

SICC Special Session ESIT Annual Performance Report (APR)

January 2023

www.dcyf.wa.gov
















Washington State Department of
CHILDREN, YOUTH & FAMILIES

Washington State Performance Plan

- The federal Office of Special Education Programs (OSEP) requires all states to develop and submit a six-year State Performance Plan (SPP).
- Under Individuals with Disabilities Education Act (IDEA) Part C, there are 11 performance indicators represented in the SPP.
- States report on the status of their SPPs annually through an electronic submission of an APR.
- There are two types of performance indicators:
 1. Compliance Indicators which measures a program's adherence to specific requirements. These will always have a target of 100%.
 2. Results Indicators which measure a program's performance. These will have varying targets that are set by ESIT with feedback from stakeholders.

Compliance Indicators	Results Indicators
C1	C2
C7	C3
C8	C4
	C5
	C6
	C9
	C10
	C11

Washington State APR FFY 2021

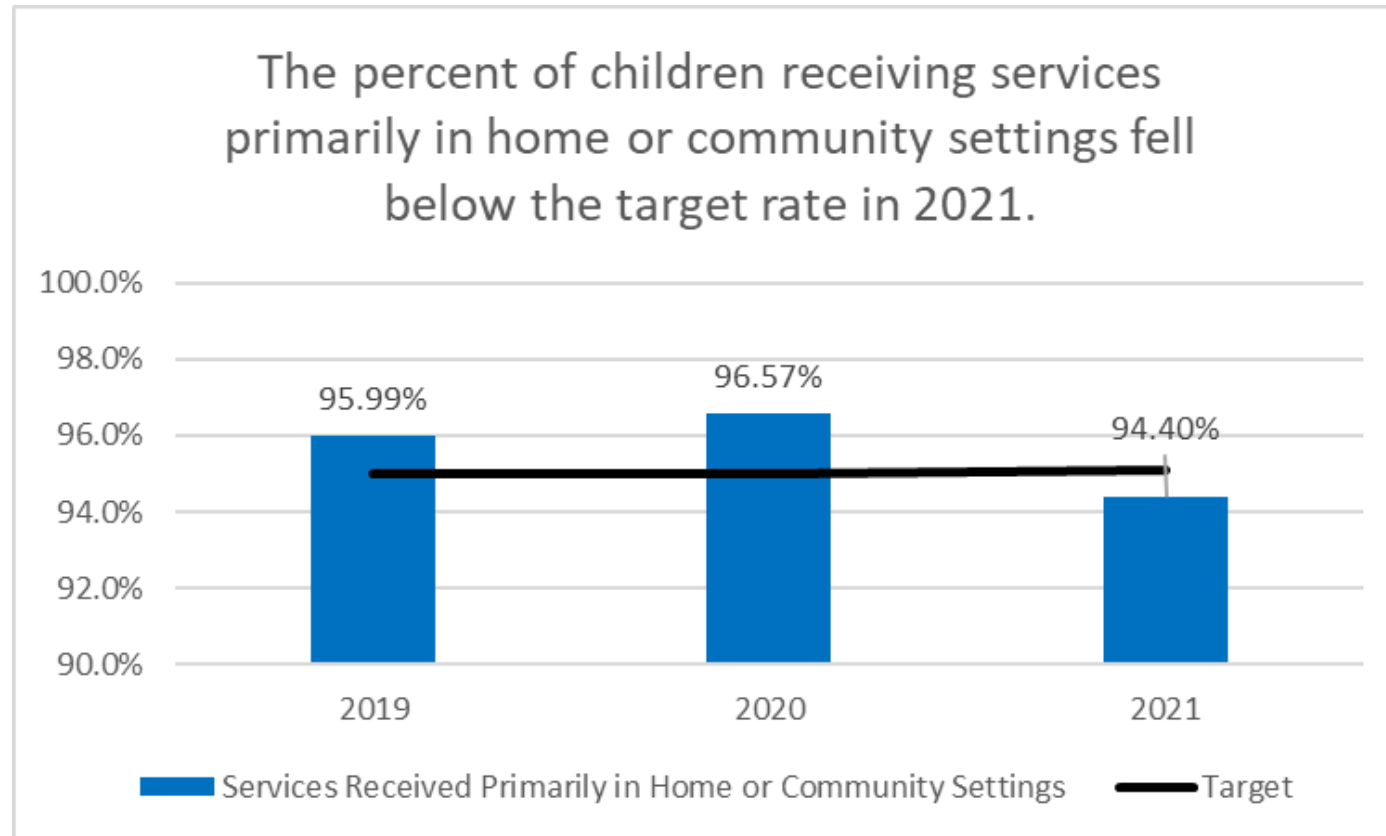
Indicators	Status	FFY 2021 Data Status	Slippage Occurred
 Introduction	IN PROGRESS	×	×
 Indicator 1: Timely Provision of Services	IN PROGRESS	⊖ Did Not Meet Target	✓ No Slippage
 Indicator 2: Services in Natural Environments	IN PROGRESS	⊖ Did Not Meet Target	⊖ Slippage
 Indicator 3: Early Childhood Outcomes	IN PROGRESS	⊖ Did Not Meet Target	✓ No Slippage
 Indicator 4: Family Involvement	IN PROGRESS	×	×
 Indicator 5: Child Find (Birth to One)	IN PROGRESS	✓ Met Target	✓ No Slippage
 Indicator 6: Child Find (Birth to Three)	IN PROGRESS	✓ Met Target	✓ No Slippage
 Indicator 7: 45-Day Timeline	IN PROGRESS	⊖ Did Not Meet Target	⊖ Slippage
 Indicator 8A: Early Childhood Transition	READY TO SUBMIT	✓ Met Target	✓ No Slippage
 Indicator 8B: Early Childhood Transition	IN PROGRESS	✓ Met Target	✓ No Slippage
 Indicator 8C: Early Childhood Transition	IN PROGRESS	⊖ Did Not Meet Target	⊖ Slippage
 Indicator 9: Resolution Sessions	IN PROGRESS	×	×
 Indicator 10: Mediation	IN PROGRESS	×	×

Slippage – Definition

- The definition of slippage is a worsening from the previous data AND a failure to meet the target. The worsening also needs to meet certain thresholds to be considered slippage:
- For a "large" percentage (10% or above), it is considered slippage if the worsening is more than 1.0 percentage point. For example: It is not slippage if the FFY 2021 data for Indicator X are 32% and the FFY 2020 data were 32.9%.
- It is slippage if the FFY 2021 data for Indicator X are 32% and the FFY 2020 data were 33.1%.
- For a "small" percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point. For example: It is not slippage if the FFY 2021 data for Indicator Y are 5% and the FFY 2020 data were 5.1%.
- It is slippage if the FFY 2021 data for Indicator Y are 4.9% and the FFY 2020 data were 5.1%.

Indicator 2: Services in Natural Environment

Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.



Breakout Room

Discuss impact possible reasons as to why we saw a decrease in services provided in the natural environment, even though COVID measures decreased in FFY2021 and providers were able to resume service delivery in the home or a community setting?

How does your program record services provided via telehealth in the DMS? Or if not a provider representative...How would you recommend services provided via telehealth be recorded by local programs?

Indicator 3: Early Childhood Outcomes

Reports the percentage of infants and toddlers with IFSPs who demonstrate improved outcomes during their time in Part C.

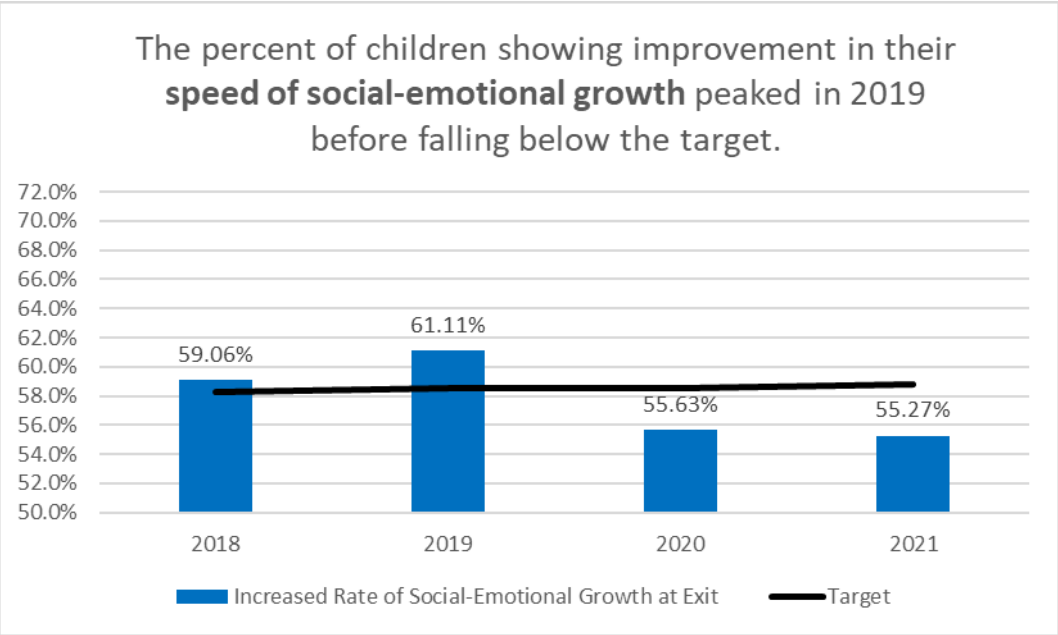
- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication); and
- C. Use of appropriate behaviors to meet their needs.

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

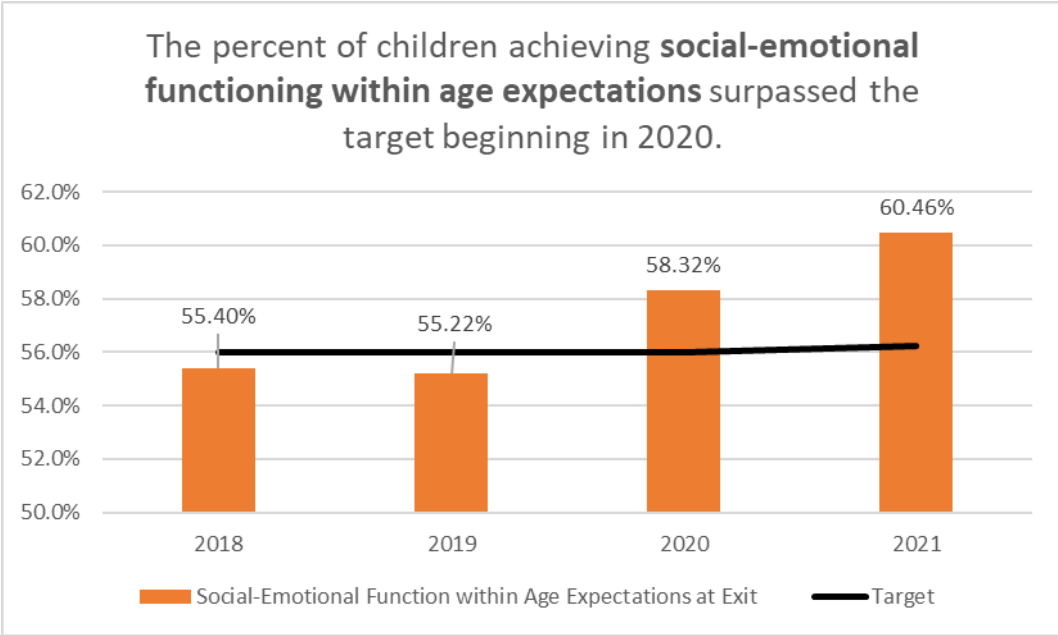
- **Summary Statement 1:** Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned three years of age or exited the program.
- **Summary Statement 2:** The percent of children who were functioning within age expectations in each outcome by the time they turned three years of age or exited the program.



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

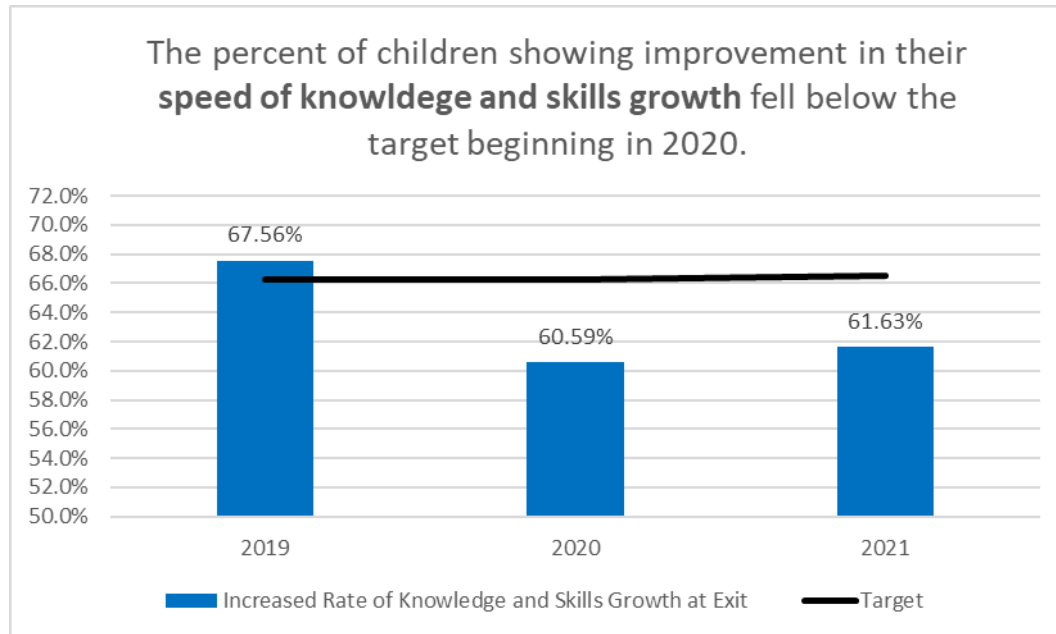


Indicator 3, Outcome A, Summary Statement 1

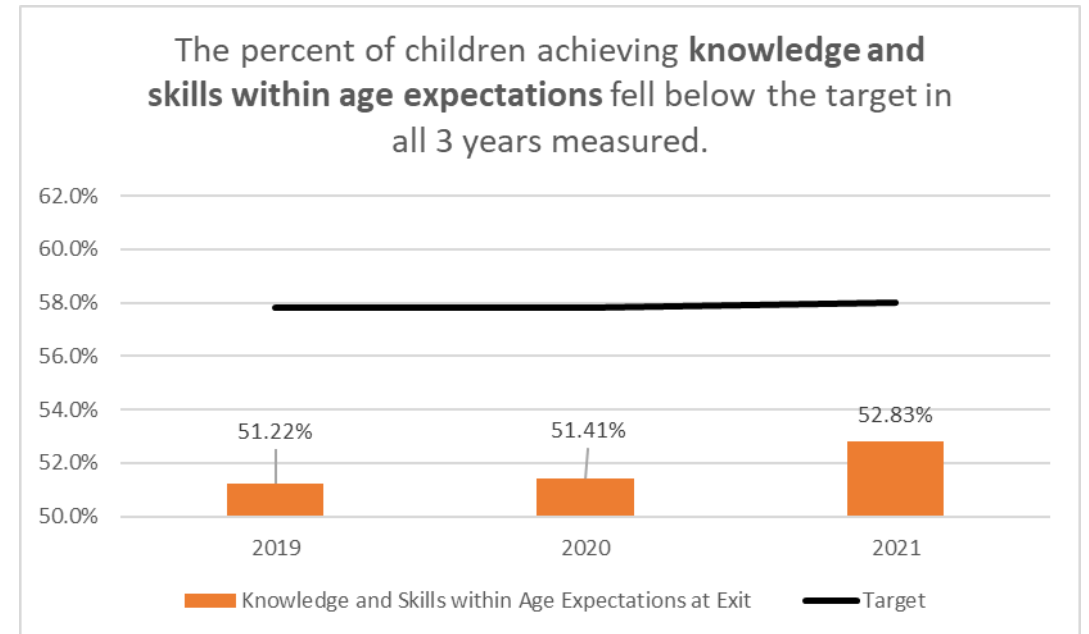


Indicator 3, Outcome A, Summary Statement 2

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

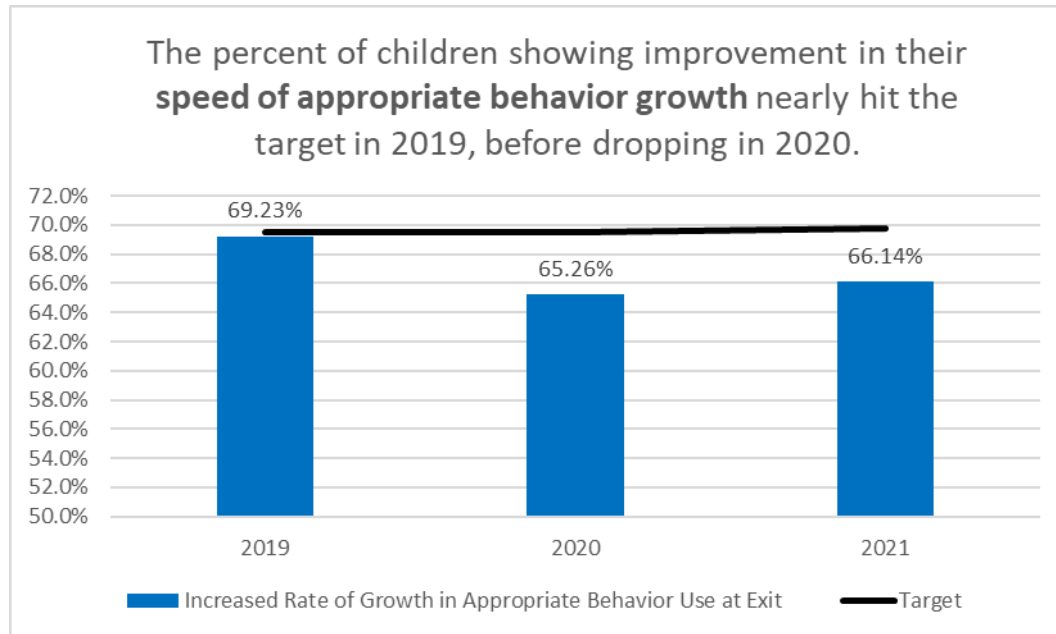


Indicator 3, Outcome B, Summary Statement 1

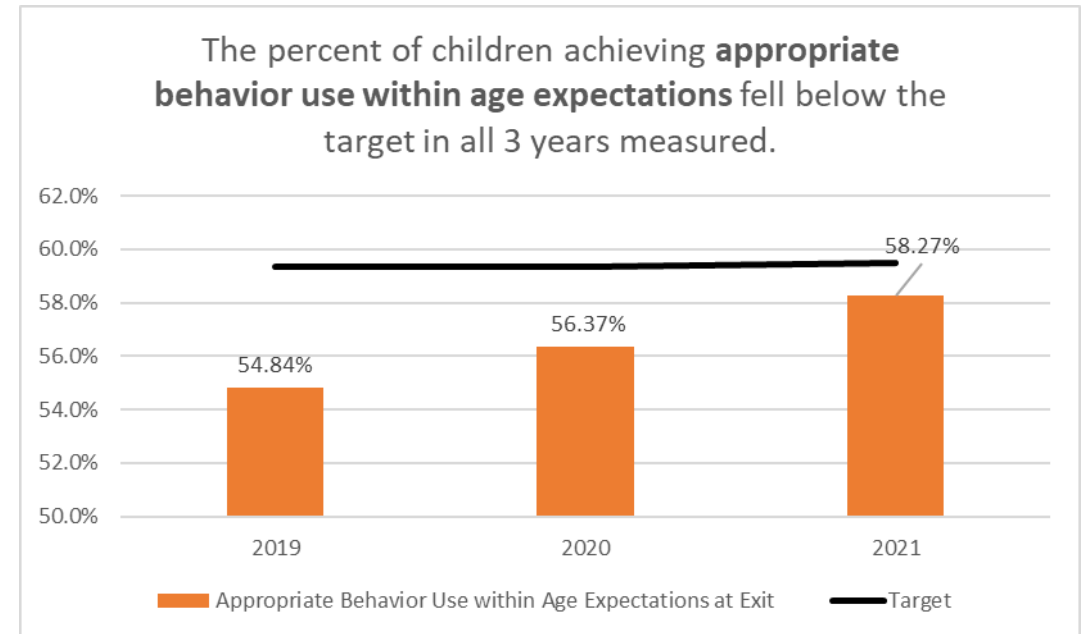


Indicator 3, Outcome B, Summary Statement 2

These charts show **growth in appropriate behavior use** among children who entered the program functioning below age expectations.

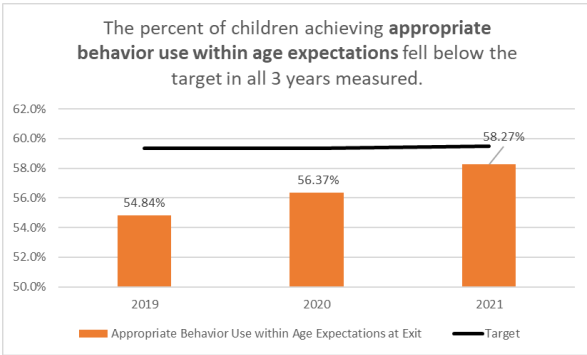
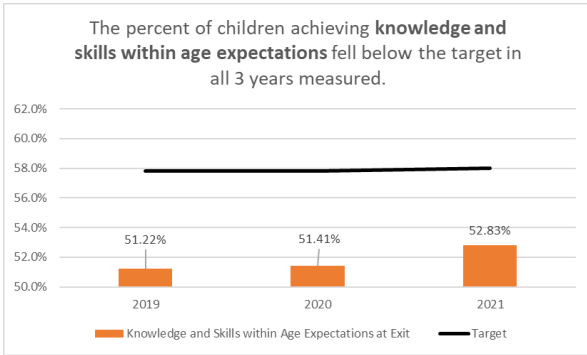
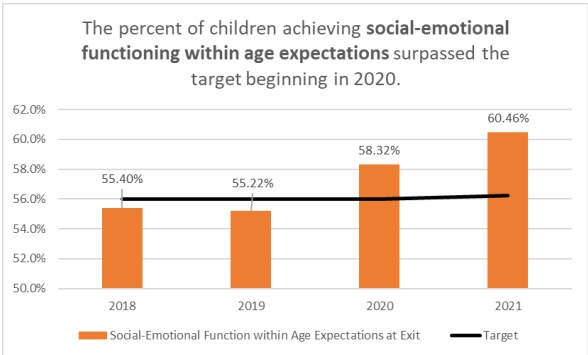
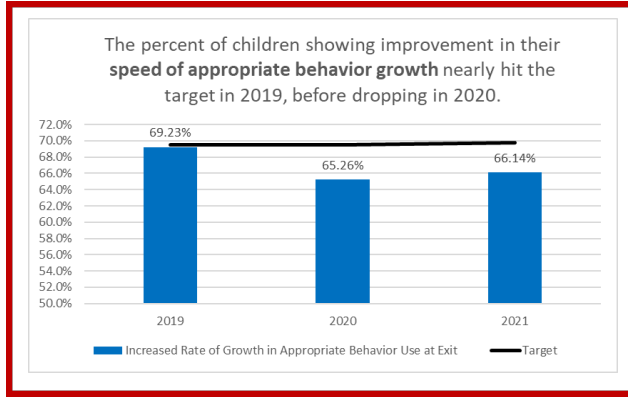
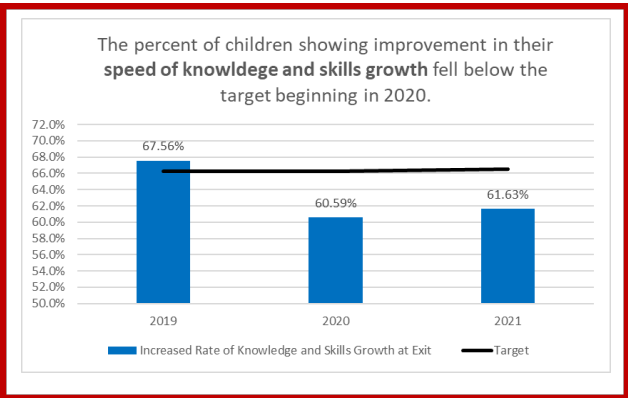
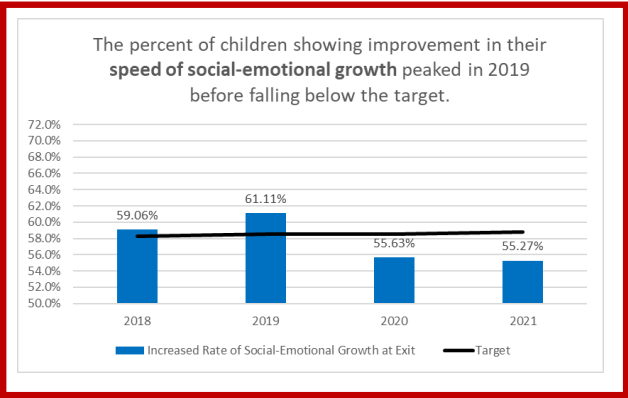


Indicator 3, Outcome C, Summary Statement 1



Indicator 3, Outcome C, Summary Statement 2

Slippage was observed in all 3 “speed of growth” indicators (SS1), while achievement of “function within age expectations” (SS2) improved.



*strongest improvement

Breakout Room

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

Summary Statement 1

“Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned three years of age or exited the program.”

Indicator 4: Family Involvement

Results of the Family Outcomes Survey presented by WSU



FAMILY OUTCOMES SURVEY

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

Section 1: Knowing Your Rights

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

Section 2: Communicating «Child»'s Needs

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



Early Support for Infants and Toddlers Program
Family Supports Division
PO Box xxxxx
Olympia, WA 985xx-xxxx

Section 3: Helping «Child» Develop and Learn

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

Section 4: Helping «Child» Develop and Learn

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

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

Thank you!

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

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

Contact Methods



2 Paper surveys (1 with \$1 incentive)



1 Postcard reminder

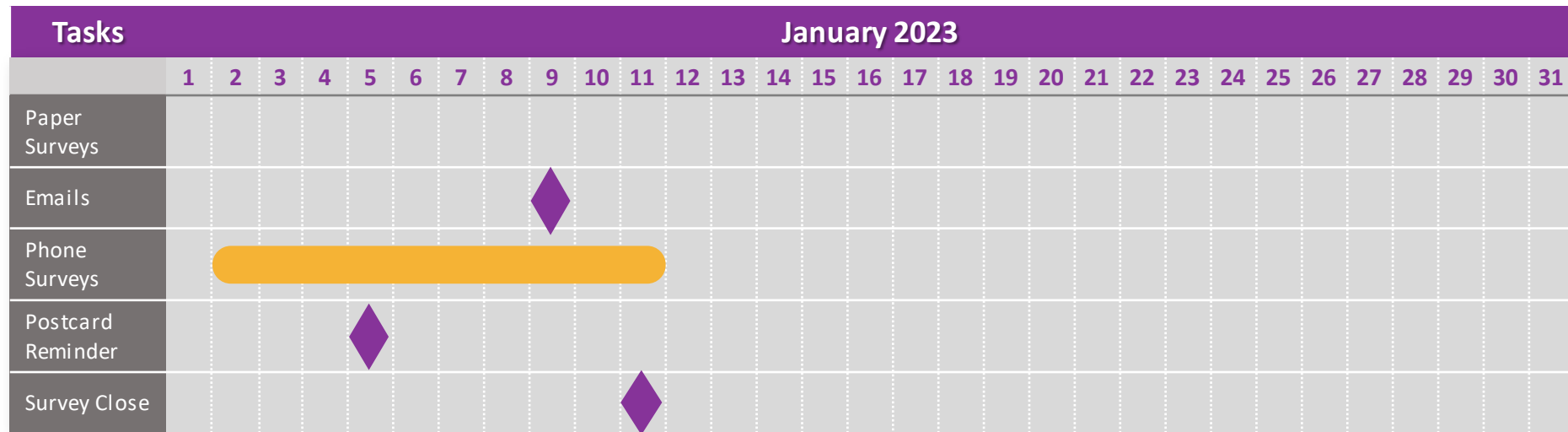
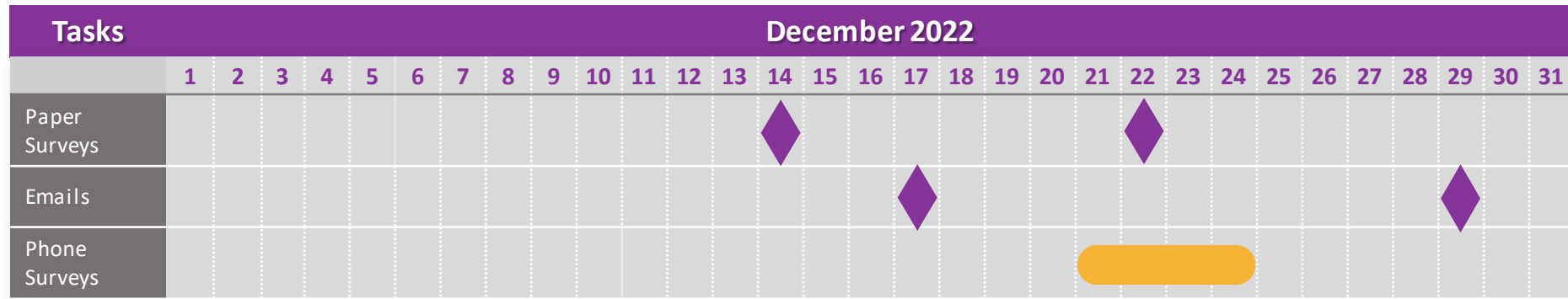


3 Emails



Telephone surveys

Survey Timing



Implementation

- \$1 pre-incentive
- 15 Translations
- Multi-mode: mail, phone, web
- Same questionnaire as 2020 & 2021
- Personalized: provider agency and child's names
- Letter signed by Vanessa Allen, Family Engagement Coordinator

Arabic	Portuguese
Bengali	Punjabi
Chinese	Russian
Farsi	Somali
French	Spanish
Hindi	Tagalog
Japanese	Vietnamese
Korean	



Response Rate

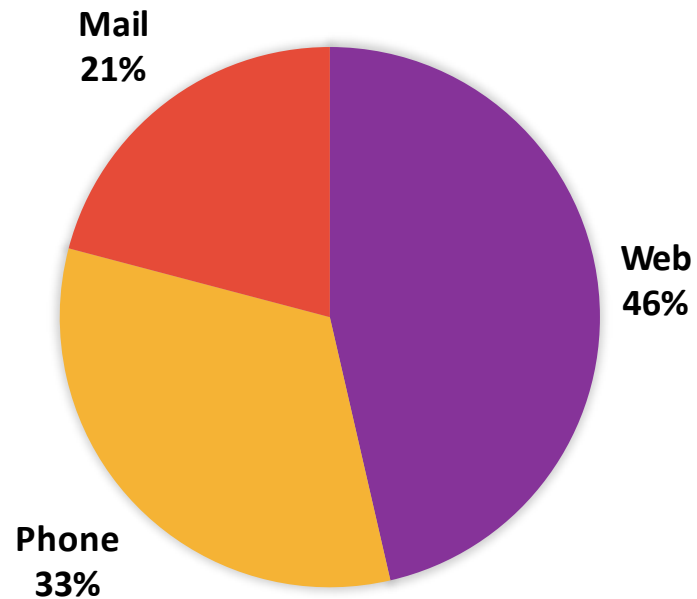
2,976 addresses

24 were ineligible

2,952 eligible

1,101 surveys returned = Response rate: 37.3%

**RESPONSES BY MODE
(N=1,101)**

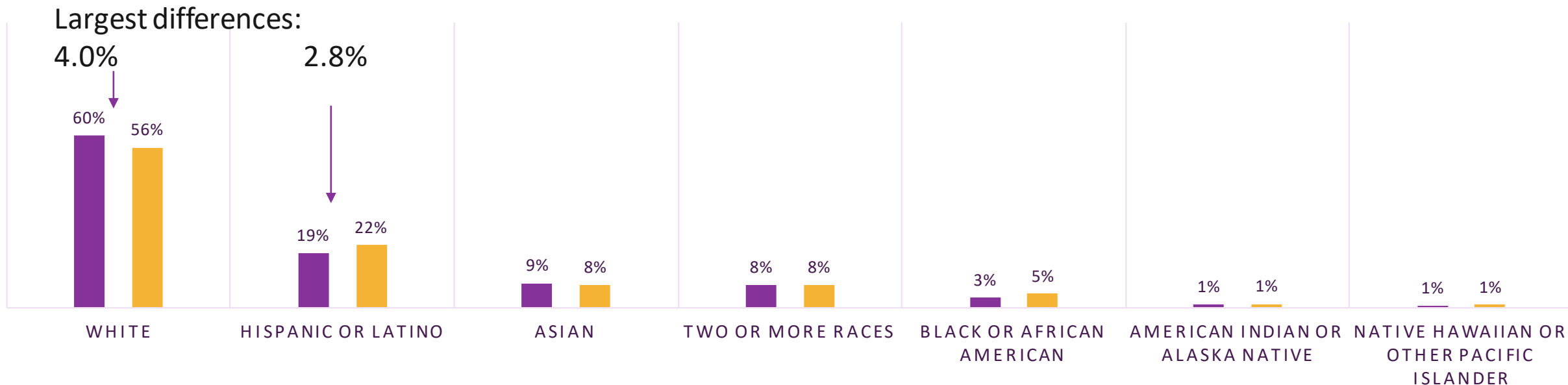


Demographic Comparison: Respondents vs. Population

Do the respondents
represent the population?
In Most Ways

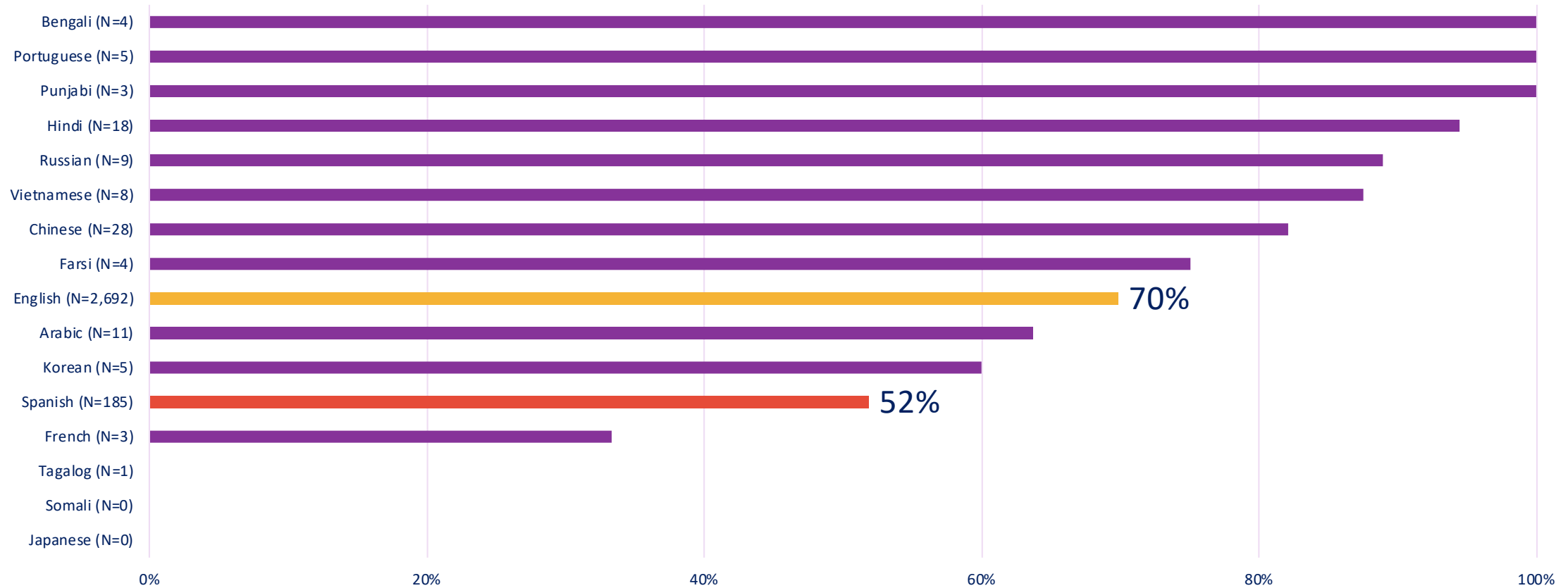
RACE/ETHNICITY

■ Respondents (N=1,101) ■ Population (N=2,952)



Email Addresses by Language

Spanish-speaking parents were less likely than English-speaking parents to have an email address in the database.



Demographic Comparison: Respondents vs. Population

GENDER

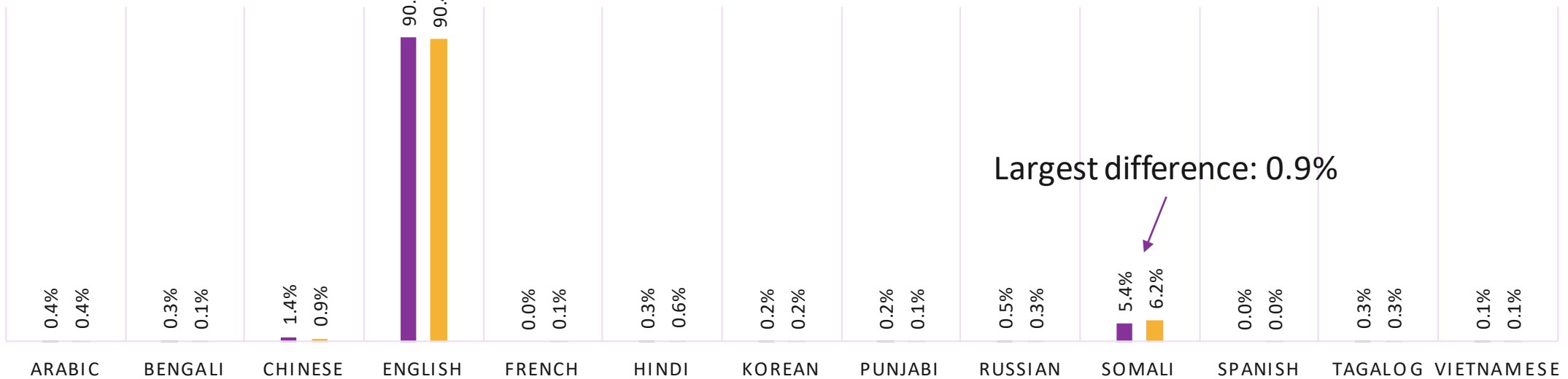
■ Respondents (N=1,101) ■ Population (N=2,952)



Demographic Comparison: Respondents vs. Population

LANGUAGE

■ Respondents (N=1,101) ■ Population (N=2,952)



Number of Responses by Language

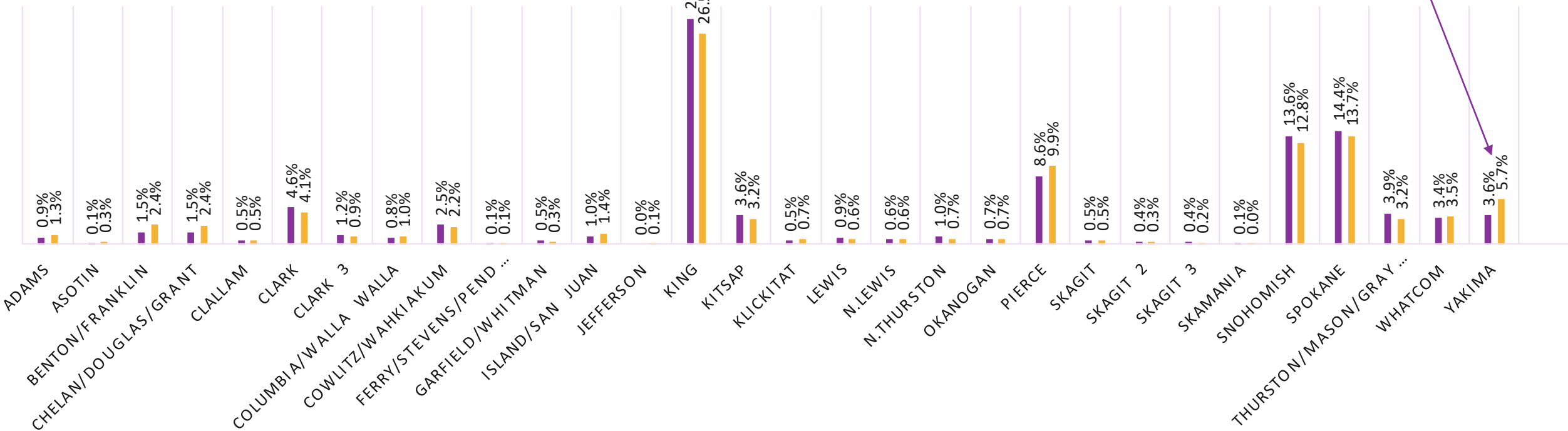
Language	Respondents	Population
Arabic	4	11
Bengali	3	4
Chinese	15	28
English	1,000	2,669
French	0	3
Hindi	3	18
Korean	2	5
Punjabi	2	3
Russian	5	9
Spanish	59	184
Tagalog	0	1
Vietnamese	3	8
Farsi	1	4
Portuguese	4	5
Total	1,101	2,952

Demographic Comparison: Respondents vs. Population

SERVICE AREA

■ Respondents (N=1,101) ■ Population (N=2,952)

Largest difference: 2.1%

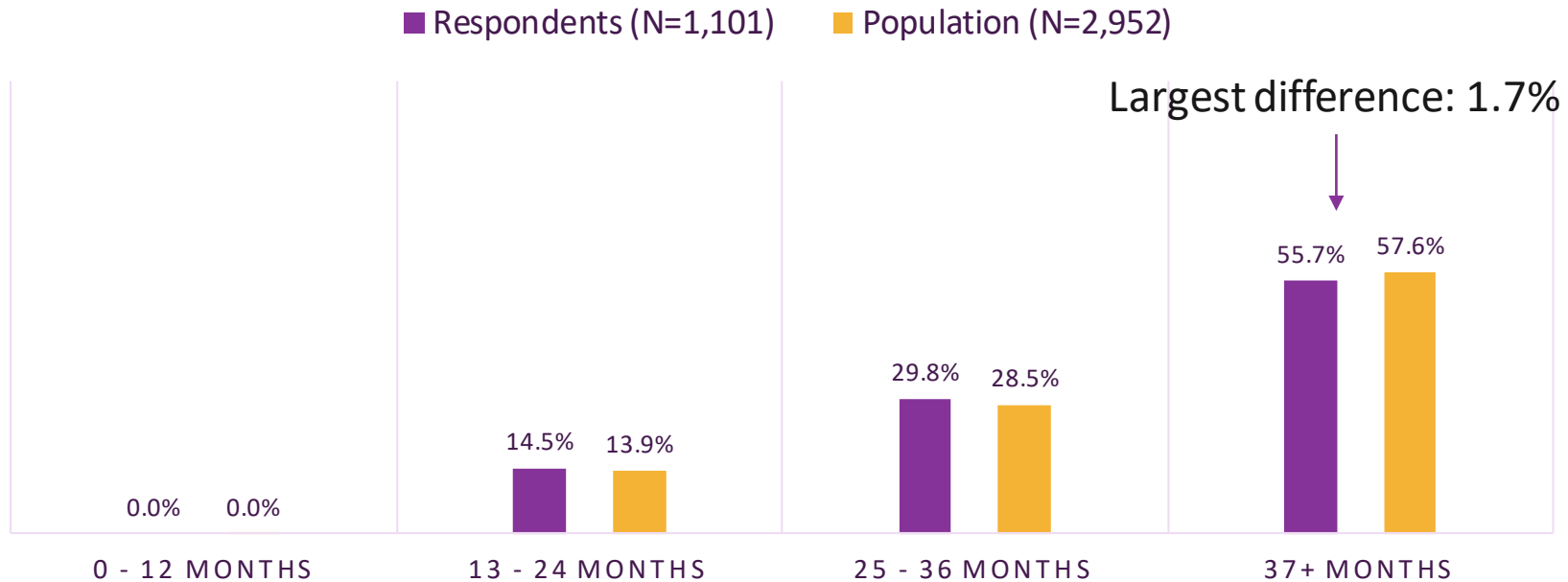


Number of Responses by Service Area

	Respondents	Population
Adams	10	37
Asotin	1	9
Benton/Franklin	17	72
Chelan/Douglas/Grant	17	71
Clallam	6	16
Clark	51	120
Clark 3	13	28
Columbia/Walla Walla	9	29
Cowlitz/Wahkiakum	27	66
Ferry/Stevens/Pend Oreille/Lincoln	1	2
Garfield/Whitman	6	9
Island/San Juan	11	41
Jefferson	0	2
King	313	783
Kitsap	40	94
Klickitat	5	20
Lewis	10	19
N.Lewis	7	18
N.Thurston	11	22
Okanogan	8	20
Pierce	95	292
Skagit	6	16
Skagit 2	4	10
Skagit 3	4	6
Skamania	1	1
Snohomish	150	379
Spokane	158	404
Thurston/Mason/Grays Harbor	43	95
Whatcom	37	103
Yakima	40	168
Total	1,101	2,952

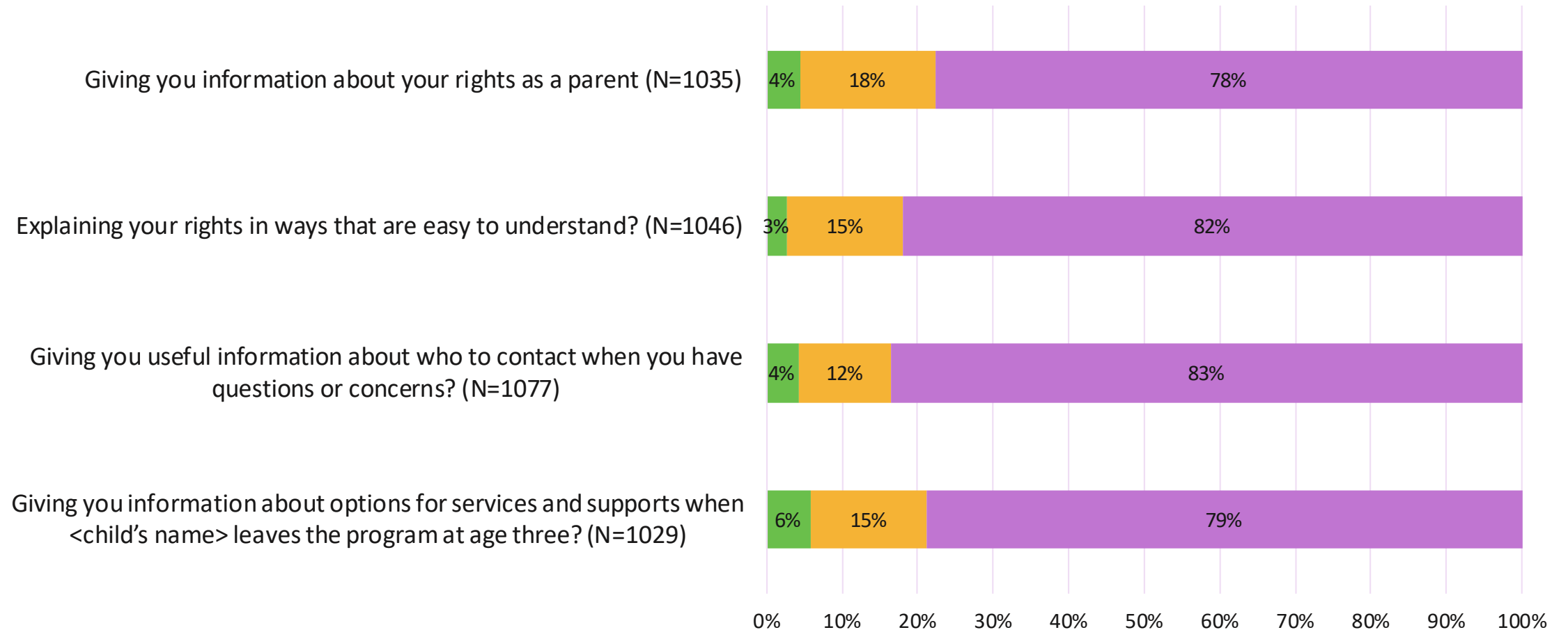
Demographic Comparison: Respondents vs. Population

AGE



Section 1 (Indicator 4A) : Know Their Rights "How helpful has <provider> been in..."

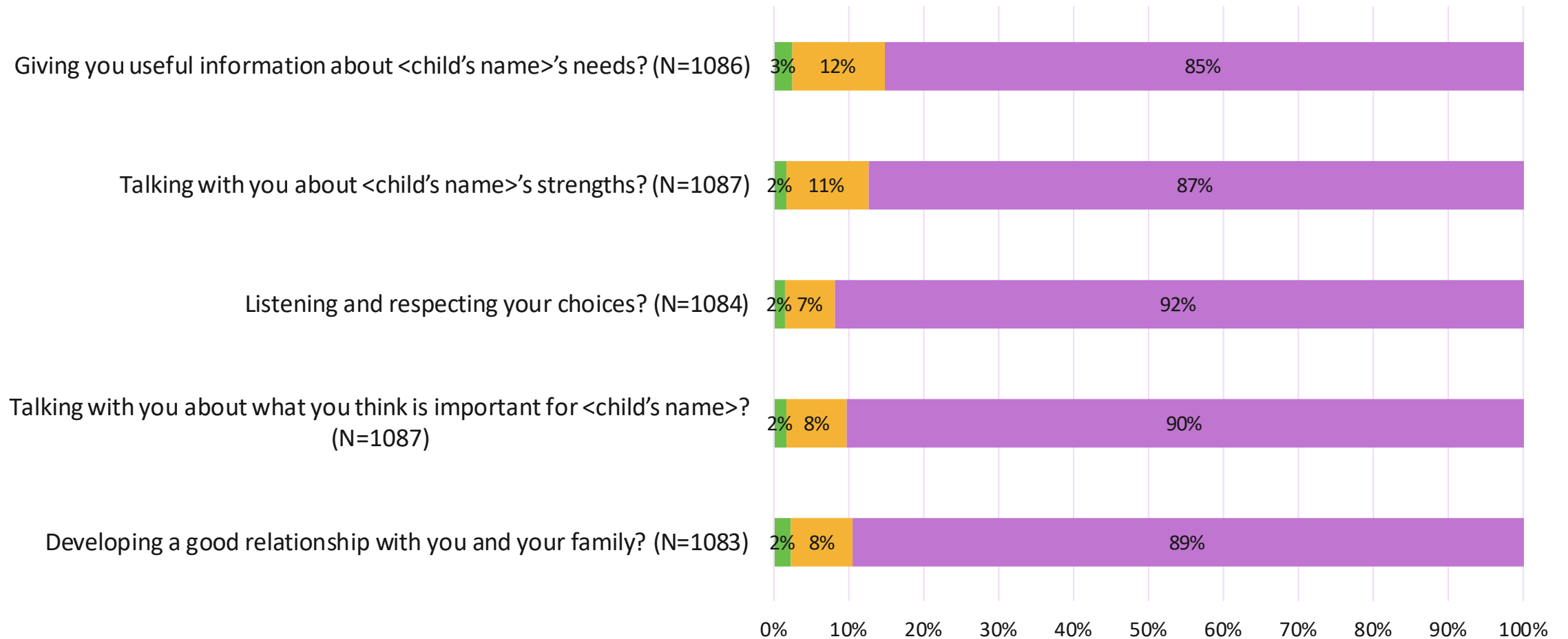
■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful



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

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

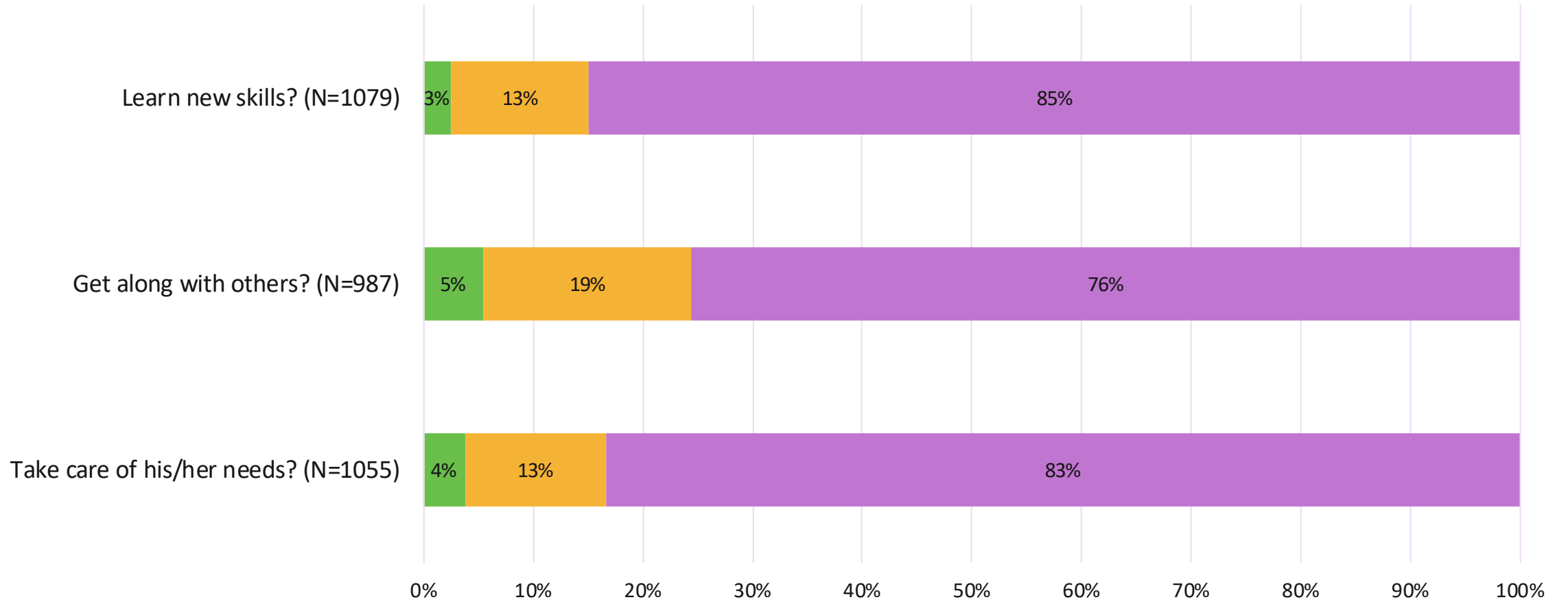
■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful



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

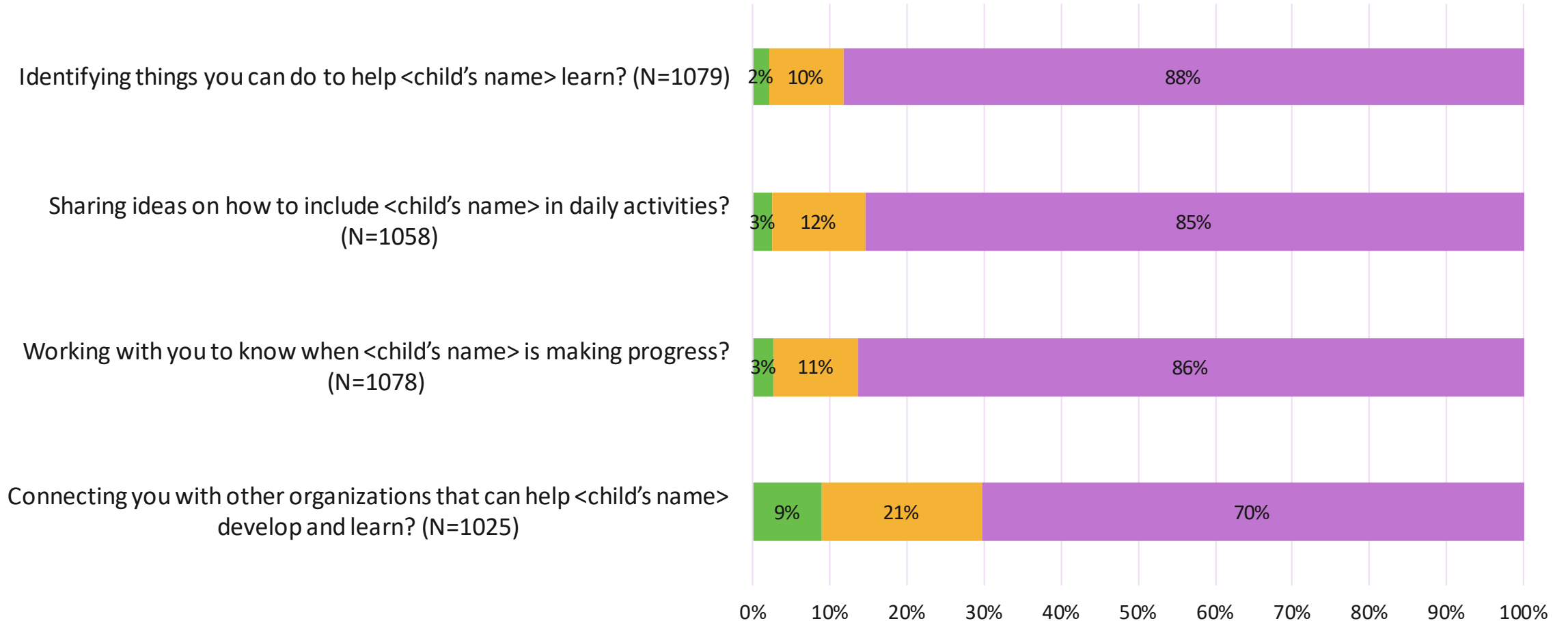
"How helpful has <provider> been in giving you information about how to help <child>..."

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



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

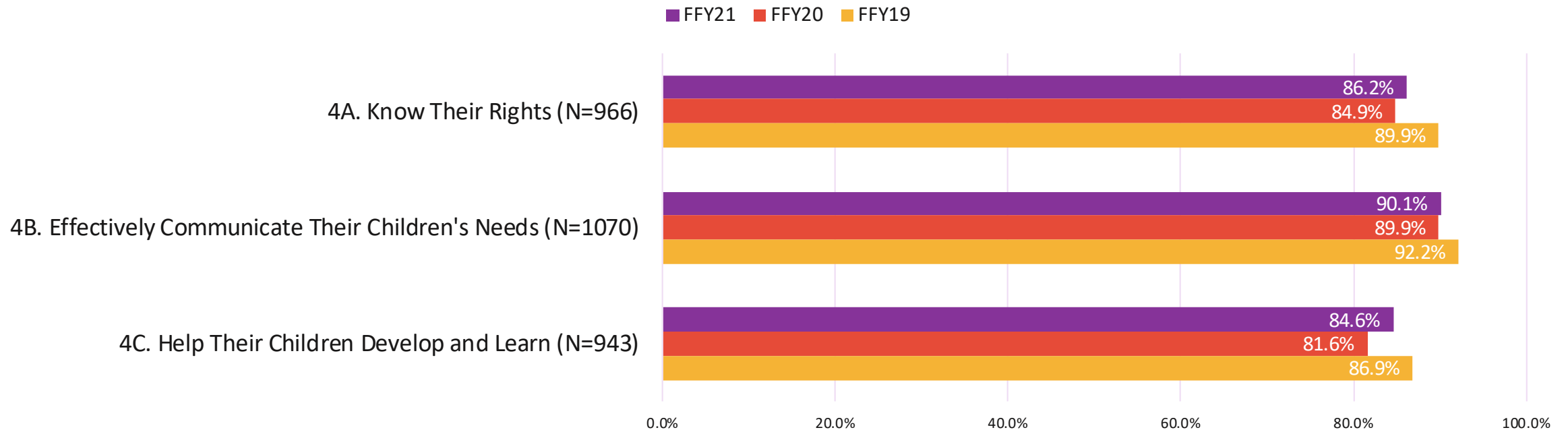
■ Not Helpful At All ■ Kind of Helpful ■ Very Helpful



Indicator Results

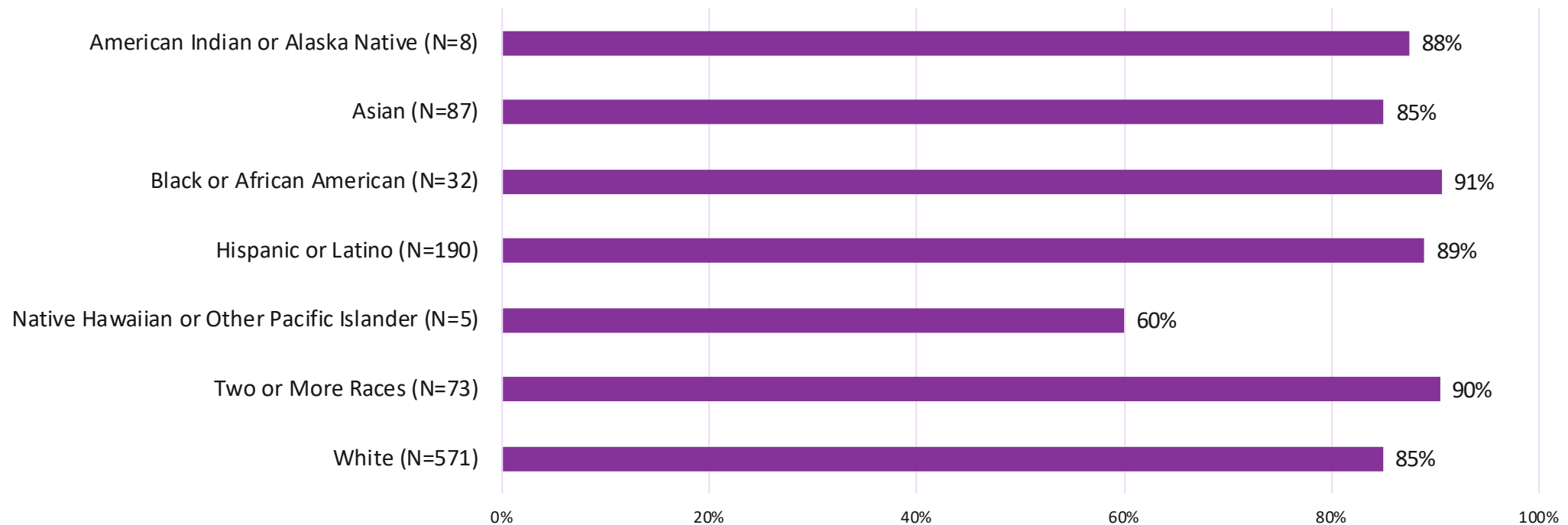
- Threshold: Percent of families with an average score of 2.5 or greater on the 3-point scale, across all survey items that apply to the indicator.
- Includes only respondents who answered all questions pertaining to the indicator, with a response other than “Not Applicable.”

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



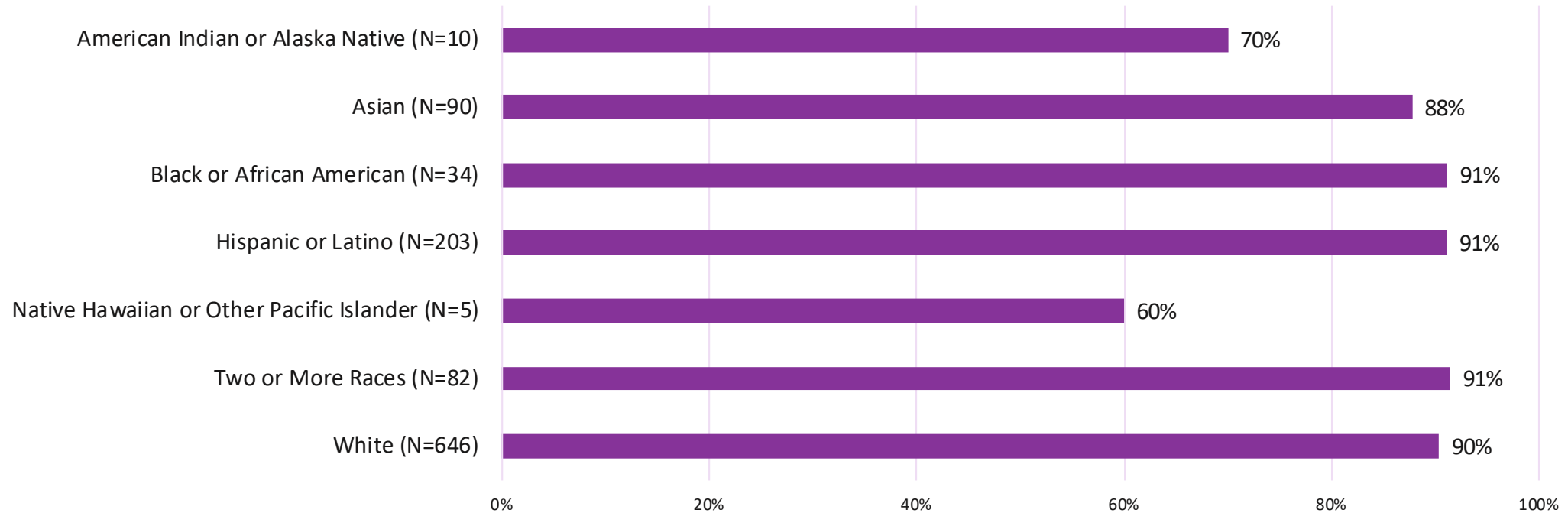
Percentage Meeting 4A by Race/Ethnicity

Indicator 4A: Know Their Rights



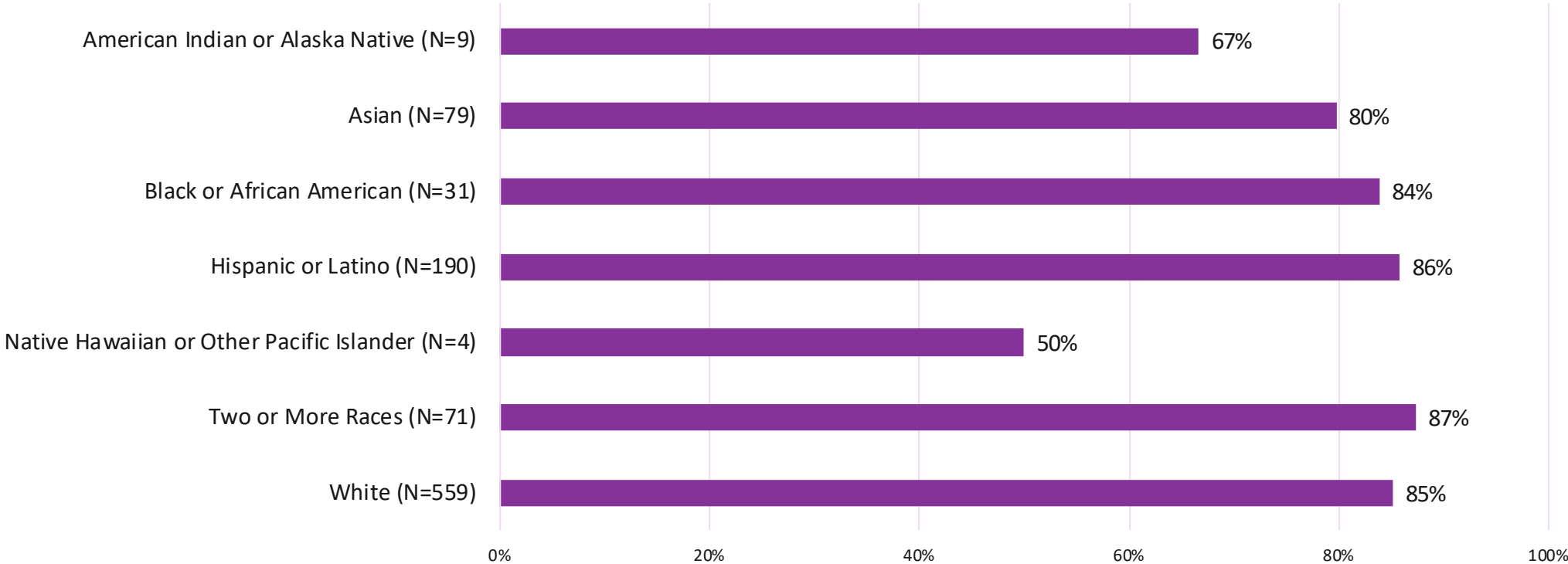
Percentage Meeting 4B by Race/Ethnicity

Indicator 4B: Effectively Communicate their Children's Needs

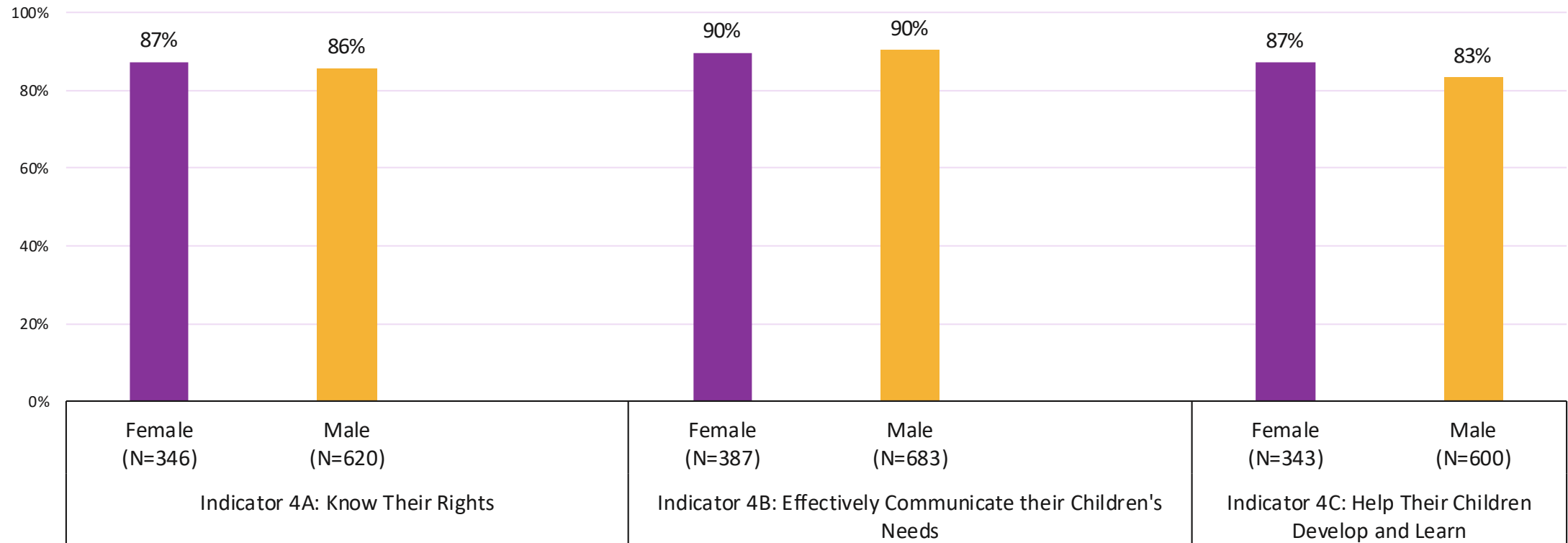


Percentage Meeting 4C by Race/Ethnicity

Indicator 4C: Help Their Children Develop and Learn



Percentage Meeting Indicator by Gender



A Few Open-Ended Comments...

The Positives:

- We had such a great experience. [Child name] got a great base down, which has helped him thrive in other services.
- This program is made up of individuals who love children and love helping them grow and develop their skills.
- Our providers...have been amazing, even during Covid and having limited in-person services. They are flexible, knowledgeable, caring, have many great ideas, and really get to know their families. We were/are ALWAYS taken seriously. They listened to us and guided us. I can't recommend a better place...it's the best!

COVID Challenges:

- Overall experience was good, due to pandemic environment, most sessions was virtual, could have [been] a lot better with in person sessions
- I wish that it wasn't during covid because it was mostly remote, 80 percent remote, it was more difficult this way. I hoped that it was in person.

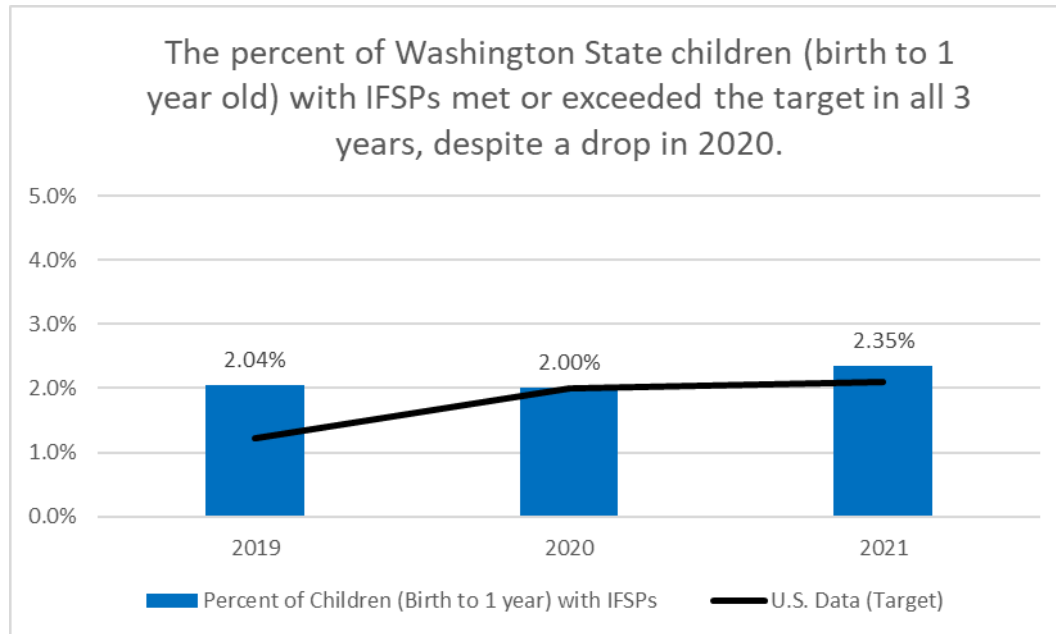
Thank
you!

Contact:

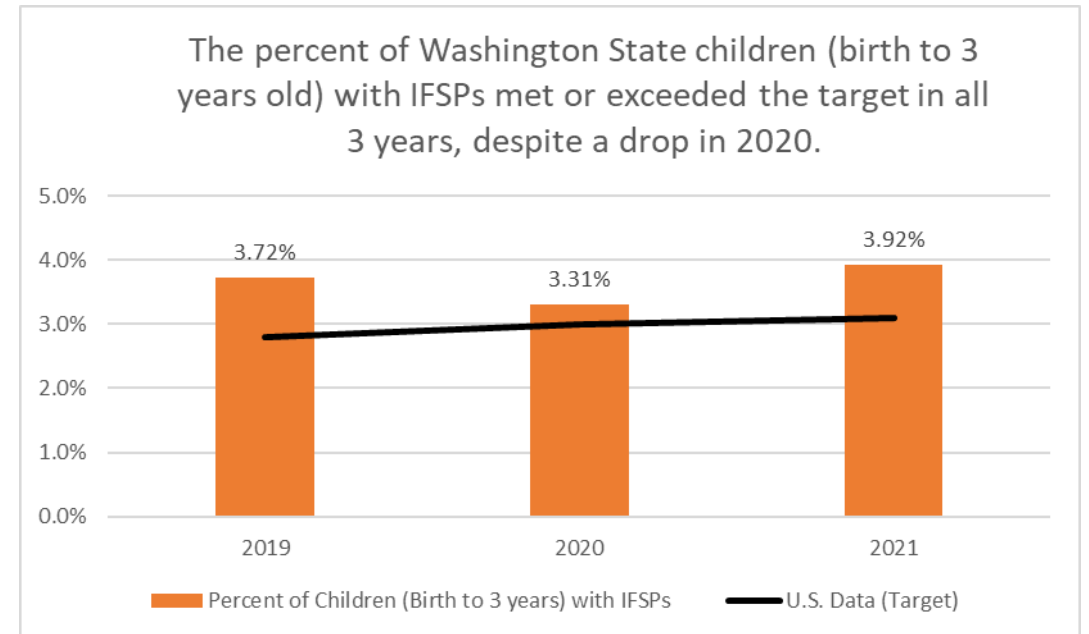
Candiya Mann
Assistant Director
Social & Economic Sciences Research Center
Washington State University
candiya@wsu.edu

The percent of children receiving IFSPs dropped in 2020, but recovered and showed gains by 2021.

Indicator C5



Indicator C6

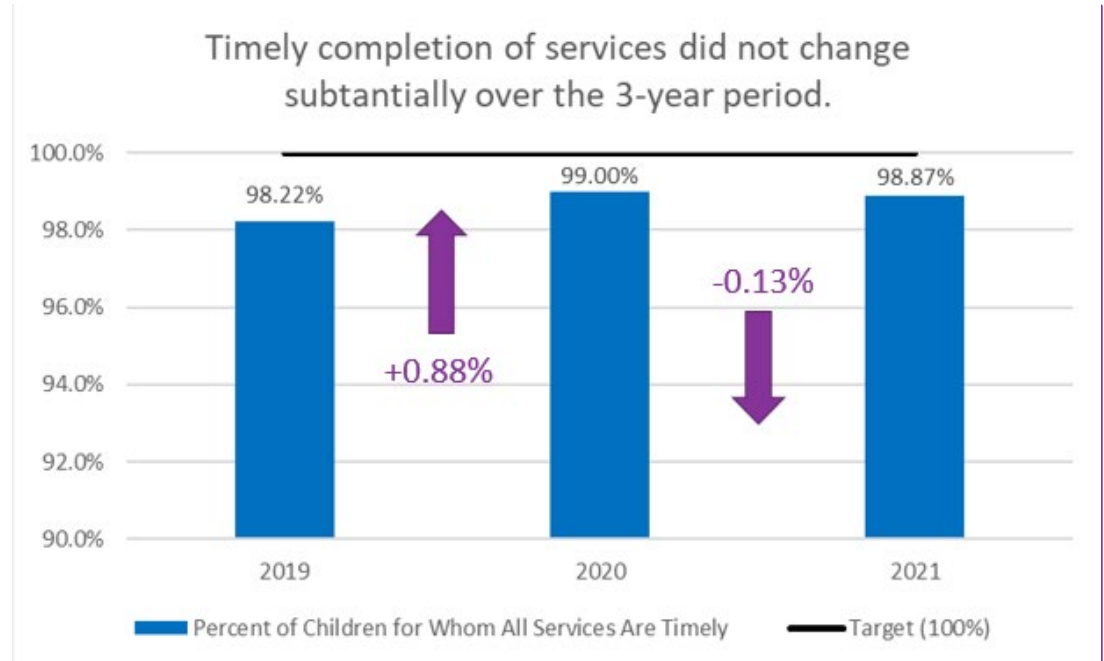
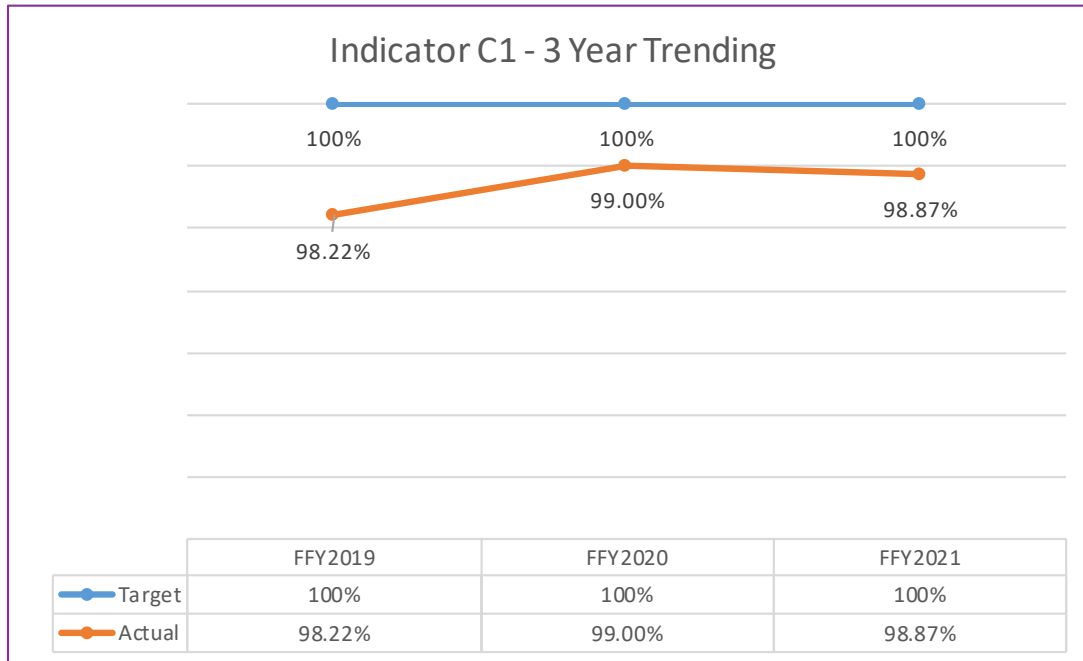


Breakout Room

1. What do you think is the reason for the increase in the percentage of children 0-1 and 0-3 who have an IFSP?
2. What does your program do to identify children who qualify for ESIT services? Or if not a provider representative, what recommendations might you have for strengthening referral systems?
3. What are current challenges faced by local programs?

Indicator 1

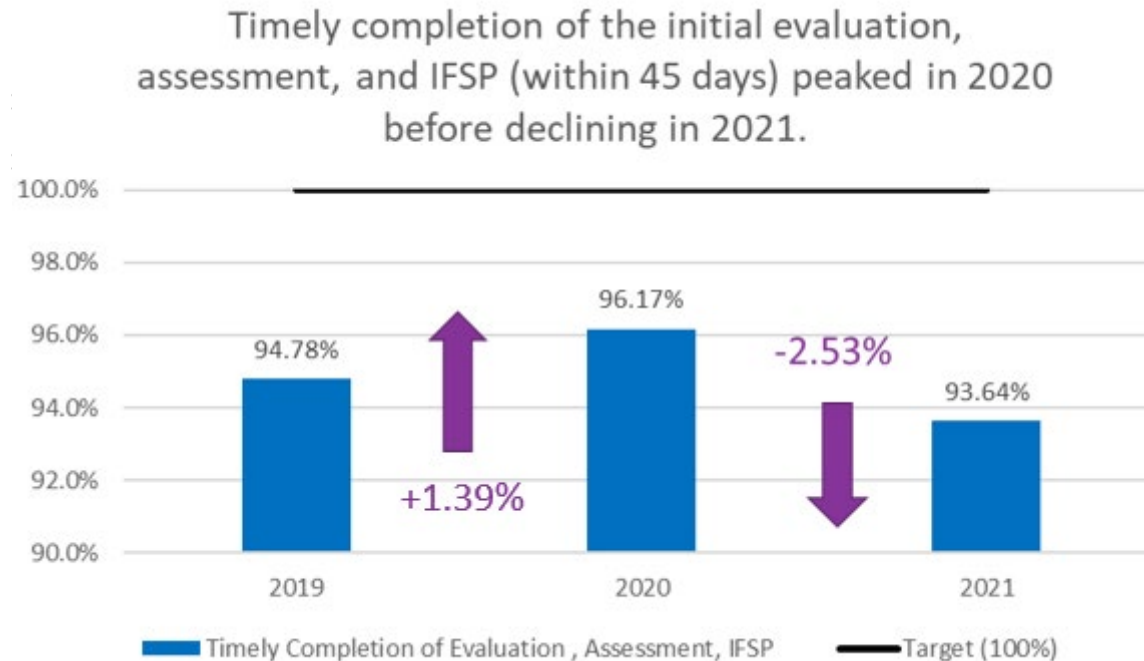
Timely Provision of Services – Compliance indicator with a target of 100%. Each state defines what constitutes timely services. The indicator refers to the percentage of children for whom all services are timely, not the percentage of services that are timely; if one or more of the services for a child are not delivered within the defined timeline, then the child would be excluded from the final percentage of those receiving timely services.



With all compliance Indicators, the target is 100% compliance. For Indicator 1, we saw an increase for FFY2020 followed by a slight decrease in FFY2021.

Indicator 7: 45-Day Timeline

Percentage of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline. Indicator 7 is a compliance indicator with a performance target of 100%. Part C regulations specify that the initial evaluation and initial assessments of the child and family, as well as the initial IFSP meeting must be completed within 45 days from the date the lead agency or provider receives the referral. For this indicator, states have the option to identify and count as timely those delays that are the result of exceptional family circumstances.



After observing a substantial increase from FFY18 to FFY19 (+4.01%), we saw a smaller increase from FFY19 to FFY20. In FFY21, the percentage of infants and toddlers with a timely IFSP decreased by 2.53%. This constitute a substantial downward change and we have to explain the slippage.

Breakout Room

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

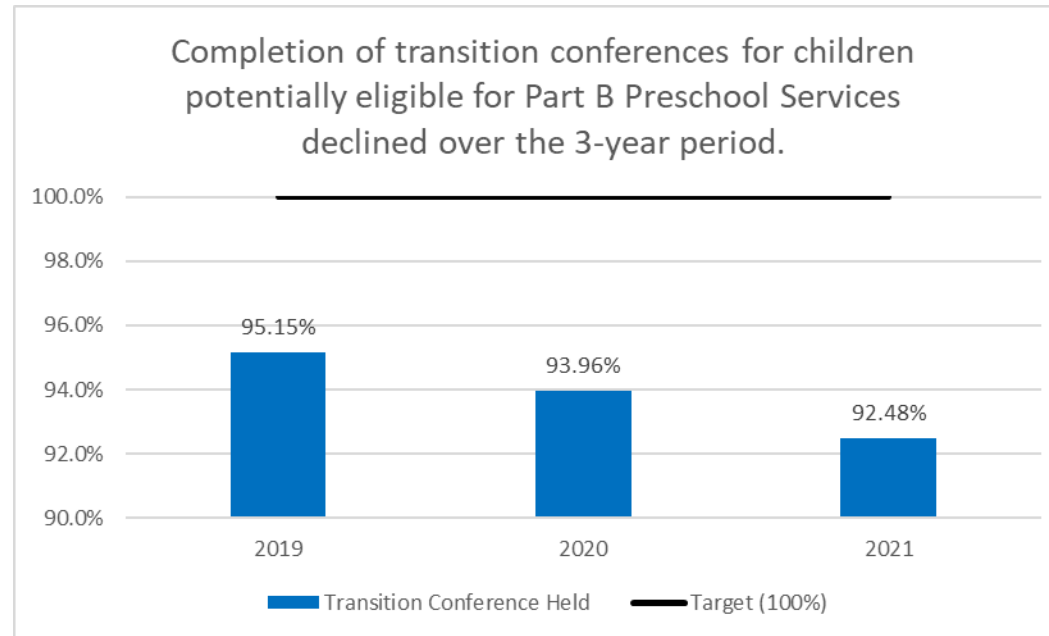
How might you explain the program's ability to provide more timely IFSPs during the height of COVID in FFY20?



Indicator 8: Early Childhood Transition

Percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

- A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddlers third birthday.
- B. Notified (consistent with any opt-out policy adopted by the State) the State education agency (SEA) and the lead education agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.
- C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.



Breakout Room

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

If we pull actual data, we notice that we report all available data 100% on time, but not all children are determined potentially eligible on time (90 days prior to their third birthday) and some enter services later which results in “late” reporting.

After the implementation of our new data system, the state will begin reporting actual data in the APR. What measures can we take today to ensure that data is available in a timely manner to report to the SEA/LEA?

APR Introduction – Required Questions

- The systems that are in place to ensure that IDEA Part C requirements are met, e.g., monitoring systems, dispute resolution systems.
- The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to early intervention service (EIS) programs.
- The mechanisms the State has in place to ensure that service providers are effectively providing services that improve results for infants and toddlers with disabilities and their families.
- The mechanisms for soliciting broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 11, the State's Systemic Improvement Plan (SSIP).
- **Describe how the parent members of the Interagency Coordinating Council, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.**
- **Describe the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for infants and toddlers with disabilities and their families.**
- The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.



Breakout Room

- 1) Describe how the parent members of the Interagency Coordinating Council, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.
 - 2) Describe the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for infants and toddlers with disabilities and their families.
- Considering the two questions above, do you have suggestions on how we can further improve our stakeholder engagement process?
 - Parents, what could we do to solicit your feedback on our APR data?

State Systemic Improvement Plan (SSIP)

January 2023

www.dcyf.wa.gov



Washington State Department of
CHILDREN, YOUTH & FAMILIES

Why are we here today?



- Overview of SSIP
- SSIP Training Activities
- 2022-2023 SSIP Plan



WA State Systemic Improvement Plan (SSIP)

- Indicator 11 of the Annual Performance Report
- Focused on improving quality and child outcomes

Part C Indicators

1: Timely service delivery

2: Settings

3: Child outcomes

4: Family outcomes

5: Child find, ages birth to 1

6: Child find, ages birth to 3

7: Timeliness of IFSP

8: Early childhood transition

9: Hearing Requests Resolved

10: Mediation agreements

11: State systemic improvement plan



What is SSIP?

A comprehensive, achievable, multi-year plan that is primarily centered on providing high-quality training designed to promote positive social-emotional relationships and improve outcomes for enrolled children and their families.



State Identified Measurable Result (SiMR)



There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate an increased rate of growth in positive social-emotional development.

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



Theory of Action

- Professional Development
- Qualified Personnel
- Assessment
- Accountability



SSIP Accomplishments

- ESIT Competencies
- ESIT Core Competency Review Tool
- Immense COS Training
- Training and practice guide on SE assessment



SSIP Accomplishments

- SSIP specific trainings
- Training and updated practice guides on writing functional outcomes
- Training on Engaging Families as Partners in Assessments



2022-2023 SSIP Training Activities

- Promoting First Relationships (PFR) Training (Level 1, 2, and 3)
- Promoting First Relationships Booster Training Sessions
- Reflective Supervision for Supervisors Training
- Reflective Consultation Groups
- Foundations of Reflective Practice Training
- Foundations of Infant and Early Childhood Mental Health Series
- Neurorelational Framework Training Program
- Infant Mental Health Endorsement support



Current SSIP Plan

- Statewide implementation and sustainability
- Offering training statewide
- Updating the SSIP

