SICC Special Session
ESIT Annual Performance Report
(FFY 2023 APR)

January 2025

www.dcyf.wa.gov

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Washington State Performance Plan

- The federal Office of Special Education Programs (OSEP) requires all states to develop and submit a six-year State Performance Plan (SPP).

- Under Individuals with Disabilities Education Act (IDEA) Part C, there are 12 performance indicators represented in the SPP.

- States report on the status of their SPPs annually through an electronic submission of an APR.

- There are two types of performance indicators:
  1. Compliance Indicators which measures a program's adherence to specific requirements. These will always have a target of 100%.
  2. Results Indicators which measure a program's performance. These will have varying targets that are set by ESIT with feedback from stakeholders.

Compliance Indicators	Results Indicators
C1	Introduction
C2	C3
C7	C4
C8	C5
	C6
	C9
	C10
	C11
	C12

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Washington State APR FFY 2023

Indicator 1: Timely Provision of Services	IN PROGRESS	Did Not Meet Target	No Slippage
Indicator 2: Services in Natural Environments	READY TO SUBMIT	Met Target	No Slippage
Indicator 3: Early Childhood Outcomes	IN PROGRESS	Did Not Meet Target	No Slippage
Indicator 4: Family Involvement	IN PROGRESS	✕	✕
Indicator 5: Child Find (Birth to One)	IN PROGRESS	Met Target	No Slippage
Indicator 6: Child Find (Birth to Three)	IN PROGRESS	Met Target	No Slippage
Indicator 7: 45-Day Timeline	IN PROGRESS	Did Not Meet Target	No Slippage
Indicator 8A: Early Childhood Transition	IN PROGRESS	Met Target	No Slippage
Indicator 8B: Early Childhood Transition	IN PROGRESS	Met Target	No Slippage
Indicator 8C: Early Childhood Transition	IN PROGRESS	Did Not Meet Target	No Slippage

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Slippage – Definition

- Slippage Definition
  - Worsening from the previous data AND
  - A failure to meet the target.

- The worsening also needs to meet certain thresholds:
  - For a "large" percentage (10% or above), it is considered slippage if the worsening is more than 1.0 percentage point.
  - For a "small" percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point.

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Indicator 2: Services in Natural Environment

Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings. In FFY 2023, 98.22% of infants and toddlers receiving ESIT services were served in home or community settings.

Bar chart showing "Our Data" (purple bars) vs "Target" (orange line) by year:
- 2017: 96.21%
- 2018: 95.71%
- 2019: 95.99%
- 2020: 96.57%
- 2021: 94.40%
- 2022: 95.97%
- 2023: 98.22%

Legend: Our Data | Target

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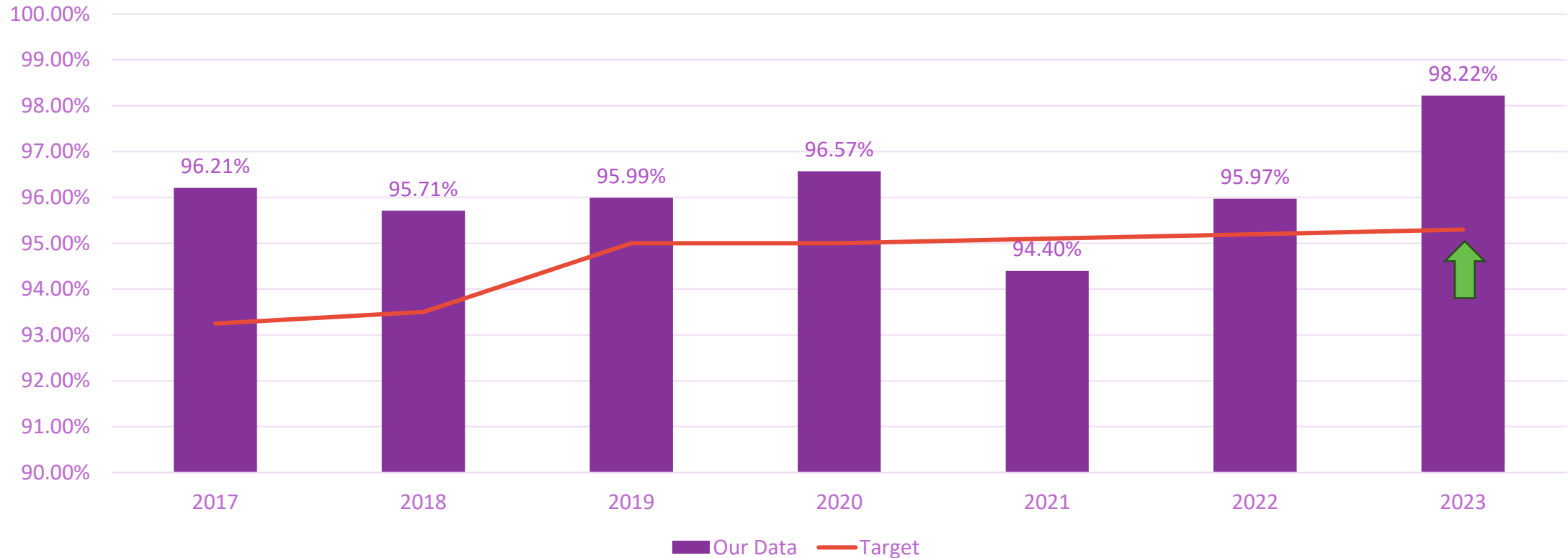
Breakout Room

Do you think we can still observe an impact of the COVID 19 pandemic on our service settings data today? If yes, how would you describe this impact?

From your perspective, how might the location of services impact child and family outcomes?

What strategies might the State Lead Agency offer to help local systems continue to move towards providing all services in a natural environment?

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Indicator 3: Early Childhood Outcomes

Reports the percentage of infants and toddlers with IFSPs who demonstrate improved outcomes during their time in Part C.

A.   Positive social-emotional skills (including social relationships);

B.   Acquisition and use of knowledge and skills (including early language/communication); and

C.   Use of appropriate behaviors to meet their needs.

For this indicator, states report data on two summary statements for each of the three outcome areas. The summary statements are calculated based on the number of children in each of five progress categories. The child outcomes summary statements are:

- **Summary Statement 1:** Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned three years of age or exited the program.

- **Summary Statement 2:** The percent of children who were functioning within age expectations in each outcome by the time they turned three years of age or exited the program.

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These charts show **social-emotional growth** among children who entered the program functioning below age expectations.

The percent of children with an increased rate of growth in social-emotional skills declined in 2020 and 2021 and is beginning to recover.

- 2018: 59.06%
- 2019: 61.11%
- 2020: 55.63%
- 2021: 55.27%
- 2022: 57.68%
- 2023: 58.19%

Our Data ▬ Target

Indicator 3, Outcome A, Summary Statement 1

The percent of children with social-emotional functioning within age expectations at exit has increased steadily.

- 2018: 55.40%
- 2019: 55.22%
- 2020: 58.32%
- 2021: 60.46%
- 2022: 62.17%
- 2023: 64.03%

Our Data ▬ Target

Indicator 3, Outcome A, Summary Statement 2

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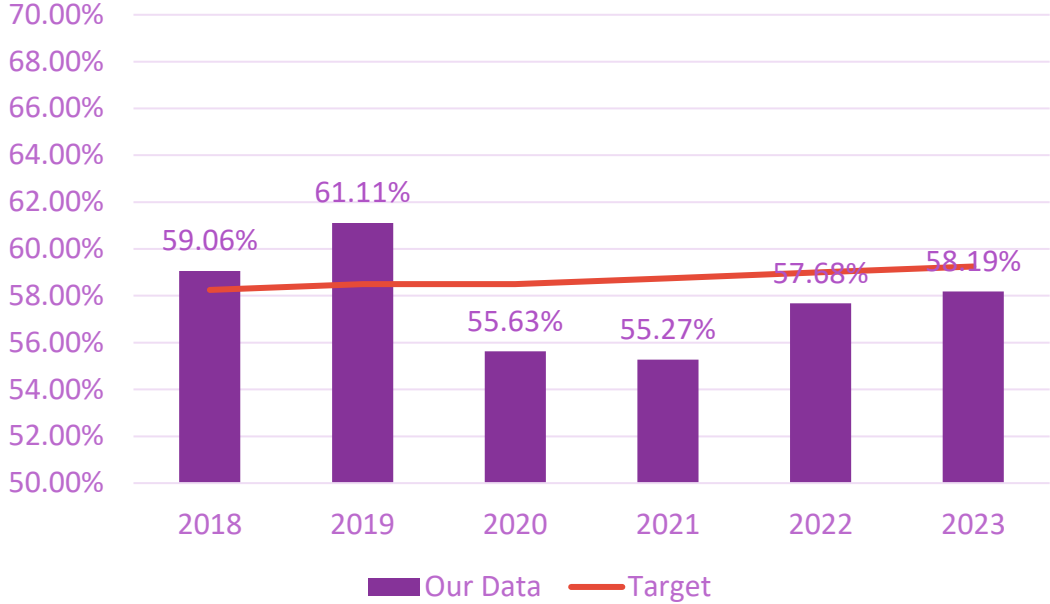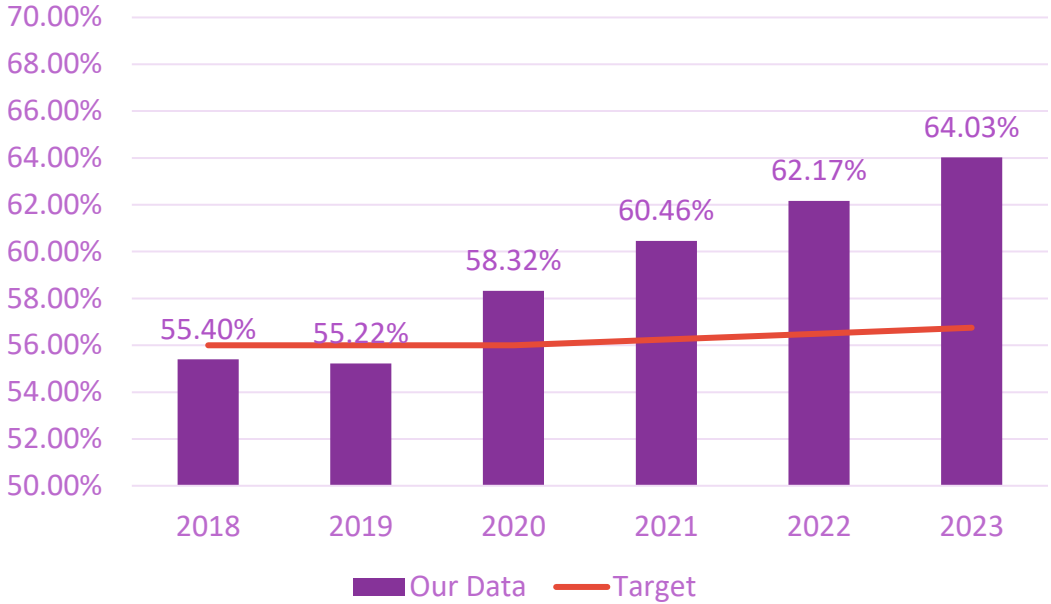
These charts show **knowledge and skills growth** (including language) among children who entered the program functioning below age expectations.

The percent of children with an increased rate of growth in acquisition of knowledge and skills declined in 2020 and began to recover starting in 2021.

Year	Our Data
2018	66.32%
2019	67.58%
2020	60.59%
2021	61.63%
2022	64.09%
2023	64.08%

Our Data — Target
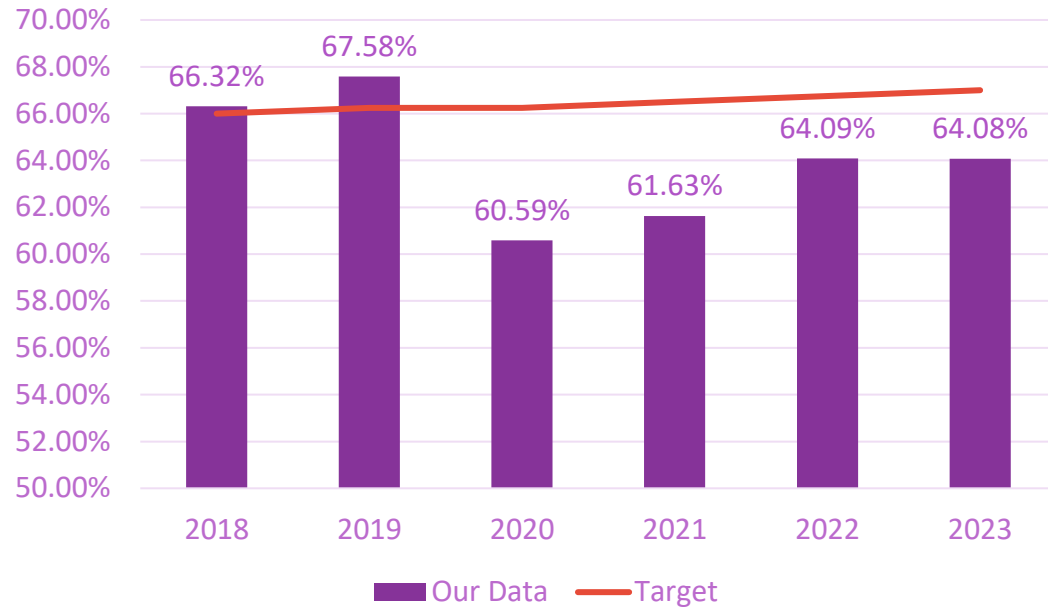
Indicator 3, Outcome B, Summary Statement 1

The percent of children with acquisition of knowledge and skills within age expectations at exit increased but has not yet reached the target.

Year	Our Data
2018	52.27%
2019	51.22%
2020	51.41%
2021	52.83%
2022	55.41%
2023	56.54%

Our Data — Target

Indicator 3, Outcome B, Summary Statement 2

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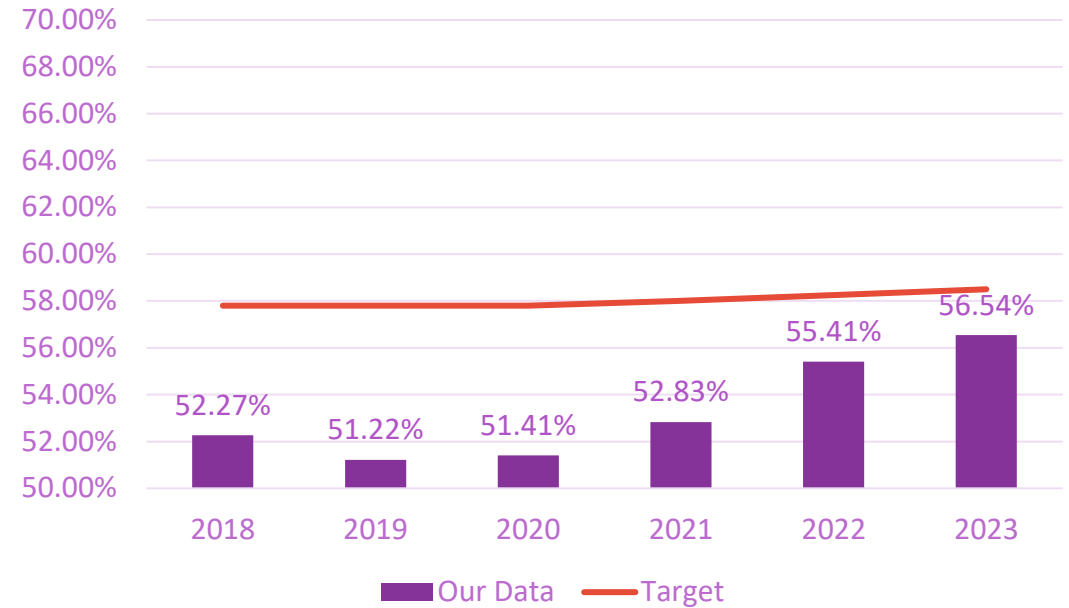
These charts **show growth in use of appropriate behaviors to meet needs** among children who entered the program functioning below age expectations.

The percent of children with an increased rate of growth in use of appropriate behaviors declined in 2020 and began to recover starting in 2021.
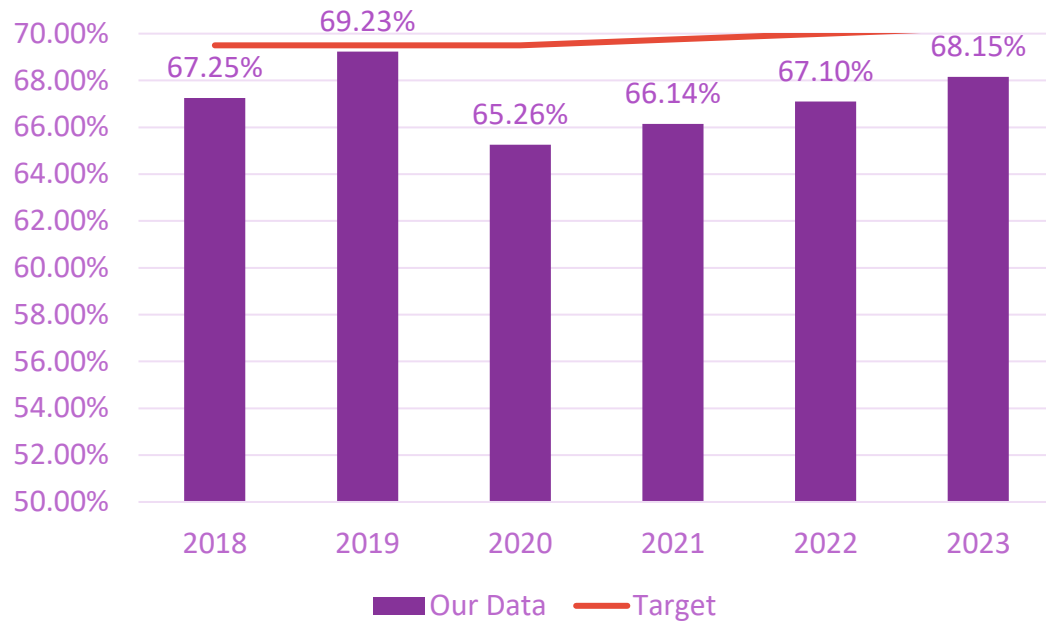
Indicator 3, Outcome C, Summary Statement 1

The percent of children using appropriate behaviors within age expectations at exit hit the target for the first time in 2022.

Indicator 3, Outcome C, Summary Statement 2

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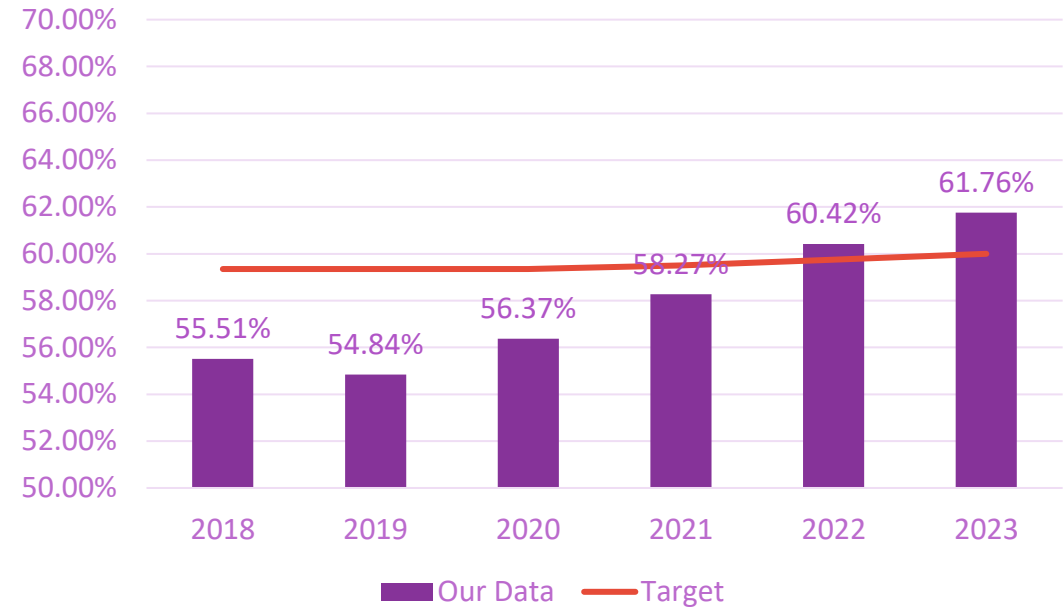
Breakout Room

- Are there specific activities that your local program has implemented that positively influence Indicator C3 Child Outcomes?

- Are there specific activities that come to mind that your family participated in that supported movement towards the goals in your IFSP?

- How can the State support you in improving Indicator 3 data? Do you think it is possible to reach 100% for this indicator? If not, what should we consider when setting targets?

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Indicator 4: Family Involvement

Results of the Family Outcomes Survey presented by WSU

2 Paper surveys (1 with $1 incentive)

1 Postcard reminder

3 Emails

Telephone surveys

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Survey Timing

Questionnaire Mailed 8/28/2024 (group 1) 9/6/2024 (group 2)	Reminder Postcard 9/9/2024 (group 1) 9/12/2024 (group 2)	Email #1 9/3/24 & 9/4/24 9/10/2024 (group 2)	Replacement Questionnaire Mailed 9/26/2024 (both)
Email #2 10/3/2024	Telephone Interviews 10/7/24 -11/17/24	Email #3 11/14/2024	Survey Closed 11/18/2024

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Implementation

- $1 pre-incentive

- 15 Translations

- Multi-mode: mail, phone, web

- Same questionnaire since 2020

- Personalized: provider agency and child's names

- Letter signed by Vanessa Allen, Family Engagement Coordinator

Arabic	Portuguese
Bengali	Punjabi
Chinese	Russian
Farsi	Somali
French	Spanish
Hindi	Tagalog
Japanese	Vietnamese
Korean	

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Response Rate

12,681 addresses

152 were ineligible

12,529 eligible

5,408 surveys returned = Response rate: 43.2%

**RESPONSES BY MODE
(N=5,408)**

Responses by mode	
Completed mail questionnaires	1,467
Completed phone questionnaires	1,547
Completed web questionnaires	2,339
Partially completed phone questionnaires	31
Partially completed web questionnaires	24

Mail 27%

Web 44%

Phone 29%

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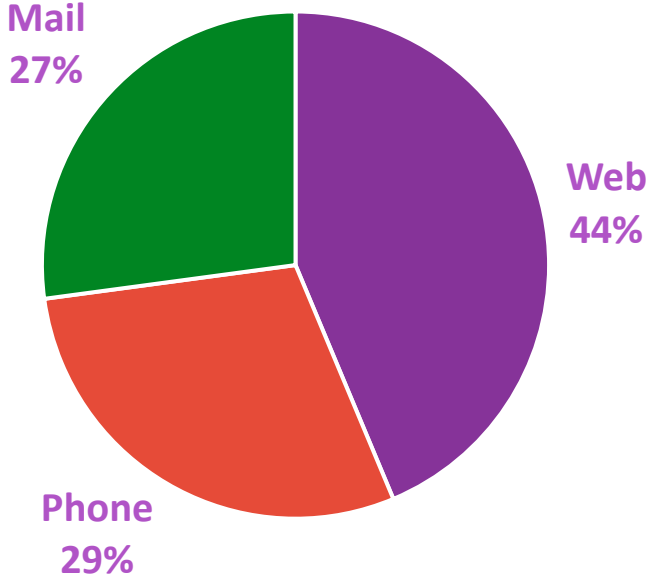
Demographic Comparison: Respondents vs. Population

Do the respondents represent the population? **Yes**

RACE/ETHNICITY

■ Respondents (N=5,408)　■ Population (N=12,681)

Largest differences:
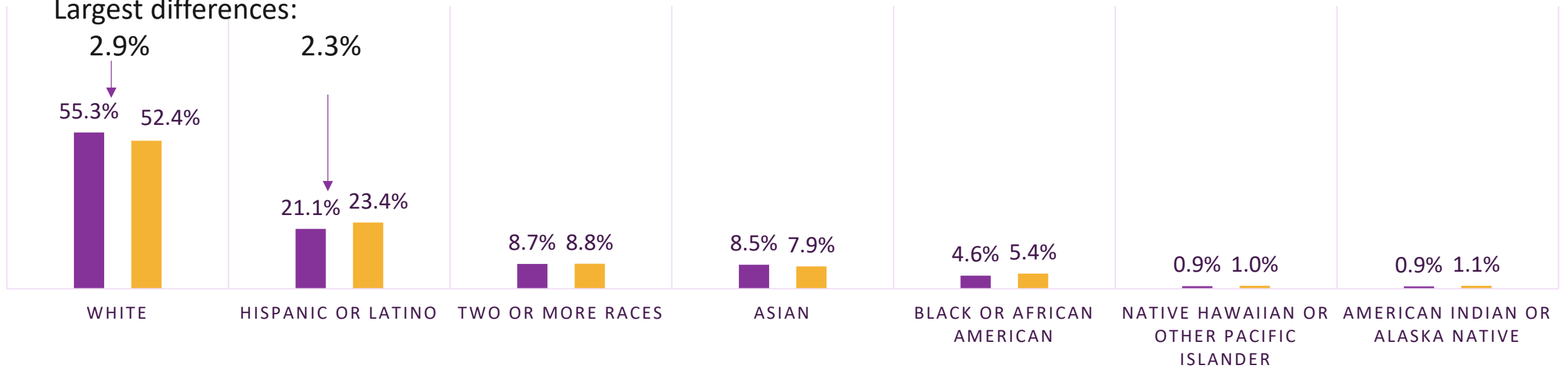
	WHITE	HISPANIC OR LATINO	TWO OR MORE RACES	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	AMERICAN INDIAN OR ALASKA NATIVE
Difference	2.9%	2.3%					
Respondents	55.3%	21.1%	8.7%	8.5%	4.6%	0.9%	0.9%
Population	52.4%	23.4%	8.8%	7.9%	5.4%	1.0%	1.1%

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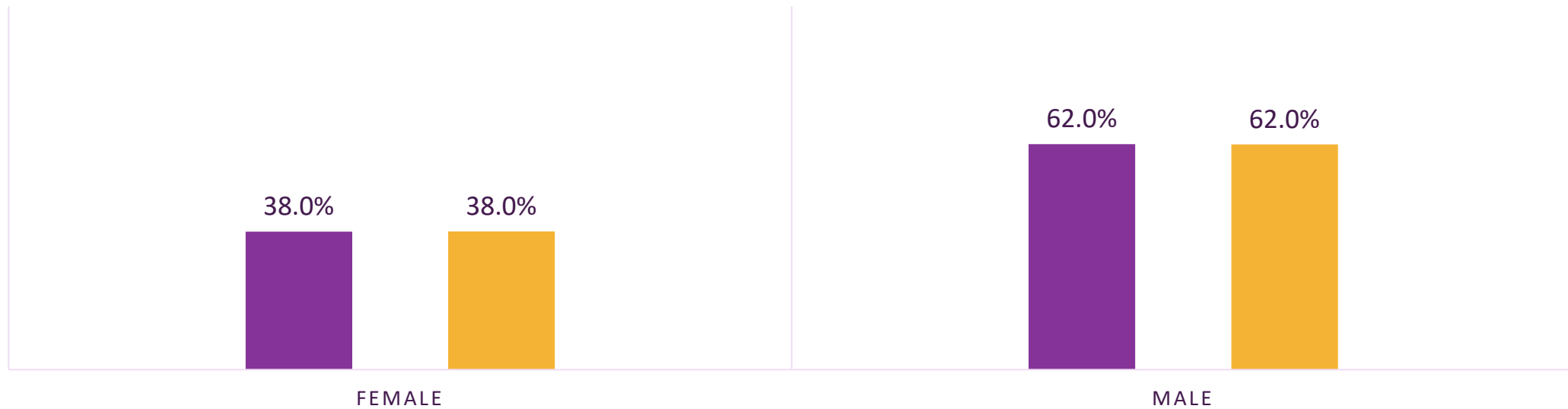
Demographic Comparison: Respondents vs. Population

LANGUAGE

■ Respondent (N=5,408)   ■ Population (N=12,682)

Largest difference: 0.7%

	ARABIC	BENGALI	CHINESE	ENGLISH	FRENCH	HINDI	KOREAN	PUNJABI	RUSSIAN	SOMALI	SPANISH	TAGALOG	VIETNAMESE
Respondent	0.2%	0.0%	0.9%	89.7%	0.1%	0.2%	0.1%	0.1%	0.4%	0.1%	7.7%	0.1%	0.3%
Population	0.2%	0.0%	0.6%	90.4%	0.1%	0.3%	0.1%	0.1%	0.3%	0.2%	7.1%	0.1%	0.2%

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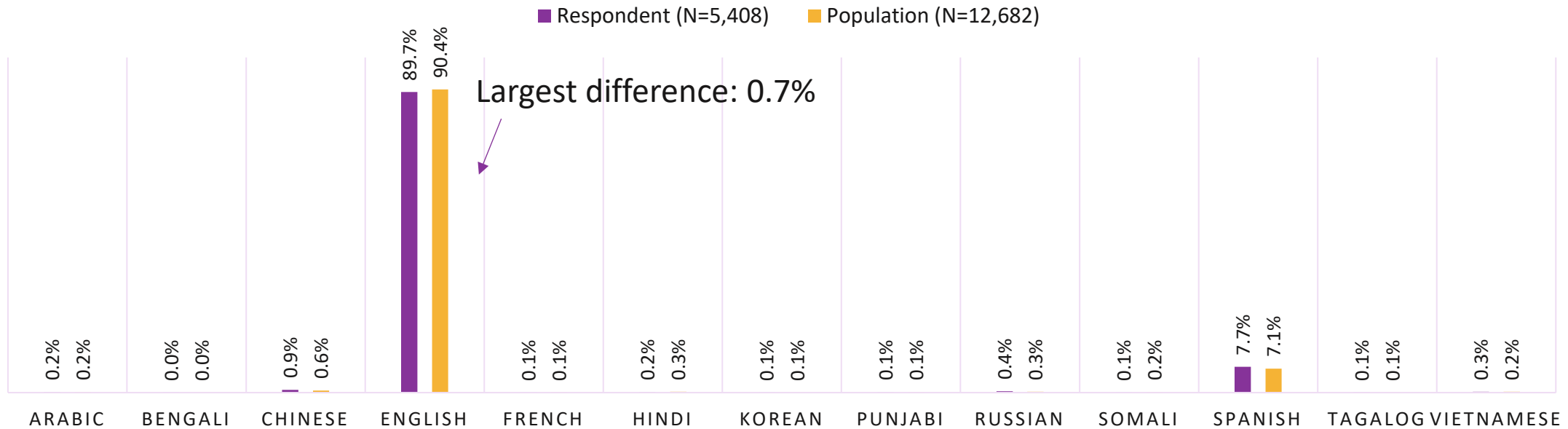
Language	Respondents	Population
Arabic	11	23
Bengali	2	6
Chinese	46	80
English	4,851	11,468
French	3	11
Hindi	12	37
Korean	4	10
Punjabi	8	18
Russian	21	36
Somali	4	19
Spanish	417	906
Tagalog	6	9
Vietnamese	14	30
Farsi	5	13
Japanese	2	5
Portuguese	2	10
Total	5,408	12,681

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Demographic Comparison: Respondents vs. Population

SERVICE AREA

■ Respondent (N=5,408)   ■ Population (N=12,682)

2nd Largest difference: 1.9%

Largest difference: 2.0%

Service Area	Respondent	Population
ADAMS	0.9%	1.0%
ASOTIN	0.2%	0.2%
BENTON/FRANKLIN	3.2%	3.8%
CHELAN/DOUGLAS/GRANT	2.3%	2.4%
CLALLAM	0.3%	0.3%
CLARK	4.2%	3.5%
CLARK 3	1.3%	1.4%
COLUMBIA/WALLA WALLA	0.3%	0.2%
COWLITZ/WAHKIAKUM	1.7%	1.6%
FERRY/STEVENS/PEND..	0.3%	0.3%
GARFIELD/WHITMAN	0.5%	0.5%
ISLAND/SAN JUAN	1.4%	1.4%
JEFFERSON	0.2%	0.2%
KING	28.8%	26.8%
KITSAP	3.6%	3.2%
KLICKITAT	0.4%	0.3%
LEWIS	0.6%	0.6%
N.LEWIS	0.8%	0.8%
N.THURSTON	0.7%	0.7%
OKANOGAN	0.8%	0.9%
PIERCE	10.8%	11.5%
SKAGIT	0.7%	0.7%
SKAGIT 2	0.4%	0.4%
SKAGIT 3	0.0%	0.0%
SKAMANIA	0.0%	0.1%
SNOHOMISH	11.5%	11.4%
SPOKANE	12.5%	13.5%
THURSTON/MASON/GRAY..	4.0%	3.7%
WHATCOM	4.9%	4.0%
YAKIMA	2.6%	4.6%
UNKNOWN	0.0%	0.0%

Service Area	Respondents	Population
Adams	47	126
Asotin	12	32
Benton/Franklin	175	480
Chelan/Douglas/Grant	124	305
Clallam	14	41
Clark	229	440
Clark 3	72	176
Columbia/Walla Walla	18	31
Cowlitz/Wahkiakum	91	204
Ferry/Stevens/Pend Oreille/Lincoln	16	39
Garfield/Whitman	28	57
Island/San Juan	75	176
Jefferson	11	21
King	1556	3401
Kitsap	196	403
Klickitat	21	43
Lewis	31	80
N.Lewis	41	100
N.Thurston	38	92
Okanogan	41	120
Pierce	585	1455
Skagit	38	86
Skagit 2	19	46
Skagit 3	2	2
Skamania	2	10
Snohomish	621	1445
Spokane	678	1714
Thurston/Mason/Grays Harbor	217	471
Whatcom	267	505
Yakima	142	580
Unknown	1	1
Total	5408	12682

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Demographic Comparison: Respondents vs. Population

AGE

■ Respondent (N=5,408)   ■ Population (N=12,682)

Largest difference: 1.2%

	0 - 12 MONTHS	13 - 24 MONTHS	25 - 36 MONTHS	37+ MONTHS
Respondent	0.7%	31.6%	67.7%	51.9%
Population	0.9%	30.8%	68.3%	53.1%

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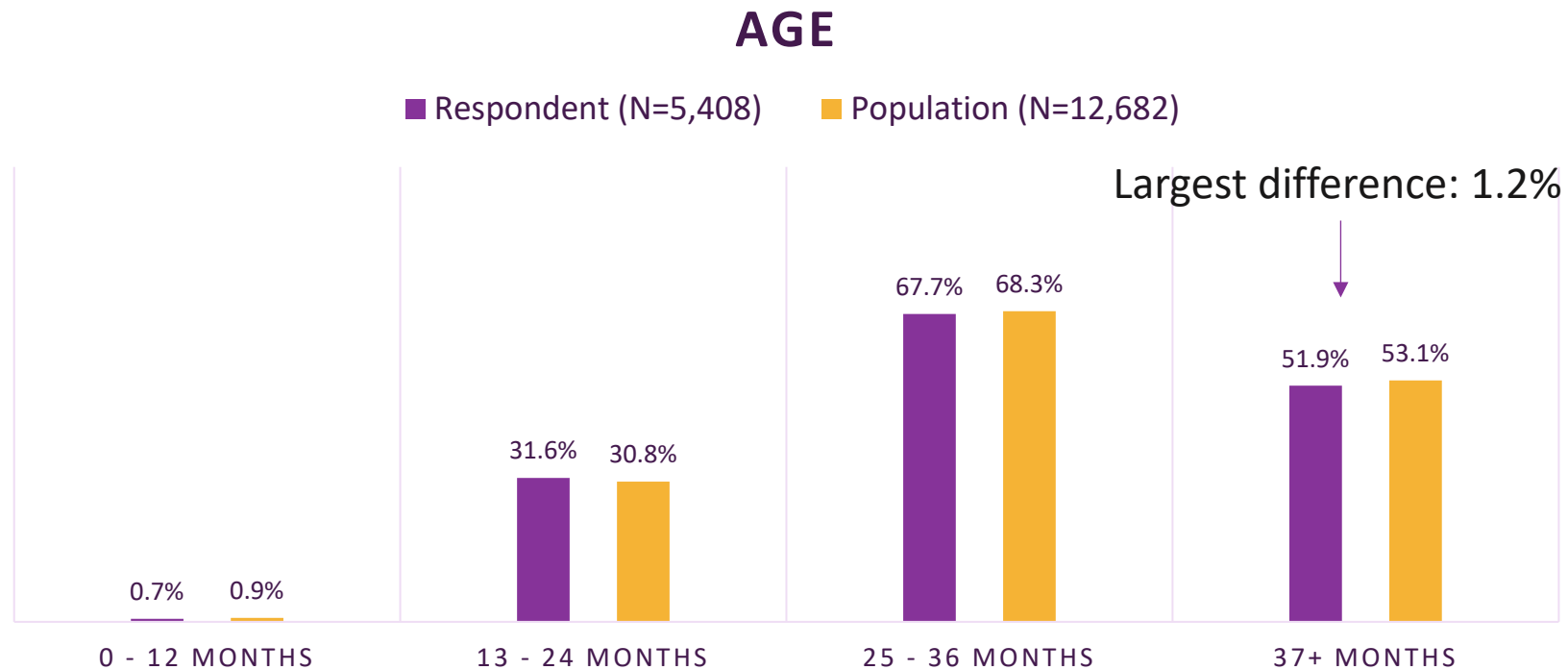
Section 1 (Indicator 4A) : Know Their Rights
"How helpful has <provider> been in..."

Legend: ■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful

Giving you information about your rights as a parent (N=5140): 16%, 81%, 3%

Explaining your rights in ways that are easy to understand? (N=5220): 15%, 83%, 2%

Giving you useful information about who to contact when you have questions or concerns? (N=5276): 12%, 86%, 2%

Giving you information about options for services and supports when <child's name> leaves the program at age three? (N=5110): 15%, 80%, 5%

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Section 2 (Indicator 4B): Effectively Communicate Their Children's Needs
"How helpful has <provider> been in..."

Legend: ■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful

Giving you useful information about <child's name>'s needs? (N=5323): 2%, 11%, 87%

Talking with you about <child's name>'s strengths? (N=5330): 2%, 9%, 89%

Listening and respecting your choices? (N=5320): 1%, 6%, 93%

Talking with you about what you think is important for <child's name>? (N=5321): 2%, 7%, 92%

Developing a good relationship with you and your family? (N=5318): 2%, 7%, 92%
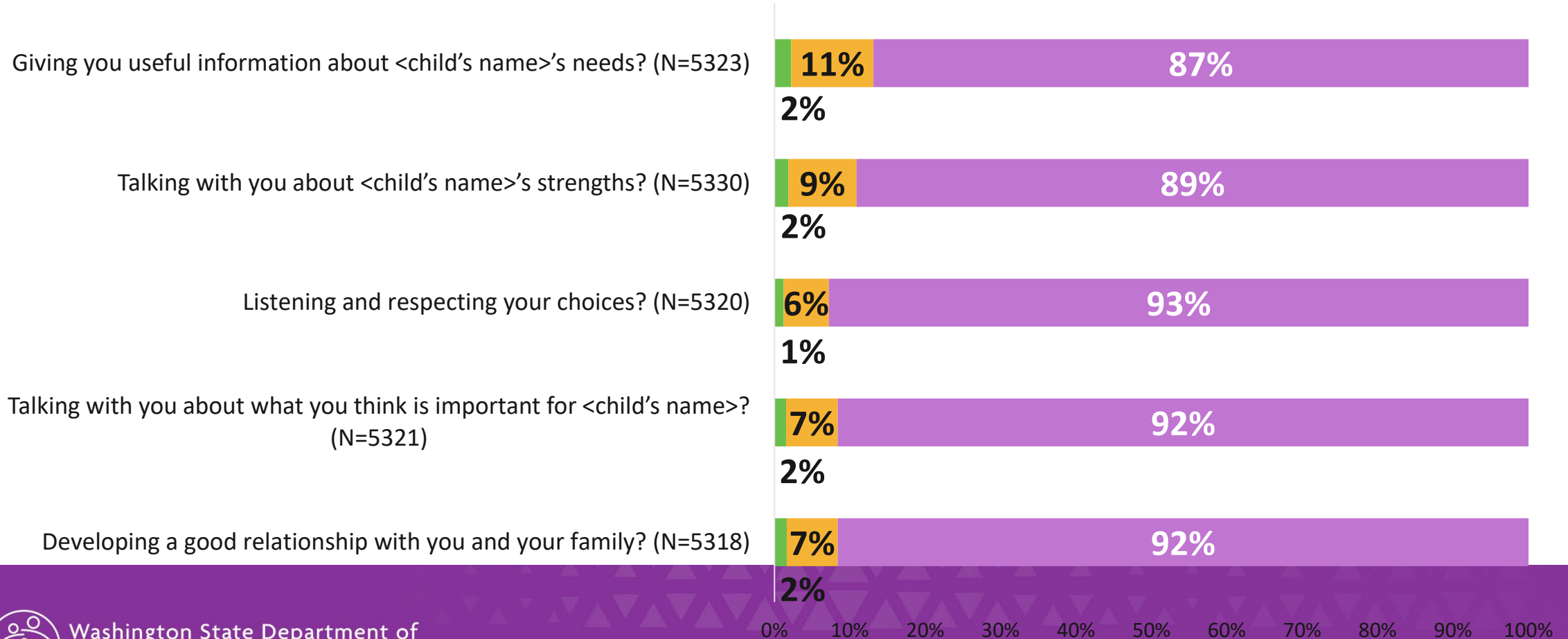
Section 3 (Indicator 4C): Help Their Children Develop and Learn

"How helpful has <provider> been in giving you information about how to help <child>..."

Legend: ■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful

Learn new skills? (N=5299): 2% | 12% | 85%

Get along with others? (N=4983): 4% | 18% | 77%

Take care of his/her needs? (N=5180): 3% | 14% | 84%

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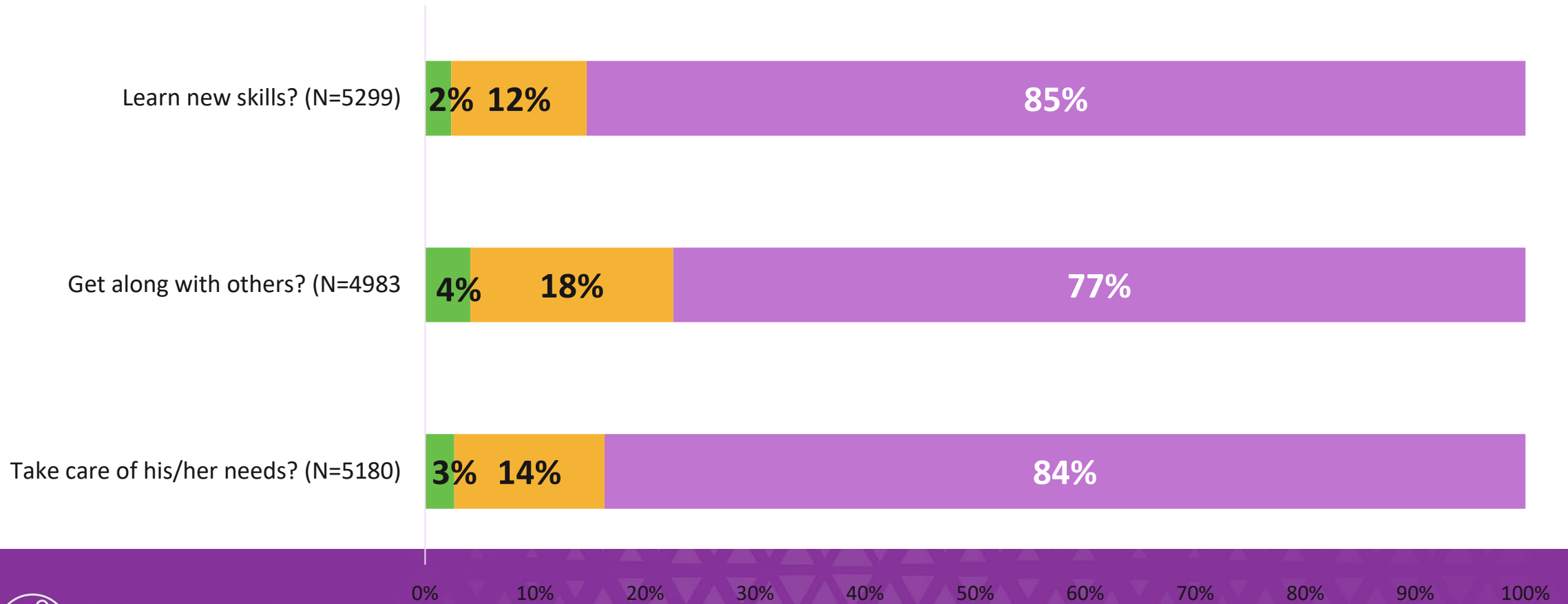
Section 4 (Indicator 4C): Help Their Children Develop and Learn
"How helpful has <provider> been in..."

Legend: ■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful

Identifying things you can do to help <child's name> learn? (N=5284)
- 10%
- 88%
- 2%

Sharing ideas on how to include <child's name> in daily activities? (N=5237)
- 12%
- 86%
- 2%

Working with you to know when <child's name> is making progress? (N=5308)
- 10%
- 88%
- 3%

Connecting you with other organizations that can help <child's name> develop and learn? (N=5079)
- 7%
- 17%
- 76%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

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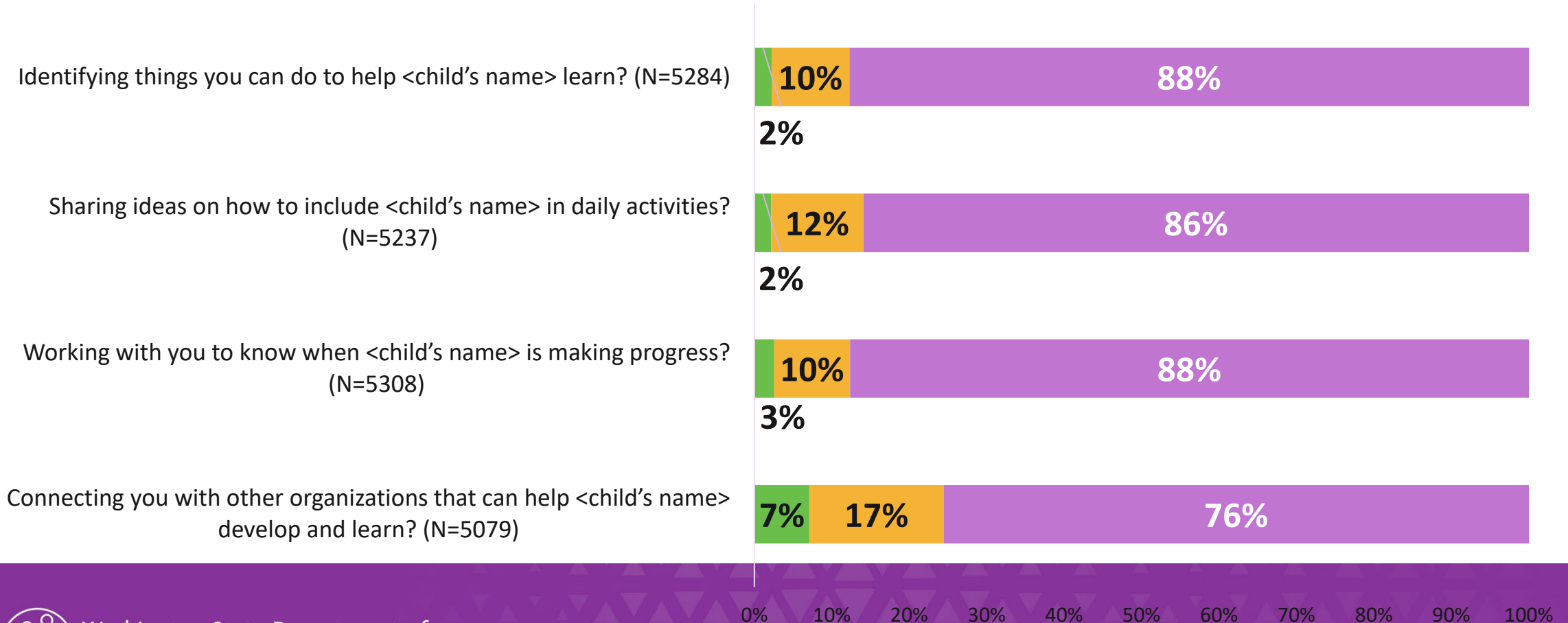
Indicator Results

- Threshold: Percent of families with an average score of 2.5 or greater on the 3-point scale, across all survey items that apply to the indicator.

- Includes only respondents who answered all questions pertaining to the indicator, with a response other than "Not Applicable."

Indicator 4: Percent of families participating in Part C who report that early intervention services have helped the family...

Legend: ■ FFY23   ■ FFY22   ■ FFY21

4A. Know Their Rights (N=4879)
- FFY23: 87.6%
- FFY22: 87.9%
- FFY21: 86.2%

4B. Effectively Communicate Their Children's Needs (N=5260)
- FFY23: 92.1%
- FFY22: 91.2%
- FFY21: 90.1%

4C. Help Their Children Develop and Learn (N=4768)
- FFY23: 85.7%
- FFY22: 84.8%
- FFY21: 84.6%

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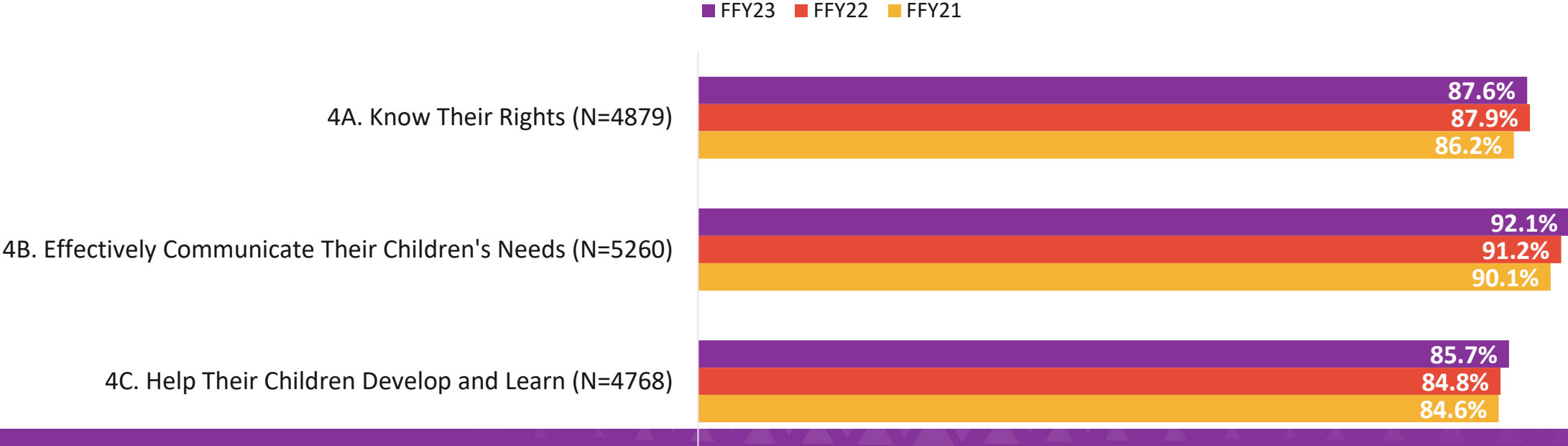
Percentage Meeting 4A by Race/Ethnicity

Indicator 4A: Know Their Rights

Race/Ethnicity	Percentage
American Indian or Alaska Native (N=39)	92%
Asian (N=411)	83%
Black or African American (N=224)	88%
Hispanic or Latino (N=1054)	88%
Native Hawaiian or Other Pacific Islander (N=46)	96%
Two or More Races (N=423)	87%
White (N=2681)	88%

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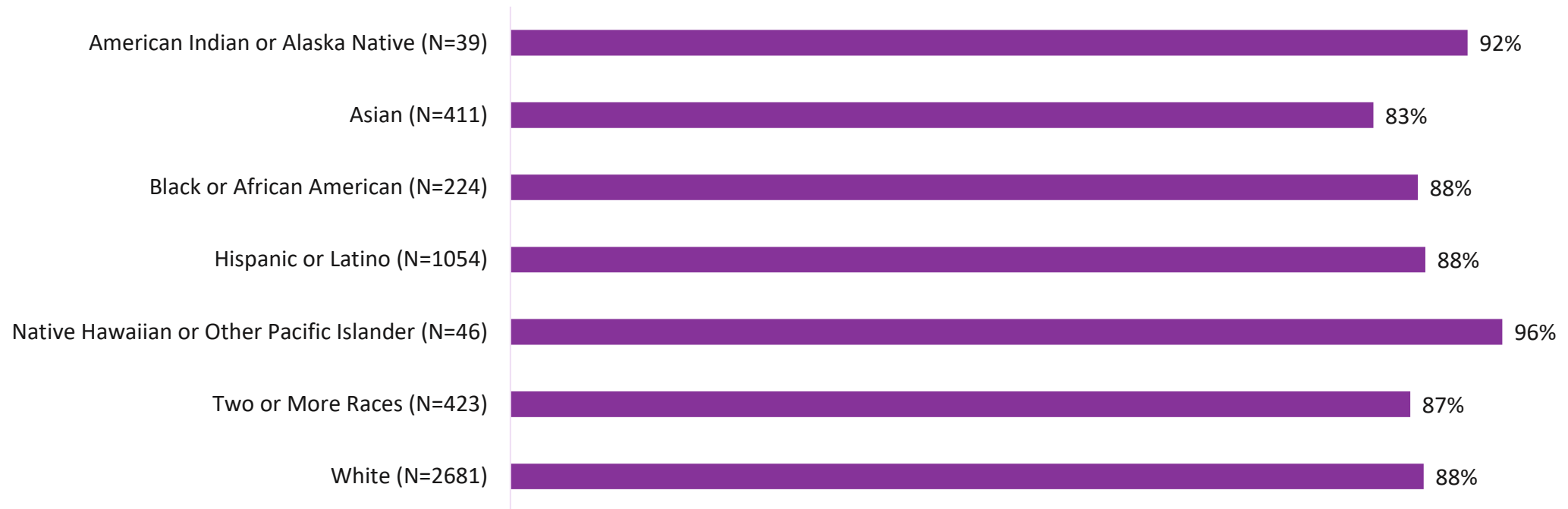
Percentage Meeting 4B by Race/Ethnicity

Indicator 4B: Effectively Communicate their Children's Needs

Race/Ethnicity	Percentage
American Indian or Alaska Native (N=44)	89%
Asian (N=443)	90%
Black or African American (N=234)	88%
Hispanic or Latino (N=1118)	93%
Native Hawaiian or Other Pacific Islander (N=45)	98%
Two or More Races (N=457)	93%
White (N=2918)	92%

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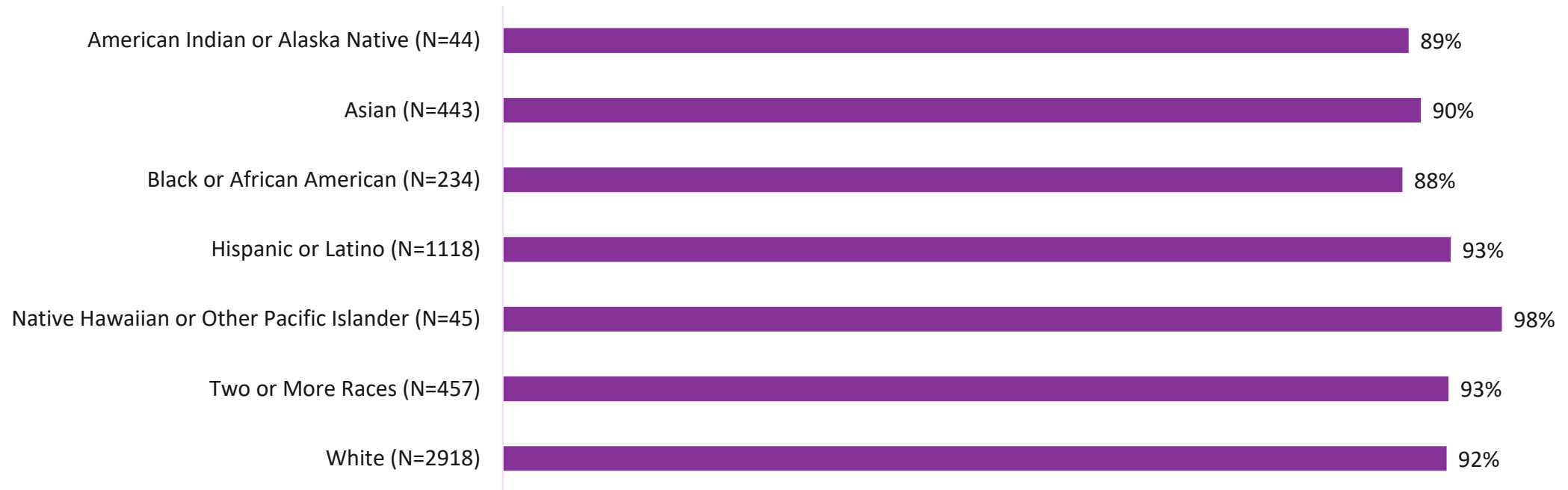
Percentage Meeting 4C by Race/Ethnicity

Indicator 4C: Help Their Children Develop and Learn

American Indian or Alaska Native (N=41) — 78%
Asian (N=400) — 81%
Black or African American (N=227) — 82%
Hispanic or Latino (N=1057) — 87%
Native Hawaiian or Other Pacific Islander (N=42) — 98%
Two or More Races (N=425) — 86%
White (N=2575) — 86%

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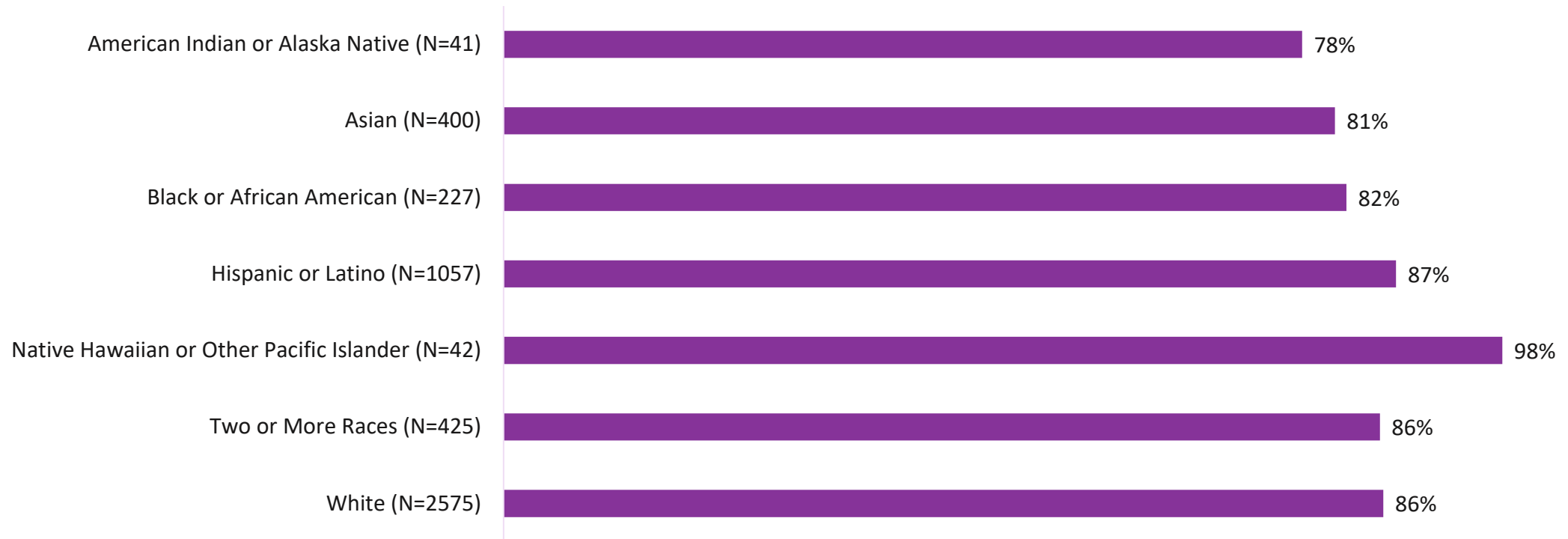
Percentage Meeting Indicator by Gender

88%	87%	93%	92%	87%	85%
Female (N=1841)	Male (N=3038)	Female (N=1992)	Male (N=3268)	Female (N=1770)	Male (N=2998)
Indicator 4A: Know Their Rights		Indicator 4B: Effectively Communicate their Children's Needs		Indicator 4C: Help Their Children Develop and Learn	

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Sentiment Code	Sample Quotations
Very positive	Our family, we have been extremely happy with the services we have received from [provider name], and we would be happy to participate and help with any research program we will be doing in the future. We would also like to participate in any efforts to give testimonials. We would be really happy to offer whatever we can do.
Very positive	It was very, very nice when he had the issue, and he doesn't have the issue anymore so thank you very much.
Positive	Connected with [Child's name] well. Knowledgeable for sure!
Positive	I'm grateful for the service. [Child's name] learned how to express more of what she wants. Also I learned some fun activities to motivate her. [Child's name] is now a toddler that talks a lot!

Sentiment Code	Sample Quotations
Neutral or both positive and negative	They were helpful but I'm still struggling. Not everything was clear for [Child's name].
Neutral or both positive and negative	Disliked the virtual therapy; difficult for a child 0-3 to be interested in.
Negative	My child needed ST and OT. I could only choose one type of therapy. We did not talk about other programs. Just paperwork for school and goodbye. No follow-through.
Very negative	This service is absolutely USELESS!! [contractor name] only collects data but provided useless service. We provided our child w/early intervention without any help from this program. The women here were not prepared whatsoever. It was literally a JOKE of a service.

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Thank you!

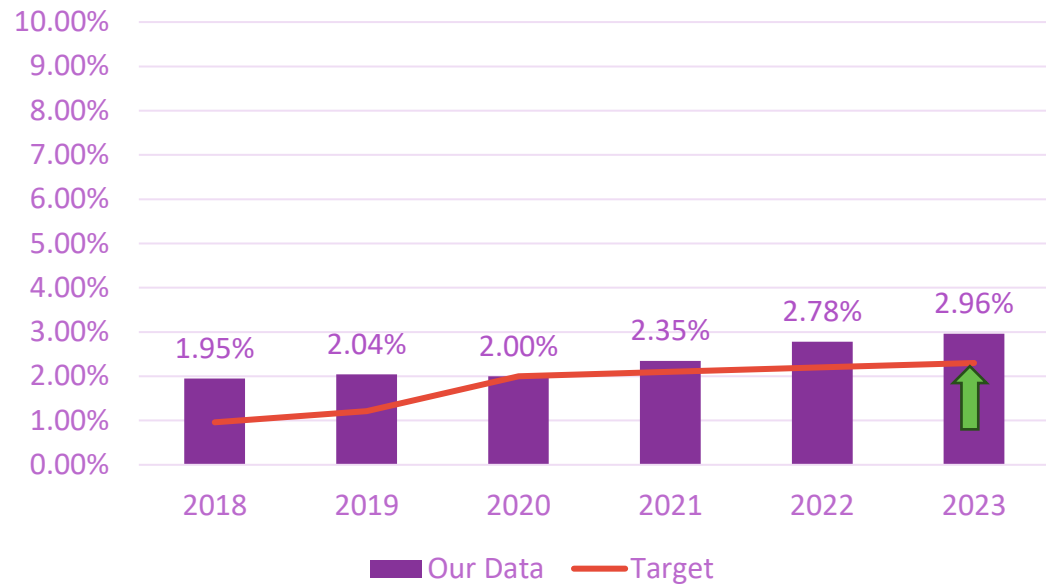Washington State Department of
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In FFY 2022, ESIT served 2.96% of infants (birth to one) and 4.81% of infants and toddlers (birth to three).

Indicator C5

Indicator C6

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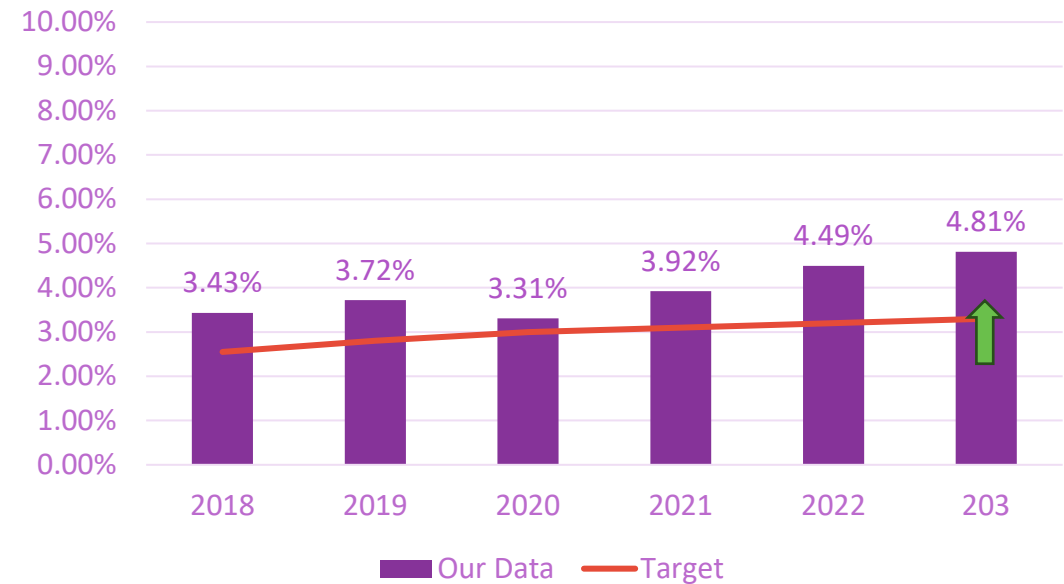
Breakout Room

1. What does your program do to identify children who qualify for ESIT services? Or if not a provider representative, what recommendations might you have for strengthening referral systems?

2. What are current challenges faced by local programs?

3. What, if anything, would have made it easier for your family to access ESIT services?

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Indicator 1

Timely Provision of Services – Compliance indicator with a target of 100%. Each state defines what constitutes timely services. The indicator refers to the percentage of children for whom all services are timely, not the percentage of services that are timely; if one or more of the services for a child are not delivered within the defined timeline, then the child would be excluded from the final percentage of those receiving timely services.
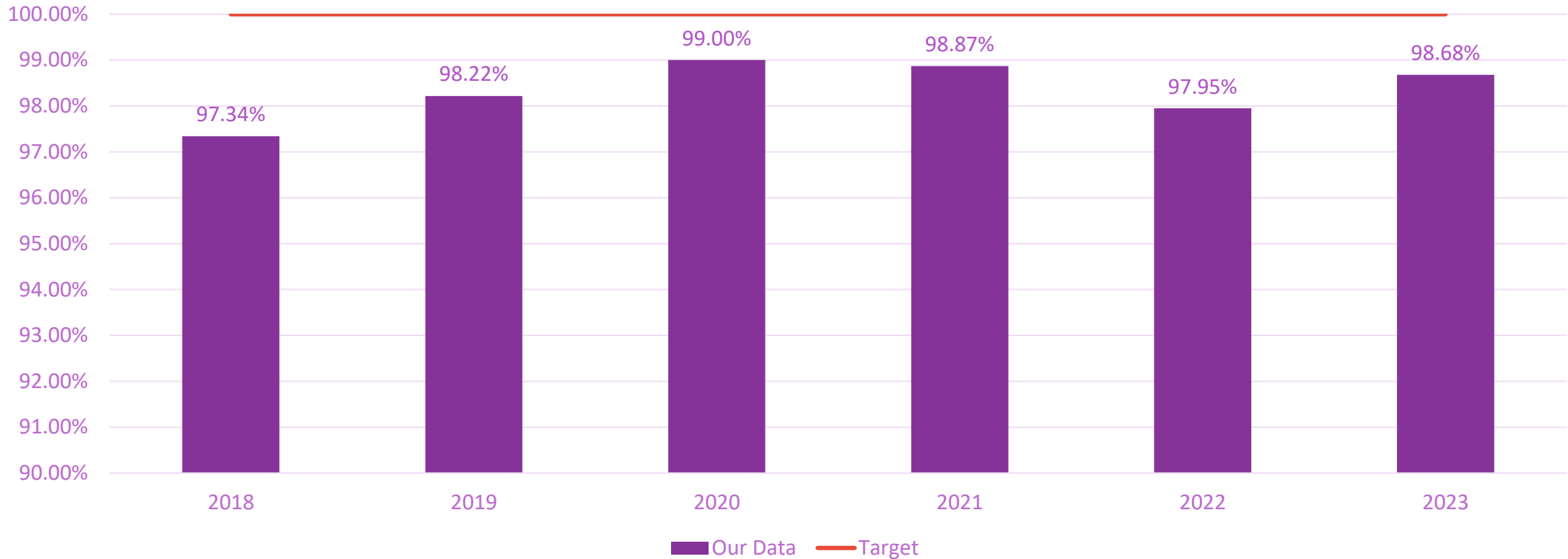
Indicator 7: 45-Day Timeline

Percentage of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. Indicator 7 is a compliance indicator with a performance target of 100%. Part C regulations specify that the initial evaluation and initial assessments of the child and family, as well as the initial IFSP meeting must be completed within 45 days from the date the lead agency or provider receives the referral. For this indicator, states have the option to identify and count as timely those delays that are the result of exceptional family circumstances.

Year	Our Data
2018	90.77%
2019	94.78%
2020	96.17%
2021	93.64%
2022	82.44%
2023	91.67%
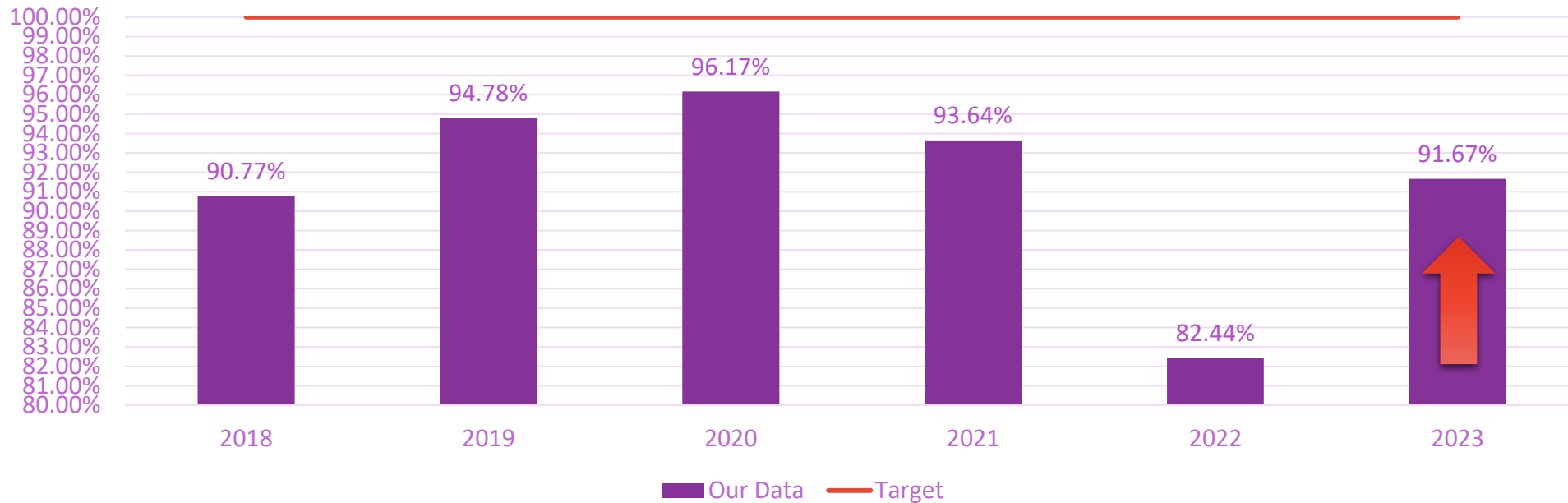
In FFY 2022, only 82.44% of IFSPs were issued on time, this is the lowest percentage in the past 5 years and constituted a substantial downward. We saw a 9.23% increase in data from FFY22 to FFY23, the highest percentage of IFSPs issued within the 45-day timeline in the past 5+ years.

Breakout Room

What factors could have contributed to the increase in timeliness of IFSPs? Are there specific changes your program has implemented to increase the number of timely IFSPs in FFY23?

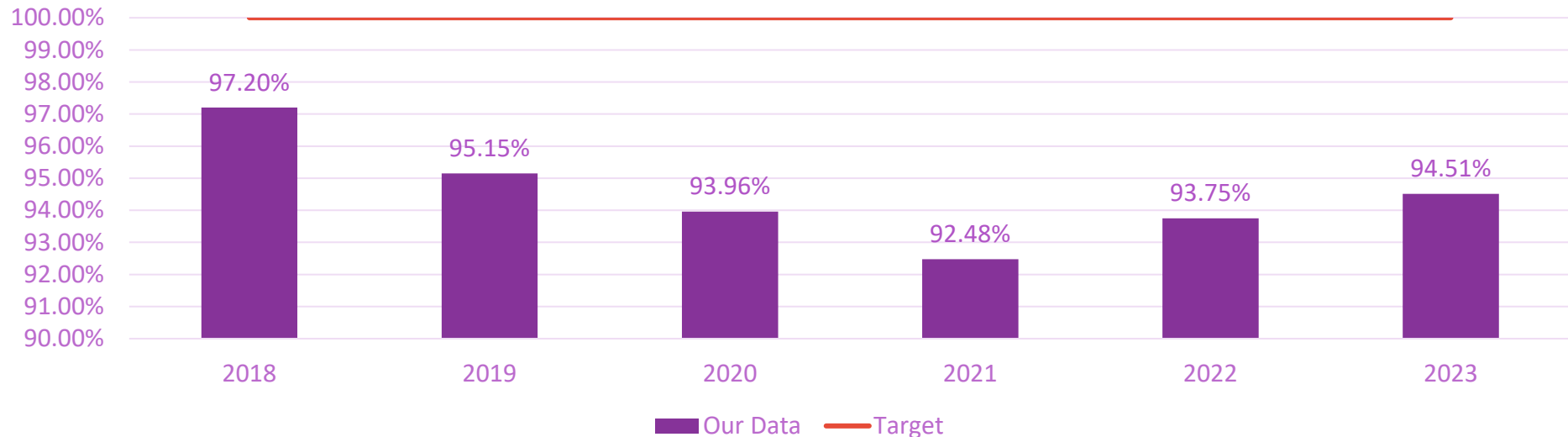How could programs further improve the timeliness of IFSPs in the upcoming FFY?

How could the State Leadership Team better support providers who are struggling with timely delivery of services and issuance of IFSP?

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Indicator 8: Early Childhood Transition

Percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddlers third birthday.

B. Notified (consistent with any opt-out policy adopted by the State) the State education agency (SEA) and the lead education agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

The graph below shows Indicator 8c data over time. We have improved the timeliness of transition conferences in FFY23.

Bar chart showing "Our Data" and "Target": 2018: 97.20%, 2019: 95.15%, 2020: 93.96%, 2021: 92.48%, 2022: 93.75%, 2023: 94.51%. Target line at 100.00%.

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Breakout Room

To date, we have been reporting Indicator 8b data at 100% compliance based on assertion that the automated notification process triggered by the DMS is 100% failproof.

If we pull actual data, we notice that we report all available data 100% on time, but not all children are determined potentially eligible on time (90 days prior to their third birthday) and some enter services later which results in "late" reporting.

 After the implementation of our new data system, the state will begin reporting actual data in the APR without relying on the logic check noted above. What measures can we take today to ensure that data is available in a timely manner to report to OSEP as well as the SEA/LEA?

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APR Introduction – Required Questions

- The systems that are in place to ensure that IDEA Part C requirements are met, e.g., monitoring systems, dispute resolution systems.

- The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to early intervention service (EIS) programs.

- The mechanisms the State has in place to ensure that service providers are effectively providing services that improve results for infants and toddlers with disabilities and their families.

- The mechanisms for soliciting broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 11, the State's Systemic Improvement Plan (SSIP).

- **Describe how the parent members of the Interagency Coordinating Council, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

- **Describe the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for infants and toddlers with disabilities and their families.**

- The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.

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Breakout Room

1) Do you see opportunities to develop or sustain collaborations, partnerships, cross-teaming activities across state agencies serving on the SICC, that relate to these performance indicators?

2) Parent representatives, what could we do to solicit parental feedback on our APR data?

3) Are there stakeholder and advocacy groups that we should collaborate with on an ongoing basis?

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WA State Systemic Improvement Plan (SSIP)

- Indicator 11 of the Annual Performance Report
- Focused on improving quality and child outcomes

Part C Indicators
1: Timely service delivery
2: Settings
3: Child outcomes
4: Family outcomes
5: Child find, ages birth to 1
6: Child find, ages birth to 3
7: Timeliness of IFSP
8: Early childhood transition
9: Hearing Requests Resolved
10: Mediation agreements
11: State systemic improvement plan

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What is the SSIP & What is Being Measured?

A comprehensive, achievable, multi-year plan that is primarily centered on providing high-quality training designed to promote positive social-emotional relationships and improve outcomes for enrolled children and their families.

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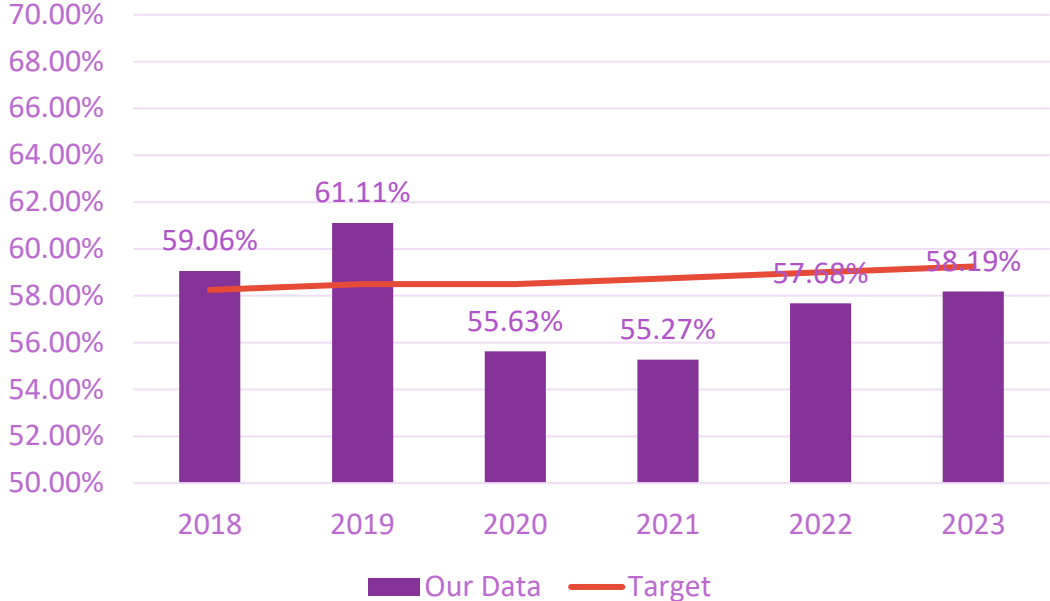
State Identified Measurable Result (SiMR)

There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate an increased rate of growth in positive social-emotional development.
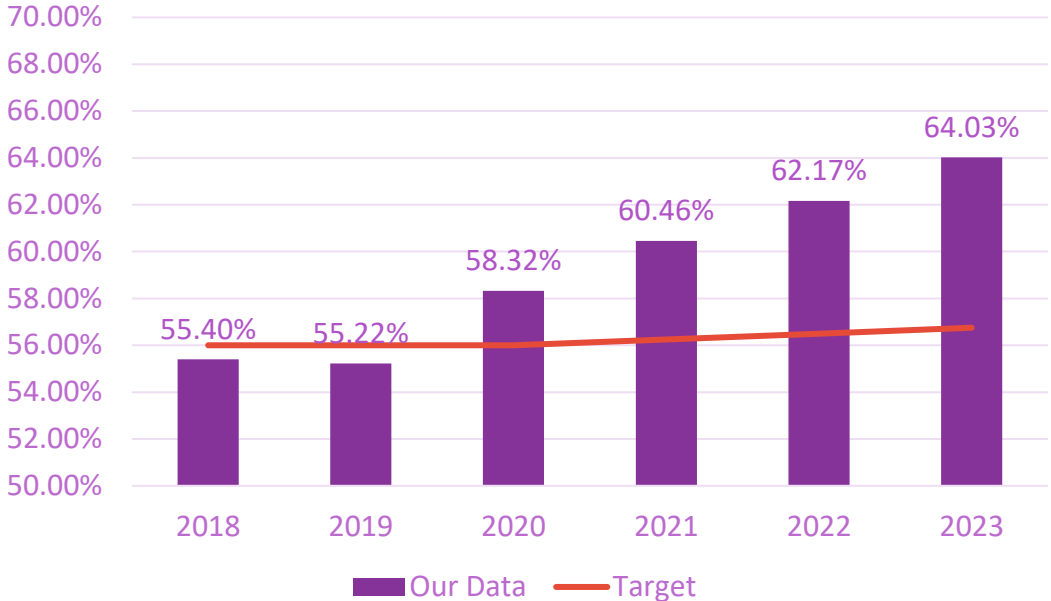
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These charts show **social-emotional growth** among children who entered the program functioning below age expectations.

The percent of children with an increased rate of growth in social-emotional skills declined in 2020 and 2021 and is beginning to recover.

The percent of children with social-emotional functioning within age expectations at exit has increased steadily.

Chart 1 (Our Data / Target):
- 2018: 59.06%
- 2019: 61.11%
- 2020: 55.63%
- 2021: 55.27%
- 2022: 57.68%
- 2023: 58.19%

Legend: Our Data — Target

Indicator 3, Outcome A, Summary Statement 1

Chart 2 (Our Data / Target):
- 2018: 55.40%
- 2019: 55.22%
- 2020: 58.32%
- 2021: 60.46%
- 2022: 62.17%
- 2023: 64.03%

Legend: Our Data — Target

Indicator 3, Outcome A, Summary Statement 2

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SSIP: Improvement Strategy Areas

Professional Development
Provide professional development to providers to improve early relational health practices

Qualified Personnel
Increasing expertise of ESIT providers
Increasing #s of Infant Mental Health providers

Assessment
Increase ability of ESIT providers to conduct functional assessments, including social emotional, and Child Outcome Summary (COS) rating processes

Accountability
Statewide monitoring, including data reliability and validity across the system

Indicator 11

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Highlight: Professional Development

Promoting First Relationships

Center for Early Relational Health

NeuroRelational Framework

Reflective Consultation/Supervision

Domestic Violence Assessment and Response
&
Safety Planning with Families

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PFR Level	Overall	2024
1	1,119	120
2	96	12
3	21	1

Survey Item:	6 months	12 months
The use of PFR has positively impacted work with children and families	**96%**	**100%**
Use at least 1 PFR strategy often/always	**96%**	**91%**

Survey Item:	Initial	6 months	12 months
This training has provided me with useful knowledge and skills	93%	96%	100%
This training has inspired me to think differently about how I approach my work with children and families	89%	93%	91%
This training has helped me provide culturally responsive services	88%	86%	91%

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What ESIT Providers are saying about PFR:

"Family's report feeling more comfortable with the "uncomfortable" and learning through trial and error"

"PFR has allowed me to focus on using reflective questions in both my evaluations and home visits. I am able to gain more important information from the families, understand their everyday, and gain perspective better using the questions"

"It has given me the insight and the tools to be able to ask deeper more meaningful questions and get to the root of things"

"I have focused my interactions with the children in the past and this program has helped me focus on guiding the parents to be leaders in their child's infant/toddler years."

"It has helped me to better understand the family dynamic as well as the parents more and in turn has helped with carry over throughout the week as well as my relationships with the family."

"I've used a lot more reflective questions when interacting with the families. Helping them discover their own capabilities and knowledge has really helped them and been rewarding to be a part of."

"I love that the training points out the benefit of being clear about positive parenting feedback and looping into the social emotional need that the parent is meeting."

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Questions?

Please contact ESIT Data Systems and Analysis Manager, Kim Hopkins.

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