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# Dept. of Children, Youth & Families

## Early Support for Infants & Toddlers (ESIT) Program

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State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, February 15, 2023

Time: 9 a.m. – 3:00 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](mailto:will.moncrease@dcyf.wa.gov).

### Agenda

#### Native Land Acknowledgement

9:00 a.m. - 9:30 a.m. | Welcome & Introductions | SICC Chair E Renae` Antalan

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

9:30 a.m. - 9:50 a.m. | Parent Stories: ESIT Services & PIE Introduction (Cohort 4)

Families will share their experience with receiving ESIT services during the COVID-19 pandemic with the council. Members will have an opportunity to ask questions and gain additional insights.

9:50 a.m. – 10 a.m. | Break

10:00 a.m. – 11:00 a.m. | Micro-Training: Zack Siddeek, MSW (He/Him), Jae Kin, MSW (She/Her/Hers) and Peter Jung, M.ed (He/Him/His) | The Arc of King County | Email: [Zack.Siddeek@arcofkingcounty.org](mailto:Zack.Siddeek@arcofkingcounty.org)



Disability is a form of diversity so often left out of equity and social justice conversations. Join us as we explore how biases impact our words and the way we treat people with disabilities. If you have a disability, or know, love and work with people with disabilities, you don't want to miss this critical conversation.

Topics include:

- Disability Rights is Civil Rights
- Respectful Language
- The Different Forms of Disability
- The Models of Disability

“**Zack Siddeek** is an Autistic social worker and community organizer practicing in Seattle, Washington. He is passionate about increasing the representation of Autistic people in all matters and places that impact them and infusing disability justice principles wherever possible.

He works as the Disability Systems Navigation coordinator at the Arc of King County. (<https://arcokingcounty.org/>) He organizes the Square Pegs, (<https://www.meetup.com/Squarepegs/>) a series of 25 social and support groups for Autistic adults in Washington State. He is on the board of the Washington Initiative for Supportive Employment (<https://www.gowise.org/>) a nationally renowned organization that promotes equitable employment for people with developmental disabilities through innovation, training and technical assistance.”

**Peter Jung** is the Information and Resource Coordinator with the Arc of King County. As an autistic self-advocate with 8 years of experience working in intensive youth behavioral health services in Pierce county and the surrounding areas, he is committed to improving the lives of youth with developmental and intellectual disabilities and their families. He specializes in supporting autistic youth in developing friendships through gaming and promoting self-advocacy.

**Jae Kim** is the Supervisor of Information and Referral at the Arc of King County. As a social worker who has a developmental disability, she believes these services are critical including education, housing, employment, etc.. Jae believe that social services are a basic need to which all people should have access. This is also why she wanted to study social work – to advocate for people with disabilities and support them to lead successful lives. She wants to help them find their voice because they are the ones that face the challenges and they know what they need to be successful.

11:00 a.m. – 11:10 a.m. | Break

11:10 a.m. – 11:40 a.m. Micro-Training: Continued

11:40 a.m. 11:45 a.m. | Public Comment

This time is set aside for the audience to state comments and share feedback on topics discussed in the morning. If the individual providing comment would like their comment to be included in the meeting minutes, they must provide a written summary to the SICC Chair [E Renae` Antalan](#).

#### 11:45 a.m. -12:00 p.m. Committee Updates

The SICC committee chairs will share updates, move motions and/or make recommendations to the council.

#### 12:00 p.m. – 12:30 p.m. | Lunch Break

#### 12:30 p.m. – 1:30 p.m. Agency Updates/Continued Committee 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.

#### 1:30 p.m. – 1:40 p.m. Break

#### 1:40 p.m. - 1:50 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 the SICC Chair [E Renae`Antalan](#).

#### 1:50 p.m. – 3:00 p.m. | Evaluation & Wrap Up

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

#### Next SICC Meeting:

Wednesday, April 19, 2023 | Virtual

# Dept. of Children, Youth & Families

## Early Support for Infants & Toddlers (ESIT) Program

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### State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, October 26, 2022

Time: 9 a.m. – 2:10 p.m.

### Agenda

#### 9 - 9:35 a.m. | Welcome & Introductions | SICC Vice Chair E Renae` Antalan

- SICC Vice Chair, E Renae` Antalan welcomed meeting attendees and gave her visual description.
- Meeting Role & Purpose statement reviewed by E Renae` Antalan.
- Will Moncrease, Jr. shared zoom meeting do's and don'ts and keyboard shortcuts.
- Group agreements shared by E Renae` Antalan.
- Brian Frisina, ESIT Tribal Consultant, expressed gratitude and led the Native Land Acknowledgment.
- SICC Vice Chair, E Renae` Antalan, conducted roll call. SICC members each gave land acknowledgements, descriptive introductions and bonus question: the food they feel like today
- SICC Vice Chair, E Renae` Antalan expressed her thanks to SICC Chair, Darci Ladwig, on her last meeting as Chair.
- **Motion:** SICC member, Beth Krehbiel, moved to approve the July 2022 Meeting minutes and October 2022 agenda, seconded (by Ryan Guzman), SICC members voted and approved unanimously.

#### 9:35-10 a.m. | Micro-Training: Karin Morris, ACTCP (she/her/hers)

Karin Morris, DCYF's ADA Coordinator, has over 10 years working advancing the rights of individuals with disabilities through providing technical assistance on the Americans with Disabilities Act as well as implementing the ADA in governmental settings. Karin and Janet George, Dept. Services for the Blind Youth Services Program Specialist, provided an overview of the importance of creating accessible documents using MS Office products, common challenges that arise and ways to remediate or fix them:

#### Accessible Documents: An Overview

- I. Applicable Laws & Guidelines
- II. MS Office Products Tips & Tricks
- III. Challenges and how to address them

[View Accessibility presentation here.](#)

#### 10 – 10:41 a.m. | Parent Stories: ESIT Services & Parent Institute for Engagement (PIE) Introduction (Cohort 5)

Vanessa Allen, ESIT Family Engagement Coordinator, introduced PIE members and parent advocates Amanda Zamara, Jessica Enick and Katie Long, who shared their personal challenges and experiences



receiving ESIT services during the COVID-19 pandemic with the council. SICC members asked questions to gain additional insights and expressed thanks for the perspectives and stories shared.

### 10:41 -11 a.m. | Break

### 11 – 11:18 a.m. | Public Policy Committee, Maryanne Barnes | ECDAW’s and WeeCare’s legislative priorities

Maryanne Barnes, Executive Director at Birth to Three Developmental Center, addressed two main issues: year-round funding and first month billing; as well as possible solutions that could help preserve the fundamental formula, have 12-months of funding and ensure providers can accurately “count” all children being served.

[View Early Childhood Development Association of Washington presentation here.](#)

#### Public Comment

No public comment.

### 11:18 – 11:38 a.m. | Committee Updates & Motions

The SICC committee members shared updates, moved motions and made recommendations to the council:

- Finance & Public Policy Committee shared by Alicia Skelly

**Motion:** The SICC supports the Weecare/ECDAW legislative priorities that includes updating the funding model to reflect year-round services and counting all children in a month based on the date of the IFSP. Seconded (by Lisa Greenwald), SICC members voted and approved unanimously.

### 11:38 – 11:50 a.m. | Laurie Thomas ESIT | Final Draft Letter to OSEP

When families decline to share their children’s race and ethnicity, the advisement for ESIT providers is to guess. ESIT leadership has drafted a letter in response:

[View Final Draft Letter to OSEP here.](#)

**Motion:** SICC supports and signs the letter to OSEP as presented today. Seconded, SICC members voted and approved unanimously.

### 11:50 – 11:56 a.m. | Agency Updates

- ESIT, Laurie Thomas, ESIT Part C Coordinator

### 12 – 12:30 p.m. | Lunch Break

## 12:30 – 1:16 p.m. Agency Updates (Continued) & SICC Panel Q & A

The SICC agency representatives shared verbal agency updates:

- DOH/CYSHCN, Monica Burke
- [Health Care Authority, Budget Requests](#), Shellea Quillen
- [DSHS, Decision Packages](#), Beth Krehbiel
- [OSPI, Fully Funding ESE, Oct. Monthly, ECSE Updates](#), Ryan Guzman
- [PAVE/SEAC, Updates](#), Jen Chong Jewell

SICC Vice Chair, E Renae` Antalan, asked SICC members, “what was your slam-dunk career as a child?” and “what is the current theme of your house/personal space?”

## 1:16 – 1:56 p.m. | From Boarding School to Resiliency | Sheryl Fryberg

Sheryl Fryberg, Executive Director for the Betty J Taylor Early Learning Academy, has been working directly in Early Learning for 8 years, including 12 years as the Executive Director of Health and Human Services at Tulalip Tribes; Early Learning being one of her many programs, and served as the Liaison with the local school district for Tulalip for 20 years. This presentation briefly covers the history and the resilience of our Native American people.

[View From Boarding School to Resiliency presentation here.](#)

## 1:57 - 2:02 p.m. Public Comment

Audience shared comments and appreciation on information shared during the SICC meeting. If the individual providing comment would like their comment to be included in the meeting minutes, they must provide a written summary to the SICC Chair [Darci Ladwig](#).

## 2:02 – 2:10 p.m. | Thank You to SICC Chair, Darci Ladwig, Evaluation & Wrap Up

Members thanked Darci Ladwig for being a fabulous SICC Chair and took a moment to applaud. Members then shared their input on the day and had the opportunity to make recommendations for future meeting topics.

## Next SICC Meeting:

Wednesday, January 18, 2023 | Virtual

# Dept. of Children, Youth & Families

## Early Support for Infants & Toddlers (ESIT) Program

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### State Interagency Coordinating Council (SICC) Meeting

Date: Wednesday, January 18, 2023

Time: 9:05 a.m. – 12:05 p.m.

### Annual Performance Report (APR)

#### 9:05 - 9:20 a.m. | Welcome & Introductions | Kim Hopkins, ESIT

Kim Hopkins, ESIT Data Systems and Analysis Manager, welcomed meeting attendees, gave her visual description and shared an overview of the *Washington State Performance Plan*, starting with Indicator 2: Services in Natural Environments.

[View Annual Performance Report \(APR\) presentation here.](#)

#### 9:20 - 9:35 a.m. | Indicator 2: Services in the Natural Environment

Kim Hopkins, ESIT Data Systems and Analysis Manager, introduced indicator 2 and gave the participants an opportunity to discuss questions surrounding Indicator 2 data in breakout rooms:

- ✚ Discuss impact possible reasons as to why we saw a decrease in services provided in the natural environment, even though COVID measures decreased in FFY2021 and providers were able to resume service delivery in the home or a community setting?
- ✚ How does your program record services provided via telehealth in the DMS? Or if not a provider representative...How would you recommend services provided via telehealth be recorded by local programs?

#### 9:35 - 9:55 a.m. | Indicator 3: Early Childhood Outcomes

Kim Hopkins, ESIT Data Systems and Analysis Manager, introduced indicator 3 and gave the participants an opportunity to discuss questions surrounding Indicator 3 data in breakout rooms:

- ✚ Discuss how COVID-19 may have affected services and how the State Systemic Improvement Plan (SSIP) activities may be impacting Summary Statement 1 (SS1). What do you notice about year-to-year data variances?

#### 9:55 - 10:30 a.m. | Indicator 4: Family Involvement

Candiya Mann, Assistant Director, Social & Economic Sciences Research Center of Washington State University, shared the results of the third year of the Family Outcome Survey and indicator 4 data. Participants were given an opportunity discuss questions surrounding Indicator 4 data in breakout rooms:

- ✚ Family Outcomes Survey
- ✚ Methodology








## FY21 Survey Results

10:30 – 10:40 a.m. | 10 Minute Break



10:40 – 11:04 a.m. | Indicator 5 and 6: Child Find

Kim Hopkins, ESIT Data Systems and Analysis Manager, introduced indicator 5 and 6. Participants discussed questions surrounding Indicator 5 and 6 data in breakout rooms:

-  What do you think is the reason for the increase in the percentage of children 0-1 and 0-3 who have an IFSP?
-  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?
-  What are current challenges faced by local programs?

11:09 – 11:30 a.m. | Indicator 1: Timely Provision of Services & Indicator 7: 45-Day Timeline

Kim Hopkins, ESIT Data Systems and Analysis Manager, introduced indicators 1 and 7. Short 5-minute break, 11:04 – 11:09 a.m., to accommodate for technical difficulties. Participants reconvened and had the opportunity to discuss questions surrounding Indicator 1 and 7 data in breakout rooms:

-  What factors could have contributed to the decrease in timeliness of IFSPs?
-  How might you explain the program's ability to provide timelier IFSPs during the height of COVID in FFY20?

11:30 – 11:35 a.m. | Indicator 8: Early Childhood Transitions

Kim Hopkins, ESIT Data Systems and Analysis Manager, introduced indicators 8, discussed data trends.

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

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.

What measures can we take today to ensure that data is available in a timely manner to report to the SEA/LEA?

11:35 a.m. – 11:47 a.m. | Indicator 11: State Systemic Improvement Plan (SSIP)

Ciara Saalfeld, ESIT Special Projects Coordinator, gave introductions, her physical description and shared a brief overview of ESIT's State Systemic Improvement Plan, including:

-  SSIP Training Activities

2022-2023 SSIP Plan

11:47 – 11:58 a.m. | APR Introduction: Required Questions

Kim Hopkins, ESIT Data Systems and Analysis Manager, shared an overview of the APR Introduction and required questions. Participants discussed questions in breakout rooms:

- Considering the two questions above, do you have suggestions on how we can further improve our stakeholder engagement process?
- Parents, what could we do to solicit your feedback on our APR data?

11:58 a.m. – 12:05 p.m. | Wrap-up

Kim Hopkins, ESIT Data Systems and Analysis Manager, thanked participants and gave closing remarks. Participants briefly shared insights gathered in group discussions throughout the day. Will Moncrease, Jr., Partnership & Collaboration Manager, shared final closing remarks and adjourned the meeting.

Next SICC Meeting:

Wednesday, February 15, 2023 | Virtual

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### [2021-22 ECEAP & Head Start Saturation Study](#)

Annually, the Department of Children, Youth, and Families (DCYF) prepares the Early Childhood Education and Assistance Program (ECEAP) and Head Start Saturation Study to analyze access to Washington’s ECEAP and Head Start programs serving 3- and 4-year-olds. This study estimates the number of eligible children living within each school district boundary and calculates the percentage currently served. It assigns points for each district based on numbers and percentages of unserved children and child maltreatment rates. **These data are used to sort districts into groups by priority for ECEAP slot expansion and new this year, the prioritization of districts has been grouped by performance indicator B6a data (% of children accessing a regular early childhood environment) submitted by districts and shared in the 2021 Annual Federal Child Count and Least Restrictive Environment (LRE) Data report.**

### [Advancing Integrated and Inclusive Programs for PreK Aged Children](#)

**Decades of rigorous research show that high-quality early learning that is inclusive of children with special needs in a least restrictive environment contributes to a child's lifelong ability to learn and relate to others.** Our state has a diverse mixed delivery system of public and private early learning and preschool programs to build upon. However, there are vast variations in resources and quality. Information about available places to enroll is spread out, so families have a tough time finding services. There are dramatic shortages in some communities and competitive pressures in others. That is why the Governor and Legislature have asked the Washington State Department of Children, Youth, and Families (DCYF) and the Office of Superintendent of Public Instruction (OSPI) to align services for children ages 3 to 5, so families get what they need – when and where they need it.

This is a [technical report](#) of agency actions and legislative recommendations for programs regulated by the state or government-to-government responsibilities that must be met for children aged 3-5. As changes in PreK services affect enrollment in birth-3 and school-age care, impacts on these other programs are vital to alignment work.

### [Advancing Racial Equity in Early Intervention and Preschool Special Education](#)

This fact sheet provides key information and supporting evidence about racial disparities and inequities for young children with a disability, and questions for state and local leaders seeking to advance equity for all children with disabilities and their families. What we know about equity, or lack thereof, for early intervention ([Part C](#)) and early childhood special education ([Part B, Section 619](#)) authorized under the Individuals with Disabilities Education Act (IDEA) needs further research. We have intentionally included research on school-age children with disabilities and on school-age workforce knowing there are insights and lessons for the early years.

### [A Date with Data, Episode 16: Data Informed Decision Making in Washington State](#)

How states go about data informed decision making is as diverse as the states themselves. In this episode of *A Date with Data*, host Amy Bitterman chats with Julie Dean, Early Childhood Special Education Inclusion Specialist; Ryan Guzman, 619 Coordinator and SSIP Lead with the Washington Office of the Superintendent of Public Instruction; and Kathy Lenihan, Inclusionary Projects Coordinator with Educational Service District 105. Join them to learn more about their State Systemic Improvement Plan’s



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(SSIP) unique focus on social emotional learning in early childhood and how they worked with partners across the SEA, districts, and the community to build a culture of data informed decision making. Now that's evergreen.