

# Home Visiting Rate Setting

Home Visiting PAT Rate Setting Meeting #2  
August 1<sup>st</sup>, 2023

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*Note: We will be recording today's meeting for posting and notetaking.*


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Washington State Department of  
**CHILDREN, YOUTH & FAMILIES**

# Session Objectives

- DCYF provides definitions of personnel standards
- DCYF reviews options for personnel standards, possible SOC Codes and implications on rates
- Participants reflect on options and provide input
- Next Meeting Agenda
  - Service Standards Discussion #1



Some Listening;  
some reflecting  
and sharing! 😊



# Personnel Standards

- Personnel Standards **will be** identified for all required positions in the contract:
  - Home Visiting (Parent Educator)
  - Supervisor
- While other staff may be necessary to complete work in the contract, we **will not be** identifying Standard Occupational Classifications (SOC) codes for these staff. Based on the work required in the contract, costs will be assigned in the service standards review. For example:
  - Program managers
  - Data managers
  - Administrative Assistants/Support Staff

# Personnel Standards

- Personnel Standards include the following:
  - Education,
  - Experience (**work experience, lived experience**)
  - Special Certification, and
  - Relevance to other DCYF Services
- Personnel Standards will guide identification of the SOC Code
  - SOC Codes have salary ranges
  - As the experience/education increases (and the job expectations increase), the position moves up on the SOC scale
  - DCYF utilizes the **median** of the identified salary range

SOC Code Reference:  
[ESDWAGOV - Occupations \(OEWS\)](http://ESDWAGOV - Occupations (OEWS))

# How DCYF Uses SOC Code

- Objective – finding Occupation codes that reflect the work
- These all fall into the overarching category of Community and Social Service Specialist 21-1000
- The difference more often represented regional variations in pay rather than difference in the work force.
- DCYF uses the wage data from the overarching group for rate setting.

SOC	Occupation
21-1012	Educational, Guidance, and Career Counselors and Advisors
21-1013	Marriage and Family Therapists
21-1015	Rehabilitation Counselors
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors
21-1019	Counselors, All Other
21-1021	Child, Family, and School Social Workers
21-1022	Healthcare Social Workers
21-1023	Mental Health and Substance Abuse Social Workers
21-1029	Social Workers, All Other
21-1091	Health Education Specialists
21-1092	Probation Officers and Correctional Treatment Specialists
21-1093	Social and Human Service Assistants
21-1094	Community Health Workers
21-1099	Community and Social Service Specialists, All Other

Data for Counselors, Social Workers, and Other Community and Social Service Specialists 21-1000



# Personnel Standards → SOC Code

Within an SOC, the next objective is to define the level of experience needed.

	Community and Social Service Occupations (21-1000) - Annual Wages			
<b>DCYF Service Framing</b>	Peer Support	Paraprofessional	Skills Based Teaching	Clinical*
<b>Education</b>	H.S. +2	A.A. +2	BA +2	Masters +2
<b>Types of Experience</b>		2 years of service delivery	4 years of service delivery	6 years of service delivery
<b>ESD Researched groups</b>	10%	25%	50%	75%

\* Counseling services must meet RCW 18.225

# FOR REVIEW: Personnel Standards – PAT Parent Educator

*Values: Equitable pay, experience includes **lived experience** and other types of experience important to the work, cultural and linguistic alignment with the families served*

ROLE	Level of Training – HS	Level of Training – AA	Level of Training – BA	Level of Training – MA/MS	Notes
PE Option 1	High school/equivalent +2 years of supervised <b>experience</b> working with children & families	<b>Associate’s Degree</b>			<i>Model Min Requirements</i>
PE Option 2	High school degree +4 years of experience	Associate’s Degree +2 years experience	<b>Bachelor's degree</b>		<i>Model Quality Standards</i>
PE Option 3	High school degree +5 years experience	Associates degree +3 years experience	Bachelor's degree +1 year experience	<b>Master’s degree</b>	<i>Exceed Model Standards</i>

*Choice here will drive the option for Supervisor (because salaries follow a logical progression up the scale +15%)*

# FOR REVIEW: Personnel Standards – Supervisor

*Values: Equitable pay, experience includes **lived experience** and other types of experience important to the work, cultural and linguistic alignment with the families served*

ROLE	Level of Training – HS	Level of Training – AA	Level of Training – BA	Level of Training – MA/MS	Notes
<b>Supervisor Option 1</b>	<b>High school degree + 5 years experience in early childhood/related</b>	<b>Associate’s Degree + 5 years experience</b>			<i>Model Min Requirements</i>
<b>Supervisor Option 2</b>	High school degree +9 years experience	Associate’s Degree +7 years experience	<b>Bachelor's degree +5 years experience</b>		<i>Model Quality Standards</i>
<b>Supervisor Option 3</b>	High school degree +11 years experience	Associate’s Degree +9 years experience	Bachelor's degree +7 years experience	<b>Master's degree +5 years experience</b>	<i>Exceed Model Standards</i>

*Choice for supervisor option is linked to the Parent Educator option (salaries follow a logical progression up the scale +15%)*



# Discussion

*What stands out as strengths/opportunities for these options?*

*What stands out as challenges/barriers for these options?*



# Next Steps

## Service Delivery Standards / Workload Standards

- Interpreting Model Expectations as the primary drivers
- Understanding contract requirements beyond the fidelity essential requirements to influence workload

## Future Meetings

- Quality and Training Expectations
- Overhead and Operational Costs



# Final Questions and Discussion

THANK YOU!!

