Thanks for joining the PAT Performance Based Contracting (PBC) Work Group

September 9, 2021

Please make sure your first and last name show on your video
(click on the upper right corner 3 dots of your picture and rename yourself)
and if you've called in your phone number is associated with your video.

while we wait for all to connect-- Please chat in your name and organization and
What do you look forward to about the Fall?

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1. Introduction and Check-in

- Welcome

- Today's purpose

- Agenda

Today's Agenda

1. Introductions and Purpose

2. Context: FY20-21 Exploration
   - PAT Outcomes of PAT
   - Measuring Parent-Child Interaction *and Caregiver Well-Being*

3. Next Steps (FY22-23):
   Testing Measurement Tools for Parent-Child Interaction *and Caregiver Well-Being*

4. Small Groups: Reflect and Discuss

5. Check-in/Reflection

Today's Purpose

Opportunity to bring home visitors into our conversation

- Efforts to identify and measure a PAT outcome

- Prepare for the upcoming year of testing measurement tools

Parameters

- The first half of today's session is presentation (and we will record it for others)

- Please use the chat frequently to help us stay connected to you

- The second half is for you to share your thoughts and reflections in small groups (which will not be recorded)

- If comfortable, please unmute and use video for a fuller dialog in small groups

2. Context

FY20/21: Exploring Outcomes of PAT

- Performance Based Contracting

- FY21: Planning with PAT Supervisors

- Engagement with Home Visitors and Parents

- Learning about Measurement Tools

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Performance Based Contracting

1. Services: Enrollment, Depression Screening

2. Quality: Family Retention, Referrals for Positive Depression Screens

3. Outcomes? Caregiver Well-Being/Parent Child Interaction

Planning With Supervisors

1. Understanding PAT Outcomes

2. Planning for Engagement Home Visitors and Parents/Caregivers

    Surveyed Caregivers

    Surveyed and talked with Parent Educators   *THANK YOU!*

3. Learning about Measurement Tools:

    Healthy Families Parenting Inventory (HFPI)

    Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

Measuring PCI & CWB: HFPI and PICCOLO

HFPI

Social Support	Role Satisfaction
Problem Solving	Parent/Child Interaction
Depression	Home Environment
Personal Care	Parenting Efficacy
Mobilizing Resources	

- 63 items – 9 parenting domains
- Questionnaire – 20 minutes
- Start at birth; measurements 6 months apart
- PAT recognized
- Outcome measures for home visiting with practice utility
- 5 point scale *(1=rarely; 2=a little of the time; 3=some of the time; 4=a good part of the time; 5= always/most of the time)*

PICCOLO

Affection	Encouragement
Responsiveness	Teaching

- 29 items – 4 PCI domains
- Observation based – 10 minute activity
- Start at 4 months; measurements 4-6 months apart
- PAT and MIECHV recognized
- Can be used with parents for goal setting around responsive parenting
- 3 point scale *(0=absent; 1=brief/emerging; 2=strong/frequent)*

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Notes about Bias and Equity

Like all tools of this nature, the PICCOLO and HFPI are susceptible to bias

- Scoring is subjective through the eyes of the observer, even with training

  What implicit bias do they bring to the table?

- Tools were developed by individuals who themselves may have an implicit bias

  Should be monitored for potential inequitable situations due to nature of observation

- Observed and planned activities may not be equitable, should be planned with input from community

- Goal setting may be inequitable, should be driven by community and family ideals

- ***Training is key!***

2. Context

Measuring Parent-Child Interaction

Susan Botarelli ARNP, FNP-BC, MPH

Public Health Practitioner

Parents as Teachers Process Measurement Project: Parent-Child Interaction

Listen for: YOUR key takeaways and reflections from Susan's findings and moving forward using these tools

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Land Acknowledgement

I acknowledge the land I sit and occupy today is the traditional home of the Duwamish, Tulalip, Muckleshoot, and Suquamish tribal nations. Without them I would not have access to this working, collaborating, and learning environment.

I take the opportunity to thank the original caretakers of this land who are still here.

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Reflexivity Statement

- I am a single, temporarily able-bodied, cisgender white female of middle income bracket
- I come from a clinical background and have worked in home visiting and have completed higher education
- English is my first & home language
- I was born & raised in the United States in a predominantly white rural area
- I benefit from white privilege & the structures/policies which currently dominate the system & institutional infrastructure in the US based in white supremacy

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Project Purpose

- **Problem Statement**: The need for effective parent-child interactions to improve child and parent health

- **Purpose:** Assist in the development of a precise, measurable & achievable outcome of PAT participation: Parent-Child Interaction (PCI)
  - **Inquiry 1:** Preference of self-reported or observational assessment tools and potential effects on the reportable outcomes
  - **Inquiry 2:** Evaluating the cultural sensitivity of these PCI assessment tools

Causal/Associative Diagram

PAT Parent Educators (HVs) accept the integration of a new PCI assessment into their workflow with their families:

- HVs and/or caregivers complete the PCI assessment
- Cultural sensitivity occurs when completing the PCI tool with families

Potential Moderators:

- Lack of culturally-sensitive PCI tools
- Lack of acceptable MIECHV-approved PCI tools
- Low literacy
- Limitation HV / caregiver capacity

Existing PCI tools:

- HFPI
- PICCOLO
- DANCE
- HOME-SF

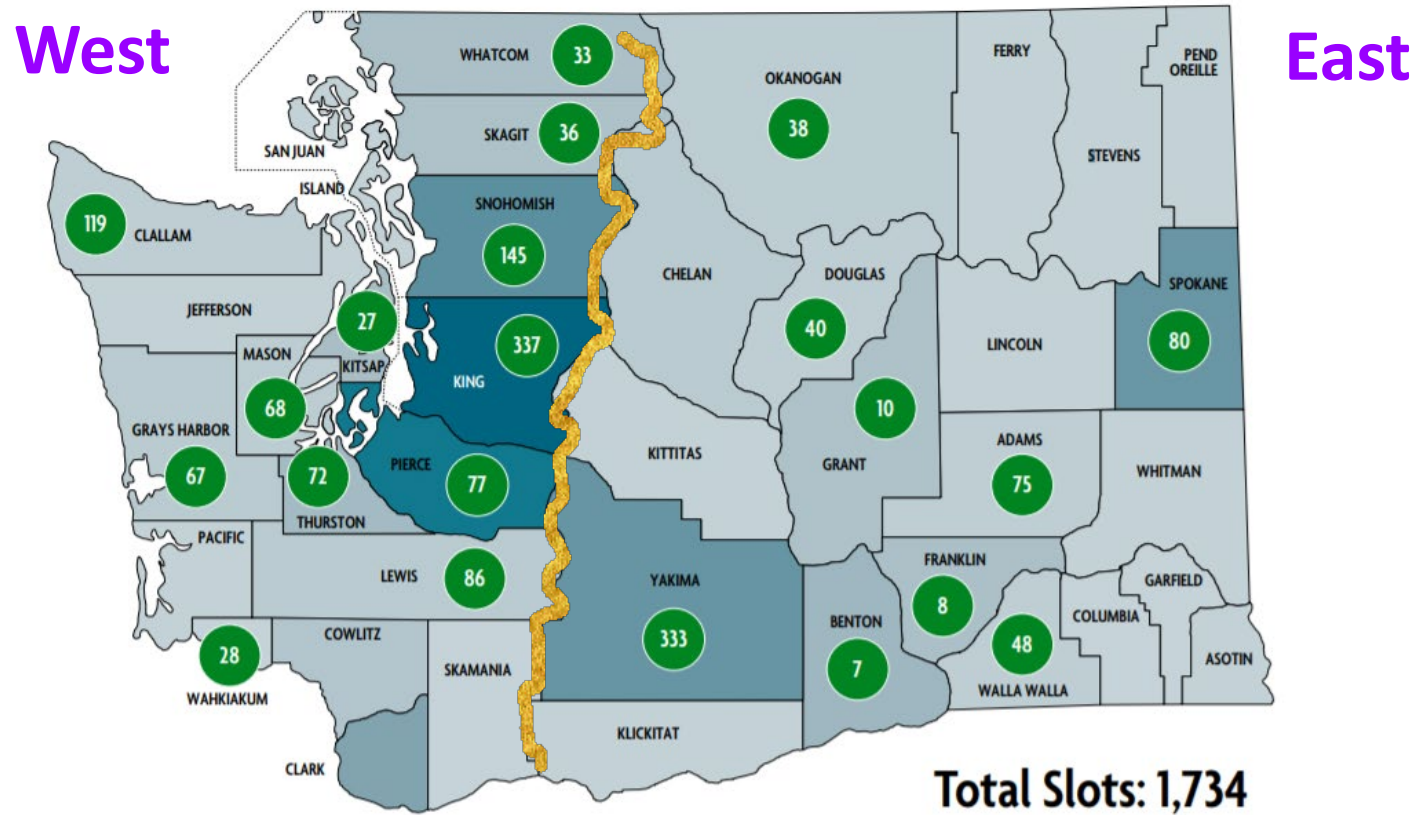**Best practices for Cultural Sensitivity**:

- Program materials available in family-preferred language
- PCI tool reflective of the family's parenting practices
- Culture-centered assessment approach
- PCI tools developed with racially/ethnically diverse family populations

Outcome:
PCI assessments accurately measure family interactions & create dialogue to strengthen current parenting practices

Prevent & Reduce Child Abuse & Neglect and CPS referrals

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WA HVSA Parents as Teachers

West   East

Total Slots: 1,734

Medicaid Births and Children 1-3 < 200% FPL

41   31,656

*Medicaid maps and data pulled from the 2017 Home Visiting Scan

Project Definitions

Parent-Child Interaction

Cultural Sensitivity

Assessment Approach

PCI Assessment Tools & Measures

PCI Tools	Age range	Sensivity to change over time	Language options	Training	Completion time (minutes)
CCI			x		
HFPI*^	not stated	somewhat	x	minimal	15 -25
PICCOLO*	10 to 47 mo	somewhat	x	extensive	< 15
EAS	0 to 5 yrs		x	extensive	
Three-Bag	14, 24, 36 mo			extensive	15 -25
DANCE	0 - 2 yrs	very	x	extensive	15 -25
HOME	0 -2, 3-5 yrs	somewhat	x	minimal	< 15

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The Data

Participants

	Total Participants	Program Sites (N = 21)
HV Focus Group (N = 7)	45	11
HV Survey	21	10
Caregiver Survey	204	17

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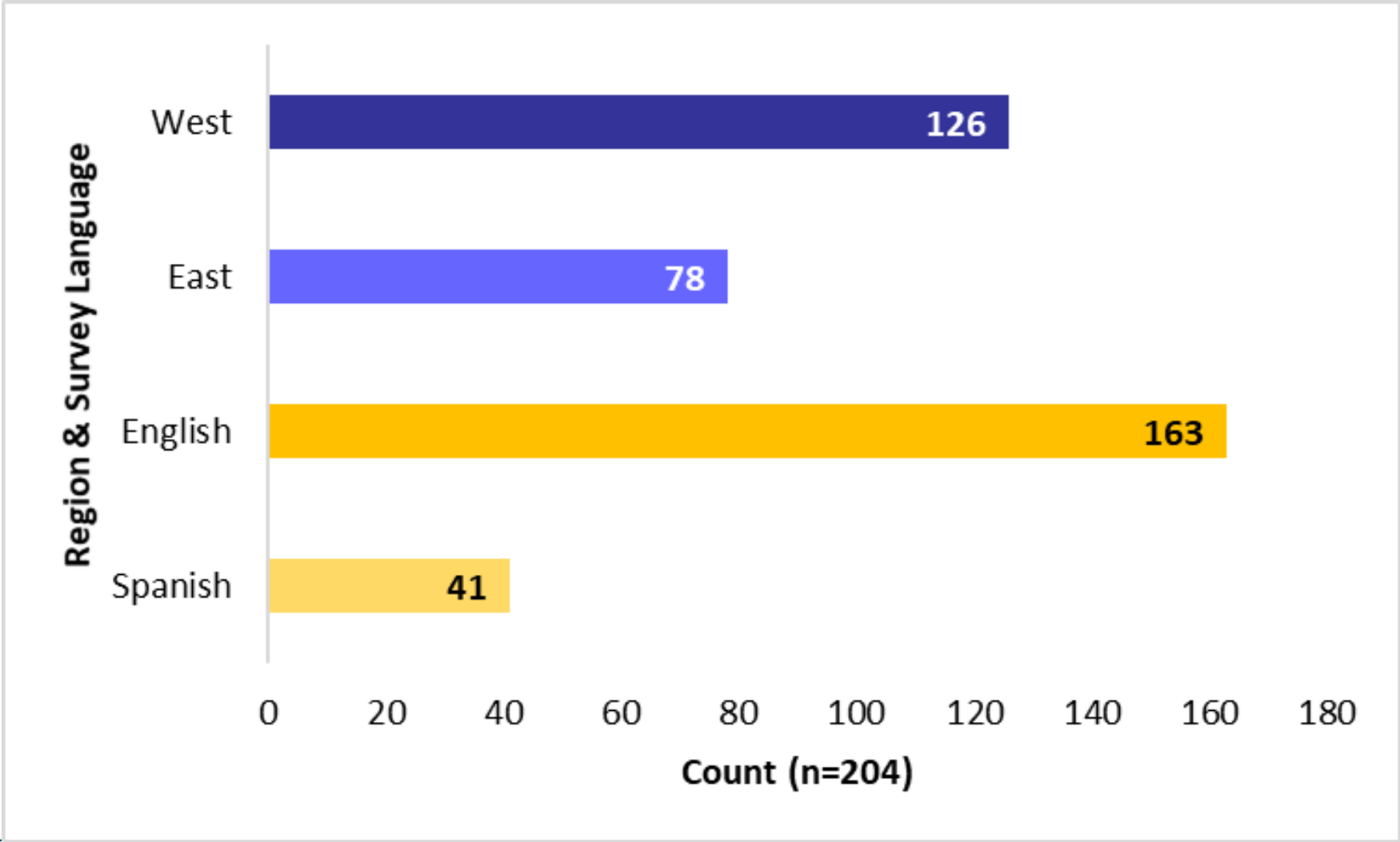Washington State Department of **CHILDREN, YOUTH & FAMILIES**

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Caregiver Survey Participants

Languages Spoken
*More than 1 language response allowed per survey participant

HOME VISITORS (n = 21)

Bar chart — Language (n = 21)*
- Spanish: 19
- English: 18
- Other: <10

CAREGIVERS (n = 204)

Bar chart — Language selected vs Count (n = 204)*
- English: 147
- Spanish: 72
- Other: 16

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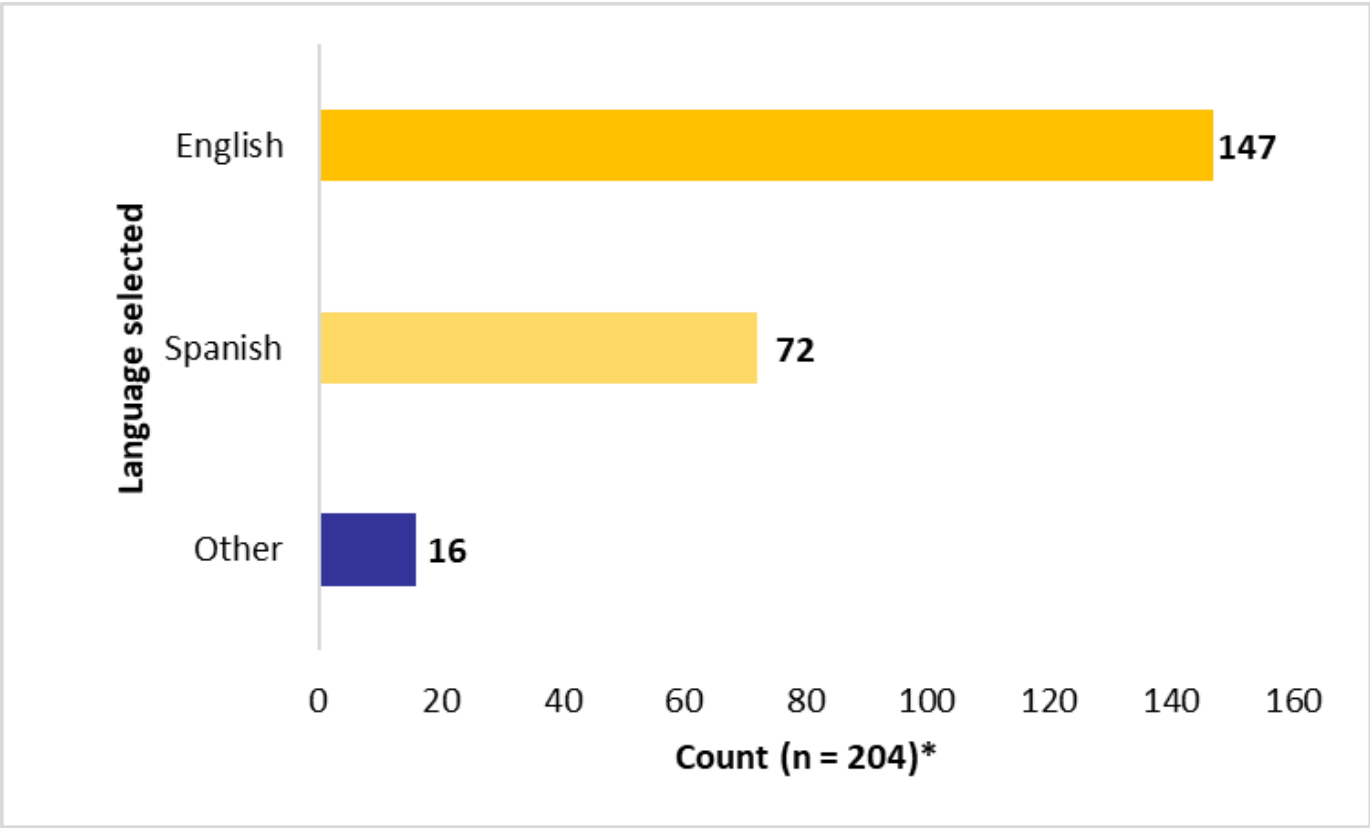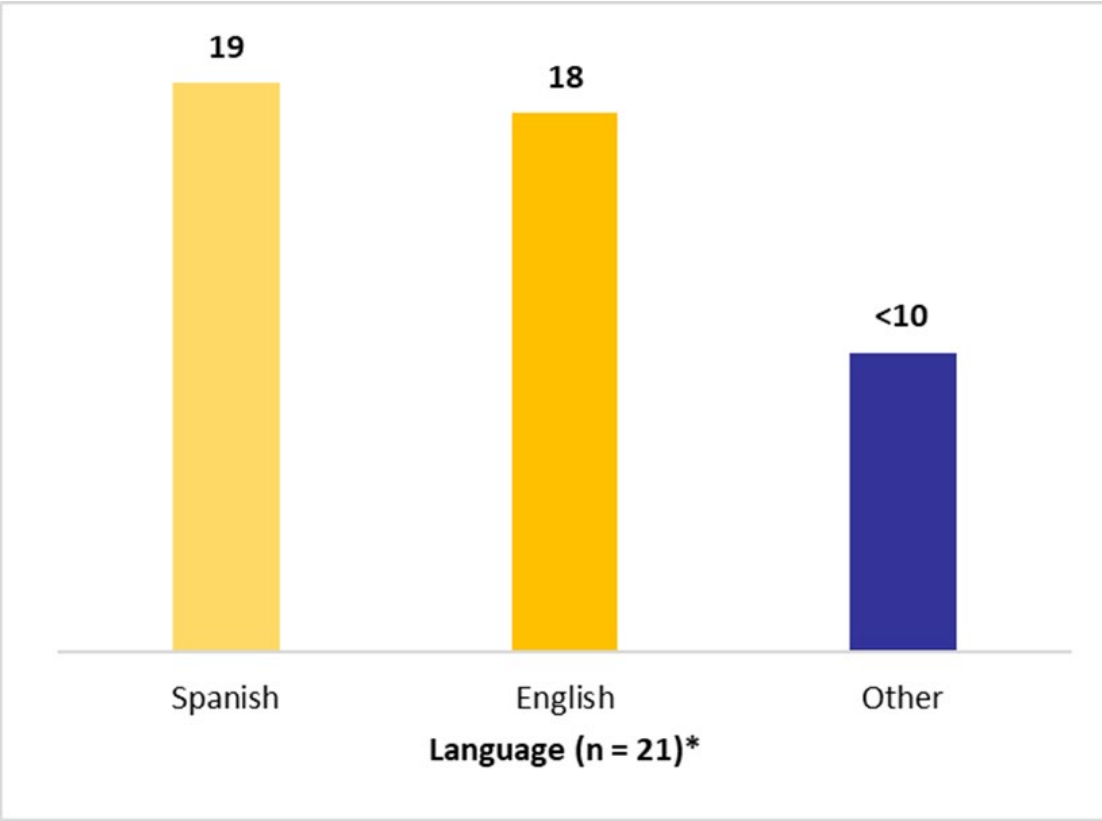
Languages spoken: HV & Caregiver Surveys

*More than 1 language response allowed per survey participant

Home Visitor Languages:
- Amharic
- Arabic
- Chinese
- English
- French
- Marshallese
- Mixteco (dialect from Mexico)
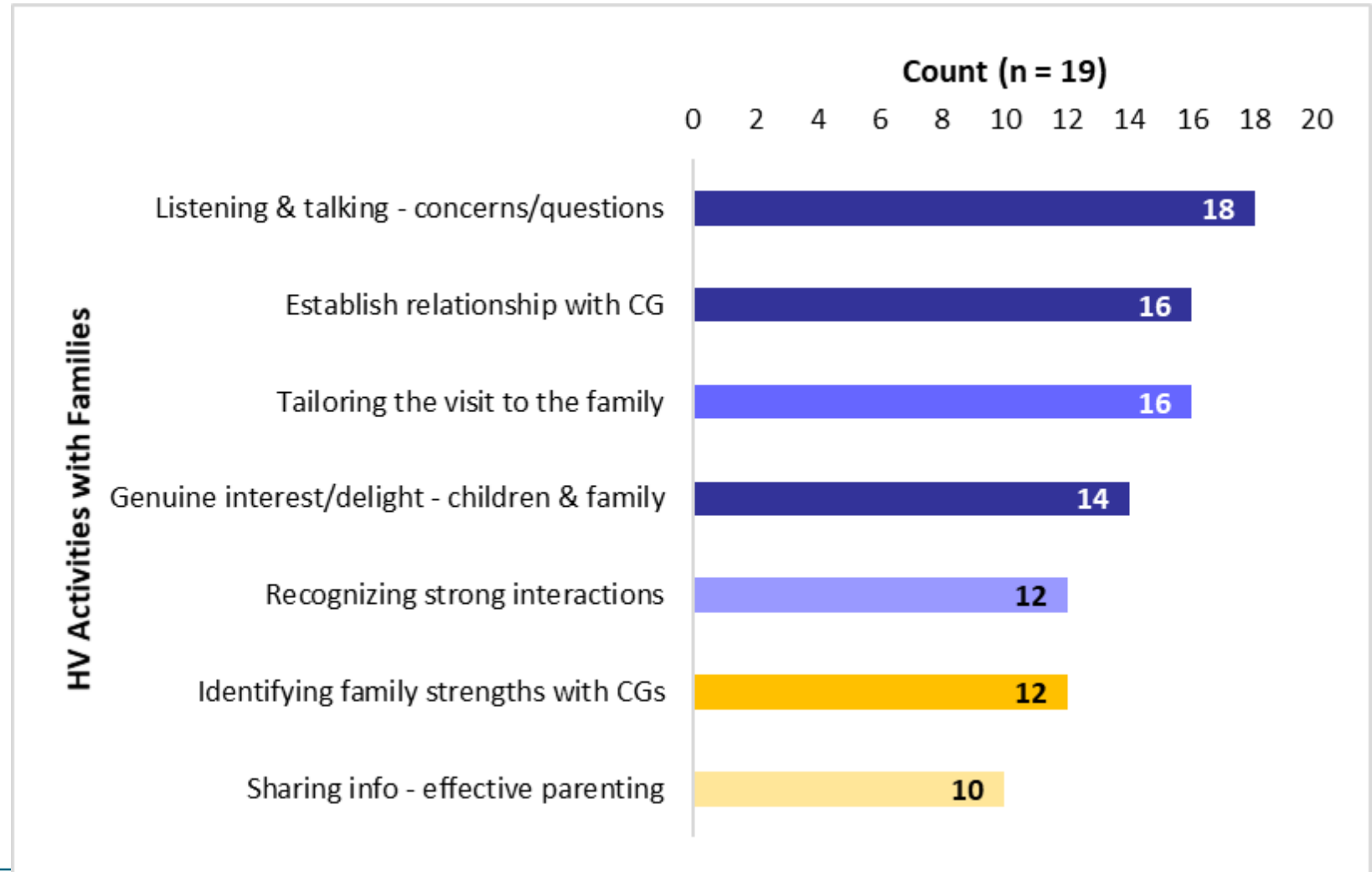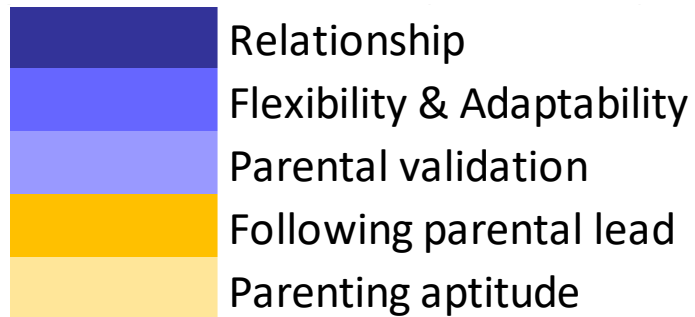- Spanish
- Turkish
- Vietnamese – not selected

Caregiver Languages:
- American Sign Language
- Cheyenne
- Chinese
- Dari
- English
- Lakota
- Mam de Guatemala
- Mixteco
- Somali – not selected
- Vietnamese

Parent-child interaction Activities: HV Survey

Top 2 themes:
- Relationship
- Flexibility & Adaptability

Legend:
- Relationship
- Flexibility & Adaptability
- Parental validation
- Following parental lead
- Parenting aptitude

Count (n = 19)

HV Activities with Families	Count
Listening & talking - concerns/questions	18
Establish relationship with CG	16
Tailoring the visit to the family	16
Genuine interest/delight - children & family	14
Recognizing strong interactions	12
Identifying family strengths with CGs	12
Sharing info - effective parenting	10

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Relationship: HV Survey

Listening is important now more than ever.

Relationship: **HV** Survey

My **approach** is more on a **compassionate** level rather than a business focus.

Of course meeting deadlines are important however **being there** and **understanding** to the **family's needs** are priority right now.

Relationship: **HV** Survey

…a lot more of our time is spent **listening** …Virtual visits make it a lot harder **to "hold space"**…

I'm getting better at **striking a balance** when I give suggestions…and **ask them to identify** which suggestions …would **fit well** with their **parenting style**.

Relationship: **HV** Survey

...**We are that reliable constant** in a time when things are scary and undependable.

Relationship: HV Survey

I allow parents to guide the visit more than before...

Relationship: **HV** Survey

The visits are more **fluid & family-driven**…

…we are **observing the natural environment**…

We have learned more about **how to support & encourage families** than we would have in the previous model.

Relationship: **HV** Survey

Before COVID I would do in-home visits & <u>share information handouts</u> with family…

Now I have adapted…I try to support the activity by **discussing it with the family** & then discussing it after they have done the activity.

Flexibility & Adaptability: HV Survey

Tailoring the visit content to the family's **immediate circumstance**. Having the flexibility to engage each family **based on their need** has become very **essential**...

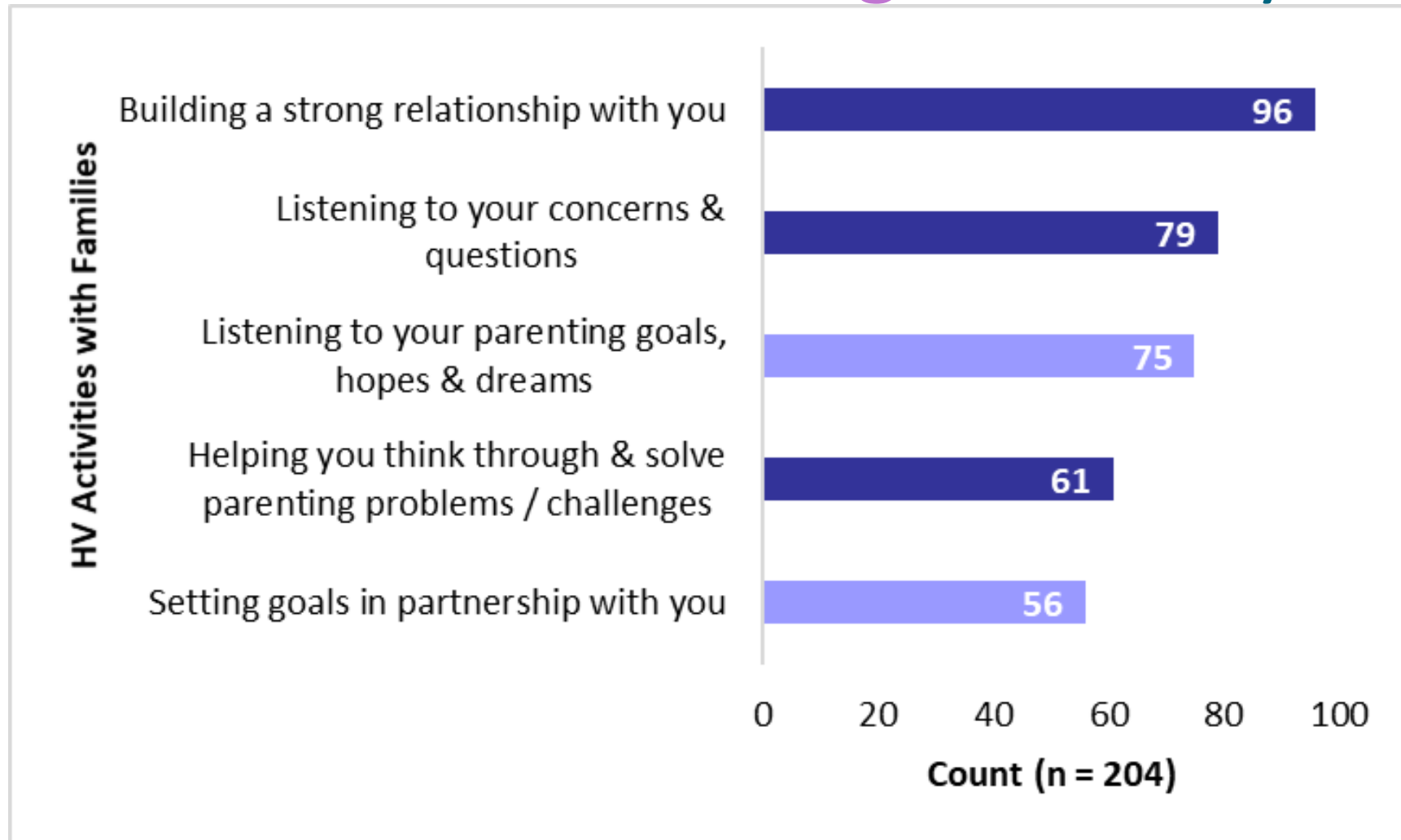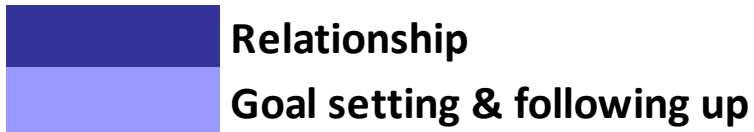# Flexibility & Adaptability: HV Survey

The **main change** is in response to the **difficulty** with **children** & **Zoom**.

I have found that some families do best with **several short visits**.

Parent-child interaction Activities: **Caregiver** Survey

Top 2 themes:
- Relationship
- Goal setting & following up

Relationship
Goal setting & following up

HV Activities with Families:

- Building a strong relationship with you — 96
- Listening to your concerns & questions — 79
- Listening to your parenting goals, hopes & dreams — 75
- Helping you think through & solve parenting problems / challenges — 61
- Setting goals in partnership with you — 56

Count (n = 204)

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Relationship: Caregiver Survey

Being **compassionate** and **relatable** while being outstandingly professional.

She keeps **good communication** with me, even though we have never met, I feel **really comfortable** with her and I **trust** her.

My PAT educator constantly **goes above & beyond** for my family & I. They are like an **extension to my family**…She really is the reason I am still in the PAT program.

Relationship: **Caregiver** Survey

She is very **genuine** and seems to be **concerned** about my life & the **well-being of my family**

Because I feel **supported**.

She **listens**. Which is HUGE. She is the **biggest support** I have in my life as a parent.

Relationship: **Caregiver** Survey

She **listens** to me when I have a question or concern & **gives me** <u>encouragement, feedback and advice</u>.

Listening, **assessing** & suggesting ideas/skills.
Reflecting!

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Goal Setting & Following Up: Caregiver Survey

I get to **learn new skills & activities** to help increase my kids abilities & learning…I'm able to **talk openly & freely about [my]…goals**…& get **advice** about how **to achieve those goals.**

My parent educator has done a wonderful job **listening to me.** She has **followed up with me about my personal goals** & my goals for my kids.

Goal Setting & Following Up: Caregiver Survey

Reminds me of my **goals** & asks about **progress**.

Setting goals, talking about positive parenting, always being willing to listen & giving resources.

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Goal Setting & Following Up: Caregiver Survey

My parent educator **sets goals with me** & then **reviews** them. She **listens**…& **does a wonderful job**.

It **helps me set goals in my life** so we can better ourselves. It **supports me** in the decisions I make to **improve my family's status**.

Parent-child Interaction Activities

Themes: top 2 activities home visitors do to most support the caregivers' parenting
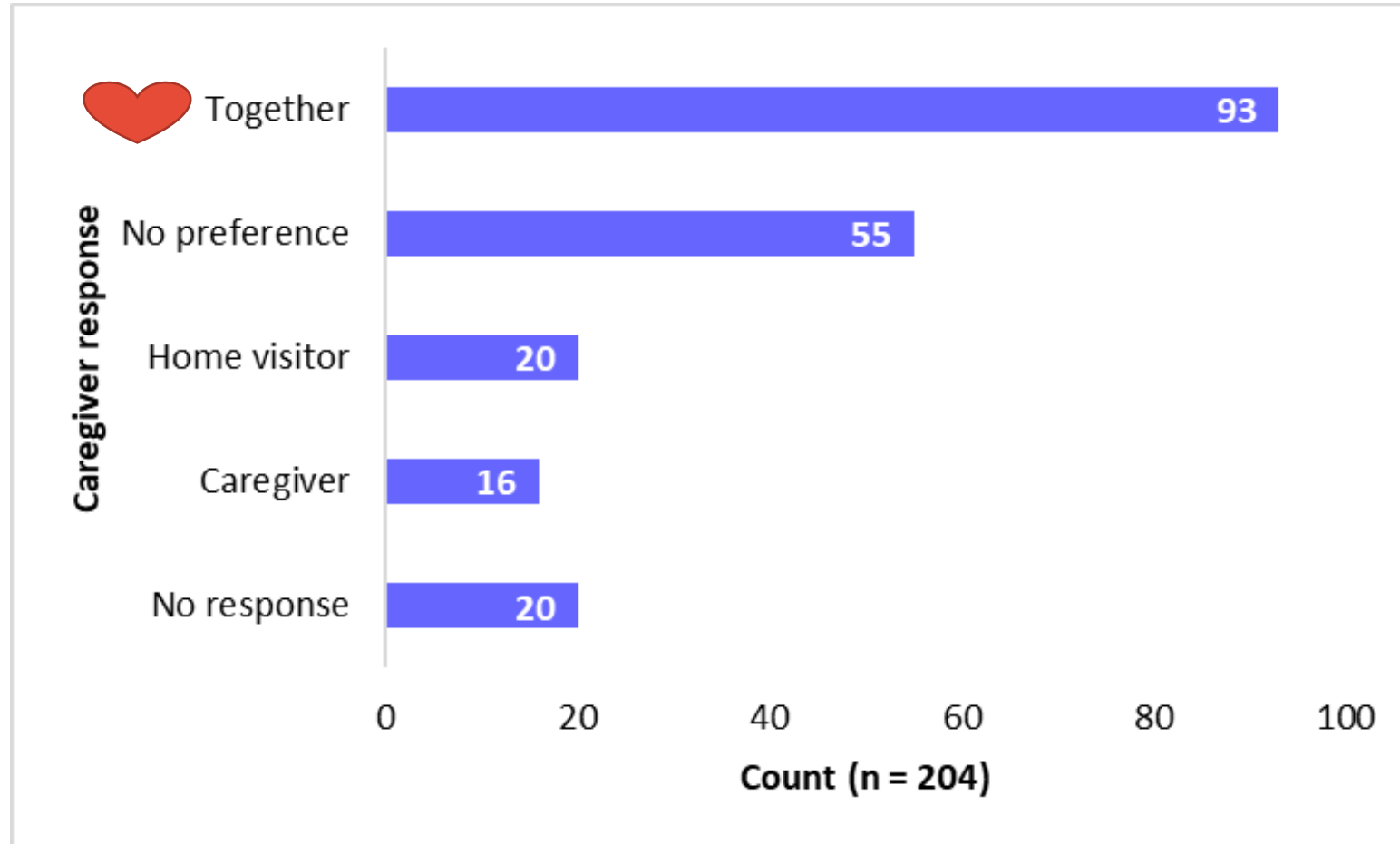
- Relationship
- Goal setting & following up
- Flexibility & Adaptability
- Communication
- Checking in

Caregiver Survey
Home Visitor Survey
Home Visitor Focus Groups

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Caregiver preference: PCI assessment approach

"**Thanks** for the support."

– Caregiver Survey participant

Cultural Sensitivity: More than language

HFPI
- Arabic
- Burmese
- French
- Hahka Chin
- Kinyarwanda
- Mandarin
- Pashto
- Somali
- Spanish
- Swahili
- Turkish

PICCOLO
- Brazilian Portuguese
- Dutch
- German
- Italian
- Spanish – Chile & Spain
- Turkish

Acknowledgements

- **Sarah Veele**, PhD, MPH, Department of Child, Youth, and Families
- **Rene Toolson**, MPH, Department of Child, Youth, and Families
- Washington State HVSA-funded **Parents as Teachers** Program Sites, Supervisors, Parent Educators, and Families
- Washington State HVSA **Home Visiting Team**
- Washington State **Department of Child, Youth, and Families**
- **University of Washington Health Systems and Population Health** & the Online Masters in Public Health program
- My **friends, family, coworkers, classmates, UW librarians**
- My cats: Samara & Jersey

Questions?

3. Next Steps: Testing Tools

SFY22			
Q1	**Q2**	**Q3**	**Q4**
Engage Home Visitors	PICCOLO/HFPI Training	PICCOLO/HFPI Training	PICCOLO/HFPI Training
		Data Collection	Data Collection
			Home Visitor Feedback

SFY23			
Q1	**Q2**	**Q3**	**Q4**
PICCOLO/HFPI Training	Data Collection	Data Collection	Data Collection
Data Collection		Data Analysis →	Baseline Target Setting
			Develop Contract Milestones
		Home Visitor Feedback →	Plan to Scale Up

Measuring PCI/CWB: *HFPI and PICCOLO*

HFPI

Social Support	Role Satisfaction
Problem Solving	Parent/Child Interaction
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- 63 items – 9 parenting domains
- Questionnaire – 20 minutes
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PICCOLO

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Purpose of Testing Tools

- How does the measurement process work?

- What are best practices and potential problems?

- What is the range of scores? What is reasonable change from first to second set of measurements?

- Can we see enough change to support performance contracting?

- Do home visitors and families benefit from using the tools? How?
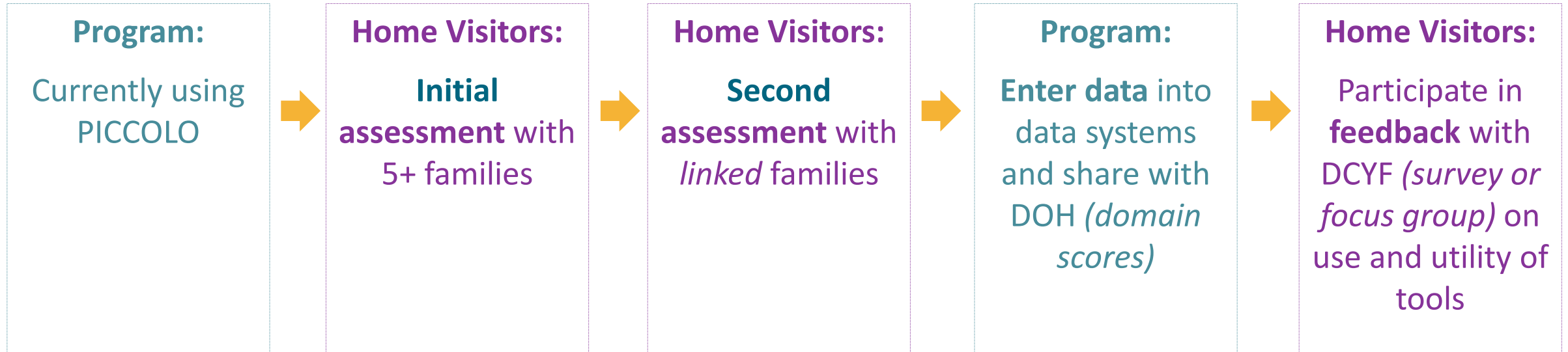
Why Both Tools?

- Designed for home visiting and may be useful for home visitors

- Outcomes identified by caregivers align with the domains

- Differences with each tool (strengths and weaknesses)
    - *PICCOLO goes deep – may be more able to detect change*
    - *HFPI has more domains – broader opportunity to detect change*

- Both have limitations in cultural sensitivity/relevancy

Piloting Steps – New Users for the Tool

Program:

Assigned to HFPI/ PICCOLO and select home visitors to test the tools

→

Home Visitors:

Trained and become validated in use of the tool

→

Home Visitors:

Initial assessment with 5+ families

→

Program:

Enter data into data systems *(domain scores)*

→

Home Visitors:

Participate in **feedback** with DCYF *(survey or focus group)* on use and utility of tools

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Piloting Steps – Current PICCOLO Users

Program:

Currently using PICCOLO

→

Home Visitors:

Initial assessment with 5+ families

→

Home Visitors:

Second assessment with *linked* families

→

Program:

Enter data into data systems and share with DOH *(domain scores)*

→

Home Visitors:

Participate in **feedback** with DCYF *(survey or focus group)* on use and utility of tools

You Earn Incentives for Your Organization

1. Home Visitors completing training and reliable in use of PICCOLO, HFPI or both *($500)*

2. Use the tool with **5** enrolled parent-child dyads and share that data with DOH (via Visit Tracker) *$150 per 5 dyads*

   - Follow-up 6 months later using the tool with <u>same</u> **5** enrolled parent-child dyads and share data *$30 per dyad*

3. Participate in feedback activity with DCYF on use and utility of tool *$100*

Questions?

Poll

How are you feeling about this process to learn a new tool and start trying it out with families?

- *Excited*
- *Curious*
- *Willing*
- *Neutral "meh"*

- *Uninterested*
- *Overwhelmed*
- *Other*

4. Small Group Reflections and Discussion

- What is one thing that sticks out to your from what you've heard today?

- What worries do you have? What barriers do you think might get in the way to test out the tools?

- What additional information do you need to participate?

Group Report Back – Top 3

- Reflections/Ideas

- Worries

- Additional information

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5. Check-In/Reflections
Please chat or voice in

- *1-2 takeaways from today's meeting?*

- *Unanswered questions?*

- *How can our meetings be improved?*

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Poll

We will continue to hold these meetings on the 2nd Thursday of the month (likely not every month). What is your preferred time?

- *10 am - noon*
- *2 pm – 4 pm*

THANK YOU!!!

For more information

Rene Toolson DCYF
rene.Toolson@dcyf.wa.gov
360-789-2524