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CHILDREN, YOUTH & FAMILIES

State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, Feb 21, 2024
Time: 9:00 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 or will.moncrease@dcyf.wa.gov.

Agenda

Native Land Acknowledgement

9 a.m. - 9:20 a.m. | Welcome & Introductions| SICC Chair Danna Summers

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

9:20 a.m. - 9:40 a.m. | Parent Stories: ESIT Services & PIE Introduction (Cohort 6)
Families will share their experiences while engaging in early support services during the COVID-19 pandemic with the council. Members will have an opportunity to ask questions and gain additional insights as families speak from the heart about successes, challenges, and their recommendations for strengthening and improving services.

9:40 a.m. – 10:00 a.m. | Early Childhood Transition Parental Opt-Out Policy | Tammy McCauley, ESIT Accountability & Quality Improvement Manager
The SICC will have the opportunity to be updated on the status of the development of a new Parental Opt-Out Policy created in response to requests made by families. Over the last several years, many families have asked to have the option to decline having their child's name, birthday, parent name, and contact information shared with the public school district, when their child may be potentially eligible for special education preschool services under Part B of IDEA. Family Resources Coordinators shared these requests, and the ESIT State Leadership Office responded. Members will have the opportunity to ask questions and share input on key elements of the Communication Plan.

10:00 a.m. – 10:10 a.m. | Break

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The purpose of this presentation is to equip Early Support for Infants and Toddlers (ESIT) professionals and families in Washington State with a better understanding of the Listening and Spoken Language (LSL) approach, a set of strategies and principles designed to help children who are Deaf or Hard of Hearing (D/HH). This presentation will explore the effects of diminished hearing sensitivity and discuss how the LSL approach can empower children and families to establish a robust language base, using the primary language spoken in their household. We'll also offer a broad overview of Part C processes, pertinent for families who have newly discovered their child's differing hearing levels. A key point we'll emphasize is the crucial role that family participation plays in cultivating a child's listening and spoken language abilities. Additionally, we'll provide insights into two Listening and Spoken Language programs that are available within our state.

Tara Ellis: Tara's work at Listen and Talk is fueled by a deep-seated belief in the limitless potential of individuals with hearing differences. Tara initially embarked on her professional path by providing support to families, a role she found immensely rewarding. She is now at the helm of the Birth to Three Program at Listen and Talk, leveraging her expertise in capacity building and reflective practices. With more than two decades of experience as a provider before assuming her current leadership role, she's been contributing to the organization's mission for twelve years now. Tara's vast experience and dedication to her role have been instrumental in shaping the program and driving its success.

Danette Driscoll, M.Ed.: Danette has been the Executive Director of Spokane HOPE, Center for Deaf and Hard of Hearing Children for nine years.   Her background is in school administration and special education. Danette is currently the chapter President of the PNW AG Bell and an Executive Board member of OPTION Schools.

Maura Berndsen holds her BA in Deaf Education from Fontbonne University and her MA in Early Childhood Education from the University of Texas, San Antonio. Maura is a Listening and Spoken Language Specialist with a designation as an Auditory-Verbal Therapist through the AG Bell Academy. Maura has worked in listening and spoken language settings for young children with hearing level differences since 1990, joining Listen and Talk in 1996. She has served as a Teacher of the Deaf, Listening and Spoken Language Specialist, Consultant, and organization leader in her 26 years with Listen and Talk. As Executive Director, Maura provides visionary leadership and oversight of operations and the team while building community and strategically advancing Listen and Talk's mission, vision, and values. Maura is the past-president of OPTION Schools, Inc. and a Hands and Voices WA Chapter board member. She has presented and contributed to publications on topics related to the development of listening and spoken language in children with all degrees of hearing loss.

11:30 a.m. – 11:40 a.m. |Break

11:40 a.m. – 12:00 p.m. | Overview of Federal IDEA Part C Grant Application Process | Lauren Thompson, ESIT Resource Allocations Manager

The federal IDEA Part C grant application is an annual application prepared and submitted by DCYF to the federal Office of Special Education Programs, typically due May 1st. The SICC has an important role in the development of the federal grant application, specifically to advise the State Lead Agency (DCYF) in making financial and programmatic decisions that support a coordinated and effective statewide early intervention system. Council members will learn about the overall expected timelines including public posting, public commenting period, and public hearing activities.

12:00 p.m. – 12:05 p.m. | Public Comment

This time is set aside for the audience to state comments relevant to the role and purpose of the SICC and provision of early support services 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 ESIT Community Collaboration Coordinator, E Renae` Antalan at erenae.antalan@dcyf.wa.gov.

12:05 p.m. -12:35 p.m. | Lunch

12:35 p.m. -1:15 p.m. | Committee Updates | Agency Updates

This is an opportunity for Council members to hear reports from the Chairs of the six Sub-Committees operating under delegation from the SICC (see updated SICC Governance Structure in the packet). Chairs may also have motions to recommend for Council consideration and action. Tribal partners and state agency representatives serving on the SICC will also be invited to share celebrations, insights, request advice and/or assistance from the council on system issues and make announcements of upcoming events/activities related to early support and/or services within their communities.

1:15 p.m. – 1:45 p.m. | Introduction & Orientation to the OSEP Differentiated Monitoring System 2.0 | Valerie Arnold, ESIT Administrator

Council members will have the opportunity to learn about the new federal Differentiated Monitoring System 2.0 conducted by the Office of Special Education Programs. Information will include the purpose of the review, a description of the key stages of the comprehensive process, the role of the SICC, Parent Training & Information Center, and local parents and program leaders, as well as the date recently set and confirmed for the onsite monitoring visit for DCYF. There will be an opportunity to consult on preparation and planning pathways and ask exploratory questions.

1:45 p.m. – 1:55 p.m. | Break

1:55 p.m. – 2:15 p.m. | Legislative Update | Allison Krutsinger/Stephanie Budrus

An update on HB 1916 – 2023-24 Concerning funding for the early support for infants and toddlers program (Companion Bill SB 5933) will be provided by leaders from the DCYF Office of Public Affairs. Information about the overall legislative process and annual timelines will be shared and there will be opportunities to ask questions.

2:15 p.m. - 2:40 p.m. Systems of Payments & Fees (SOPAF) | Tammy McCauley, Accountability & Quality Improvement Manager

Council members will have the opportunity to learn about the SOPAF Technical Work Group, a joint endeavor through the Public Policy Committee & Finance Committee, sessions held to date, and emerging recommendations for improvements. There will be time to ask questions and advise and consult on next steps.

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2:40– 2:45 p.m. | Public Comments

This time is set aside for the audience to state comments relevant to the role and purpose of the SICC and provision of early support services 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 ESIT Community Collaboration Coordinator, E Renae` Antalan at erenae.antalan@dcyf.wa.gov.

2:45-3:00 p.m. | Evaluation & Wrap Up | SICC Chair Danna Summers

Council Members will have an opportunity to share their input on the day, reflect on new learnings or take-aways, identify future meeting topics, and begin thinking about Council priorities for 2024 through 2025.

Next SICC Meeting:

Wednesday, April 17, 2024, | Virtual

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

State Interagency Coordinating Council (SICC) | Virtual Meeting

Date: Wednesday, October 18, 2023
Time: 9 a.m. – 2:03 p.m.

Draft Meeting Minutes

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

- The first 5 minutes reserved to let members and attendees join the meeting.
- Meeting Role & Purpose statement and meeting agreements reviewed by E Renae` Antalan.
- SICC Chair, E Renae` Antalan welcomed meeting attendees and gave her visual description.
- Will Moncrease, Jr., ESIT Partnership & Collaboration Manager, shared his visual description and the *zoom meeting do's and don'ts and keyboard shortcuts.*
- Val Arnold, ESIT State Administrator, welcomed everyone, gave her physical description, and held a moment of respect leading a meaningful Land Acknowledgment.
    o Native Land is an app to help map Indigenous territories, treaties, and languages.
    o The Office of Native Education (ONE) aids school districts in meeting the educational needs of American Indian and Alaskan Native (AI/AN) students.
- As an inspirational invite to take action, Val offered children's book recommendations to explore personally and share with extended family and friends:
    o Baby's First Laugh by Jessie Eve Ruffenach
    o First Laugh--Welcome, Baby! By Rose Ann Tahe and Nancy Bo Flood, illustrations by Jonathan Nelson.
- SICC Chair, E Renae` Antalan, conducted SICC member roll call. SICC members each gave land acknowledgements and brief introductions and physical descriptions.
- **Motion**: SICC member, Janet George, moved to approve both the October 2023 agenda and previous April 2023 Meeting minutes, seconded (by Mary Cline-Stivley), SICC members voted and approved unanimously.

9:30 a.m. - 9:36 a.m. | Parent Stories: ESIT Services & PIE Cohort 6 Introduction

Families shared their experiences receiving ESIT services during the COVID-19 pandemic with the council. Members had an opportunity to ask questions and gain additional insights.

PIE member and parent advocate, Erin Maher, (Vancouver, WA) has two children and her daughter needed ESIT Services. Erin worked closely with ESIT services through the ESD, as the parent-to-parent coordinator under Arc of WA as a parent. Her daughter wasn't diagnosed until she was 6, since she was getting a lot support and doing so well, it wasn't easy to diagnose her. It's been a great going through the system, getting assistance, and learning the tools.

PIE member and parent advocate, Princess Hicks, (Seattle, WA) has three kids in her life on the autism spectrum. Located in King County there are lot more people available to help who work for the state to reach out to for help. Princess feels fortunate her mother is a social worker and has a great support system to get information and assistance to navigate the early learning system.

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9:36 a.m. – 9:40 a.m. | Dept. Services for the Blind (DSB) Update

DSB previously had to move from serving Birth to 13 years-old. Guidelines were updated from Lead Back in WA. DSB strongly believed it was important to find state funding and recently has been more successful to continue the work by hiring someone to serve B-13, but the department has yet to be developed.

9:40 a.m. – 9:47 a.m. | Fun Engagement Question for the SICC members

"Where would you rather be, logging into SICC?" (It can be anywhere in the world!)

9:50 a.m. – 10 a.m. | Break

10 a.m. – 11 a.m. | The Consultant Team: Cathy Kaufman, Kaufman Strategies & Christine Cole, Health Care Authority | Medicaid Policies

The Washington Health Care Authority (HCA) is focusing greater attention on developing and improving Medicaid policies that enhance and support early childhood health and development -- goals which it shares with the Part C Early Intervention (EI) program. An in-depth investigation of the policies underpinning both programs – along with interviews with providers of early intervention services – led to the report, *Washington's Early Supports for Infants and Toddlers (ESIT) and Apple Health (Medicaid) Programs Policy Review and Comparative Analysis (June 2023),* posted here. Today's presentation walks through the key findings and recommendations for improving systems alignment at the state level to reduce burden on providers navigating these programs and ultimately ensuring greater access to services for young children and their families. The audience and member had a chance to ask questions and gain deeper insight.

> **PowerPoint Presentation**: Early Intervention and Medicaid in Washington

11 a.m. – 11:15 a.m. | Break

11:15 a.m. – 11:40 a.m.| The Consultant Team: Medicaid Policies, Q&A Continued

Next steps: HCA is working closely with DCYF. This presentation was intended to share results and information before implementing next steps and incorporate any feedback. A second review will be scheduled to give an opportunity for initial responses and action can be taken as a council.

> **Resource**: Early, Periodic Screening, Diagnosis, and Treatment**:** This page helps Apple Health providers and partners stay informed about the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program.

The audience and SICC members had a chance to share comments and ask questions for deeper insight. For questions or follow-up, email christine.cole@hca.wa.gov.

> **Recommendations**:
>
> 1. Help ESIT providers and MCOs better understand current requirements and billing codes (consolidated billing guide and training)
> 2. Simplify and streamline billing codes used most frequently for ESIT Services.
> 3. Establish the Individualized Family Service Plan (IFSP) as the authorizing document for

billable Medicaid services
4. Clarify existing Apple Health policies -- and develop new ones -- to ensure ESIT providers and MCOs understand how to bill for services covered under the current Medicaid state plan.
5. Assist ESIT providers by contracting for a "third party administrator" (TPA) to manage Medicaid billing for all ESIT services.
6. MCO contract and reprocurement - emphasize / clarify ESIT and EPSDT
7. Streamline enrollment into Medicaid (as secondary coverage) for children with identified developmental needs who have commercial health insurance coverage. – Cathy Kaufmann
   Supporting Comments:
- All the recommendation seem promising. Recommendations 1, 4 and 7 seem like a good place to start. - Beth Krebiel
- It would be helpful for this Medicaid information to be made available to SICC Finance and Public Policy Committee members. - Kathy Fortner
- This work and these recommendations are so helpful! Developing an ESIT modifier and establishing IFSPs as an authorizing document seem like great places to start. - Brayde Wilson

11:40 a.m. – 12 p.m. | Tracie Kenney, DCFY

Tracie Kenney, is the Administrator of the Preschool Development Grant Birth-Five (PDG) at DCYF. In this role she manages a federal grant that funds multiple projects across DCYF, other agencies, and in communities. Today, she'll be sharing with us the newest round of projects funded by the PDG and give us an update on the Early Learning Coordination Plan. The audience and SICC members had a chance to share comments and ask questions. Learn more about the plan at www.ELCPwa.org**.**

PDF: Washington State Early Learning Coordination Plan

Inspirational quote shared:

"The world doesn't change one person at a time. It changes as networks of relationships form among people who discover they share a common cause and vision of what's possible." - Margaret J. Wheatley and Deborah Frieze

12 p.m. - 12:02 p.m. | No Public Comment.

12:05 p.m. - 12:28 p.m. ACORN, Committee and Agency Updates

This is an opportunity for SICC state agency representatives and committees to share updates, insights, request advice/assistance from the council, and make announcements of upcoming events/activities.

- **Val Arnold, ESIT State Administrator –** ESIT State Leadership Team & ACORN Update

  o **Lisa Greenwald, comment:** Val, thank you for the ACORN update and for hearing from stakeholders and taking that into consideration. From an FRC and provider perspective, the launch is thought to be Oct 25 due to the black out period set that they are madly working toward working around. Thus, providers would appreciate knowing before Monday if it all possible. We are 1 week out from today. Thank you again for your consideration and I am happy to help if that helps :). Lisa

- **COL. Tolson, Military Rep** – preparing for retirement from military service August 2024 and will be replaced on the SICC council by Dr. Michelle Clark or someone she appoints as liaison.

12:28 p.m. - 1:10 p.m. | Lunch Break

1:10 p.m. - 1:33 p.m. | Committee and Agency Updates Continued

- **Brayde Willson, Joint Finance & Public Policy Committee** – addressing equity in SOPAF, orientation to equity framework, watching HB 1227: the Keeping Families Together Act.

  - **Motion:** SICC member, Brayde Willson moved to form a workgroup to address and ensure safety from imminent physical harm in the natural environment for home visitors in all capacities**.** Seconded by member Val Arnold. SICC members voted and approved unanimously.

  - Moved to assign jointly to Service Delivery and Public Policy committees.

- **Beth Krehbiel, DSHS/DDA** – DDA Waiver Amendments and Public Comment

- **Shellea Quillen, HCA** – watching SB 5580 in the upcoming legislative session: Improving maternal health outcomes.

- **Jean-Marie Dymond, Office of the Insurance Commissioner** – Medicare or Medicare Advantage, ability to switch to different to Advantage plans**.**

  Resources:

  - How to navigate the OIC website to get Medicare information as well as free, unbiased help from SHIBA volunteers.
  - Need assistance with Medicare open enrollment? Statewide Health Insurance Benefits Advisors "SHIBA" can help.
    - The dates open enrollment are Oct. 15 through Dec. 7.
    - During this time, Medicare clients can review their current coverage and decide if there are better options based on changes to their current plan, budget or health needs.
  - Specifically - during Open Enrollment people enrolled in Medicare can:
    - Switch from Original Medicare to a Medicare Advantage plan and vice versa. (These are the two paths' folks can take when they have Medicare) Join, drop or switch a Part D prescription drug plan, if you're on Original Medicare.
    - Switch to a different Medicare Advantage plan.

1:33 p.m. | No 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, at erenae.antalan@dcyf.wa.gov.

1:33 p.m. – 1: 40 | Fun Engagement Question for the SICC members
"What is your Pay-It-Forward Moment?"

1:40 p.m. – 1: 55 | Chair & Vice Chair Selection
E Renae` attended her last meeting as SICC Chair and to transition to new chair, Parent Council Members had an opportunity to present to the council why they should be the new Chair and Vice Chair. Danna Summers and Julie German -Murrey, members on the SICC board, expressed their interest in 3-minute speeches to the council.

Vote: Remaining SICC members voted Danna Summers and Julie German-Murrey as the new SICC Co-Chairs.

1:55 p.m. -2:03 p.m. | Evaluation & Wrap Up

Members had the opportunity to share their input and power word for the day and make recommendations for future meeting topics. E Renae` said her last reflections in the role of SICC Chair and gave heartfelt remarks and settling into her new role as ESIT's Community Collaboration Coordinator. The council and audience had the opportunity to share their congratulations and gratitude toward E Renae` for her excellence, serving as SICC Chair.

Next SICC Meeting (APR)
Wednesday, January 17, 2024 | Virtual

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

State Interagency Coordinating Council (SICC) Meeting

Wednesday, January 17, 2024

Annual Performance Report (APR)

9:02 - 9:10 a.m. | Welcome, Introductions & Overview of the Washington State Performance Plan

SICC Chair, Danna Summers, welcomed the meeting attendees, introduced herself and gave her visual description.

Brian Frisina, ESIT Tribal Program Consultant, gave the Native Land Acknowledgement.

Kim Hopkins, ESIT Data Systems and Analysis Manager, introduced herself 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.

9:10 - 9:37 a.m. | Indicator 2: Services in the Natural Environment

Kim Hopkins, ESIT Data Systems and Analysis Manager, gave an overview of Indicator 2, from FFY July 1, 2022, to June 30, 2023, and went over some terminology to explain the current data. Participants were given an opportunity to discuss questions surrounding *Indicator C2 data* in breakout rooms:

- 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?

Groups reconvened into the large group and had the opportunity to share feedback from the small, breakout room discussions.

9:37 – 10:08 a.m. | Indicator 3: Early Childhood Outcomes

Kim Hopkins, ESIT Data Systems and Analysis Manager, introduced Indicator 3, Outcomes A, B and C, Summary Statements 1 and 2, and 3-Year Trending Data. Participants were given an opportunity to discuss questions surrounding Indicator 3 data in breakout rooms:

- 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?

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Groups reconvened into the large group and had the opportunity to share feedback from the small, breakout room discussions.

10:08 - 10:44 a.m. | Indicator 4: Family Involvement

Candiya Mann, Assistant Director, Social & Economic Sciences Research Center of Washington State University, shared the results of the fourth 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
- FY22 Survey Results

View the Family Outcome Survey presentation here.

10:45 – 11 a.m. | 15 Minute Break

11 a.m. – 11:19 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?

Groups reconvened into the large group and had the opportunity to share feedback from the small, breakout room discussions.

11:19 – 11:38 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. Participants discussed questions surrounding Indicator 5 and 6 data in breakout rooms, reconvened as a large group, and had the opportunity to share out and discuss:

- What factors could have contributed to the decrease in timeliness of IFSPs?
- How could programs improve the timeliness of IFSPs in the upcoming FFY?

11:38 – 11:44 a.m. | Indicator 8: Early Childhood Transitions

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

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

For questions and/or input, contact Kim Hopkins.

- **Question:** Can you confirm if the data for indicator 7 is using the "?" data or throwing out "?". The "?" field is often out of providers control because it can be a child with a glitch in the ESIT file.
- **Answer:** Counting as "on time" and not holding it against the timeline.

11:44 a.m. – 11:51 a.m. | Indicator 11: Sate Systemic Improvement Plan (SSIP)

DeEtte Snyder, ESIT Workforce Development Manager, gave introductions, her physical description and shared a brief overview of ESIT's State Systemic Improvement Plan, including:

- Overview of State Systemic Improvement Plan
- SSIP Training Activities
- 2022-2023 SSIP Plan

View the State Systemic Improvement Plan (SSIP) presentation here.

11:51 a.m. | Wrap-up

Will Moncrease, Jr., ESIT Partnership & Collaboration Manager, thanked participants, gave closing remarks, and adjourned the meeting.

Next SICC Meeting:

Wednesday, February 21, 2024 | Virtual

State Interagency Coordinating Council Committee Report

Parent Institute of Engagement Report

Date: 2/21/2024
Chair/Vice Chair: Vanessa Allen
DCYF ESIT Staff Liaison: Vanessa Allen
# of Members: 6
Recruiting: ☒ No ☐ Yes
If yes, please describe type of membership recruiting: N/A

# of Meetings Since Last SICC held on INSERT Date Two since last SICC: January 16 and February 20.

Topics Covered:
Parental Opt-Out: the AQI team asked for PIE's feedback on the form called the "Parental Opt-Out" for Part B services.
Reviewed and discussed Crucial Conversations Chapters 3, 4 & 5.
Spoke about IECC and possibly presenting.
The Workforce Development team also came ad presented during PIE meeting, spoke about revising the initial training required for all ESIT professionals and they asked PIE to provide ESIT with their input throughout the process because it's families who see the results of this training in the ESIT workforce.

Committee Progress to Date:

Committee Challenges or Obstacles:

Motion(s): none

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Finalized Date: Feb. 21, 2024
ESIT State Interagency Coordinating Council
Approved for submission by: Vanessa Allen, ESIT Family Engagement Coordinator

State Interagency Coordinating Council Committee Report

Data Committee Report

Date: 2/6/2024
Chair/Vice Chair: Danna Summers/ Lisa Greenwald
DCYF ESIT Staff Liaison: Kim Hopkins
# of Members: 9
Recruiting: ☐ No ☒ Yes
If yes, please describe type of membership recruiting: Parent Members

# of Meetings Since Last SICC held on INSERT Date 2

Topics Covered: APR Data (discussion of reasons for slippage and data outliers), Data Committee onboarding, future topics of interest

Committee Progress to Date:

Committee Challenges or Obstacles: Recruitment of parent members has been an ongoing challenge.

Motion(s):

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Finalized Date: Feb. 6, 2024
ESIT State Interagency Coordinating Council
Approved for submission by: Kim Hopkins, ESIT Data
Systems and Analysis Manager

State Interagency Coordinating Council Committee Report

Finance & Public Policy Joint Committee Report

Date: 2/15/2024

Chair/Vice Chair: Michelle LaMotte (Finance Chair) & Alicia Skelly (Finance Vice Chair). Brayde Willson (Public Policy Chair) & Mike Stewart (Public Policy Vice Chair)

DCYF ESIT Staff Liaison: Lauren Thompson (Finance) & Tammy McCauley (Public Policy)

# of Members: 15 members - Finance & 13 members + 1 consultant – Public Policy

Recruiting: ☒ No ☐ Yes

If yes, please describe type of membership recruiting : Not applicable.

# of Meetings Since Last SICC held on October 18, 2023: 4 Meetings: Nov 8, 2023; Dec 13, 2023; Jan 10, 2024; and Feb 14, 2024. The next scheduled meeting: Mar 13, 2024.

Topics Covered: The topics addressed across the four meetings include: Home Visitor Safety & Code of Conduct; SOPAF (System of Payments and Fees) Workgroup to update the state policy & procedures; Fiscal Workgroup progress around updating the Revenue & Expenditure Year End Report template; Special Ed County EIS Rates Adjustments regarding BEA inflationary adjustment – Oct 2023; Concrete Goods Funding for ESIT, Equity in Access Funding – Part C FFY23 $500k; HCA Medicaid Report; COVID Impact Survey development; Forecast Data Updates provided by Paula Moore (Senior Forecast Council); 6-Interagency Agreement of Financial Responsibility; and Legislative Updates provided by Mary Sprute (GACE Public Policy Analyst).

Committee Progress to Date: The committee successfully navigated the topics identified above and continues to benefit from strong member engagement across regular and joint special workgroup convenings.

Several members of this joint committee and members of the Service Delivery Committee will be creating a workgroup to discuss Home Visitor Safety & Code of Conduct and presenting recommendations to SICC at a future meeting. Several members of the joint committee participated in the SOPAF workgroup, updates will be provided at this February 24' SICC Meeting. Several members of this joint committee and others participate on a Fiscal Workgroup and are in final testing stages of an updated template for the Year End Revenue & Expenditure Report. Joint committee members strongly supported the need for concrete goods funding to ESIT Provider Agencies – funds were distributed in January & February contracts to ESIT Provider Agencies meeting criteria in total of $100,000. Joint Committee members participated in an activity to identify priority recommendations based on the HCA Medicaid Report. Members of the joint committee created a COVID Impact Survey, which will be presented during Committee Updates at February 24' SICC Meeting. Paula Moore presented November Forecast Data to inform joint committee members of ESIT eligibility and enrollment trends. The 6-Interagency Agreement of Financial Responsibility is being revised across the 6 state agencies and will be submitted with the upcoming Part C Grant Application. The joint committee discussed, provided recommendations and support regarding the DCYF proposed ESIT legislation to change the count date as it moves through legislative session. The Public Policy Committee recently appointed a new Chair, Brayde Willson. The joint committee will continue to meet during the legislative session, and then will separate back into meeting as individual committees.

Agenda topics drafted for March's agenda include review of the Six-Agency Financial Responsibility Inter-Agency Agreement proposed revisions, FFY2024 IDEA Part C Grant Application Process & Timeline, Fiscal Workgroup progress around updating the Revenue & Expenditure Year End Report template, final Opt-Out Policy & Procedure proposed revisions, and final SOPAF Policy & Procedures proposed revisions.

Committee Challenges or Obstacles: DCYF/ESIT recommended forming sub-committee with Public Policy and Service Delivery to explore home visitor safety concerns and responses, but work is on hold because Service Delivery committee is paused. Committee would also like direct guidance/support from ESIT state leadership, as well as involvement from PIE.

Motion(s): The Joint Public Policy and Finance Committees formally request time on the upcoming SICC February Agenda to discuss a proposed survey to document the highlights and challenges of our shared COVID experience, so that we might learn from this crisis. The survey is the product of the Finance and Public Policy committees of the State Interagency Coordinating Council and has been vetted by the Early Childhood Development Association of Washington.

State Interagency Coordinating Council Committee Report

Personnel and Training

Date: 2/12/2024
Chair/Vice Chair: Julie German-Murrey, (Chair) Amy Baker, (Vice Chair)
DCYF ESIT Staff Liaison: DeEtte Snyder
# of Members: 14
Recruiting: ☒ No ☐ Yes
If yes, please describe type of membership recruiting: n/a

# of Meetings Since Last SICC held on INSERT Date Four meetings since October 2023: 10/9/23, 11/13/23, 12/11/23, and 2/12/24. The next scheduled meeting is 3/11/24.

Topics Covered:
*Generated ideas on increasing enrollment in SSIP offered trainings for ESIT providers;
*Supported the FRC Credential by providing feedback on professional development hours and makeup, the FRC Training Documentation Form, and how to roll out this new credential to agencies;
*Provided feedback and support on how ESIT Introductory Training requirements are being handled at the agency level and ways for the state to support agencies;
*Shared ideas for distribution of a doctoral dissertation survey which is seeking information from our ESIT workforce about job satisfaction and factors that impact recruitment and retention.
*Discussed the 'hybrid' work model and how this impacts agencies and staff in our state.

And, most importantly, we welcomed Julie German-Murrey as the new chair of our committee! We are thrilled to have her join our group, and we are excited to continue the important work of this committee with her as our lead.

Committee Progress to Date:

This committee continues to be actively engaged and invested in the work toward supporting agencies in hiring and retaining a strong, skilled workforce. Much of this quarter was spent supporting the work toward an ESIT Credential. The first step toward this goal has been rolled out in the form of an FRC Credential, which will help elevate the role of the Family Resources Coordinator, as well as help the state more accurately understand the FRC workforce. This committee will continue to work closely with the state in support of a Credential for Educators within ESIT. The intent of this Credential is to better define and broaden educator standards to help ESIT agencies recruit educators who are qualified and culturally and linguistically matched with the parents who we serve in Washington state.

Washington State Department of CHILDREN, YOUTH & FAMILIES

Finalized Date: Feb. 16, 2024
ESIT State Interagency Coordinating Council
Approved for submission by: Julie German-Murrey,
(Chair) Amy Baker, (Vice Chair)

Committee Challenges or Obstacles:

A few of the consistent obstacles we encounter in this work include:
*Early Support funding does not allow for agencies to offer competitive salaries, especially in this time of high cost of living.
*Retention is also an ongoing issue, as agencies are finding a high turnover of service providers.
*There is limited training and/or exposure to Early Support at the university level for therapists and educators, which means that many therapists and educators have are not aware of this professional path. Additionally, agencies need to spend additional time and money on training new staff on the specialized set of knowledge and skills needed to work with families of young children.
*The current requirements for service providers, especially educators, within early support are very high, and there are limited university programs which provide the requisite requirements. This also contributes to the next challenge, which is:
*Our workforce does not generally match the cultural and language makeup of the families who we serve, which impacts the quality of services provided.

Motion(s): None.

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Washington State Interagency Coordinating Council
February 2024 Quarterly Meeting
State Lead Agency Report

Legislative Update for SHB 1916

Bill Status-at-a-Glance ⓘ
See **Bill History** for complete details on the bill

As of Tuesday, February 20, 2024 02:54 PM

Current Version:	Current Status:
Substitute - SHB 1916	**SEL/K-12**

Where is it in the process?

	Introduced	In Committee	On Floor Calendar	Passed Chamber
In the House:	●	●	●	●
In the Senate:	●	○	○	○
After Passage:	○	○	○	○
	Passed Legislature	On Governor's Desk	Governor Acted	Session Law

SHB 1916 (Companion Bill SB 5933) provides that for purposes of funding, a child is considered to have received Early Support for Infants and Toddlers (ESIT) services if the child received services within the same month as the monthly count day, rather than the month prior, and further requires the monthy count day for ESIT enrollment to fall on the last business day of the month. SHB 1916 has passed through its Chamber of Origin on February 12, 2024 with unanimous support. Funding for the policy changes was also included in the proposed House Operating budget. At the time of this report, this Agency Requested Legislation (ARL) has been scheduled for Executive Session in the Senate Committee on Early Learning & K-12 Education on Wednesday, February 21, 2024 at 10:30 a.m. Public testimony in support of the bill has been strong and summarized as follows in the Substitute House Bill Report.

[In Support] Persons Testifying (Human Services, Youth, & Early Learning): Representative Tana Senn, prime sponsor; Lisa Greenwald, Kindering; Allison Krutsinger, Department of Children, Youth, and Families; Michael Stewart, Boyer Children's Clinic; Shefali Sareen; Bhrighu Sareen; Magan Cromar, King County Department of Community and Human Services; and Antoinette Rosenberg.

[In Support] Persons Testifying (Appropriations): Representative Tana Senn, prime sponsor; Shreya Damodaran; Colleen Fuchs, Joya Child and Family Development; and Nick Federici, Early Childhood Development Association of Washington.

ACORN Progress Update

ESIT
ACORN
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The new statewide data management system for ESIT, dubbed ACORN by local program constituents, is in near completion with only a few tasks remaining. We continue to benefit from extensive collaboration with partners at all levels of the system as we move closer to transitioning from the obsolete Silverlight Data Management System (DMS) to the new ACORN DMS.

As noted by Kim Hopkins, Data Systems & Analysis Manger in the October 19, 2023 GovDelivery, to safeguard against perpetual re-setting of launch dates, we have established a 90-day advance notification period leading up to the final launch. As a reminder, the final

Date: February 20, 2024 | Partnership, Prevention & Services Division
Submitted by Valerie Arnold, ESIT State Administrator

launch date will not be established until the final work product has been completed by the Public Consulting Group, including successful maintenance of the data exchanges that are currently in place and data migration testing has concluded.

One of the last steps leading up to a finished product is the development of an ACORN Provider Enrollment Roster. Roster content is being confirmed through a survey being launched jointly by the Data Systems & Analysis Team and Work Force Development Team.

Once the final product is ready, we will implement the 90-day advance notification safeguard by announcing the final launch date and begin implementation of an advanced three-tiered training framework to be available during the 90-day active training environment.

Joint Motion from SICC Public Policy Committee & SICC Finance Committee: COVID Impact Study

Through the leadership and work completed during the Joint SICC Sub-Committee sessions conducted by the Public Policy and Finance Committees, the need and consideration for conducting a COVID Impact Study has been identified. The intent is to be able to learn from the crisis by documenting the highlights and challenges of the shared statewide experiences. The content development and overall survey management is being led by seasoned committee members and veteran executive leaders, Mike Stewart (Boyer Children's Clinic) and Mimi Siegel (Kindering).

I would like to lend my full support to the motion being introduced at this quarter's SICC session and confirm that the ESIT State Leadership Office has the compacity to launch the survey, collect, track and report raw data and responses to the full membership, and under the leadership of the joint committees, assist with the analysis of the results as may be requested.

Federal Monitoring Update from Office of Special Education Programs
In late December 2023, we participated in a Joint OSEP Monitoring Kick-Off Session with federal OSEP representatives and our fellow state OSPI colleagues to learn more about federal expectations in preparation for the three-stage process and even more importantly, to be informed of the date for Stage Two, Engagement (Onsite Visit). Drum roll please...the onsite visit will take place during the month of October 2025. We also learned there will be some joint monitoring activities addressing overlying responsibilities crossing State Lead Agency (DCYF) and State Education Agency (OSPI) functions, including Child Find and Early Childhood Transition.

As noted previously, ESIT is in Cohort 3 in the federal *Differentiated Monitoring and Support (DMS) System* from the Office of Special Education Programs (OSEP). The multi-year process includes Stage One: Discovery/Evidentiary, Stage Two: Engagement/Onsite Visit, and Stage

Three: Closeout and Follow-Up. An Introductory Overview of the DMS 2.0 is planned for this quarter's SICC Session on Wednesday, February 21, 2024. Content will include the roles of the SICC and SEAC, sister state advisory bodies.

Ongoing steps continue to include collaborating with SICC and other key partnership engagement allies to map self-assessment activities with companion timelines. Please be watching the ESIT Weekly publication for more information about how to engage, support, and influence this continuous quality improvement opportunity.

Exploratory Statewide Personnel Strategies Continue

In the last quarterly report, two exploratory strategies were shared focused on potentially reducing the statewide personnel shortages being experienced throughout the state. These persistent shortages continue to have no regard to geographics or organizational structure. The first strategy involved cross-teaming within the ESIT State Leadership Team across the Workforce Development Team managed by DeEtte Snyder and the Service Delivery & Technical Assistance Team managed by Laurie Thomas. Representatives from these two teams attended the 2023 American Speech-Language-Hearing Association (ASHA) Convention held November 16-18 in Boston, MA and staffed an Exhibitor Booth. The impact of their efforts included tailored distribution of 50 QR Coded postcards to inquiring attendees, personal interactions with more than 48 visitors at the booth, individualized connections with 30+ colleges and universities, and renewed relationship building with six other Washington State partner agencies. The team also noted there were not any other IDEA Part C State Lead Agencies with an Exhibitor Booth. There is a slide deck under development that summarizes activities conducted, captures lessons learned, upcoming opportunities next round in Seattle, and thoughtful next steps.

The second strategy with initial exploration activities involved building and strengthening networking connections with the Association of Educational Service Districts (AESD). Three of the ESIT Management Action Team members (Tammy McCauley, AQI Manager, Laurie Thomas, SDTA Manager, and DeEtte Snyder, WFD Manager) met with one of the ESD 114 representatives that expressed interest in possibly expanding their itinerant practitioner base on the peninsula to include early support services. I also had the opportunity to meet with two representatives from ESD 113 who may also have the capacity to contract for itinerant practitioners to support backlogs in their catchment areas. Informative conversations were held, potential follow-up activities with local ESIT Provider Agencies were identified, and the need for additional fiscal data was noted.

Recently in virtual and onsite visits with leaders in local ESIT Provider Agencies, I had the opportunity to learn more about personnel challenges directly from the subject matter experts who experience the challenges firsthand day-to-day. One of the common themes across these conversations is the need for additional ESIT funding in support of competitive wages. There is

no shortage of anecdotal stories and qualitative information; both clearly paint the picture that we are in direct competition with local public schools for recruitment and retention of highly qualified staff. What is notably missing however, is the data needed to quantify the current wage gaps across key positions serving children under Part C and students under Part B of IDEA. A current Wage Study, that could in fact be of value to both the State Interagency Coordinating Council and the Special Education Advisory Council, will need to be given full consideration in pursuit of additional funding in this priority area. If you have an interest in participating in this ongoing, collaborative, and inclusive conversation, see this from a different perspective, and/or have clarifying questions, please reach out to me at valerie.arnold@dcyf.wa.gov or (360) 485-7773.

Emerging Steps in Response to Washington's Early Support for Infants and Toddlers and Apple Health (Medicaid) Programs Report: Policy Review & Comparative Analysis

The ESIT State Leadership Office has had the opportunity to follow-up on the presentation to the full SICC at the last quarterly session and its earlier briefing in the interim. The recently published report titled *"Washington's Early Support for Infants and Toddlers and Apple Health (Medicaid) Programs Report: Policy Review & Comparative Analysis"* has been the topic of several internal planning sessions, two full planning sessions with partners from the Health Care Authority, and on a recent agenda (January 10, 2024) with the joint convening of both the Public Policy and Finance Committees operating under the delegated authority of the full SICC.

Initial exploratory sessions with these groups focused on prioritization of the recommendations and strategies identified in the report while taking into consideration logical, operational sequencing of associated tasks. To date, B1. C1. and C3 are consistently in the top three.

	A.	B.	C.
1.	Streamline enrollment into Medicaid (as secondary coverage) for children with identified developmental needs who have commercial health insurance coverage. [Recommendation #6]	Establish the Individualized Family Service Plan (IFSP) as the authorizing document for billable Medicaid services. [Recommendation #3]	Develop a consolidated Medicaid Billing Guide for all billable ESIT services to make Medicaid billing easier and more accessible for ESIT providers. [Recommendation #1]
2.	Assure ESIT providers (and MCOs) are aware of all relevant Medicaid reimbursable services and their appropriate billing codes. [Recommendation #1]	MCO Re-Procurement & Contracts: Leverage the next managed care re-procurement; Consider MCO Contract changes; and Encourage MCO investments in early intervention community resources. [Recommendation #5]	Avoid undue financial burdens for families of young children covered under commercial health insurance plans who qualify for Medicaid as secondary coverage. [Recommendation #6]
3.	Clarify existing Apple Health policies -- and develop new ones -- to ensure ESIT providers and MCOs understand how to bill for services covered under the current Medicaid State Plan. [Recommendation #3]	Assist ESIT providers by contracting for a "third party administrator" (TPA) to manage Medicaid billing for all ESIT services. [Recommendation #4]	Simplify and streamline billing codes used most frequently for ESIT Services. [Recommendation #2]

Additional strategies identified by partnership allies that were not included in the formal report included the use of an ESIT modifier, additional system flags for Managed Care Organizations, possibly a Medicaid Rates Study, and the concept of creating a process for a Medicaid Center of Excellence system, like that used for Neuro-Developmental Centers Model of Excellence.

A federal tool titled *"Planning Tool: Building the Case to Expand Medicaid and Private Insurance for Early Intervention"* has been shared as a possible resource to help guide the upcoming "roll-up-the-sleeves" work. The ESIT State Leadership Office has delegated joint project leadership for the Enhanced Medicaid Billing Initiative to Laurie Thomas, Service Delivery and Technical Assistance Manger and Lauren Thompson, Resource Allocations Manager. Anticipated next steps include inviting Christine Cole, HCA to the March 13, 2024 Joint Public Policy & Finance Committees Work Session to dive deeper into the content and expansion strategies, identifying local county and/or regional Interagency Coordinating Councils to the conversation, and connecting with Vanessa Allen, Family Engagement Coordinator to invite current and past cohort members from the Parent Institute of Engagement (PIE) Leadership Forum into the conversation.

Equity in Action and Equity Fiscal Set-Aside Update

There continues to be progress made in exploring strategies for addressing Equity in Access, Equity in Service, and Equity in Outcomes across the statewide service delivery system. One Equity in Access strategy involves the convening of a 10–12-member cross-regional Equity in Access Technical Work Group (EIA-TWG) that will meet 2-3 times to support the drafting of a brief, simple, mini-application for local ESIT Provider Agencies to access their respective proportional share of the IDEA Part C Equity in Access Funding Set-Aside, totaling $500,000 statewide.

The goal of the EIA-TWG is to create a quantifiable set of equity-based metrics that can drive the local decision-making process for the use of the federal set-aside funds. The hope is that the metrics will involve data sets local programs already have available or can readily gain access to. Examples of metrics include geographic distinctions, travel time and/or distances, disproportionality in enrollment levels (calculation of the degree to which children from a specific racial/ethnic group are more likely (over-representation) or less likely (under-representation) to be enrolled in the program than children from all other racial/ethnic groups combined), percentage of enrolled children who are Medicaid-eligible, or percentage of traditionally underserved children including wards of the state and children who are unhoused.
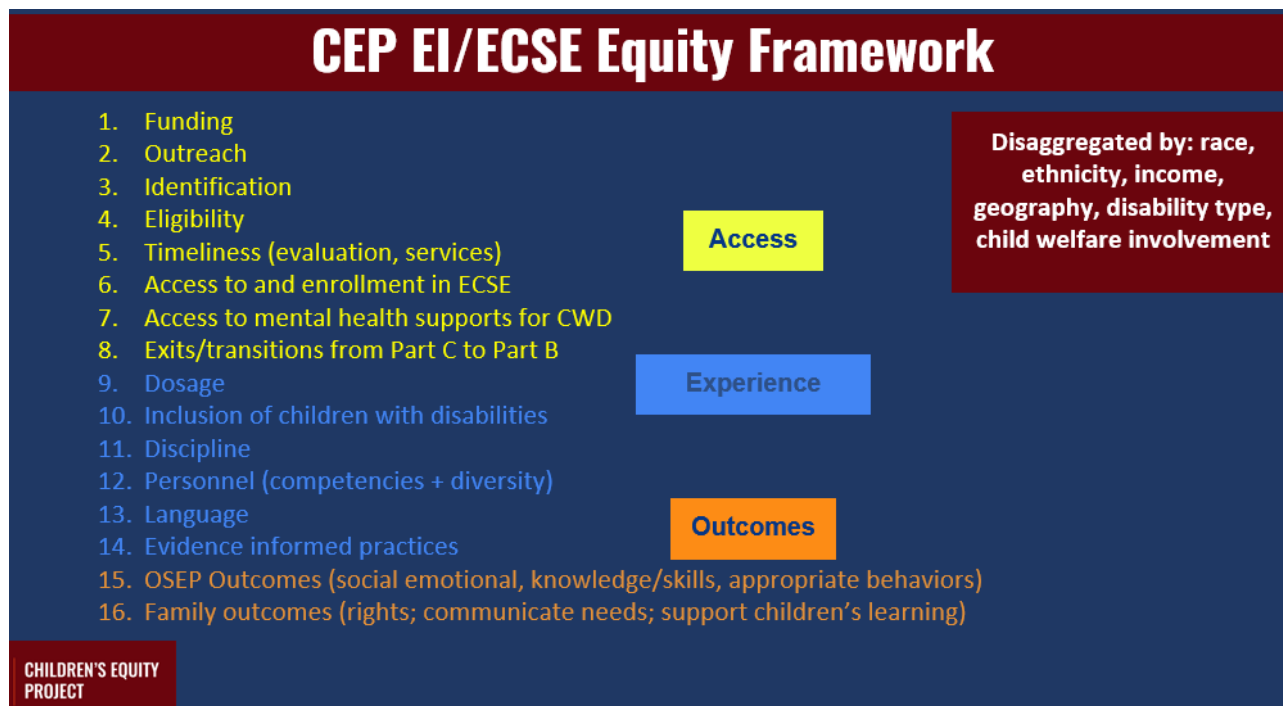
Another strategy is the recent submission to the Society for Research in Child Development Fellowship (SRCD) through the DCYF Office of Innovation, Alignment, and Accountability to support an Equity Landscape Analysis for the Early Support for Infants and Toddlers (ESIT) Program.

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The goals of the Equity Landscape Analysis include:

- Identification of root causes of disparities in access, experiences, and outcomes being experienced by infants, toddlers, and their families.
- Assessment of specific elements of quality selected from within each of the three components identified in the drafted Equity Framework (see snapshot below) to help local, county, regional, and state leaders ensure equitable systems-level supports are provided for each child and their family regardless of race, language, social class, or place of residence.
- Development of data-based recommendations to ensure equitable resources and supports are available to local, county, and regional leaders to ensure equitable systems level supports are in place to improve policies, practices and ultimately, outcomes for each and every child and their family.
- Co-creation of equity-based funding enhancement formulas that align with DCYF Racial Equity and Social Justice mindsets.

CEP EI/ECSE Equity Framework

1. Funding
2. Outreach
3. Identification
4. Eligibility
5. Timeliness (evaluation, services)
6. Access to and enrollment in ECSE
7. Access to mental health supports for CWD
8. Exits/transitions from Part C to Part B
9. Dosage
10. Inclusion of children with disabilities
11. Discipline
12. Personnel (competencies + diversity)
13. Language
14. Evidence informed practices
15. OSEP Outcomes (social emotional, knowledge/skills, appropriate behaviors)
16. Family outcomes (rights; communicate needs; support children's learning)

Access

Experience

Outcomes

Disaggregated by: race, ethnicity, income, geography, disability type, child welfare involvement

CHILDREN'S EQUITY PROJECT

We hope to know the status of the SCRD Fellowship application in the next several weeks.

--END REPORT--

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Submitted by Valerie Arnold, ESIT State Administrator

Children & Youth with Special Health Care Needs

Washington State Department of **HEALTH**

www.doh.wa.gov/cyshcn

MCHBG Needs Assessment Discovery Survey

The Washington State Department of Health wants to hear from you about what families need to thrive, especially families of children and youth with special health care needs. As part of a larger Maternal and Child Health Needs Assessment, we are asking families and community members across the state to take a short Discovery Survey about what families need to live their fullest lives and unmet needs.

The survey is open to anyone in the community including youth, families, and the providers that serve them. The Discovery Survey is available in English, Spanish, Vietnamese, Korean, Russian, Ukrainian, Arabic, Punjabi, Khmer, Somali, and Tagalog.

We want to make sure that the needs of Children and Youth with Special Health Care needs and their families are well represented, so please share with your networks! Posters with QR codes are also available if you have a community space that may be willing to help get the word out to members of your community. For more information about the survey or to request posters, please contact Bradley.Klos@doh.wa.gov. Thank you!

Link to survey: https://www.surveymonkey.com/r/MYKJ69K

Washington State Department of **HEALTH**

Early Childhood Special Education (ECSE) Updates

Update: Indicators for High Quality Inclusion Re-released

The goal of the initiative is to improve and increase inclusive opportunities for young children with disabilities and their families through system and practice refinements. To that end, we developed indicators that address inclusive policies and practices at the state level, with local program leadership, and early care and education environments.

The initiative is co-led by the Early Childhood Technical Assistance (ECTA) Center and the National Center for Pyramid Model Innovations (NCPMI) and includes partners from across the early care and education system. Additionally, a cross-sector partner group of early childhood stakeholders was formed with representation from national TA centers funded by the Offices of Child Care, Head Start, Special Education Programs, and Elementary and Secondary Education, national early childhood professional associations, national organizations, and state agencies. This cross-sector approach brings together different perspectives of the early care and education system in the development and dissemination of the work.

Supporting resource: POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs (November 28, 2023) - Individuals with Disabilities Education Act

Think Inclusive Podcast

Lori Miranda, an advocate for inclusive education and the Director of Pre-K Exceptional Student Education (ESE) in Palm Beach County, Florida has been instrumental in implementing inclusive practices for young children with disabilities in their school district, Head Start programs, and community centers. She is featured on a recent episode of the Think Inclusive podcast: Palm Beach County's Journey Towards Inclusion for Young Learners with Disabilities.

Childhood Outcomes Instrument Crosswalks

The Early Childhood Technical Assistance (ECTA) instrument crosswalks reference the functional skills assessed by various published instruments with the three child outcomes required by OSEP for IDEA Part C and Part B, Section 619 programs. This resource is a list of all instrument crosswalks requested by states. The crosswalks were generated for instruments based on the frequency of informal requests from states. The list is organized by the date the crosswalk was completed, starting with the most recent. The ECTA Center does not endorse the use of any specific assessment instrument. The two most recent crosswalks are:

- Early Childhood Development Chart-Third Edition
- Measure of Engagement, Independence, and Social Relationships (MEISR)

Washington Office of Superintendent of
PUBLIC INSTRUCTION

ECSE Inclusion Champions Resource Corner:

National Center of Early Childhood Development, Teaching and Learning

In Head Start, we call this ongoing cycle, Teach-Assess-Adjust! Join us to explore how disabilities services coordinators can help education staff to use the Teach-Assess-Adjust process to use highly individualized instruction. Discover resources - including a brand-new mobile app! - that can support ongoing use of the Teach-Assess-Adjust cycle. Join the Inclusion Series: Teach, Assess, and Adjust for Individualized Instruction at the link.

Upcoming National Early Childhood Conferences

As conference season gears up in early childhood, we offer this listing of dates to help you plan.

- National Head Start Association (NHSA), April 15–18, Portland, Oregon.
- National Training Institute on Effective Practices: Addressing Challenging Behavior (NTI), April 15–19, Tampa, Florida, *Building Pathways to Belonging*.
- International Early Childhood Inclusion Institute, May 7–9, Chapel Hill, North Carolina and virtual; *All Means All: Embracing Disability and Intersectionality*.

Read more here.

National Deafblindness Resources Available

The National Center on Deafblindness (NCDB) is part of a network of projects for children and youth (birth through 21) with deafblindness. It supports state deafblind projects. States assist educators, agencies, and organizations in acquiring the knowledge and skills to help children with deafblindness learn, access the general education curriculum, and successfully transition to adult life.

To learn more on the national deafblind child count report, processing for assessing dual sensory loss and more, click here.

Bringing Social, Emotional, and Behavioral Teaching Practices to Pre-K and Kindergarten Classrooms: Implementing the Pyramid Model

It is critical that preschool and kindergarten teachers are intentional about teaching social and emotional skills and intervening when there is challenging behavior. Early educators have identified addressing challenging behavior as one of their greatest needs for professional development. National data suggest that teachers are struggling with addressing young students' behavioral concerns with alarming rates of children being suspended and expelled from preschool classrooms. For more information, visit NCPMI here.

OSPI Special Education February 2024 Update

Washington Office of Superintendent of Public Instruction sent this bulletin at 02/05/2024 02:33 PM PST

You are receiving this email because you opted to receive information from OSPI about this topic. Manage your subscriptions.

Having trouble viewing this email? View it as a Web page.

Special Education Update

February 2024

Do you have a question about the content in this monthly update or a suggestion for a future topic? Email speced@k12.wa.us with the subject line: Monthly Update.

- Special Education Updates
- Program Improvement Updates
- Fiscal and Data Updates
- Early Childhood Special Education (ECSE) Updates
- Dispute Resolution Updates
- Tips from the Special Education Division: Nonresident Transfers & Special Education Transportation
- Information from Our Partners
- Professional Development & Conferences
- Reminders!

Special Education Updates

Black History Month

February is Black History Month. As we celebrate Black History Month it is important to remember this month, and every month of every year, the contributions of Black individuals with disabilities. The Disability Rights Movement was influenced by the Civil Rights Movement and several Black leaders played a critical role in both movements. To name a few of these leaders, we pay tribute to Fannie Lou Hamer, a civil rights activist with multiple disabilities who was a pivotal figure in the fight for Black enfranchisement, women's rights, and civil rights. We remember Lois Curtis, a Black disability activist and artist best known for her role in the Olmstead vs L.C. Supreme Court Case establishing the independent living rights for people with disabilities. We celebrate the legacy of Donald Galloway, a steadfast advocate for the rights of people with disabilities and for the inclusion of people of color in the disability rights movement.

We must continue to recognize and address the intersectionality of lived experience for Black students with disabilities. This population continues to experience disproportionate impacts for special education identification, as well as segregated placements, disciplinary removals, and restraint and isolation. We have a long way to go to ensure that Black students and students with disabilities receive equitable educational opportunities.

As we work to ensure that all students feel like true members of their school, students should know for certain that they belong. This leads us to ask the question about how Black students with disabilities are positioned in our structured narrative of schooling? What story do we want to live in? What story do we want to tell? Black History Month is one opportunity for us to examine the inequitable systems that exist and to disrupt those systems to make sure our schools are places where we recognize that, in the words of Fannie Lou Hamer, "Nobody's free until everybody's free."

Legislative Session Update

No more new bills are allowed to be introduced this year, and in fact, any bills that did not make it out of a policy committee by February 1 are no longer eligible to move forward in the bill vetting process. Bills that did make it out of a policy committee are now being scheduled for action in fiscal and transportation committees, as well as votes on chamber floors.

Please see the [cutoff calendar](#) for upcoming bill cutoff dates. If you review the [Special Education Bill Tracker](#), you will see many bills have been grayed out to indicate that those bills are stalled for the remainder of the session.

If you have questions about bills or the legislative session, please contact [David Green](#).

To better understand the state of special education funding, OSPI's communications team [sat down with Tania May](#), Assistant Superintendent of Special Education to discuss the meaning of special education and how inclusive practices support student's rights to equal access and opportunity.

Department of Education: Assistive Technology Under the IDEA

In January, the Department of Education provided essential guidance on assistive technology (AT) devices and services through a [Dear Colleague letter](#) and a document addressing "[Myths and Facts Surrounding AT Devices and Services](#)." Washington State, renowned for its leadership in AT, is actively supporting educators and students in ways that dispel the myths highlighted in this recent guidance. Here are noteworthy highlights of the ongoing initiatives and resources available in Washington State:

AT Integration in State Testing

- Washington has succeeded in integrating AT into state testing, featuring text-to-speech, speech-to-text, and word prediction, as well as other accessible technology features, such as language support and visual masking. Learn more on February 14th as SETC and OSPI delve into [AT Accommodations on State Testing- 2024 Updates and Panel Discussion](#).

Statewide AT Lending Libraries

- Washington State has three libraries specifically to support technology trials with students and educator professional development.
    - [WA Assistive Technology Act Program's Device Lending Library](#), UW
    - [Special Education Technology AT Lending Library](#), CWU
    - [Ogden Resource Center](#)

Technical Assistance (TA) focused on Assistive Technology (AT)

- [The Special Education Technology Center](#) (SETC) provides TA focused on AT and AAC devices and services, as well as processes to build the capacity of IEP teams to consider, assess, and implement AT.
- Washington State School for the Blind (WSSB) [Access Outreach Services](#) provides TA specific to AT required for low vision or blind learners to access and express learning.

Professional Development focused on Assistive Technology through IPTN Partners

As part of the Inclusionary Practices Technical Assistance Network (IPTN), the Special Education Technology Center (SETC), [Washington Education Association](#) (WEA), Washington State School for the Blind (WSSB), [Washington Sensory Disability Services](#) (WSDS), and [eLearning for Educators](#) all offer professional development that highlights assistive technology, accessible technology, Universal Design for Learning (UDL), and Accessible Educational Materials (AEM). eLearning for Educators will be releasing a new course in April – AT in the Schools. Register for upcoming events on the [Special Education Technology Center Webinar Page](#).

Special Education Division Team Member Spotlight: Kelly Saavedra, Program Specialist

What are your favorite things about the work you do at OSPI?

I've always wanted to work in a field where I can make a difference, and I feel that working at OSPI provides me with the opportunity to make an impact in the lives of students and families with diverse learning needs. I love that we strive for more inclusive policies in education and our efforts can lead to positive change where every student has the chance to thrive and feel like they belong. I also really enjoy working with my coworkers in the Special Education division. The kindness and passion of everyone in the division creates a workplace that feels like a community where everyone is committed to making a difference.

When you are not working, how do you like to spend your time?

I love traveling and exploring new places when I'm not working, whether that means it's 3,000+ miles away or 10 miles away. I lived in Germany for three years and that experience sparked a huge passion for travel within me which has led to many solo trips across Europe and the United States. Some of my favorite things to do during the summer months are long road trips, camping, kayaking, and hiking. I'm also a huge fan of trivia nights and belting out tunes at karaoke.

What is something that keeps you motivated or inspired working in special education?

What keeps me motivated is knowing that we are making a difference in the lives of children and their families. When data reflects our efforts moving in the right direction, it's proof that we are on the correct path. It's incredibly rewarding to witness the positive change and impact we are making in special education.

The Special Education Advisory Council (SEAC) Meeting February 27–28, 2024

The Washington State Special Education Advisory Council (SEAC) will be conducting a virtual meeting February 27–28, 2024. The meeting will be called to order at 8:30 am and will adjourn at 1:30 pm on both days. The meeting is open to members of the public who have an interest in Washington special education services. More information about the meeting can be found on the SEAC webpage. The agenda will be posted two weeks prior to the meeting. The SEAC two-day meeting link is here. Registration is not required.

Public Comment will begin at 11:30 am on Tuesday, February 27. It is scheduled to last 30 minutes. Comments will only be allowed during this designated timeframe. If you would like to email your public comment to be read at the meeting, please send to the SEAC email address no later than close of business on February 23.

The SEAC Community Forum (Virtual only)
Tuesday, February 27, 2024 5:30–7 pm
Required registration for the community forum is here**!**

The SEAC, in partnership with the Office of the Superintendent of Public Instruction (OSPI), is hosting a virtual community forum to share about the role of the SEAC and host a discussion about inclusionary practices in early learning and post-secondary transition services! During registration, you will be given the opportunity to choose from a list of areas that you are most interested. And you will be given the opportunity to request an interpreter if needed. Join us!

SAVE THE DATE: May 21–22, 2024 – The SEAC meeting will be in person in Walla Walla, Washington. It will also be offered virtually. More information will be posted closer to the date on the SEAC website.

Secondary Transition Components Pilot Project Kick-Off Celebration Announcement

We would like to express a deep and heartfelt thank you to each district participating in the Secondary Transition Components Pilot Project! This effort will establish a data share agreement to provide to transition partner agencies an annual list of students with disabilities preparing to transition out of the school system, about three years before their exit date. A total of 36 school districts have volunteered for the pilot, representing a diversity of sizes and locations across all 9 educational service districts (ESDs). This collaborative effort marks a significant step forward in creating positive and transformative experiences for a student's post-secondary journey.

As a reminder, any district can choose to begin the work over the 2023–24 school year by recording the receipt of consent using the Consent Form to Share Student Information with State Transition Agencies in the Secondary IEP Transition Platform in Education Data Systems (EDS). This will be a required annual activity for all districts beginning next school year, in 2024–25.

Program Improvement Updates

[Click here for this month's Program Improvement updates](#) on the following topics:

- WISM Office Hours will be combined with Data/Fiscal Office hours starting in February.
- IDEA Correction of Non-Compliance Workbook – due March 1st.

Fiscal and Data Updates

[Click here for this month's Fiscal and Data updates](#) on the following topics:

- Notice of Public Comment Period for Annual State IDEA Application
- Excess Cost Report – due February 29th
- Safety Net Updates – regular office hours available; upcoming spotlight on applications involving nonpublic agencies (NPAs) on Thursday, February 15th
- Special Education Non-Profit Private School Proportionate Share Expenditures
- Special Education Data, Fiscal, and Program Office Hours
- Secondary Transition IEP (Indicator B-13) Data Application Reminder

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Early Childhood Special Education (ECSE) Updates

[Click here for this month's ECSE updates](#) on the following topics:

- Update: Indicators for High Quality Inclusion Re-released
- Think Inclusive Podcast
- Childhood Outcomes Instrument Crosswalks
- ECSE Inclusion Champions Resource Corner
- Bringing Social, Emotional, and Behavioral Teaching Practices to Pre-K and Kindergarten Classrooms

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Dispute Resolution Updates

[Click here for this month's Dispute Resolution updates](#) on:

- CADRE Dispute Resolution Data

Tips from the Special Education Division: Nonresident Transfers & Special Education Transportation

If a student eligible for special education choice transfers into a nonresident district, is the new district required to provide transportation?

Tip of the Month!

Professional Development & Conferences

Click here for professional development opportunities and resources including:

- Special Education Technology Center (SETC) Professional Development Opportunities
- New Video Resources for Paraeducators
- Recording: Collaborative & Proactive Solutions Training with Dr. Ross Greene
- eLearning for Educators: An OSPI Inclusionary Practices Technical Assistance Network Partner
- Graduation Equity Webinar: Easing Transitions
- CEC/DEBH Presents: Harmony in Learning: Unlocking Success Through Unified Support
- Beyond the IDEA and WIOA Requirements: Knowing what to expect when it matters!

Reminders!

This section includes hyperlinks to important information shared in previous monthly updates.

Special Education and Institutional Education Directory

The Special Education and Institutional Education Directory is posted on the OSPI website. The directory is updated monthly, on the first working day of every month. Submit changes to Special Education email.
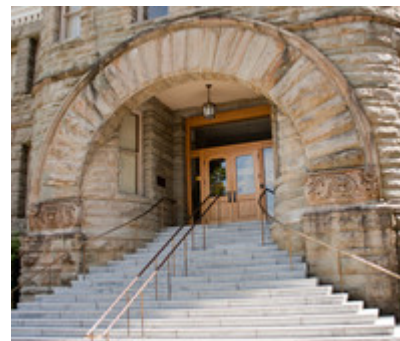
Please note, districts must update their contact information with the Special Education office to receive emails sent out from the Special Education office. Updating your district's contact information in the Special Education and Institutional Education Directory does not update your district's information in EGMS or GovDelivery.

Got questions? Ask OSPI!

OSPI has launched a new publication that invites all Washington residents to ask OSPI questions directly and get answers publicly. Named, The Study Session, this publication is an opportunity for families and community members to engage with OSPI on all things public education. It is published once per month on the OSPI Blog. Click to learn more about The Study Session, including how to submit questions.

ALL STUDENTS PREPARED FOR POST-SECONDARY PATHWAYS, CAREERS, AND CIVIC ENGAGEMENT.

Led by State Superintendent Chris Reykdal, OSPI oversees K-12 public education in Washington state. Our mission is to provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

Parental Opt-Out Policy: For Those Children Potentially Eligible for Part B Special Education Preschool Services

ESIT/AQI Team

February 2024

Internal	External

• ESIT State Leadership Team
• ESIT Provider Agencies
• County Lead Agencies
• DCYF Early Learning Division
   • Early Head Start/Head Start
	• Families
	• School District Leaders-Special Education Teachers
	• Partnerships for Action, Voices, and Empowerment (PAVE)
	• Educational Service District Special Education Administrators
	• State Agency Partners
	   • OSPI
	   • State School for the Blind
	   • CDHY

Informed Partners

Washington State Department of
CHILDREN, YOUTH & FAMILIES

The mission of the Early Support for Infants & Toddlers Program is to build on family strengths by providing coordination, supports, resources, and services to enhance the development of children with developmental delays or disabilities through everyday learning opportunities.

History

Presented to SICC; Internal and external comment; Research other states

Received updated OSEP Q&A guidance, internal and external comment

2021

2022

2023

2024

OSEP Initial Review, Public Comment

Updated Opt-out Policy & Procedures, Parent form to align with guidance; OSEP second review: Roll out communication by April 2024
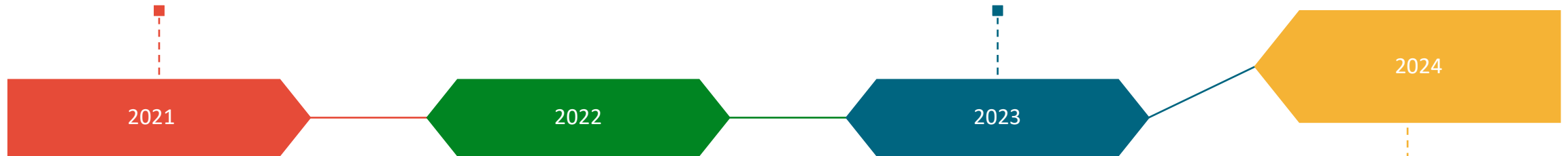
Background

- **Federal IDEA Part C: 303.209(b)(1)(i)**
  - Requires SEA/LEA notification for children exiting Part C and potentially eligible for Part B services
  - §303.401(e) permits state adoption of a policy permitting parents to object to disclosure of personally identifiable information.

Parental Opt-Out Policy

12.A.6 Early Childhood Transition Parental Opt-Out

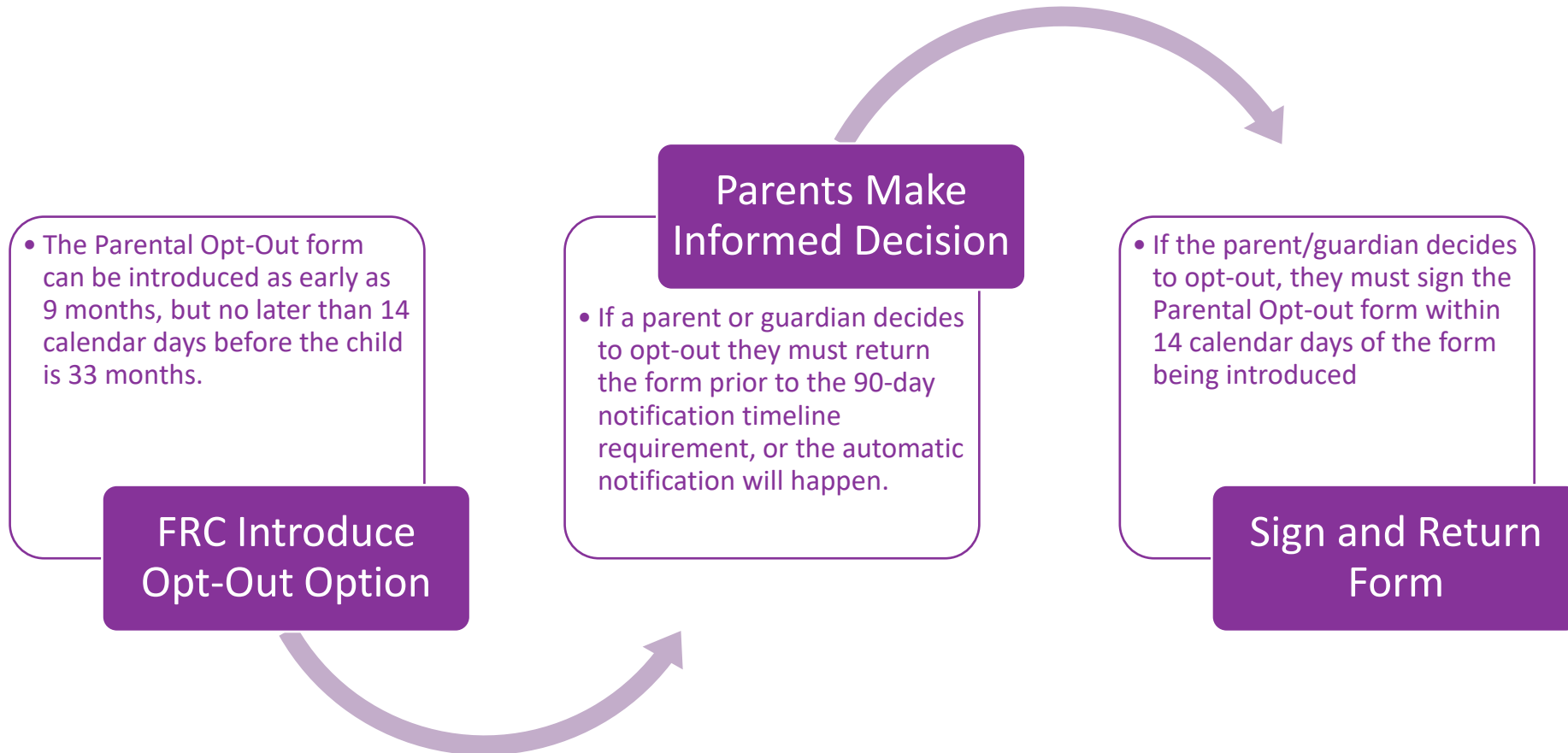➢ Opportunity to opt-out of the notification to part B special education service.

➢ If the parents/guardians do not sign the Parental Opt-out form personally identifiable information will be transmitted to the SEA and LEA.

➢ If the parent signs the opt-out form and subsequently decides to opt-in to the referral to Part B Developmental Preschool and/or related services, the Family Resources Coordinator (FRC) must aid the parent to process their child's referral to their local school district.

The mission of the Early Support for Infants & Toddlers Program is to build on family strengths by providing coordination, supports, resources, and services to enhance the development of children with developmental delays or disabilities through everyday learning opportunities.

Opt-Out Flow Chart

- The Parental Opt-Out form can be introduced as early as 9 months, but no later than 14 calendar days before the child is 33 months.

FRC Introduce Opt-Out Option

Parents Make Informed Decision

- If a parent or guardian decides to opt-out they must return the form prior to the 90-day notification timeline requirement, or the automatic notification will happen.

- If the parent/guardian decides to opt-out, they must sign the Parental Opt-out form within 14 calendar days of the form being introduced

Sign and Return Form

Parental Opt-Out Form Preview

Washington State Department of CHILDREN, YOUTH & FAMILIES

Parental Opt-Out Form: Notification to Part B

Child Name: _____ **Date of Birth:** _____

Transition Notification Date/ Date Form is Due: _____

The purpose of this form is to provide parents the option to decline the notification to begin the transition process from Part C early intervention to Part B developmental preschool and/or related services.

Your child's Individualized Family Service Plan (IFSP) team has determined that your child is potentially eligible for developmental preschool and/or related services from the school district.

> **Developmental Preschool/Special Education** means specially designed instruction that addresses the unique needs of a student eligible to receive special education services. Special education is provided at no cost to parents and includes the related services a student needs to access her/his educational program by creating an Individual Education Program (IEP).

The notification to the school district must be made at least 90 days before your child's third birthday. Parents have two weeks from when they receive this form to decide if they want to opt-out and sign this form. **Unless parents decline notification prior to this timeline, the following information will automatically be shared with the school district:** *Your child's name and date of birth, parent's names, address, and telephone numbers). (34 Code of Federal Regulations §303.401 (d) (1))*

By signing this form, I am declining notification to the school district, and I understand:

- o My information will not be shared with the school district.
- o My child will continue to receive ESIT services until the age of three.
- o I have the right to change my mind before my child turns three. However, a delay in eligibility for Part B Developmental Preschool and/or related services may occur. *(34 Code of Federal Regulations §303.209).*

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

If you change your mind *before your child turns three,* please reach out to your Family Resources Coordinator (FRC) or ESIT provider agency staff at:_____

If you change your mind *after your child turns three* please contact your school district at:

_____

Next Steps

OSEP Informal Review

Proposed roll out date: July 1, 2024

90-day notification, training, and technical assistance period

Proposed effective date: Oct 1, 2024

Questions and Input

Tammy McCauley, Accountability & Quality Improvement Manager: tammy.mccauly@dcyf.wa.gov

A Listening and Spoken Language Approach for Deaf and Hard of Hearing Children in Washington State

Listen and Talk
Spokane HOPE

SICC Meeting
February 21, 2024

Today's Topics

- Babies and Learning

- Hearing and Supports

- Communication thru Listening and Spoken Language

- Specialized Services and Agencies

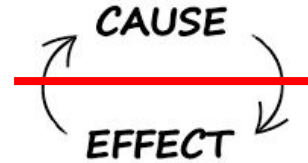# Born Ready

Building Connections

The Power of Hearing

- Hearing is a powerful tool through which we comprehend and engage with the world that lies beyond our immediate visual perception.

Impact of Hearing Level Differences within Families

- Interrupts learning opportunities for cause and effect

- Without sound, babies are often **surprised** by events others with access to sound **anticipate**

- Bonding and attachment are at risk.

Timing Matters!

JCIH 2007	EHDI Benchmarks	JCIH 2019
1 month	Hearing Screening Outpatient Rescreen (if needed)	1 month
3 months	Diagnostic Hearing Evaluation by Audiologist Medical and Otologic Evaluation	2 months
6 months	Early Intervention Enrollment in Part C Services	3 months

Programs that currently meet the 1-3-6 benchmark goals should strive for a 1-2-3 timeline to further promote early access to optimal language and learning.

Families should be connected with pediatric audiologists for evaluations

Early Supports should be specialized for families and their children who are DHH

Supports for Children with Hearing Level Differences

Tech

Environment

Meaningful
Interactions
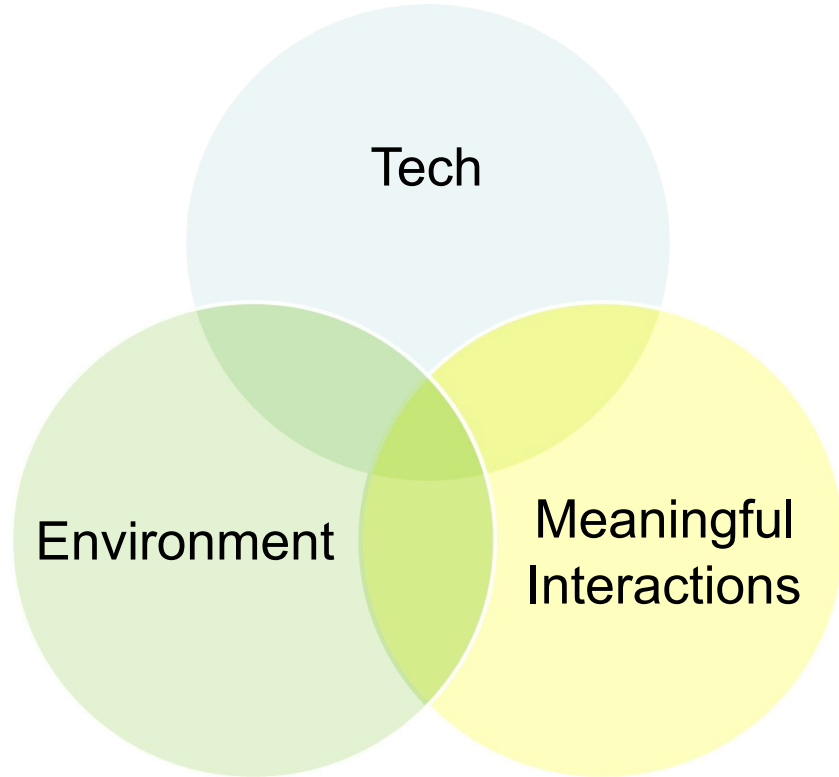
- With the known barriers to access and communication, intentional family coaching supports meaningful interactions through the use of hearing technology in a family's natural environment.

Technological Advancements

- *Early access to the sounds of speech through optimally fit hearing technology is critical to a Listening and Spoken Language approach*

Critical Factors

- Three most critical hearing-related factors that influence auditory experiences for children with reduced levels of hearing
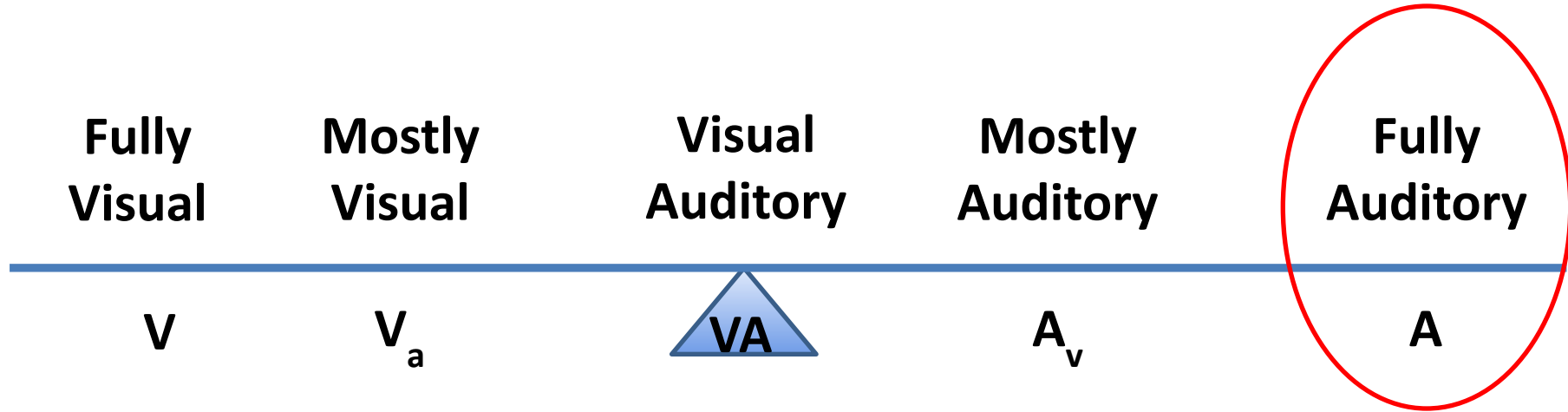
  1. Speech audibility

  2. Technology use at least 10 hours per day

  3. Quantity and quality of linguistic input from parents and caregivers

Communication Opportunities and Choices

Fully Visual	Mostly Visual	Visual Auditory	Mostly Auditory	Fully Auditory
V	V_a	VA	A_v	A

What is a Listening and Spoken Language (LSL) Approach?

- For children with reduced hearing levels, the Listening and Spoken Language (LSL) approach strives to ensure that children can thrive socially and academically.
- With the dedicated involvement of caregivers, paired with professional guidance, families navigate the intricacies of listening and language development.
- This team effort meticulously tailors strategies to each child's unique needs, paving the way for them to confidently engage with a world driven by communication and connection.

- I like to play with Kayla,

The Ripple Effect of Listening

Auditory Access

Vocabulary/Concepts

Language

Social Relationships

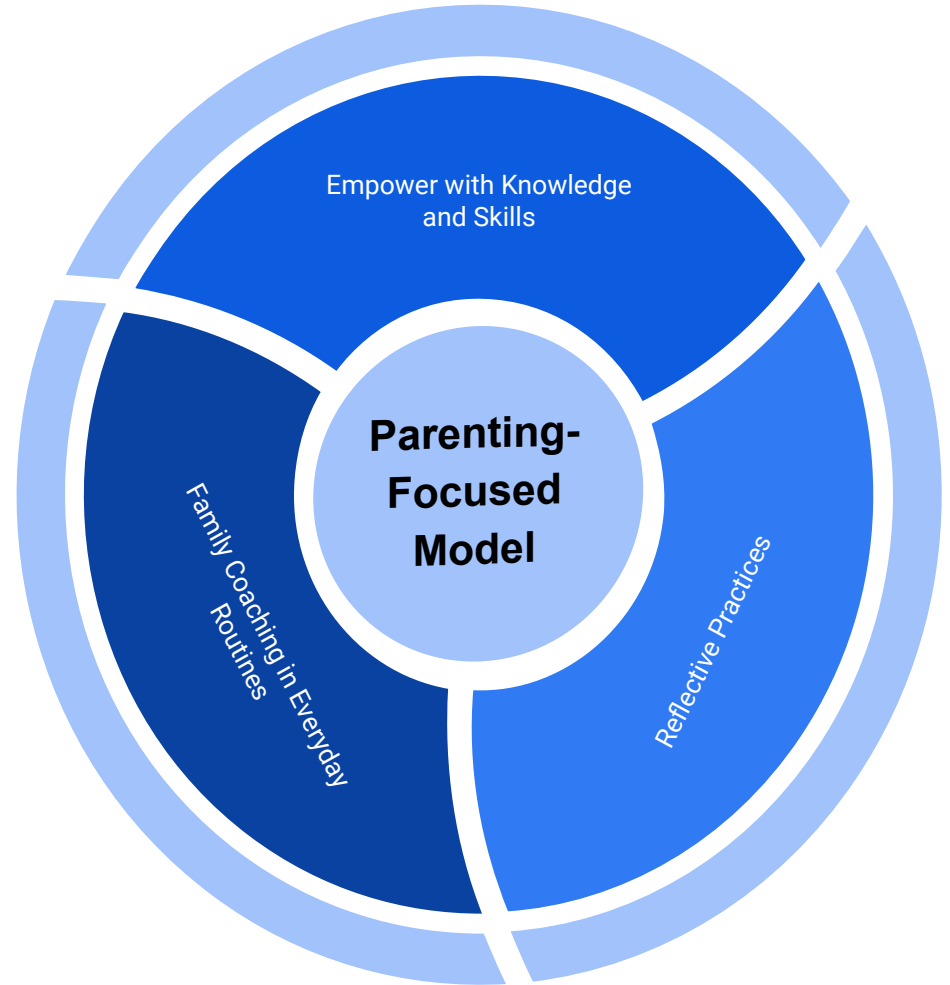Literacy & Academics
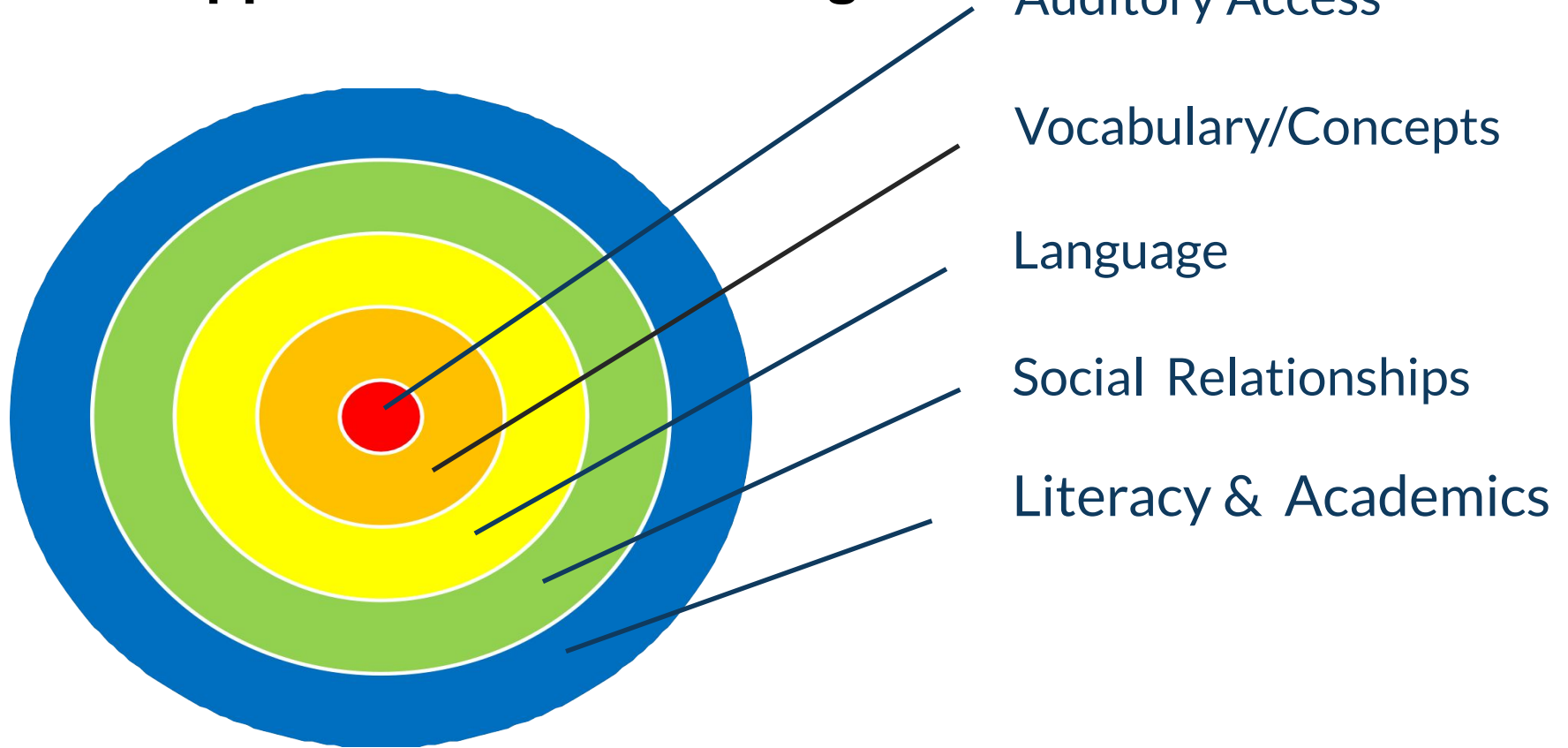
LSL Techniques and Strategies

Early identification, advances in hearing technology, and enrolling early in programs like Listen and Talk and The Hope Spokane School allows almost all children with hearing level differences to access sound, learn to listen, and in turn, learn to communicate through listening and spoken language, using the same language their family speaks.

The Impact of Relying on a Family's First Language

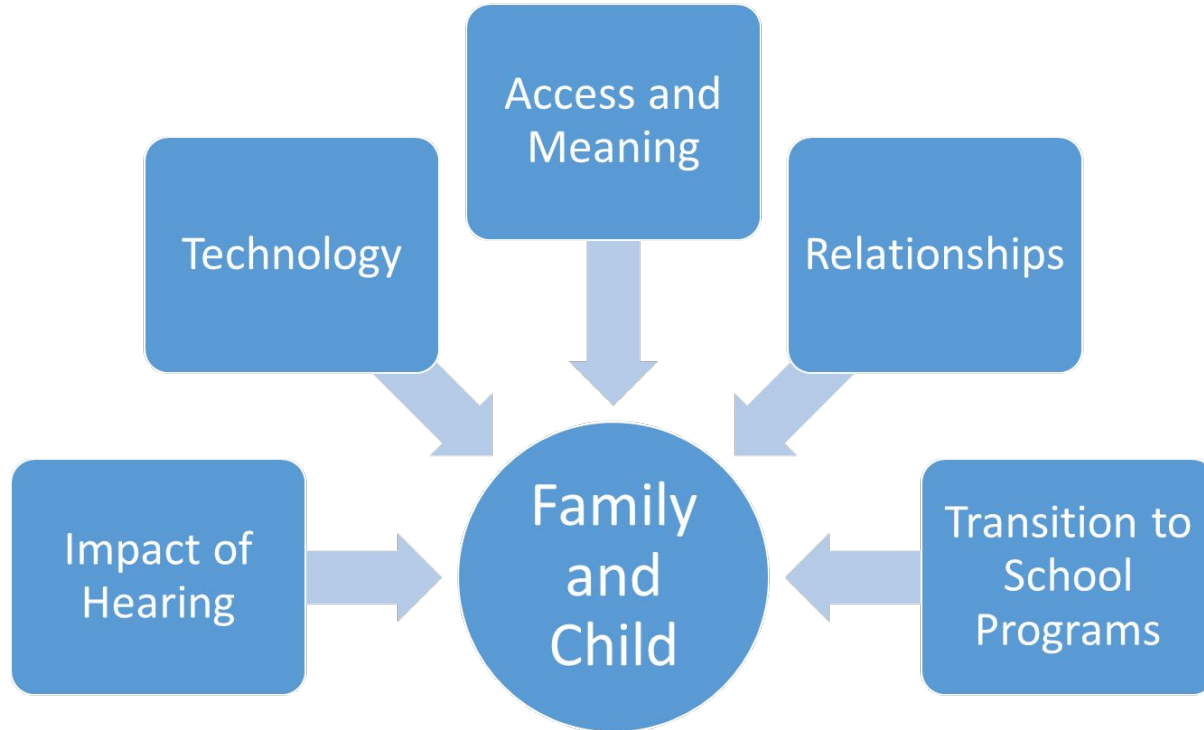- Parents and caregivers model the language they are most at ease using
- Promotes confident and competent communication
- Strengthens family bonds
- Facilitates natural language acquisition
- Reflects cultural identity and heritage

Building Caregiver Capacity and Confidence

Parenting-Focused Model

Empower with Knowledge and Skills

Reflective Practices

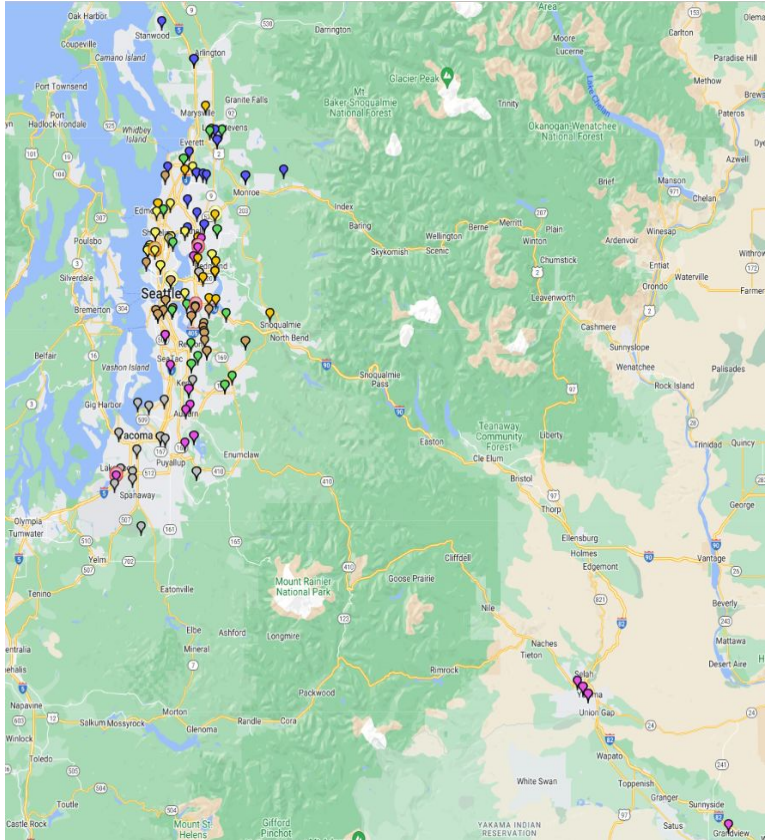Family Coaching in Everyday Routines

How are DHH Services Unique?

Virtual Service Delivery

- There are a limited number of providers trained to support infants/toddlers with hearing level differences.
- A family's home address does *not* limit access to LSL programs.
- Virtual service delivery can effectively coach families.

Mother: Quack!
Quack! Quack!

Inter-Agency Connections

- Multiple agencies play crucial roles in supporting families and their children who are deaf/hard of hearing (d/hh).

  - Department of Health (EHDDI)
  - Department of Children, Youth, and Families (DCYF)
  - Local Agencies like Listen and Talk and HOPE
  - Center for Deaf and Hard of Hearing Youth (CDHY)
  - Office of Superintendent of Public Instruction (OSPI)

Spokane HOPE Center for Deaf and Hard of Hearing Children

Spokane County
Surrounding counties, ESD's, school districts, CDHY
In-person and teletherapy
Partner with Spokane Pediatric ENT

Early Intervention Services
The only DHH EI provider
Teachers of the Deaf/Hard of Hearing
Toddler Group, site based
Transition assessments

Preschool
Listening and spoken language
School district contracts for IEP
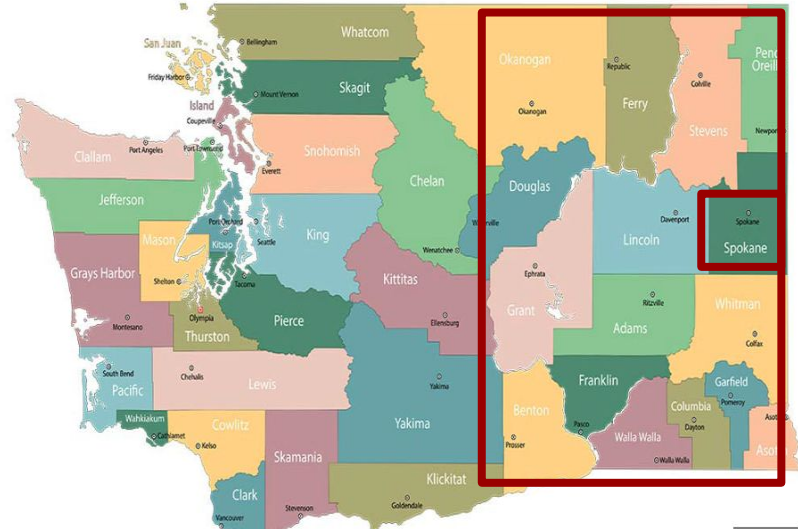
Spokane HOPE Center for Deaf and Hard of Hearing Children

Questions???

Contact Information

Spokane HOPE

Danette Driscoll, Executive Director
danette@spokanehope.org

Amy Hardie, Education Director
amy@spokanehope.org

Listen and Talk

Maura Berndsen, Executive Director
maurab@listenandtalk.org

Tara Ellis, Birth to Three Program Director
tarae@listenandtalk.org

ESIT
Part C of IDEA Grant Application 2024

SICC February 22, 2024

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Part C of IDEA for FFY 2024

- <u>Note:</u> FFY24 Allocation Tables will NOT be available BEFORE states must begin public posting. States are instructed to use FFY23 Federal Award Total to build budget.
  - Once Allocation Tables are published, the State will update the public posting (60-day timeline does NOT restart)

- <u>Anticipated Timeline:</u>
  - OSEP Notification + Grant Application Packet & Instructions (est. Feb 22nd)
  - Public Post of Grant Application (60 days)
    - 30-day public comment period; and
    - Public hearings
  - Submission of grant application by est. May 22, 2024
  - Funds will become available to states on **July 1, 2024**

- <u>Anticipated changes:</u>
  - Section III.C: Budget – clarification added to instructions regarding the use of funds for contracts that include non-direct service expenses
  - Section III.F – checkbox to indicate if your state subgrants

Public Participation Requirements

- Before submitting FFY2024 IDEA Part C application, the State must publish its entire application in a manner that will ensure circulation throughout the State at least **60 days prior to submission**.
  - Opportunity for public comment for at least **30** days during the 60-day publication period
- Any new or revised policy must be subject to public participation requirements:
  - Provide opportunity for general public, including individuals with disabilities, parents of infants and toddler with disabilities, early intervention service providers, and member of the State Interagency Coordinating Council **to comment on the new or revised policy for at least 30 days; and**
  - **Hold public hearings** on the new or revised policy (with a 30-day prior notice of the hearings)

Grant Application Sections

<u>Section I</u>: Submission Statement

<u>Section II</u>: State Policies, Procedures, Methods, Descriptions and Assurances

<u>Section III</u>: Description of how the State proposes to use Part C funds

<u>Section IV:</u> System of Payments / Use of Insurance / Program Income & Indirect Costs

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

The mission of the Early Support for Infants And Toddlers (ESIT) Program is to build on family strengths by providing coordination, supports, resources and services to enhance the development of children with developmental delays or disabilities through everyday learning opportunities.

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Section II

Section II: Each State must have on file with OSEP, or submit with its application, policies, procedures, methods and descriptions as well as assurances and a certification. These policies, procedures, methods and descriptions must be consistent with the IDEA Part C requirements in 20 U.S.C. 1431 et seq. and 34 Part 303.

A.   State Policies, Procedures & Descriptions

B.   Assurances

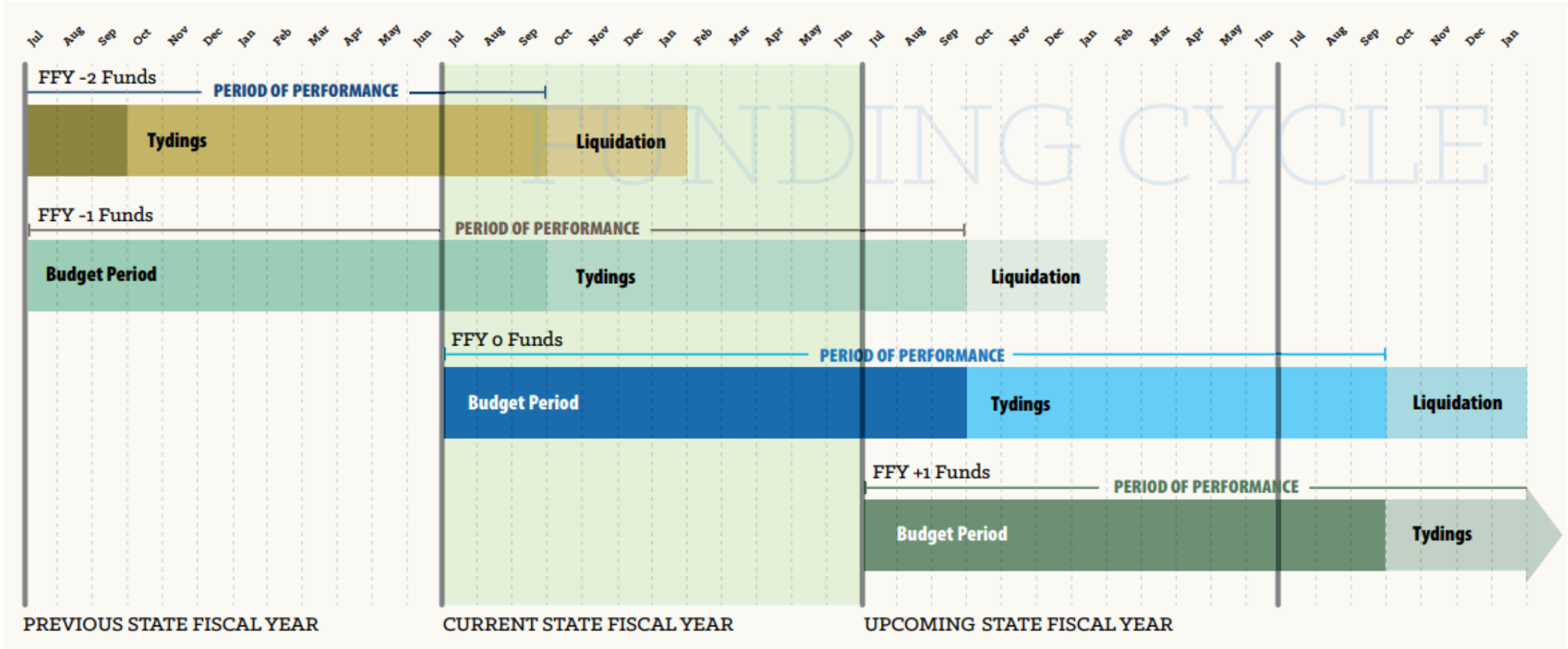C.   Certifications

D.   Statement

Section III

Section III: Each State must identify in Section III.C the amount of Federal IDEA Part C funds that the State expects to spend on direct costs for the provision of early intervention services.

A.   Description of Use of Federal IDEA Part C Funds for SLA & ICC

B.   Maintenance and Implementation Activities for SLA & ICC

C.   Direct Services (Funded by Federal Part C Funds)

D.   Activities by Other State Agencies

E.   Description of Optional Use of Part C Funds

F.   Totals

Washington State Department of
CHILDREN, YOUTH & FAMILIES

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Part C Federal Funding Timeline

WA State Historical Federal Award Totals

- FFY20: $10,584,988 (+4%)

- FFY21 = 7/1/21 – 9/30/23 = $10,584,988

    + ARPA ($5,144,730) One-time funds

- FFY22 = 7/1/22 – 9/30/24 = $10,733,999 (+1.4%)

- FFY23 = 7/1/23 – 9/30/25 = $11,477,514 (+6.5%)

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State Interagency Coordinating Council OSEP DMS 2.0 Overview
February 21, 2024

www.dcyf.wa.gov

Washington State Department of
CHILDREN, YOUTH & FAMILIES

Differentiated Monitoring & Support System

Meet the Federal Team

State Lead
- Keesha Blythe

Fiscal Accountability Facilitator
- Alecia Walters

Monitoring & Data
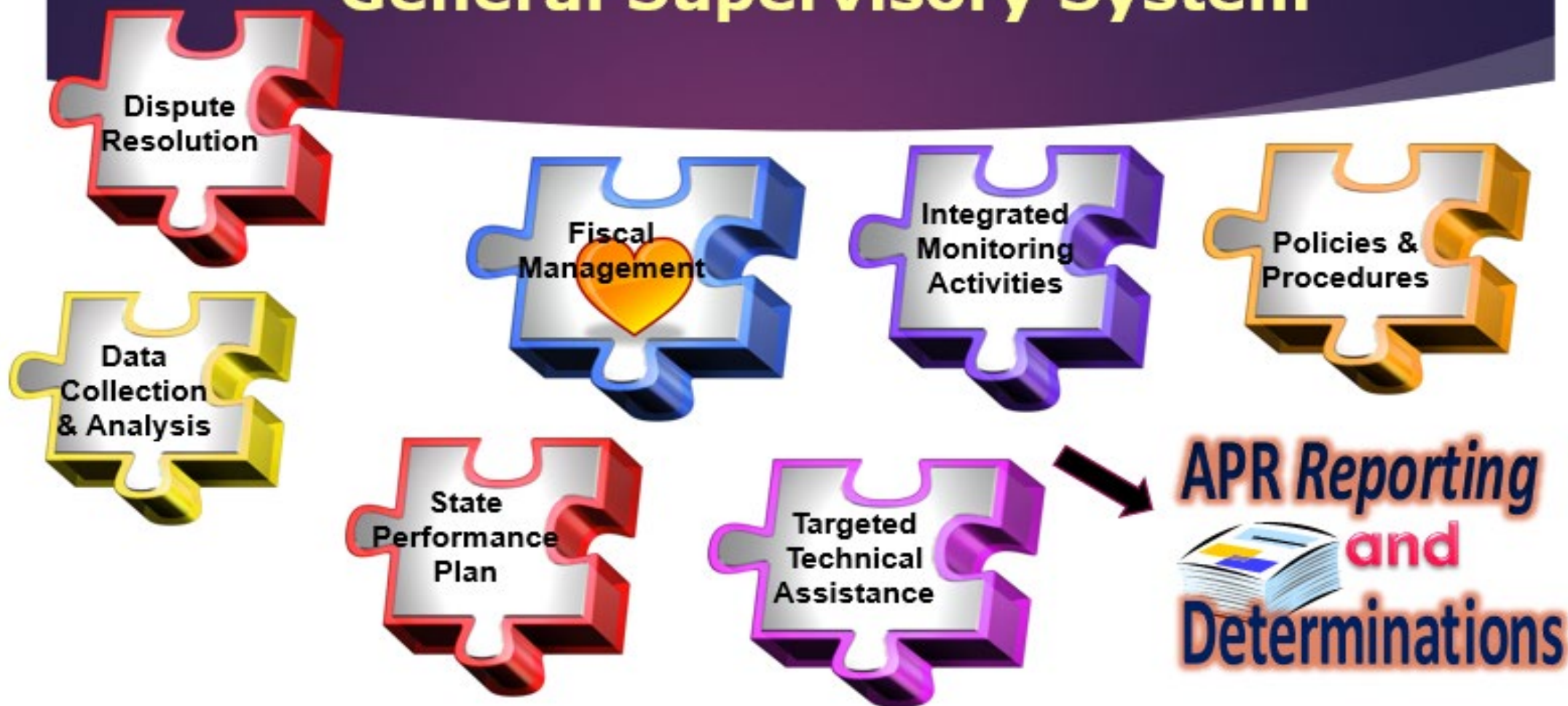- Brenda Wilkins

Dispute Resolution
- Rondo Sortino

Understanding the DMS 2.0

- The goal of DMS 2.0 is to improve outcomes and results for infants, toddlers, children and youth with disabilities and their families in conjunction with compliance.

- OSEP monitoring will focus on States' systems of general supervision integrating both results and compliance

General Supervisory System

Washington State Department of
CHILDREN, YOUTH & FAMILIES

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Three Phases of DMS 2.0

Discovery
- Document Request
- State Overview Call
- Stakeholder Engagement
- Local Component

Engagement
- Onsite and Virtual Monitoring Interview Calls
- Issuance of the DMS Monitoring Report

Closeout
- Review of Evidence of Correction
- Technical Assistance

SICC Sample Interview Questions

- Describe the SICC role in advising DCYF on unmet needs of infants and toddlers with disabilities?

- Describe the SICC role in advising DCYF on rules or regulations related to IDEA?

- Describe the SICC role in the development of SPP reporting data?

- Describe the SICC role in advising DCYF on its general supervision system.

- Describe the biggest challenges facing the State in meeting the needs of infants and toddlers with disabilities, and their families.

- Describe the most important accomplishments of the SICC in meeting the needs of infants and toddlers with disabilities, and their families.

Webinar: Engaging SAPs and SICCs with States about General Supervision Requirements Feb 27 3PM EST

Engaging SAPs and SICCs with States about General Supervision Requirements

Feb 27, 2024 3:00 PM EST REGISTER HERE

A robust and integrated system of general supervision is the foundational framework that all states need to build effective early childhood and educational programming that improves outcomes for infants, toddlers, children, and youth with disabilities and their families. This webinar will highlight the recently released OSEP Guidance on State General Supervision Responsibilities under Parts B and C of the IDEA with a specific focus on how State Advisory Panels (SAPs) and State Interagency Coordinating Councils (SICCs) can meaningfully engage with their State in the general supervision process that ensures compliance with IDEA and results in improved outcomes.

Washington State Department of
CHILDREN, YOUTH & FAMILIES

DMS October Engagement

Notification Letter
October

Letter identifying your Cohort assignment 2 years before DMS monitoring

DMS Kick-Off Call
October
1 year after notification

OSEP will have a call to identify engagement month

DMS Update and Review Call
April

Quick review with OSEP and set up dates for other calls

Discovery
May

Call with OSEP to review the document request and provide access to external Sharepoint

State Overview
June

Call with OSEP to describe State structure

OSEP Preparations

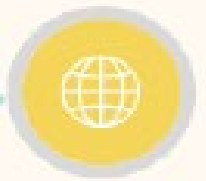## State Preparations

Engagement Visit
October

Monitoring Report
Generally 120 Days after the end of the Engagement month depending on complexity of issues

Close-Out
Using the date of the monitoring report:
- 6-month Status Letter
- 1 year close-out or additional actions

SAP & SICC Newsletter

The State Advisory Panel and
State Interagency Coordinating Council

FEBRUARY 2024

IN THE KNOW:

This periodic newsletter is intended to address the information and communication needs of:

- SAP members and State Education Agency (SEA) staff
- SICC members and Lead Agency (LA) staff
- Individuals interested in learning about the functions of SAPs and SICCs

In future newsletters look for:

- Resources for conducting effective SAPs and SICCs
- Updates on useful OSEP information
- Approaches for engaging multiple voices in the mission of SAPs and SICCs
- Strategies for making an impact and tips for facilitating effective meetings.

JOIN OUR GROUP MEMBERS AND COLLEAGUES FROM OSEP ON FEB. 27 AT 3:00 PM EST:

The '**Engaging SAPs and SICCs with States about General Supervision Requirements**' webinar will highlight the recently released Office of Special Education Programs (OSEP) Guidance on State General Supervision Responsibilities under Parts B and C of the IDEA with a specific focus on how State Advisory Panels (SAPs) and State Interagency Coordinating Councils (SICCs) can meaningfully engage with their State in the general supervision process that ensures compliance with IDEA and results in improved outcomes.

Bring your questions and ideas to engage, interact, and learn together.

RESOURCES:

1. NCSI General Supervision Toolkit
   https://ncsi.wested.org/resources/general-supervision-toolkit/

2. ECTA General Supervision of State Part C Systems
   https://ectacenter.org/topics/gensup/gensup.asp

WHAT'S NEW:

Upcoming Webinar

Engaging SAPs and SICCs with States about General Supervision Requirements
February 27, 2024,
3:30- 4:30 pm (EST)

Register Here:

wested.zoom.us/j/95323202846

Webinar Recording Posted

Recruiting and Sustaining Member Engagement in SAPs/SICCs

Check it out here:

https://vimeo.com/user40999677

Contact Us: If you have a response, resource, or question to share or ask, send to:
info@sapandsicc.org

SOPAF

Draft Policy Revisions

WA State Early Support for Infants and Toddlers Program

THANK YOU

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Timeline Overview

November 2023 thru January 2024
Monthly Meetings

February 2024
Review Revised Policy:

OSEP

SICC Finance and Public Policy

SOPAF Workgroup

Internal ESIT State Leadership Office

March 2024
60 Day Public Comment Period

May 2024
Submit to OSEP with Federal Grant Application

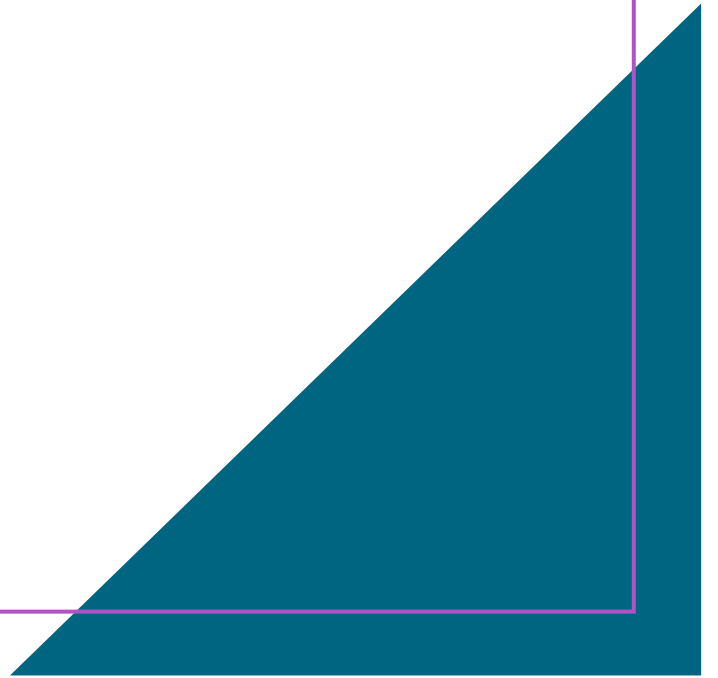# Priority Focus Areas

- "Ability to Pay"
- Monthly Fee Schedule
- High-deductible Plans
- Hardship Exemption
- Recommendations

Proposed Revisions

Ability to Pay

- Current
  - ➤ Adjusted Gross Income above 200% FPL
  - ➤ Unreimbursed Expenses over 10% Allowed
  - ➤ Ability to waive Determination
  - ➤ Reviewed Annually

- *Changes*
  - ➤ *Offer family choice between Monthly Participation Fee or Paying Co-pays/Co-insurance/Deductibles – Informed Decision*
  - ➤ *10% Unreimbursed Expense Allowance – Eliminate*

Questions and Feedback

Monthly Fee Schedule

- Current
  - ➤ Ability to Pay Determination
  - ➤ Family Denies Access to Insurance
  - ➤ Family has No Insurance
  - ➤ Flat Rate for All EIS on IFSP
- *Changes*
  - ➤ *No Benefit = Monthly Fee*
  - ➤ *Benefit Maxed-out = Monthly Fee*
  - ➤ *Reimbursement Denied for all services on the IFSP = Monthly Fee*
  - ➤ *Reimbursement denied for some but not all = At No Cost*

Questions and Feedback

High Deductible Plan

- *Current*
  - *Considered Nonviable if Above $5K*
  - *Services At No Cost*
- *Changes:*
  - *No carve out*
  - *Ability to Pay Determination*
  - *Hardship Exemption*

Questions and Feedback

Hardship Exemption

- *Brand New Statewide Criteria*
    - ➤ *Ability to Pay Determination*
    - ➤ *Extenuating Circumstances*
    - ➤ *Reviewed every 6 months*
    - ➤ *Parent Attestation*

Hardship Defined

When a family who has been determined to have the ability to pay and who indicates they are still unable to meet their family cost participation obligation due to unexpected events or unforeseen changes that impact cash flow, including but not limited to:

1. A change in income or expenditures

2. Any significant and/or ongoing medical expense(s)

3. A change in employment status (i.e., loss of job or reduced hours)

4. A significant life event (i.e. divorce, relationship breakdown, injury, illness or death in the family) or

5. An emergency or natural disaster.

Hardship Exemption

Families who have been billed co-payments, co-insurance, or deductibles, and approved for a hardship exemption; the ESIT Provider Agency may use other agency funds, including Part C payer of last resort funds, to cover these costs.

Questions and Feedback

Recommendations

Consider increasing "Ability to Pay" criteria to match Apple Health for Kids CHIP criteria after impact study is conducted.
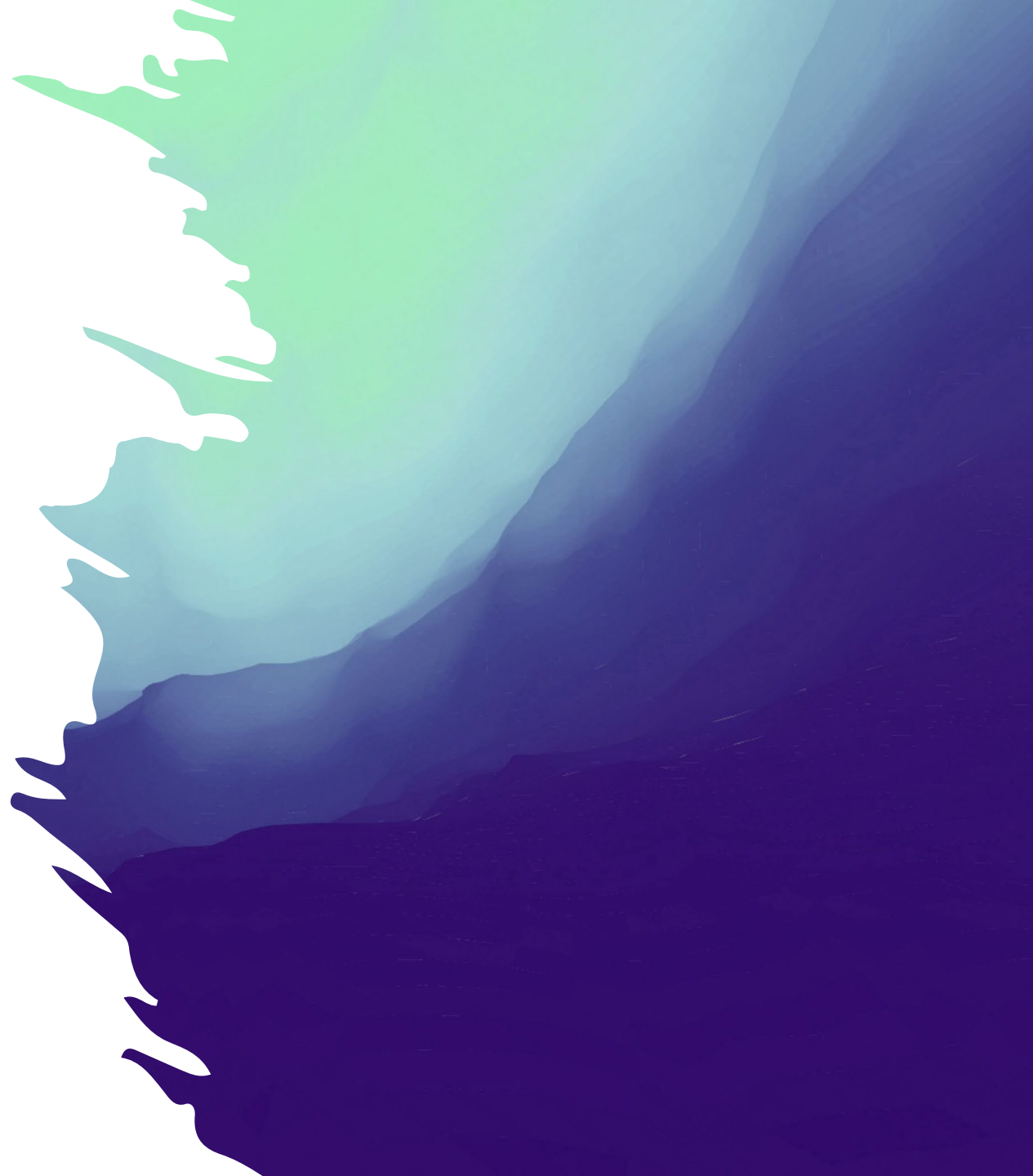
Consider a monthly cap on family fees after impact study is conducted

Eliminate all Family Fees after impact study is completed

Establish Safety Net Funding

90-day Training & TA Period (July-Sept)

Effective for all families enrolled after October 2024

Next Steps:

February
Internal/External Review

March
Public Comment Period - March

May
Submit with FFY25 Grant Application

July-Sept 2024
90-day Training & TA period

Oct 2024
Proposed Effective Date

Final Thoughts and Questions