

SICC Special Session ESIT Annual Performance Report (APR)

January 2024

www.dcyf.wa.gov

















Washington State Department of
CHILDREN, YOUTH & FAMILIES

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 11 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 | C2 |
| C7 | C3 |
| C8 | C4 |
| | C5 |
| | C6 |
| | C9 |
| | C10 |
| | C11 |

Washington State APR FFY 2022

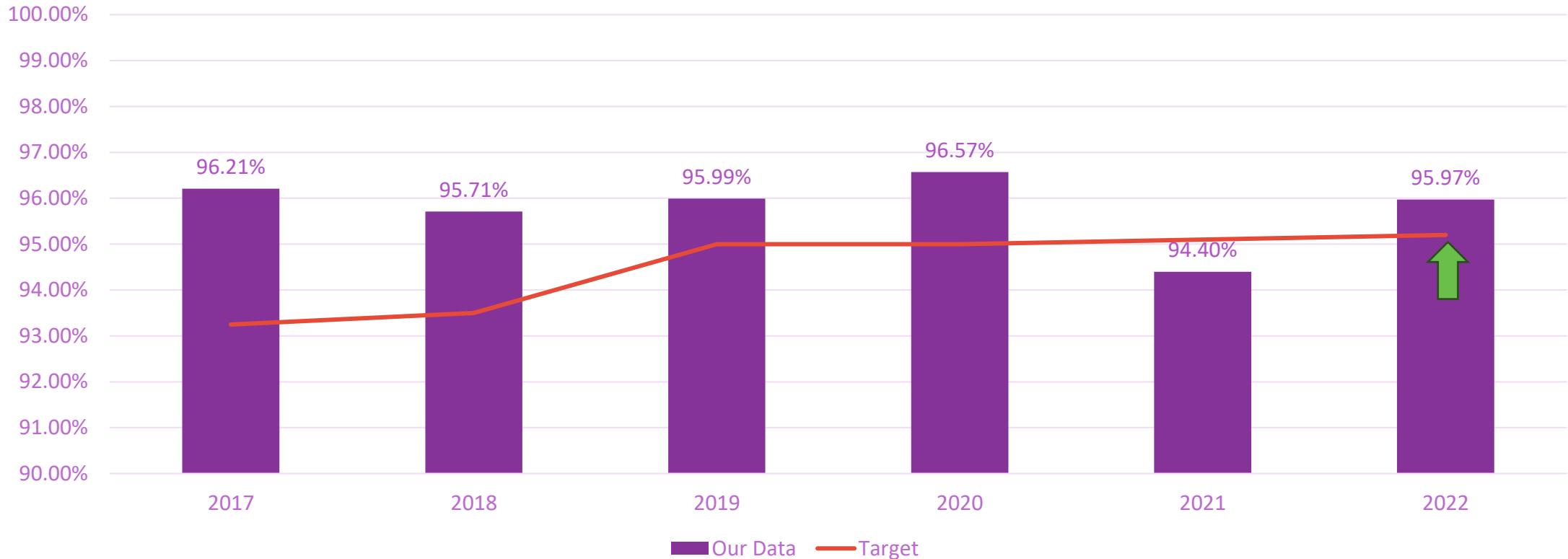
| | | | |
|---|-----------------|--------------------------|------------------|
|  Introduction | IN PROGRESS | × | × |
|  Indicator 1: Timely Provision of Services | READY TO SUBMIT | ⊖ Did Not Meet Target | ⊕ No Slippage |
|  Indicator 2: Services in Natural Environments | READY TO SUBMIT | ⊕ Met Target | ⊕ No Slippage |
|  Indicator 3: Early Childhood Outcomes | READY TO SUBMIT | ⊖ Did Not Meet Target | ⊕ No Slippage |
|  Indicator 4: Family Involvement | IN PROGRESS | ⊖ Did Not Meet Target | ⊕ No Slippage |
|  Indicator 5: Child Find (Birth to One) | READY TO SUBMIT | ⊕ Met Target | ⊕ No Slippage |
|  Indicator 6: Child Find (Birth to Three) | READY TO SUBMIT | ⊕ Met Target | ⊕ No Slippage |
|  Indicator 7: 45-Day Timeline | IN PROGRESS | ⊖ Did Not Meet Target | ⊖ Slippage |
|  Indicator 8A: Early Childhood Transition | READY TO SUBMIT | ⊕ Met Target | ⊕ No Slippage |
|  Indicator 8B: Early Childhood Transition | READY TO SUBMIT | ⊕ Met Target | ⊕ No Slippage |
|  Indicator 8C: Early Childhood Transition | READY TO SUBMIT | ⊖ Did Not Meet Target | ⊕ No Slippage |
|  Indicator 9: Resolution Sessions | NOT APPLICABLE | × | × |
|  Indicator 10: Mediation | READY TO SUBMIT | × | × |
|  Indicator 11: State Systemic Improvement Plan | IN PROGRESS | ⊖ Did Not Meet Target | ⊕ No Slippage |

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.

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 2022, 95.97% of infants and toddlers receiving ESIT services were served in home or community settings.



Breakout Room

Discuss impact possible reasons as to why we saw an increase in services provided in the natural environment. Are there any COVID measures that ended, that could have impacted the provider's ability 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?

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.

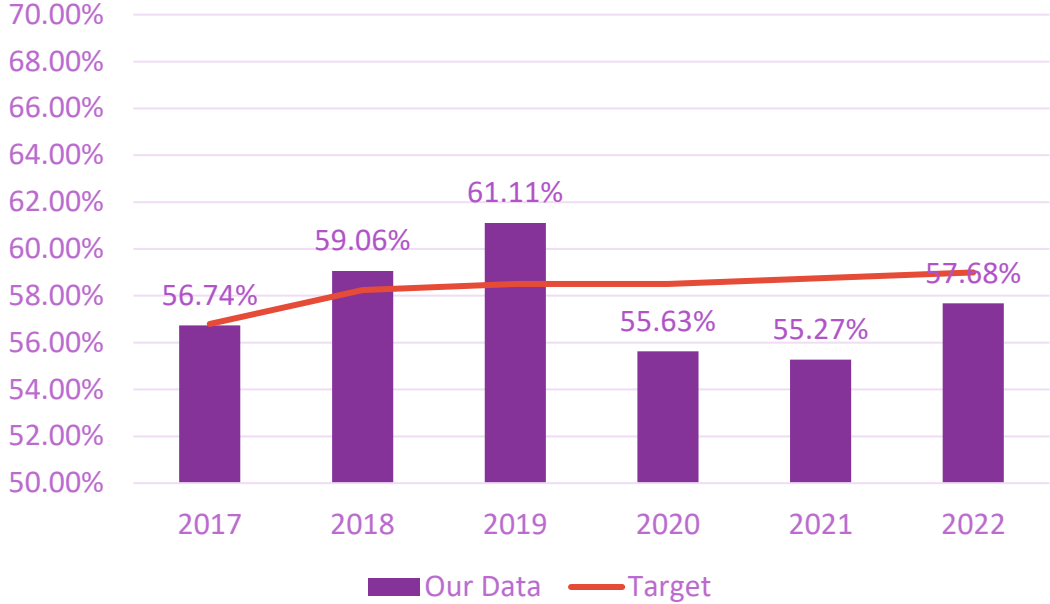
For this indicator, states report data on two summary statements for each of the three outcome areas. The summary statements are calculated based on the number of children in each of five progress categories. The child outcomes summary statements are:

- **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.



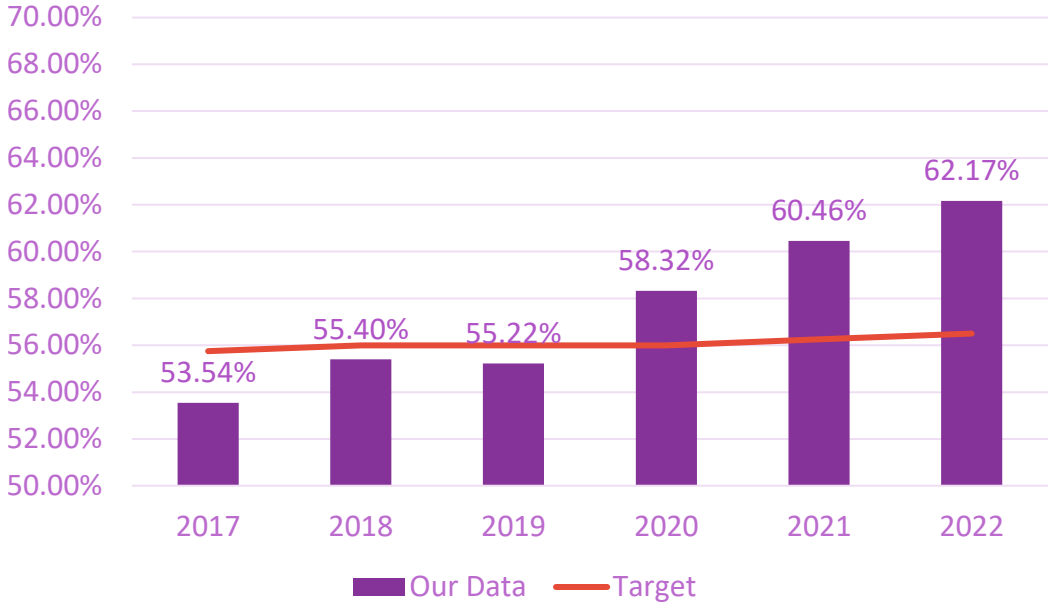
These charts show **social-emotional growth** among children who entered the program functioning below age expectations.

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



Indicator 3, Outcome A, Summary Statement 1

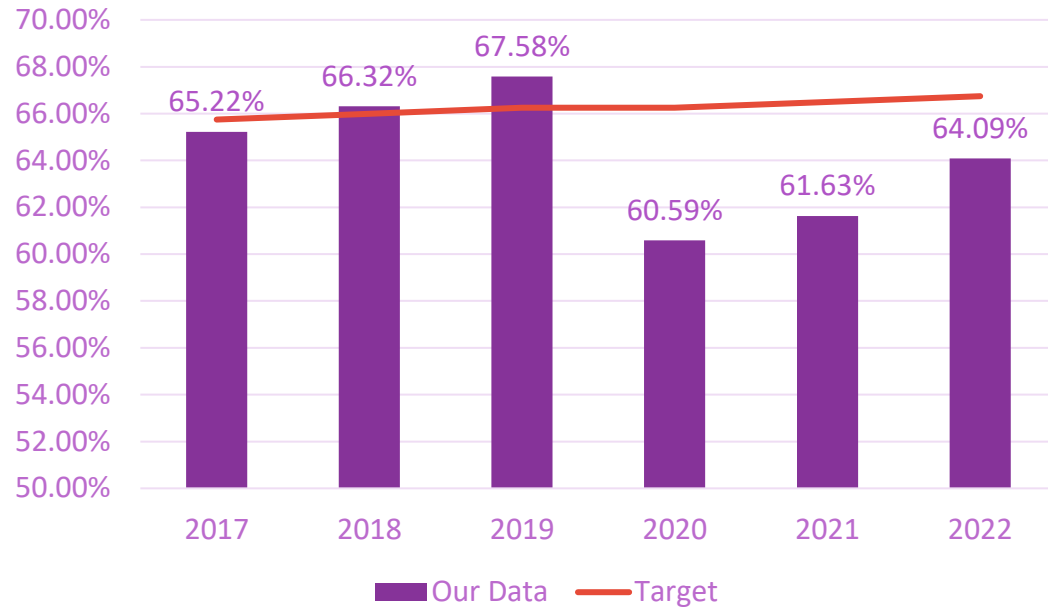
The percent of children with social-emotional functioning within age expectations at exit has increased steadily.



Indicator 3, Outcome A, Summary Statement 2

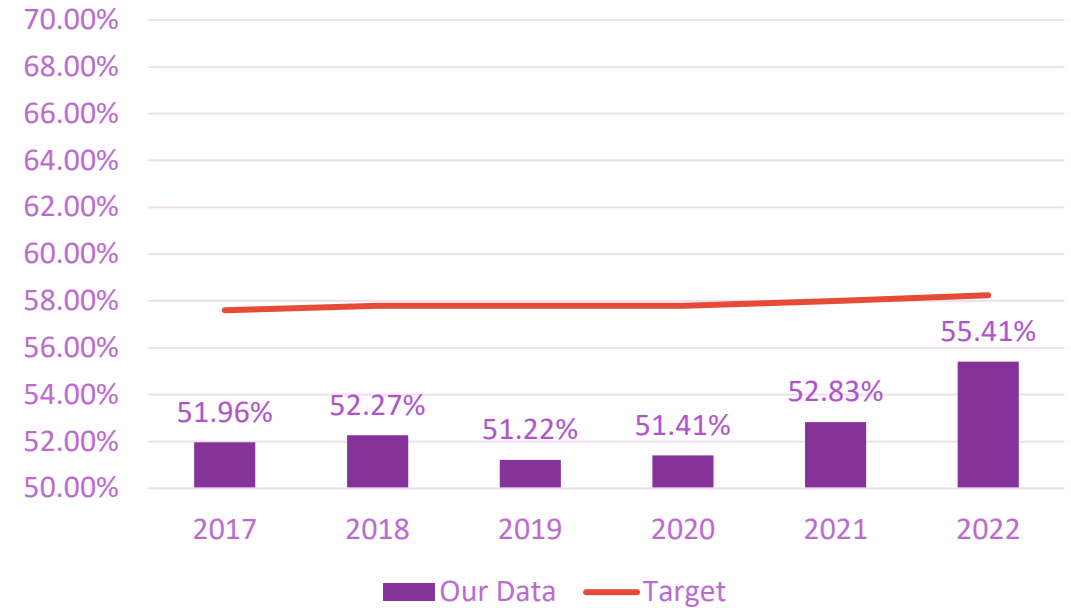
These charts show **knowledge and skills growth** (including language) among children who entered the program functioning below age expectations.

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.



Indicator 3, Outcome B, Summary Statement 1

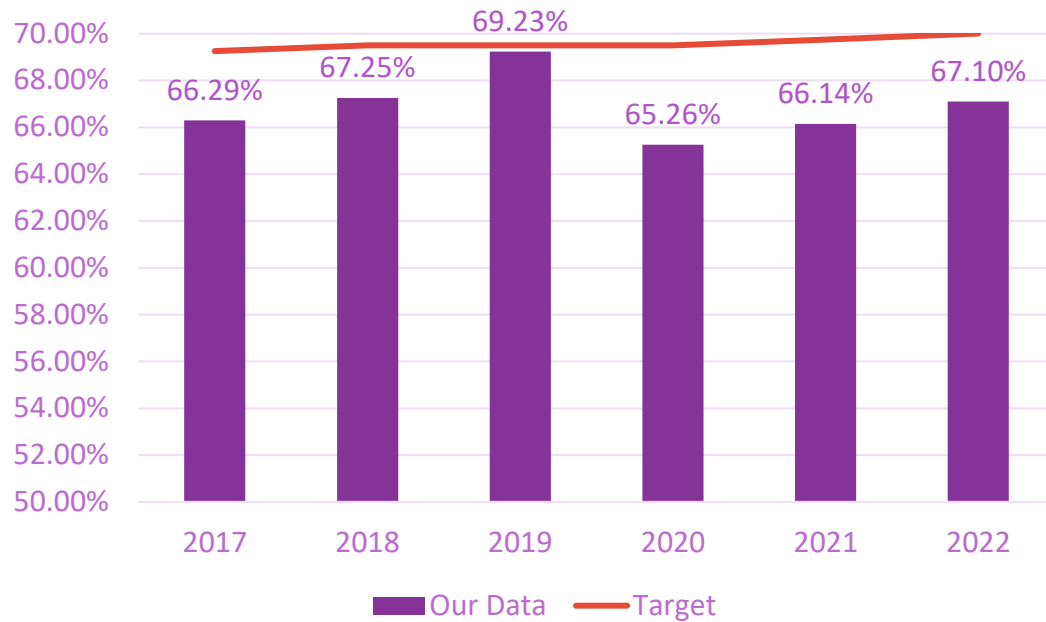
The percent of children with acquisition of knowledge and skills within age expectations at exit increased but has not yet reached the target.



Indicator 3, Outcome B, Summary Statement 2

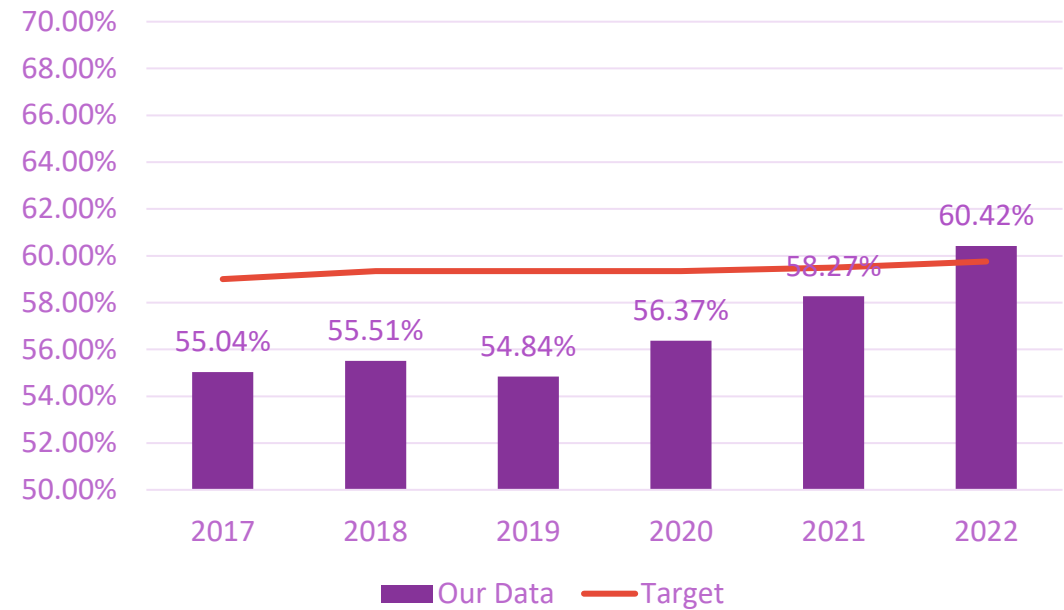
These charts show growth in use of appropriate behaviors to meet needs among children who entered the program functioning below age expectations.

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



Breakout Room

- We saw an improvement in the data for all 3 Outcomes under Indicator 3. What do you think lead to this improvement? Do you see a positive development since COVID measures have ended?
- Are there specific activities that your program has implemented that positively influence Indicator 3 Outcomes?



Indicator 4: Family Involvement

Results of the Family Outcomes Survey presented by WSU



FAMILY OUTCOMES SURVEY

Dear «Parent»: We'd like to ask you some questions about how well «Provider» is doing at supporting your family with early intervention services (birth to three). For each statement below, please mark how helpful «Provider» has been.

Section 1: Knowing Your Rights

| How helpful has «Provider» been in... | Very Helpful 😊 | Kind of Helpful 😐 | Not Helpful at All 😞 | Not Applicable ✘ |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A. ...giving you information about your rights as a parent (for example, the <i>IDEA Part C Procedural Safeguards</i> booklet, how to file a complaint, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. ...explaining your rights in ways that are easy to understand? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. ...giving you useful information about who to contact when you have questions or concerns? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. ...giving you information about options for services and supports when «Child» leaves the program at age three? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section 2: Communicating «Child»'s Needs

| How helpful has «Provider» been in... | Very Helpful 😊 | Kind of Helpful 😐 | Not Helpful at All 😞 | Not Applicable ✘ |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A. ...giving you useful information about «Child»'s needs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. ...talking with you about «Child»'s strengths? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. ...listening and respecting your choices? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. ...talking with you about what you think is important for «Child»? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. ...developing a good relationship with you and your family? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Washington State Department of
CHILDREN, YOUTH & FAMILIES

Early Support for Infants and Toddlers Program
Family Supports Division
PO Box 40975
Olympia, WA 98504-0975

Section 3: Helping «Child» Develop and Learn

| How helpful has «Provider» been in giving you information about how to help «Child»... | Very Helpful 😊 | Kind of Helpful 😐 | Not Helpful at All 😞 | Not Applicable ✘ |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| A. ...learn new skills? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. ...get along with others? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. ...take care of his/her needs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section 4: Helping «Child» Develop and Learn

| How helpful has «Provider» been in... | Very Helpful 😊 | Kind of Helpful 😐 | Not Helpful at All 😞 | Not Applicable ✘ |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| A. ...identifying things you can do to help «Child» learn? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. ...sharing ideas on how to include «Child» in daily activities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. ...working with you to know when «Child» is making progress? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. ...connecting you with other organizations that can help «Child» develop and learn? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you have any additional comments about the services you have received from «Provider»? If so, please write them in the space below.

Thank you!

Please return your completed questionnaire in the envelope provided or to:

SESRC - WSU
PO Box 641801
Pullman, WA 99164-1801

«ResplD»



Washington State Department of
CHILDREN, YOUTH & FAMILIES



2 Paper surveys (1 with \$1 incentive)



1 Postcard reminder



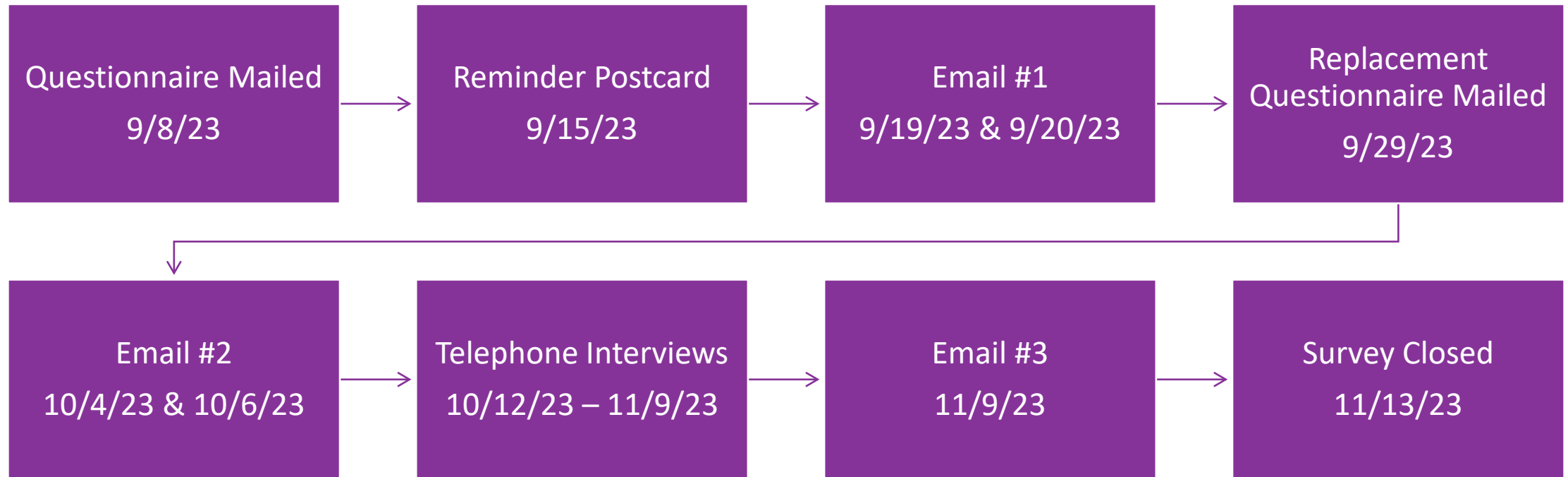
3 Emails



Telephone surveys



Survey Timing



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 | |

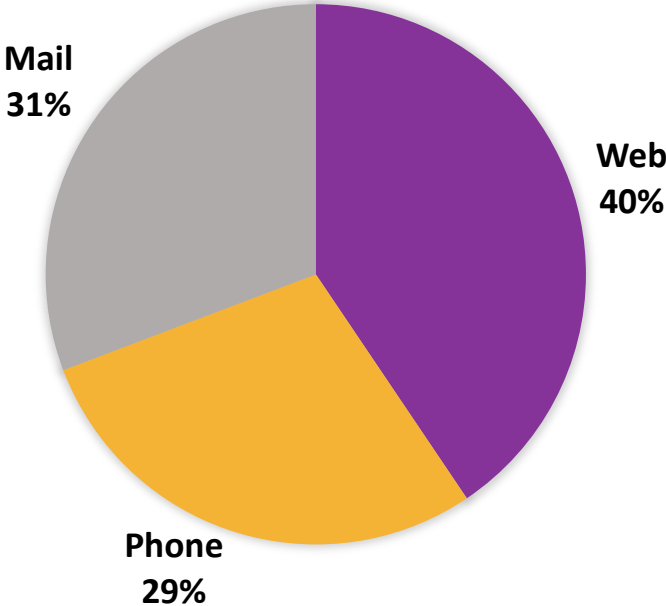


Response Rate

9,990 addresses
108 were ineligible
9,882 eligible

4,514 surveys returned = Response rate: 45.7%

**RESPONSES BY MODE
(N=4,514)**



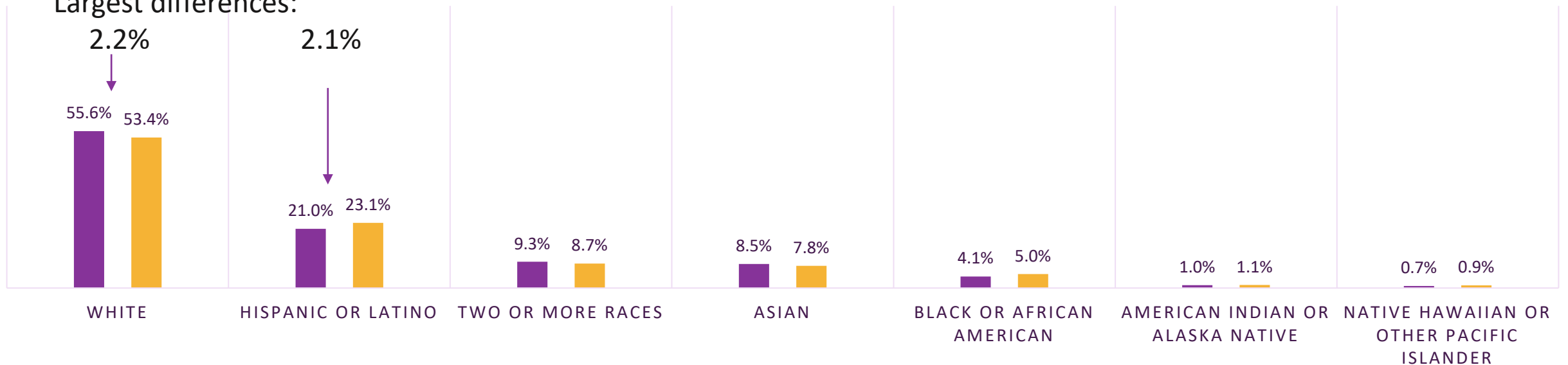
Demographic Comparison: Respondents vs. Population

Do the respondents
represent the population?
Yes

RACE/ETHNICITY

■ Respondents (N=4,514) ■ Population (N=9,886)

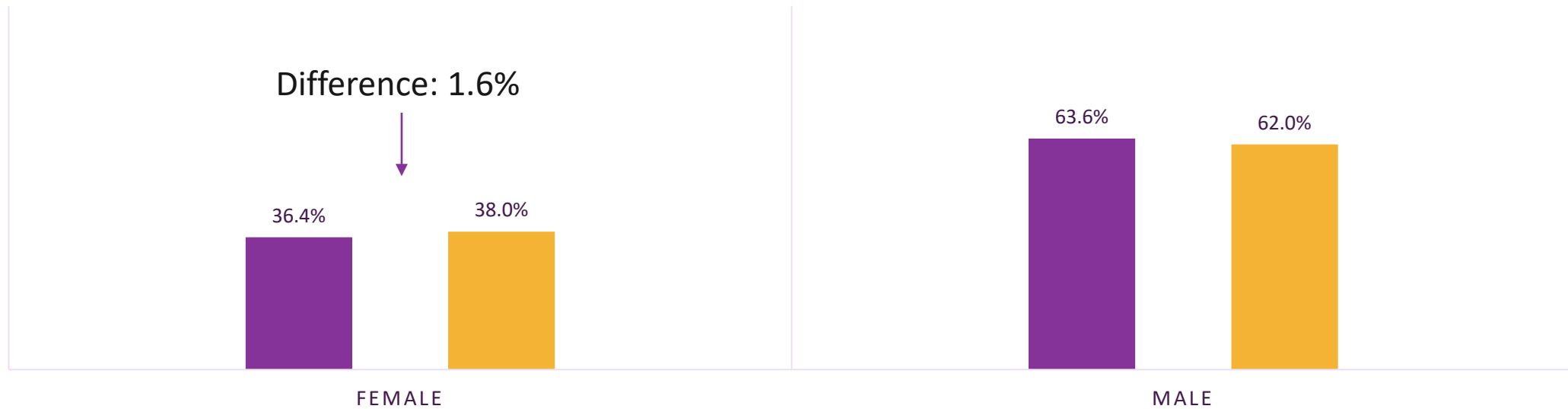
Largest differences:



Demographic Comparison: Respondents vs. Population

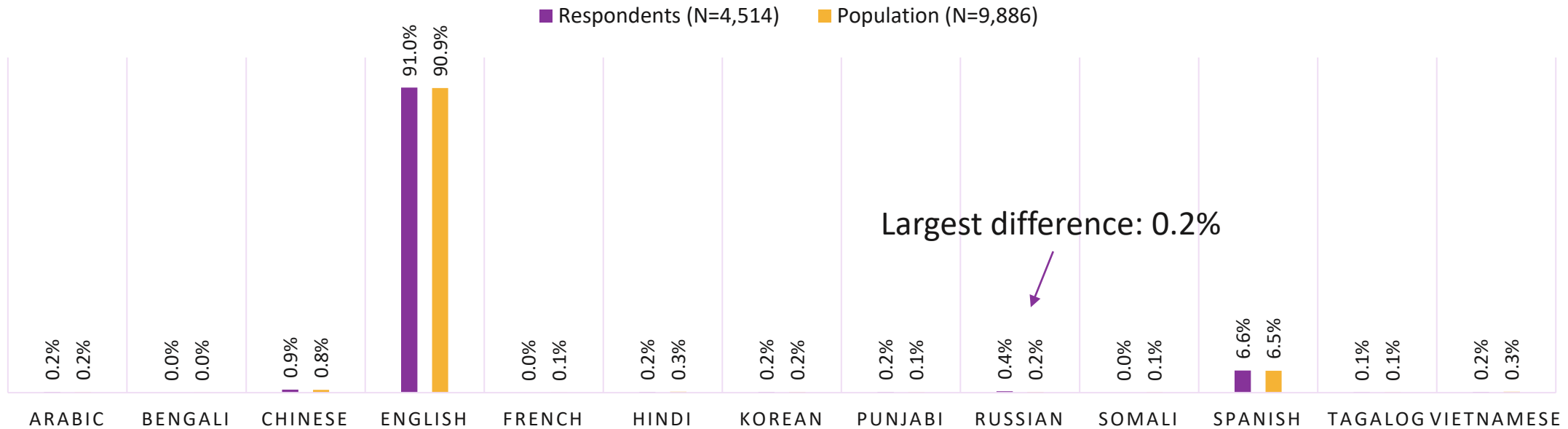
GENDER

■ Respondents (N=4,514) ■ Population (N=9,886)



Demographic Comparison: Respondents vs. Population

LANGUAGE



| Language | Respondents | Population |
|------------|-------------|------------|
| Arabic | 7 | 15 |
| Bengali | 1 | 3 |
| Chinese | 40 | 80 |
| English | 4,109 | 8,984 |
| French | 2 | 8 |
| Hindi | 11 | 29 |
| Korean | 8 | 16 |
| Punjabi | 7 | 14 |
| Russian | 16 | 21 |
| Somali | 0 | 13 |
| Spanish | 296 | 647 |
| Tagalog | 4 | 10 |
| Vietnamese | 9 | 28 |
| Farsi | 1 | 7 |
| Japanese | 2 | 4 |
| Portuguese | 1 | 7 |
| Total | 4,514 | 9,886 |

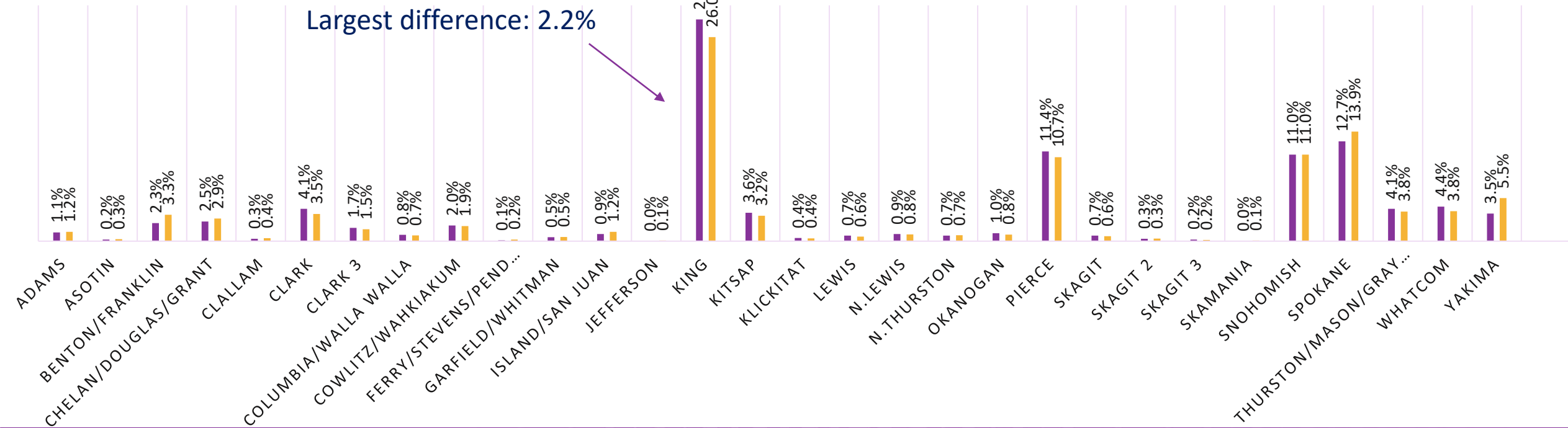


Demographic Comparison: Respondents vs. Population

SERVICE AREA

■ Respondents (N=4,514) ■ Population (N=9,886)

Largest difference: 2.2%

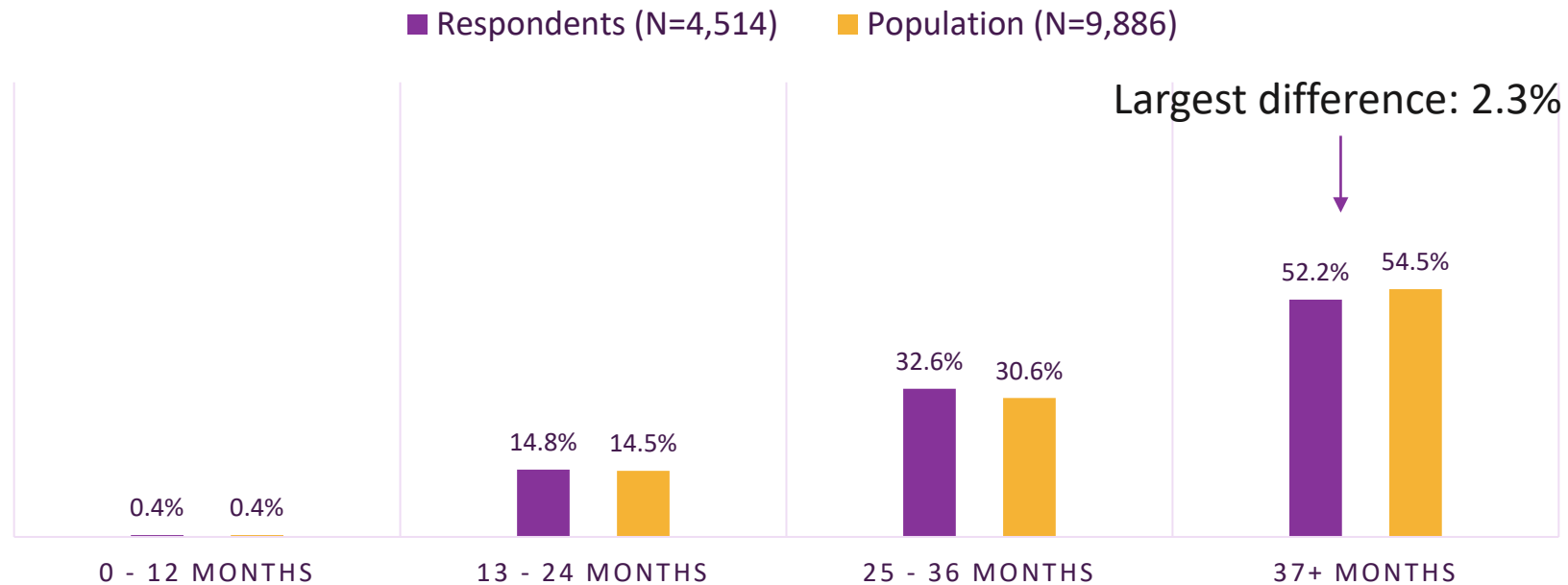


| Service Area | Respondents | Population |
|------------------------------------|-------------|------------|
| Adams | 48 | 117 |
| Asotin | 9 | 25 |
| Benton/Franklin | 102 | 331 |
| Chelan/Douglas/Grant | 113 | 283 |
| Clallam | 13 | 37 |
| Clark | 185 | 342 |
| Clark 3 | 75 | 150 |
| Columbia/Walla Walla | 36 | 71 |
| Cowlitz/Wahkiakum | 89 | 189 |
| Ferry/Stevens/Pend Oreille/Lincoln | 6 | 20 |
| Garfield/Whitman | 24 | 52 |
| Island/San Juan | 41 | 118 |
| Jefferson | 2 | 6 |
| King | 1,272 | 2,567 |
| Kitsap | 162 | 319 |
| Klickitat | 17 | 35 |
| Lewis | 30 | 57 |
| N.Lewis | 40 | 84 |
| N.Thurston | 33 | 74 |
| Okanogan | 44 | 83 |
| Pierce | 513 | 1,057 |
| Skagit | 30 | 61 |
| Skagit 2 | 12 | 31 |
| Skagit 3 | 10 | 15 |
| Skamania | 1 | 6 |
| Snohomish | 497 | 1,088 |
| Spokane | 573 | 1377 |
| Thurston/Mason/Grays Harbor | 183 | 372 |
| Whatcom | 198 | 377 |
| Yakima | 156 | 542 |
| Total | 4,514 | 9,896 |



Demographic Comparison: Respondents vs. Population

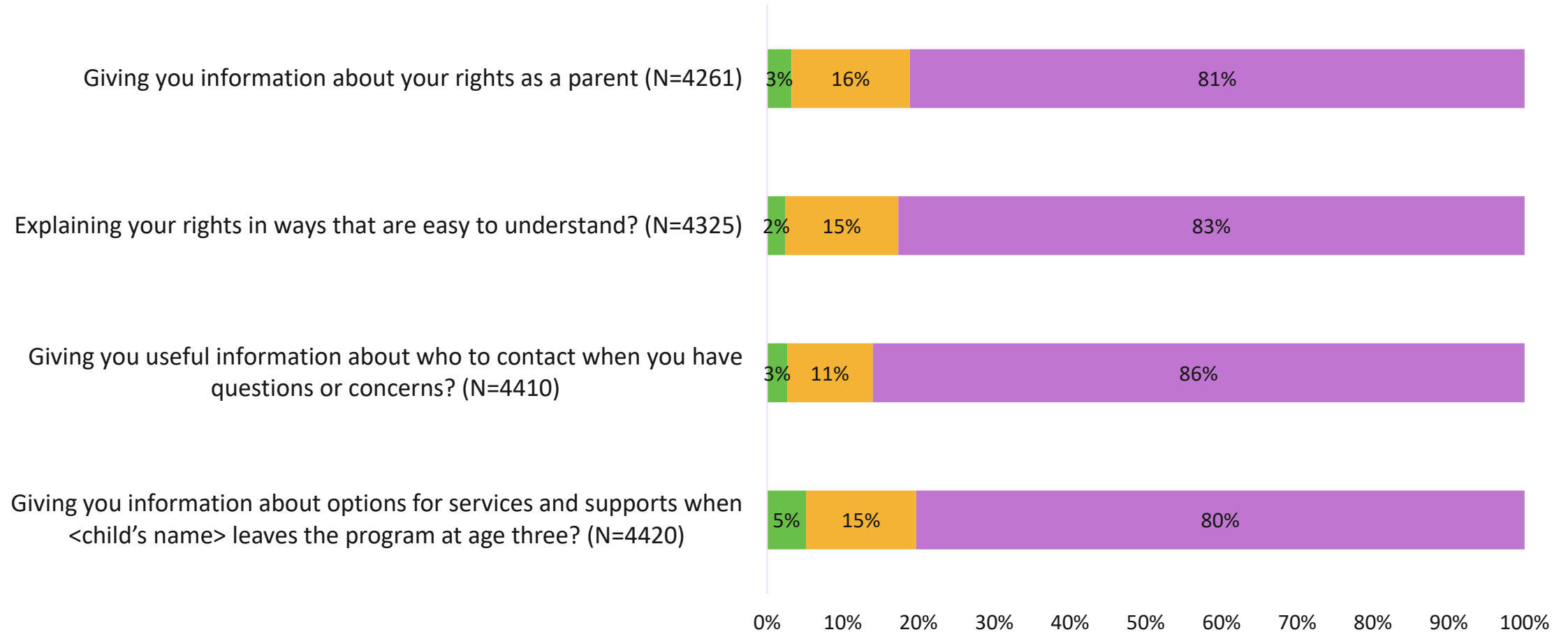
AGE



Section 1 (Indicator 4A) : Know Their Rights

"How helpful has <provider> been in..."

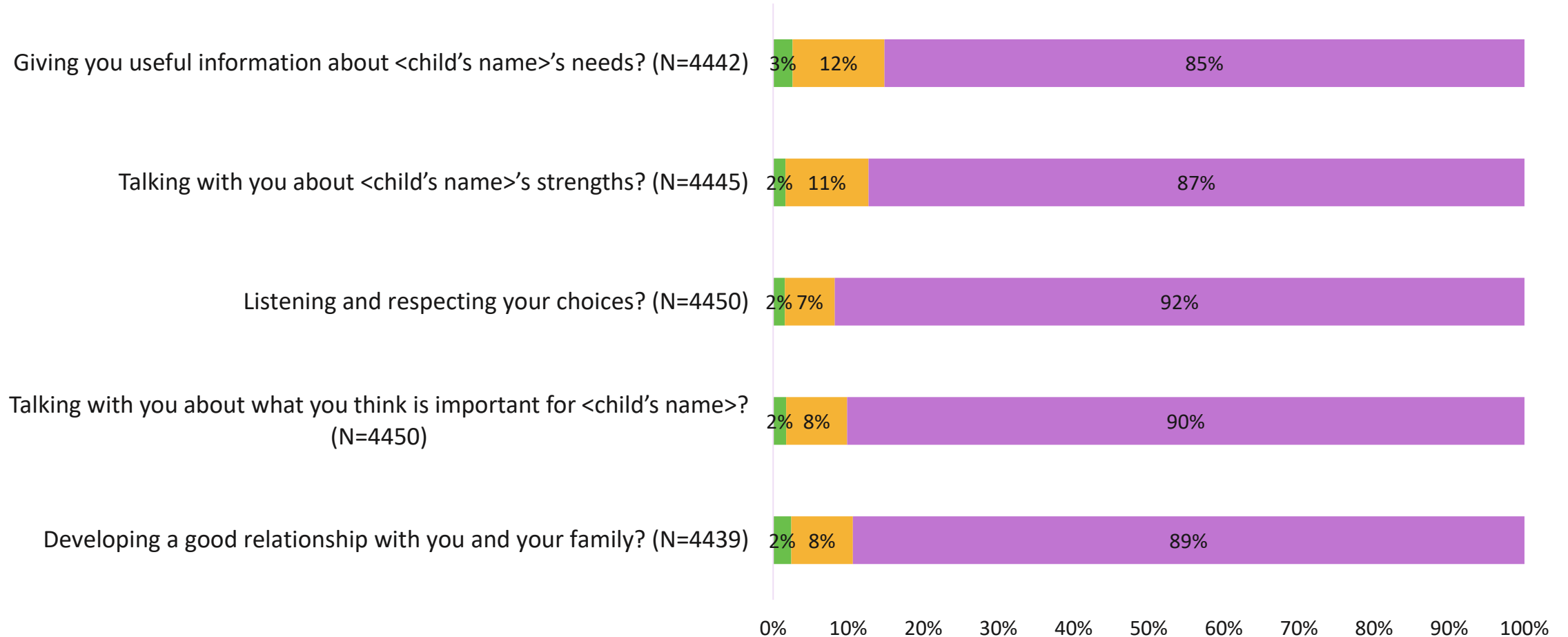
■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful



Section 2 (Indicator 4B): Effectively Communicate Their Children's Needs

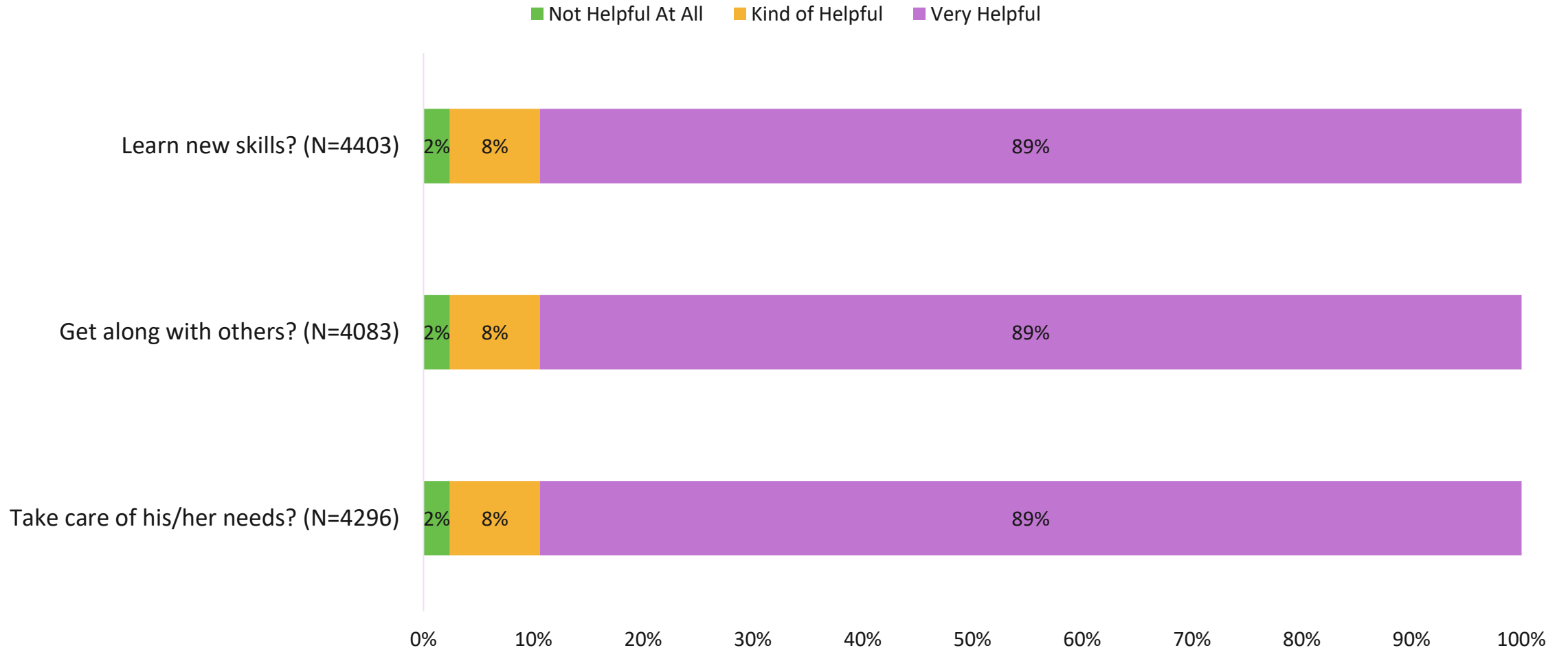
"How helpful has <provider> been in..."

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



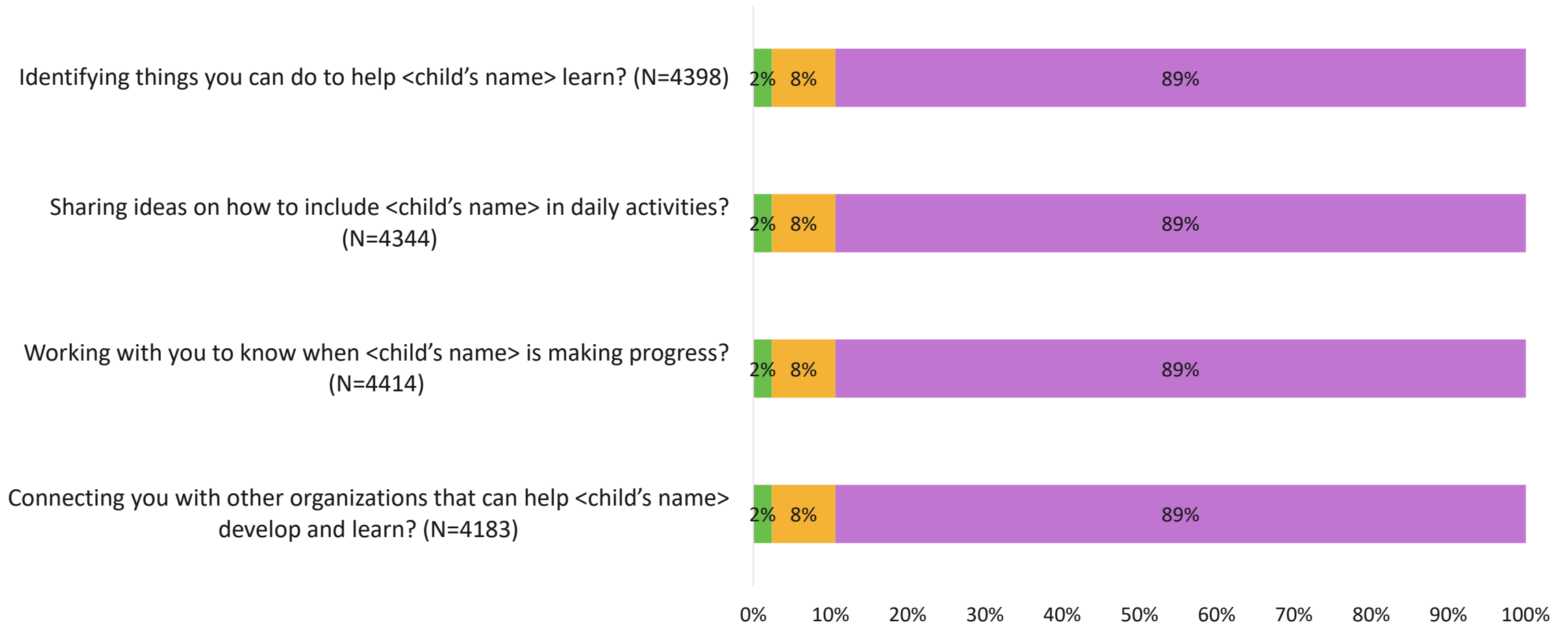
Section 3 (Indicator 4C): Help Their Children Develop and Learn

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



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

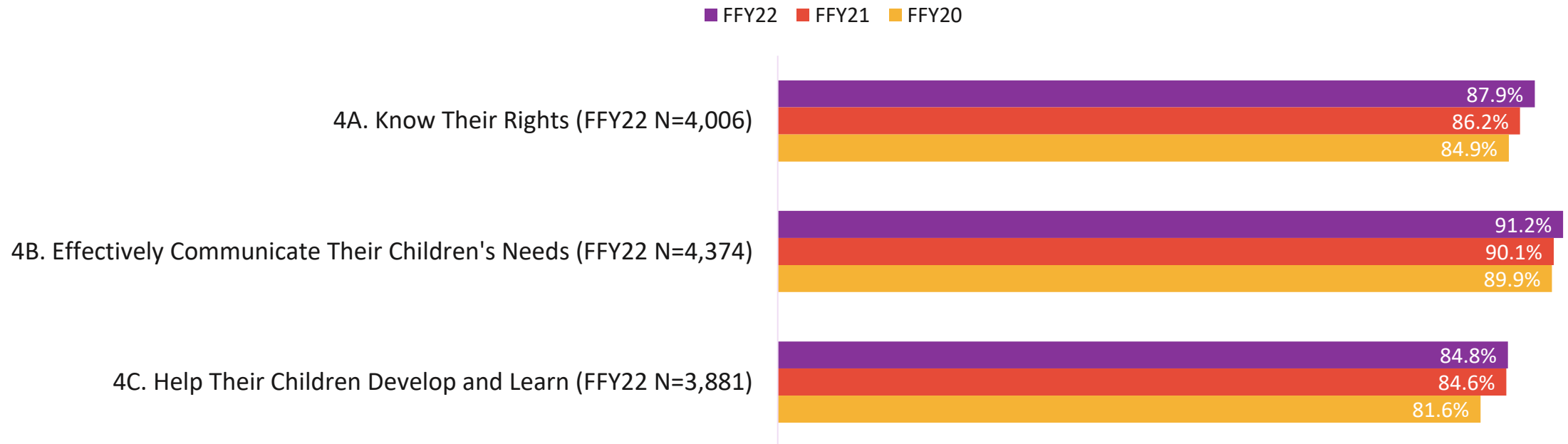
■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful



Indicator Results

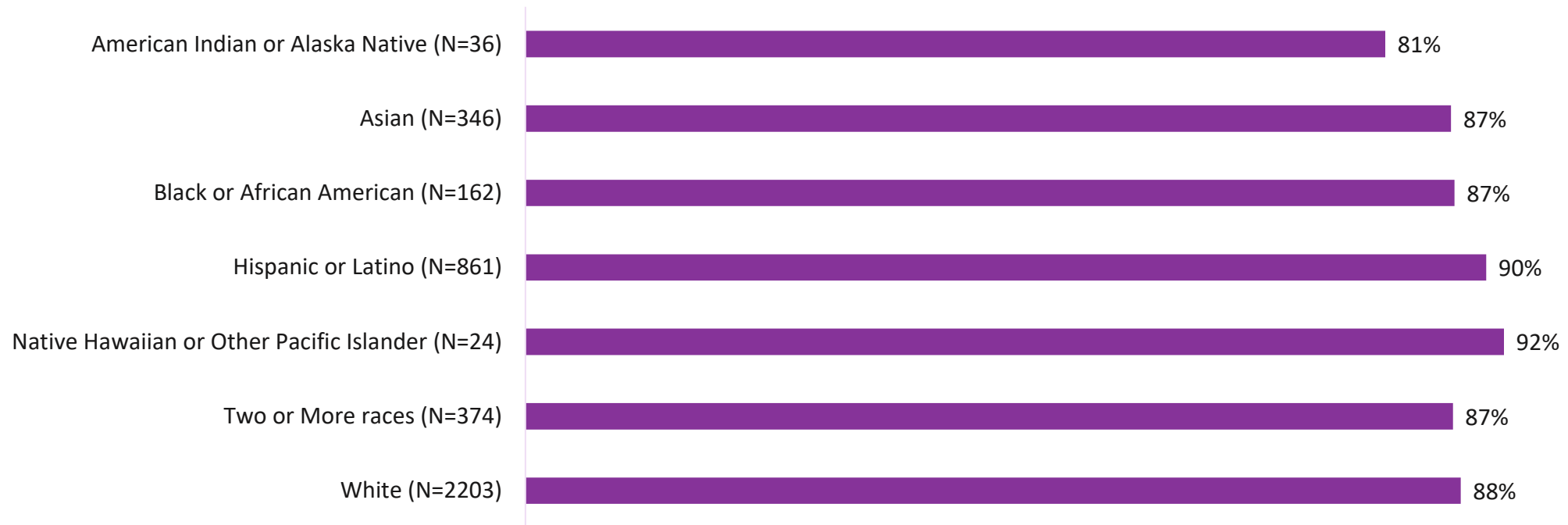
- Threshold: Percent of families with an average score of 2.5 or greater on the 3-point scale, across all survey items that apply to the indicator.
- Includes only respondents who answered all questions pertaining to the indicator, with a response other than “Not Applicable.”

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



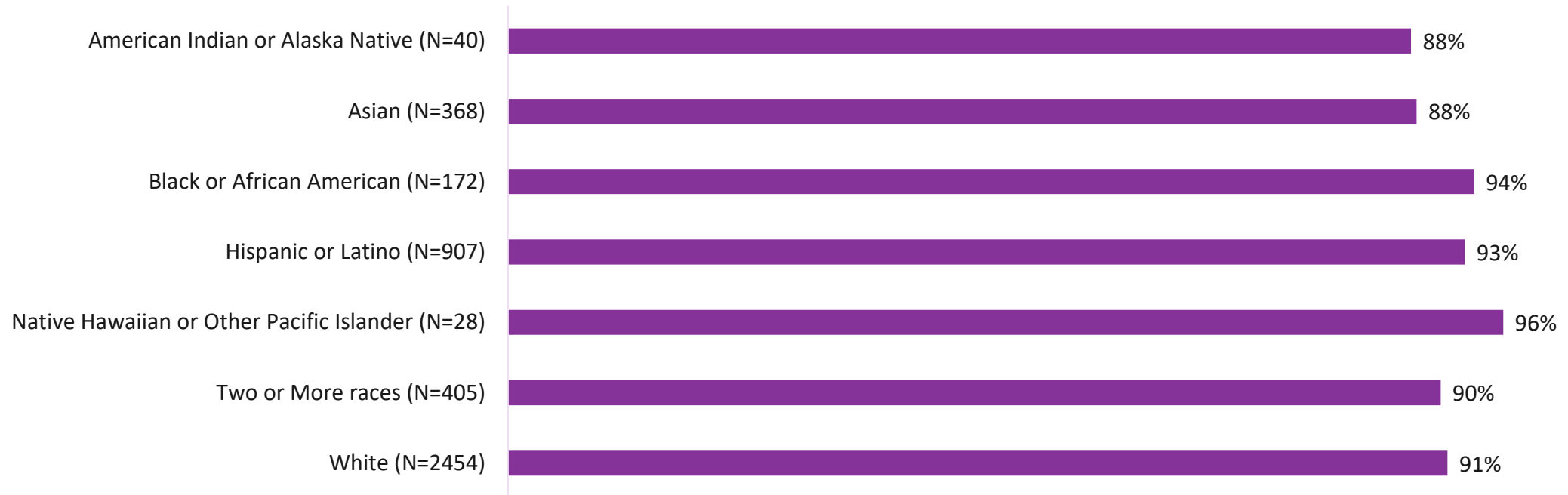
Percentage Meeting 4A by Race/Ethnicity

Indicator 4A: Know Their Rights



Percentage Meeting 4B by Race/Ethnicity

Indicator 4B: Effectively Communicate their Children's Needs

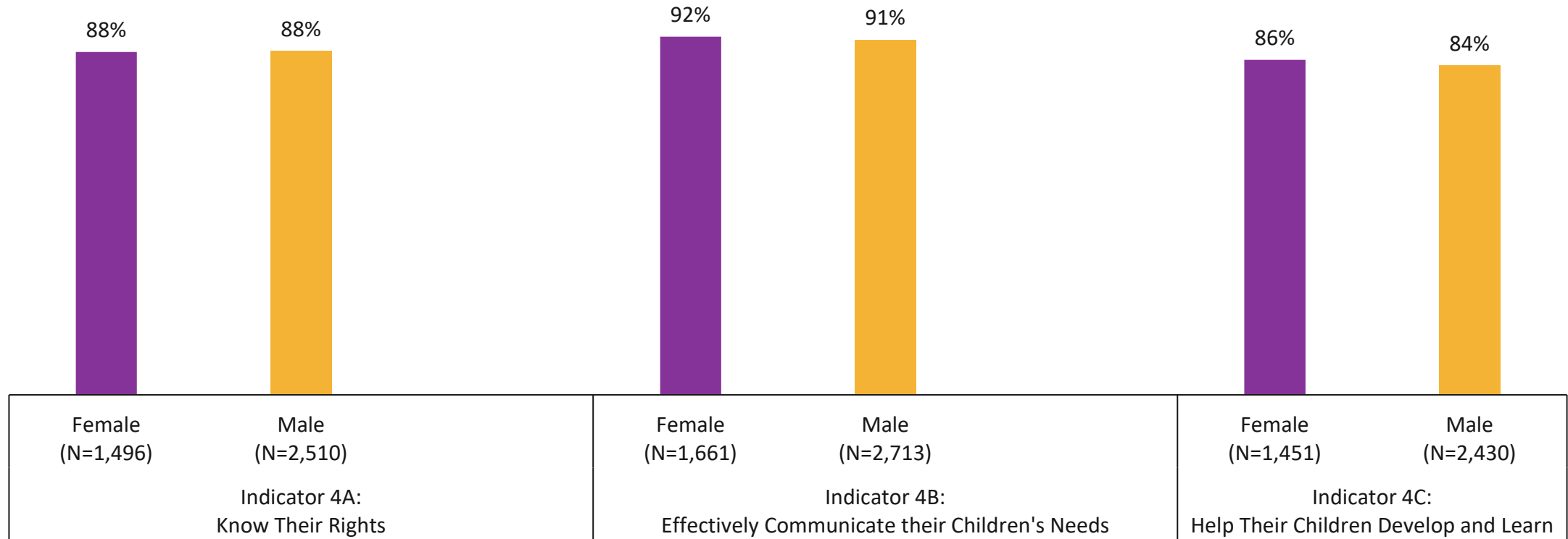


Percentage Meeting 4C by Race/Ethnicity

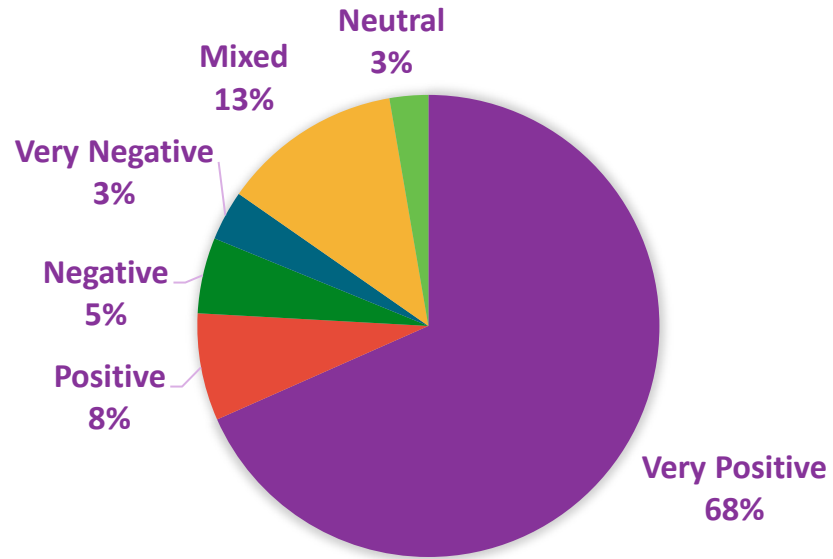
Indicator 4C: Help Their Children Develop and Learn



Percentage Meeting Indicator by Gender



AUTOMATED SENTIMENT ANALYSIS OF COMMENTS (N=2,375)



*Coding by Qualtrics Text iQ

| Sentiment Code | Sample Quotations |
|------------------------------|--|
| Very Positive Comments... | I was so impressed with the WCEL. They were a wonderful resource for us as new parents. We always felt heard, respected, and informed. |
| Positive | That the support has been good. |
| Negative | It was little hard to schedule speech therapy lessons, as therapists were not available for desired times. |
| Very Negative | She would come and not do her job right, not doing the sessions with him (speech therapist). When she would leave, she would reschedule for once a month, instead of every other week. The times that she came, it was a waste of time because she wasn't doing the sessions like she was supposed to. |

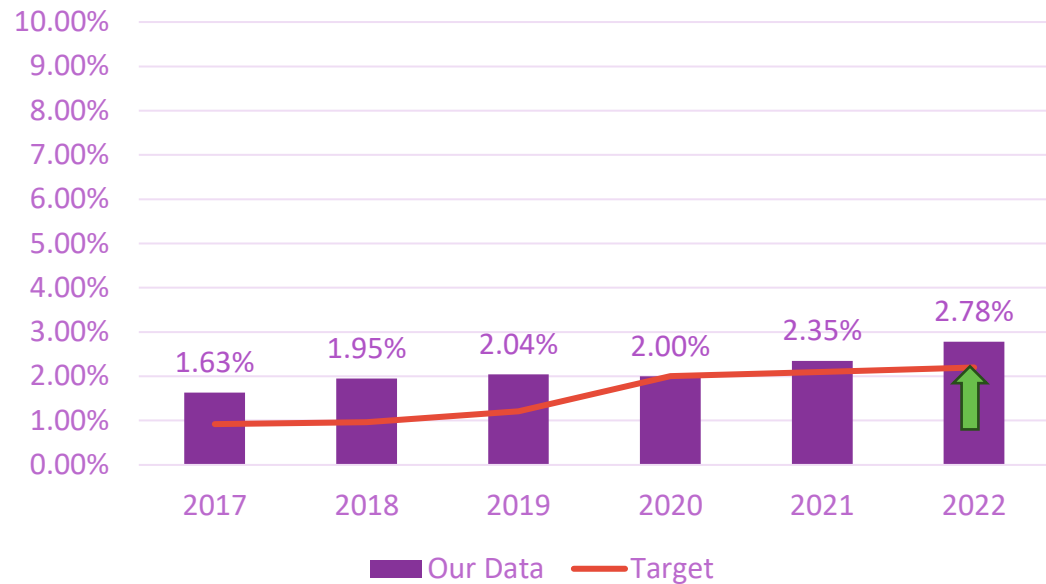


Thank
you!

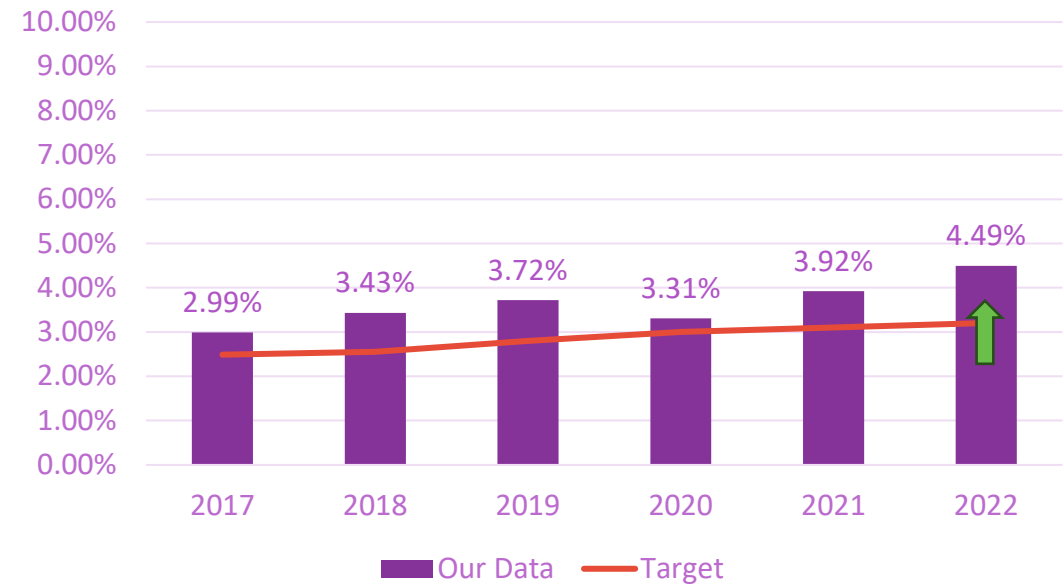


In FFY 2022, ESIT served 2.78% of infants (birth to one) and 4.49% of infants and toddlers (birth to three).

Indicator C5



Indicator C6

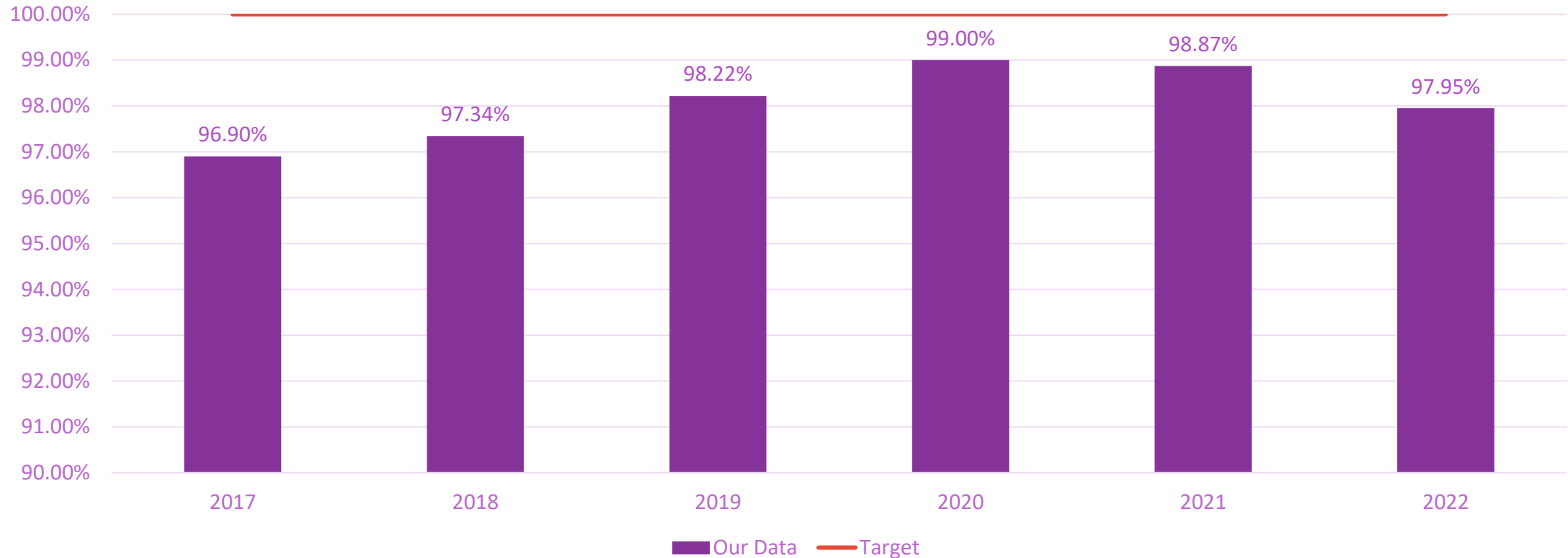


Breakout Room

1. What do you think is the reason for the increase in the percentage of children 0-1 and 0-3 who have an IFSP?
2. 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?
3. What are current challenges faced by local programs?

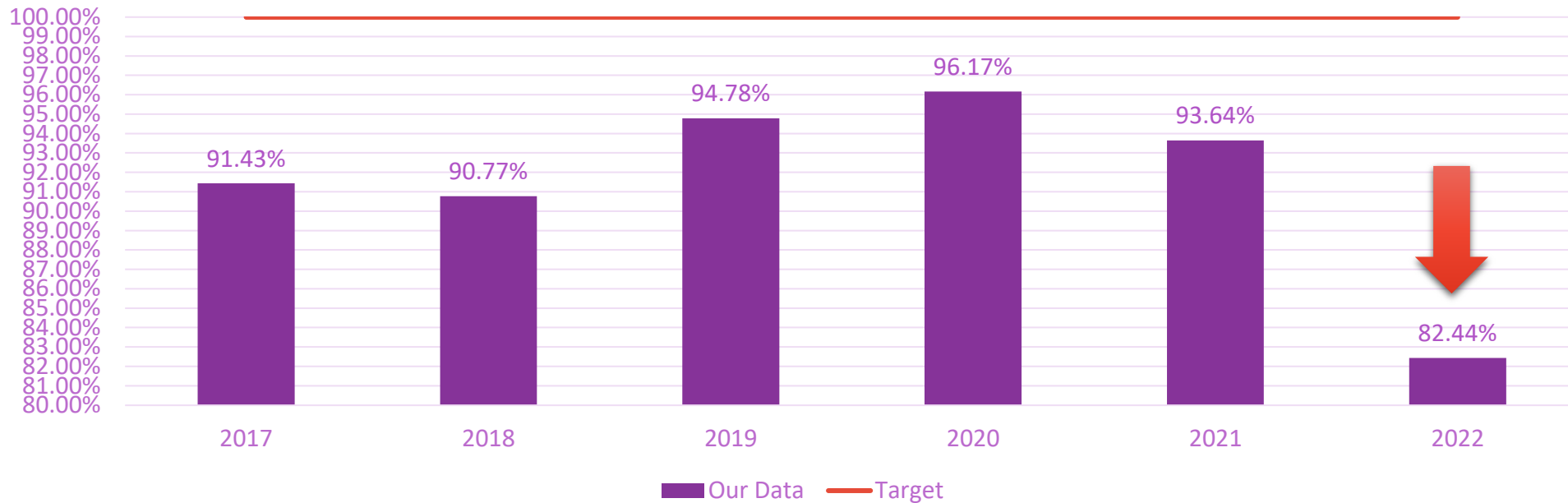
Indicator 1

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.



After observing an increase in timely IFSPs for FFY 2019 and 2020, the percentage of infants and toddlers with a timely IFSP decreased by 2.53% in FFY 2021. In FFY 2022, the number of IFSPs issued within the 45-day timeline further decreased. Only 82.44% of IFSPs were issued on time, this is the lowest percentage in the past 5 years and constitutes a substantial downward change considered as slippage.

Breakout Room

What factors could have contributed to the decrease in timeliness of IFSPs?

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

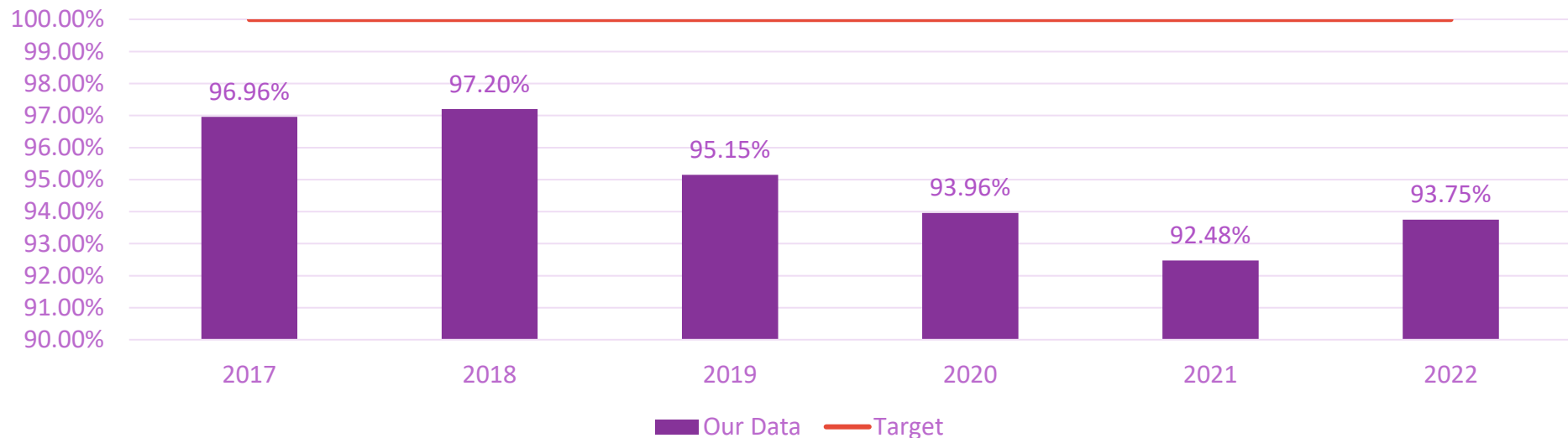
How could the State Office better support providers?

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 FFY22.



Breakout Room

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?

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.



Breakout Room

- 1) Do you have suggestions on how we can further improve our stakeholder engagement process?
- 2) Parents, what could we do to solicit your feedback on our APR data?
- 3) Are there stakeholder and advocacy groups that we should collaborate with on an ongoing basis?

State Systemic Improvement Plan (SSIP)

January 2024

www.dcyf.wa.gov



Washington State Department of
CHILDREN, YOUTH & FAMILIES

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



What is SSIP?

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.



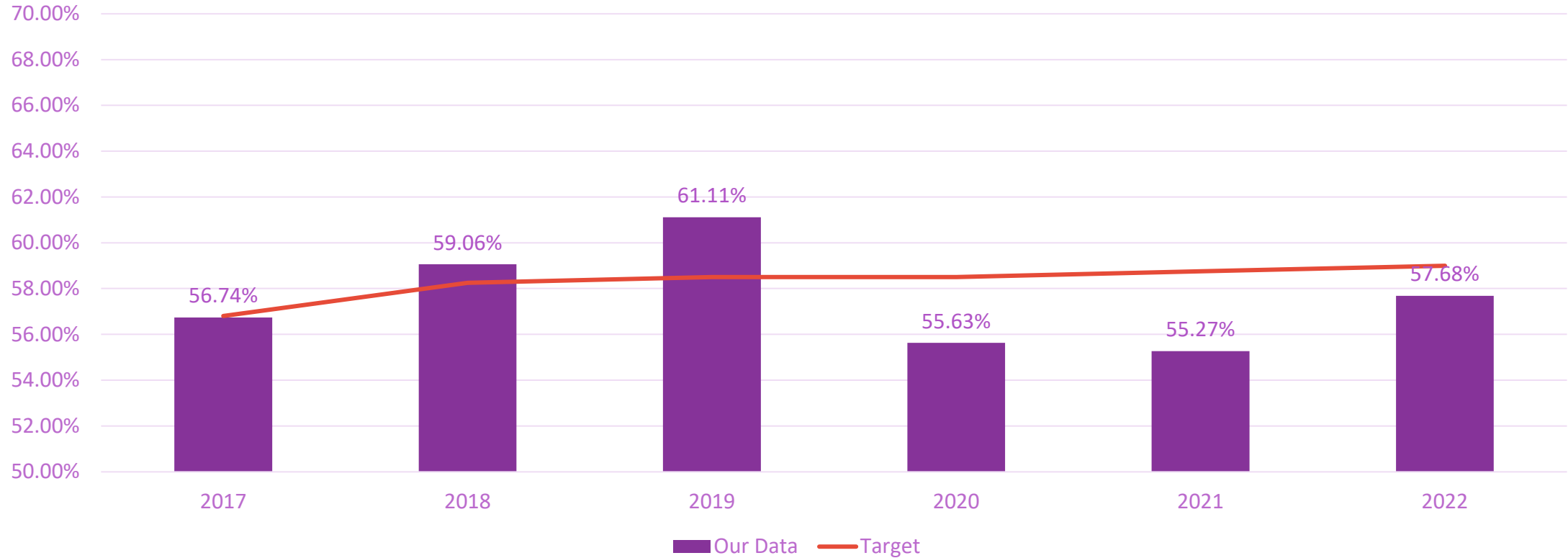
State Identified Measurable Result (SiMR)



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.

The basis for measurement of the SiMR is data collected and reported for Indicator C3A of the Annual Performance Report (APR).

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



Indicator 3a; SS1



SSIP: Theory of Action

1. Professional Development

- The State Lead Agency (SLA) will provide professional development resources to providers to improve services.

2. Qualified Personnel

- The SLA will help providers gain credentials.
- Providers will follow best practices.

3. Assessment

- The Child Outcome Summary (COS) assessment will be used in a high-quality way

4. Accountability

- We will use the data and commit to improving services statewide.



Indicator 11



Questions?

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