[October 2022 SICC Agenda](#)

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Agency Updates

    [Dept. of Social & Health Services (DSHS)](#)

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Presentations

    [From Boarding School to Resiliency, presented by Sheryl Fryberg, Tulalip Tribes](#)

    [Accessibility, presented by Karin Morris, DCYF ADA Coordinator & Janet George, DSB](#)

    [ECDAW Legislative Priorities, presented by Maryanne Barnes, Executive Director at B-3 Developmental Center](#)

Dept. of Children, Youth & Families
Early Support for Infants & Toddlers (ESIT) Program

State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, October 26, 2022
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.

Agenda

Native Land Acknowledgement
9-9:30 a.m. | Welcome & Introductions| SICC Vice Chair E Renae` Antalan
Welcome members, review and approve previous meeting minutes and today's agenda.

9:30-9:50 a.m. | Micro-Training: Karin Morris, ACTCP (she/her/hers)| Email:
Karin.morris@dcyf.wa.gov
This is an opportunity for the SICC and audience members to continue learning about accessibility and ways support accessibility for all. Discuss (Outside Presenter) Language Access, Cultural Considerations.

I am DCYF's ADA Coordinator. I have 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. My presentation will provide an overview of the importance of creating accessible documents using MS Office products, common challenges that arise, and ways to remediate or fix them.

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Accessible Documents: An Overview
I. Applicable Laws & Guidelines
II. MS Office Products Tips & Tricks
III. Challenges and how to address them

9:50 – 10:00 a.m. | Break

10: 00 a. m. – 10:30 a.m. | Parent Stories: ESIT Services & PIE Introduction (Cohort 5)
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.

10:30 – 11:00 a.m. | Committee Updates
The SICC committee chairs will share updates, move motions and/or make recommendations to the council.

11:00 a.m. – 11:20 a.m. | Public Policy Committee | Lance Morehouse & Maryanne Barnes | ECDAW's and WeeCare's legislative priorities

11:20 a.m. – 11:30 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 Darci Ladwig
zoeandmomma@gmail.com.

11:30 – 11:40 a.m. | Break

11:40 a.m. – 12 p.m. Laurie Thomas ESIT | Final Draft Letter to OSEP.

12 – 12:30 p.m. | Lunch Break

12:30 p.m. – 1:30 p.m. 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.

1:30 – 1:40 p.m. Break

1:40 p.m. – 2: 25 p.m. | From Boarding School to Resiliency | Sheryl Fryberg
I am the Executive Director for the Betty J Taylor Early Learning Academy. I have been working directly in Early Learning for 8 years and have an additional 12 years as the Executive Director of Health and Human Services at Tulalip Tribes and Early Learning was one of my many programs. I was the Liaison with the local school district for Tulalip for 20 years. My presentation is "From Boarding School to Resiliency". The presentation will briefly cover history and the resilience of our Native American people.

2:25 - 2:35 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 Darci Ladwig zoeandmomma@gmail.com.

2:35 – 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, January 18, 2023 | Virtual

Dept. of Children, Youth & Families
Early Support for Infants & Toddlers (ESIT) Program

State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, July 20, 2022
Time: 9 a.m. – 3 p.m.

9-9:35 a.m. | Welcome & Introductions

- SICC Vice Chair, E Renae` Antalan welcomed meeting attendees
- Meeting Role & Purpose statement reviewed by E Renae Antalan
- Will Moncrease, Jr. shared meeting do's and don't's
- Group agreements shared by E Renae Antalan
- SICC member, Sheryl Fryberg, Tulalip Tribes, expressed a heartfelt Washington Land acknowledgment and a speech from Chief Seattle.
  - Native Land is an app to help map Indigenous territories, treaties, and languages.
  - The Office of Native Education (ONE) provides assistance to school districts in meeting the educational needs of American Indian and Alaskan Native (AI/AN) students.
- SICC Vice Chair, E Renae` Antalan conducted roll call. SICC members each gave land acknowledgements and descriptive introductions

9:35-9:45 a.m. | Parent Stories: ESIT Services

Sara McCamman shared her family's journey receiving early intervention services from Parent to Parent and ESIT, and the support they received after moving from Arizona to Olympia, WA. SICC members asked questions and expressed their gratitude for sharing her story.

9:55 – 9: 55 a.m. | Approve April SICC Meeting Minutes & July Agenda

- SICC member, Lisa Greenwald, moved to approve the April 2022 Meeting minutes and July 2022 agenda, seconded and approved.
- Last SICC member introductions.
- With the extra time E Renae` asked SICC members: *does anyone have a "pay it forward moment" that has happened to you?*

9:55 10:10 a.m. | Break

10:10 10:40 a.m. | PIE Graduation (PIE Cohort IV)

Vanessa Allen, ESIT Family Engagement Coordinator, overviewed the Parent Institute for Engagement (PIE) program and introduced the PIE graduates of cohort 4. Graduates: Gloria Castro, Sydney O'Brien, Alma Johnnser, Elizabeth Rhonemus, Danielle Turner, Elizabeth Paschich and Clariese Cote, all shared their personal journeys receiving early intervention services and learning to become more knowledgeable, empowered parent advocates for their children and other families. Hear their stories in the PIE Cohort 4 Graduation Presentation (watch time 25:47).

10: 40 – 10:55 a.m. | Break

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10:55 a.m. – 11:45 a.m. | System of Payment and Fees Policy (SOPAF)

Discussion on SOPAF and removing parent fees and out-of-pocket expenses. Updates from across the state re: progress, concerns, and challenges. Presented by Lance Morehouse, Chief Executive Officer at Sherwood Services, and Maryanne Barnes, Executive Director, Birth to Three Developmental Center. Conuncil member asked questions and discussed.

> Year-Round Funding: The annual amount of funding received per child in the Early Support for Infants and Toddlers (ESIT) program represents a 10-months/year annualized rate, because it is based on the school year. However, Early Support Providers must deliver services year-round per IDEA of Part C. Therefore, we should update the statutory funding model to reflect an additional 2 months and more adequately fund the early support system.

> First Month of Services: Per state law, early support providers are only allowed to count services for the purposes of billing for children that were served in the prior month. Effectively, this means providers are not allowed to bill for the first month of services they provide which is often the most expensive month. Unlike the school system, the average stay in early support is only a fraction of the schools and is discussed mere months, not 13-18 years. Thus, this month of no-funding has a much larger financial impact on the early support system. We should correct this so that providers are adequately paid for all children actually served in a given month. Written support submitted by SICC member, Lisa Greenwald with Kindering.

11:45 – 11:50 a.m. | Public Comment

The 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 Darci Ladwig.

11:50 a.m. – 12:30 p.m. Committee & Agency Updates

The SICC *committee chairs* shared verbal *committee updates*:
- Cindy Carroll – Public Policy Committee
- Angel Fettig – Personnel & Training Committee
- Ryan Guzman – Service Delivery Committee

The SICC agency representatives shared verbal a*gency updates*:
- *Laurie* Thomas, Early Support for Infants & Toddlers (ESIT) program
- Robert Solano, Office of the Insurance Commissioner (OIC)
- Jen Chong Jewell, PAVE/SEAC, also shared the following written updates and resources:

> SEAC is welcoming five members: Tamara Griffith, Natasha Hays, Soleil Lewis, Haley Lowe, Laura Staley. SEAC recently held elections. For the next three years, the members of the executive SEAC team are: Tammie Jensen-Tabor, Executive Chairperson; Jen Chong Jewell, Executive Vice Chairperson; and Diana Marker, Executive Member. The first meeting of the 2022–23 school year is planned virtually for August 23, 8:30 am–3 pm. Due to the training, the meeting is designated as an executive session and will be closed to the public. TAESE (Technical Assistance for Excellence in Special Education) is conducting the training virtually. Click here for more information about TAESE.

WEA's Special Education Support Center and Inclusionary Practices Project, in partnership with Inclusive Schooling will cover the costs for 1,500 educators (teachers, administrators, families) to attend and register through WEA. Register Here.

- Sarah Burdette, Dept. of Health (DOH)
- Ryan Guzman, Office of Superintendent Public Instruction (OSPI)
- Debi Donelan, interim rep. for King County Developmental Disabilities Division (DDD)

12:30 – 12:43 p.m. | Evaluation & Wrap Up

SICC members shared their input on the meeting, last thoughts and their *summer word of the day*.

Next SICC Meeting:

Wednesday, October 19, 2022 | Virtual

TO: Office of Special Education Programs

FROM: Early Support for Infants and Toddlers, Department of Children Youth and Families, Washington State

SUBJECT: Requirement to Identify Child's Race to Enroll in Part C Services & Reporting Exit Data

To Whom it May Concern:

Washington State's Part C Program, Early Support for Infants and Toddlers (ESIT), enthusiastically supports the mission of the Office of Special Education Programs (OSEP) *to lead the nation's efforts to improve outcomes for children with disabilities, birth through 21, and their families, ensuring access to fair, equitable, and high-quality education and services. Our vision is for a world in which individuals with disabilities have unlimited opportunities to learn and to lead purposeful and fulfilling lives.*

This letter serves as a response to concerns expressed by our providers and families regarding current OSEP race and gender reporting expectations.

For a multitude of reasons, families are occasionally hesitant to disclose their child's race and ethnicity. Our providers have shared the experiences of families who are hesitant to disclose their child's race and ethnicity for a variety of reasons, including direct experiences with institutional racism. This has led to families declining services in some cases and left providers feeling ill at ease being asked to 'guess' the child's race. We recognize the importance of accurate data to support the identification of disproportionality and potential bias, but current guidance from OSEP for providers to choose a racial/ethnic identifier that they believe best identifies the child when families refuse does not support family-centered practices or advance racial and gender equity.

A provider has also recently shared concerns that a family intends to decline services for their child because there was not a non-binary option for gender. We have heard similar concerns about limited options for collecting data based on gender. In this case, data inaccurately captures the experiences of non-binary children and misses the opportunity to identify disparities for intersex, non-binary, and transgender children. At best this leaves gaps in our understanding of who our program serves, and at worst puts families in a situation where they may feel forced to decline services.

The ESIT program shares OSEP's vision *for a world in which individuals with disabilities have unlimited opportunities to learn and to lead purposeful and fulfilling lives*

Please accept this request that OSEP consider additional more inclusive options for families who are uncomfortable with the categories provided, or uncomfortable sharing this information, and consider adding additional categories and or an option to decline to disclose.

We appreciate your continued support and collaboration.

Respectfully,

Developmental Disabilities Administration

2023 Decision Packages

Funded Program Implementation

DDA requested 7.8 FTEs and $14.5 ($7.7 million GF State) in the 23 – 25 biennial budget to continue phase-in of programs initially funded by the Legislature that are increasing or beginning services in the 2023-25 biennium for:

- Youth Inpatient Navigators: DDA has 1.0 FTE Program Manager to participate in Youth Inpatient Navigator meetings led by HCA. DDA is requesting an additional 3.0 FTEs in FY24 and 4.0 FTEs in FY25 to align with the phasing-in of the program and teams at HCA.

- Community Supports for Children: Continued expansion funded in the 2021-23 biennium. DDA is requesting 1 FTE and continued phase-in of One three-bed facility Intensive Habilitation Services and five-three bed facilities Enhanced-Out-of-Home programs in FY24 and FY 25. These programs serve children and youth 8 – 21 who are DDA clients and will continue capacity building needed to prevent unnecessary hospitalization.
- Transition from using IQ scores for DDA eligibility (HB2008): DDA requested 2.0 FTEs in FY24 to implement changes to eligibility determinations required under HB2008. A program manager and a psychologist are needed for successful implementation including extensive changes to intake rule, policy and practice.

Community Rates Methodology

The Department of Social and Health Services (DSHS), Developmental Disabilities Administration (DDA), requests $72,964,000 ($36,499,000 GFState)and 1.0 FTE to create equitable funding for DDA Home and Community Based-Service (HCBS) providers; increase diversity and improve professional development of direct support professional work force through support staff to improve verbal and written communication skills in English; protect Category 4 Health Insurance Portability and Accountability Act (HIPAA) client data; and keep up with inflation and the cost of goods and services.

Medicaid Provider Rates

The Department of Social and Health Services (DSHS), Developmental Disabilities Administration (DDA), requests $4,060,000 ($1,822,000 GFState) to help stabilize the Home and Community Based Services (HCBS) sector. The COVID19 pandemic and the resulting Public Health
Emergency has put great strain on the HCBS system and exacerbated previous staffing, workforce, and reimbursement issues. Dramatic changes in caseloads, increased needs for enhanced services, increasing inflation, and the unprecedented workforce shortage have created a serious threat to the viability of maintaining the provider network.

Direct Care Workforce

Direct Care Workforce: The Department of Social and Health Services (DSHS), Developmental Disabilities Administration (DDA), requests $6,586,000 ($3,688,000 GFState) and 24.0 FTEs for recruitment, retention, and ongoing quality support of state employees. Direct care staff working in state operated settings, field services staff delivering case management services, and recruitment of new staff are experiencing unprecedented challenges with staff moving to the private sector for increased pay, significant retirements, and people leaving their jobs due to the pandemic.

2022 Legislative Session Implementation Status

No-Paid Caseload

- Add Case managers for DDA clients who do not have paid services.
- Hiring is on track to support phased in implementation. Report to the legislature is due 12/1/2022.

Enhanced Case Management

- Expansion of program to support DDA clients identified at being at high risk of abuse or neglect.
- Hiring is on track to support phased in enrollment in expanded program.

Modifying DDA Services

- Courtesy Forecasting of DDA HCBS Waiver capacity.
- The Caseload Forecast Council plans to present draft forecasts at the November 9th meeting.

Youth Behavioral Health Navigators

- DDA received funding for a program manager FTE dedicated to the development and support of HCA's Youth Behavioral Health Navigator program. Additional FTEs were requested in the FY23–25 biennium to have identified DDA staff throughout the state with responsibility to participate in community teams that support youths in WA with I/DD and ASD diagnoses.

Transitional Care Management

- Create Transition coordination teams
- Project manager started 5/16/22. Establishment and hiring for other positions are underway with transition teams beginning work in regions. DDA System improvements being undertaken as part of this project include increased collaboration to develop consistent processes across program areas for like activities such as referral process, client transfers, communication of services to promote client and families understanding and provider recruitment.

Enhanced Community Residential Rate

- Rate increases for residential providers.
- Rate increases are fully implemented and anecdotally providers report some improvements in their ability to hire and retain staff.

Early Childhood Special Education (ECSE) Updates

Early Childhood Outcomes (Indicator B7)

The federal Office of Special Education Programs (OSEP) requires local school districts to report outcomes data for every student in preschool who receives special education services through an Individualized Educational Program (IEP). Early childhood outcomes data are collected when a student begins to receive special education services (usually around age 3) and **again when the student exits from preschool, including to enter a Transitional Kindergarten program**.

The goal of early intervention and early childhood special education is to enable young children with disabilities to be active and successful participants during their early childhood years and in the future.

- ECTA Center: Aligning a Child's Functional Skills with the Breadth of the Three Child Outcomes
- ECTA Center: Child Outcomes
- Early Childhood Outcomes (Indicator B7) | OSPI
- Early Childhood Outcomes Reporting Guidance | OSPI

LRE and Regular Early Childhood Programs

The Dear Colleague Letter on Preschool Least Restrictive Environment outlines where preschool aged children might receive IDEA services, and defines the "regular class" as a "preschool setting with typically developing peers". All programs have the responsibility to meet the needs of all children in their care. State ratios for programs vary by age of the child, type of program, and funding requirements. To ensure FAPE, the LEA may provide services to a child in programs operated by community partners, such as Head Start or community-based childcare, or private preschool.

- Decision Tree/Flow Chart
- LRE Calculator
- CEDARS Manual

New Documents to Encourage Collaboration Between State Agencies, Local Agencies and Head Start

The U.S. Department of Education's Office of Special Education Programs, and the U.S. Department of Health and Human Services' Office of Head Start are releasing new documents to encourage collaboration between state educational agencies (SEAs), local educational agencies

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(LEAs), and Head Start programs to effectively meet the Individual with Disabilities Education Act (IDEA) requirements.

- [Dear Colleague Letter on Individuals with Disabilities Education Act (IDEA) Services in Head Start](#)
- [Guidance on Creating an Effective Memorandum of Understanding to Support High Quality Inclusive Early Childhood Systems](#)

These documents make clear that SEAs, LEAs, and Head Start programs all have responsibilities for implementing IDEA to ensure that children with disabilities enrolled in Head Start programs receive a free appropriate public education in the least restrictive environment.

The SEAC was pleased to host our ICC partners Darci Ladwig and E Renae' Antalan for a virtual training by Technical Assistance for Excellence in Special Education (TAESE) in August. SEAC also met in-person and virtually at the Medical Lake School District Wellness Center on October 18 and 19th and heard a presentation called "Mind Your Health" from Medical Lake Director of Student Services - Tawni Barlow, Superintendent – Tim Ames, Assistant Superintendent – Kim Headrick. MLSD offers free wellness Workshops/Classes for families, staff, educators, and community members on a variety of topics and offers mental health services. MLSD implements a Multi-Tiered System of Supports for students, has a school on Fairchild Airforce Base, and is recognized as Purple Star School District. MLSD offers preschool and transitional Kindergarten to families living on the base and provides transportation for early childhood students receiving special education services.

The next SEAC meeting will be held virtually in February 2023.

Other information - Focus Areas for 2022–2023 include:

- *Recommendation 1*: Creation of a new two-way system of accountability through which the SEAC requests concrete and measurable actions aligned with recommendations and OSPI provides regular updates on these requests.

- *Recommendation 2*: Continue collection and analysis of disaggregated data and recommendations regarding graduation pathways. Clarify where the accountability lies for ensuring access to graduation pathway options with significant disabilities, such as behaviors.

- *Recommendation 3*: Continue the efforts of OSPI to leverage best practices in providing technical assistance and partnership to districts, families, and education groups.

- *Recommendation 4*: Convening of joint meeting between the SEAC and DCYF Interagency Coordinating Council (ICC).

- *Recommendation 5*: Collection and analysis of data on the collective impact of special education funding in relation to braided funding and impacts on BIPOC students with disabilities.

From Boarding School to Resiliency

FROM THE HEART

DISCLAIMER: DO NOT TAKE THIS PERSONAL OR ACCEPT THE BLAME

Take a little journey with me

Tulalip boarding School

- https://youtu.be/2TMjIDF4ho8

Colonel Richard Pratt

- 1879 Established the Carlisle Indian School in Carlisle, Pennsylvania
- His motto was "KILL THE INDIAN TO SAVE THE MAN"
- His intention was to completely assimilate Indian Children into white society

Assimilation

- Forbidden to speak our Language
- Forbidden to practice our Spiritual Beliefs and to use our songs and dances
- Military Experience rather than Traditional Parenting Practices
- Take away our traditional hunting and gathering
- Trained to be blacksmiths, farmers, seamstresses,
- Half the day on industrial training and other half on academics
- Termination
- Relocation
  - How has that affected our Tribes

Losses that we have Suffered

- Loss of our Language
- Loss of Cultural Lifeways; hunting, gathering, traveling
- Loss of traditional parenting skills
- Loss of our Identity
- Loss of our Lands

What we Gained

- Generational Trauma in our DNA
- Physical and Mental Abuse
- Alcoholism
- Multiple issues on the ACES scale
- Poor sense of identity

Resiliency

- We are still here

- We regained our opportunity to practice spirituality in the Longhouse through providing "treaty days"

- In 1972 our tribe had 750 tribal members and now we are over 5,200.

- We have worked to revive our Language and to practice our Spiritual Ways. In the 70's our grandparents gathered in the community to work on saving our language

- In 1992, our tribe received our first grant to do Language Revitalization.

- Our Canoes brought back more of our Cultural Ways through Canoe Pulling, Sharing Songs, Dancing and sharing stories and teachings with our young people since 1989 "Paddle to Seattle

Resiliency continues

- Betty J Taylor Early Learning Academy brought all of our Early Learning Programs under one roof to help us be consistent with our education for our Birth to Five Children.

- Started providing language to our Birth to three children five years ago and it is making a difference.

- Sharing with Birth to Five children is key to our resiliency as they grow up knowing who they are and experiencing our traditional language, stories, songs and foods.

- Developing relationships with families is key to success for our children

- One of the things that we experience now is our child visitors that moved to our new school.

First Traditional Clam Bake at BJTELA

- https://www.facebook.com/TulalipNews/videos/3355922571331577/

- https://vimeo.com/722754743

PowerPoint Accessibility

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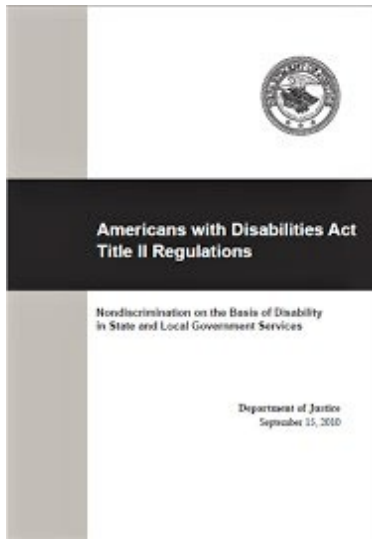
Laws & Guidelines

- Americans with Disabilities Act Title II
- Section 504 of the Rehabilitation Act of 1973
- Section 508 of the Rehabilitation Act of 1973
- Web Content Accessibility Guidelines 2.0/2.1 Level AA
- WA Office of the Chief Information Officer – WCAG 2.1

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Disability Types

Visual
- Blind
- Low Vision
- Color Blindness

Auditory
- Deaf
- Hard of Hearing or Hearing Loss
- Auditory Processing Disorder

Motor
- Spinal Cord Injuries
- Multiple Sclerosis (MS), Cerebral Palsy (CP)
- Arthritis, ALS, Parkinson's Disease, etc.

Cognitive
- Memory, Problem-Solving
- Attention deficits (ADHD), Math and Visual Comprehension deficits
- Reading, linguistic, and verbal comprehension, etc.

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Assistive Technology (AT)

- Any product or service that makes tasks easier or possible.

- Types of AT
    - Hearing AT
    - Speech Communication AT
    - Vision AT
    - Motor or Mobility AT

Assistive Technology Videos

- <u>How Do People with Disabilities Use Computers</u> (1:03)

- <u>Screenreader demo (5:20)</u>

- <u>Dragon NaturallySpeaking Demo (5:06)</u>

- <u>Magnification Software Demo</u> (1:44)

- <u>Keyboard Navigation Demo</u> (1:46)

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Original Date: Month XX, 20XX
Revised Date: Month XX, 20XX
Division
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5

Creating an accessible PowerPoint

Note: I will be jumping in and out of presentation mode to be able to show the various features listed below.

- Built in templates and themes
- Slide layouts
- Slide reading order
- Alternative or Alt Text
- Simple Tables
- MS Office Accessibility Checker

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Templates, Themes, Layout

- Built-in themes and downloadable templates can change the look of presentations.
  - Be cautious about contrast. Some built-in themes have low contrast which can impact how visually accessible of the slide.
- Slide Layouts
  - One of the most important part of accessible PowerPoints.
  - When used correctly, layouts ensure information on the slides have the correct heading structure and reading order.
  - Every slide requires a title. The slide title can be visually hidden.

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Templates, Themes, Layout Demonstration

- Exit out of Presentation Mode

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Slide Reading Order

- By default, screen readers will read the slide title first, followed by other content in elements defined by the slide layout. Then it will read any additional content in the order it was added.

- If adding content is required, make sure to check or change the reading order.
  - Home>Arrange>Selection Pane
  - Note: The reading order for the elements on the selection pane is *bottom to top*

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Slide Order Demonstration

- Exit out of Presentation Mode

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Demonstration Slide Reading Order

- Any product or service that makes tasks easier or possible.

- Types of AT
    - Hearing AT
    - Speech Communication AT
    - Vision AT
    - Motor or Mobility AT

Alternative Text

- A textual substitute for non-text content.
    - Images
    - Pictures
- Screen readers announce alternative text in place of images, helping users with visual or certain cognitive disabilities perceive the content and function of the images.
- Right-click>Edit Alt Text
- Images that are decorative only and have no content, leave alt text field blank and check Mark as decorative
- DO NOT select "Generate a description for me" button

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Alt Text Example 1

Alt. Text Example 1a: youth laying on pebble beach in dramatic fashion – okay alt. text

Alt Text Example 1b: A student is laying in the rocks at the beach playing dead. He was our loudest kid in the group who didn't like to ever stop talking so I dared him to meditate in silence for five minutes when we went to the beach and apparently this is what the student thinks meditation is, LOL – better alt text

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Alt Text Example 2

Alt. Text Example 2a: 4 youth, 2 boys and 2 girls standing in front of large moose statute with Northwest Trek sign in background. – Okay alt. text

Alt Text Example 2b: All four students are standing in front of a large moose statue at NW trek. They have big smiles on their face. – Better alt text

Tables

- Purpose: present tabular information in a grid, or matrix, and to have column or rows that show the meaning of the information in the grid.

- Strongly encouraged NOT to use Tables in PowerPoint due to accessibility difficulties.
  - Instead use bulleted lists.
  - If tables are used additional work is needed.
    - Must send PowerPoint as a Word or Rich-Text-Format (RTF)document for users needing accessibility.
    - Suggestion: Send out to all users both formats

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Converting a PowerPoint into Word/RTF Format Demonstration

- Exit out of presentation mode.
  - File>Save As
  - Under File Name click Save As Type> Choose Outline/RTF>Save As
  - Display Outline/RTF format of current PowerPoint

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Links

- PowerPoint will automatically create a link when pasting or typing a full URL onto a slide and hitting Enter or Space.

- Raw URLs may not make sense to screen reader users or others, so make link text descriptive. Avoid URLs.

- Screen readers generally inform users that a piece of text (or graphic) is a link.
  - No need to include "link" in the link text.

- Tabbing from link to link is a way of skimming content for screen readers.
  - Links should make sense out of context. Phrases such as "click here," "more," "click for details," and so on are ambiguous when read out of context.

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Link Example

- Exit out of presentation mode.
- Instead of this:
  - https://webaim.org/techniques/powerpoint/#links
    - To change link text:
      - ❖ Right click link>edit hyperlink
  - Change Text to Display to:
    - WebAIM Introduction to PowerPoint Accessibility – Links
- If creating a presentation intended to be displayed both electronically and in print, you may want to include the URL and a description in the link text.
  - For Example, "WebAIM Introduction to PowerPoint Accessibility – Links" (https://webaim.org/techniques/powerpoint/#links)

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MS Office Accessibility Checker

- The Accessibility Checker built-in to MS office can identify many common accessibility issues.
- The checker will present accessibility:
  - errors
    - images with no alternative text,
    - Tables has no header row
  - warnings
    - unclear link text,
    - Table has merged or split cells,
  - tips
    - Check slide reading order for slides with custom content
- File>Info>Check for Issues>Check Accessibility

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Resources

WebAIM: Articles

WebAIM: Accessible Documents: Word, PowerPoint, & Acrobat Training

Make your content accessible to everyone with the Accessibility Checker (microsoft.com)

Level Access: Accessible & Inclusive digital experience YouTube page

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Thank you!

Contact:

Karin Morris, DCYF ADA Coordinator
Karin.morris@dcyf.wa.gov
360-480-7230

&

Janet George, DSB Youth Service Program Specialist

janet.george@dsb.wa.gov

206-906-5530

Washington State Department of
CHILDREN, YOUTH & FAMILIES

EARLY CHILDHOOD DEVELOPMENT ASSOCIATION OF WASHINGTON

Legislative Priorities 2023

Problem:

Early Support providers are required by IDEA Part C to deliver services year-round. Although children and families benefit enormously from the continuity of year-round support, per state law, WA calculates ESIT funds assuming 180 days of service per year based on the school model. Thus, ESIT providers are systemically underfunded (at 10/12 months per year, or 83% of the year.)

YEAR-ROUND FUNDING

Solution:

▶ Update the ESIT funding model to reflect year-round services by increasing the ESIT per-child special education rate by 20%, representing the 2 months added to the current 10-month funding formula. This preserves the fundamental ESIT funding formula, which is appropriately tied to dynamic state special education rates, while also accounting for the requirements of a year-long Early Support system.

▶ In FY23, DCYF forecasts it will spend approximately $110 million on ESIT. An additional 2 months to fund ESIT year-round would cost the state an additional $22 million/year.

YEAR-ROUND FUNDING

Problem:

State law specifies that ESIT providers may only count services for the   purposes of billing DCYF if those services were provided in the month *prior* to   the monthly "count day." Effectively, this means **providers are not able to bill f   or their 1st month of services**, although the 1st month tends to be the most   expensive.

FIRST MONTH BILLING

Solution:

Ensure that providers can "count" all children being served in each month for the purposes of billing DCYF by amending RCW 43.216.580. ESIT providers should be able to count a child as receiving Early Support services starting from the date at which their Individual Family Service Plan is in place.

FIRST MONTH BILLING