers are identified, located, and evaluated and include:
 - Referrals from primary referral sources, including families
 - **Post Referral Screening** (state option) with parental consent within 45-day timeline for IFSP meeting
 - **Eligibility** (state defined) includes (1) **developmental delay** (evaluation/assessment and informed clinical opinion), (2) **diagnosed conditions**, and (3) **at-risk conditions** (*optional*)
- 45-day timeline from referral to IFSP
- State Interagency Coordinating Council (SICC): Includes 619 Preschool, other cross-sector partners, including early childhood programs and families

Eligibility Categories

Part C:

- Developmental delay:
 - States can have multiple criteria in their developmental delay definition and may include, as an example, atypical development
 - Some states use only one criteria for developmental delay
- Diagnosed conditions:
 - Some states use the regulatory language
 - Others offer more detail (including states that include some at-risk conditions)
- Option to define and serve at-risk
 - 6 states and 1 territory serve at risk

Part B Section 619:

- Developmental delay
 - States define age range and criteria for child with a developmental delay
 - Age 3 – 9 or any subset of the age range, including 3 – 5
 - State Preschool survey - 31 of 49 respondents use standard scores.
- Child with a disability: intellectual disability, hearing impairment (including deafness), speech or language impairment, visual impairment (including blindness), serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, deaf-blindness, or multiple disabilities, and who needs special education and related services

Why Focus on Child Find Data?

- Promote earlier identification
- Reach underserved communities
- Identify areas of ineffective / inequitable implementation of child find practices
- Contribute to program planning
- Improve outcomes



Opportunities to Strengthen Child Find

Develop systems to better improve earlier identification.



Close gaps in integrating early identification systems within States and local communities.

Reduce gaps in data that track from concerns to referral, evaluation, and services.

Combine developmental monitoring and screening systems to increase earlier identification and more timely, more appropriate referrals

Find out more at dasycenter.org
and ectacenter.org

The contents of this document were developed under a grant, #H373Z190002, and a cooperative agreement, #H326P220002, from the Office of Special Education Programs, U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

DaSy Center Project Officers: Meredith Miceli and Amy Bae

ECTA Center Project Officer: Julia Martin Eile



Office of Special Education Programs
U.S. Department of Education