

FL Part C

FFY2014 State Performance Plan / Annual Performance Report

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)**Executive Summary:**

The Florida Department of Health (FDOH) is the lead agency for Part C of the Individuals with Disabilities Education Act (IDEA) in Florida. Within FDOH, the Division of Children's Medical Services (CMS), Bureau of Early Steps and Newborn Screening is responsible for program oversight, which includes, but is not limited to: the development of state policies that are consistent with Part C of IDEA regulations, state law and agency policies and procedures; oversight of the dispute resolution system; programmatic and contract monitoring of local Early Steps programs; continuous improvement process; local determinations process; public reporting; development and implementation of statewide personnel standards; a professional development system; coordination of the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT); federal reporting; federal grant management; and fiscal oversight and accountability.

The Early Steps program is administered throughout the state in 15 geographic regions through contracts with 14 organizations. Local Early Steps programs are the contracted entities that evaluate and assess all referred infants and toddlers for determination of eligibility. Local Early Steps programs provide direct early intervention services for eligible infants and toddlers by working with internal and community service providers, and other community resources.

The Early Steps program maintains a statewide interagency coordinating council called the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). Per Part C of IDEA federal regulation 34 CFR §303.604, the role of FICCIT is to advise and assist Florida's Early Steps program in the performance of its responsibilities. Additionally, Early Steps has established workgroups, in partnership with the Local Early Steps programs and FICCIT, to assist with Early Steps priorities that include Community Collaboration, State Best Practices, Data Tracking, Nationwide Part C Program Analysis, State Systemic Improvement Plan, and Transition from Part C to Part B.

This has been a transitional year for Florida's Early Steps program. To ensure efficient operation, the Early Steps State Office was reorganized effective March 2015. The Early Steps State Office comprises a Program Administrator, who is the designated Part C Coordinator; programmatic staff, who provide program management for local Early Steps programs; budgetary and contract management staff; a data analyst; and additional resources within FDOH, as needed. The Early Steps program has also switched data system providers this year, back to the University of Florida (UF) Early Steps Data System (ESDS). Provider payment and intervention tracking was returned to local Early Steps programs effective July 1, 2015, with the transition back to the UF ESDS completed on October 1, 2015.

During this transitional year, the Early Steps program has worked extensively with the federal Office of Special Education Programs (OSEP) Early Childhood Technical Assistance Center (ECTA) technical assistance (TA) providers Sharon Ringwalt, Grace Kelley, and Sherry Franklin. Technical assistance has focused on Florida's State Systemic Improvement Plan (SSIP) for revision of Phase I, development of Phase II, and Florida's general supervision system. Onsite TA visits were conducted on August 25 - 26, 2015, with Early Steps State Office staff, on December 8 - 9, 2015, with local Early Steps programs Directors and Coordinators and Early Steps State Office staff and FDOH leadership, and on December 10, 2015 with stakeholders and Early Steps State Office staff. In addition, the Part C Coordinator has weekly TA conference calls with the team identified above. Florida also had a visit from an OSEP team in September 2015, which included our OSEP lead, Kathleen Heck. Florida has maintained regular contact with our OSEP lead through conference calls. The Part C Coordinator and data manager/analyst attended the DC Interactive Institutes on High-Quality Data and the SSIP in Jacksonville, Florida on May 11 - 13, 2015, and attended the OSEP Leadership Conference, along with the co-data manager, in Washington, DC on July 24 - 29, 2015.

Attachments

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General Supervision System:

The systems that are in place to ensure that IDEA Part C requirements are met, e.g., monitoring systems, dispute resolution systems.

The Florida Department of Health serves as the lead agency for implementation of the Early Steps program, Florida’s early intervention system. The Bureau of Early Steps and Newborn Screening within the Division of CMS is responsible for the general supervision system. The Early Steps State Office carries out the development of state policies consistent with the Part C of IDEA federal regulations; state law and agency policies and procedures; oversight of the dispute resolution system; programmatic and contract monitoring of Local Early Steps programs, including onsite contract monitoring of all 15 local Early Steps programs in April and May 2015; continuous improvement process; local determinations process; public reporting; development and implementation of the statewide personnel standards; a professional development system, coordination of FICCIT; federal reporting; federal grant management; and fiscal oversight and accountability.

The Early Steps program is administered throughout the state in 15 geographic regions through contracts with 14 organizations. Local Early Steps programs are the contracted entities that evaluate and assess all referred infants and toddlers for determination of eligibility. Local Early Steps programs provide direct early intervention services for eligible infants and toddlers by working with internal and community service providers, and other community resources.

Prior to March 2015, the Early Steps State Office was comprised of three work units and one work team. The Policy Unit was responsible for the development of state policies, as well as oversight of the dispute resolution system. The Quality Assurance and Accountability Unit was responsible for the monitoring of local programs, the corresponding continuous improvement planning process, the local determinations process, and public reporting. The Training Unit was responsible for the development and implementation of the statewide professional development system. The CMS Kids Integrated Data System (CMS-K.I.D.S.) Team was responsible for supporting effective use of the state wide integrated data system which included a centralized billing function.

To ensure efficient operation, the Early Steps State Office was reorganized effective March 2015. General supervision is now carried out by a Program Administrator and programmatic staff, with additional program support provided by FDOH.

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Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to early intervention service (EIS) programs.

Technical assistance (TA) is provided to local programs for guidance from individual programs, statewide

policy clarifications via email, conference calls or Web-ex. This year, Florida instituted quarterly face-to-face meetings with the local Early Steps programs Directors and Coordinators to provide TA as needed, and maintain open and clear statewide communication. Each local program is assigned a Program Manager at the state office who serves as the primary contact for TA related to day-to-day implementation of the program. Program Managers conduct monthly conference calls with their assigned programs. Technical assistance is solicited from national, state or local content experts as appropriate, and materials created by OSEP sponsored centers such as ECTA and The Center for Early Childhood Data Systems (DaSy) are utilized.

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Professional Development System:

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 professional development system includes mandatory pre-service training consisting of three orientation modules, service coordinator apprenticeship training, and data system user modules. In-service training includes the Autism Navigator for Early Intervention Providers, a web-based instructional training program; an interactive e-learning community to support use of the Autism Navigator; and a train-the-trainer system for training assessors on the Battelle Developmental Inventory, Second Edition (BDI-2) assessment. The Early Steps State Office also provides oversight to the local training infrastructure which includes a local training coordinator and training calendar that complements the local continuous improvement plan, as well as periodic topical training opportunities.

Attachments

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Stakeholder Involvement: apply this to all Part C results indicators

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

The Early Steps program maintains a statewide interagency coordinating council called the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT). The role of FICCIT is to advise and assist Florida's Early Steps program in the performance of its responsibilities. Early Steps has established workgroups, in partnership with the Local Early Steps programs and FICCIT, to assist with Early Steps priorities that include Community Collaboration, State Best Practices, Data Tracking, Nationwide Part C Program Analysis, State Systemic Improvement Plan, and Transition from Part C to Part B. The Early Steps Continuous Improvement Workgroup was originally formed in 2004 to develop the State Performance Plan and includes representatives from the Early Steps State Office, FICCIT, local Early Steps programs, parents, and other state agencies and programs that serve young children and their families. Additional input is provided by the Florida Child Outcomes Advisory Committee. All three of these stakeholder groups have been provided opportunity for input in the preparation of the Annual Performance Report including setting targets, as well as developing improvement strategies. Input has been gathered through face-to-face, webinar, and conference call meetings.

Attachments

FFY 2014 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

File Name	Uploaded By	Uploaded Date
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Reporting to the Public:

How and where the State reported to the public on the FFY 2012 performance of each EIS Program or Provider located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

Florida reported to the public on the FFY 2013 performance of each local Early Steps program in the state by posting local performance profiles on the Early Steps website on May 28, 2015. This reporting can be found at http://www.floridahealth.gov/AlternateSites/CMS-Kids/providers/early_steps/reports/program_performance.html. The Early Steps State Office ensures that this reporting is updated annually no later than 120 days following the state's submission of the SPP/APR. Also available to the public on this website are the State Performance Plan/Annual Performance Report (SPP/APR) submitted February 2015, Florida's Determination Letter, and a link to Florida's Part C Profile maintained by OSEP.

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

Actions required in FFY 2013 response

None

Indicator 1: Timely provision of services

Monitoring Priority: Early Intervention Services In Natural Environments

Compliance indicator: Percent of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		57.00%	60.00%	70.00%	72.00%	98.00%	82.00%	90.00%	88.50%	87.78%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

Key:

FFY 2014 SPP/APR Data

Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Total number of infants and toddlers with IFSPs	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
220	280	87.78%	100%	86.79%

Number of documented delays attributable to exceptional family circumstances (this number will be added to the Number of infants and toddlers with IFSPs who receive their early intervention services on their IFSPs in a timely manner)	23
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What is the source of the data provided for this indicator?

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was comprised of randomly selected child records based on local program size. A total of 280 records were reviewed. Exceptional family circumstances included family schedule conflicts, child illness or appointments, and unsuccessful attempts to contact family.

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Actions required in FFY 2013 response

Responses to actions required in FFY 2013 response, *not including correction of findings*

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
8	8	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

In order to ensure noncompliant practices have been revised and the local Early Steps programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of noncompliance for all eight findings.

Describe how the State verified that each individual case of noncompliance was corrected

For each local Early Steps program with findings of noncompliance, the Early Steps State Office verified that the local program initiated services for each child, although late, unless the child was no longer enrolled in the program. This verification was based on follow-up reporting by the local program on individual children whose services had not been initiated.

Indicator 2: Services in Natural Environments

Monitoring Priority: Early Intervention Services In Natural Environments

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

(20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			50.00%	55.00%	76.00%	65.00%	70.00%	75.00%	80.00%	87.00%
Data		45.00%	71.60%	75.00%	77.00%	67.00%	79.00%	84.00%	85.00%	85.21%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	88.00%	89.00%	90.00%	91.00%	92.00%

Key:

Targets: Description of Stakeholder Input

FFY 2013-2018 Targets were developed with input from the Early Steps Continuous Improvement Workgroup and the Florida Interagency Coordinating Council for Infants and Toddlers.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups	7/2/2015	Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	11,423	
SY 2014-15 Child Count/Educational Environment Data Groups	7/2/2015	Total number of infants and toddlers with IFSPs	13,615	

FFY 2014 SPP/APR Data

Number of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings	Total number of infants and toddlers with IFSPs	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
11,423	13,615	85.21%	88.00%	83.90%

Explanation of Slippage

Slippage occurred in five of the 15 local Early Steps programs. The local Early Steps programs reported a key factor impacting performance was lack of provider availability. With less providers and an increase in

referrals, the local Early Steps programs were challenged to meet the need for services in the natural environment.

Actions required in FFY 2013 response

None

Responses to actions required in FFY 2013 response

N/A

Indicator 3: Early Childhood Outcomes

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: Percent of infants and toddlers with IFSPs who demonstrate improved:

- 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.

(20 U.S.C. 1416(a)(3)(A) and 1442)

FFY 2014 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

Does your State's Part C eligibility criteria include infants and toddlers who are at risk of having substantial developmental delays (or "at-risk infants and toddlers") under IDEA section 632(5)(B)(i)? No

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A1	2012	Target ≥						36.00%	36.10%	36.20%	36.30%	31.90%
		Data					36.00%	33.70%	35.00%	32.90%	31.80%	32.60%
A2	2012	Target ≥						75.60%	75.70%	75.80%	75.90%	68.90%
		Data					75.60%	76.10%	75.20%	68.90%	68.80%	68.30%
B1	2012	Target ≥						52.60%	52.70%	52.80%	52.90%	54.30%
		Data					52.60%	53.00%	53.70%	54.60%	54.20%	55.99%
B2	2012	Target ≥						49.60%	49.70%	49.80%	49.90%	44.10%
		Data					49.60%	49.90%	49.50%	45.70%	44.00%	43.51%
C1	2012	Target ≥						52.40%	52.50%	52.60%	52.70%	54.20%
		Data					52.40%	54.80%	56.40%	56.60%	54.10%	54.71%
C2	2012	Target ≥						75.80%	75.90%	76.00%	76.10%	69.50%
		Data					75.80%	75.90%	76.00%	70.70%	69.40%	69.28%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A1 ≥	33.00%	33.50%	35.00%	39.00%	44.00%
Target A2 ≥	69.00%	70.00%	72.00%	74.00%	76.00%
Target B1 ≥	56.50%	57.00%	57.50%	58.00%	60.00%
Target B2 ≥	45.00%	46.00%	47.00%	48.00%	50.00%
Target C1 ≥	55.00%	56.00%	57.00%	58.00%	60.00%
Target C2 ≥	69.60%	69.70%	69.80%	69.90%	70.00%

Key:

Explanation of Changes

Target for 3A2 was not pre-populated. The correct target of 76.00% which was previously accepted by OSEP was entered.

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

FFY 2014 SPP/APR Data

Number of infants and toddlers with IFSPs assessed	5913.00
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	269.00	4.55%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1489.00	25.18%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	196.00	3.31%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	589.00	9.96%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	3370.00	56.99%

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (c+d)/(a+b+c+d).	785.00	2543.00	32.60%	33.00%	30.87%
A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program (d+e)/(a+b+c+d+e).	3959.00	5913.00	68.30%	69.00%	66.95%

Explanation of A1 Slippage

Additional data analysis is needed to analyze individual child profiles to identify root causes for low performance and assess for potential systemic challenges. Improvement in this indicator is Florida's State Systemic Improvement Plan (SSIP) State Identified Measurable Result (SIMR). Improvement strategies include training for local service coordinators and providers on the typical and atypical social-emotional development and research based intervention strategies, and use of additional assessment tools with results captured through the Child Outcomes Summary (COS) process.

Explanation of A2 Slippage

Additional data analysis is needed to analyze individual child profiles to identify root causes for low performance and assess for potential systemic challenges. The Early Steps program is focused on ensuring the fidelity of data and assessment practices for administration of the BDI-2.

Outcome B. Acquisition and use of knowledge and skills (including early language/ communication)

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	243.00	4.11%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2055.00	34.75%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	1044.00	17.66%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1554.00	26.28%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	1017.00	17.20%

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (c+d)/(a+b+c+d).	2598.00	4896.00	55.99%	56.50%	53.06%
B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program (d+e)/(a+b+c+d+e).	2571.00	5913.00	43.51%	45.00%	43.48%

Explanation of B1 Slippage

Additional data analysis is needed to analyze individual child profiles to identify root causes for low performance and assess for potential systemic challenges. The Early Steps program is focused on ensuring the fidelity of data and assessment practices for administration of the BDI-2.

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children	Percentage of Children
a. Infants and toddlers who did not improve functioning	282.00	4.77%
b. Infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1137.00	19.23%
c. Infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach it	468.00	7.91%
d. Infants and toddlers who improved functioning to reach a level comparable to same-aged peers	1232.00	20.84%
e. Infants and toddlers who maintained functioning at a level comparable to same-aged peers	2794.00	47.25%

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program $(c+d)/(a+b+c+d)$.	1700.00	3119.00	54.71%	55.00%	54.50%
C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program $(d+e)/(a+b+c+d+e)$.	4026.00	5913.00	69.28%	69.60%	68.09%

Explanation of C2 Slippage

Additional data analysis is needed to analyze individual child profiles to identify root causes for low performance and assess for potential systemic challenges. The Early Steps program is focused on ensuring the fidelity of data and assessment practices for administration of the BDI-2.

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? No

Provide the criteria for defining “comparable to same-aged peers” and list the instruments and procedures used to gather data for this indicator.

The Early Steps State Office and the Florida Department of Education (DOE) have collaborated to develop an outcome measurement system for children birth to five years of age and have agreed to collect data on children across Part C and Part B on a common instrument, the BDI-2. The BDI-2 is a “standardized, individually administered assessment battery of key developmental skills in children from birth through seven years of age” [Source: *Battelle Development Inventory – Examiner’s Manual*]. In addition to its use as a measure of child outcomes, this instrument may also be used for determination of eligibility for Early Steps. Florida’s child outcomes measurement system uses scores from the Personal-Social domain of the BDI-2 to determine category placement for Indicator 3A, scores from the Communication domain of the BDI-2 to determine category placement for Indicator 3B, and scores from the Adaptive domain of the BDI-2 to determine category placement for Indicator 3C. A standard score of 78 or above (>-1.5 SD) is considered to represent a level of functioning that is “comparable to same-aged peers.” The actual target data are derived from assessments administered upon entry into and exit from Early Steps for eligible children in all local Early Steps programs. Local program staff enter results for assessments in the BDI-2 Data Manager online

scoring and reporting program. Data are exported from the Data Manager and a de-identified data file, consisting of all records with sufficient data to be included in the state report is sent to the University of Miami Discretionary Project whose staff complete the analyses that produce the category assignments.

Actions required in FFY 2013 response

None

Responses to actions required in FFY 2013 response

N/A

Indicator 4: Family Involvement

Monitoring Priority: Early Intervention Services In Natural Environments

Results indicator: Percent of families participating in Part C who report that early intervention services have helped the family:

- A. Know their rights;
- B. Effectively communicate their children's needs; and
- C. Help their children develop and learn.

(20 U.S.C. 1416(a)(3)(A) and 1442)

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2005	Target ≥			55.90%	57.00%	58.00%	60.00%	60.70%	67.00%	68.00%	75.00%
		Data		55.90%	53.80%	65.00%	68.00%	68.00%	75.00%	72.70%	75.22%	85.49%
B	2005	Target ≥			52.50%	54.00%	55.00%	56.00%	56.10%	63.00%	64.00%	72.00%
		Data		52.50%	50.00%	61.00%	64.00%	65.00%	70.50%	70.80%	72.26%	83.49%
C	2005	Target ≥			57.60%	59.00%	60.00%	61.00%	62.40%	78.00%	79.00%	87.00%
		Data		57.60%	64.40%	75.00%	78.00%	80.00%	89.40%	84.60%	86.45%	91.51%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A ≥	75.50%	76.00%	76.50%	77.00%	77.50%
Target B ≥	72.50%	73.00%	73.50%	74.00%	74.50%
Target C ≥	87.50%	88.00%	88.50%	89.00%	89.50%

Key:

Targets: Description of Stakeholder Input

FFY 2013-2018 Targets were developed with input from the Early Steps Continuous Improvement Workgroup and the Florida Interagency Coordinating Council for Infants and Toddlers.

FFY 2014 SPP/APR Data

Number of respondent families participating in Part C	1114.00
A1. Number of respondent families participating in Part C who report that early intervention services have helped the family know their rights	927.00
A2. Number of responses to the question of whether early intervention services have helped the family know their rights	1114.00
B1. Number of respondent families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	875.00
B2. Number of responses to the question of whether early intervention services have helped the family effectively communicate their children's needs	1114.00
C1. Number of respondent families participating in Part C who report that early intervention services have helped the family help their children develop and learn	1017.00

C2. Number of responses to the question of whether early intervention services have helped the family help their children develop and learn	1114.00
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	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights	85.49%	75.50%	83.21%
B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs	83.49%	72.50%	78.55%
C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn	91.51%	87.50%	91.29%

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

The Early Steps State Office conducted an analysis of the survey respondents as compared to 618 and other demographic data to determine representation of the results. This analysis showed an overrepresentation of responses from families of children who are hispanic. Disaggregated analysis showed that the greatest number of survey responses came from local programs with the highest percentage of children who are hispanic. The Early Steps State Office will continue work with local programs to increase the response rate across the entire state to ensure that the data represent the demographics of statewide program participation.

Was sampling used? No

Was a collection tool used? Yes

Is it a new or revised collection tool? No

- Yes, the data accurately represent the demographics of the State
- No, the data does not accurately represent the demographics of the State

Actions required in FFY 2013 response

None

Responses to actions required in FFY 2013 response

N/A

Indicator 5: Child Find (Birth to One)

Monitoring Priority: Effective General Supervision Part C / Child Find

Results indicator: Percent of infants and toddlers birth to 1 with IFSPs compared to national data.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2012

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			0.68%	0.69%	0.70%	0.71%	0.72%	0.72%	0.72%	0.72%
Data		0.67%	0.60%	0.58%	0.59%	0.64%	0.69%	0.70%	0.71%	0.75%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	0.72%	0.73%	0.73%	0.74%	0.74%

Key:

Targets: Description of Stakeholder Input

FFY 2013-2018 Targets were developed with input from the Early Steps Continuous Improvement Workgroup and the Florida Interagency Coordinating Council for Infants and Toddlers.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups	7/2/2015	Number of infants and toddlers birth to 1 with IFSPs	1,505	null
U.S. Census Annual State Resident Population Estimates April 1, 2010 to July 1, 2013	4/3/2014	Population of infants and toddlers birth to 1	215,254	null

FFY 2014 SPP/APR Data

Number of infants and toddlers birth to 1 with IFSPs	Population of infants and toddlers birth to 1	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
1,505	215,254	0.75%	0.72%	0.70%

Actions required in FFY 2013 response

None

Responses to actions required in FFY 2013 response

N/A

Indicator 6: Child Find (Birth to Three)

Monitoring Priority: Effective General Supervision Part C / Child Find

Results indicator: Percent of infants and toddlers birth to 3 with IFSPs compared to national data.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2012

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			1.87%	1.88%	1.88%	1.89%	1.89%	1.89%	1.89%	1.90%
Data		1.80%	1.68%	1.66%	1.91%	2.06%	2.06%	1.88%	1.89%	2.04%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	1.91%	1.91%	1.92%	1.92%	1.93%

Key:

Targets: Description of Stakeholder Input

FFY 2013-2018 Targets were developed with input from the Early Steps Continuous Improvement Workgroup and the Florida Interagency Coordinating Council for Infants and Toddlers.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups	7/2/2015	Number of infants and toddlers birth to 3 with IFSPs	13,615	
U.S. Census Annual State Resident Population Estimates April 1, 2010 to July 1, 2013	7/2/2015	Population of infants and toddlers birth to 3	647,964	

FFY 2014 SPP/APR Data

Number of infants and toddlers birth to 3 with IFSPs	Population of infants and toddlers birth to 3	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
13,615	647,964	2.04%	1.91%	2.10%

Actions required in FFY 2013 response

None

Responses to actions required in FFY 2013 response

N/A

Indicator 7: 45-day timeline

Monitoring Priority: Effective General Supervision Part C / Child Find

Compliance indicator: Percent 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.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		85.00%	86.00%	80.00%	91.00%	92.00%	92.00%	92.00%	96.00%	96.67%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

Key:

FFY 2014 SPP/APR Data

Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline	Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
181	280	96.67%	100%	77.50%

Number of documented delays attributable to exceptional family circumstances (this number will be added to the Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline)	36
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Explanation of Slippage

Slippage occurred in eight of the 15 local Early Steps programs. The programs reported key factors impacting performance were shortages of service coordinators and evaluators, resulting in delays in the timely scheduling of evaluation and assessments.

What is the source of the data provided for this indicator?

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was made up of randomly selected child records based on local program size. A total of 280 records were reviewed. Exceptional family circumstances included family schedule conflicts, child illness or appointments, and unsuccessful attempts to contact family.

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Actions required in FFY 2013 response

Responses to actions required in FFY 2013 response, **not including correction of findings**

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
1	1	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

In order to ensure noncompliant practices have been revised and the local Early Steps program is correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for the local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of noncompliance for the one finding.

Describe how the State verified that each individual case of noncompliance was corrected

For the local Early Steps program with findings of noncompliance, the Early Steps State Office verified that the local program conducted the evaluation and assessment and initial Individualized Family Support Plan (IFSP), although late, unless the child was no longer enrolled in the program. This verification was based on follow-up reporting by the local program on individual children whose evaluation and assessment and initial IFSP had not been completed.

Indicator 8A: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Compliance indicator: The 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 toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the SEA and the 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; and
- 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.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		64.00%	79.00%	79.00%	92.00%	94.00%	97.00%	98.00%	90.00%	93.70%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

Explanation of Alternate Data

N/A

Data include only those toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has 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 toddler's third birthday.

Yes

No

Please explain

The data comes from state monitoring as described below and represents children who should have had timely transition planning.

Number of children exiting Part C who have an IFSP with transition steps and services	Number of toddlers with disabilities exiting Part C	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
220	280	93.70%	100%	90.71%

Number of documented delays attributable to exceptional family circumstances (this number will be added to the Number of children exiting Part C who have an IFSP with transition steps and services)	34
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Explanation of Slippage

Slippage occurred in four of the 15 local Early Steps programs. The programs reported the key factors impacting performance were a shortage of service coordinators due to frequent resignations and ongoing new service coordinator training. This shortage of personnel caused delays in the timely scheduling of transition conferences which impacted the development of Individualized Family Support Plans (IFSPs) with transition steps and services at least 90 days prior to the toddler’s third birthday.

What is the source of the data provided for this indicator?

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was made up of randomly selected child records based on local program size. A total of 280 records were reviewed. Exceptional family circumstances included family scheduling conflicts, no shows for scheduled IFSP meetings or transition conferences, child illness or appointments, and unsuccessful attempts to contact family.

Actions required in FFY 2013 response

Responses to actions required in FFY 2013 response, not including correction of findings

N/A

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
6	6	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

In order to ensure noncompliant practices have been revised and the local Early Steps programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of noncompliance for all six findings.

Describe how the State verified that each individual case of noncompliance was corrected

For each local Early Steps program with findings of noncompliance for developing an IFSP with transition

steps and services within at least 90 days, and at the discretion of all parties, not more than nine months prior to the toddler's third birthday, the lead agency verified that the local program developed an IFSP with transition steps and services, although late, unless the child was no longer enrolled in the program. These verification activities were based on follow-up reporting by the local program on individual children for whom IFSP transition steps and services had not been developed.

Indicator 8B: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Compliance indicator: The 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 toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the SEA and the 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; and
- 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.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		88.00%	82.00%	86.00%	94.00%	96.00%	99.00%	100%	86.00%	86.62%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

Data include notification to both the SEA and LEA

- Yes
- No

Number of toddlers with disabilities exiting Part C where notification to the SEA and LEA occurred at least 90 days prior to their third birthday for toddlers potentially eligible for Part B preschool services	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
264	280	86.62%	100%	94.29%

Number of parents who opted out (this number will be subtracted from the number of toddlers with disabilities exiting Part C who were potentially eligible for Part B when calculating the FFY 2014 Data)	0
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Describe the method used to collect these data

The data source for this indicator comes from monitoring data. All 15 local Early Steps

programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was made up of randomly selected child records based on local program size. A total of 280 records were reviewed.

Do you have a written opt-out policy? Yes

Is the policy on file with the Department? Yes

What is the source of the data provided for this indicator?

- State monitoring
- State database

Describe the method used to select EIS programs for monitoring.

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was made up of randomly selected child records based on local program size. A local total of 280 records were reviewed. Exceptional family circumstances included family schedule conflicts, no shows for scheduled IFSP meetings or transition conferences, child illness or appointments, and unsuccessful attempts to contact family.

Actions required in FFY 2013 response

Responses to actions required in FFY 2013 response, not including correction of findings

N/A

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
9	9	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

In order to ensure noncompliant practices have been revised and the local Early Steps programs are correctly implementing the regulatory requirements, the lead agency conducted a subsequent review of child records for each local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of noncompliance for all nine findings.

Describe how the State verified that each individual case of noncompliance was corrected

For each local Early Steps program with findings of noncompliance for notification to the State Educational Agency (SEA) and the Local Educational Agency (LEA) where the toddler resides at least 90 days prior to the

toddler's third birthday, the Early Steps State Office verified that the local program notified the SEA and the LEA where the toddler resides, although late, unless the child was no longer enrolled in the program. These verification activities were based on follow-up reporting by the local program on individual children for whom notification did not occur at least 90 days prior to the toddler's third birthday.

Indicator 8C: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part C / Effective Transition

Compliance indicator: The 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 toddler's third birthday;
- B. Notified (consistent with any opt-out policy adopted by the State) the SEA and the 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; and
- 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.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		70.00%	78.00%	80.00%	80.00%	85.00%	88.00%	90.00%	93.00%	94.07%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

Data reflect only those toddlers for whom the Lead Agency has 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

- Yes
- No

Please explain

The data include toddlers for whom the Lead agency was unable to conduct the transition conference due to exceptional family circumstances, including repeated no shows to scheduled transition conference meetings and unsuccessful attempts to contact the family to schedule after the family gave original approval.

Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B	Number of toddlers with disabilities exiting Part C who were potentially eligible for Part B	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
222	280	94.07%	100%	91.43%

FFY 2014 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

Number of toddlers for whom the parent did not provide approval for the transition conference (this number will be subtracted from the number of toddlers with disabilities exiting Part C who were potentially eligible for Part B when calculating the FFY 2014 Data)	0
Number of documented delays attributable to exceptional family circumstances (this number will be added to the Number of toddlers with disabilities exiting Part C where the transition conference occurred at least 90 days, and at the discretion of all parties at least nine months prior to the toddler's third birthday for toddlers potentially eligible for Part B)	34

Explanation of Slippage

Slippage occurred in five of the 15 local Early Steps programs. The programs reported the key factor impacting performance was a shortage of service coordinators due to frequent resignations and ongoing new service coordinator training. This shortage of personnel caused delays in the timely scheduling of transition conferences at least 90 days prior to the toddler's third birthday.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to select EIS programs for monitoring.

All 15 local Early Steps programs are monitored annually. This year's monitoring utilized a review of child record documentation and data. The monitoring sample was made up of randomly selected child records based on local program size. A total of 280 records were reviewed. Exceptional family circumstances included family schedule conflicts, no shows for scheduled IFSP meetings or transition conferences, child illness or appointments, and unsuccessful attempts to contact family.

Provide the time period in which the data were collected (e.g., September through December, fourth quarter, selection from the full reporting period).

Describe how the data accurately reflect data for infants and toddlers with IFSPs for the full reporting period.

Actions required in FFY 2013 response

Responses to actions required in FFY 2013 response, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
2	2	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

In order to ensure noncompliant practices have been revised and the local Early Steps programs are correctly implementing the regulatory requirements, the Early Steps State Office conducted a subsequent review of child records for each local program with findings of noncompliance. The number of child records reviewed to verify correction of the noncompliance was relative to the extent and root cause of the findings of noncompliance. This review verified correction of noncompliance for both findings.

Describe how the State verified that each individual case of noncompliance was corrected

For each local Early Steps program with findings of noncompliance for conducting the transition conference within at least 90 days, and at the discretion of all parties, not more than nine months prior to the toddler's third birthday, the lead agency verified that the local program conducted a transition conference, although late, unless the child was no longer enrolled in the program. These verification activities were based on follow-up reporting by the local program on individual children for whom a transition conference had not been completed.

Indicator 9: Resolution Sessions

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data:

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥										
Data										

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥					

Key:

Targets: Description of Stakeholder Input

Florida does not have historical data or targets because Part B due process procedures were not adopted until January 2013. In accordance with instructions from the Office of Special Education Programs, states are not required to establish baseline or targets if the number of resolution sessions is less than 10.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1(a) Number resolution sessions resolved through settlement agreements	n	null
SY 2014-15 EMAPS IDEA Part C Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1 Number of resolution sessions	n	null

FFY 2014 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	0			

Provide additional information about this indicator (optional)

The status above indicates incomplete data for this indicator because there is no data for FFY 2013, FFY 2014, or a FFY 2014 target. Florida does not have historical data or targets because Part B due process procedures were not adopted until January 2013. In accordance with instructions from the OSEP, states are not required to establish baseline or targets if the number of resolution sessions is less than 10.

Actions required in FFY 2013 response

None

Responses to actions required in FFY 2013 response

N/A

Indicator 10: Mediation

Monitoring Priority: Effective General Supervision Part C / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B) and 1442)

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			100%							
Data		100%		0%	50.00%	0%	0%			

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥					

Key:

Targets: Description of Stakeholder Input

In accordance with instructions from the Office of Special Education Programs, states are not required to establish baseline or targets if the number of mediations is less than 10.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.a.i Mediations agreements related to due process complaints	n	null
SY 2014-15 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.b.i Mediations agreements not related to due process complaints	n	null
SY 2014-15 EMAPS IDEA Part C Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1 Mediations held	n	null

FFY 2014 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	1	2			50.00%

Provide additional information about this indicator (optional)

The status above indicates incomplete data for this indicator because there is no data for FFY 2013, FFY 2014, or a FFY 2014 target. In accordance with instructions from the Office of Special Education Programs, states are not required to establish baseline or targets if the number of mediations is less than 10.

Actions required in FFY 2013 response

None

Responses to actions required in FFY 2013 response

N/A

Indicator 11: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Reported Data

Baseline Data: 2013

FFY	2013	2014
Target		33.00%
Data	32.60%	

Key: Gray – Data Prior to Baseline Yellow – Baseline
 Blue – Data Update

FFY 2015 - FFY 2018 Targets

FFY	2015	2016	2017	2018
Target	33.50%	35.00%	39.00%	44.00%

Key:

Targets: Description of Stakeholder Input

The Florida Child Outcomes Advisory Committee was formed in 2009 to review baseline data, assist with target setting, explore improvement activities and to problem-solve implementation issues for the Florida Birth to Five Child Outcome Measurement System. The committee includes representation from the State Office, the Department of Education (DOE), the DOE discretionary project for child outcomes, local Early Steps, and local school districts. The committee meets annually to review progress data, effectiveness of implemented improvement strategies and recommend changes. The committee met on December 11, 2014 to thoughtfully consider the targets to be updated in the State Performance Plan Indicator 3 as well as for the new State Systemic Improvement Plan Indicator 11. The committee established tentative targets on this date and requested the opportunity to further consider and follow up with a teleconference call to finalize. Committee members meticulously debated the merits of what constituted rigorous, yet achievable targets that would demonstrate improved child outcomes.

Overview

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., EIS program and/or EIS provider, geographic region, race/ethnicity, socioeconomic status, gender, etc.) As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

In anticipation of the US Department of Education's implementation of Results Driven Accountability, staff in the Bureau of Early Steps began to analyze child and family outcomes and other performance data with a lens of improving results in the Spring of 2012. This analysis included trend data disaggregated by local Early Steps program for child outcomes and exit reasons. Staff identified the need to focus on family engagement and social-emotional development in order to improve child and family outcomes. These priorities were founded on the principles that all early childhood learning occurs within the context of social relationships, and parents and caregivers have the most meaningful impact on child learning. Staff developed the following hypotheses [\[EBE1\]](#) as potential root causes for child outcomes in social-emotional development being less positive than outcomes in the other two outcome areas: the

traditional early intervention workforce has focused on children's motor and communication skills (i.e. walking and talking); and the workforce has limited knowledge and skills related to identification of social-emotional deficits and effective intervention strategies to promote social-emotional development.

The Bureau of Early Steps continued to pursue data analysis with the Florida Child Outcomes Advisory Committee, the Early Steps Continuous Improvement Workgroup and the Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT), with an increased emphasis on social-emotional development.

After the release of the Draft State Systemic Improvement Plan (SSIP) requirements, further data analysis occurred with an increased emphasis on stakeholder involvement. The Early Steps Continuous Improvement Workgroup was expanded to include representation from state level early childhood partners, including Florida Department of Education Office of Early Learning (Florida's School Readiness Program), Head Start State Collaboration Office, Florida State University Center for Prevention and Early Intervention Policy (Early Childhood Comprehensive Systems grantee) Florida Association of Infant Mental Health (Infusing Infant Mental Health into Part C initiative), Children's Medical Services (Title V program for children with Special Health Care Needs), University of South Florida (Florida Center for Inclusive Communities), Florida Children and Youth Cabinet, Florida Association of Healthy Start Coalitions (Maternal Infant Early Childhood Home Visiting grantee), and Florida Department of Children and Families (Project Linking Actions for Unmet Needs in Children's Health grantee).

Broad data analysis was conducted and shared with both the FICCIT and the Early Steps Continuous Improvement Workgroup. This analysis consisted of statewide trend data from the State Performance Plan and Annual Performance Report. In-depth data analysis was conducted and shared with the Florida Child Outcomes Advisory Council and the Continuous Improvement Stakeholder Group, which included trend data for each of the child outcomes summary statements.

More in-depth data analysis was completed and shared with the Child Outcomes Leadership Team and local Early Steps providers. This in-depth data analysis included a comparison of data across programs and disaggregated by age at entry (0-1, 1-2, 2-3), developmental status at entry (average or above: > -1.0 SD below the mean on the BDI-2; low average: > -1.5 SD and < -1.0 SD; moderate delay: > -2.0 SD and < -1.5 SD; significant delay, < -2.0 SD), and subgroups of children classified empirically, through mixture modeling, into one of 4 classes: (a) children with severe developmental delays in all areas of functioning; (b) children with a severe delay in the communication domain and mild to moderate delays in other domains; (c) children with significant delays in communication and either no delay or only a mild delay in the other domains; and (d) children demonstrating low-average functioning in all five domains.

Additional analysis included a comparison of state data to national data for FFY 2011 and FFY 2012 which was prepared by the Early Childhood Technical Assistance Center (ECTA). This analysis showed that Florida's outcomes for Summary Statement 1A (percent of infants and toddlers who substantially increased their rate of growth in positive social-emotional skills) are significantly below the national average.

Additional data that was analyzed included a sample of IFSP outcomes for children who had evaluation results that included low social-emotional scores on the Battelle Developmental Inventory II (BDI 2) (less than standard score of 80) for each local Early Steps program. This analysis indicated that IFSP outcomes related to social emotional development were included for 28% of the IFSPs reviewed.

Data quality issues have been identified related to assessment fidelity for administration of the BDI 2. This data quality issue is being addressed with the following improvement strategies: development of a cadre of mastery level trainers and development of an evaluator credentialing process.

Additional data that is needed to identify root causes for low performance in social-emotional development included matching outcome data with program data for individual children. The Early Steps program has migrated to a new data collection system for program data which was phased in over a 25 month period. Now that this migration has been completed, ESSO plans to assist local programs with matching outcome data to program data for children who exit in FY 14-15.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in EIS programs and/or EIS providers to implement, scale up, and sustain the use of evidence-based practices to improve results for infants and toddlers with disabilities and their families. State systems that make up its infrastructure

include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and other early learning initiatives, such as Race to the Top-Early Learning Challenge and the Home Visiting program and describe the extent that these new initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

The Bureau of Early Steps participated in a SWOT analysis facilitated by staff from the Southeast Regional Resource Center. The Early Childhood Technical Assistance Center's System Framework was utilized, along with an addendum from XXXXX. Results of this broad infrastructure analysis are included below.

For the governance, strengths identified include the Florida Cabinet on Children and Youth, support from the Florida Development Disabilities Council, state policies that have been approved by OSEP, and state staff that strive for best practice. Weaknesses identified include current vacancies on FICCIT, state level early childhood programs housed across 4 state agencies, silos within and across agencies, leadership transition within FICCIT, public awareness about early intervention, and leadership turnover within the lead agency. Opportunities identified include engagement with the Children's Cabinet, expand intra agency and interagency collaboration, and educate FICCIT members regarding roles and responsibilities. Threats identified include implementation of Medicaid Managed Assistance (MMA), challenges with implementation of a third party administrator for claims payment, and system change distracting from focus on families.

For the fiscal component, strengths identified include advocacy from the Florida Development Disabilities Council, support from the Lead Agency, approval of the FFY 2014 Part C application, a stakeholder developed allocation methodology for distribution of funds, and the Early Steps Sustainability Plan. Weaknesses identified include budget challenges, inequity in the allocation methodology, challenges of implementation of MMA, leadership and budget management turnover, and no statutorily identified funding. Opportunities identified include revision of the allocation methodology, improved monitoring of expenditures, and update to the Sustainability Plan. Threats identified include awareness of program needs with policy makers, loss of providers due to MMA implementation challenges, and competing department and state priorities.

For the quality standards component, strengths identified include the Florida Early Learning Standards and a well-defined policy development process. Weaknesses identified include underutilization of the Florida Early Learning Standards, insufficient monitoring of quality practices and the current IFSP document template. Opportunities identified include the revised Division of Early Childhood recommended practices, the evaluator credentialing project, and meaningful family engagement. Threats identified include system change distracting from a focus on quality.

For the professional development component, strengths identified include support from the Florida DOE Technical Assistance and Training System, the Early Steps Orientation Modules, the Children's Medical Services Provider Management System, the service coordinator apprenticeship training, the Infant Toddler Developmental Specialist Certificate, The Family Café conference, support from the Personnel Development and Training Supports Committee of FICCIT, the Autism Navigator for Early Intervention Providers training program, and A New Star training modules. Weaknesses identified include insufficient provider training resources, limited cross-training of state staff, and no state level provider recruitment plan. Opportunities identified include the state university system, targeted technical assistance from the Early Childhood Personnel Center (ECPC,) collaboration with Head Start and the Maternal Infant Early Childhood Home Visiting (MIECHV) programs, provider teaming, national training resources, the evaluator credentialing project, the Expanding Opportunities initiative, and use of technology to provide professional development. Threats identified include the impact of MMA implementation on provider recruitment and retention.

For the data systems component, strengths identified include the Mobile Data Solution software application for collecting child outcome data and a web-accessible client information data collection system. Weaknesses identified include system limitations that require workarounds, cost for system changes and enhancements, fragmented data collection modules, training that is focused on technical functionality rather than program operation, and challenges with data matching across systems. Opportunities identified include the Care Coordination module, the integrated IFSP document, and Business Objects software application for reporting and the online Learning Management System. Threats identified include lack of effective data governance.

For the technical assistance component, strengths identified include statewide interagency early childhood conferences, engaged nationally recognized early childhood experts, assigned state staff technical assistance contacts for local programs, and a well-defined process for communicating policy revisions. Weaknesses identified include inconsistency in technical assistance provided by state staff. Opportunities identified include training for state staff, targeted technical assistance from ECPC, the evaluator credentialing project, state staff participation in the development of the State Systemic Improvement Plan, and encore presentations of conference sessions. Threats identified include competing department and state priorities, and state staff who are stretched too thin.

For the accountability and quality improvement component, strengths identified include allocated staff dedicated to quality assurance and an annual statewide quality assurance process which includes a local program self-assessment process. Weaknesses identified include infrequent onsite monitoring and limited resources for local quality

improvement initiatives. Opportunities identified include focused technical assistance support for continuous improvement, a comprehensive monitoring process, and enhanced use of data to inform coherent improvement strategies. Threats identified include limited infrastructure capacity to supervise community providers.

In-depth infrastructure analysis was completed by the Early Steps ECPC Advisory Group related to statewide early childhood professional development. This stakeholder group was formed to develop and implement an integrated and comprehensive system of professional development of personnel providing early childhood services and included representatives from the Florida Department of Education, MIECHV, the Head Start State Collaboration Office, the Florida Association of Early Learning Coalitions, the Florida Ounce Of Prevention Fund, the Florida Association of Infant Mental Health, the Florida Agency for Health Care Administration, the state university system, FICCIT, and local Early Steps programs. This group participated in a SWOT analysis to determine resources available to accomplish their mission. Strengths identified include the Infant Toddler Developmental Certificate, the Partnering for Success statewide training event, and a variety of state agency training resources. Weaknesses identified include no formal infrastructure for mentoring and coaching, outdated training materials, and limited professional development opportunities for service providers. Opportunities identified include training coordinator positions at each local Early Steps program, development of standardized mentoring and coaching practices, and increased use of technology for accessing professional development. Threats identified include need of ongoing in-service training, buy-in from service providers, and funding to support an integrated early childhood professional development system.

Further in-depth infrastructure analysis was completed with an analysis of survey data collected from each local Early Steps program regarding barriers to improving social emotional outcomes for infants and toddlers. Of the fifteen local programs, eleven identified lack of qualified providers, seven identified lack of adequate screening and assessment tools and practices, six identified lack of parent awareness and engagement in social emotional skill development, and four identified resources for in-depth data analysis as barriers.

The Early Steps Continuous Improvement Workgroup gathered information about current state level early childhood initiatives which included the purpose/goal of the initiative, current status of implementation, accountability benchmarks, current priorities and quality improvement efforts. This information was gathered to identify opportunities to leverage resources and improve collaboration. The state level initiatives included MIECHV, Early Head Start, Early Childhood Comprehensive Systems, Project LAUNCH, the Prekindergarten Program for Children with Disabilities, and the School Readiness Program. Information about current Early Steps initiatives and other early childhood initiatives was also shared, including the Autism Navigator for Early Intervention Providers, the Early Steps Evaluator Credentialing Project, ECPC Professional Development TA Project, the Partnering for Success Conference, and the Infusing Infant Mental Health into Part C initiative.

State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and Their Families

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families must be clearly based on the Data and State Infrastructure Analyses and must be a child- or family-level outcome in contrast to a process outcome. The State may select a single result (e.g., increase the rate of growth in infants and toddlers demonstrating positive social-emotional skills) or a cluster of related results (e.g., increase the percentage reported under child outcome B under Indicator 3 of the SPP/APR (knowledge and skills) and increase the percentage trend reported for families under Indicator 4 (helping their child develop and learn)).

Statement

Description

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified

FFY 2014 Part C State Performance Plan (SPP)/Annual Performance Report (APR)

Measurable Result(s) for Infants and Toddlers with Disabilities and their Families. The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support EIS program and/or EIS provider implementation of evidence-based practices to improve the State-identified result(s) for infants and toddlers with disabilities and their families. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build EIS program and/or EIS provider capacity to achieve the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in EIS programs and/or EIS providers, and achieve improvement in the State-identified Measurable Result(s) for Infants and Toddlers with Disabilities and their Families.

[SSIP Theory of Action](#) SSIP Theory of Action



Provide a description of the provided graphic illustration (optional)

Certify and Submit your SPP/APR

I certify that I am the Director of the State's Lead Agency under Part C of the IDEA, or his or her designee, and that the State's submission of its IDEA Part C State Performance Plan/Annual Performance Report is accurate.

Selected: None Selected

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part C State Performance Plan/Annual Performance Report.

Name:

Title:

Email:

Phone: