



Personnel Development and Training Guide

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Children's Medical Services
<http://www.cms-kids.com>



Introduction to the Early Steps Provider Enrollment System

Welcome to the Early Steps Provider Enrollment System. This guide is for all professionals that want to provide services and supports to infants, toddlers and their families under the auspices of Early Steps. This guide sets forth the requirements for education, licensure, experience, and training and describes the process for enrollment and approval as a provider.

The Early Steps Provider Enrollment System is a centralized provider enrollment process that documents required provider education and experience, verifies competency acquisition, and tracks the status of provider approval. As a result, the Early Steps Provider Enrollment System provides the capability to maintain personnel standards and competencies to assure that individuals providing early intervention services are adequately prepared and trained as defined in 34 CFR Section 303.360 and 303.361.

Individuals, both independent providers and providers affiliated with agencies who want to provide services as an employee or contractor with a local Early Steps, must enroll in the Early Steps Provider Enrollment System and become approved as a provider in the early intervention system. The Early Steps Provider Enrollment System does not enroll agencies; however, for individuals affiliated with an agency, the system will collect agency information.

The Early Steps Provider System requires access to the Internet and an email address for application purposes. Internet access is needed to complete the online orientation and training modules. The enrollment process involves three steps:

Step One: Complete and submit electronically the appropriate application found online at the Early Steps Provider website: <http://www.cms-kids.com/ESProviders.htm>.

Step Two: Submit a completed packet of required hard-copy documentation to the Early Steps Provider Enrollment Specialist.

Step Three: Complete the required online orientation training modules on the Early Steps Provider website.

To be approved as a provider, you may have to complete additional mentorship or apprenticeship requirements depending on the education and experience requirements of the provider class in which you are enrolling. Florida Medicaid eligible providers must enroll within their licensed scope of practice, or as a Targeted Case Manager, or as an Infant Toddler Developmental Specialist.

Once an applicant is employed by or contracted with a Local Early Steps agency, and is approved and assigned a temporary or active approval status, he or she may begin providing services. If applicants have questions or need assistance, they can contact the Early Steps Provider Enrollment Specialist at 850-245-4200, extension 2262, or EarlyStepsProviders@doh.state.fl.us.

Table of Contents

Introduction to the Early Steps Provider Enrollment System	2
Table of Contents	3
Overview	4
Early Intervention Services Described in IDEA	5
Criteria to Become an Early Steps Provider	6
Personnel Standards.....	6
Orientation, Apprenticeship, and Mentoring.....	6
In-service and Re-Enrollment	7
Provider Classes and Types.....	8
..... Table 1: Education and Experience, Training, and Competency Requirements	8
Provider Enrollment Process	19
Appendices	21
Appendix A: Documentation Checklists by Provider Class.....	21
Appendix B: Terms and Conditions for Provider Enrolment and Approval.....	25
Appendix C: Certification of Experience	26
Appendix D: Service Coordinator Apprenticeship Process	27
Appendix E: Provider Mentorship Process.....	29
Attachment I.....	30
Florida’s Early Intervention Professional Competencies.....	30

Overview

Each state participating in Part C of the Individuals with Disabilities Education Act (IDEA; P.L. 105-17) must establish and maintain a system of personnel development as defined in 34 CFR, Section 303.360. As part of this system, states must include personnel standards to assure that persons who provide early intervention services are adequately prepared and trained as defined in 34 CFR, Section 303.361.

Florida has a wide range of children and families, providers, community programs and agencies that comprise the early intervention system. Given the diversity in Florida regarding socioeconomic levels, geographic location, cultural, linguistic, and ethnic backgrounds, as well as diversity in disability type, personnel development must include knowledge and skills adequate to meet the needs of a broad range of children and families. The service delivery system is family-centered and focuses on young children with special needs and their families. Services accommodate families by being flexible, individualized, and respectful of cultural diversity and support families to mobilize their resources to meet their needs.

Florida's service delivery model is a team-based approach with one team member serving as the primary service provider. Early Steps supports services provided in the child's "natural environment," meaning places where children without disabilities or delays live, play, and grow. These may include the child's home, childcare settings, community playgroups, libraries, etc. Beginning with first contacts with Early Steps, families are encouraged to talk about their daily routines and activities and identify ways in which early intervention can be supportive of them within the context of their lifestyle, culture, and community. Additional information on Florida's service delivery model is at <http://www.cms-kids.com/EarlySteps/EarlyStepsPolicy.pdf>

Early intervention services mandated by IDEA, Part C, include a variety of disciplines and professional expertise levels. The guidelines in this provider enrollment and approval handbook are designed to meet the personnel development requirements of IDEA and build a foundation for the provision of quality, family-centered services for all children and families who participate in Early Steps.

Specifically, the provider enrollment and approval process accomplishes the following:

- establishes consistent statewide qualifications required for approved enrollment in Early Steps as a provider;
- establishes orientation, apprenticeship, mentoring, and in-service training for Early Steps providers;
- establishes a set of prescribed competencies (skills and knowledge) that must be attained for approval status; and
- provides a statewide systematic process to attain approval status.

Early Intervention Services Described in IDEA

As described in the Individuals with Disabilities Education Act (IDEA), Part C federal regulations, all early intervention service providers have the following general responsibilities: “(1) Consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area; (2) Training parents and others regarding the provision of services; and (3) Participating in the multidisciplinary team’s assessment of a child and the child’s family, and in the development of integrated goals and outcomes for the individualized family service plan.” [P.L. 105-17; 34 CFR, Section 303.12(c)]

In addition to these general responsibilities, early intervention personnel provide discipline-specific services. As defined by Part C federal regulations (34 CFR, Section 303.12), these early intervention services may include:

- assistive technology devices and services
- audiology services
- family training, counseling, and home visits
- health services
- medical services (for diagnostic or evaluative purposes only)
- nursing services
- nutrition services
- occupational therapy services
- physical therapy services
- psychological services
- service coordination
- social work services
- special instruction
- speech/language pathology services
- transportation and related costs
- vision services

Criteria to Become an Early Steps Enrolled and Approved Provider

As part of an early intervention system of personnel development, federal regulations require each state to establish and maintain personnel standards ensuring that qualified personnel provide early intervention services. Part C federal regulations define qualified personnel as “a person has met State approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the person is providing early intervention services.” [34 CFR, Section 303.22]

Each state’s personnel standards must include appropriate professional requirements. These include the entry-level requirements for each discipline and any additional suitable qualifications as determined by the state. In addition to these entry-level requirements and qualifications, it is expected that all early intervention personnel will uphold the ethical standards of their respective disciplines, and participate in activities that enhance their learning and professional growth. Florida requires personnel standards and training requirements to be met prior to approval as an enrolled Early Steps provider as described in the following areas.

1. Meet Personnel Standards

An individual must meet minimum entry-level requirements for their respective provider class or provider type. This means that they have completed required academic degrees and meet state approved or recognized certification, licensing, registration, or other comparable requirements for their discipline, including documentation of at least one year of early intervention experience. College transcripts may be required for non-licensed provider classes. All providers must have Level II FBI criminal background screens conducted and proof of clear results on file to complete their Early Steps application. Current professional liability insurance coverage is required by the individual or by the group that employs the individual service provider as part of an agency.

2. Complete Orientation Training and Apprenticeship or Mentoring Requirements

Orientation Training: As part of the enrollment process, most providers, except doctors and audiologists, must complete the Early Steps Orientation Training Modules online to receive active approval status. The Early Steps Orientation Training must be completed within 90 days of the posting of all modules. Providers enrolling after all completed modules are posted must complete the Orientation Training within 90 days of enrollment. Until all Orientation Training Modules are available most providers, except doctors and audiologists, receive temporary approval to indicate the required orientation training is pending.

Apprenticeship Requirements: In addition to the required Early Steps Orientation Training modules, all Service Coordinators must complete supervised apprenticeship activities as part of the enrollment process and prior to assignment of a caseload and billing Part C. Service Coordinators with less than one year of experience of direct service in early intervention to infants and toddlers must complete an extended apprenticeship prior to assignment of a caseload and billing Part C.

~~***Mentoring Requirements:*** In addition to the required Early Steps Orientation Training modules, all early intervention service providers with less than one year of experience of direct service in early intervention with infants and toddlers must complete an extended apprenticeship as part of the enrollment process and prior to assignment of a caseload and billing Part C.~~

OBSOLETE

Replacement language effective 6/29/07:

Mentoring Requirements: In addition to the required Early Steps Orientation Training modules, all early intervention service providers with less than one year of experience of direct service in early intervention with infants and toddlers must complete a mentorship. If the provider meets licensure, education, or certification requirements and is granted a temporary approval status and is hired or contracts with a Local Early Steps, the provider may assume a caseload and bill accordingly. The ITDS who is completing a mentorship in lieu of one-year experience must complete the mentorship before enrolling in Medicaid.

3. Obtain In-service Hours

Most provider classes, except doctors and audiologists, must renew their enrollment every two years from the date of their active enrollment. Twenty-four (24) hours of in-service training is required for renewal of enrollment. All in-service hours must be related to at least one of the Early Intervention Professional Competency areas. The eight competency areas are listed in Attachment I.

Annual in-service hours may be attained through participation at conferences, training workshops, national, state, and local professional organizations, and online training entities. Proof of in-service hours must be documented (e.g., certificate of contact hours received) and a copy sent to Early Steps Provider Enrollment Specialist to keep a record of all training in applicant's file for enrollment renewal.

4. Renew Enrollment

Most provider classes, except doctors and audiologists, must renew their enrollment every two years from the date of their active enrollment. Licensed service provider renewals will coincide with their MQA renewal date. All other providers are required to update enrollment every two years from their active enrollment date. The Early Steps Provider Enrollment System will generate queries to notify providers via email three months prior to the expiration date. At that time, providers will complete an online re-enrollment form and provide updated documentation of licenses and insurance as required. To avoid a break in the approval period, the re-enrollment form must be completed and submitted to the Provider Enrollment Specialist within 45 (calendar) days of the expiration of the provider's current approval period.

Licensed healing arts providers whose professional license expires within nine months of Early Steps enrollment will automatically be renewed in Early Steps upon verification of their next license renewal with MQA. The date of their license renewal will then become their Early Steps enrollment renewal date. For licensed healing arts providers with a professional license expiration date that is more than nine months from the date of their Early Steps enrollment, the first Early Steps renewal of enrollment date will be their first license renewal date with MQA. The contact hours required for this license renewal will count toward Early Steps in-service requirements. Subsequent renewal dates will require 24 hours of in-service or contact hours related to at least one of the Early Intervention Professional Competency Areas.

For ITDS, Service Coordinators, and Other Non-Licensed Professionals, their Early Steps enrollment renewal will be two years from the date of their active enrollment.

Approved Provider Classes and Types

Providers can enroll in the following four provider classes: Licensed Healing Arts Provider, Infant Toddler Developmental Specialist, Service Coordination Provider, or Other Non-licensed Provider. All providers must be approved before they can begin to serve infants, toddlers, and their families under the auspices of Early Steps and bill for services. All provider enrollment applications are reviewed and the applicants' educational background and experience is considered for approval decisions. All providers in the following classes must renew their enrollment every two years from their active approval date, unless otherwise noted.

Table 1: Education and Experience Requirements, Training, and Competency Requirements for Early Intervention Professionals

Provider Class: Licensed Healing Arts Providers				
Note: A Licensed Healing Arts Professional serving as the Primary Service Provider and providing service coordination must enroll as a Service Coordinator and meet the education and experience requirements for Service Coordinators.				
Provider Type	Education and Experience Requirements	Required Core Training	Enrollment Renewal and In-service Training	EI Competency Approval
Audiologist	Licensed through Florida DOH/MQA, Board of Speech-language Pathology and Audiology Minimum of one year experience in area of early intervention* Enrolled Florida Medicaid Provider **	Not required	Not required	Not required
Counselor (Licensed Clinical Social Worker, Marriage and Family Therapist, Mental Health Counselor)	Licensed through Florida DOH/MQA, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling Minimum of one year experience in area of early intervention* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future

Provider Class: Licensed Healing Arts Providers				
Note: A Licensed Healing Arts Professional serving as the Primary Service Provider and providing service coordination must enroll as a Service Coordinator and meet the education and experience requirements for Service Coordinators.				
Provider Type	Education and Experience Requirements	Required Core Training	Enrollment Renewal and In-service Training	EI Competency Approval
Nurse Practitioner	Licensed through Florida DOH/MQA, Board of Nursing Minimum of one year experience with infants and toddlers* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Nutrition Counselor	Licensed through Florida DOH/MQA, Board of Dietetic and Nutrition Minimum of one year experience with infants and toddlers* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Occupational Therapist	Licensed through Florida DOH/MQA, Board of Occupational Therapy Practice Minimum of one year experience in area of early intervention* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future

Provider Class: Licensed Healing Arts Providers				
Note: A Licensed Healing Arts Professional serving as the Primary Service Provider and providing service coordination must enroll as a Service Coordinator and meet the education and experience requirements for Service Coordinators.				
Provider Type	Education and Experience Requirements	Required Core Training	Enrollment Renewal and In-service Training	EI Competency Approval
Occupational Therapy Assistant	Licensed through Florida DOH/MQA, Board of Occupational Therapy Practice Minimum of one year experience in area of early intervention* Documentation of supervising therapist's Early Steps enrollment, current medical license, and Florida Medicaid provider number ****	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Physical Therapist	Licensed through Florida Physical Therapy Association Minimum of one year experience in area of early intervention* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Physical Therapy Assistant	Licensed through Florida DOH/MQA, Board Physical Therapy Minimum of one year experience in area of early intervention* Documentation of supervising therapist's Early Steps enrollment, current medical license, and Florida Medicaid provider number ****	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future

Provider Class: Licensed Healing Arts Providers				
Note: A Licensed Healing Arts Professional serving as the Primary Service Provider and providing service coordination must enroll as a Service Coordinator and meet the education and experience requirements for Service Coordinators.				
Provider Type	Education and Experience Requirements	Required Core Training	Enrollment Renewal and In-service Training	EI Competency Approval
Practical Nurse	Licensed through Florida DOH/MQA, Board of Nursing Minimum of one year experience with infants and toddlers* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Psychologist	Licensed through Florida DOH/MQA, Board of Psychology Minimum of one year experience in area of early intervention* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Registered Dietician	Licensed through Florida DOH/MQA, Board of Dietetic and Nutrition Minimum of one year experience with infants and toddlers* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Registered Nurse	Licensed through Florida DOH/MQA, Board of Nursing Minimum of one year experience with infants and toddlers* Enrolled Florida Medicaid Provider ***	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional	Not required at this time, may be required in the future

		enrollment	Competency areas	
Provider Class: Licensed Healing Arts Providers				
Note: A Licensed Healing Arts Professional serving as the Primary Service Provider and providing service coordination must enroll as a Service Coordinator and meet the education and experience requirements for Service Coordinators.				
Provider Type	Education and Experience Requirements	Required Core Training	Enrollment Renewal and In-service Training	EI Competency Approval
School Psychologist	Licensed through Florida DOH/MQA, Board of School Psychology Minimum of one year experience in area of early intervention* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Speech-Language Pathologist	Licensed through Florida DOH/MQA, Board of Speech Language Pathology and Audiology Minimum of one year experience in area of early intervention* Enrolled Florida Medicaid Provider **	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Speech-Language Pathology Assistant***	Licensed through Florida DOH/MQA, Board of Speech Language Pathology and Audiology Minimum of one year experience in area of early intervention* Documentation of supervising therapist's Early Steps enrollment, current medical license, and Florida Medicaid provider number ****	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future

Provisional Speech-Language Pathologist	Provisionally licensed through Florida DOH/MQA, Board of Speech-Language Pathology and Audiology Minimum of one year experience in area of early intervention must be completed through supervision by Early Steps enrolled speech-language pathologist Enrolled Florida Medicaid Provider**	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Physician	Licensed through Florida DOH/MQA, Board of Physicians Minimum of one year experience in area of early intervention* Enrolled Florida Medicaid Provider**	Not required	Not required	Not required

Addendum for Licensed Healing Arts Providers

*Certification of at least one year experience is required upon enrollment. The Early Steps Certification of Experience form must be used and is located at the CMS Early Steps Provider Enrollment website under your respective provider class: <http://www.cms-kids.com/ESProviders.htm>. Resumes, letters from former and current employers, letters from professors, or course syllabi will not substitute for the Early Steps Certification of Experience form. If a new provider meets all other requirements for enrollment and approval, but cannot document one-year experience and becomes employed/contracted with a Local Early Steps Agency, they must complete a mentorship within 6 months from the provider’s date of hire or date of written agreement with a Local Early Steps. They will be assigned a temporary approval status until completion of the mentorship. At the time of completion, they will be assigned active approval status if all required training is completed. Mentorship requirements are found in Appendix E.

**Providers must be enrolled in Medicaid within their specific discipline and/or as an Early Intervention Services provider. When enrolling in Medicaid as an Early Intervention Services provider, the applicant can contact the Early Steps Enrollment Specialist for a Medicaid application packet or visit the Provider Enrollment website for more information. However, if a provider is working for a home health agency or a hospital, an individual Medicaid number is not required but a Level II FBI background screening will need to be conducted or documentation provided of a clear Level II background screening within the past 5 years. Information about Level II FBI background screens is on the Early Steps Provider Enrollment website or via the Provider Enrollment Specialist.

***A speech-language pathology assistant may also meet the requirements for an ITDS, as this license requires a bachelor degree in communication sciences, and can dually enroll.

****A licensed therapy assistant cannot serve as Primary Service Provider or enroll with Medicaid as an Early Intervention provider. The therapy assistant will have to document the Early Steps enrolled and licensed supervising therapist they are working with as well as that therapist’s Medicaid provider number. The therapy assistant must document a Level II FBI background screening prior to approval.

Provider Class: Infant Toddler Developmental Specialists (ITDS)

Note: An ITDS who will dually enroll as a Service Coordinator must meet both Service Coordinator and ITDS education and experience requirements

Provider Type	Education and Experience Requirements	Required Core Training	Required Annual Training	EI Competency Approval
<p>Infant Toddler Developmental Specialist (ITDS)</p> <p>Note: Individuals enrolling in this provider type must have an ITDS Certificate or ITDS coursework documentation from an approved university or college at time of application</p>	<p>Bachelors degree from an accredited college or university in early childhood, early childhood/special education, child and family development, family life specialist, communication sciences, psychology, or social work</p> <p>Or</p> <p>Equivalent degree based on transcript review</p> <p>Minimum of one year experience in applied early intervention**</p> <p>A minimum of five years direct experience in the field of special education (degree or non-degree)</p> <p>Employment in a medical or behavioral field</p>	<p>Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted.</p> <p>Providers enrolling after all modules have been posted must complete Orientation Training within 90 days of enrollment</p>	<p>Must renew enrollment two years documentation of training service must be renewed at least once every year</p> <p>Early Intervention Professional Competency areas</p>	<p>An Infant Toddler Development Specialist Certificate from documentation of coursework from a state college or university</p> <p>Successful completion of the CMS online ITDS training modules***</p>

Please see revised ITDS requirements at <http://www.cms-kids.com/ESproviders/ESITDS.htm>

Additional information for ITDS Specialist

Experience is required upon enrollment. The Early Steps Certification of Training Modules is located at the CMS Early Steps Provider Enrollment website under your provider ID at www.cms-kids.com/ESProviders.htm. Resumes, letters from former and current employers, letters from previous employers, or course syllabi will not substitute for the Early Steps Certification of Training Modules. If a new provider meets all other requirements for enrollment and approval, but cannot document the required experience and becomes employed/contracted with a Local Early Steps, they must complete a six-month Mentorship. Mentorship requirements are found in Appendix E. ITDS cannot enroll in Medicaid until the experience requirements are met.

**With prior approval secured by the service area Early Steps Director, highly qualified personnel can be exempted from the university coursework requirement to receive an Infant Toddler Developmental Specialist Certificate by successful completion of the online ITDS training modules. Individuals that meet the educational and experience requirements as an ITDS with five years experience in early childhood and/or special education, or who have received the DOE Pre-Kindergarten Disabilities Endorsement, or who hold a Master's degree in the fields of study listed under educational requirements can be approved to receive a Certificate upon completion of the online ITDS training modules. Individuals with early intervention certifications from another state can be approved to receive a Certificate upon completion of the online ITDS training modules.

***ITDS must be enrolled in Medicaid as an Early Intervention Services provider. When enrolling in Medicaid as an Early Intervention Services provider, the applicant can contact the Early Steps Enrollment Specialist for a Medicaid application packet or visit the Provider Enrollment website for more information. However, if a provider is working for a group

agency or a hospital, an individual Medicaid number is not required but a Level II FBI background screening will need to be conducted or documentation provided of a clear Level II background screening within the past 5 years.

Provider Class: Service Coordination Providers				
Note A Service Coordinator who will dually enroll as an ITDS must meet both ITDS and Service Coordinator education and experience requirements				
Provider Type	Education and Experience Requirements	Required Core Training	Required Annual Training	EI Competency Approval
Service Coordinator and Service Coordinator Supervisor providing Service Coordination Services	<p>Bachelor's degree or higher from an accredited university with an emphasis in the areas of psychology, social work, health education, interdisciplinary sociology, early childhood, child development, or special education, or equivalent degree based on transcript review</p> <p>Minimum of one year experience of professional work with children 0-5 yrs. and their families in a teaching, counseling, or case management role*</p> <p>A minimum of three years documented experience may substitute for an out of field degree</p> <p>Enroll as a Florida Medicaid Provider**</p>	<p>Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment</p> <p>New Service Coordinators must complete their service coordination apprenticeship within 90 days of enrollment or if extended apprenticeship, 120 days</p>	<p>Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas</p>	<p>Not required at this time, may be required in the future</p>

Addendum for Service Coordination Providers

* Certification of at least one year experience is required upon enrollment. The Early Steps Certification of Experience form must be used and is located at the CMS Early Steps Provider Enrollment website under your respective provider class: <http://www.cms-kids.com/ESProviders.htm>. Resumes, letters from former and current employers, letters from professors, or course syllabi will not substitute for the Early Steps Certification of Experience form. If a new Service Coordinator meets the educational requirements for enrollment and approval, but cannot document one-year experience, they must complete an *extended* apprenticeship. Apprenticeship and extended apprenticeship requirements are in Appendix D.

** Service Coordinators must enroll with Medicaid through the Local Early Steps with which they are employed or contracted. A Medicaid Targeted Case Management (TCM) application must be submitted to the Early Steps Provider Enrollment Specialist for review and forwarding to Medicaid. New Service Coordinators enrolling first receive their *Interim Approval Status* so that their Medicaid Targeted Case Management application can be processed. The Interim Approval Status precedes the Temporary Approval status during the apprenticeship period for Service Coordinators.

Provider Class: Other Non-Licensed Providers				
Provider Type	Education and Experience Requirements	Required Core Training	Required Annual Training	EI Competency Approval
Certified Behavior Analyst/Certified Associate Behavior Analyst Note: Certified Associate Behavior Analysts must document the Early Steps enrolled and supervising Certified Behavior Analyst in their application materials	Certified Behavior Analyst through the State of Florida, Department of Children and Families or Board Certification from Behavior Analyst Certification Board (BACB) Minimum of one year experience in area of early intervention* Level II FBI Background Screening**	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future
Hearing Specialist	Bachelor's degree or higher for teacher of the deaf or hard of hearing with evidence of coursework specific to infant and toddler services and/or SKI*HI training or Specialization in a related field AND SKI*HI training AND evidence of coursework specific to early childhood hearing loss educators or equivalent by January 2010. Minimum of one year experience in area of early intervention* Level II FBI Background Screening**	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not at this time, may be required in the future
Special Instruction Consultant	Bachelor's degree or higher in one of the following areas: Early Childhood, Child Development, Early Childhood Special Education, Special Education-, or an equivalent degree based on transcript review.* At least three years clinical/classroom experience (combined) working with typical and special needs pre-kindergarten populations and two years of supervisory/administrative experience Or five years clinical/classroom	Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment	Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas	Not required at this time, may be required in the future

	<p>experience (combined) working with typical and special needs pre-kindergarten populations</p> <p>Or</p> <p>A Master's degree in one of the above areas may be substituted for one year of the required experience; or a Doctorate degree in one of the above areas may be substituted for two years of the required experience</p> <p>Level II FBI Background Screening**</p>			
Vision Specialist	<p>Bachelor's degree or higher for teacher of the visually impaired AND evidence of coursework specific to infant and toddler vision services and/or VIISA training</p> <p>Or</p> <p>Specialization in a related field with evidence of coursework specific to infant and toddler vision services and/or VIISA training</p> <p>Or</p> <p>Certification by the State Board of Education or certification by the Academy for Certification of Vision Rehabilitation and Education Professionals in Orientation & Mobility</p> <p>Minimum of one year experience in area of early intervention*</p> <p>Level II FBI Background Screening**</p>	<p>Must complete Early Steps Orientation Training On-line Modules within 90 days of the last module being posted. Providers enrolling after all modules have been posted must complete the Orientation Training within 90 days of enrollment</p>	<p>Must renew enrollment every two years and document 24 hours of in-service training, all in-service hours must be related to at least one of the Early Intervention Professional Competency areas</p>	<p>Not at this time, may be required in the future</p>

Addendum for Other Non-Licensed Providers

*Certification of at least one year experience is required upon enrollment. The Early Steps Certification of Experience form must be used and is located at the CMS Early Steps Provider Enrollment website under your respective provider class: <http://www.cms-kids.com/ESProviders.htm>. Resumes, letters from former and current employers, letters from professors, or course syllabi will not substitute for the Early Steps Certification of Experience form. If a new provider meets all other requirements for enrollment and approval, but cannot document one-year experience and becomes employed/contracted with a Local Early Steps Agency, they must complete a six-month mentorship. Mentorship requirements are found in Appendix E.

** A Level II FBI background screening will need to be conducted for all providers in this class or documentation provided of a clear Level II background screening within the past 5 years. Information about Level II FBI background screens is on the Early Steps Provider Enrollment website or via the Provider Enrollment Specialist. A current Florida Teaching Certificate will be accepted as sufficient documentation of a clear criminal background screening.

Non-Approved Provider Classes and Types

Individuals in the following two provider classes/types must complete a short application and enroll in the Early Steps Provider Enrollment System. There is no approval process and the information is for data purposes only. Enrollment renewal is required every two years; however, providers in these two classes are exempt from in-service requirements.

Provider Class: Non-Direct Services Staff				
Note: Additional requirements for this provider class will be developed.				
Provider Type	Education and Experience Requirements	Required Core Training	Required Annual Training	EI Competency Approval
Local Early Steps Director	Not required	Must complete Early Steps Orientation Training	Not required	Not required
Local Early Steps Coordinator	Not required	Must complete Early Steps Orientation Training	Not required	Not required
Service Coordinator Supervisor*	Not required	Must complete Early Steps Orientation Training	In-service required	Not required at this time, may be required in the future
Family Resource Specialist	Not required	Must complete Early Steps Orientation Training	Not required	Not required

*Service Coordinator Supervisors who provide service coordination services must also enroll as a Service Coordinator.

Provider Class: Out of Network Providers				
Note: These providers do not receive Part C funding.				
Provider Type	Education and Experience Requirements	Required Core Training	Required Annual Training	EI Competency Approval
Local Educational Agency Employees	Not required	Recommended, not required	Not required	Not required
Department of Children and Families	Not required	Recommended, not required	Not required	Not required
Insurance Network Providers who do not wish to enroll in the Early Steps system	Not required	Recommended, not required	Not required	Not required
Durable Medical Equipment Vendors	Not required	Recommended, not required	Not required	Not required

Early Steps Provider Enrollment Process

The Early Steps Provider Enrollment System provides the statewide infrastructure for Florida's early intervention programs to verify the required education, licensure, experience, criminal background clearance, and professional liability insurance coverage for all service providers working with infants, toddlers, and their families.

1. Submit Online Application

Complete and submit electronically the appropriate online application located at:

<http://www.cms-kids.com/ESproviders/providers.htm>

Once the application is submitted, the system will immediately notify the applicant of receipt.

Within two weeks, the applicant will receive an email acknowledging receipt of the application and a checklist of documentation required for approval. Any provider who is applying for dual enrollment in more than one provider type category must complete the appropriate application for each provider class, and submit all required documentation for each class.

2. Submit Packet of Required Documentation

Documents that are necessary to complete to complete a provider application include:

- Copies of college diplomas, medical licenses, transcripts, teaching certificates/endorsements;
- Completed Early Steps "Certification of Experience" form certifying at least one-year professional experience in early intervention;
- Proof of current professional liability insurance coverage;
- Proof of approved Florida Medicaid provider status and National Provider Identifier (NPI) number; or completed application to enroll in Florida Medicaid with additional materials and checks as required by Medicaid;
- Documentation of Level II FBI Background Screen clearance within the last five years or fingerprint card and check for cost of screening; and
- Completed Early Steps "Terms and Conditions of Enrollment" form.
http://www.cms-kids.com/ESProviders/Terms_Conditions_enrollment.pdt

Missing, inaccurate, or expired documentation materials create unnecessary delays in the timely processing of enrollment applications. Appendix A lists the required credentials/documentation by provider class and is on the Early Steps Provider website for reference.

Packets of required documentation should be mailed to:

**Early Steps Provider Enrollment Specialist
Children's Medical Services
4052 Bald Cypress Way, A06
Tallahassee, FL 32399-1707**

3. Credentials Verified and Provider Status Determined

Once the application packet is complete, with all documentation materials received, the Provider Enrollment Specialist will verify all credentials submitted for application. The Provider Enrollment Specialist has 60 days from the application date to review submitted documents, complete verification, and determine provider status. If there are missing or incomplete credentialing materials, the applicant has 30 additional days to submit the specified documentation for review and credentialing.

The Provider Enrollment Specialist updates the provider's status from applicant status to temporary or active approval status and notifies the provider and Local Early Steps by email. In order to be approved as a provider, the applicant may have to complete mentorship or apprenticeship requirements depending on the education and experience requirements of the provider class. The applicant can only assume a caseload and begin billing Part C after enrollment has been approved, he or she has been assigned temporary or active approval status, and have entered into a contract with a Local Early Steps or have been hired by a Local Early Steps.

Appendices

Appendix A: Documentation Checklists by Provider Class

Early Steps Enrollment Checklist Licensed Healing Arts
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Requirements	Date Submitted
Complete on-line provider enrollment application	
Complete Orientation Training On-line Modules within 90 days of posting of last Module	
Required Documentation to Complete Your Application (Must Be Mailed to the Address Below)	
Terms and Conditions Form – signed with Social Security Number and validated email address.	
Copy of Professional License – if therapy assistant, include copy of supervising therapist’s license	
Proof of Minimum of One Year Experience in Area of Early Intervention Early Intervention is considered as hands-on experience with children aged birth to five years old that have special needs and/or developmental delays. The Early Steps Certification of Experience form must be used and is located at the Provider Enrollment website under your respective provider class.	
Enrolled/enrolling with Florida Medicaid in your discipline Medicaid Number and/or National Provider Identifier (NPI) Number <hr style="width: 30%; margin: 5px auto;"/> And/Or Enrolled/enrolling with Medicaid as an Early Intervention Provider Medicaid Number and/or National Provider Identifier (NPI) Number <hr style="width: 30%; margin: 5px auto;"/> Submit your Medicaid EI Application in a separate envelope with your Early Steps enrollment documentation following the Early Intervention Medicaid Provider Enrollment Checklist. The Early Steps State Office will complete and enclose the <i>Certification for Provider of Early Intervention Services</i> before forwarding your Medicaid application to ACS.	
Current Professional Liability Insurance Face Sheet (and) Letter referencing Agency Liability A letter from employer confirming your coverage in your practice area under the policy is required if the employer is named on the face sheet as the insured.	

The fields represent information that is included in each application for the respective provider class. All forms can be found <http://www.cms-kids.com/ESproviders/providers.htm>

Early Steps Enrollment Checklist
 Infant Toddler Developmental Specialist (ITDS)

Requirements	Date Submitted
Complete on-line provider enrollment application	
Complete Early Steps ITDS Modules 1-6 or Submit ITDS Certificate or letter from an approved Florida College or University	
Complete Orientation Training On-line Modules within 90 days of posting to module	
Required Documentation to Complete Your Application (Must Be Mailed to the Address Below)	
Terms and Conditions form – signed with Social Security Number, valid email address	
Copy of Degrees and Majors (If Degree does not state field of study visibly, transcript required) Required Fields of Study: Early Childhood, Child Development, Special Education, Family Development, Family Life Specialist, Communication Sciences, Psychology, or Early Childhood Work. Or Documentation of a minimum of five years experience in a field of study or out of field degree.	
Proof of Minimum of One Year Experience in Area of Early Intervention Early Intervention is considered to be experience with children aged birth to five years old that have special needs or developmental delays. The Provider's Certification of Experience form must be used and submitted with your Provider Enrollment Application on the Early Steps website under your respective provider class.	
Medicaid Provider Enrollment Application Medicaid Provider Enrollment Application Provide application and all required documentation required in a separate envelope with your Early Steps enrollment application. The Early Steps State Office will complete and enclose the <i>Certification for Provider of Early Intervention Services</i> before forwarding your Medicaid application. and Fingerprint card and cashier's check for \$47 to "ACS Health Care" for screening costs or Fingerprint card and cashier's check or money order for \$47 to Department of Health for screening costs in Level II FBI background screening	
Current Professional Liability Insurance Face Sheet (and) Letter referencing Agency Liability A letter from your employer confirming your coverage in your practice area under their policy is required if the employer is named on the face sheet as the insured.	

The fields represent information that is included in each application for the respective provider class. All forms can be found <http://www.cms-kids.com/ESproviders/providers.htm>

Early Steps Enrollment Checklist

Service Coordination

Basic Requirements	Date Submitted
Complete on-line provider enrollment application	
<p>Current Florida Medicaid Targeted Case Management (TCM) Provider number and/or National Provider Identifier (NPI) Number or Florida Medicaid Provider Targeted Case Management (TCM) Enrollment Application Provide application and all additional documentation required in a separate envelope with your Early Steps enrollment documentation. The Early Steps State Office will complete and enclose the cover letter from Early Steps to recommend your enrollment with your Medicaid application. And Fingerprint card and check for \$47 to “ACS State Healthcare” for screening costs</p>	
Complete Orientation Training On-line Modules within 90 days of posting of last Module	
Required Documentation for Interim Approval of Your Application	
Terms and Conditions form – signed with Social Security Number and validated email address.	
<p>Copy of College Diploma (If diploma does not state area of study visibly, a transcript is required) Required Fields of Study: Early Childhood; Early Childhood/Special Education; Child and Family Development; Family Life Specialist; Communication Sciences; Health Education; Psychology; Sociology; Social Work; or, if degree other than those listed above, Documentation of a minimum of five years experience may substitute.</p>	
<p>Proof of Minimum of One Year Experience Minimum one year experience with young children and families in a teaching, case management, or counseling role, or with individuals with special needs and/or developmental delays of any age in a case management role. The Early Steps Certification of Experience form must be used and is located at the Provider Enrollment website under your respective provider class.</p>	
<p>Current Professional Liability Insurance Face Sheet (and) Letter referencing Agency Liability A letter from your employer confirming your coverage in your practice area under their policy is required if the employer is named on the face sheet as the insured.</p>	
Required Documentation for Temporary/Active Approval of Your Application	
<p>Service Coordinator Apprenticeship Checklist form – signed and dated. All service coordinators must complete an apprenticeship before receiving temporary/active approval in order to have a caseload and bill for services. Apprenticeship is completed after receiving interim approval and prior to enrolling in Medicaid TCM and having a caseload.</p>	

The fields represent information that is included in each application for the respective provider class. All forms can be found <http://www.cms-kids.com/ESproviders/providers.htm>

Early Steps Enrollment Checklist

Other Non-Licensed Provider

Requirements	Date Submitted
Complete on-line provider enrollment application	
Complete Orientation Training On-line Modules within 90 days of posting of last Module	
Required Documentation to Complete Your Application (Must Be Mailed to the Address Below)	
Terms and Conditions Form – signed with Social Security Number and validated email address.	
Documentation of Required Education and/or Certification Please refer to http://www.cms-kis.com/ESProviders/ESothernonlicensedpro.htm for specific requirements for each provider types in this class.	
Proof of Minimum of One Year Experience in Area of Early Intervention Early Intervention is considered as hands-on experience with children aged birth to five years old that have special needs and/or developmental delays. Certification must consist of letters from former or current employers. Letters from professors or course syllabi describing internship experience and hours with transcripts showing the successful completion of the course can be used for up to 400 hours of the required 1600 (or 25%). <u>Resumes are not considered certification of experience.</u> The Early Steps Certification of Experience form may be used but is not mandatory and is located at the Provider Enrollment website under your respective provider class.	
Documentation of clearance on a Level II FBI background screening within the last five years Or Fingerprint cards and check for \$47 to Department of Health for screening costs Or A current Florida Teaching Certificate	
Current Professional Liability Insurance Face Sheet (and) Letter referencing Agency Liability A letter from employer confirming your coverage in your practice area under the policy is required if the employer is named on the face sheet as the insured.	

The fields represent information that is included in each application for the respective provider class. All forms can be found <http://www.cms-kids.com/ESproviders/providers.htm>

Appendix B: Terms and Conditions of Early Steps Provider Enrollment

An enrolled and approved provider in the Early Steps Provider Enrollment System is eligible to provide services in the Early Steps system through a provider agreement with a Local Early Steps. However, a Local Early Steps is under no obligation to employ or contract with an approved provider based solely on the fact that the provider is enrolled and approved in the Early Steps Provider Enrollment System.

Providers are required to notify the Early Steps Provider Enrollment Specialist immediately of any changes in their enrollment record. Providers in the Licensed Healing Arts Provider Class are required to update enrollment every two years beginning with the first date of licensure renewal once enrolled. All other providers are required to update enrollment every two years from their active approval date. All providers are required to document 24 hours of professional development in the Early Intervention Professional Core Competency areas when renewing their enrollment.

All providers must be knowledgeable of and abide by all applicable federal, state, and local laws, regulations, and policies related to Early Steps including but not limited to IDEA, the Early Steps Program Plan and Operations Guide (PPOG), and the Early Steps Service Delivery Model and Guidelines document.

They must maintain accurate clinical records for a period of at least two years from discharge from services, and to make available to Early Steps all records and information necessary for the appropriate processing of payments and to assure the proper administration of Early Steps and assure compliance with all applicable statutes and regulations.

All providers must meet and maintain all applicable standards and regulations for licensing, credentialing, program licensure, funding requirements, and make records available, as requested, for quality assurance activities.

They must provide services to eligible children and their families as set forth in the IFSP, including participation in IFSP face-to-face meetings and phone calls, and on a frequent basis with families and other team members. The service provider must be inclusive, culturally competent, and that family members are an integral part of the service plan implementation and on-going assessment.

By signing this form, the provider contracted with a Local Early Steps agrees to the following terms and conditions of the Early Steps Provider Enrollment System and certifies that the records submitted are real and accurate.

Print Your Name: _____
Signature: _____ Date: _____
The following information is required: Social Security # _____
Your FEID # (For FEIN, if you have one) _____
Email Address: _____
Employer/ Agency Name: _____ FEIN# _____

The fields represent information that is included in required for all provider applicants. This and all other enrollment forms are at: <http://www.cms-kids.com/ESproviders/providers.htm>

Appendix C: Early Steps Certification of Experience

The CMS Early Steps Program requires that candidates for enrollment have one year of applicable experience. You have been identified by the applicant as a reference for the required experience.

Applicant Name: _____

Please complete this certification by answering the questions below based on your professional knowledge of the applicant. Return the document to the applicant to include with his/her other required documentation for the provider enrollment process.

1. Describe applicant's work with children ages 0-5 years who have special needs and/or developmental delays:

2. Provide the dates for which the applicant worked in the above capacity:

_____ to _____

3. If the applicant did not work for your agency, please describe your working relationship to the applicant:

Company/Agency/Contractor Name: _____

Company/Agency/Contractor Address: _____

Your relationship to applicant in work capacity: _____

Your Phone: _____

Your Signature: _____ Date: _____

The fields represent information that is included in required for all provider applicants. This and all other enrollment forms are at: <http://www.cms-kids.com/ESproviders/providers.htm>

Appendix D: Service Coordinator Apprenticeship Process

OVERVIEW OF THE EARLY STEPS SERVICE COORDINATOR APPRENTICESHIP

The Early Steps Service Coordinator Apprenticeship is required of all new Service Coordinators enrolled in the Early Steps Provider Enrollment System and who are employed or contracted with a Local Early Steps. All new Service Coordinators are required to complete the apprenticeship within 90 days from the date they are employed or contracted with a Local Early Steps. Service Coordinators cannot be assigned a caseload until the apprenticeship has been successfully completed.

The length of the apprenticeship is dependent upon how long it takes the Service Coordinator to complete the apprenticeship requirements listed on the Early Steps Service Coordinator Apprenticeship Checklist. Some Service Coordinators may need the 90 day timeframe, while others may complete it in less than 90 days. Completion time may vary based on the education and experience levels of the apprentice and the scheduling capacities of each Local Early Steps. However, the apprenticeship must be completed within the 90 days for individuals who have the required one year of experience.

New Service Coordinators who lack the required one year of experience, must complete the extended apprenticeship items which are *italicized* on the Early Steps Service Coordinator Apprenticeship Checklist. These individuals may take up to 120 days to complete the extended apprenticeship if needed. (Exceptions to the minimum requirement for one year of experience for Service Coordinators will be considered only in recruitment hardship circumstances documented in writing by the Local Early Steps Director/Coordinator.)

STEPS TO COMPLETE THE APPRENTICESHIP

Step 1. Review with your supervisor the document, Early Steps Service Coordinator Apprenticeship Checklist. This document specifies the required activities you must complete to successfully fulfill the apprenticeship. This will include completing the Early Steps Service Coordinator Apprenticeship Contact Log. It is recommended that you use these logs throughout your apprenticeship to document significant discussions and events that indicate your involvement in the apprenticeship process. Both the checklist and the log documents should be maintained in the Service Coordinator's personnel file and are not required to be submitted to the Early Steps Provider Enrollment System.

Step 2. Complete the Early Steps Service Coordinator Self-Assessment. The Self-Assessment contains statements of skill and knowledge categorized into ten topic areas that form the foundation of service coordination practice. Please rate yourself for each item using the rating scale provided. Once you have completed the self-assessment, you and your supervisor will prioritize the areas of skills and knowledge you choose to work on during your apprenticeship. Remember that professional development is an on-going process. The areas that you prioritize to work on in the apprenticeship should reflect the skills and knowledge that you and your supervisor think you need in order for you to begin carrying a caseload. The information that you provide on the rating forms will establish the foundation for the content of your Individual Professional Development Plan. Keep the rating forms—you

will refer to them in discussions with your supervisor throughout the course of your apprenticeship and beyond as you continue to build upon your skills and knowledge with new priorities. The self-assessment should be maintained in the Service Coordinator's personnel file and is not required to be submitted to the Early Steps Provider Enrollment System.

Step 3. After you and your supervisor have established the priorities from the Self-Assessment, you will develop your Individual Professional Development Plan. This plan should be directly linked to your ratings on the Self-Assessment and should be used to help you develop professional goals throughout your apprenticeship. The Individual Professional Development Plan also includes the required training and shadowing/observations that represent the minimum requirements for each topic area that must be completed as part of your apprenticeship. Your Individual Professional Development Plan may continue after your apprenticeship, as you and your supervisor continue to address priorities for your on-going development. This document may be as specific or general as it needs to be to best meet your needs. The Individual Professional Development Plan should be maintained in the Service Coordinator's personnel file and is not required to be submitted to the Early Steps Provider Enrollment System.

Step 4. After completing the requirements on the Early Steps Service Coordinator Apprenticeship Checklist for the apprenticeship, you must submit the Early Steps Service Coordinator Apprenticeship Completion Form to the Provider Enrollment Specialist. This should be completed with and signed by your supervisor, and mailed to the Provider Enrollment Specialist.

Step 5. The Early Steps Provider Enrollment Specialist will update your provider enrollment record and provider approval status. Once the apprenticeship is successfully completed, you will be assigned a temporary approval status and may begin serving a caseload. You will receive an email indicating your new approval status.

Appendix E: Service Provider Mentorship

Mentoring Process for Providers with Less than One Year of Experience

Each Local Early Steps Office is currently providing the necessary mentoring for licensed or certified providers with less than one year of experience in the area of Early Intervention, along with documentation of these activities.

In order for the providers to be tracked in our Provider Enrollment System, each Local Early Steps Office should submit to the Early Steps State Office the following information for providers who will be receiving mentoring in lieu of one year of experience:

- Name
- Provider Type
 - Licensed Healing Arts
 - Infant Toddler Developmental Specialist
 - Other Non-Licensed Professional
- Address
- Telephone number
- Email address
- Service Area
- Begin date of mentoring process
- Brief description of how the provider will be monitored, which, at a minimum, must include the following:
 - Direct observation of 2-daily home provider duties for at least 3 multidisciplinary evaluations/assessments, 3 initial IFSP meetings, 3 IFSP review meetings, 3 annual IFSP meetings, 3 sessions of parent training in the provider's home, an alternate caregiver's home (family day care, relative care, etc.) or an early childhood education program
 - Performance of each of the above activities while under the direct supervision of same-discipline provider (6 meetings minimum) to debrief on these activities.

The mentoring process must be completed within six months of the provider's date of hire/contract.

The above information should be submitted to:

**Early Steps
Provider Enrollment Specialist
4052 Bald Cypress Way, Bin A06
Tallahassee, FL 32399-1707**

Attachment I

Florida's Early Intervention Professional Competencies

A. Understanding Early Steps

1. Demonstrates knowledge of Early Steps mission and philosophy, eligibility requirements, service areas, and state and local program structure.
2. Demonstrates knowledge of the Early Steps Program policy and guidance documents, quality assurance standards and indicators, and local Community Plan.
3. Demonstrates knowledge of relevant legislation impacting developmentally delayed/disabled infants, toddlers, young children and their families including, but not limited to: Individuals with Disabilities Education Act (IDEA, Parts B and C) and the Americans with Disabilities Act.
4. Demonstrates knowledge of the federal regulations (IDEA, Part C) and state requirements for Florida's version of the IFSP (Individualized Family Support Plan or IFSP).
5. Demonstrates knowledge of "child find" legislation, procedures, and local practices.
6. Demonstrates knowledge of the federal requirements and state regulations for service coordination.
7. Demonstrates knowledge of the federal requirements and state regulations for transition.
8. Demonstrates knowledge of federal and state procedural safeguards and due process requirements.
9. Demonstrates knowledge of federal, state, and local requirements and procedures for record keeping, reporting, and confidentiality.
10. Demonstrates knowledge of primary funding streams for early intervention services and the system of payment for early intervention services.
11. Demonstrates knowledge of state service guidelines and Medicaid requirements.
12. Demonstrates knowledge of state policy and procedures for responding to and reporting child abuse, neglect, and emotional distress.

B. Understanding the Child and the Family

1. Demonstrates awareness of the critical development that occurs during the prenatal period to three years of age.
2. Demonstrates knowledge of developmental theories and interrelatedness of developmental domains.

3. Demonstrates knowledge of the impact of prenatal, perinatal, and postnatal factors that place a child at risk for developmental delay or disability. These may include, but are not limited to attachment/emotional, environmental/cultural, abuse/neglect, biological, prematurity, birth trauma, and parental.
4. Demonstrates knowledge of types of developmental disabilities and disorders, their causes, symptoms, and impact on the child and family (i.e. sensory impairments, chronic illness, genetic syndromes, and cognitive delays).
5. Demonstrates knowledge of newborn development for an infant who is a Neonatal Intensive Care Unit (NICU) graduate, including pertinent medical information and observational signals, developmental milestones and needs.
6. Demonstrates knowledge of typical and atypical development as a basis for developmental expectations.
7. Demonstrates knowledge of how developmental delays may impact a child throughout his/her life.
8. Demonstrates knowledge of frequently used medications and the affects for children with special needs.
9. Demonstrates awareness of family values across diverse cultures, languages, ethnic groups, and socioeconomic groups.
10. Demonstrates understanding of family systems theory.
11. Demonstrates knowledge of sources of support and information for families.
12. Demonstrates knowledge of the impact a special needs child has on the family, and how the impact on the family affects the child.
13. Demonstrates knowledge of the critical role the family plays in the life of the child, the child's development, and the child's self-image.
14. Demonstrates knowledge of first aid, CPR, and emergency care of seizures.

C. Understanding Evaluation and Assessment, Planning, and Service Provision

1. Demonstrates knowledge of the critical role the family plays in the screening, evaluation, and assessment processes.
2. Demonstrates knowledge of approaches/models for assessment including multidisciplinary, interdisciplinary, and transdisciplinary as well as the advantages of each.
3. Demonstrates knowledge of principles of effective assessment including, family driven, strength based, functional, and authentic.

4. Demonstrates knowledge of possible influences /differences on the assessment process (i.e. cultural norms, geography, and language).
5. Demonstrates knowledge of types of assessment tools/instruments and their uses and limitations (i.e. norm-referenced tests, criterion reference tests, observation, and parent report).
6. Demonstrates knowledge of assessment strategies to determine the characteristics, sequence, and stages of child's development in the areas of physical, motor, communication, social-emotional, self-help/adaptive, cognitive, sensory, play, nutrition and feeding.
7. Demonstrates knowledge of appropriate basic health, safety, nutrition, and sleep appraisals.
8. Demonstrates knowledge of available resources for assessment including assistive technology.
9. Demonstrates knowledge of assessment strategies to determine family concerns, priorities and resources.
10. Demonstrates knowledge of the role of the Service Coordinator including first contacts, evaluation and assessment, planning, facilitating and implementing the IFSP.
11. Demonstrates knowledge of transition points for an infant/toddler/family including NICU/hospital to home, home to childcare, early intervention to preschool, and preschool to primary.
12. Demonstrates knowledge of adult learning principles that promote maximum involvement of family members and child caregivers.

D. Understanding Teams in Service Provision

1. Demonstrates knowledge of the differences among the following service provision models: multidisciplinary teams, interdisciplinary teams, and transdisciplinary teams.
2. Demonstrates knowledge of the role of team members, including the family in each of the models.
3. Demonstrates knowledge of the benefits of service provision teams for children, families, and providers.
4. Demonstrates knowledge of a wide variety of potential team members and their functions (i.e. nurse, educator, parent, physical therapist, speech/language pathologist).
5. Demonstrates awareness of attributes of successful teams (i.e. role release, openness, consensus building).
6. Demonstrates knowledge of team development theory and stages of team development.
7. Demonstrates knowledge of the consultative model for providing early intervention services and its benefits.

E. Completing Child and Family Assessment

1. Demonstrates ability to use communication principles and techniques with families (i.e., active listening, reflections of feelings and content, questioning techniques).
2. Demonstrates ability to establish a collaborative partnership with the family and engage them in the assessment process.
3. Demonstrates ability to explain the components of the evaluation and assessment process to the family including screening, pre-assessment planning, child assessment, and family assessment of concerns, priorities, resources, and periodic review.
4. Demonstrates ability to determine which team model should be employed, and who should be part of the team for evaluation and assessment, as guided by referral information and the family's needs, concerns and priorities for their child's development.
5. Demonstrates ability to select and apply appropriate assessment tools/instruments/strategies to use for child evaluation and assessment, as guided by referral information and the family's needs, concerns and priorities for their child's development.
6. Demonstrates ability to participate as a team member with families and other professionals in planning and conducting evaluation and assessment activities.
7. Demonstrates ability to conduct a home assessment to identify safety issues to incorporate into the IFSP.
8. Demonstrates ability to assess the characteristics, sequence, and stages of an individual child's development in the following areas: physical, motor, communication, social-emotional, self-help/adaptive, cognitive, sensory, play, and nutrition/feeding.
9. Demonstrates ability to conduct a family assessment, using appropriate tools and techniques to address family concerns, priorities, and resources. Considers available family supports, daily routines, and adaptations for developing goals for the IFSP.
10. Demonstrates ability to employ all necessary resources for evaluation and assessment including assistive technology.
11. Demonstrates ability to provide adjustments/considerations for cultural and linguistic differences.
12. Demonstrates ability to effectively interpret, summarize, and communicate the findings of the evaluation and assessment in verbal and written forms that may be easily understood by family members and other team members to include common, understandable language; the family's concerns, priorities and resources; logically organized pertinent information; recommendations.
13. Demonstrates ability to provide recommendations for functional, routine-based interventions linked to assessment findings.

14. Demonstrates ability to ensure completion of all assessments and communicate results in a professional and timely manner.

F. Developing the Individualized Family Support Plan

1. Demonstrates the ability to develop an IFSP, with the family and other team members, which is family-driven, culturally sensitive, and based on consensus decision-making.
2. Demonstrates the ability to develop an IFSP, with the family and other team members, which is measurable (with regular documented evidence of progress toward achieving outcomes).
3. Demonstrates the ability, with the family and other team members, to use evaluation and assessment information to formulate outcomes and to identify effective strategies, activities and resources that address those outcomes.
4. Demonstrates ability to identify and recommend available resources within the child's family and community and how they are accessed and/or strengthened to meet the unique needs of the individual child and family.
5. Demonstrates ability to develop an IFSP, with the family and other team members, with integrated interventions that focus on children's interests within the context of family preferences and daily routines, including natural interactions with family members and other caregivers.
6. Demonstrates ability, with the family and other team members, to develop a plan to deliver services in the natural environment, when not immediately feasible to do so.
7. Demonstrates ability to determine appropriate developmental interventions to be included in the IFSP that will reduce stress, promote self-regulation and interaction.
8. Demonstrates the ability to suggest developmental activities to address immediate family/caregiver concerns.
9. Demonstrates ability to facilitate the ongoing IFSP process that is adaptable to individual child and family's changing needs
10. Demonstrates ability to integrate transition planning into the IFSP process (i.e., writing child/family transition outcomes, activities, etc.).
11. Demonstrates ability to identify sources for payment of services including Medicaid, private insurance, school-sponsored services, etc.

G. Implementing the Individualized Family Support Plan and Service Delivery

1. Demonstrates ability to maintain a collaborative partnership with the family to successfully implement the IFSP.

2. Demonstrates ability to consult with others and collaborate as a team member to implement the IFSP
3. Demonstrates the ability, with the family and other team members, to implement and monitor the IFSP that incorporates child and family outcomes within natural environments.
4. Demonstrates ability to provide ongoing assistance to the family in understanding their procedural safeguards.
5. Demonstrates ability to assist the family in establishing relationships with well childcare providers including primary health provider, vision/hearing screening, and immunizations.
6. Demonstrates ability to implement integrated interventions that focus on children's interests within the context of family preferences and daily routines including natural interactions with family members and other caregivers
7. Demonstrates ability to assist family in accessing resources in the community outlined in the IFSP, while considering the unique needs of the family including: emotional, language, cultural, religious, and geographic.
8. Demonstrates ability to assist the family in integrating the child into the most natural learning environments to the greatest degree possible.
9. Demonstrates ability to assist the family in accessing services in the most natural service delivery environments including: home, sitter's home, daycare home, family member's home, neighborhood playgroup, childcare with appropriate ratios of typically/atypically developing children, community setting, and other individualized options.
10. Demonstrates ability to collaborate with service providers (including family members) to evaluate appropriateness of curricula being used to plan for daily activities while considering the child's physical, cognitive, social-emotional, self-help/adaptive skills, and language development.
11. Demonstrates ability to identify and use developmentally and functionally appropriate materials, equipment, and environments.
12. Demonstrates ability to provide periodic evaluations of the child's progress as indicated in the IFSP.
13. Demonstrates ability to implement policies and procedures that support children and families as they transition into, within, and from Early Steps.

H. Professionalism and Ethics

1. Demonstrates professionalism by displaying appropriate characteristics and behaviors associated with workplace roles and relationships.
2. Demonstrates knowledge of professional standards of practice and codes of ethics and behaviors.

3. Demonstrates knowledge of the role of advocacy as a professional.
4. Demonstrates knowledge of professional organizations in the field of early intervention and children with special needs.
5. Demonstrates understanding of self-empowerment and responsibility for personal management by developing a personal vision.